

*Helen M. Robinson\**  
*William S. Gray Research Professor Emeritus*  
*University of Chicago*

## ***WILLIAM S. GRAY: THE SCHOLAR***

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**I**n the short space available, it is impossible to even mention all of the scholarly contributions William S. Gray has made to reading. Therefore the writer has chosen, from more than 500 publications, to describe those which appear to have had the greatest impact on subsequent research and practice. Even with these choices, only the briefest of descriptions can be given.

The studies are grouped so that there is at least one study included to represent several others that were omitted. The studies described here had both scientific and practical influences, a characteristic of much of Gray's work. In addition, reference is made to some of Gray's scholarly summaries and interpretations of the scientific research of others in the field, all of which were planned to interpret the present status of knowledge and to encourage further investigation.

In each of the sections that follow, attention will be given first to the research and then to some application of the findings or conclusions.

### **Standardized Oral Reading Tests**

Prior to and during the preparation of the Gray Oral Reading Paragraphs (15),\*\* leaders in the scientific movement were pressing for more exact data than were available earlier. Scales and rudimentary tests had been constructed in various

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\* With the assistance of Sam Weintraub, State University of New York at Buffalo.

\*\* The reference numbers within this chapter refer to the references which are listed and numbered within the bibliography of William S. Gray's publications, on pages 37 to 69.

subject areas, including silent reading. Gray chose to develop an oral reading test, devising and selecting twelve short paragraphs, and experimenting with them to be sure of proper progression. He devised a method for scoring and developed norms for the first eight grades. Finally, he had the examiner record time and exact errors, the latter to serve as a guide to proper instruction.

Without today's more sophisticated knowledge of vocabulary and concept difficulties (or readability) and of statistical techniques, it is not surprising that only one form emerged in 1915: the *Standardized Oral Reading Paragraphs* for grades one to eight (15). What is surprising is that, with only minor revisions, this test became the most popular oral reading test available and remained so, without revisions, until 1963 when the *Gray Oral Reading Tests* (519) were published. These second tests, composed of four forms, are still in use.

In order to avoid the problem of repeated administrations of the Gray Oral Reading Paragraphs to assess growth, Gray constructed the *Standardized Oral Reading Check Tests* in 1923 (51). There were four sets of tests, each containing five paragraphs of approximately equal difficulty.

The techniques used in building these instruments, with variations, became a pattern for constructing oral reading tests for the next half century. Likewise, a similar plan was used for informal tests, about which Gray wrote in 1920 (37).

The practical values of these tests were enormous. The scores obtained, when examined along with silent reading scores, helped to provide a deeper insight into the relationship between oral and silent reading, to describe the patterns of growth in oral reading, and especially to note individual differences among pupils at a given level of total achievement.

One of the special values came from the record of errors and their patterns. Teachers could identify group strengths and weaknesses and then adjust instruction accordingly. In addition, individual pupils portrayed unique patterns of oral reading, a concept which was extremely valuable in diagnosis and which contributed enormously to the understanding of oral reading errors which pervades the literature today.

Combining the research and the practical aspects of the Oral Reading Paragraphs was an important element in launching Gray's early career as a reading specialist. It also provided a tool for many of his other outstanding contributions; two of special importance were ideas for the diagnosis of reading difficulties and a measure which was useful in school surveys.

## Diagnosis and Remedial Instruction

In 1918 Gray wrote about the use of tests to improve reading instruction(29). In 1921 his writings noted the importance of fitting instruction to the perceived weaknesses of individual children (42). At that time he advocated using the results of oral and silent reading tests, as well as observations. In 1922, with the cooperation of three others, he published *Remedial Cases in Reading: Their Diagnosis and Treatment* (46). This was another landmark study with immense impact on the growing profession. In this monograph Gray attempted to identify as

many types of remedial cases as possible, determine the causes and distinguishing characteristics of each type, and devise appropriate remedial instruction. He used case histories obtained from parents and schools to illuminate and explain the test findings and observations of learning. Putting all these data together, individual instruction was planned and later altered as seemed necessary.

