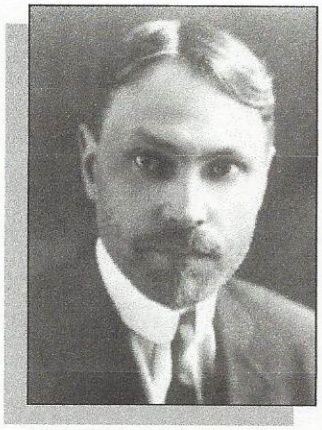
CHAPTER 4



Charles Hubbard Judd (1873–1946): A Leader in Silent and Oral Reading Instruction

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Historical Research Process

UNDERTAKING HISTORICAL RESEARCH was a new endeavor for both of us, and we entered into the process with wide-eyed innocence, in awe of the task ahead. Having never heard of Charles Hubbard Judd prior to this experience, we were uncertain what we would find and where the search would take us. However, as in many things in life, all the pieces fell into place as they needed to. Judd's work at the University of Chicago was a central component to his career, and we were able to spend some time with pri-

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Photo: Courtesy of the archives of the History of American Psychology, University of Akron, Ohio.

mary source materials in the Special Collections Research Center of the University of Chicago Library. We conversed with librarians and historians via phone and e-mail, and we were struck by how much more accessible the people and resources that we needed were than they had been before the advent of the Internet.

As doctoral students immersed in reading widely in the field, we shared numerous intertextual connections between the work of Judd and our current research interests. We found that Judd's work on the scientific study of education, silent reading, and social aspects of reading is central to many issues today. This gave voice to the historical adage that those who do not learn from the past are condemned to repeat it. The life and work of Charles Hubbard Judd have influenced us both personally and professionally, and the work of historical research has left us with a new perspective on the foundations of the field of reading.

Personal and Professional Life

Charles Hubbard Judd has been referred to as having been a Caesar of his era (Pattison, 1994) because of his reputation for extreme determination, strength of conviction, and enduring leadership abilities. He inspired a generation of scholars to work tirelessly and relentlessly at the science of education. As one of his students, Ralph W. Tyler, aptly stated, "Charles Hubbard Judd was known throughout the western world as a great educational statesman. And he was. But I always think of him as an insightful teacher and a kindly mentor" (Tyler, 1996, p. 28). Judd's work on the scientific study of education, silent reading, and reading as a social process made him a key figure in reading education in the United States. He is a reading pioneer in the truest sense of the word because of his lasting impact not only on the practices of teaching reading but also on the people who continue to search for better methods of teaching children to read.

Judd's eyes are mentioned in many ways throughout the writings that document his lengthy career. In a speech given in 1973 at the Charles Hubbard Judd Centennial Celebration Dinner, Robert McCaul sketched Judd's physical appearance, stating,

> If he were addressing you tonight...he would be wearing steel-rimmed spectacles, but probably you would not notice them, for it would be his eyes that would catch and hold your attention. They were round and blue. His

> friends said that he had a firm and steady gaze; his enemies said he tried to stare you down. (p. 1)

These eyes watched over a multitude of students throughout his lengthy career at many universities, including Wesleyan University, New York University, the University of Cincinnati, and the University of Chicago. Judd's students were required to meet high expectations because Judd was "intolerant of laziness or muddled thinking" (Tyler, 1996, p. 22). Students who were unable to meet Judd's expectations (or chose not to) were quickly removed from the program. Over time a sufficient number of students existed to "form a club called the 'FBJ Club', standing for 'Fired By Judd'" (Tyler, 1996, p. 23).

However, for students who worked to a higher standard, Judd was known as a mentor and a friend. In 1921, while Judd's student Floyd W. Reeves was presenting his final oral examinations, Reeves's appendix burst. After surgery Reeves's doctors informed Judd that Reeves must rest for several months for a full recovery. Judd recommended to Reeves's wife that she should take her husband back to their hometown; he provided them money for the trip and offered more money should they need it. He also arranged for Reeves to return, when ready, for a job that had been previously arranged for him. Tyler writes,

> Mr. Judd was always kind and helpful to me, and I knew a dozen of my fellow students who experienced his kindly encouragement and assistance. I believe that the notion of his coldness grew out of his intolerance of incompetence. (Tyler, 1996, p. 24)

In contrast to his kindness to young men who were his students, Judd seems not to have had much time for young women. Lagemann (2000, p. 70) reports that Judd felt there were differences in gender—that women should be teachers and men should be researchers. He also believed in a related manner that teachers (women) should not be required or encouraged to obtain advanced education, while researchers (men) should obtain their doctoral degrees.

