Learning to read in the Madison public schools. 1949

Madison (Wis.). Board of Education
[Madison, Wisconsin]: [s.n.], 1949

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LEARNING TO READ

in the Madison Public Schools

Learning to Read

in the Madison Public Schools

Philip H. Falk, Superintendent

BOARD OF EDUCATION
Madison, Wisconsin

May, 1949

THIRD PRINTING

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FOREWORD

A civilized world can exist only through mutual understanding and good will. One of the greatest sources of understanding and good will is the printed page. The printed page can eliminate barriers of distance, race, beliefs, and cultures and can create common purposes and unity of action. The extent to which our military leaders have gone to teach our armed illiterates to read is evidence that ability to read is essential to wage war. The ability to read intelligently is even more essential to assure peace.

True, the ability to read is, like science, a powerful tool. It may be used to create or to destroy. It may be used to seek the truth or to conceal the truth. Hence, more important than the techniques of reading is the motive or spirit with which reading is done.

Learning to read is an involved, complicated process. As teachers we are inclined to assume that laymen know far more about how children learn to read than we have a right to expect.

The purpose of LEARNING TO READ IN THE MADISON PUBLIC SCHOOLS is to present to members of the Board of Education and the citizens of Madison a pictured story of how Madison children learn to read.

LEARNING TO READ IN THE MADISON PUBLIC SCHOOLS is a reprint of a section from the biennial report of the superintendent to the Board of Education for 1943-45. It was prepared by Dr. Bernice E. Leary, curriculum consultant, with the assistance of Margaret Parham, director of public interpretation, and many other staff members.

Philip H. Falk, Superintendent

"Once upon a time—"

LEARNING TO READ IN THE MADISON PUBLIC SCHOOLS

The teaching of reading has long been a major function of the American public school. Whereas widespread ability to read intelligently does not guarantee a successful democracy, a democracy is impossible without a citizenry capable of interpreting intelligently the printed page.

Probably because of the vital importance of reading there has always been much public as well as professional interest in the methods used by schools in teaching children to read. In 1871 the Madison superintendent appointed a special committee of citizens to "listen" to reading in the Second and Fourth Ward schools and to make suggestions and criticisms. They reported, ". . . We think that reading does not receive the careful attention in our public schools that its importance merits." Also, they stated, "It appears that the study of reading is not prosecuted with as much zeal as other studies, when the student is advanced to the senior grades. Among advanced pupils the impression appears to prevail that if they can read at all, it is sufficient. . . ."

In the superintendent's annual report of 1888 appears the statement, "If the children in our public schools were thoroughly trained in all that reading really means, there would be less complaint of stupidity in schools of higher grades."

It should be recalled that when the above excerpts were written there was no attempt to teach all the children of all the people. Those who remained in school represented a small percentage of all children and probably those most capable of learning to read well. Yet even they, it would seem, had their reading problems.

Problems of Long Standing

One of the most common misunderstandings in recent years is the belief that a startling new technique of teaching reading is being used which lacks some of the sterling virtues of the old techniques. Usually the implication is that either the old "alphabet" method, which began with the *a b c's*, or the phonic method, which emphasized the sounds of letters, is the logical way to teach beginning reading. Any change in procedure today is looked upon as the cause of every deficiency, from inability to read well orally to poor spelling.

Few adults can remember the method by which they learned to read. Records show that the *a b c* method was discarded in Madison as early as 1871. In his short report for that year Superintendent B. M. Reynolds stated, "During the year the teachers in the Primary grades have discarded the Alphabetic Method of teaching reading, and have adopted what is called the 'Word-Method'."

By 1889 the phonic method, too, was losing ground. In December of that year Isabella Lamont, a primary teacher in Madison's Second Ward school, read a paper before the state teachers' convention in which she stated, "In the teaching of reading (which is the key to every other study and is therefore of the first importance) there is the *a b c* method, the word method, the sentence method, and the phonic method. None of these methods is wrong, but all are incomplete. . . ." One may well ask how new is new, or how old is old.

In 1897 the Madison superintendent wrote as follows: "Some of us remember well the days of formalism when the work of the school under machine-like methods consisted in paragraph-recitation, rote-learning, and dry memorizing of useless stuff. The reaction set in and with the so-called new education we have the other extreme, where pupils are not required to learn anything but must find out everything for themselves and be told nothing."

By 1897 one may infer that in Madison the pendulum had swung from extreme formality to extreme informality, or to what seemed like informality, and was apparently moving back toward a middle ground. In the recorded words of the superintendent: "Our theory of development is based on the principle of self-activity. It is not what is done for the pupil but what he does for himself that contributes to his development."

Concern for good oral reading is of long standing in Madison, as indicated by the superintendent's report of 1888. Under the head of Report on Rhetorical Work appears, "It is difficult to a c c o u n t for the poor reading so general in our schools, except on the theory that words convey no definite idea to the mind. Unless mental pictures are formed by both reader and hearer, reading becomes mechanical and monotonous."

In 1897 the visiting committee on primary schools recommended that "the teachers' attention be particularly called . . . to the exercise of more care in distinct and comprehensive reading, eliminating, if possible, the traditional public school 'sing song'."

And in 1901 the citizens' committee for grammar grades reported, "Throughout the rooms visited, we noted an almost universal lack of distinct articulation, proper pronunciation, and correct spelling. The teachers as well as the pupils failed in proper pronunciation of words in common use."

That all was not well with the teaching of the classics in the good old days is indicated by the following excerpt from the 1896 report of the citizens' committee on grammar grades of the Madison public schools: "We doubt seriously the advisability of obliging pupils to read, for instance, Emerson, an author whose lines abound in delicate shades of meaning, which need frequent interpretation to make them intelligible to immature minds, as long as they are saddled with teachers who either shed no light on the

author's meaning, or else cast false lights, which are worse than none. Classics which are beyond the depth of either teacher or scholar should not be used in the grammar grades."

And on the question of wide rapid reading we find in Madison's school report of 1895-96 this doubt expressed: "Though we are strongly in favor of supplementary reading, yet we fear that the pupils of our schools read too much and with too great rapidity."

Such, then, were the problems of learning to read in the Madison public schools in "the good old days," two to three generations ago, as judged by successive reports of school superintendents. Many of these old criticisms have a familiar and modern ring. What of today – after 50 years?

Reading Today

The following pages on LEARNING TO READ IN THE MADISON PUBLIC SCHOOLS are intended to portray practices found in Madison classrooms today. They have not developed haphazardly. New methods have been introduced slowly, and results criticized vigorously. Present practices have grown out of long effort to develop readers who *can* and *will* read in many fields– literature, mathematics, economics, science, history; who can adjust their abilities to different materials and to different purposes; who know how and when to turn to print as a source of information and enjoyment; and who have acquired the habit of reading down through a book to find whatever can be used to shape their own thinking and conduct.

The story of how Madison children learn to read, as told here, is intended to lead to the following conclusions:

1. Learning to read is not merely a primary-grade activity. It is a process of growth that has its smallest beginnings in a child's first handling of books at home or at school and continues through life, or as long as one grows mentally.

2. Formal introduction to reading is made in the primary grades only after careful study of the child to determine his degree of adjustment to school, his concern for reading, and his general readiness to read.

3. Reading is taught as a carefully developed sequence of experiences and activities. Each new step is built upon previous steps. Gaps in the learning program due to avoidable absence from school impose a heavy burden on both pupil and teacher.

4. Parents can make a rich contribution to their child's achievement in reading, not by teaching him to read, but by providing a wholesome attitude toward reading in the home, by encouraging the use of good books, and by showing keen interest in his growth in reading.

5. Reading must always result in meaning, and meaning has its roots in experience. Hence, to learn to read goes beyond word calling to experiences, real or vicarious, that put meanings into words.

6. The most important factor in learning to read is the sustained desire of the pupil to learn to read. The school aims to stimulate and encourage this desire by utilizing and creating situations that make reading necessary and important to the child.

7. Learning to read requires more than a school reader. Abundant material of all sorts is needed – books, magazines, and newspapers – to develop interest in all fields and to develop abilities essential to reading in everyday life.

8. Along with a stimulating environment, natural experiences, and many good books, there is continuous guidance by a skillful teacher who adjusts her reading instructions to the needs of each child.

9. There is no one "best" method of teaching children to read. Almost every known method, technique, or device is utilized as needed – experience, phonetic, word, sentence, story, meaningful drill or practice – not in isolation, but in an approach to a particular problem of a particular group or of a particular child.

10. There are many kinds and rates of reading expected of all children. In almost any classroom in a single day Madison children have occasion to read orally and silently, to read for information and for pleasure, to read alone and in a group, to read intensively and extensively, to study and to browse, and at times to supplement their reading experiences with excursion, radio, or motion picture.

11. Reading is taught not as an end in itself, however much respect it rightly demands, but as a key to the doors of the world. It is taught with the hope that when boys and girls finish high school they will have the power and the inclination to choose their reading wisely, each with confidence that

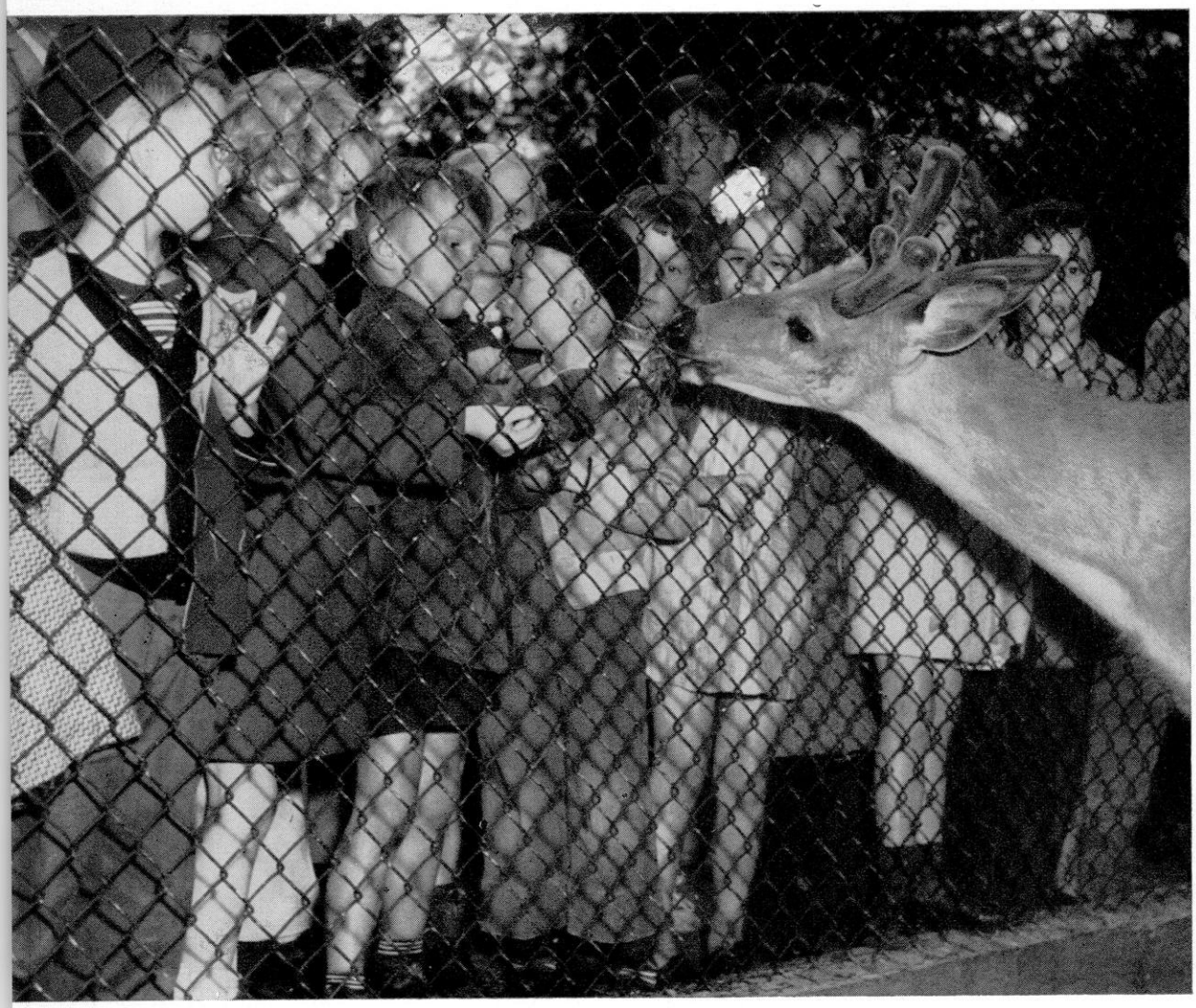
> "Here is a booke made after mine own
> heart, good print, good tale, good
> picture and good sense, good learning
> and good labour of old days."

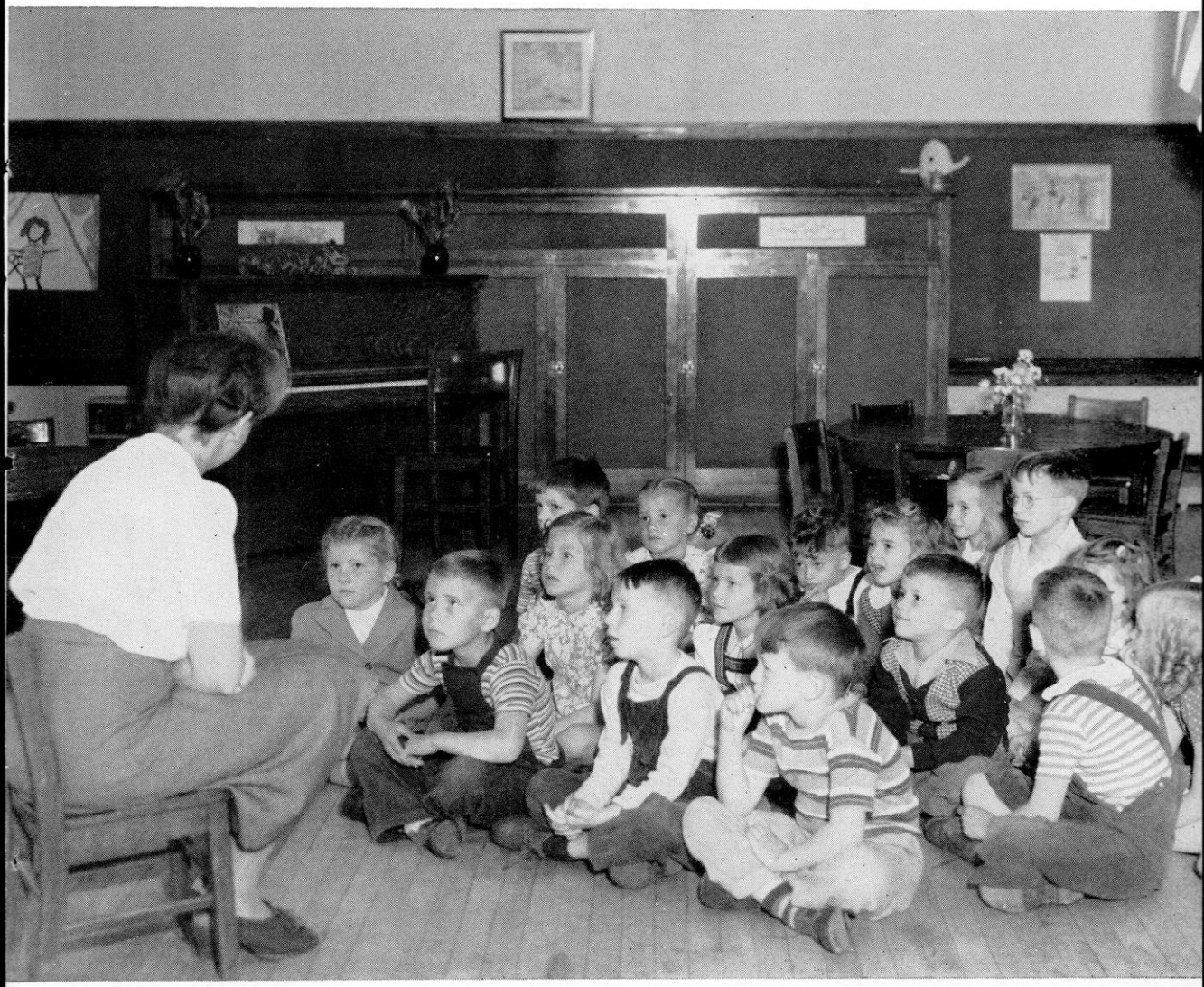
Before we begin to read —

Instead of beginning to read during their first year in school, children now have a year in kindergarten. Here there are no formal requirements, only experiences and activities that contribute to each child's personal and social development and to his readiness for reading.

