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A Mini Look at Some Maxi Ideas

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Heath Lowry and Barbara Waters

Abstract

Time and again I have listened to busy teachers complaining that they don't have time to read the many current articles on IQ, open classrooms, class organization, learning theory, motivation, and use of traditional material which appear in professional literature. Therefore, I would like to consolidate many of these sources into one article which will give the reader some indication of the trends which seem to be taking place concerning these things.

A MINI LOOK AT SOME MAXI IDEAS

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Time and again I have listened to busy teachers complaining that they don't have time to read the many current articles on IQ, open classrooms, class organization, learning theory, motivation, and use of traditional material which appear in professional literature. Therefore, I would like to consolidate many of these sources into one article which will give the reader some indication of the trends which seem to be taking place concerning these things.

Teaching methods, values, and organization which supports each of these are in a state of flux. As our society moves forward, the needs of the people change, no matter what their age, and so the goals of education. Teaching techniques must reflect the new knowledge about how children learn, but most important is the fact that all this information and change is arid unless what we produce is to the advantage of the learner.

The following recent ('73-'74) professional journal publications have been selected and reviewed in succinct form to aid the busy teacher in "keeping current" on recent ideas and innovative practices.

"A MINI-LOOK AT SOME MAXI-IDEAS FROM RECENT PUBLICATIONS —'72-'74"

Annotated Bibliography of Pertinent Items
To Be Considered When Teaching Reading

1. Bereiter, Carl, "Education: An Affront to Personal Liberty?" *Learning*, Vol. 2, No. 2, October 1973, pp. 90-92, 94-95.

Needs determine interest in forms of education. Children should have the right to choose to be educated and to direct their growth in terms of needs. Compulsory education denies this personal liberty.

2. Dillon, Stephen-Franks, David "Why Open Classrooms Close Down" *Nations Schools*, Vol. 93, No. 2, February 1974, pp. 43-45.

Failure of open classrooms may be due to one or more of six reasons. 1. The teacher is an insecure person. 2. The teacher does not accept basic values of open education and the fact that learning must be the emphasis, not the teaching. 3. A teacher must set clear limits for students. 4. A teacher refuses to yield her position based teacher power. The students share the power of office. 5. The provisions for learning are inadequate. There is a need for considerable more planning. 6. The classroom was "opened" too suddenly without preparing students for the freedom they will have. It involves a re-socialization process.

3. Duckworth, Eleanor, "Piaget Takes a Teacher's Look" *Learning*, Vol. 2, No. 2, October 1973, pp. 22-27.

Piaget believes some aptitude is innate and experience helps to develop it. Psychological aspect is only one part of what the instructor must know. He must also be concerned with teaching methods, and must know the many facets of children.

4. Emans, Robert-Fox, Sharon E., "Teaching Behaviors in Reading Instruction" *Reading Teacher*, Vol. 27, No. 2, November 1973, pp. 142-148.

This documented article deals with the idea that quality teachers are trained not born. While this training may begin at birth, an important contribution may be the kind of learning opportunities that are provided for the teachers. Chall and Feldman (1966) identified most effective those teachers who used a thinking approach to learning, a sound symbol emphasis and appropriate level of a lesson. Harris and Serwer (1966) study showed that time spent directly on reading, irrespective of time spent on reading related activities, was positively correlated with reading achievement.

5. Geiser, Robert, "You Can Lead a Child to Learning But Can You Make Him Learn?" *Teacher*, May/June 1973, pp. 18-22.

Deals with the idea that teaching and learning are not synonymous terms. One needs insight into human relations, and teaching must flow out of interests of the child. Children who don't learn may be pointing to the fact that teachers need to do more learning in order to teach well.

6. Groff, Patrick, "The Topsy Turvy World of Sight Words" *Reading Teacher*, Vol. 27, No. 6, March 1974, pp. 572-577.

A documented article which states that an experienced reading child often recognizes sight words with a single eye fixation, but as early as Buswell (1922) studies showed that beginning readers make eye fixations that could not be interpreted as seeing whole words. Olson (1958) concluded that sight words need not be taught before word analysis, Muehl (1961) found that beginning and ending letters seem to give the greatest aid in early readers' attack on similar words. Marchbanks and Levin (1965) concluded from their study that the weakest cue was shape.

7. Hammill, Donald-Goodman. Libby-Wiederholdt, Lee, "Visual Motor

Processes: Can We Train Them?" *Reading Teacher*, Vol. 27, No. 5, February 1974, pp. 469-476.

