

# Reading Horizons: A Journal of Literacy and Language Arts

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Volume 16  
Issue 2 January 1976

Article 13

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1-1976

## Reading Horizons vol. 16, no. 2

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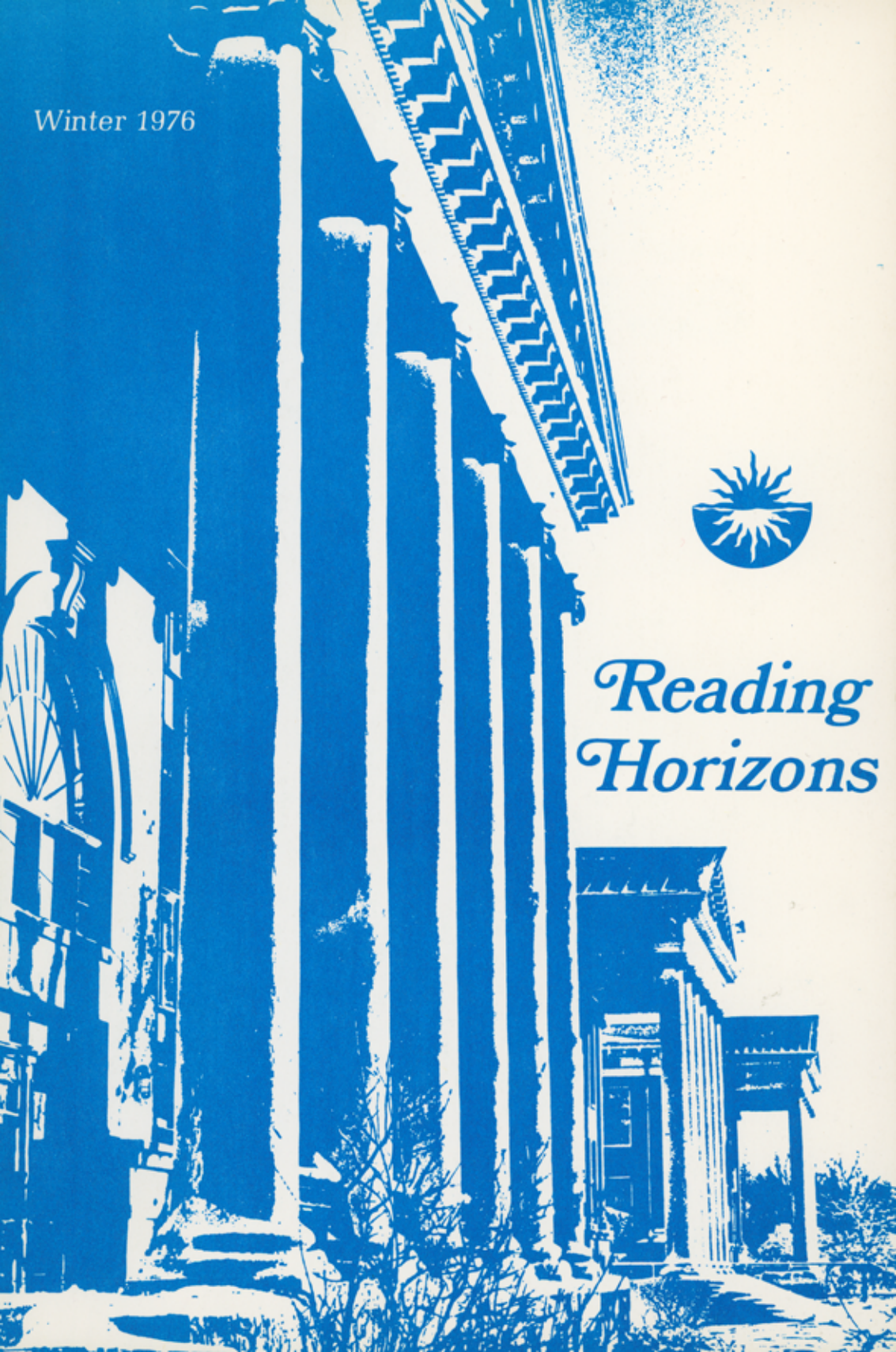
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Winter 1976

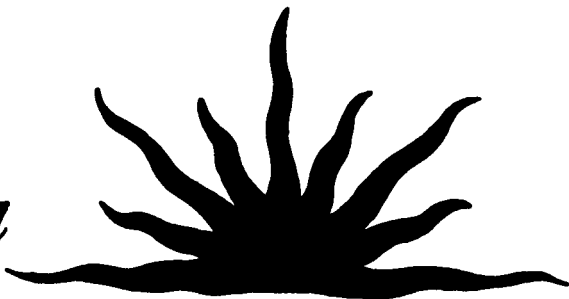


# *Reading Horizons*





# *Reading*



# **HORIZONS**

**VOLUME 16**

**NUMBER 2**

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## READING HORIZONS

A professional journal of the Reading Center and Clinic of Western Michigan University and the Homer L. J. Carter Reading Council. HORIZONS is published quarterly by the Western Michigan University Press. Copyright 1976, 2nd class postage rate paid at Kalamazoo, MI.

## SUBSCRIPTIONS AND CHANGE OF ADDRESS

Subscriptions are available to all persons interested in reading at \$4.00 per year. Address all correspondence and change of address to READING HORIZONS, Reading Center and Clinic, Western Michigan University, Kalamazoo, MI 49008.

## MANUSCRIPTS

Manuscripts, books, and any other materials for possible publication or review can be sent to Kenneth VanderMeulen, Editor, READING HORIZONS, Western Michigan University, Kalamazoo, MI 49008. Author's guides and publication policies are available on demand.

## MICROFILM

Microfilm copies are available from University Microfilms, 300 Zeeb Road, Ann Arbor, MI 48106. Back issues, while available, can be purchased from READING HORIZONS, Western Michigan University, Kalamazoo, MI 49008.