We feed grass to the animals
When we go down to the zoo.

Going-places-and-seeing-things plays a large part in the kindergarten program. Trips to the store, park, zoo, farm, railroad station; to the garden next door; and to other classrooms widen children's experiences and give them a wealth of understanding that is necessary before they are ready to read.



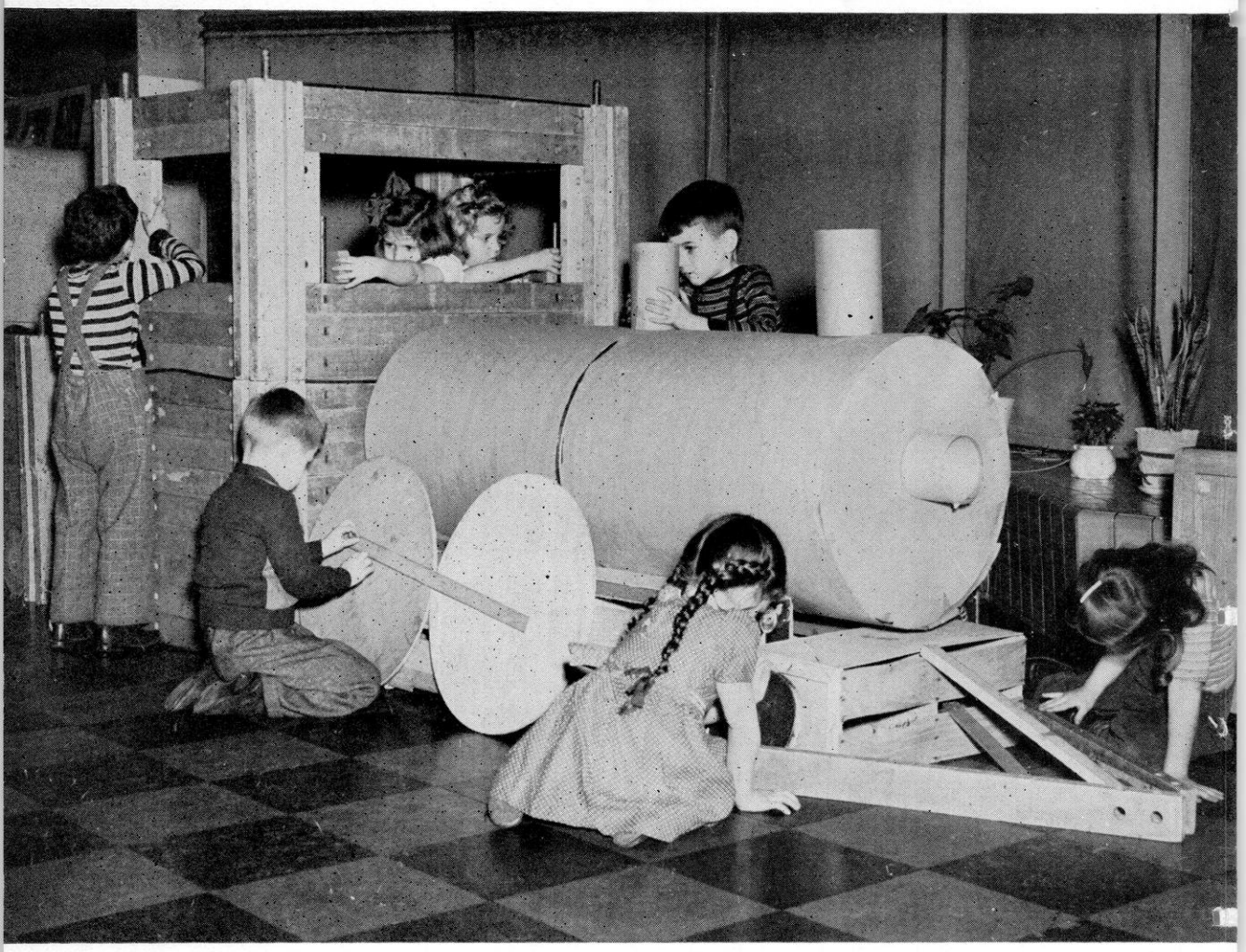


We talk of many things.

Group planning of large activities, talking about things that children bring to school, recalling happenings of school and home, reporting progress of projects—all help to develop the use of language and to create an easy, friendly, social atmosphere in the schoolroom.

This is the train that Jack built — and Jill, too.

Construction activities are of supreme importance in kindergarten. They usually follow an excursion and grow out of a desire to know how things are made. Making a "play" train, boat, store, or barn provides a natural use of new words and a natural need for understanding and remembering them.



What does the book say?

Children learn very early that a book may hold the answer to a question, tell a good story, or record an everyday experience. The kindergarten teacher uses every opportunity to help children realize these values in reading, to bring them face to face with the need for reading, and to create in them a desire to read "by themselves."

Belinda comes to tea.

Much of the activity in kindergarten is carried on by small groups of children having the same immediate interests. They learn to work and play together; to take turns; to be friendly, helpful, orderly, and resourceful. In a small group, too, they gain security and confidence in the use of language for communication.

Our crayons tell a story.

After a child has had an interesting experience, he naturally wants to tell about it. Art offers one means of expression, and is a child's first opportunity to record an experience or an idea that can be "read back."

"If you should meet a bunny
With a tail that's short and funny —"

Animal families are a never-ending source of interest and curiosity. By keeping small animals in kindergarten, caring for them, watching their habits, making shelters for them, listening to stories and poems about them, and looking at animal picture books, children answer many of their own questions and develop wholesome attitudes toward animals. Such activities also provide a background of information needed in beginning reading.

The pieces have to match.

The ability to see likenesses and differences in form has value in identifying words when children begin to read. As preparation for reading, kindergarten children play matching games and assemble matching puzzles by form, color, line, and shade.

"Little pig, little pig, let me come in!"

The climax of a kindergarten project is usually some form of creative dramatics. The properties are constructed by the children according to their own ideas, and the dialogue grows out of their familiarity with the story. Planning a dramatization, as well as the dramatic activity itself, helps to develop power in language.

When goblins give a party —

Holidays and birthdays are occasions for celebration in kindergarten. Children plan parties for their parents, for other classes, or for themselves. The entertainment represents regular school activities, the total experience aiming to develop a growing ability to cooperate with a group, to observe social courtesies, to carry responsibility, and to feel secure in a large social environment.

Aren't we almost reading?

By the end of kindergarten, most children have made the beginnings of what is to evolve slowly and naturally into reading. They know how to handle books and can recognize a desired book. They enjoy picture books and can talk about them. They are curious about print and are eager to learn to read. They can work with a group, speak distinctly, think clearly, carry out directions, tell a story, and report a brief experience. In these and other ways, they give promise of being ready for reading.

"Now we are six."

First grade begins where kindergarten leaves off, and shapes its program according to children's development. The story hour continues to prepare them for their own adventures in the world of books—the world of fact and fancy, the animal world, the workaday world of today, and the world of long ago and far away.

Let's play that I'm the mother.

A common first-grade unit centers in the home. Building, furnishing, and living in a miniature home provide occasion for the incidental reading of labels and signs.

Everyone helps in making applesauce.

A group experience, like the making of applesauce, calls for advanced planning that may be recorded on charts and used as reminders of things to do.

Sing a song of the carpenter man.

An excursion has more meaning for children as their interests expand. A trip to the school carpenter shop, for example, answers a host of questions that arise in the Home Unit.

Hammers, chisels,
Saws, and nails—

Perhaps the most important part of an excursion is what happens afterwards by way of pupil demonstrations, discussions, and chart "stories." The charts are developed cooperatively, the children dictating and the teacher writing—first on the blackboard and later on tagboard. The reading of their own stories with the teacher's help makes children's early reading experiences personal, meaningful, and important.

Here a word,
There a word —

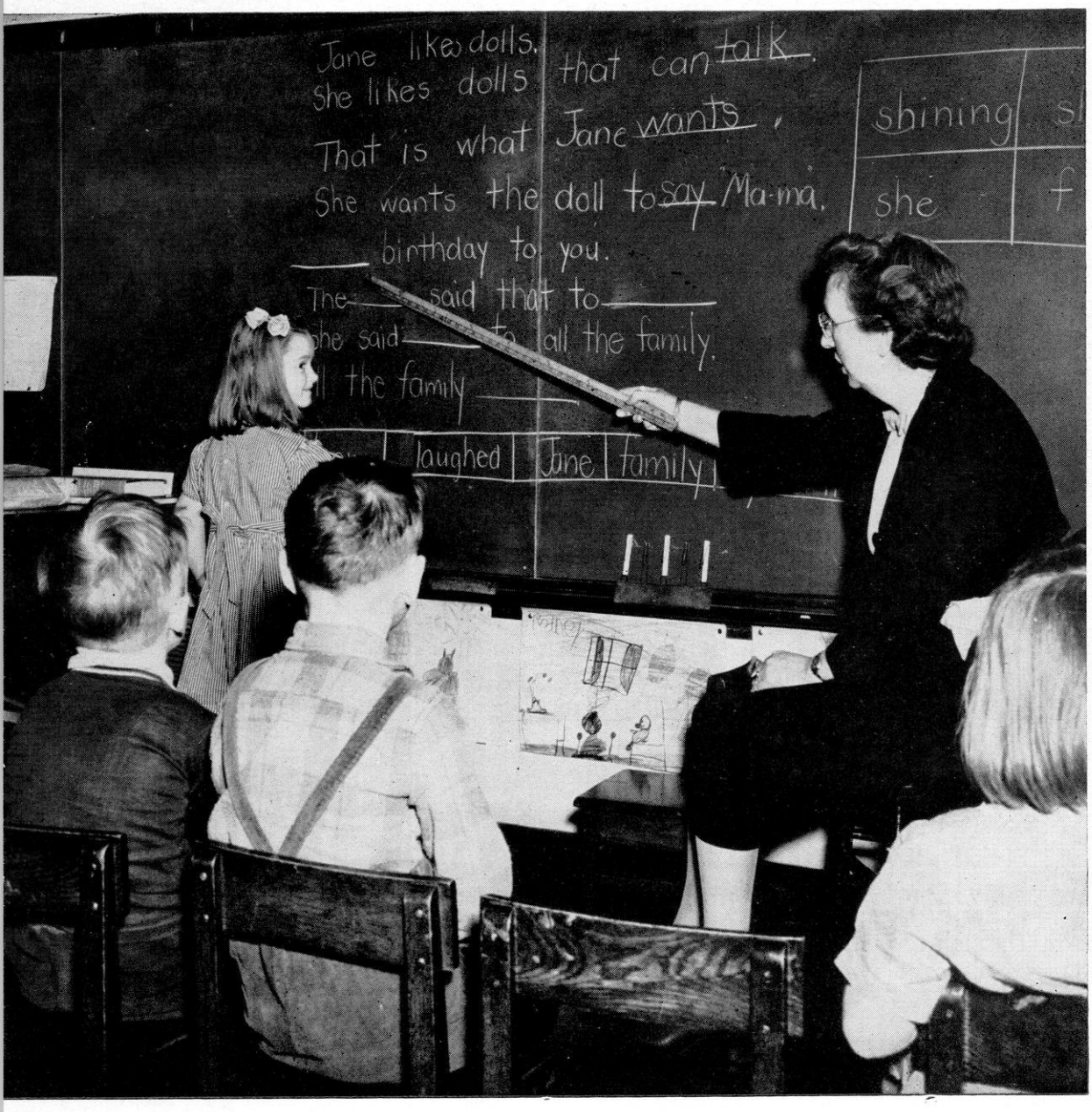
Although the learning of words is incidental at first, dictionary charts are developed as needed. They consist of pictures, each labelled by the word it illustrates. A child associates a word with its appropriate picture, until ultimately he comes to recognize the word without the picture. Later he uses dictionary charts for reference when he cannot remember a word.

Here a phrase,
There a phrase —

A child's first reading does not require a knowledge of letters. At the outset, he may recognize a word by its general appearance. It is big or little, tall or short; or it may have details that serve as a clue to identification. Through repeated contacts, a child soon recognizes "by sight" enough words for enjoyable reading.

There's a right place for the right word.

Identifying a word from its context, or its use in a sentence, is a common means of recognition. If a child comes to a strange word, he is taught to think what word would fit into the meaning of a sentence. Reading sentences with a word left out gives practice in recognizing a word from its context.



We make a big book.

Making booklets of various sizes from duplicated chart stories is a common activity in first grade. Sometimes a booklet is large enough for a group of children to read. Again, it is picture-book size for the reading table or primer size to be taken home. These booklets help children gain facility in handling books and pave the way for book-reading.

Now that we have a book —

Children are taught reading in small groups according to reading needs. While one group is reading with the teacher, others may be doing reading exercises at their seats or working at a small group activity in one corner of the room or attending special classes in other rooms.

To make our own book easy —

Reading large charts reproduced from the first pages of the pre-primer may precede the introduction of the book itself.

Making change —

The first reading of numbers, like the first reading of words, is based on experience. Children learn to read numbers as the need arises, in finding the right page in a book, using a table of contents, carrying out directions in a workbook, making a calendar, making price lists for a toyshop, or carrying on some other activity.

I'll put another cloud here.