The findings of the study described five different categories of pupils, each with distinguishing characteristics. The categories included: those who have made little or no progress in learning to read; those who exhibited difficulty in interpreting what they read; those with problems in the mechanics of reading; those with a slow reading rate; and those who had problems in almost all phases of reading.

The causes of reading difficulty listed were equally broad. Such factors as intelligence, language, home background, interest, reading materials and instruction were among the many listed. Each case study included all of the accumulated results of diagnosis and instruction and the amount of progress made by each pupil during the time given to daily tutoring.

Some of the methodological techniques of diagnosis were not new, but the combinations were different and the base was broadened. Instruction of individuals was matched to the results of the diagnosis. Then pupils were reassessed and instruction altered in order to obtain rapid progress. Gray made a strong plea for systematically canvassing possible causes for failure and, above all, building new remedial instruction suited to individual interests.

The study also made case study techniques a respectable approach to research, at a time when attention was focused on assessing large numbers of pupils and statistical descriptions of data.

The practical implications of this study were enormous. First, it moved research in reading from the laboratories to the classroom, thus offering hope that schools and teachers could be partners with reading researchers. In recent decades this has been a trend which young scholars have often referred to as "new."

Second, the study helped draw to the University of Chicago neophytes who became outstanding scholars under the influence of Gray and his colleagues. Even those who returned to the classroom were imbued with a breadth of understanding which helped to counteract the tendency to diagnosis alexia with no hope of overcoming it. The study also led teachers to experiment with different methods, rather than relying upon a single one.

Third, it began to help secondary schools and colleges undertake programs adapted to individuals and develop techniques for diagnosis and instruction at these upper levels.

Finally, the study sparked an interest in specialization in dealing with poor readers, and ultimately led to the development of reading clinics. Some clinics had a narrow concept of reading difficulty, while others expanded and refined Gray's concepts of causes of difficulties, made diagnosis more orderly, and developed ingenious methods for remedial treatment. Such progress pleased Gray, a teacher who urged his students to carry on research and to practice newer types of treatment.



## School Surveys

In the decade before 1920, surveys of schools in cities, counties and states emerged as a means of improving instruction. Observations, conferences, and analysis of instructional materials used in schools formed the basis for conclusions and recommended changes in procedures. Gray participated in many school surveys, his first published report being in 1916 (17). As standardized tests emerged, the surveys became more objective.

Of special interest during this period was the broadening of Gray's concept of reading, in 1919 to studying and the content areas. By 1921, he included rating scales and self analysis in the improvement of reading (38). In the same year he also related the results of school surveys to the training of teachers and to general improvement at the state level (45).

Later, after techniques had been developed for carrying on even more extensive surveys with greater objectivity, most surveys were mimeographed rather than published, and therefore many do not appear in the bibliography included in this book.

The research techniques used in school surveys went through many stages to develop objectivity. Standardized reading tests contributed to the techniques, and those used in other fields were also adapted and incorporated. Increasingly, the survey became a team effort with various subject matter specialists covering specific areas. However, Gray's publications noted and considered the role of reading in these subject areas, until reading later became a part of them.

Practically, the survey of any unit in the school or any group outside the school revealed varying levels of achievement, problems needing to be solved, and procedures and materials needing adaptation. A survey also offered guides for improvement of instruction.

Gray's wide experience in school surveys, which were useful in their own right, became a steppingstone to increasingly larger studies both in the United States and abroad.

## Major Studies Outside the United States

By 1936 Gray had used his expertise to examine the teaching of English in Puerto Rico, an examination which resulted in appropriate recommendations for improving instruction (205). In 1949 Gray was called to Egypt to analyze methods, techniques and materials for the Ministry of Education. This was a challenging study because of the great differences in spoken and printed language between the two countries. These differences and also the high rate of illiteracy made it imperative for Gray to use all of his accumulated knowledge and skills to suggest remedies. He addressed himself to the construction of sound and useful reading materials, to the organization of teacher training, to scholarly research and efficient development of language, and to looking at what was available to read after children and adults acquired given levels of skills. The final report, printed in Arabic, led to many changes in the total educational system (410).