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Advertising rates, policy, and information can be obtained from the Advertising Manager, READING HORIZONS, Western Michigan University, Kalamazoo, MI 49008.

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## 1776-1976: LOOKING BACK

At the beginning of this Bicentennial Year, it is fitting that we repeat to ourselves and to anyone within earshot the important reasons we teach effective reading to the young. We teach children to read so that they will be able:

- to learn to become understanding participants in the cooperative efforts of a humane society;
- to learn what great minds of all places and times have to teach us about the experience of living;
- to free themselves from the gnawing fears of physical mysteries that have plagued the ignorant for countless ages;
- to discern beauty in literary expression and add the dimension of this art form to the rest of their lives;
- to use the skills of reading as a means of finding true fulfillment in both vocation and avocation;
- to recognize reading as the wonderful source of amusement and diversion it is, in times of leisure; and,
- to realize that reading can be a gentle therapy in times of stress.

Also at the beginning of the Bicentennial Year, we should think about the importance of reading, and the part it played in the story of our land. The men who helped organize a nation out of several hostile factions and many sectional partisans recognized the importance of the printed word as a cohesive factor over two hundred years ago. Surely, if only a few people had been able to read the words of Thomas Paine, Samuel Adams and others, the decision to declare our independence might have taken many more years. However, there is plenty of evidence that responsible and mature people saw the power inherent in "writing for all men to read." Even a series of essays entitled "Letters from a Farmer in Pennsylvania to the Inhabitants of the British Colonies," written by John Dickinson, did much to solidify opinion for resistance in the New World, indicating how very many people read, and read thoroughly, everything within reach.

It is most significant that our nation includes elements of every culture, and without our continuing efforts to teach effective reading to all, this aggregation of societies might still disintegrate and become the misunderstood and the misunderstanding. This nation owes much to the teachers who teach her children to read.

Kenneth Vandermeulen  
Editor





# TURNING KIDS ON TO LANGUAGE

*Robert D. Hughes*

WESTERN MICHIGAN UNIVERSITY

One of the great problems we face as teachers is how to get kids interested in whatever it is that we want to teach them. Whether it is reading, writing, math, social studies, we know that the key to teaching success is motivation. "If we could just get them involved, we could teach them."

Some kids are interested in everything in the world round about them. They see excitement in their world and there is joy in learning. This is a beautiful thing to see, and it is these kids who "make a teacher's day." But some kids have been turned off somewhere along the line. They have failed, and they have become discouraged. They have not accepted school and teachers and reading as a way to find the things that they need to know.

So how do we "turn on" the kids who have been "turned off?"

The pat answer is, as every teacher knows, "to find something the student is interested in." And just what is that? I have often said that you could organize a field trip to the moon and some kids would complain about the long boring ride. And as the earth is fading away in the distance, some of the kids would really rather be reading a comic book than watching the sight out the window. "They've seen it before on television." (There may be a key to unlocking the motivational door in that comic book too, but that's another article.) So we never solve the motivational problem 100%; we just work at it. It is the purpose of this article to share some ideas that have worked for us in turning some kids on. We have gotten the kids into filmmaking, slide-sound combinations, and television. We have used media to the point that we feel we have become "the electric reading teacher." (No wonder we have borrowed the electric terms "turn on" and "turn off.") We have used mock trials, role playing, simulations, and dramas. We have brought in interesting speakers and tried to find good films. We have involved them in art activities and music activities. We have tried to solve the motivational problem in many ways, with some success and some failure.

Here is one idea that worked for me. I have shared the idea with some of my teacher friends and they too have had some success. I would like to share some of these successes with the readers of *Reading Horizons*.

One day I was driving to school wondering what I was going to do with a particularly wild bunch of seventh graders whom I was supposed to be helping with reading and writing problems at that time. It was a dull, rainy Monday morning and as I drove along in my half reverie, (I wonder how many other teachers have bad Sundays because they weren't quite sure what they were going to do on Monday?) all of a sudden I looked up through the rain and saw this race car. It too was coming through the rain. I thought it was white, and it seemed to be about a foot off the ground as it came at me at about 200 MPH. Wow, was that exciting. It was a billboard poster advertising Viceroy cigarettes. Boy, if I could get that poster and put it on the back wall of my seventh grade classroom I knew I could get some kids involved in reading and writing that I had never been able to involve before

(especially those reluctant boys). My wheels began to spin. I went back to the billboard poster and noted that it was put up by Central Advertising Company. I went back to school and looked them up in the telephone directory. But I didn't call. I decided that if they were going to deny me that poster for my kids, they were going to have to look me in the eye and say no. After three trips back (the secretary wasn't quite sure what to do with me; she had never had such a request,) I got to Jerry Luchies, the general manager of the company. I sold him on my idea. (And who can deny a teacher with a good and unique way to help children?). I walked out of the office with my first red Ferrari. I didn't know it was a Ferrari; in fact I wasn't even sure how to spell it (one of the kids had a Ferrari Hot Wheels.) I learned alot about the cars and racing from the kids. I walked out of that office that day not only with my red Ferrari, but a promise of every car poster to follow. There were ten. So the lesson here is that when you see something that may work with your kids, go after it. A teacher is a hard person to turn down.

I have also discovered that everyone is a latent teacher and likes to help kids. That goes for my busy dentist, who talks to the kids on career day, to a busy psychiatrist, who talked to my sociology class, to Stan Kenton, who came in to discuss his music one day when he was in town, to Louis Armstrong, who invited my students to attend a dress rehearsal as his personal guests when he found that we couldn't afford to attend the concert. Teachers have a great potential to tap resources. Armed with this knowledge, a little courage, and a belief that nothing may be impossible, I often felt that I could get the President of the United States to share with my class if he happened to be in town, and if I happened to ask him first (or at least the Vice President).