Although he was referred to as a Caesar of his era (Pattison, 1994), Charles Hubbard Judd may also appropriately be compared to Horatio Alger.

His is a story of rags to riches in the truest sense. Born in 1873 in Bareilly, India, to missionary parents Charles Wesley and Sara Judd, Judd moved to Binghamton, New York, USA, at age 6 because his parents were in poor health. After returning to the United States, his father died within one year, and his mother died five years later. At age 11, Judd was left orphaned along with his younger sister, to be cared for by his eldest sister. He attended the Binghamton schools, from which he received a high school diploma in 1880.

Judd had an impressive academic genealogy that significantly influenced his future academic career. He made the acquaintance of several important figures during his elementary and high school years, including his science teacher, R.W. Griffiths, and the high school principal, Eliot R. Payson, who pushed him to achieve his full potential in the academic arena. Rev. George Murray Colville, a Methodist minister who lived across the street from Judd, took him under his wing and "did much—I hardly know how much—to arouse [Judd's] intellectual interests" (Judd, 1932/1961, p. 208). Colville used cunning in dealing with an unmotivated young Judd by informing him that his high school teachers had commented that he was not capable of high-quality intellectual work, and he suggested that Judd prove them wrong. Later, after Judd completed his undergraduate work at Wesleyan University, it was Colville who provided the funds for Judd to pursue his doctorate in Germany. It was an act of generosity to which Judd felt extremely indebted.

During his time at Wesleyan (1890–1894), Judd enrolled in several courses with Andrew Campbell Armstrong, a professor of psychology who introduced Judd to the field. Interestingly, another significant individual who studied with Professor Armstrong was Edward Lee Thorndike (see chapter 5, this volume). Armstrong was a caring mentor to the young Judd, providing him with individual attention, instilling in him the core values of academic life, and exposing him to the profession by taking him to the annual meeting of the American Psychological Association (APA). Here, Judd was able to hear from "a galaxy of psychologists" (Judd, 1932/1961, p. 211) and view a psychology laboratory. Even a cursory glance at the future academic career of Judd reveals the profound influence this experience had on him, through his work in the laboratory at Yale and his eventual presidency of the APA in 1909. Judd learned from Armstrong the importance of systematic, coherent thought, along with the need to take into account the thoughts of leaders in the field in any project. It is possible that the latter value was what influenced Judd to make such a careful listing in his autobiography (1932/1961) of

those people who had made an impact on him throughout his career. Throughout his teaching life, Judd was referred to by his students as a master teacher, and the roots of this distinction can be found in the influence of Armstrong, whom Judd gratefully acknowledged as providing him with models of lectures and discussions that were better than those of any other teacher with whom he had studied (Judd, 1932/1961, pp. 210–211).

The seeds of Judd's academic career were planted during his time at Wesleyan University as an undergraduate student. Judd had the opportunity to participate in social activities, such as a fraternity, in which he demonstrated his strong leadership abilities and charisma, serving as manager of the football team. In his autobiography, Judd admits that his social experiences were limited and that his social ingenuity was taxed by the situations in which he found himself. However, as accounts of Judd's life would later suggest, he was engaging and dynamic in his personality, which helped him successfully navigate both the social and academic hurdles he encountered during this time.

Upon completion of his undergraduate work at Wesleyan University in 1894, Judd headed to Leipzig, Germany, to study under Wilhelm Wundt, a prominent psychologist of the time. Judd speaks of Wundt with great admiration in his autobiography, and there was clearly a mutual feeling on the part of Wundt, evidenced by the fact that he permitted Judd to translate a key text into English as *Outlines of Psychology* (Wundt, 1969), a task that he had repeatedly refused to allow others to do.