The value of perceptual training has not been clearly established. But studies over the past ten years indicate that the practice of providing perceptual-motor training to all school children in the name of readiness is not an accurate assumption.

8. Hardin, William, "In Defense of Workbooks" *Teacher*, Vol. 91, No. 2, October 1973, p. 49.

PAT stands for Problem, Attack and Taste of Success. Workbooks should be a practice of previously acquired skills which the teacher has taught, and should bring the taste of success. Too often they are used as a teaching tool, thus creating frustration.

9. Hawley, Robert C., "Perspectives on Motivation" *Teacher*, Vol. 91, No. 2, October 1973, pp. 43-45.

Good motivational techniques are simple. One of the best is to ask "What are your goals for the time you spend here?" Goals should be set so they can be changed if needed. Motivation is a bundle of emotional forces that compel an individual toward action.

10. Hillerich, Robert, "Word Lists—Getting It All Together" *Reading Teacher*, Vol. 27, No. 4, January 1974, 353-360.

Author compared 14 word lists to derive his own list. Narrowed his list down to four compiled from 1936 through 1969 collections. He raises the idea that perhaps there should be a basic list for children and one for adults. He found that Thorndike's list seemed to suffer omissions. The author feels that the Dolch list need not be condemned, but he feels his list is more appropriate to present material now being offered to children.

11. Hood, Joyce, "Why We Burned Our Sight Vocabulary Cards" *Reading Teacher*, Vol. 27, No. 6, March 1974, pp. 579-582.

Dolch or basic words are better learned in phrases. The teacher should develop a dead pan expression and teach the child to analyze as to whether the word he called did make sense. A list of words is a better basic technique for testing.

12. Hunter, Madeline, "Staff Meeting" *Instructor*, April 1974, p. 20.

Practice must be given with knowledge on the part of the

teacher. It should be brief and the meaning of the term, brief, will vary with the child involved in the task. New learning should be reinforced with frequent practice and the learner should see the purpose for his work.

13. Jensen, Arthur R., "A Reply to Gage: The Causes of Twin Differences in IQ" *Phi Delta Kappan*, December 1972, pp. 582-588.

Emphasizes that there is a third factor IQ other than genetic and environmental factors and that is that which occurs during the third and fourth month of fetal life as evidenced by such a difference as fingerprints (ridgecount) in identical twins.

14. Johnson, Beverly B., "Practical Preparation For The 21st Century" *Phi Delta Kappan*, April 1973, pp. 528-521.

Perhaps courses designed as college preparation should be combined for the sake of time, such courses as literature, history and philosophy. In the time which is saved, we could offer instruction in fields which make a difference in survival, as human relations, environment, leadership, health, child rearing, home management and others.

15. Lewis, Elizabeth, "The Real California Report: A New Approach to Education" *Phi Delta Kappan*, April 1973, pp. 558-559.

Deals with the idea that children are not born at age 5, and should have opportunity for many developmental learning experiences and individualized attention along with corrective procedures before this time.

16. Messer, Wallace, "Flexible Staffing Another Path to Individualized Reading Instruction" *Reading Teacher*, Vol. 25, No. 5, February 1974, pp. 454-457.

Paraprofessionals give added hands to spread the child adult ratio. Flexible and differentiated staffing must be determined by the needs of the children they serve. Teachers should learn from one another.

17. Moore, Raymond S., "Further Comments on the California Report" *Phi Delta Kappan*, April 1973, pp. 560-561.

Gives reasons for delaying the forcing of formal structured learning at an early age. The author believes that research points to the fact that this early education may hinder rather than aid later learning.

18. Murphy, Thomas, "Diagnosis and Placement For Special Education Programs" *Thrust*, Vol. 2, No. 4, February 1973, pp. 23-24.

Advocates that meeting individual needs includes special children. The author feels it is advantageous to keep a child in the main stream rather than special classes, but until provisions are made to relieve regular teachers of their increasing burdens, indiscriminate placement of students with special needs in regular classes is not the answer.

19. Perot, Suzanne, "Problems in Cross National Analyses of Reading Failure" *Reading Teacher*, Vol. 27, No. 4, January 1974, pp. 375-378.

It is nearly impossible to compare reading failures between countries. Reading symbols and structure are different; problems of multiple phonemes for a given grapheme; the problem of countries' expectations for girls and boys; a need for a universal definition of reading failure; the question of ability to decode and its relationship to meaning; the problem of a non-standard dialect all add to the confusion.