The car posters are now in classrooms all over the area. I have lost track of most of them, but still have three or four in my possession.

These are some of the ideas that have come back from the teachers who have used the posters.

It's possible to build a learning center around the cars. It is an impressive visual (the sections we use are about 6 by 18 feet.) We found assignments in Social Studies, Math, Science, Reading, and Writing. There were even some art activities. The kids designed their own race cars, researched their ideas, and wrote them up.

There are many reading activities. One of my student teachers collected all the books on racing that she could find. She ended up with nearly fifty books and periodicals which turned out to cover most interests and most reading levels. The collection covered everything from the *Checkered Flag* series to *Hotrod Magazine*.

We wrote our own ads. We analyzed the tactics being used by the advertising companies (thinking skills?).

Sample assignment:

What is the tactic being used when an advertisement states: "After going 212 m.p.h., he's not about to smoke a boring cigarette."

Other writing tasks:

A. J. Foyt is at the wheel.  
How does the suspense make him feel?  
He may miss a gear and begin to spin;  
never drive a racecar again.  
Describe his feelings.

Put yourself in the driver's seat.  
Tell me how you feel.  
Is speed and danger your thing?

If you were married, how do you suppose  
your husband would feel while he was  
watching you race? (a little social studies here)

Pretend you are the driver. Write a story  
about the race you won. How did you feel?  
How much money did you win? What did you  
do with it? Did you quit racing?

Write a short history of auto racing.  
Research your ideas.  
Find as many things as you can about  
auto racing.

Chart the development of auto racing.

Write a short history of the Indianapolis  
500.

Write a history of Grand Prix racing.

It has been said that for every race  
driver there are 50 men behind him.  
What are some of these jobs?  
Could any of them be done by women?  
Are there any that couldn't be done  
by women?

List some of the instruments you would  
find in a race car. Explain their function.

Describe some of the safety features and  
improvements on automobiles that have been  
developed through racing.

Make a list of the major race tracks in the world. In the U.S. In this area.

Imagine that you are driving in a major race. You are slightly ahead. You are near the end and you are nearly out of fuel. What will you do? Describe these last few minutes of the race.

Describe your last feelings as you slam into the wall at 212 m.p.h.

Would you like to be a race driver? Explain why or why not.

Would you like to be a mechanic? Explain.

Draw up the kind of job application you would have to fill out to become a race driver.

How would you interview a potential driver? What questions would you ask him?

You are a spectator. Explain how you feel as you watch the cars go by at well over 200 m.p.h. A car begins to spin down the track. It is heading for you. What do you do?

In one school, the kids wrote to A. J. Foyt who is sponsored by local car dealer Jim Gilmore. Foyt sent a wealth of material and information and autographed pictures for all the kids.

In another school, some of the kids came to school dressed in their snowmobile suits to simulate race driving suits. They had their pictures taken standing by the poster. (They were involved!)

There were more involvement assignments:

Write the qualifications one must have to be a race driver. Could a woman qualify?

Write the qualifications one must have to be a mechanic.

Draw a picture of a race car. Carefully label all the parts.

Have you ever ridden in a race car?  
Have you ever raced on the street?  
Describe your experience.

The students wrote poetry. We found that if we gave them a certain form, they had a lot of fun with words. And after all, isn't that what language is all about? We tried Haiku and Cinquains. Some made up their own forms. Here are some examples:

Speed,  
Roaring noise,  
Turning the bend,  
Such a thrilling race,  
Faster!

Debbie Cook

John  
flew by  
lickety split  
nice car — wasn't it!  
Ouch

Life!  
Fast, free?  
Afraid, alone, or sure?  
Some ups; some downs.  
Me.

Speed  
Driving, screeching  
Fast, faster, fastest  
Feeling great, roaring, winning!  
Varooooomm

K. Wooden

Competition,  
Fierce, acute  
determination, intensity, accomplish  
hours of ceaseless concentration  
Survival

Racing down the slippery track,  
Speeding, searching, striving . . .  
To win the race and rest.

Marilyn Reilly

Race, race high  
 Race, race let's fly  
 Birds and clouds  
 And trees and skies  
 Life and love  
 Before the eyes  
 Race, race high  
 Hear the echo of a million sighs.

Joy Campbell

There were many more poems and many more assignments.

· Have some technical books available. Kids could look up and write reports on specifications, cars, tracks, race tracks, etc. (It's very heady for children to feel they are the expert on something.)

— One teacher had the children make a sense chart about racing:

the sights . . . whizzing cars

The sounds . . . deafening engines

the taste . . . the smoke

the touch . . . dusty benches

and smells . . . exhaust Use your own imagination.

Then write a paragraph about racing using the words from the sense chart.

— Write a newspaper article about the outcome of the car in this race (poster).

— Interview the race car driver. Ask him to be specific about his feelings before, during, and after the race.

I received a letter from Pat Carlin, a former student of mine and now a creative teacher at North Elementary School in Hartford, Michigan. She teaches special reading classes. You know, the difficult kids. This is Pat's letter.

Dear Bob,

Thank you so much for lending us the picture of your billboard. I put the picture of the racing car up in the hall after Christmas, traditionally the time of those notorious January blahs.

I wish I had a camera to capture the students' first reactions. I put the poster up when they were out of the building (during recess). They were amazed, excited and reluctant to go on to class.

Here are some of the ideas we used:

- 1) I printed different words on large cardboard cards. The kids would place the cards on the poster (words like wheel, driver, door, number). This worked especially well with the 2nd and 3rd graders.