By far the most important of Gray's scholarly studies was done for UNESCO, published in 1956 and translated into French and Spanish (474). The purposes of this study were to review current world literacy programs, evaluate their strengths and weaknesses, and collate teaching methods and materials, with special attention to providing guidance to underdeveloped areas of the world.

The study was conducted over a period of four years. More than 500 sets of instructional readers already available were reviewed, and 100 each for children and adults were studied in detail. A second source of information came from questionnaires directed to leaders, field workers and publishers. A third source was from interviews with people who came to UNESCO House and from visits by Gray to eight countries to obtain firsthand information. A preliminary report, asking for criticisms and suggestions, was prepared and sent to the National Commissions of UNESCO Member States as well as to selected leaders in literacy training.

Meanwhile, a detailed study was made of types of languages, characters used in writing various languages, and the influence of these factors on teaching reading. Concurrently, a study was made at the University of Chicago, using eye-movement photography, of the behaviors shown in oral and silent reading of mature readers in each of 14 different languages.

The details of the findings are too numerous to mention here. Perhaps it is sufficient to say that only someone, such as William S. Gray, with the broadest concept of reading and the acceptance of different teaching methods for different languages, purposes and individual differences, could have made such recommendations. Moreover, as was typical of this researcher, Gray recommended more research and further experimentation, as well as the pooling of new data as they became available.

An entire section on research in writing in the UNESCO study has been omitted here because of the current topic and the limited space.

## Adult Reading

Another of Gray's scholarly contributions was his research into the reading of adults. This research is characterized by its breadth and depth of understanding of the reading of adults.

As a result of the findings from standardized tests and school surveys, it was clear that many children were entering adulthood unable to read or to use reading where it was essential. For example, as early as 1925 (59), Gray wrote of the values of reading in such areas as science, industry or inventions. Additionally, he advocated the importance of strong motives for and permanent interest in reading, "that will inspire the present and future life of the reader and provide for the wholesome use of leisure time" (p. 11). It was evident to him then that little was known about the status of adult reading.

In 1929, Gray and Munroe (98) published a study of the reading interests and habits of adults. The technique used was a half-hour interview, based on a questionnaire using 270 subjects, all but 15 of whom represented differences in sex,



marital status, amount of education and economic level. Among the findings was that "millions of natural born Americans were illiterate." Some had never learned to read, while, with others, disuse had resulted in loss of competence.

Perhaps more important was that the character or quality of much that was read was undesirable or, at best, insignificant in promoting individual growth and social enlightenment. The authors concluded that reading interests and habits could be developed among children and youth in a manner that would insure their development of significant interests and tastes (pp. 273-274).

Gray's concern about illiteracy led him to write a manual for teachers of illiterates in 1930 (104). In it he began his analysis of one of the persistent problems in his studies of illiteracy: the definition of an illiterate. Before 1920 an illiterate was described as one who had no schooling at all. Studies showed that, during World War I, about one-fourth of the men had never attended school long enough to learn to read well enough to take a reading test. Most of the data prior to that time, and thereafter for awhile, came from the U.S. Census Bureau's question to adults, "Can you read and write, or both?" Thereafter, the literacy level was estimated by the number of years of school completed. Around 1950, the term "functional illiteracy"—the inability to read well enough to function in a literate society—was advocated.

Although a number of investigations of isolated adult groups were made, Gray and Leary (193) studied what they considered to be a typical group of adults—a rural community in the Midwest. About 150 of the 200 subjects took both an oral and a silent reading test. The fact that oral reading scores were considerably higher (1.5 grades higher) than silent reading scores suggested where the schools had placed emphasis.

The wide range in achievement, from those unable to read at all to those able to read at a college-senior level, permitted an examination of the reading changes which occurred among young people after leaving school. Pupils who remained in school for six years or more tended to increase their scores as adults, while those who had dropped out earlier than grade five tended to lose what they were presumed to have learned. This finding led to a search for reasons for such changes. One suggested reason was that pupils who had dropped out of school earlier than grade five could find nothing interesting to read.