Wundt had a significant influence on the academic work of Judd. Judd is often credited with the expression, "Get the facts!" (McCaul, 1973, p. 10), and it is in his work with Wundt that one can find the origins of this idea. Wundt challenged Judd to support his claims with facts and to have a plentitude of facts from which to draw. Reading through Judd's account of Wundt in his autobiography, one is struck by the similarities that existed between Judd's and Wundt's work. The characteristics of strong work ethics, prodigious writing careers, and close work with students are similarities between the two men that cannot be ignored. Judd truly emulated and imitated his academic forebears, including Wundt, and he used their influence in positive ways to advance his own academic career after obtaining his doctorate at the University of Leipzig in 1896.

Judd's first position as an assistant professor was at his alma mater, Wesleyan University, working with his mentor, Armstrong, from 1896 to

1898. Here Judd obtained experience in teaching undergraduate courses in psychology and built a resume of published papers and conference presentations. He placed high value on academic productivity, a thread that runs throughout his career and that was a crucial aspect of the expectations he held for the faculty members under him in his future position at the University of Chicago.

In 1898, Judd accepted a position at New York University. At this time, he was also married for the first time, to Ella LeCompte, with whom he had one daughter, Dorothy. His work at New York University was one of his first entrées into education because he was asked to teach courses in pedagogy. According to Judd, "I was probably as ill-prepared to teach teachers as any young specialist in the theory of space perception and history of psychology could be" (Judd, 1932/1961, p. 221). During one of his lectures to a group of teachers, Judd was interrupted by a student asking, "How can we use this information in the teaching of children?" (p. 222). This comment made Judd rethink his understandings within the field of education, and he then set himself to learning as much about schools as possible so he could more effectively serve his students and improve the instruction of children.

Judd was asked to resign from New York University after two years because of his involvement with a group that was pressuring for a change in some of the administrative politics of the university and for higher standards in the School of Education (Lagemann, 2000, p. 67). Judd had a great respect for the institution of academia, and he held in high esteem the maintenance of suitable standards for scholarship, which he felt were not being met at the university (Freeman, 1927). This event instilled in the young professor a "great respect for an institution when its interests were in conflict with those of individuals," as William Scott Gray put it (1948, p. 20; see chapter 13, this volume). From the ordeal at New York University, Judd acquired a great respect for administrative officers and for expressing the strong convictions he had toward the improvement of education.

Judd continued to build his knowledge base in the field of education during a one-year stint (1900–1901) at the University of Cincinnati, Ohio, USA, as Professor of Psychology and Pedagogy. As he did in his previous position, Judd felt obligated to devote himself to the study of education to become well versed in the information he was being asked to teach. This one-year appointment, therefore, became instrumental in grounding Judd in the major activities of his future career.

While at the University of Cincinnati, Judd received an invitation to Yale University to teach courses and run the psychology laboratory. Although it involved a demotion in salary and rank, Judd eagerly accepted the invitation because of the excellent opportunity it afforded him to advance his academic career. While at Yale, where he arrived in 1901, Judd taught courses in psychology, including introductory courses and psychology courses for teachers, and, most significantly, he established Yale's psychology laboratory as one of the premier research facilities in the field. Judd continued his work in education while at Yale, publishing *Genetic Psychology for Teachers* (1903) and working with the school systems to develop courses for teachers. Judd focused his work on the nature of learning, specifically the difference between higher and lower mental processes, the influence of movement, and transfer of training. One of his most significant publications was a three-volume work on psychology, published in 1907 (1907a, 1907b, 1907c). His work at Yale helped to establish him as a leader in the field of education.

In 1909, Judd was appointed the director of the School of Education at the University of Chicago. It was at this institution that Judd spent most of his career, retiring in 1938. During his tenure, Judd succeeded in securing the University of Chicago's School of Education as one of the foremost schools in the country for teachers. The list of credits to his name during this time is lengthy and reveals his significant influence on the field of educational psychology and the scientific study of education. Judd's major lines of work included the psychology of high school subjects (1915), and, significantly, an introduction to the scientific study of education (1918a). He also authored or coauthored books on the nature of reading (1918b) and silent reading (Judd & Buswell, 1922). More general works on education include his study of national educational problems (1933).