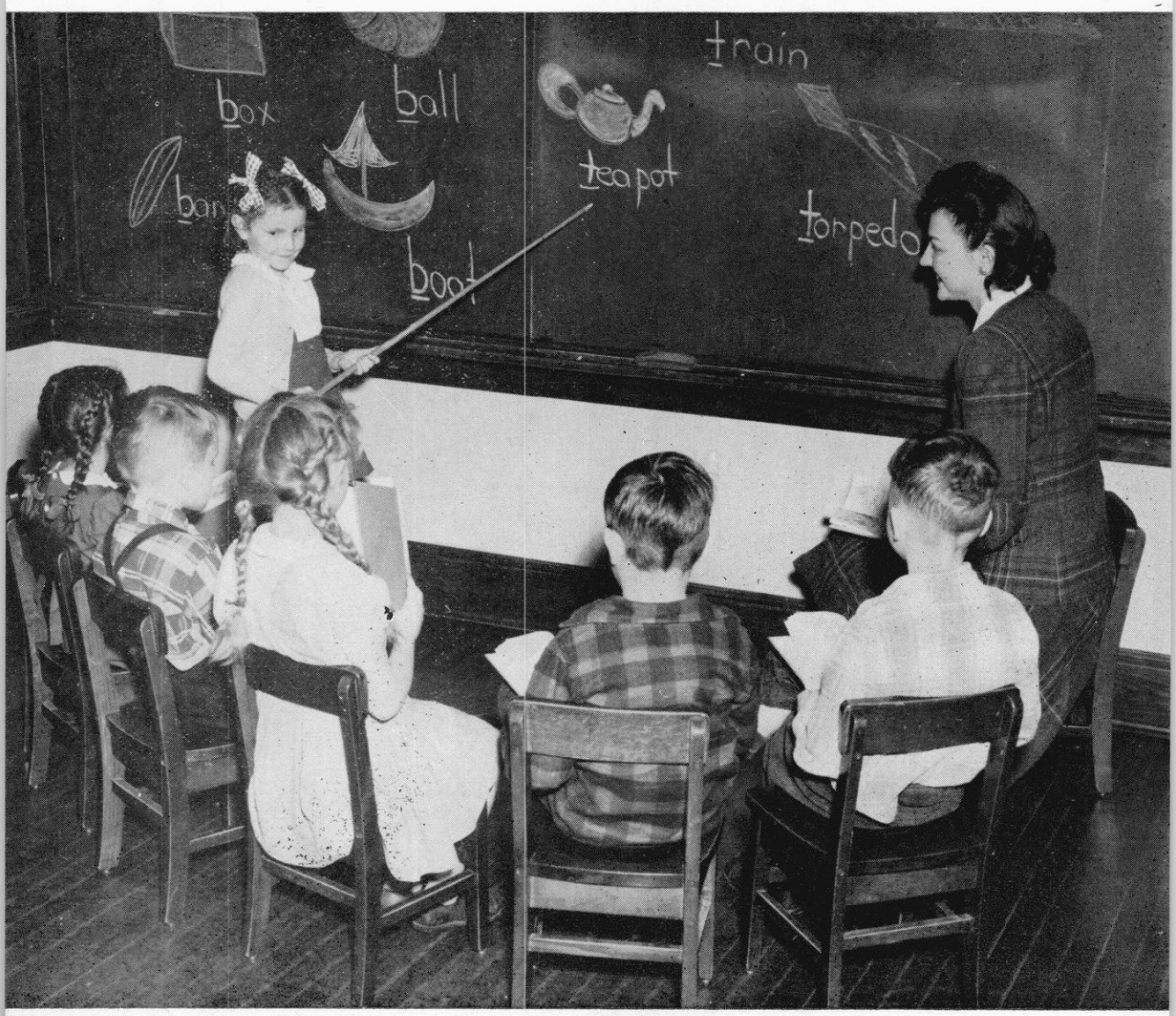
Painting becomes a literary art when it is used to interpret or illustrate a poem or a story.

Now let me think!

Study reading begins in first grade with the workbook, which requires a child to think while reading, to read closely and carefully, and to do "what the book says."

Look here for surprises.

Bulletin boards are a source of reading interest in all grades. In first grade they carry pictures, children's original poems and stories, and materials prepared by the teacher—notices, "good news," surprise stories, weather reports, special assignments of daily tasks, riddles, and jokes.

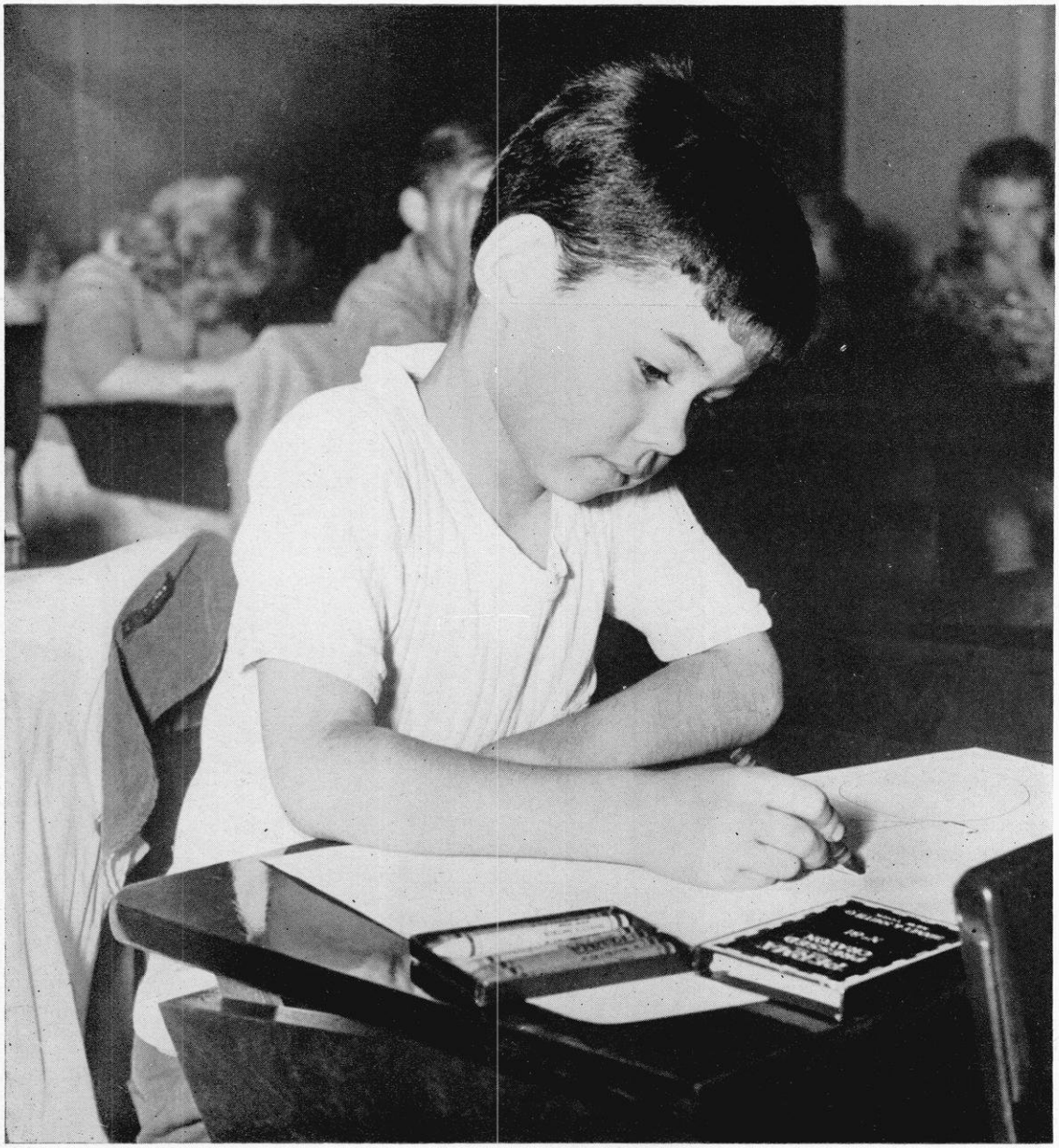


T is for teapot,
torpedo,
and train.

After a child has confidence in his ability to recognize some words "at sight," he is taught how to analyze words phonetically. He learns that letters have both names and sounds. He learns the sounds of common consonants—t, d, b, m, s, and others, as needed. He also learns common consonant blends—st, ch, sh, cl, sp; and common phonograms—ing, and, er, ed, all, and others.

D, when it's big,
Is for a boy's name.

The alphabet may be learned with the sounds of letters. Children find a picture for each letter of the alphabet, and then suggest words beginning with the same letter. These words are listed on a chart, and the compiled charts made into a class alphabet book.



Round and round my pencil goes.

After a child has learned the name of a letter, he learns to write it. At first, he says the name as he writes the letter, thus gaining skill in both naming and writing. Manuscript writing is taught first since it is easily learned and is much like print. By the end of the primary grades, most children transfer easily to cursive writing.

We train our ears to hear letter sounds.

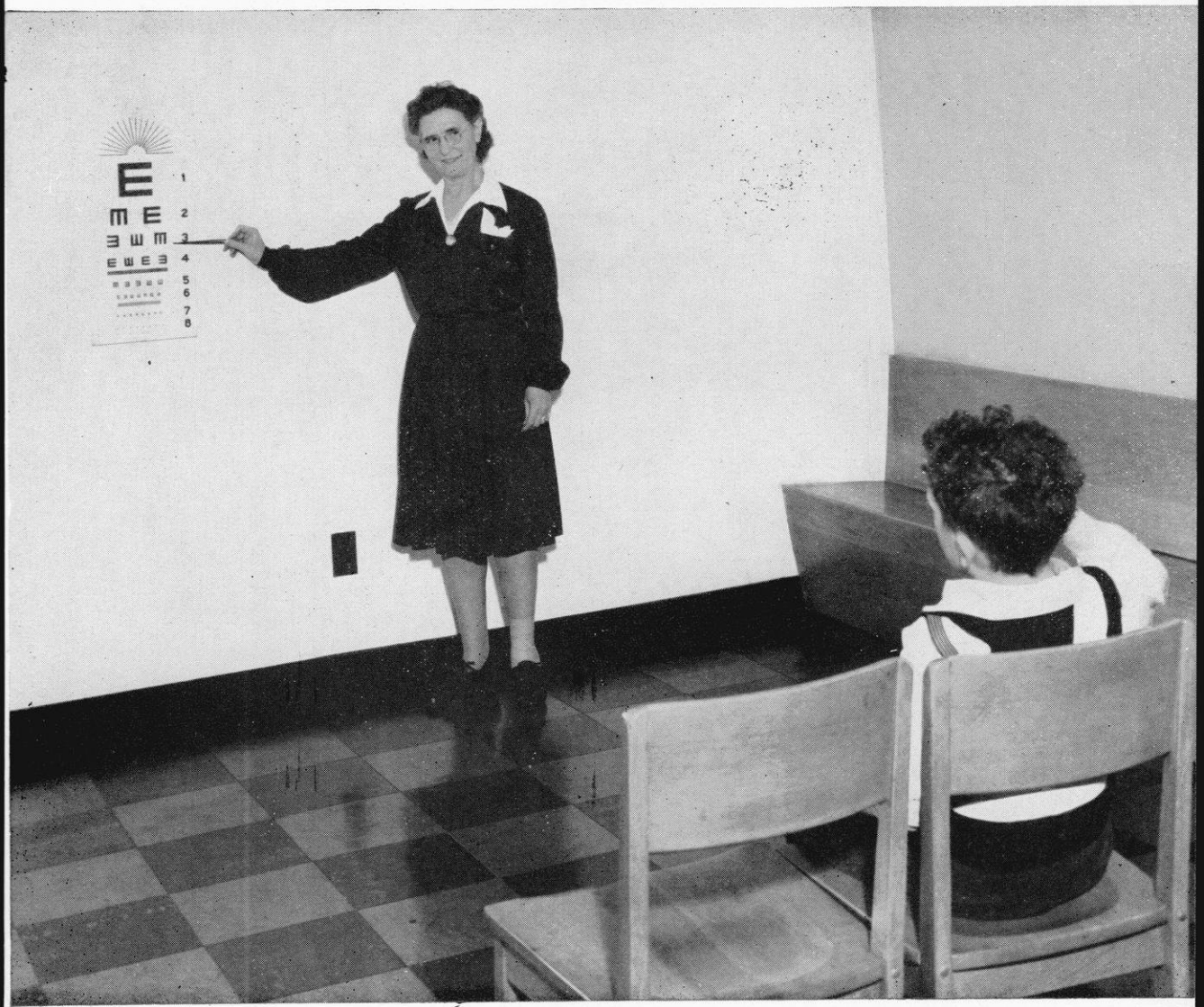
Since hearing words correctly is basic to pronouncing them correctly, various devices are used for ear training. One device is naming pictures and then classifying them according to their initial sounds.

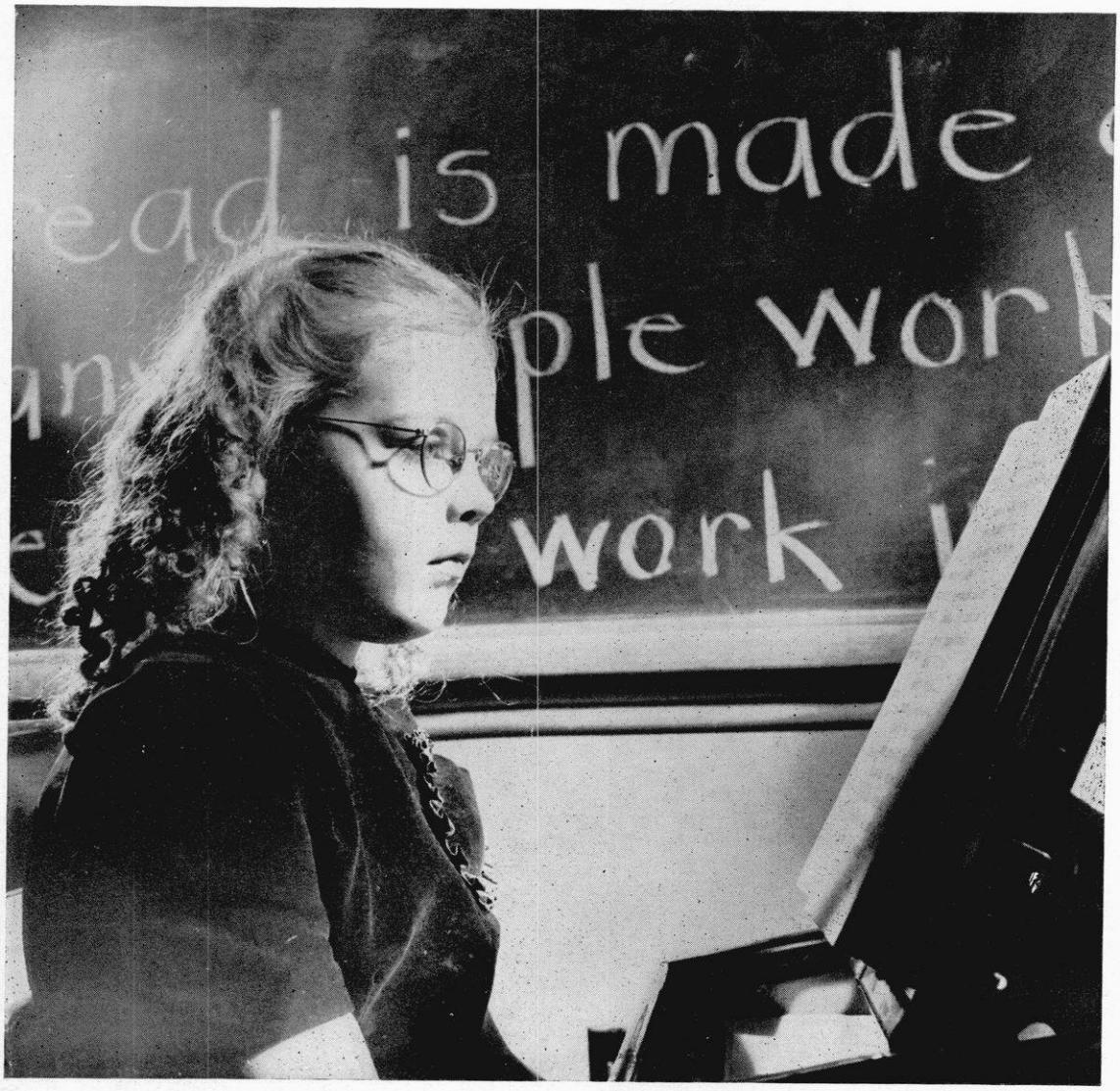
All together — say "Ah."