The reading difficulty of materials could be estimated by a formula developed by Gray and Leary. Although there were other studies, this study was the most extensive in the history of readability. Gray and Leary isolated 289 possible factors which were grouped into four categories: content, style of writing and presentation, format, and general features of organization. They chose to concentrate on the 82 subfactors called style. They built an "Adult Reading Test" to serve as a criterion, requiring readers to answer questions on fictional and nonfictional paragraphs. Through elimination, they found 20 of the style factors to be related to readability. Using statistical analysis, they developed a formula for estimating difficulty of adult reading materials. Building on this enormous study, later formulas were developed which were more efficient and simple to use.

However, this study identified clearly the need to consider multiple factors in determining readability of materials and the complexity of the problem. Only today are investigators beginning to research some of the other factors which determine the difficulty of materials, factors identified 50 years ago by Gray and Leary (193).

After pondering and informally examining the problem of defining reading maturity, Gray and Rogers (486) reported a survey of the characteristics of mature readers. In order to do so it was necessary first to develop a framework for interviews. Using that framework, the authors interviewed individuals who represented three categories of education: less than eighth grade, secondary school level and beyond secondary school level. The subjects were asked to read selected editorials, news and/or features, and digests. Questions asked afterwards dealt with attitude, social and self insight, comprehension, and ability to use the materials read. A multiple rating scale was devised and revised for use in the study. Finally, another sample of 21 highly efficient readers was included in order to find the highest level of maturity. Case studies supplemented the findings on tests and interviews. From the mass of data, treated as objectively as possible, came some descriptions of a mature reader. First, it was clear that maturity seldom occurred in all aspects considered, but rather in differing partial combinations. Second, the "...crucial point along the route to maturity in reading is the time at which reading begins to inspire the reader, to give him a feeling of pleasure and satisfaction in the activity, and to exert a conscious integrative effect upon him" (p. 237). No longer was reading a vicarious experience; now it spoke directly to the reader, changing values, broadening interests, opening new horizons and providing new ways of thinking. This study continues to be a milestone in guiding secondary and college teachers to develop their capable students' abilities to their fullest.

The techniques used in the study of maturity in reading were experimental, frequently refined but, as the authors stated, incomplete. However, the procedures formed a better basis for future research and the development of greater objectivity than did casual interviews. *Maturity in Reading: Its Nature and Appraisal* (486) is considered to be a milestone in the field, and rightfully so.

The practical values of the study were more subtle. One was the suggestion that the teachers themselves in secondary schools and colleges be challenged to greater maturity in reading, so that, in turn, they could inspire their good student readers to demonstrate their skills. The usual procedure at these upper levels of education was to try to help only the poor readers. Gray made a strong plea for instruction for all students, in all subject areas, and at all levels of achievement (p. 22).

Gray's work with adult reading has been followed by great attention to illiterates, but by no final solution. His view that all mature reading is to develop the individual and is for the solution of social problems is not fully accepted. His finding that purposes for adult reading and levels of maturity vary with individuals seems pertinent today.



## Summaries of Investigations and Practices

One of Gray's unique abilities was his ability to summarize and synthesize previous research. Indeed, every study he made began with such a summary, without which he felt that he could not identify new problems and new techniques, and add to what was already known.

Gray produced two types of summaries: 1) those that assembled references on a particular topic, or during a given period of time; and 2) those that led to suggestions for improvement in reading or in other areas. His published summaries of investigations began early in his career (22) and dealt not only with numerous aspects of reading, but with supervision, curriculum, general instruction, teacher education, language arts, and various content areas.

Each of the summaries proved to be useful to those who were particularly concerned with various topics. It is not surprising, then, to note that in 1925 Gray published a monograph which summarized the previous investigations of reading. This 275 page monograph included 436 studies conducted in various countries, as well as in the United States, prior to July 1, 1924. It included sections on: reading in modern life; the uses of reading in school; the values of various methods of beginning reading; the interpretation of, speed of processing, interest in and content of different reading materials; and a historical sketch of language and reading. The variety of topics was chosen in order to apprise teachers and supervisors, as well as other researchers, of the research and the implications (60). Later Gray published a supplement, including 73 studies and some interpretation. This plan continued until 1931 when it became a tradition to publish annually the "Summary of Reading Investigations." By 1959 the field had broadened and the publication became known as the "Summary of Investigations Related to Reading" (508). This change characterized the foresight Gray always exhibited in embracing pertinent research in a wide variety of fields. Even though he continued to summarize the research annually, he could not anticipate that by 1980 the research abstracts alone would outgrow four journals and become a separate publication.\*

As the quantity of research grew, it became impossible to offer critical reviews to serve one of the original purposes of the Annual Summary—that of helping school officers and teachers identify findings to improve practice. However, the second original purpose was to serve researchers, and in this respect the publication has been tremendously successful.

