**American Reading Instruction: Smith, Nila Banton Chapter 6**

**The Period of Emphasis on Scientific Investigation in Reading**

1. Influences That Called Forth Innovations
2. The Transition From Oral to Silent Reading
   1. What brought about the change?
   2. Specific Reading Aims
      1. Social needs of former days required the teaching of **expressive oral reading**
      2. Social needs of the present require the teaching of **effective rapid silent reading.**

First grade (Mitchell, South Dakota- 1921)

Aim:

1. The [thoro] mastery of the mechanics of reading
2. The ability to get the [thot] rapidly, accurately, and comprehensively

Fifth grade

Aim:

1. Mastery of mechanics of reading
2. Pupils should be able to read intelligently anything within the range of their experience
3. Cultivation of a natural reading tone
4. Rapid silent reading
   1. Silent Reading Materials

**Professional Books and Monographs**

Emma Watkins “How to Teach Silent Reading to Beginners <https://archive.org/stream/afl7592.0001.001.umich.edu#page/48/mode/2up>

**Courses of study**

**Teachers’ Manual**

**Supplemental Materials**

George A. Mirick- Home Life Around the World

<https://archive.org/stream/homelifearoundw00mirigoog#page/n0/mode/2up>

Eleanor Hubbard- *Little American History Plays for Little Americans*

<https://archive.org/stream/littleamericanh00hubbgoog#page/n5/mode/2up>

**The New Readers**

Guy Thomas Buswell & William H. Wheeler, *The Silent Reading Hour*

Shift to largely factual and informative content. Buswell writes that there is a need for this shift as all previous readers were largely based on “fairy tales, folklore, myths, Mother Good rhymes, and similar fanciful material.” (p. 163).

Authors “dressed up” the content by “endowing object with life and linguistic ability, or by using fairies or other imaginative beings as a medium for transmitting the information.” (p. 164)

*New Readers* wanted children to “make some reaction that would furnish a check on their comprehension.” Taking the form of questions on the story, directions for drawing, construction work, or dramatization, true-false exercises, and compoletion sentences.

*Mixed up sentence:*

1. go gasoline fuel use automobiles
2. trees on grow oak apples
3. feet overshoes wet present

Lewis & Rowland’s The Silent Readers— <http://www.gutenberg.org/files/40369/40369-h/40369-h.htm#Page_29>

1. Reading Research Expands Rapidly
   1. Only 34 studies in reading had been reported in the English language up until 1910.
   2. From 1910 to July 1924, a total of 436 accounts of reading studies had been published by investigators in the United States. (p. 175)
   3. In 1923 alone- 63 investigations wer reported.
   4. Did not begin until standardized tests were available.
   5. First studies had to do with the tests.
   6. 1914-15—2/3 of studies concerned themselves with the standardization and application of reading tests.
   7. Remaining third dealt primarily with reading time- allotments, methods of primary reading, and phonics.

**Speed drills.** As much of the value of teaching silent reading lies in the development of speed, a number of exercises are designated as speed drills. For these drills it is suggested that the teacher prepare, on the mimeograph if possible, a considerable number of slips to be filled out arranged as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 10/4/22 |  | 5A |  | G. P. W. |
|  | Date |  | Grade |  | Teacher's Initials or Room Number. |
| Name of Exercise | | | | | | Page |
| Pupils | | | | | | | Time in Minutes |
| Brown, Mary | | | | | | | 5½ |
| Carmalt, Joseph | | | | | | | 3 |
| Derr, Jane | | | | | | | 4 |
| Eldridge, Henry[Pg vii] | | | | | | | 5 |
| Fisher, Mary | | | | | | | 5½ |
| Green, Alice | | | | | | | 6 |
| Hunt, Roy | | | | | | | 8½ |
| Knowlton, William | | | | | | | 5 |
| Manly, Rose | | | | | | | 4 |
| Morris, Mary | | | | | | | 4½ |
| Newton, George | | | | | | | 5 |
| Newton, Thomas | | | | | | | 4½ |
| Orr, Robert | | | | | | | 5 |
| Pierce, Helen | | | | | | | 6 |
| Porter, Clara | | | | | | | 5 |
| Roberts, John | | | | | | | 4 |
| Rowe, Gertrude | | | | | | | 6 |
| Smith, Fred | | | | | | | 5 |
| Vaughn, Lee | | | | | | | 6 |
| Wilson, Alice | | | | | | | 3½ |

1-3, 1-3½, 3-4, 2-4½, 6-5, 2-5½, 4-6, 1-8½.

**OTELNE, THE INDIAN OF THE GREAT NORTH WOODS**

In the "movies\*" you have surely seen pictures of the Far North—Alaska or northern Canada, or even the northern United States—with the brave, rough men who live about mining or lumber camps or trading posts. In many of the pictures, you remember, there have been Indians. Here is an account of the life of those Indians when they are away from the trading posts.

At the end of this story you will find an outline partly made out. After you have read the story through, compare it with the outline, and fill in the topics left blank under *a*, *b*, *c*, etc. You may add more sub-topics if you think you need them.

\*Nanook of the North- 1922. <http://www.imdb.com/title/tt0013427/>

In this silent predecessor to the modern documentary, film-maker Robert J. Flaherty spends one year following the lives of Nanook and his family, Inuit living in the Arctic Circle.

Documents one year in the life of Nanook, an Eskimo (Inuit), and his family. Describes the trading, hunting, fishing and migrations of a group barely touched by industrial technology. Nanook of the North was widely shown and praised as the first full-length, anthropological documentary in cinematographic history. Written by [*<xaviermartin@hotmail.com>*](http://www.imdb.com/search/title?plot_author=%3Cxaviermartin@hotmail.com%3E&view=simple&sort=alpha&ref_=tt_stry_pl)

*Methods of Teaching Silent Reading*