A speech survey is made annually from kindergarten through third grade. Speech defects thus identified, together with those discovered by classroom teachers of grades 4 to 6, are referred to a speech correctionist for remedial work. Effort is made to relieve children from strain and tension and to help them gain confidence in both speaking and reading.

The E points down.

Every pupil is given a Snellen test once a year. If visual defects are discovered, they are reported to parents for reference to family physician or eye specialist. Seating and lighting are adjusted as far as possible to prevent eye strain in reading and studying.





Big print is easy to read.

Children with very poor vision are assigned to a sight-saving room on recommendation of an eye specialist. Here they read specially prepared material and work by special lighting.

"A nook and a book,
A book and a nook,
A nook and a book for me!"

First-grade children enjoy their classroom browsing corner, where they find simple, appealing books that they can read. And they do read them, as records show. Some children read as many as 50 easy books their first year, in addition to the many that are read in regular class work. Yet these children are not "book-worms."

"Spellbound — by a story-book!"

Reading to others is a daily activity that develops poise and ease and naturalness in oral reading.

Here are some of the best books.

Although the school assumes chief responsibility for teaching children to read, parents help by the careful choosing of books for their children's home library and for reading aloud together. Annual exhibits of new books and occasional book lists prepared by teachers and librarians help to acquaint parents with books that are best suited to children's interests and abilities.

This is the way we read.

As a kind of triumphal ending to first grade, children invite their mothers to school to hear them read. Each child reads from books of his own choosing for only his mother to hear.

"The postman hands us letters
In a very friendly way —"

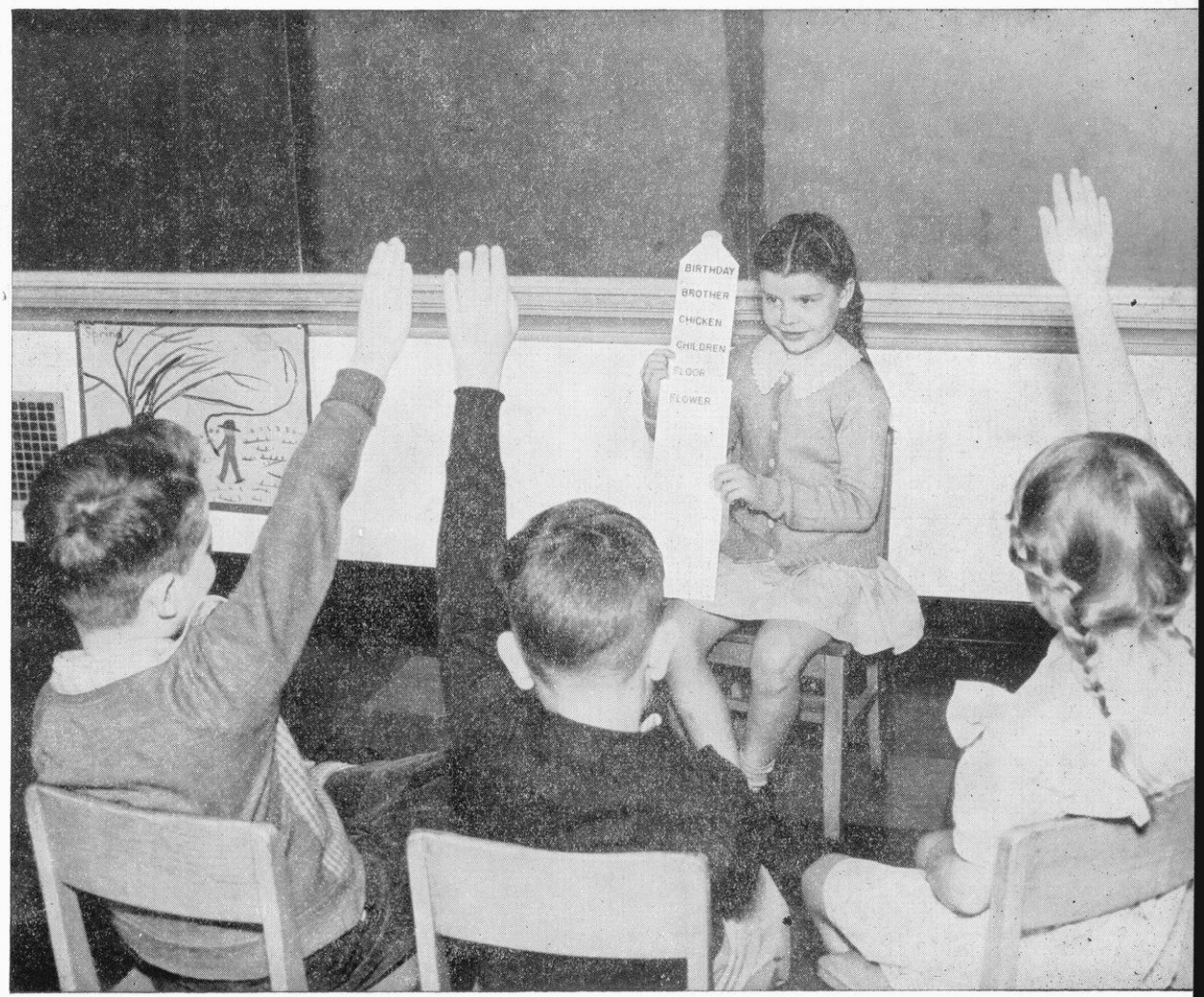
A center of interest stimulates many reading activities. In second grade, the Post-Office Unit, for example, involves reading notices on neighborhood mail boxes, printing and reading signs for post-office windows, reading rules regarding stamp sales, reading addresses on letters, reading letters that children send through their post office, reading stamps, and writing and reading charts about the post office.

A clock says more than "tick-tock."

Second-grade children, who cannot already tell time, are taught to read the clock in connection with the day's activities; first, with those which occur on the hour, then the half hour, the quarter hour, and each multiple of five minutes before and after the hour.

Just one look!

For smooth, rhythmical reading a child must recognize a word accurately and promptly, preferably from "one look." By second grade, quick-flash games are used to give practice in word recognition. These games are usually played in small groups with a pupil-teacher. The words chosen are those which children need and are able to recognize, but which they recognize too slowly.

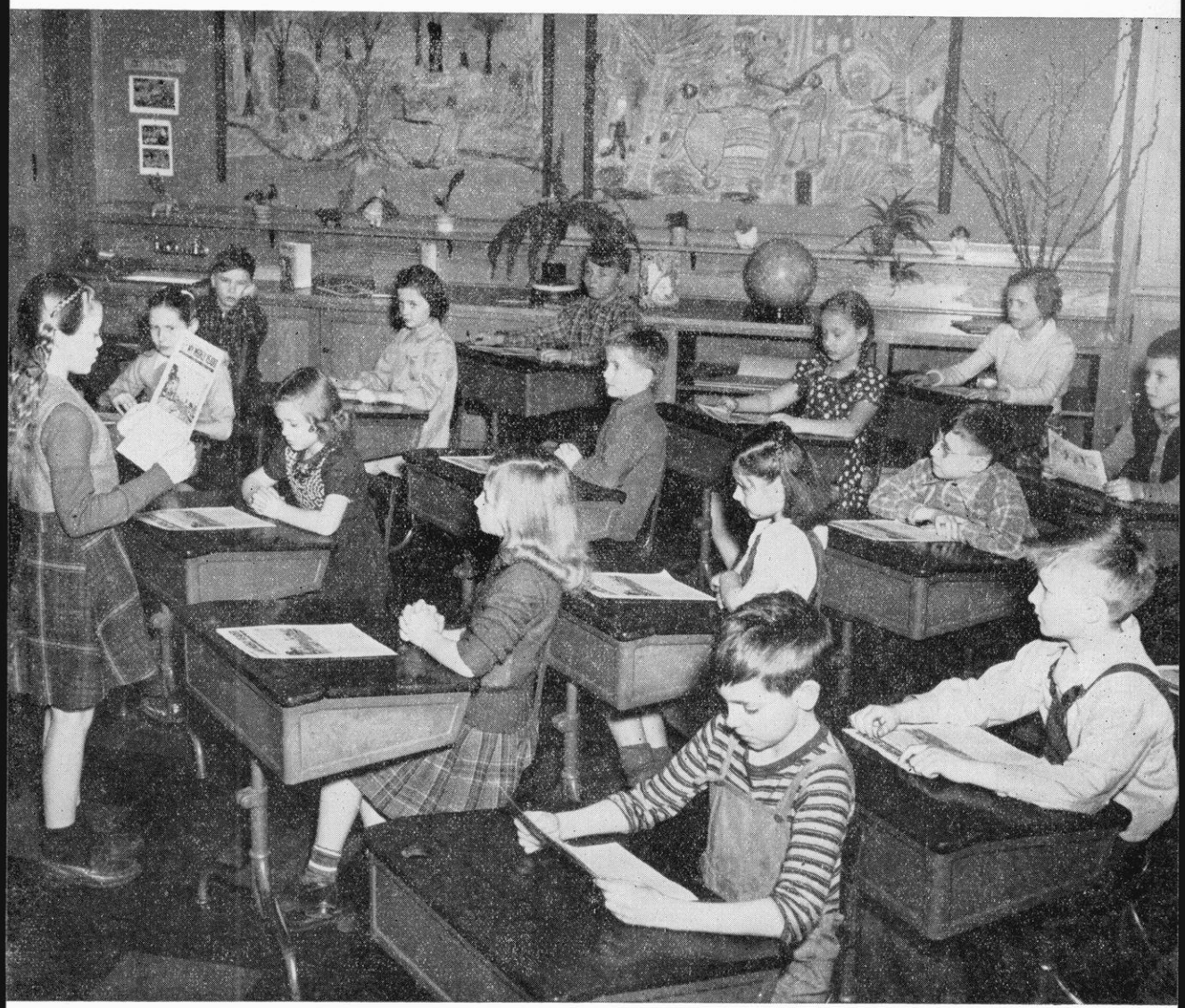


Are we reading or spelling?

Experience with words in reading precedes systematic instruction in spelling. Later, reading and spelling supplement each other. Analyzing a word to note how it begins and ends, finding little words in big words, and looking for familiar elements in words all bring net improvement in a child's reading while teaching him how to spell.

What's new in the world?

Children in all grades keep up with world affairs through a weekly newspaper that is read and talked over by the entire class.

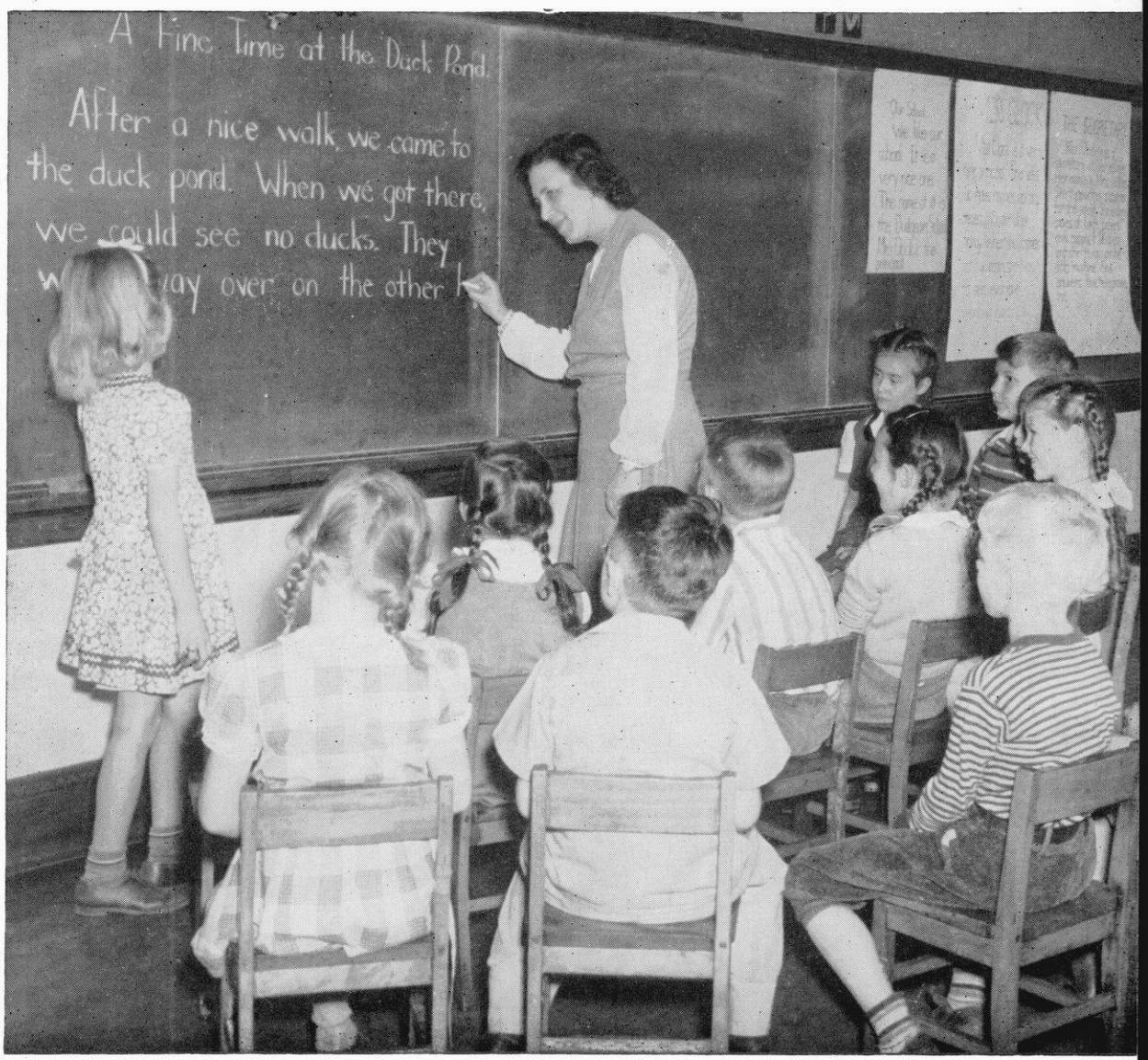


Trips make us feel like writing.