During the 1960s one person could not cover all of the entries, so additional authors were necessary. This was due, in part, to the number of allied professions participating in reading research and, therefore, the larger volume of journals to be covered as they were published.

Perhaps the greatest benefit accrues to those few who read and abstract the books and articles, since these readers keep abreast of all research in their areas.

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\* Weintraub, Sam, Smith, Helen K., Roser, Nancy L., Rowls, Michael and Hill, Walter R. *Summary of Investigations Relating to Reading: July 1, 1978 to June 30, 1979*. Newark, DE.: International Reading Association, 1980.



However, school personnel, graduate students and mature researchers can readily identify the problems they are studying and, using the summaries, can locate the original research. Some studies need to be repeated and others need more refined techniques of investigation, but no researcher should need to be blindly "rediscovering America," thanks to the tremendous foresight of William S. Gray.

In addition to the annual summaries, Gray produced myriad other summaries. As his bibliography reflects, he published more summaries than any other reading specialist. Jokingly, his students often suggested that the "S" in his name referred to summary. Only a few of the most important interpretive summaries can be discussed or even mentioned in the remainder of this section.

The *Yearbooks of the National Society for the Study of Education* have been a rich source of collation of research and suggestions for school practice. Although each has been prepared by a committee, it is noteworthy that the Twentieth Yearbook, Part 2 (43) included Gray as a member of its elite committee and that he prepared a chapter dealing with individual problems in silent reading at grades four, five, and six.

The Twenty-Fourth Yearbook, Part 1 (59) was produced by a committee chaired by Gray, and included three chapters by Gray on the topics of reading in school and social life, the objectives of reading instruction, and a modern program for elementary and high schools. Each chapter distinguished between what was known, what were the best opinions, and what was unknown and in urgent need of research. This yearbook was so important that, according to Whipple [in the Thirty-Sixth Yearbook (220)], over 30,000 copies were sold and "it must have been a most potent influence in American educational thinking."

Gray served as chair of the committee to produce the Thirty-Sixth Yearbook, Part 1. This volume updated the research that had been done since the previous yearbook. Its major contribution was the broadening of the definition of reading to include full understanding, critical reaction to what was read, and the use of the ideas secured. Purposes for reading were discussed and attention was given to recreational reading, including solving personal problems and meeting social needs. In other words, reading was described as a varied and highly complex process, permeating the whole school curriculum and the adult life of the reader.

In 1948, the Forty-Seventh Yearbook for the Society (374) dealt with reading in secondary schools and colleges, with Gray as chair of the committee to produce it. The stated purposes were to continue reading instruction at this level, not just for poor readers but for all students, with the aim to promote depth of understanding, critical reactions and judgments, and open inquiry.

Reading was explained by the committee as a series of complex activities organized under such categories as: grasping the literal meaning of what was read, securing the broader meanings inherent in a passage, reacting to what was read, fusing the ideas acquired with previous experience. These topics are closely related to the major strands in reading at the elementary level finally produced by Gray in the model explained later. A beginning was made in identifying the subtopics and describing how they might be developed.

Throughout his career, Gray made significant contributions to the yearbooks of the National Society for the Study of Education, especially to those devoted to reading at all levels, including adults, and to the problems of illiteracy. His last topic, "The Role of Teacher Education" was published in Part 1 of the Sixtieth Yearbook (518). It stressed the newer concept of preservice training, and also the necessity for continuous inservice training in schools, with a special reading teacher to guide staff development.

Throughout these publications there was a continuous thread, coupled with constant adaptations to the changes in school programs as well as to the changes in needs and interests of adults and society.