Demonstrative of Judd's influence on his students and the field of education was the "Judd Club," as its members affectionately called it. This organization was composed of Chicago-area school administrators who admired Judd's work and wished to engage in discussions with this great educational statesman about the state of their schools and the field of education. Judd attended the meetings and provided support in the form of comments, reading material, and goodwill.

Judd's retirement from the University of Chicago in 1938 was met with a great sense of loss on the part of the educational community. He worked in school systems in California and continued to publish until his death in

1946. The tributes to Judd following his death were numerous. Most significant among them was the dedication of two buildings, the education building at the University of Chicago and an elementary school in Chicago, that were named after this forceful personality and honest leader. May Diehl, whom he had married in 1937, furnished flowers each February to the Charles Hubbard Judd building on the campus of the University of Chicago in memory of this man who is remembered not only for the "force of [his] personality, genius for leadership, capacity to inspire, utter integrity and ready wit" (Edwards, 1946, p. 11) but also for the enduring contributions he made to the field of education.

The academic career of Charles Hubbard Judd can perhaps best be summed up in the following quotation, taken from an exchange of letters between Judd and William S. Gray: "I am working away at the library. It is interesting to find out how much there is to be learned when one has spent a long life trying to learn" (Judd to Gray, 1930). Judd was truly a lifelong learner, and he inspired countless others to devote their lives to their own and others' learning.

Philosophical Beliefs and Guiding Principles

Judd has been described as having led two careers in different fields, one in psychology and the other in education (Freeman, 1947). Freeman attributes Judd's "extraordinary energy, force, and keenness of mind" (p. 60) to Judd's success throughout his life in these fields. Studying under Wundt in Germany formed many of Judd's philosophical beliefs and guiding principles. Judd's well-known belief in the importance of social psychology led him to "emphasize the significance of social institutions in shaping human thinking and behavior" (McCaul, 1973, p. 6).

The key element that defined Judd's work throughout his life was his belief in the scientific study of education. As Tyler (1996) so eloquently states, "That valid generalizations to guide education will come from investigations of the phenomena in practice was his central belief" (p. 22). Judd testified at the Scopes Trial to his beliefs in the power of scientific study because he was renowned for his unshaken belief in the power of this method of research in education. The Scopes Trial, held in Dayton, Tennessee, USA, in 1925, centered on the conflict regarding the teaching of evolution versus creationism in public schools. John T. Scopes, a high school biology teacher, was being pros-

ecuted for refusing to follow the Butler Act of 1925, which "outlawed the teaching of the theory of evolution in Tennessee schools" (Olson, 2004, p. 7). Judd testified, although the jury was prevented from hearing it, that

> it would be impossible to obey the law [the Butler Act] without seriously depriving teachers in training of a proper view of the facts of human development.... It is quite impossible to make any adequate study of the mental development of children without taking into account the facts that have been learned from the study of comparative or animal psychology. (Scopes, 1997, p. 232)

This testimony is just one example of how Judd's belief in scientific studies saturated his work.

Judd believed that the "aim of education is to develop ideas and generalizations and by these humans can master all the problems of society and of life" (McCaul, 1973, p.12). In an early publication on the nature of reading (1918b), Judd articulates his foundational beliefs in the power of scientific study:

> The danger is that we shall go on experimenting without making the kind of study of results which will tend to bring experimentation to a definite issue in scientifically defensible methods. A scientific study of reading should point out the way in which the experiences of the school and the investigations of the educational laboratory may be combined to supply certain principles of procedure which will surely improve instruction. (p. 5)

Although Judd provided significant contributions to two different fields—psychology and education—he was consistent across all contexts in his central belief in the power of scientific study. Judd's major philosophical beliefs and guiding principles were based in this foundation that he served throughout his life.

Contributions to the Field of Reading

As Judd states in his *Introduction to the Scientific Study of Education* (1918a),

> Reading is the most important subject taught in schools; yet there are the widest differences in the results secured with different pupils. It is the duty of the schools to find out what constitutes the difference between good readers and bad readers, in order that both classes may be improved. (p. 9)

In his first published text, *Genetic Psychology for Teachers* (1903), Judd illustrates how the process of learning to read is a socially influenced, rather than an isolated, event. In a 1909 presidential address to the APA, Judd stated,

> I still hold that evolution has produced in human life a group of unique complex facts which cannot be adequately explained by resolving them into their elements. Human mental life is a unique product of organization. Through evolution certain complexes have been produced which are new and potent causes in the world; among these is human consciousness. (Judd, 1932/1961, p. 227)

As a social psychologist, the reading process for Judd held social implications as well as physical ones.