Most children do "feel like writing" in second grade, and they are encouraged to write about whatever they choose—a wish, an experience, an idea, an observation. Sometimes a common experience, like a trip to the duck pond, motivates writing and develops a desire to read.

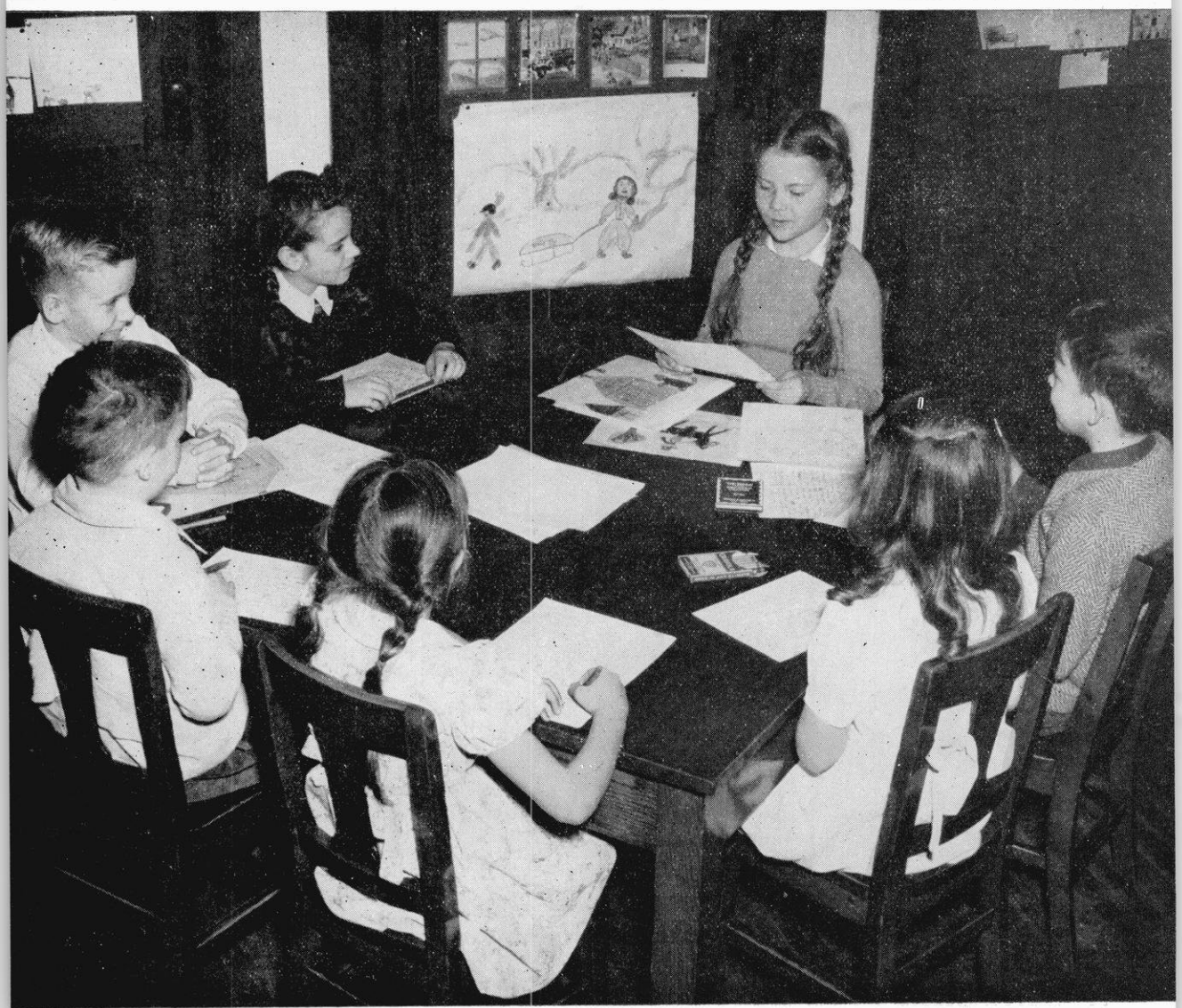
Good writing makes good reading.

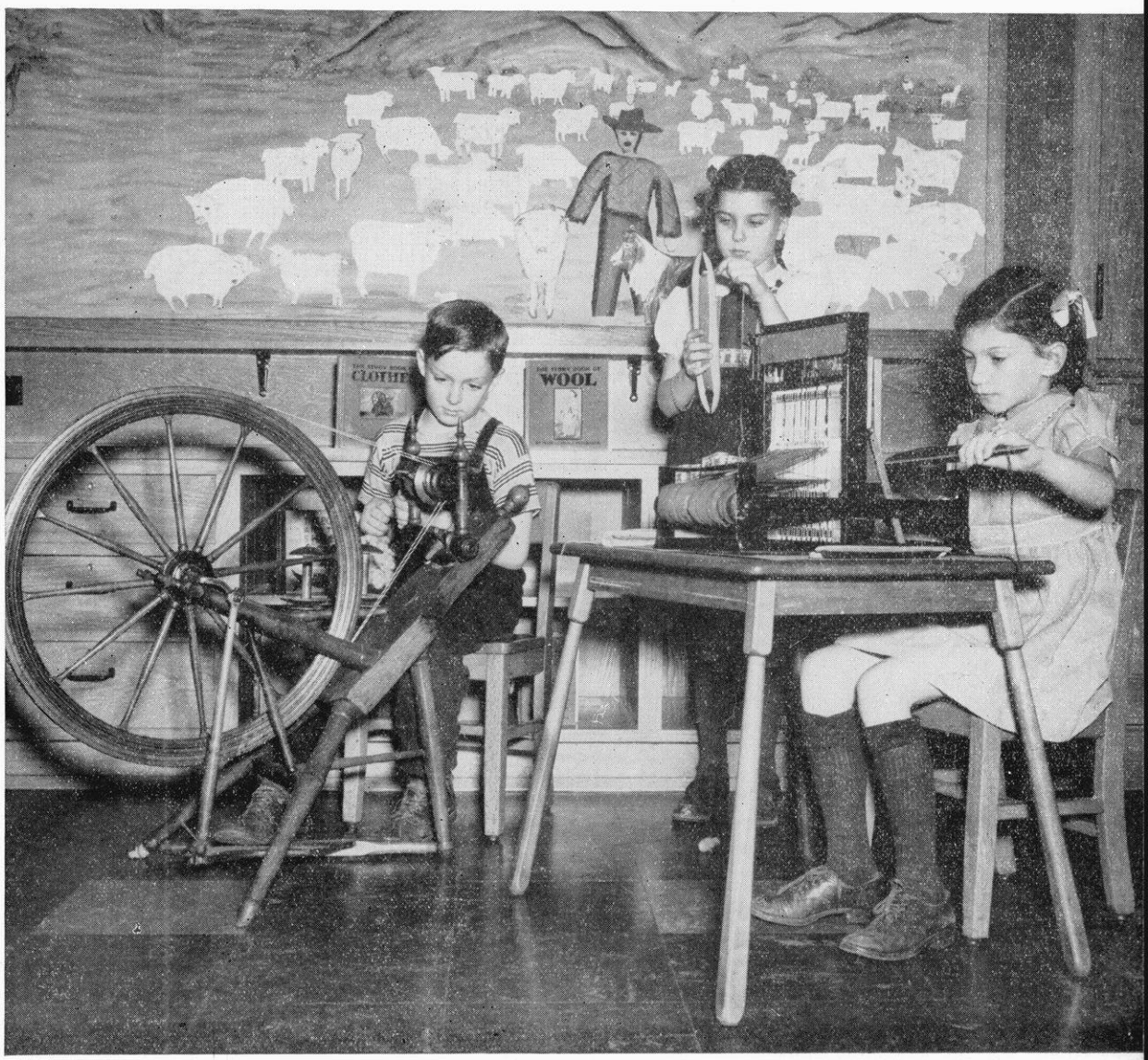
Children learn very early that there is more to good reading than mere word recognition. The importance of interesting content, well-chosen words, correct punctuation and capitalization, well-balanced sentences, and well-placed modifiers can be shown through the writing of a cooperative story.



This is my story.

Most children want a receptive audience to hear what they have written. Reading an original story to a small group of interested listeners is a natural occasion for oral reading.





We learn by doing.

Learning about wool by carding, spinning, and weaving gives third-grade children a background of understanding for reading on a social-studies unit.

No make-believe here —

Serious reading on serious subjects helps children to do what they want to do, to make what they want to make, and to know what they want to know.

What a lot of things we've learned!

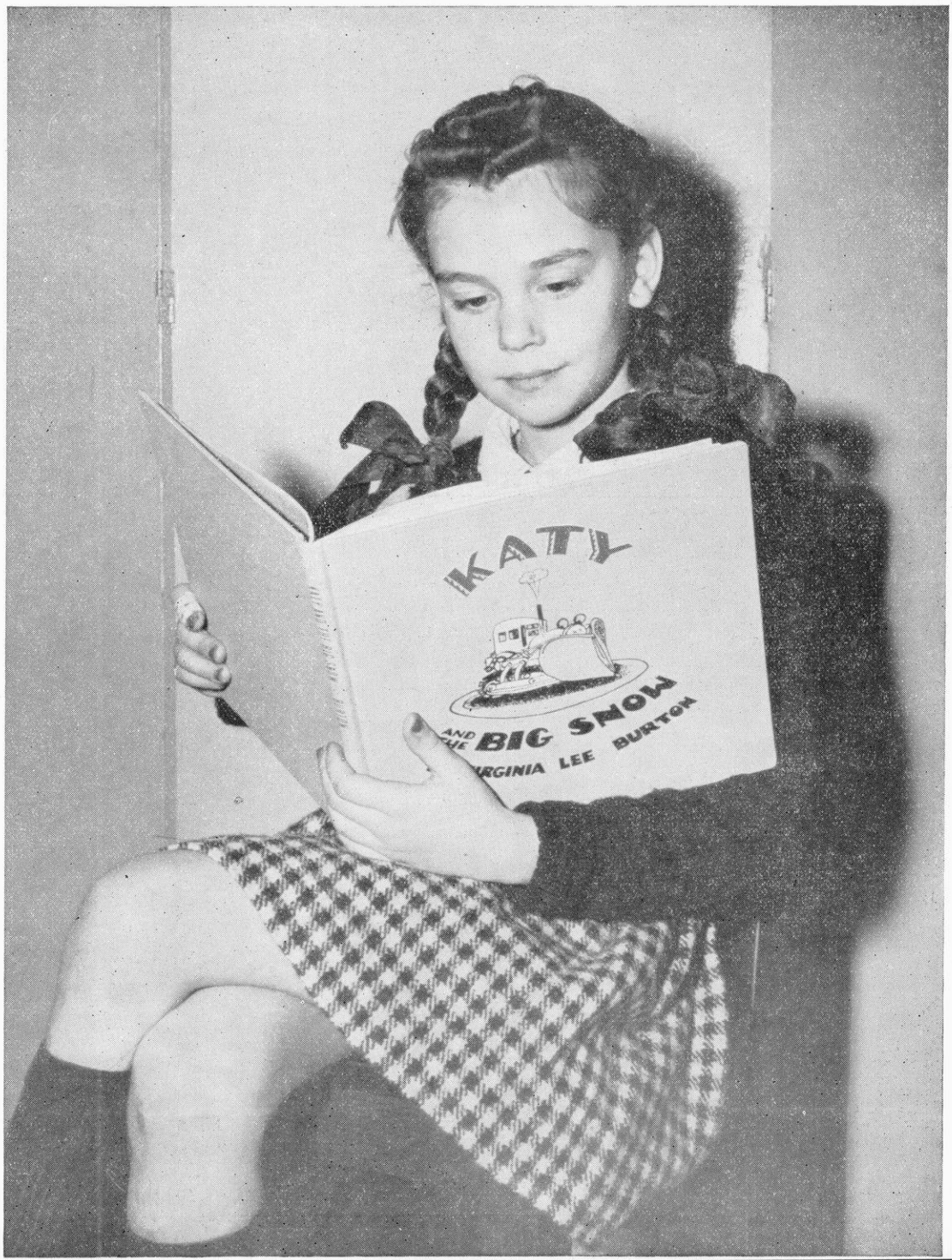
Keeping a class list of important words pertaining to a unit helps in remembering new words, and serves as a source of reference for spelling.

So we won't forget.

As a means of organizing information gained from reading, third-grade children classify words into groups according to meaning.

Alone with a good book —

When a child finds pleasure in reading alone—in a sheltered corner, before a fire, in the shade of a tree—he has found a source of happiness.



"In the wood beyond the world —"

Simple dramatization adds to the pleasure of reading and motivates more and better reading. Second-grade children need little encouragement other than an old tale, an informal atmosphere, and a waiting audience.

Everything in the world has a story to tell.

Learning to read, in its broadest sense, goes beyond merely putting meaning into printed words. It includes "finding stories" in shadow and sunlight, moon and stars, rocks and rivers and gravel beds; in leaves on the trees, clouds in the sky, turns in the roads; in everything that one becomes aware of through the senses.

Before we get new books —

All teachers have a part in selecting new books after the books have been evaluated by a committee of teachers for each grade.

What will be my reading score?

Standardized tests in reading are given annually to all pupils in grades 2 through 7 and in grade 9, usually during the third week of the school year. Pupils are then grouped for reading according to their needs. For example, some need to read more slowly and thoroughly; others, to read more rapidly; some, to select important points to remember; and others, to develop a larger vocabulary.

Do my eyes work together?

When a child shows a reading difficulty or other evidence of defective vision, he is given a telebinocular test for visual efficiency. If his eyes are coordinating properly, the dog seen through the telebinocular should be halfway through the hoop. When an error in vision is found, parents are advised to take the child to an eye specialist, and suitable adjustments are made in the classroom.

I can hear that.