- 2) The kids (on their own) started drawing pictures of race cars and bringing them to me. I was getting pictures from kids I didn't have in class, or didn't even know. The door was completely covered with them.
- 3) We had a "name that car" contest. Anyone could submit an entry. The names were posted and we voted on them.
- 4) The Reading Incentive Program put out by Bowmar. Each program comes with a cassette, filmstrip and books. Especially useful with the billboard were the programs on:

Slot Car Racing

Drag Racing

Dune Buggy Racing

Motorcycle Racing

Drag Racing

} The kids loved these

Bowmar

Glendale, Calif. 91201

- 5) Checkered Flag Series. I believe you are familiar with these books.
- 6) I placed words on the blackboard that were related to racing. The students put them into alphabetical order.
- 7) The poster was a stimulating idea for creative writing. The kids wrote on "What I Would Do With A Car Like That" or "Why I Would-Wouldn't Want To Be A Race Car Driver." One person wrote on "Why I Would Love To Have That Poster." They sat or sprawled out on the floor below the poster while they were writing.
- 8) I had a few independent reports, also. One report dealt with the workings of a car engine, another with the Grand Prix races. Of course, they had to read to find out their information.
- 9) Fill in the vowels. I wrote up a story that had missing vowels.  
Example:  
R-c- Car F-n  
I l-v- t- g- f-r a r-d- in my n-w r-c- c-r. I c-n  
g- s- f-st; faster th-n -lmost -nyth-ng -ls-.
- 10) Racing car learning packets.

I don't expect the reader of this article is going to be able to get the Viceroy billboard posters (however, you might try). But there are other billboard posters that would turn your kids on. If you can't get billboard posters, how about some travel posters? We have used large posters of the cockpit of the 747 and Apollo XIII. The possibilities are only limited by a teacher's imagination. Keep your eyes open on rainy Monday mornings, you might see an idea. Teaching is fun if we stay creative.

There may be other ideas that we have used that would work for your kids that we could explore if you're interested:

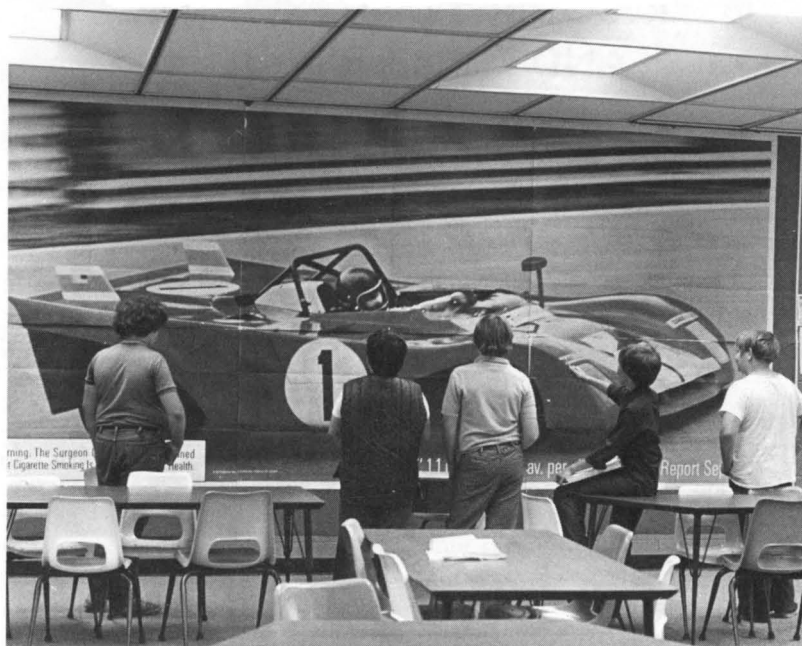


film making  
using film to teach comprehension and observation skills  
making your own classroom newspaper or magazine  
ideas from other visuals  
Let me know if you'd like more ideas.

Your friend,  
Bob Hughes

A postscript . . . a final word of caution

It is so easy for the teacher to get caught up in the "gimmickry" of the motivating openers into the world of learning, that in all the excitement of newly involved kids (some of them for the first time ever,) the teacher loses sight of what it was all about. It was to involve kids in language. We want them to improve their reading, writing, speaking, listening, thinking, and observation skills. But we also want them to learn to be better spellers, to write so they can communicate, to improve their word attack skills, and to increase comprehension. Be careful not to get caught up in a trap of gimmicks. We have a job to do.



Photographs by Aurelia Spengler

# THE INDIVIDUAL STUDENT RESOURCE UNIT, READING AND THE CURRICULUM

*John E. Merritt*

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*Buckinghamshire, England*

In reading for information our needs are often of a relatively transient kind. We look in our newspapers in order to find out what is on television tonight, we consult a specialised magazine in order to find out something about a carpet, a car, or a camera which we are thinking of buying next week, or we may, perhaps consult a geography text book in order to get relevant information about some area in which we are proposing to live. This paper, however, is primarily concerned with the information which we may want to remember for longer periods.

The important point about reading for information to satisfy long-term purposes is that the information is only worth learning if it can later be recalled in a variety of appropriate contexts. And whether or not we can and do recall information on appropriate occasions depends first on how we learn it, second on how we retain it, and third on how we need to retrieve it.

Let us concentrate for a moment on the first of these—how we learn through reading in the first place.

Efficient learning depends to a very large extent on motivation to learn the organisation of the material to be learned, and, with certain qualifications, the amount of repetition.

Motivation to learn through reading is not likely to be achieved, or maintained, if students are simply required to plough their way through a selection of prescribed text books. Increasingly, therefore, motivation is encouraged by helping students to establish their own purposes for reading and to satisfy their reading needs by accessing a variety of books. If they do access a variety of books it will commonly be the case that a certain amount of note-taking will be necessary. The information so gathered will then need to be collated in some way ready for use. As we are concerned with long-term information needs, the material the student has prepared must obviously be stored in some form. If it is to be stored then some attention must be given to the question of when and how it is to be retrieved. But the problem of efficient storage and retrieval of information is now achieving critical proportions in government and in business, as well as in professional and in academic life. The study of such problems, I suggest, may be seen to have a legitimate origin within any curriculum that seeks to foster independent enquiry as an important educational goal.