*The Encyclopedia of Educational Research*, prepared under the auspices of the American Educational Research Association, was first published in 1941 (286). Gray's interpretive summary of reading research began with reference to the Greek and Roman periods and continued to publication date. Recently, it has been recognized as a masterpiece and reprinted by the International Reading Association under the title *Reading: A Research Retrospective, 1881-1941*. In the Preface to that volume, John Guthrie states that "...this monograph warrants acknowledgement in any scholarship on reading which claims the name of originality" (p. vii). In the Foreword, Jeanne Chall states that the section on comprehension "...foretells present theory and research" (xi). In addition, Chall suggests that Gray used the past to understand the present and future. Gray's 1941 summary is organized under eleven topics, similar to those used in the Annual Summaries of Research.

Gray contributed the article on research to the second and third editions of the *Encyclopedia of Educational Research* (408, 517). Characteristically, he did not rest on his laurels by merely updating the information from the first edition, but presented a different organization for the material as well as an expanded discussion of various aspects of the field. For example, the social effects of reading, untreated in the first article, are dealt with in subsequent ones. Among the other areas either expanded upon or added to were readability, the apprehension of meanings, the influence of mass media, adult reading ability, and children's reading interests. As the field changed direction, Gray grew with it, and it is interesting to note its development as viewed through his eyes. Indeed, a close reading and analysis of these three articles by Gray would treat the reader to a mini case study of the growth of research and knowledge in the field between 1940-1960.

In the 1930s, school personnel were searching for many answers to questions on improving reading instruction. Some commercial companies were sponsoring conferences, primarily to tout their particular machines or materials. This led to the driving desire to hold a conference of great breadth, one which would be scientifically sound and also helpful. The first such conference held in 1938 at the University of Chicago was carried out under Gray's direction. No publication resulted from that first conference, but the many requests for copies of the papers led to the publication of subsequent proceedings, through 1966. Topics of vital interest and concern were chosen each year.



In the first published proceedings, Gray said that the purposes of the conference were to provide critical discussion of current trends and needs, and to evaluate the methods and materials, as well as the results of recent experiments. The patterns of each conference were similar: first scholarly papers were given to the entire group, then meetings were held for administrative staff and for those dealing with reading disability from the primary grades through secondary school and college. The main theme was divided into important parts for each half day or full day of the five days of the conference. Attendance was as large as 1,200 people. The printed proceedings were unevenly popular, some having a second printing. It is impossible to estimate the influence of the scholarly papers and practical adaptations on the lives of young people during those years.

In addition to the foregoing conferences, Gray participated in numerous other reading conferences throughout the United States and Canada, always evaluating new research and practice without bias, and always suggesting experimentation and improvement of practice.

Space permits only brief reference to the numerous interpretive summaries and selected references concerning different topics published in popular professional journals, some regularly and others at intervals.

Special mention should be made of the fact that, as the first president of the International Reading Association, Gray organized the First Annual Convention, held in May 1956, with 2,300 attendees. The proceedings, *Better Readers for Our Times*, were published (483), and Gray contributed a paper to the proceedings of each of the next four conventions.

## Model of Reading

During a half century of research and writing, Gray continuously attempted to identify the major components of reading so that research could be focused there. The culmination of his efforts came in a paper given at the Annual Reading Conference at the University of Chicago in June 1960, but published post-mortem (516). Although he did not call it a model of reading, it has been so called in many publications since that time. In order to appreciate the significance of this model one needs to trace Gray's concept of reading.

Before 1920, Gray wrote about oral and silent reading. Tests of each type were being developed and studies compared the limited aspects of each type, such as speed. By 1919, Gray was addressing the relationship between reading and study.