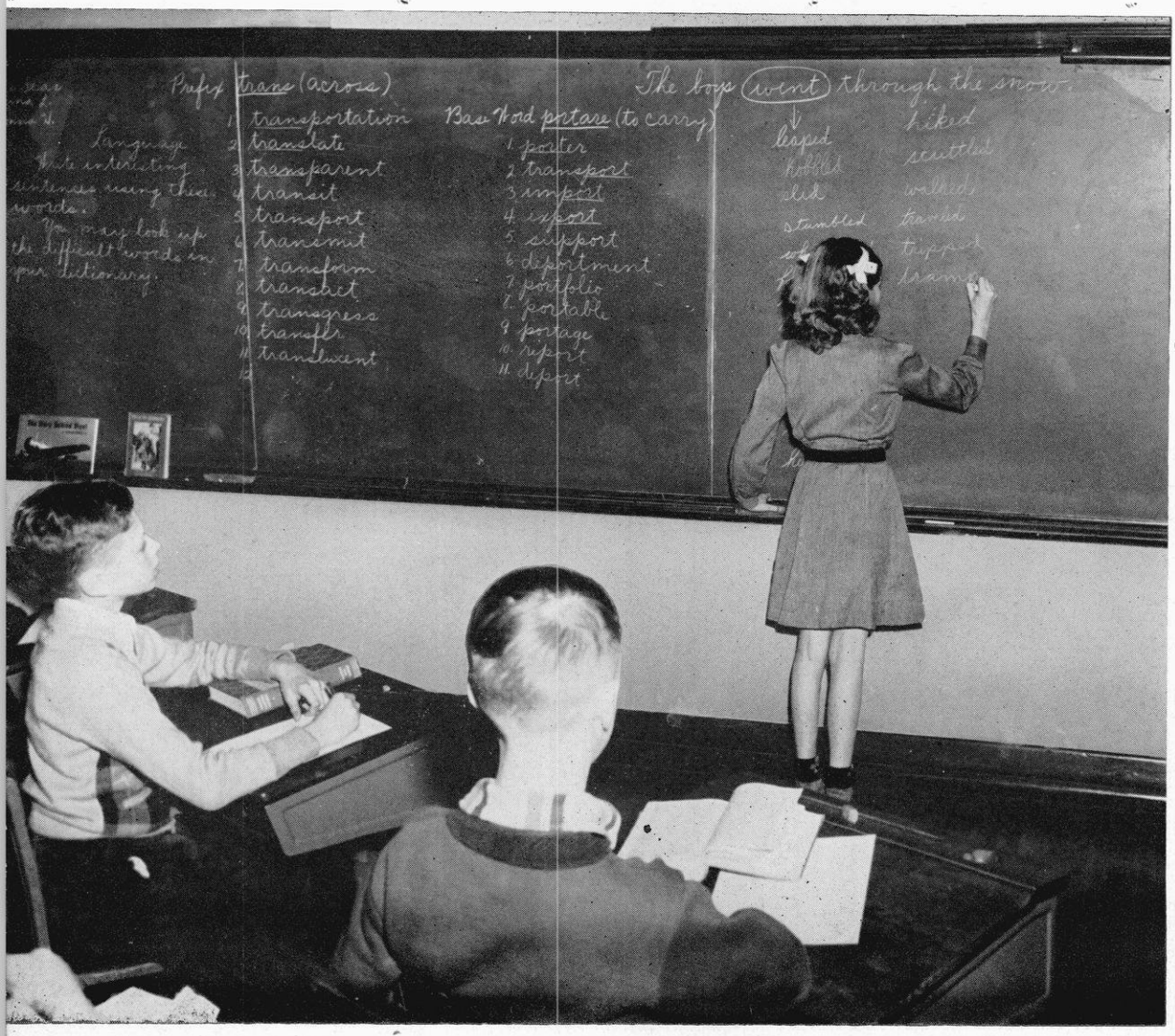
General tests for hearing are given to all pupils in grades 3 through 6. A child showing a hearing loss, or reported by the teacher as having a possible hearing loss, is given an individual audiometer test, and a report of deficiencies is made to his parents.

Some do this, and some do that.

Reading instruction is adapted at all levels to the needs and interests of children by grouping them for various activities, and by using different materials and approaches.

To improve our reading —

Class discussion of what has been read is sometimes used as a check on comprehension.



With words for a hobby —

Making a hobby of words—collecting new words, building words by adding prefixes and suffixes, using a dictionary for precise meanings of words, talking about words, substituting strong words for weak words, and "playing" with words in speech and writing—finds its reward in improved reading and writing.

We start to explore new places.

Reading aloud to pupils arouses curiosity in a new unit and helps to create a background of understanding for reading.

Motion pictures clear up our questions.

Motion pictures are used to set the stage for a unit of work, to provide a background for reading, to make learnings real and concrete, and to stimulate wide reading.

Here is the real thing.

Genuine specimens are invaluable in natural science, since they have the advantage of being not pictures, nor models, nor reproductions, but realities. They provide accurate concepts of nature and raise questions that lead to reading.

To think that it looks like this!

Using a microscope to study things too small to be visible to the eye—a fly's wing or the scales on a butterfly—may start an enthusiastic young scientist to the library on a search for more facts.

"Information, Please!"

Most children today are potential Quiz Kids. They want information, and they are willing to dig down through solid, serious pages to find it. The search is the more pleasurable for having a central library with a trained librarian in every school.

No wonder we enjoy science!

A science classroom with a natural history collection and plenty of good books is, for many children, a place of enchantment.

"So this is Mexico."

Bringing some of the atmosphere of a strange land into a fourth-grade classroom is both a motivation for and a result of wide reading.

We're flyin' high!

When sixth-grade pupils become absorbed in a unit of work, they read all kinds of material—books, newspapers, magazines, globes, maps, catalogues, time tables, vacation folders, pictures—whatever will extend their knowledge of the topic studied.

We get behind the scenes.

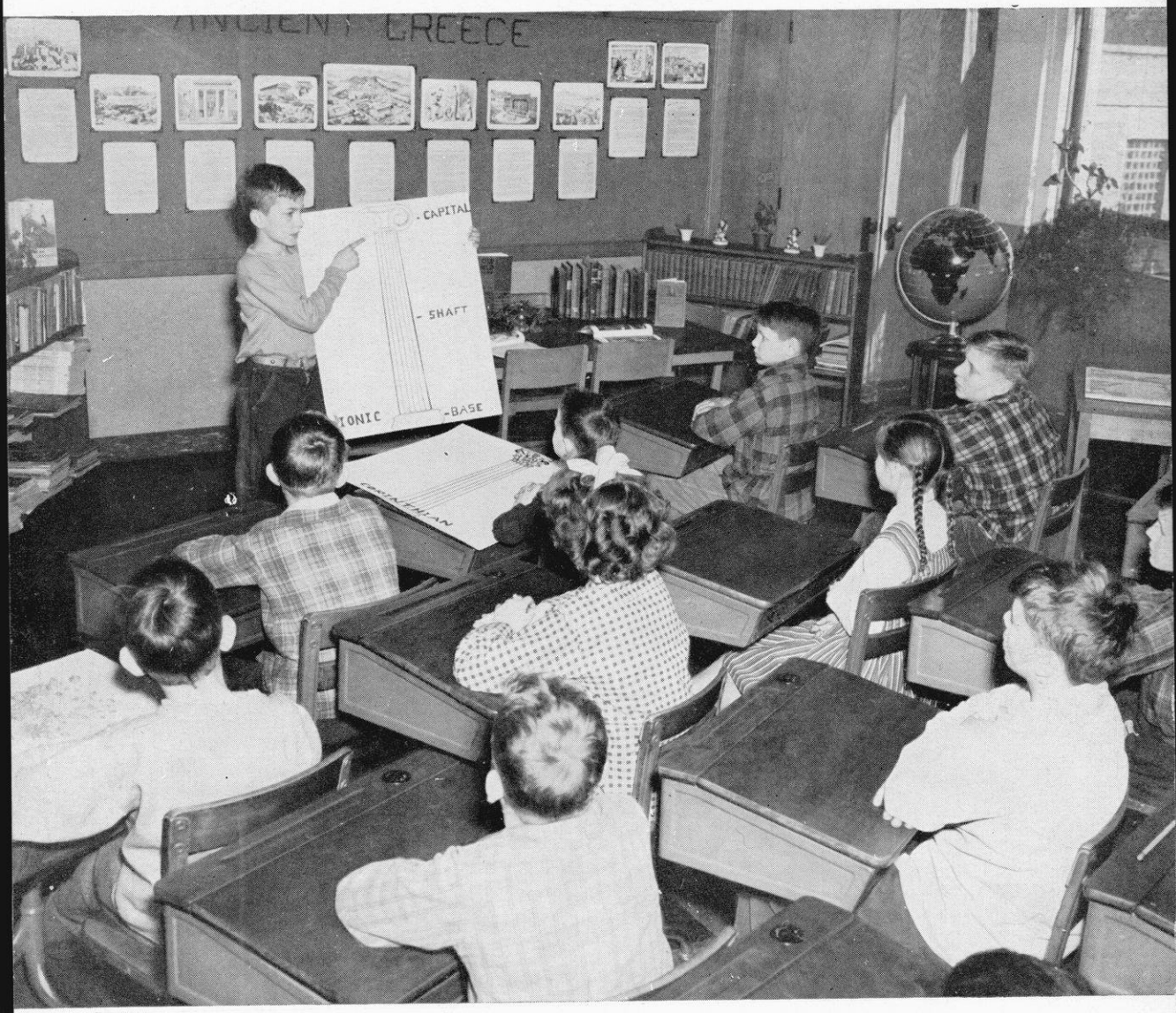
Puppet plays provide a desirable occasion for organizing, interpreting, and supplementing reading experiences. They are particularly valuable in the middle grades, where children are interested in costumes, stage properties, and planned dialogue.

Books are made to live.

Painting a mural to illustrate a social-studies unit calls for an abundance of reading—in preparing for the activity, during the activity, and in evaluating the results. Other art projects of similar value include the making of a wall frieze, models of book characters, dioramas, and pictorial maps.

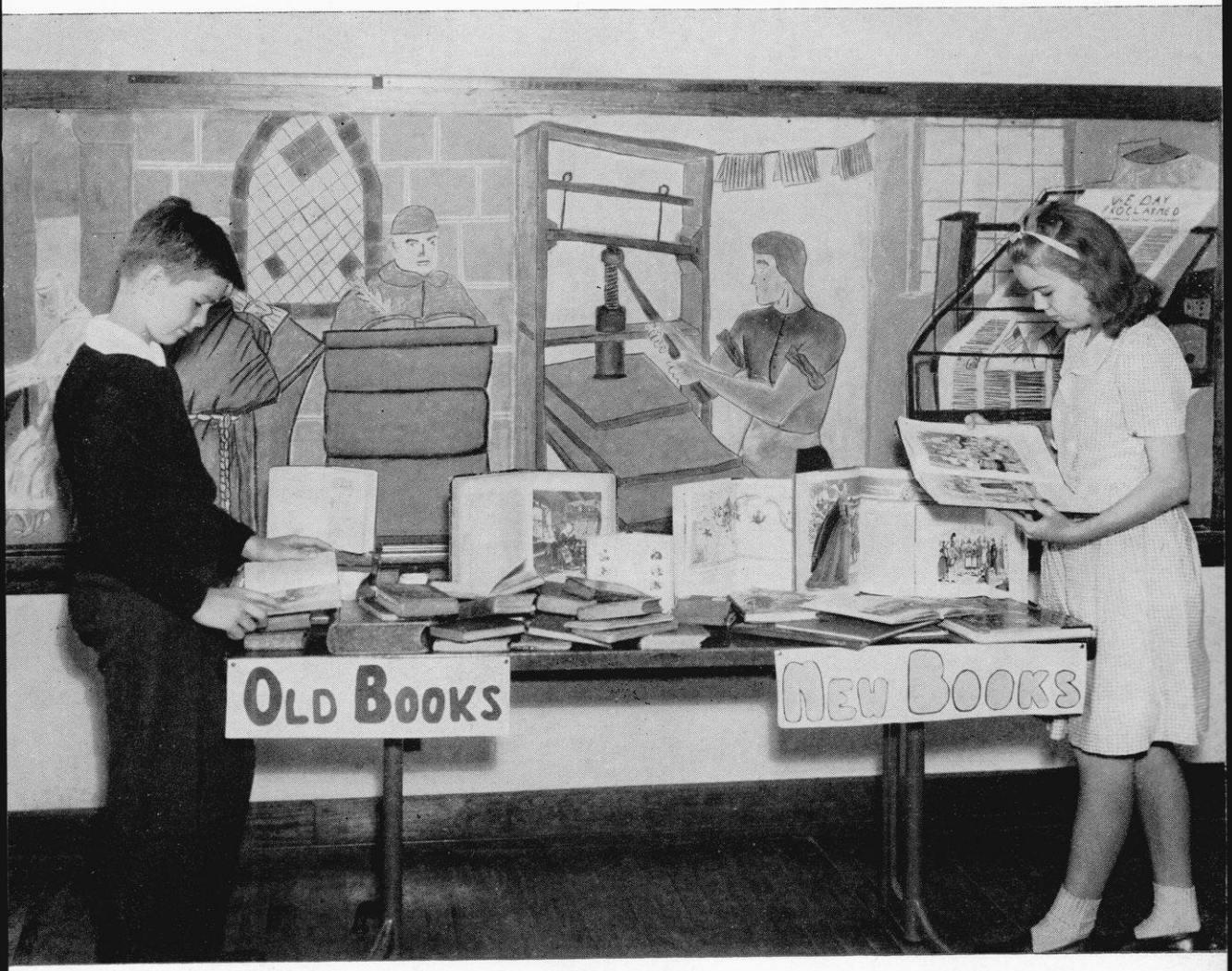
In this diagram —

When a large unit is under way, each child is responsible for finding certain information relating to the unit. Reading to make a report that the group will understand calls for organization and initiative, and gives importance and meaning to individual effort.



Looking back through the ages —

Modeling prehistoric animals in clay stimulates a child's imagination and helps him to recreate the past.

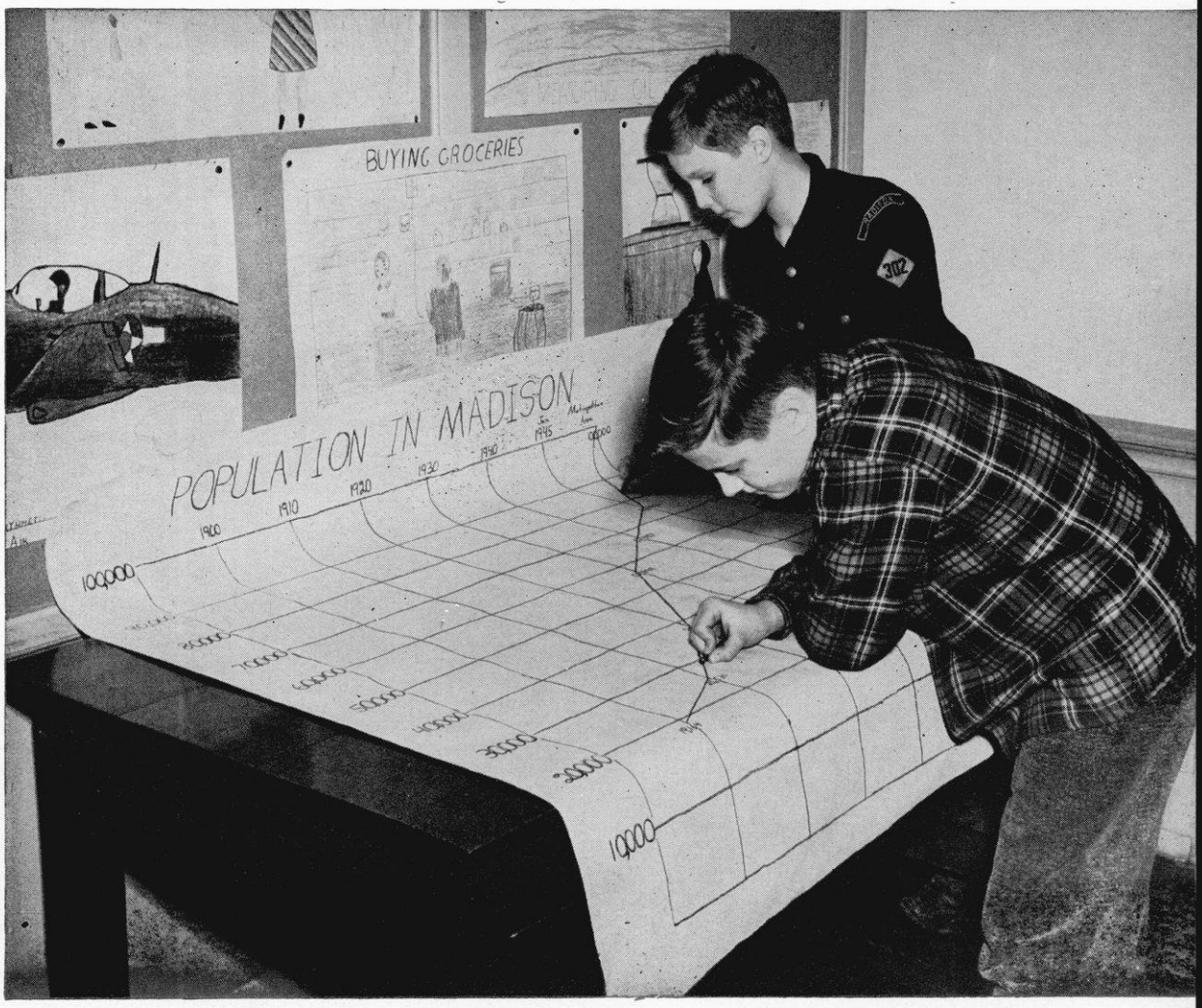


We follow 500 years of printing.