This study, I will argue, must be regarded as a major component in any up-to-date curriculum. Fortunately, the immediate means for studying problems of information storage and retrieval is ready to hand—the resource unit. This term refers to all the information which people store in

terms of some unified conceptual system, the physical structures which are used for this purpose, the referencing system which they use to facilitate retrieval, and the physical structure of that retrieval system.

But the concept of the resource unit needs now to be systematically developed in terms of the information needs of the individual student and not restricted to the class resource unit, the school resource center, or the more distant resource complexes of the supporting educational system. And as the information to be stored is so massively dependent on reading then the problem of storing that information for subsequent retrieval is evidently one aspect of the reading problem, namely, reading in order to satisfy long-term information needs.

Let us now consider another aspect of learning — that of organising the material to be learned. The importance of structuring learning experiences has been well documented during the last four decades and needs no elaboration here. We may note, in fact, that recognition of the practical value of structure as an aid to memory goes back to the Greeks of ancient times.

But if the problem of structure is so important we must try to decide what kinds of structure are most important for what kinds of purpose.

Let us therefore distinguish two kinds of structures that concern us in reading. First, there are the subjective schema, cognitive maps, or knowledge structures of the reader.

The author's structures, that is the structures inherent in the text, can be analysed in a number of ways. For the sake of simplicity let us simply note that there is an obvious set of linear structures and a less obvious conceptual structure. The linear structures may take the form of time sequences, process sequences, cause-effect sequences and so on. Over and above this, however, is the organising conceptual structure, a set of relationships between these linear sequences that may not have any close relationship to the linear sequences in the text. These relationships may be presented in a simple, logical order, but, at the other extreme, they may be presented so haphazardly that the text is hard to follow and the organising structure difficult to identify.

Trying to perceive an author's conceptual structure in a written text is, in some ways, like trying to perceive a painting by following the sequence of the artist's brush marks on the canvas. With a painting, however, it is always possible, at the end, literally to stand back and see the canvas as a unified whole. With print this is impossible. We can only perceive the whole directly if we take the trouble to draw up a representation of the text by means of some sort of diagram or flow-chart. And, of course, we must not necessarily think in terms of a text having a single, coherent, organising structure. The extent to which we can tease out and identify what structure there is, however, is of critical importance to our comprehension at the interpretive level.

If we can respond to structures inherent in the text we are obviously in a better learning posture than if we try to learn a series of unorganised elements. If we are reading for our own purposes, however, then, as we saw

earlier, we shall very often be accessing more than one text in order to extract what seems valuable for any given single purpose. This means that the information gained through reading must be synthesised.

Such a synthesis calls for a structuring that is unlikely to be self-evident in the material and one which may not be the same as any single structure previously in the mind of the reader. In this case, the storage categories developed for the resource unit up to that point will not serve either—for they are merely a limited representation of the student's developing cognitive map. Re-designing the resource unit categories, therefore, goes hand in hand with the more complex reorganisation of the reader's internal map. But so many possibilities must be explored in order to arrive at a workable solution that the re-design of the resource unit must inevitably stimulate a much more exciting growth in the knowledge structure of the reader.

Reading for information, then, must be seen as a process which includes the storage of information in an ever expanding—and ever more efficient—cognitive structure. Reading, in other words, is a major contribution to cognitive growth. The development of a student's personal resource unit provides us with a valuable diagnostic index of that growth as well as a positive stimulus to growth. The development of the student's individual resource unit must, therefore be regarded as a major responsibility and concern for the teacher of reading.

Before we leave the question of organisation as a factor in learning, and hence in reading for information, let us consider two further points.

The better organised the student's cognitive map the better able he is to label specific details in what he reads and locate them in various appropriate cognitive sub-structures. This is similar to using the retrieval system in his resource unit. We may reasonably suppose that an increased efficiency in cross-referencing items in the retrieval system will be accompanied by a greater increase in the relationships mapped in the student's subjective schema. To the extent that the student is helped to develop in this way, then to that extent he is less dependent upon inadequacies of presentation in the material that he reads. If he can locate information directly in terms of his own subjective system he is also less likely to forget them, as the burden on short-term memory is greatly reduced.

The other point about organisation and structure is that they depend upon an ability to develop higher order category systems so that a wealth of information can be represented by simple expressions—such as " $e = mc^2$ ." The resource unit categories are of this kind and their progressive development provides a massive vehicle for the accumulation of learning.

Before we move from learning to retention there is a third point that was introduced initially in a qualified way on the role of repetition. The qualifications about repetition in relation to learning need not concern us here. From the point of view of the resource unit concept, however, the opportunities for repetition are legion. If the information serves some genuine purpose of the student, and is not merely some inconsequential

irrelevance foisted on the student by the teacher, then it will be accessed frequently whilst it is still “live.” It will achieve, in other words, the amount of repetition it deserves — and thus it will be learned as well as it deserves!

This takes us to a related point concerning the second critical aspect of reading for information — retention. Even once we have learned something well, how can we be sure it will be retained over a long period? Periodic review is the critical element here, and this is precisely what the resource unit provides. As the student pursues his studies in increasing depth, so he can review and revise his previous ideas by comparing his resource unit material with his later findings. So, too, he reviews and updates his resource unit, and learns to maintain a personal filing system with maximum economy — a skill he will need increasingly in his personal life as much as he may need it in his work.

Finally, our reading for information must provide the ultimate “pay-off” — we must be able to recall information in any situation in which such recall would be of value to us.

Let us tie our ideas here to the concept of the “prompt.” An initial letter may prompt a small child to recognise a whole word; a newspaper statement that a brickworks is to be built in a nearby field may prompt an older student to remember reading in science that the fumes given off in the production process are pretty poisonous and that he read a leaflet about a society for the environment asking for support some time ago, and so on. Can the resource unit help the student to respond more competently to this multiplicity of relevant “prompts” to which he will be exposed over the years?