Judd summarizes a child's reading development in his text, *Reading: Its Nature and Development* (1918b), articulating in the process his beliefs about the instruction of reading. He speaks about children's education before entering school as a time when their education revolves predominately around acquiring oral language. He states that a young child is not ready to begin a formal education "in any proper sense until he has command of oral language" (p. 135). Judd believed that reading instruction should begin when children arrive at the world of school, opposing contemporary beliefs held by some that young children were not ready to be instructed in reading. Judd writes, "Pupils who do not learn to read early often have difficulty in learning to read in the upper grades" (p. 137). He draws an analogy between early reading instruction and the attempts of an older person to acquire a foreign language compared with those of a young child. The child, according to Judd, is "plastic in his habits" (p. 137) and can make a complete success of acquiring additional languages, while the adult will always be "handicapped" and "defective in pronunciation" (p. 137).

At this early stage of a young child's reading instruction, Judd believed in the power of oral reading instruction. Allowing a child to see the relation between oral language and the printed word was foundational to Judd's theory of the process of learning to read. A successful teacher, according to Judd's instruction, would take a child's familiar oral language and add the printed words and phrases to his or her instruction.

Nineteenth- and early 20th-century reading instruction focused predominately upon oral recitation as the determining instrument of proving one's reading capabilities. As articulated by Smith in *American Reading Instruction*

(2002), "The aim of developing eloquent oral reading [during that time span] was paramount to all others" (p. 37). However, Judd clearly states that successful oral recitation is not the end of reading instruction. In fact he writes, "Oral reading is a menace to intelligence when it emphasizes such matters as enunciation and forms of expression to such an extent as to eclipse the recognition of meanings" (1918b, p. 142). Judd then discusses the scientific path that would define the major component of his work in the field of reading throughout his life: "One of the major problems in the scientific study of reading is to discover the relation between reading and speech...and how far up the grades it is legitimate to emphasize oral methods" (p. 142).

Judd set out to explore and answer this question scientifically. Through photographing the reader's eyes as they scanned lines of print, Judd and his fellow researchers—Guy Buswell, Raymond Dodge (see chapter 3, this volume), and others—were able to examine the number and length of pauses that a reader's eyes made while he or she read orally in comparison to the number and length of pauses that occurred while the person was reading silently.

Judd believed the difference between oral and silent reading resided in the understanding that speech units control the process of oral reading. When a reader is reading orally, the eyes move to each word as the voice utters the particular speech units. In comparison, Judd asserted, silent reading is guided by units of visual perception. The mind searches for recognized phrases, and those phrases direct the movement of the eyes. Judd stated, "Silent reading consists of a series of pauses determined in number and length by the demands of recognition, while oral reading consists of a series of pauses dominated by articulation" (1918b, p. 24). Judd summarizes years of data collection and analysis in the following manner:

> The eye makes more pauses along a printed line when the reader is reading orally than when he is reading silently. Oral reading is therefore a more laborious, difficult form of reading. Furthermore, the time spent in each pause is greater in oral reading.... Figures show that oral reading is slow as well as laborious. (1918a, p. 10)

By examining the research and observing readers, Judd ascertained that a close relation exists between the ways that a reader's eyes move across the page and the ways in which the reader comprehends the meaning of the sentences. Judd's research, through the photographs taken of many subjects' eyes while reading, demonstrated that short eye movements and long paus-

es were indicative of the reader's experiencing difficulty in reading a text. Judd writes, "Among the fundamental discoveries which have been made, none is more important than the discovery that oral reading as contrasted with well-developed silent reading shows many of the characteristics of immature reading" (1933, p. 195).