A unit on "The History of Books and Records" gives sixth-grade children a new regard for modern book making, and a new appreciation of freedom of the press.

This bar graph shows —

Children are taught to read bar graphs, which are often used to present information in books, newspapers, and magazines. They are also made familiar with other types of graphs, tables, and diagrams.



The lines tell an interesting story.

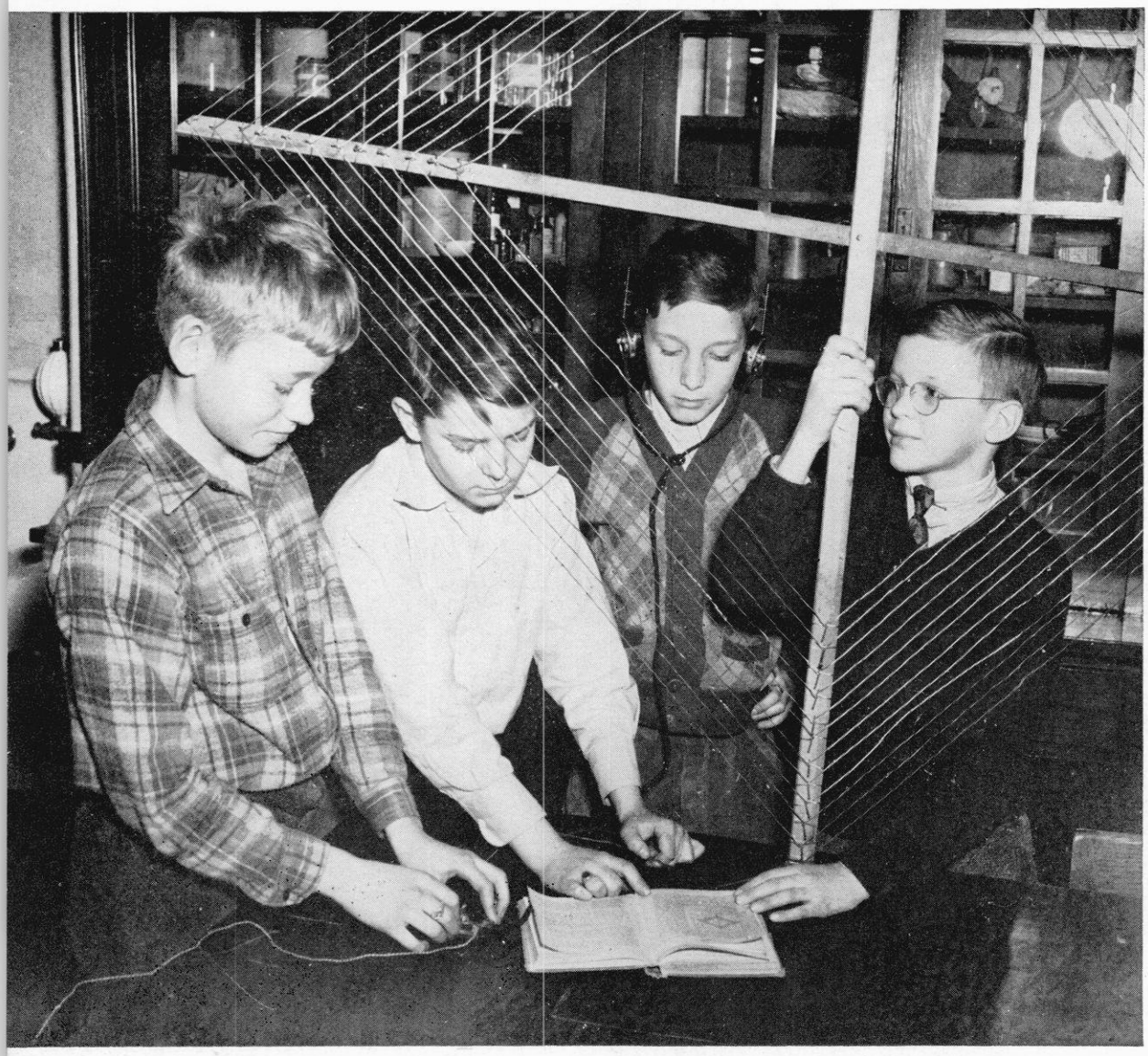
The actual construction of a line graph to show trends in population, costs of government, war-bond purchases, or library circulation adds meaning to the graphic presentation of facts and to the facts themselves.

"Is this the way to
Round-the-World?"

Writing with chalk on a slated globe solves some of the mysteries of the world—latitude and longitude, climate, place relationships, trade routes—and expands a child's conception of the earth.

As the earth travels around the sun —

Sixth-grade pupils carry on experiments in science to help them understand what they read about the earth and its place in the universe.



Let's check with the diagram.

Making an aerial for a crystal receiving set or putting science to some other practical use calls for careful reading of diagrams and pictures, as well as text.

Writing and reading go together.

A class newspaper in sixth grade makes pupils aware of the writer's obligation to the reader. It also extends reading interests to include book reviews, book puzzles, quiz contests, reading records, and original poems or stories.

Extra! Extra!

A news bulletin board, to be up-to-date, calls for skill in reading newspapers. Articles are read, usually by committees, then evaluated and sorted to give the bulletin board continuity, variety, importance, and appeal.

From all over the world —

A desire to know about the Allied Powers and their steps toward world peace makes boys and girls eager to read and talk over the news of the day.

Magazines are fun to read.

Through acquaintance with many magazines, a child comes to know where he can find a story, a poem, a particular kind of information, a puzzle, a hobby guide, a book review, a comic strip—whatever he wants to fill a leisure hour.

We take along a book.

The school librarian talks intimately and informally with children about books and reading.

"The world's a moving-picture play."

Keeping a world map of current events helps junior-high-school pupils to learn place concepts in geography, and gives added meaning to the events themselves.

Of course, we're only amateur cartographers.

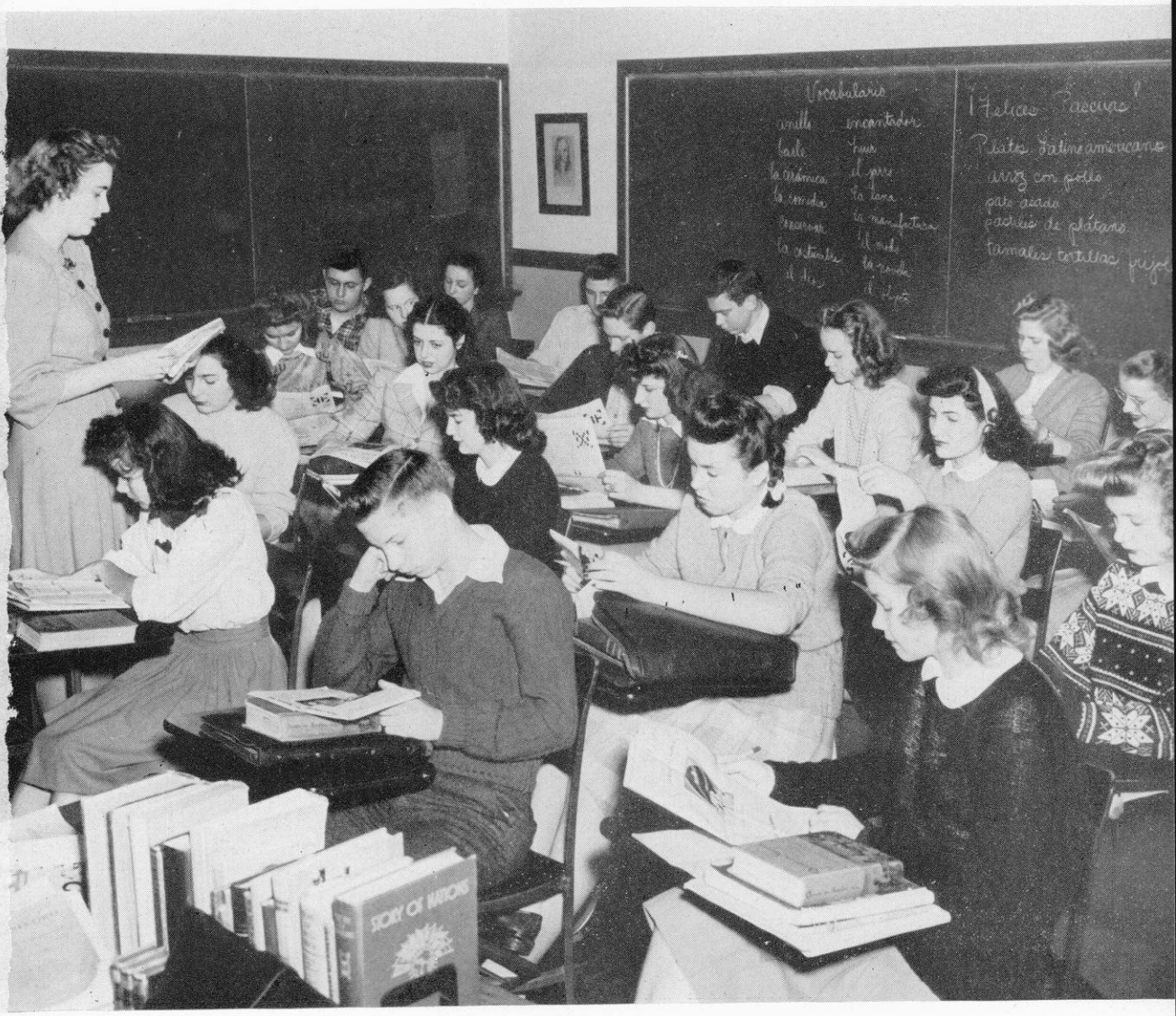
Probably no one really learns to read a map until he undertakes to reproduce it. Seventh-grade pupils acquire a sense of location, proportion, shape, and a knowledge of other geographic features by trying to reproduce the coast line and the boundaries of South American countries.

Each according to his needs —

The higher the grade, the greater is the range in ability to read. This is especially true where most pupils remain in school until the age of 18, as in Madison. Teachers have the dual responsibility of providing pupils with materials of appropriate difficulty and of helping them improve their study techniques.

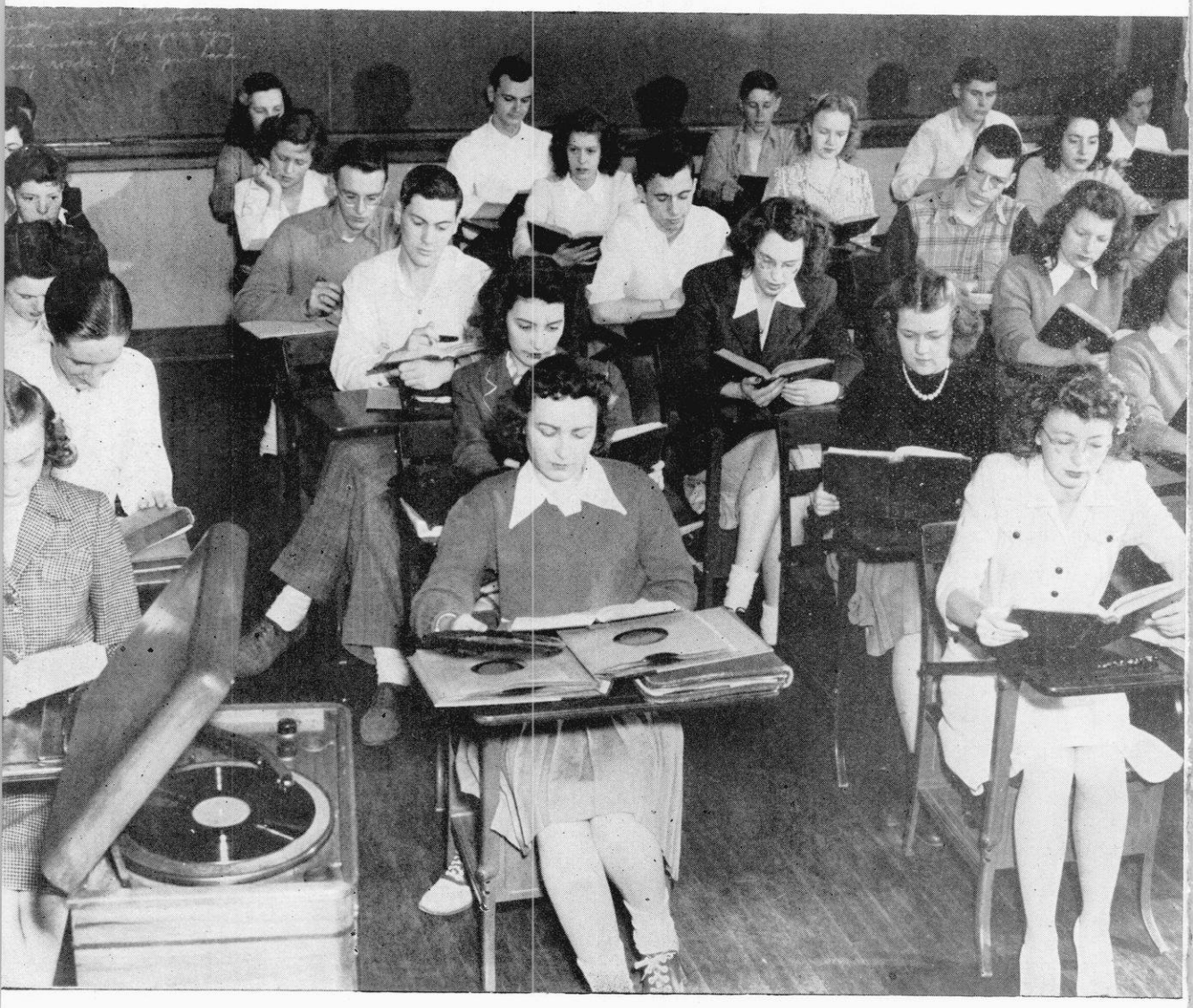
From English to Spanish—

Although it is obvious that a class in Spanish needs to learn an entirely new vocabulary, it has been recognized only in recent years that every subject in the curriculum, whether it be a foreign language or biology, chemistry, economics, or mathematics, has its own distinctive vocabulary, which must be learned if the subject is to be mastered. To this extent, every teacher of every class is a teacher of reading.