Ideally, in one sense, he should explore in his initial learning, an array of prompts of the kind to which he may later wish to respond. But life is ever-changing. Life would be dull if it did not. All the possible prompts cannot be predicted in advance. Has the resource unit therefore reached the limit of its contribution?

Not quite. In this ultimate test the resource unit must be seen as providing opportunities to achieve the best that we can possibly hope to achieve in preparing the student for unpredictable eventualities. It does so by causing him systematically to check his facts, to modify his ideas, to re-examine systematically the relationship between all of his ideas and his conceptual frameworks. In so doing it provides him with continuous opportunity to retain flexibility of mind. This at least gives him a better chance of responding to “novel” situations at a later date by remembering relevant information.

Finally, let us leave our study of the resource unit as part of the process for reading for information. Let us turn instead to the more general contribution of the resource unit to the curriculum. Here, we may simply recall that each time the storage and retrieval system is modified there is necessarily an investigation of a variety of new ways of classifying information. Some of these problems may be resolved by discussion or by meditation. Other problems generated in this way can only be resolved after further investigation. This may call for some sort of practical or empirical

studies. It may, on the other hand, call for further reading. To this extent, then, the resource unit is a curriculum generator. From the point of view of reading it provides, continuously, yet another motive for reading to some purpose.

In conclusion we must remember, however, that like every other contribution to the development of competence in reading, any value the resource unit may have is limited absolutely by the quality of the teaching that goes into it.

# CRYPTOGRAMS

*Elizabeth Jane Zike*

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RTZQY RTFM ATC QFYA CLF YEMFAKF TG CLTSZLC, ESC CLF  
FAR TG CLTSZLC.

KLFMCFHCTA

How do you break a code? Give it to a seventh grader. This code was broken by two boys who refused to give up when the lunch bell rang because they had all but one word decoded.

"We have it—all but this word. Is there a word with 'dog' in it—'dog-ma'?" Indeed, there is! They were both happy and curious; curious enough to look in the dictionary, and Brian said, "Then, that means a person who has his own opinion and won't listen to anybody else. Right?" Right! Not only had they decoded the message, they had also added a new word to their vocabulary, deciphered the meaning of the quotation, and earned an apple as a prize and went happily off to divide it.

With that message decoded, another was placed on the board for the next class:

XSROWIVM ZIV OVZPB IVXVKXZXOVH RMGL DSRXS GSV  
DLIOW KLFIH. EWFOGH ZIV OLXPVW WLLIH ZTZRMHG DSRXS  
GSV DLIOW YVZGH. TREVM BLFI XSLRXV, YV Z XSROW.

—QLSM XRZWR

The class decoded this quote within minutes. Two girls discovered that the key was the alphabet reversed.

A third code, different from the others, proved more difficult, and we went about its decoding as a class.

F ZBBW-FJBX QO F SBXOCW IVC VFO EBUZ IVBXB VB IFO FWA  
VFOW'Z FXXQYBZ IVBXB VB QOJCQWJ.

First of all, which letter is generally used more than most other letters? We decided to try the letter "e" because there were twelve "B's" and placed "e" above each "B". Next we looked at the "F's". What were the possibilities? We decided that it had to be either "I" or "A" since it was used alone. If it were the letter "I", what word-class, or part of speech, would likely follow? A verb; but we couldn't think of a hyphenated verb, so decided it was likely an "a" and it would be the article that signals a noun. Since we had two "e's" in the first part and one in the second part of the hyphenated noun, we decided to look for other clues that might help. There was an apostrophe. When does one use an apostrophe? The first answer was the possessive of a noun. That would mean that the "Z" was an "s", but it didn't seem to work. We looked at the "e's" again. Two words had just two letters alike. We listed all the words we knew ending in "e": we, me, he, be.



With a two-letter word following it we decided on “he” and guessed that “QO” could be “is”. Placing all the letters above each of the corresponding letters we had fragments of several words and six complete words: A, a, he, has, he, is. We saw “has” with the apostrophe and knew it was the contraction “hasn’t” thereby adding other letters, so the “teen-ager” was our noun and provided further clues to words.

At this point we had to look not at the words but at the sentence as a whole and see the pattern developing and the logical word for the sentence sense.

So, what kinds of learning skills were we using? What lessons could be learned through decoding?

1. Spelling—to recognize which letter is missing or represents remaining code letters.
2. Word patterns—what are the possibilities of this combination of letters?
3. Syntax, or the way words are put together to form sentences.
4. Vocabulary—what is the meaning of unfamiliar words?
5. Word class or part of speech—what word class could function in this position?
6. Proofreading (In two instances the wrong code letters were used inadvertently, as in the above code. Thus, “arrived” ended with “Z” which represented “I”. As they proofread the code and message, they caught the errors.)
7. Semantics—what meaning does the message contain?

What type of class reaction might decoding evoke? These seventh graders worked with interest and enthusiasm. There were group interaction, working in pairs, sharing, intense individual, personal struggle, controlled voices, and finally relief, as they went through the thinking processes of comparing, classifying, observing, interpreting, and problem solving.

An added incentive was a prize offered for those who broke the code and revealed the message. Further evidence of their intense interest was that one student immediately selected two quotations, one by Lewis Carroll and the other by Lord Chesterfield, prepared a code for each, and the method of decoding. These were used with other classes who exhibited the same interest and consequently, codes of quotations are coming in now for “extra credit”.

Codes, cryptograms, can be used effectively to interest young people in the study of their language.