Judd saw the implications of these findings as applicable to the classroom: "The significance of these results for practical class work is at once apparent. Methods which will promote fluent, rapid reading will contribute in general to clear understanding and increase in power of interpretation" (1930, p. 118). He felt strongly that teachers should be informed and educated about these results and their implications for teaching because, he said,

> books on methods are full of advice on the teaching of oral reading, but they pass silent reading with a casual mention. Yet silent reading is the only form of reading commonly employed in later life.... It is accordingly important that the distinction be impressed on teachers. (1930, p. 119)

Strong advocacy for the teaching of silent reading by Judd and other leaders in the field of reading (e.g., Buswell and Thorndike; for Thorndike, see chapter 5, this volume) affected the publishing of teachers' manuals and textbooks. In fact, as Smith (2002) states, "Emphasis upon the new silent reading procedures was responsible for bringing teachers' manuals into general use during this period [1910–1925]" (p. 159). These manuals include lessons, advice on the development of reading comprehension, directions for home application of the lessons, bibliographies, and more.

In a similar way, the focus on silent reading also made an impact on children's readers. Adapting to the call for silent reading instruction, the new readers, filled with factual and informational selections, reflected the reading that students would see in real life (Smith, 2002, p. 162). As Buswell and Wheeler (1923) state, the old readers had consisted of "fairy tales, folklore, myths, Mother Goose rhymes, and similar fanciful material" (p.10).

From his research Judd concluded,

> What is needed is...a clear understanding of the special demands of each type of reading and the special methods of each type of analysis. When teachers are clear on these matters, there will rapidly accumulate through school practice satisfactory methods of dealing with each situation. (Judd & Buswell, 1922, p. 89)

He had harsh words for schools and teachers that continue oral reading instruction too long: "Oral reading must be called sharply in question if it is overdone and carried into the upper grades" (1918b, p. 61) because, he continued,

> pupils outgrow oral reading just as infants outgrow creeping when they learn to stand up and walk....Oral reading should give way to silent reading and phonic analysis should give place to word analysis. Meanings should be emphasized and not the mechanical pronunciation of words. (pp. 146–151)

Judd understood the power of fluent silent reading to give students access to a lifelong ability to read and comprehend. Throughout his life he refused to stay silent, orally or in writing, about his findings and their importance to the lives of children.

Lessons for the Future

Lessons for those working in the field of reading can easily be drawn from such an enduring educational statesman. Judd's work in the area of reading has had both explicit and implicit influences on the current professional climate, and his work also has profound implications for the future of reading education.

The scientific study of education that Judd promoted has come back in vogue through mandates and funding by the U.S. federal government. The No Child Left Behind Act of 2001 has called for an increase in studies that focus on randomized, experimental designs, privileging the results of such studies over the results of ethnographic, qualitative designs (Glenn, 2004). Judd's life work was devoted to the promotion of the scientific study of education and the validation of its methods in the eyes of scientists. As with much in the field of reading, the pendulum has clearly swung from right to left and back again. Learning from the previous work of Charles Hubbard Judd, today's reading professionals can identify and discuss the origins of the scientific study of education and its roots in the field of reading. Judd hoped, as do current educational researchers, that his studies would influence the instruction of children in positive ways, and he felt that scientific study was the way to achieve that goal. As changing definitions of "science" emerge in the field (Anderson & Herr, 1999), what it means to undertake the scientific study of education can be informed by Judd's work.

Judd identified the propensity for the results of scientific studies to influence decisions about the nature of reading instruction, and he cautioned against making these decisions based on loosely connected facts or unreliable data. Almost as if he were speaking to the current debate over high-stakes assessment tools, Judd said,

> We have used reading tests but we have thought of the results of these tests merely as starting points. We believe that it is inherent in the nature of a test to reveal a present condition rather than to uncover a fundamental cause. A test may show, for example, that a certain individual is a poor reader, but the test does not tell what is the cause of the deficiency. The underlying cause of the present condition can be discovered only by painstaking analysis. (1932/1961, p. 230)

Judd invited further research that relied on experimental methods into the nature of reading. Through experimental work, he hoped to identify ways to uncover the causes of reading difficulties in individual children. This goal continues today, and Judd's belief that reading tests are to be used as starting points for analysis is a dominant tenet in the assessment of reading difficulties (Allington, 2000).