"— to wisdom and beauty and joy."

Appreciation of literature is enhanced in high school by phonographic recordings of poetry and plays read by eminent stage and radio stars.



By applying our own yardstick —

Senior-high-school pupils develop power in reading and judging newspapers by reading and judging their own publication.

With the newspaper as "democracy's textbook" —

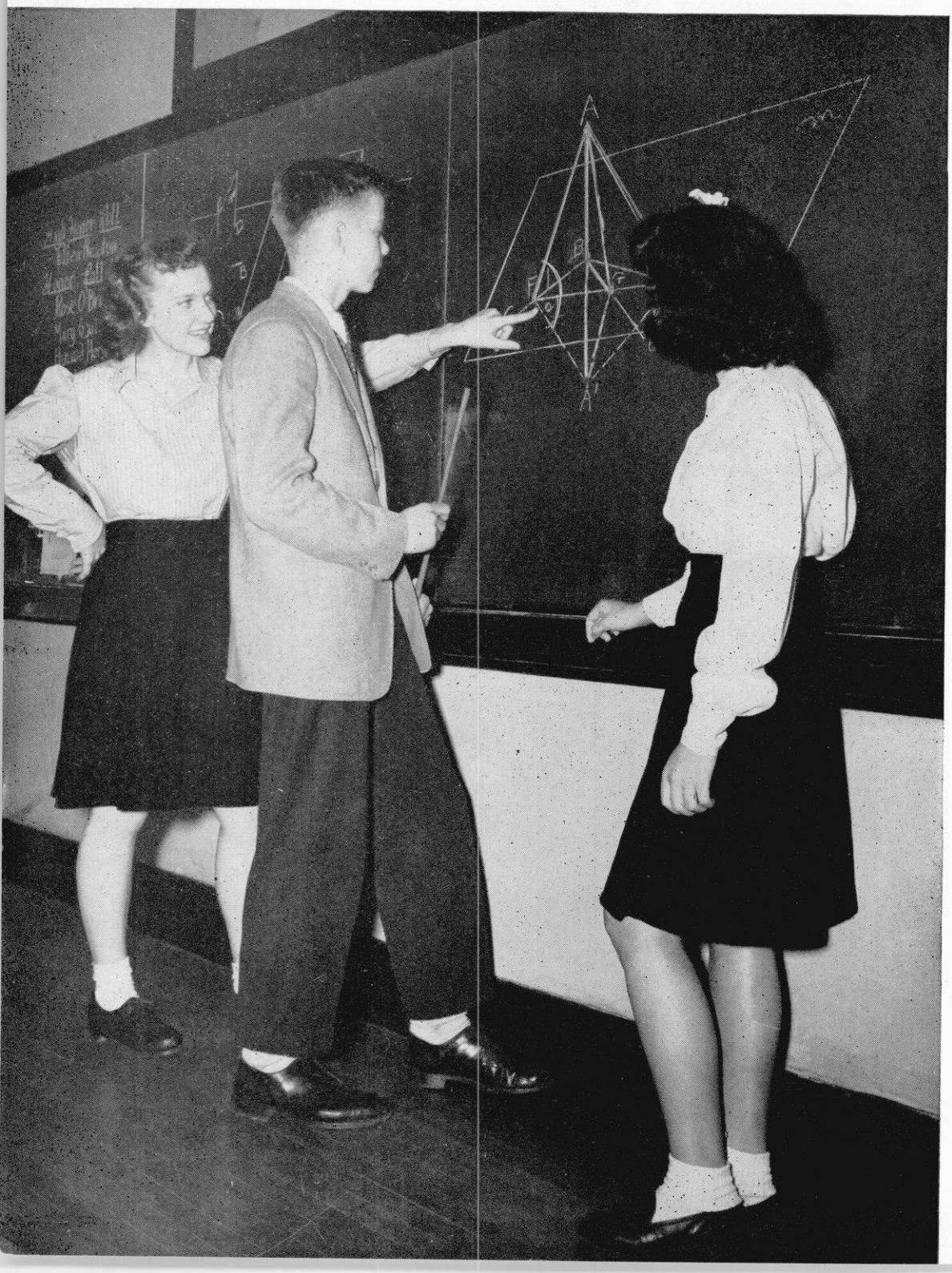
A class in newswriting approaches the course through the newspaper and finds living proof of the need for effective, dependable communication.

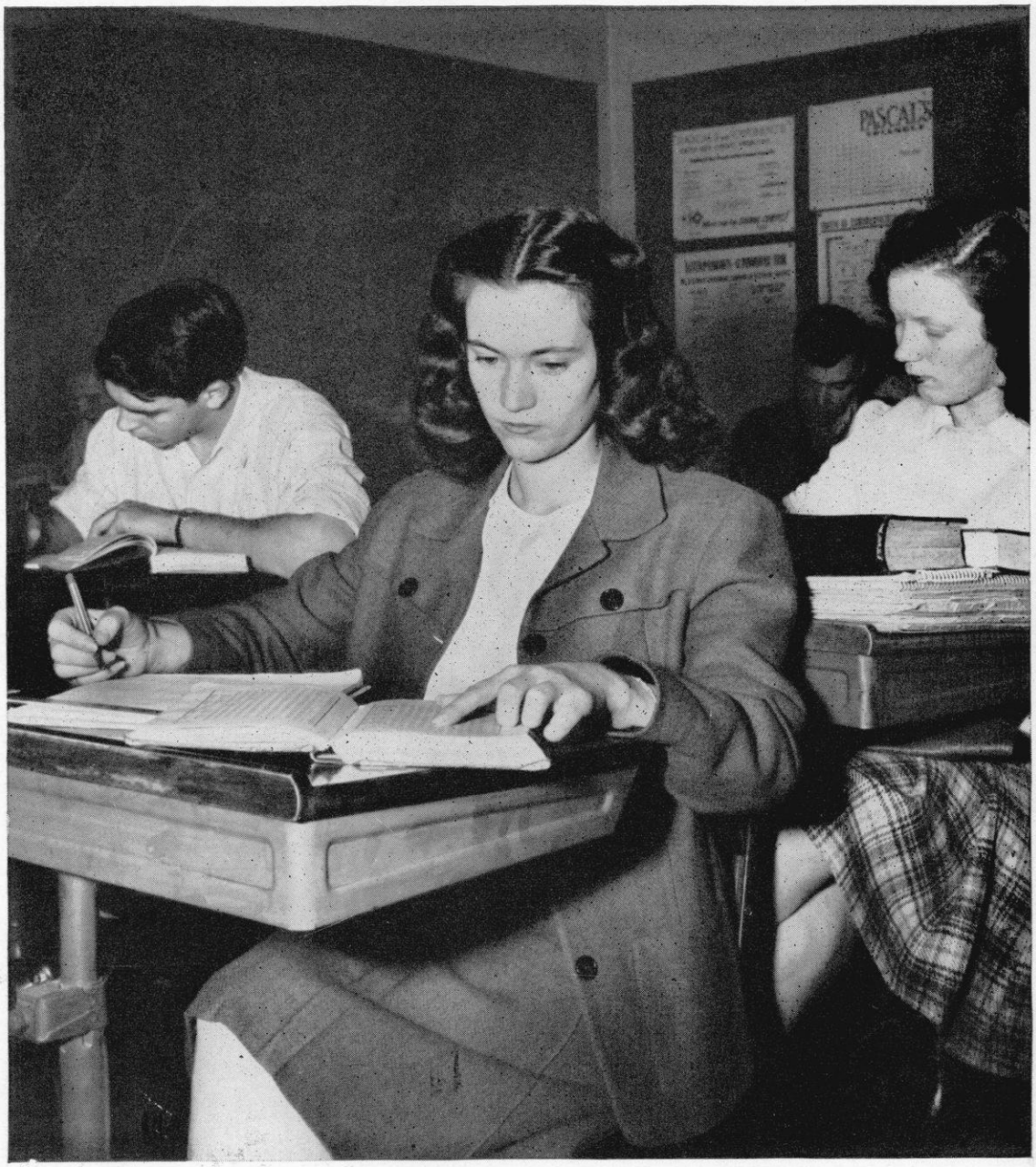
"Space is not the measure of distance."

High-school pupils use the globe not merely for the location of places and the measurement of great circle distances but also to explore the possibilities of new air transportation routes and their international implications for the world of today and the world of tomorrow.

"Who sees with understanding eye—"

The successful reader of solid geometry must be able to visualize a three-dimensional figure from a verbal description and to represent such a figure on a plane surface.





Where is the magic of mathematics?

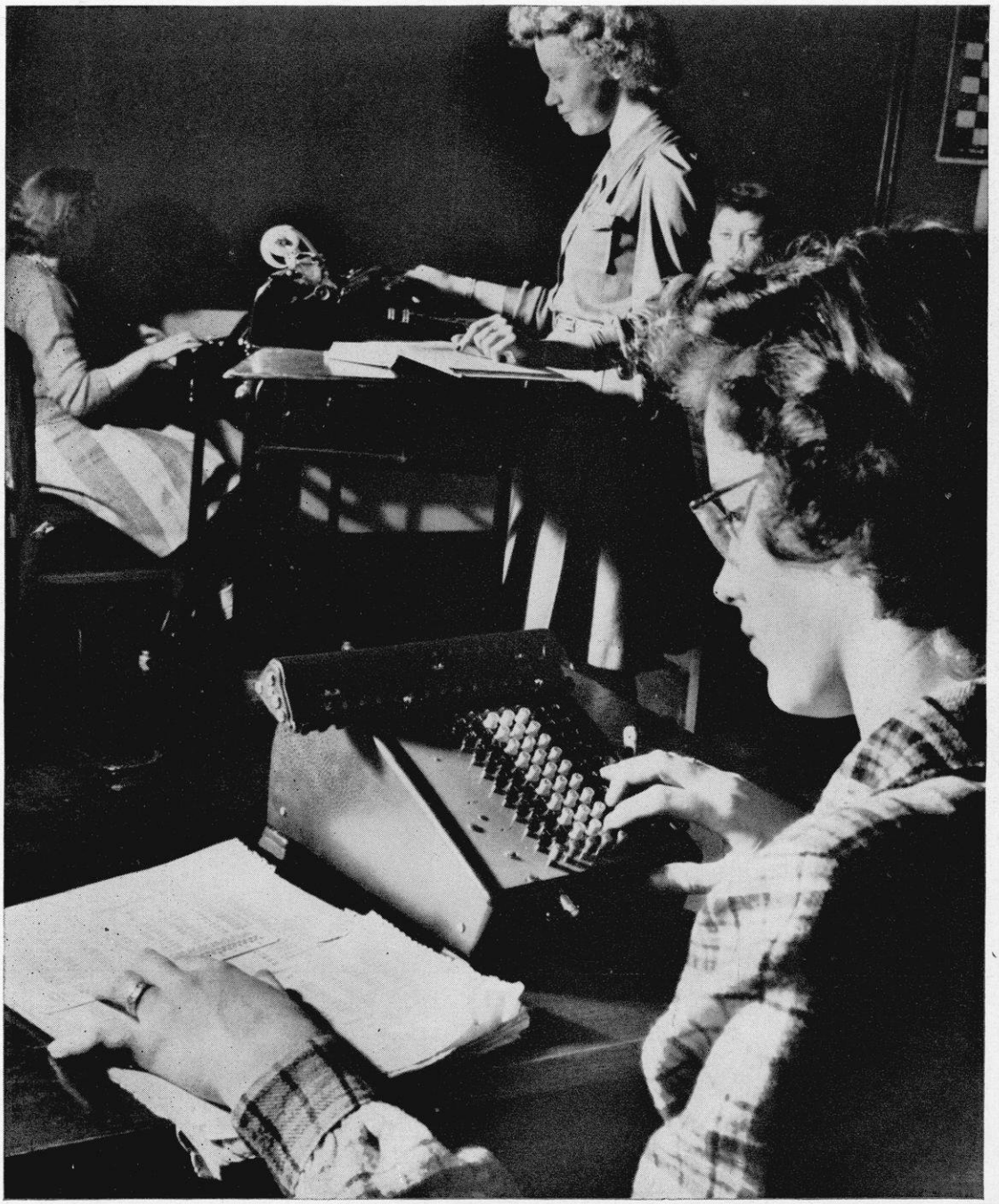
Many of the difficulties of higher mathematics are overcome when pupils learn to read slowly and painstakingly every word, every symbol, every punctuation mark, and to find out what purpose each is serving.

C	O	D	E
Dah di dah dit	*dah dah dah*	*dah di dit*	*dit*

Communication by radio code is a kind of two-way traffic—"reading" meaning into code signals and copying the code characters correctly is one way, and transmitting the code is another. High-school pupils take great pride in improving their speed of receiving and transmitting code.

Eight, six, five, one, two, four—

The high-school pupil in Office Practice soon discovers that numerals require a different kind of reading than logically arranged words and phrases. At first, the safest and most natural reading is by single numbers—8,6,5,1,2,4. Later, through practice and training in recognizing and remembering numbers, pupils tend to group them in patterns of 2's and 3's; as, 8,65,124.



"Here is a booke made after mine own heart."

Free reading in the library gives a pupil an opportunity to explore his own nature, other personalities, and other ways of life. It helps him to realize the personal and social benefits of reading and to gain that independence of choice that marks the mature reader.

ACKNOWLEDGMENTS

I should like to express my appreciation to Dr. Bernice E. Leary, Curriculum consultant, for the section, **Learning to Read**;

To Margaret Parham, director of public interpretation, for organizing, editing, and preparing the report for publication;

To Jack Tiffany, Sherman Fusch, Richard Hauser, former West high school pupils; Arlene McKellar, former West high school publications adviser; J. E. Minnich, former Truax Field soldier; James Roy Miller, the Capital Times photographer; the commercial photographers, William C. Black, Howard Van Wagenen, Arthur M. Vinje; and to the many teachers and principals for their assistance in obtaining pictures for this report;

To Mrs. John Wise, a parent; L. Irene Buck, supervisor of art; Anna L. Gebhardt, East high school teacher; Mrs. Alice Rood, former Randall principal, for consultation and suggestions;

To Rosemary Schmidley, Beatrice Lynch, and Alice Stondall for typing and other clerical assistance.

Philip H. Falk, Superintendent