# HOW JOHNNY CAN'T LEARN

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Johnny's learning problems have troubled his parents and haunted his teachers since the first group of students met in the pervasive "little red schoolhouse." Because of Johnny's academic inadequacies, his teachers are admonished by public officials; teachers censure Johnny's parents; Johnny's parents criticize his lack of motivation, capability or interest; and Johnny, through his frustrations, condemns all society for its insensitivity and lack of understanding. This description includes the Johnny who is black. This Johnny responds to *his* society in a similar way, but his problems are more intense. His relationships with his environment are more complex. His learning problems are more confounding. (Ashmore, Hayakawa, Reissman, Woodson)

Before we can offer reasons *why* the Johnny, who is black, has difficulty in progressing through his learning environment, we must discern more than his basic recognition of words and their meanings. We must look beyond his insufficiencies in ordering and organizing numerical concepts. We must extend our view past the concepts of street academies, open and unstructured classrooms, occupation-oriented programs, and all other contemporary declarations of educational alternatives. In order for our black Johnny to learn, he must first understand the philosophy and principles of the Anglo-ethnic tenets of education; which, in most cases, are quite different than Johnny's. We must investigate Johnny's total learning environment and his relationships with it. (Alexander, Coleman, Frazier 1967, Giovanni, Hayakawa, Salaam) As educators and potential educators, we must understand some of the conditions of our black Johnny's world:

- \*The probability of his coming from a broken home is three times as great as an Anglo child. (Ploski)
- \*The unemployment rate for the head of his home is 20% higher than for Anglo children. (Henderson)
- \*Johnny's school environment is less receptive . . . less responsive to his personal learning needs than it is for Anglo children for whom the educational superstructure of this society is built. (Grier)
- \*Johnny's racial group is less represented . . . less considered by the most immediate and distant political structures. His needs are the least, in priority, than any other group in this society. (Altschuler)
- \*The neighborhoods, to which Johnny has been relegated are sub-standard and are seldom maintained. His immediate surroundings are usually inferior and subordinate to the "accepted standards" of the dominant members of society. (Silberman, 1962)
- \*Although his parent's wages are 63% of those of the dominant group, Johnny's costs of living is 27% higher than in other nearby communities. This is reflected in higher costs for food, rentals, and other consumable goods. (Daniel)
- \*His institutions are rapidly depreciating.

- (a) The abridgement of Black colleges is rapidly increasing as a result of desegregation efforts and
  - (b) There is a rapid reduction of black dominated and controlled churches as a result of black-white denominational infusion.
- (Doddy)

Therefore, the black Johnny assumes a profile of a subordinate member; a second-class membership in a society that does not seek nor solicit any of his thoughts or concerns. Johnny quickly realizes that the people who make decisions about his learning environment seldom consider his particular needs; nor are they really concerned about what he might eventually contribute to this society. Johnny soon recognizes that his life styles, his needs, his problems, and yes . . . even his perceptions are not reflected in this nation's educational programs. Johnny quickly understands that his entire existence is to evolve within the narrow parameters of neutrality . . . neither giving nor receiving.

In order for our Johnny to learn with a functional degree of adequacy and sufficiency, he must first be taught to perceive himself as a contributing member of his *immediate* learning milieu. He must not be permitted to view himself as an isolated entity . . . neither involved nor participating within his academic setting. Johnny must recognize that he has a function, a role, a part he must play within his learning environment. He must readily become aware that he will be expected to be a giver as well as a receiver of information . . . of knowledge. School must become a real representation of Johnny's world. School must reflect the substance of his total surroundings. It must reflect this in a wholesome and meaningful way. School must not be a fragment of the hostile world to which Johnny is quickly becoming acclimated. An alien school environment must be something apart from the disarranged and chaotic milieu within which he is forced to survive. (Tyach)

Through well-planned and sequenced instruction, we can transmit ideas, values, attitudes, and cognitive understandings which are not apart of and foreign from Johnny's immediate world. While it is not considered impossible for school to compensate for many of the deleterious and detrimental variables impeding the physical, mental, and social psyche of Johnny's being, we must attempt to add some precision, some stability to his disordered and hectic life. But, generations of children growing up in broken homes—surrounded by unemployment, social dissonance, insensitive and unempathizing teachers and school administrators, substandard housing, swindling and gouging merchants, harsh and rude public officials—are now demanding more. Already youthful black students have demonstrated incredible sophistication in their interpretations of their emerging role and their requirements for fulfilling it. (Commager)

What can we as black faculty and student scholars do to assist our black children to fully develop more positive self-concepts and awareness? One suggested method is to provide Johnny with the best instruction possible. His learning environment should be charged with excitement. It should be

full of meaningful and proven learning materials. The instructional presentations should be rich arrays of learning activities and experiences that will continuously stimulate Johnny to be a discoverer. Johnny's learning should come to him through all his sensory modes. He should be exposed to visual stimuli which are active and dynamic; he should hear sounds which are tastefully pleasant and melodic, bridging the familiar with the unfamiliar. He should use touch and smell to aid him in discovering new and expanding experiences. He should be physically, emotionally and mentally involved in all these exhilarating, stirring and moving learning activities. He must be encouraged to be an inquirer of knowledge rather than an acquirer of data.

The classroom is only one of Johnny's learning arenas. To view the classroom as the singular center of learning would be a serious mistake for an instructional planner to make. The instructional planner must be aware of the other conditions which are altering and influencing the learning behavior of Johnny. Other forces involve the home, local communities, peer relationships and other phenomena which exert influence, and govern Johnny's learning behaviors. (Reissman)

As Johnny's instructional mentors, we must look beyond the ordering of instructional strategies. We must expand our curricula designing efforts beyond the objective building stage, curriculum planning phase and establishing correlative instructional strategies. All of these are important considerations in instructional planning, but until we focus upon Johnny as a human entity with individual needs, problems, feelings, anxieties, goals, intellectual capacities and limitations—all of our curricula planning and instructional developmental activities will be meaningless and sterile.

As we plan for black children, we, as educators, must effectively use all of the tools and techniques of our profession. But, as we plan, we must continuously be aware of the personal needs which Johnny will be bringing with him when he enters our nation's classrooms.