One of the major emphases of Judd's scientific studies was the movement of the eyes during oral and silent reading. The significance of eye-movement studies to current work in the field of reading is discussed elsewhere in this volume (see chapters 3 and 6). Silent reading is an integral part of today's classrooms, as evidenced by the proliferation of programs such as Drop Everything and Read (DEAR), Sustained Silent Reading (SSR), and Sustained Quiet Reading Time (SQRT). These programs are a result of the awareness, pointed out by Judd, that silent reading is the dominant reading form in everyday life. Oral reading still has a place in schools, as a way for students to perfect their listening skills, hone their ability to read with fluency, and provide a form of reading assessment (Clay, 1979; Goodman & Goodman, 2004). But Judd's study of the differences between oral and silent reading has contributed to modern understandings of how fluent reading is achieved, and fluency has become a "hot topic" (Cassidy & Cassidy, 2004/2005) because of its proven effect on reading comprehension (Rasinski, 2003). Illustrative of the significance of Judd's work in silent reading is the following comment by three modern reading researchers:

> Perhaps the most significant shift in emphasis in reading comprehension instruction that is observable from published research reports occurred in the early part of the 20th century during which time educators shifted their emphasis from the improvement of oral reading as a method for "getting meaning" to an emphasis on improving comprehension during silent reading. (Flood, Lapp, & Fisher, 2003, p. 933)

Judd's theories of reading as a process of social acquisition, rather than academic transmission, are well documented in his research. The current climate of the field of reading promotes this view, through the work of psychologists Leo Vygotsky (e.g., 1934/1986), Marie Clay (e.g., 1979), and others. Reading, like learning in general, is believed to occur in social interaction, not through rote memorization of facts (Bransford, Brown, & Cocking, 2000). The work of Clay and the Reading Recovery program (Clay, 1979) also support Judd's emphasis on the connection between oral language and learning to read. Classroom instruction has moved away from exclusively direct instruction models to balanced approaches that focus on providing students with a variety of opportunities to interact with adults, peers, and resources to construct their understandings about reading. Current research with English-language learners, an International Reading Association "hot topic" for 2005 (Cassidy & Cassidy, 2004/2005), supports the need for social interaction to reinforce reading development (Gutierrez, 2004).

Interestingly, Judd addressed another issue that is of paramount importance to current reading professionals, that of the need to teach reading strategies to middle and high school students in addition to the instruction they receive in elementary school. In *Psychology of High-School Subjects*, Judd (1915) states, "It is assumed that the work of elementary education has been satisfactorily completed, and that elementary reading has prepared students for all their later work. The fact is, that the ordinary student does not know how to read economically" (p.169). Teachers of the English language arts in today's middle and high schools still deal with this dilemma, and it has been the cause for an increase in the professional literature on the subject (Robb, 2000; Tovani, 2000). As teachers now and in the future continue to struggle with how to ensure that middle and high school students possess the strategies they need to read effectively, helpful information may be gleaned from the work of the past.

The work of Charles Hubbard Judd was seen as of paramount importance in its own time, but it also has important lessons for the present and fu-

ture of the field. Judd's work on the scientific study of education, silent reading, and reading as a social process can be seen running throughout the current research and practice of reading instruction, and the implications his work has for the future demonstrate that the significant influence of Charles Hubbard Judd will continue to be felt for ages to come.

Reflection Questions

1. Judd felt strongly that teachers should clearly understand the differences between oral and silent reading. How do you define for yourself the differences inherent in oral and silent reading? Reflect upon how you support instruction for students in both areas.
2. Judd articulated that reading is one of the most important subjects taught in schools but that students have different levels of success through their personal journeys of learning to read. Reflect and discuss with a colleague how you differentiate instruction for readers of all abilities.
3. Judd understood long ago the importance of social interaction in the process of learning to read. How can you incorporate additional social experiences into your instruction to support children's reading success?
4. Supporting reading instruction once a child shifts from oral to silent reading can be challenging for teachers when they cannot "hear" the child reading. What are ways that teachers can support instruction for silent readers?
5. Judd was an advocate of the scientific measurement of achievement in reading. However, he also cautioned against using the results of a single test to determine the course of a child's education. Articulate your own theory of reading assessment, in terms of both purposes and consequences, providing examples from your own practice.

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