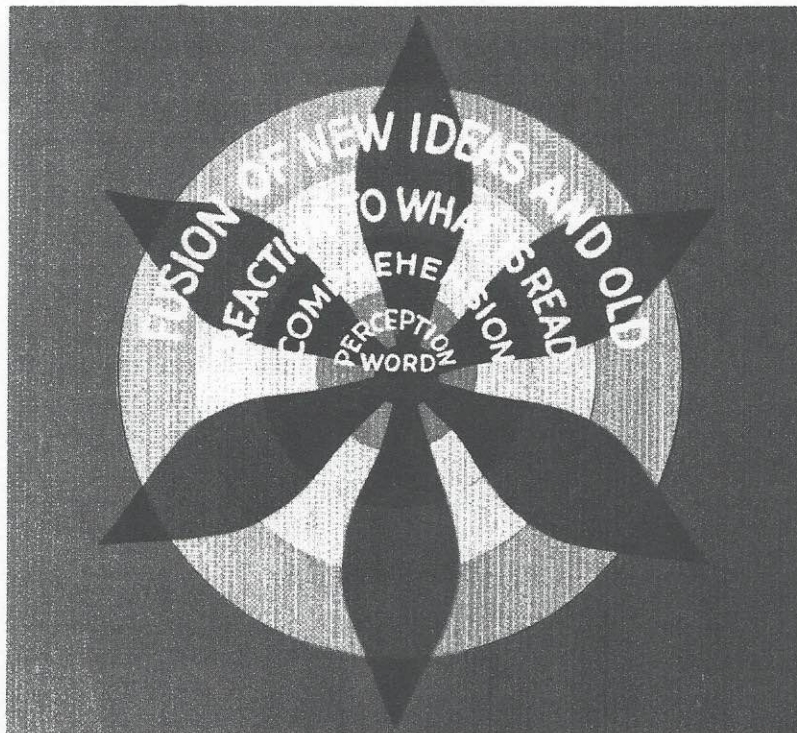
In the 1925 NSSE Yearbook, as noted earlier, Gray began to emphasize such factors as thought-getting, interpretation, extending experience, motives for reading, and a permanent interest in reading. He distinguished between recreatory and work-type reading, in all school subjects. During this period, there were sharp differences among authorities in their ideas about reading and thinking, some writers contending that broad definitions of reading were being extended into the area of thinking. But Gray always maintained that any reading without thought was a useless exercise.

In the Thirty-Sixth NSSE Yearbook (220) Gray stated that, not only does the reader recognize essential ideas and facts, "but (he) also reflects on their significance, evaluates them critically, discovers relationships between them, and clarifies his understanding of the ideas apprehended" (p. 21). Gray then added that reading modified personality as "pupils...apply what they learn wisely..." (p. 28).

Thus the rudimentary concepts of Gray's model were taking form long before they were organized and published. Even the four major aspects—word perception, comprehension, reaction to what is read, and fusion of new ideas and old—were very general. From his research and practice, as well as from many other sources, Gray made a preliminary analysis of each of these aspects. Unfortunately, space does not permit discussion of the progress he had made up to the point when the model was published.

Other models of parts of aspects of reading had been published previously, but this one was by far the most complete. The spate of models that followed Gray's is a tribute to the breadth and depth of his understanding of reading. Of special interest was the final representation of the model (p. 23), in which the four major aspects of reading combine for different purposes and for reading efficiently in different content areas. (See Figure 1.)

*Figure 1.* William S. Gray's Model of Reading:  
Reading for Different Purposes and in Various Fields





This model had implications for research because, as has been said, "...models tend to order and simplify knowledge....," as well as delineate what is scientifically known from what is inferred or believed. Thus the model was of incalculable value to researchers, as a means of pursuing new topics rather than just repeating old ones.

The practical value of the model was to call the attention of administrators and teachers to the complexity of reading and to enable them to identify areas of which they might have been unaware. It seems fitting that the culmination of Gray's long career should alert practitioners to improving reading at all levels, preschool to adulthood, and in the broadest phases of all behaviors. In fact, a thorough examination of this model, and of all the author did to create it, may explain why William S. Gray was often called "Mr. Reading."

### **Closing Remarks**

At the dinner for William S. Gray's retirement, Arthur Traxler examined Gray's publications and characterized him as a "one-man book-of-the-month club." It is remarkable that the quality matched the quantity of his writings.

To this noteworthy giant in the field of reading, I dedicate this paper. It is my hope that this and future generations appreciate the professional strides made by one individual who inspired the world to carry on into the present and the future, with reading improvement his hope for the total population of the world. We will improve if we read, and heed, Gray's admonitions.



William S. Gray, circa 1955



William S. Gray:  
Teacher,  
Scholar,  
Leader

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