20. Rachner, Jane, "Gestalten in Reading" *Reading Teacher*, Vol. 27, No. 4, January 1974, pp. 385-388.

Does a child always read from left to right? Considering the total phrase or sentence perhaps, but many an experienced reader will attack a new word from a familiar recognizable part which may not be at the beginning of a word. Such as a child's first attack on the word "vacillating." The *ill* or *ing* might be the natural focal points even though they don't appear at the beginning.

21. Robertson, Jean E., "The Child and The Curriculum" *Instructor*, April 1974, pp. 41-42.

The prime purpose of language is communication. Reading should be an integrated part of all communication which calls for it to be found in all subjects. Children should learn that the written form of communication is lasting.

22. Rothstein, Evelyn B.-Gold, Barbara, "Reading in an Open Classroom—Extending the Gift" *Reading Teacher*, Vol.27, No. 5, February 1974, pp. 443-445.

Reading is not a subject, but an integral part of an active seeker of knowledge. It is a vehicle for the intellectual life of the class. Skills should be learned with the expectation of application.

23. Sherman, Gene, "A Student Teacher's Reflections on the Open Classroom" *Instructor*, May 1974, pp. 14-15.

A student teacher discovers that teaching is drawing the child out rather than preaching. A child's attention or awareness is the key to initiative and spontaneity. Open education is to observe what the child is attending and help him to deepen the focus and concentration.

24. Spiegel, Dixie Lee, "Holistic Approach to Diagnosis and Remediation" *Reading Teacher*, Vol. 27, No. 4, January 1974, pp. 370-374.

Reading should be a process of deriving meaning. A child should develop a wide repertoire of word attack strategies to help him understand and not be dependent solely on "sounding out." Goodman sees reading as a psycholinguistic guessing game. Moffett stresses the structure of language and sees it inextricably bound up with thinking. Omissions and insertions become unimportant in Holistic approach if meaning is there.

25. Steinberg, Ester R., Anderson, Bonnie C., "Teaching Tens to Timmy, or A Caution in Teaching With Physical Models" *Arithmetic Teacher*, Vol. 20, No. 8, December 1973, pp. 620-625.

Terms used by teachers must be related to words that are in the child's experience and understanding. Transference of learning in another area may not take place, and teachers should be aware of variables so accepted as integral to a process by adults that they overlook them as a possible source of confusion in the child's learning.

26. Stenner, Jackson, Mueller, Siegfried, "A Successful Compensator Education Model" *Phi Delta Kappan*, December 1973, pp. 246-248.

Describes a six-year program in Chicago dealing with early childhood education, Child Parent Center, CPC. The success was based on early involvement of children in the program, consistency of the program, heavy parent involvement, and structured language skills.

27. Thompson, Richard A., Dziuban, Charles D., "Criterion Referenced Reading Tests in Perspective" *Reading Teacher*, Vol. 27, No. 3, December 1973, pp. 292-294.

The author wants more in the way of multivariate analysis and measurement. Criterion reference tests seem more valid than

normed reference tests as they measure individual growth. The most fundamental weakness is that all behavioral objectives are not necessarily related to the skill of reading and time might better be applied to the more closely related skills.

28. Watson, James, "Your Students Can Be Their Own Barometers" *Instructor*, May 1974, pp. 52-53.

Before tests are given, find out how students think they will perform. Help teach the children to know themselves better through such things as Glasser suggests. Let the child be involved in his own evaluation.

29. Wiener, Roberta, "A Look at Reading Practices in the Open Classroom" *Reading Teacher*, Vol. 27, No. 5, February 1974, pp. 438-442.

Some believe that the open classroom was adopted from the British infant school, but the author believes it is uniquely American. British style is more laissez-faire, and our schools provide much direct instruction along with open ended activities.

30. Yardley, Alice, "Movement and Learning" *Today's Education*, March/April 1974, pp. 62-64.

Author gives many examples of how movement relates to skill in vocabulary, space relationships, math values, and concepts of personal worth. During the early years of living, the quality of movement experience determines the quality of his total learning.

31. Zach, Lillian, "The IQ Debate" *Today's Education* September 1972, pp. 40-43, 65-66, 68.

Benet developed his test to locate retarded children in the population, not to measure innate ability. A culture free test has been developed by John Eftl using brain response to light. It is not at present useful to the teacher. IQ tests should be used not to separate the bright from the dull but to help us better prepare curriculum according to development of the child.