\*Johnny needs to view himself as an integral part of his society, his world. (Silberman, 1964)

\*He must have a part in deciding what he is to learn and how he is to go about it. (Carmichael)

\*We must provide for and encourage two-way communication. Johnny must feel free to express honestly, his needs and concerns, his problems and anxieties without fear of vindictive rebuttal or reprisal. (Hayakawa)

\*Curricula and instructional planning must incorporate discussions, experiences, activities, and materials which develop Johnny's self-esteem. (Ashmore)

\*Johnny must perceive the teachers' behavior as sincere and genuine. He should receive their respect in order that he will be better equipped to return it. (Winthrop)

\*He must be allowed to grow and develop in an atmosphere of mutuality and human concern. (Meier)

\*He must perceive school as both an extension of himself and his environment. (Jones)

When there is a closer agreement between the perceptions of Johnny as to what he wants to learn and the expectations of educators as to what he should learn, then learning becomes more significant and meaningful. When there is too little agreement between instructional expectations and Johnny's perceptions of the instructional goals, learning becomes less effective. (Woodson) Therefore, it is important that teachers of black children have some understanding of what makes a "good" and "meaningful" instructional climate.

Before deciding upon a particular unit of instruction, the educator must develop some standards which might significantly improve the instructional atmosphere. For instance, the teacher must consider:

- \*If the learning objectives are realistically defined in terms of the child's capability and interest levels.
- \*If the materials selected are appropriate to the child's particular entry level.
- \*If the educational conditions reflect the experiences that the children have or will be having.
- \*If the unit will be an integral part of the total instructional system.
- \*If the unit will offer many opportunities for Johnny to respond in an involved and overt fashion.
- \*If the unit contains those instructional ingredients which are necessary for making a satisfactory assessment of their impact on our black learner.

As teachers discover more about how the structure of learning environments are planned and organized to convey clearer and more meaningful instruction to children, we will be better able to reach black children through more effective instructional planning.

As teachers of black children assess these techniques and methodologies, they must consider some of the premises and principles which have been validated as having efficiency for developing curricula and instruction for black children like our Johnny. Johnny's teachers should ascertain that their instructional presentations must:

- \*Possess inner consistency. The instructional unit must be related to other units with each unit subsequently contributing to the over-all instructional goal.
- \*Provide instructional presentations which are clear, understandable and unambiguous.
- \*Be so arranged that the main ideas become readily apparent to the learner.
- \*Provide instructional strategies which will stimulate Johnny to continue on through towards the completion of the instructional unit.
- \*Be interpreted by Johnny in a manner that was intended by the instructional planner.
- \*Present persons, contexts and experiences realistically and honestly.
- \*Possess instructional presentations which are concrete and subsequently

relate to Johnny's immediate environment.

- \*Contain those experiences and activities that reflect a particular interest for specific groups of black learners.
- \*Contain dynamic and vibrant presentational qualities.
- \*Be so structured that the learner can make the perceptual jump from the instructional content to a real life situation.
- \*Contain only those presentational qualities which Johnny will be able to perceive and understand.
- \*Be able to stimulate an emotional reaction from Johnny as he interacts within the instructional unit.

Many research efforts and studies which have been directed toward effective approaches for delivering instruction to black learners can be summarized as follows:

- \*Children, like Johnny, are most responsive to concrete experiences which reflect their most immediate environments. (Woodson)
- \*There is a paucity of substantiated information about how the black child's immediate environment influences his perceptual, verbal and visual vocabularies. (Ploski)
- \*The level of the child's ability to respond satisfactorily, on a culturally based IQ instrument, is reflected by the depth and breadth of his background of experiences. (Grier)
- \*Black children from lower, socio-economic backgrounds seem less able to perceptually interpret complex visual-verbal messages than children from upper socio-economic levels. (Deutsch)
- \*Black children generally appear to be more oriented toward the non-verbal, gestural communication dimension than Anglo children who have a general bent toward verbal-literal areas. (Allport, Frazier 1962, Stern, Woodson)

Investigation on analysis of instructional materials have revealed that many of the current commercially prepared instructional materials are not linked with the cultural and experiential background of black children. Many of these studies conclude that the vast amounts of instructional materials were designed for middle-class, Anglo children. (Winthrop, Ashmore) Consequently, many of the instruction presentations, used by teachers of black children, are alien to the black learners' perceptual understandings and subsequently have little instructional value. At this point, research unequivocally evidences a perceptual dissonance existing between the black child's cognitions and commercially prepared materials. (Ploski, Winthrop) A careful analysis of many commercially prepared instructional materials will indicate that many materials do, in fact, contain elements which discriminate against the black student. They discriminate not only in terms of the uses of unfamiliar and uncommon instructional elements (pictures, words, and physical arrangements), but also in perpetuating harsh and unfavorable stereotypes of the lives, behaviors and environments of ethnic and racial minorities.

We are aware that instructional breakdowns occur when the originator of an instructional message does not share or understand the com-

munication skills, attitudes, knowledges, and interests as Johnny, who is the ultimate focal point of the message. (By “originator”, we refer to the teacher, or the instructional planner, or the producer of the instructional materials: anyone or anything that originates an instructional message to another.) There is no standard set for a common language for our society. A phenomenon for commonality of referents and meanings would increase the quality of information sending between various groups of people. But, such is not the case. If the receiver does not share a commonality of experiences, understandings and values, then the probability for an instructional message breakdown is increased. For example, I am reminded of an instructional encounter I had with a group of 26 second grade, black youngsters. I was employed in a large school district located in the central part of one of our mid-western states. I was presenting a filmstrip that had as an objective, the development of spatial concepts. Each frame had a short, concise caption superimposed on the pictorial text. These captions were located at the bottom of each frame. While I was engrossed with the teaching of spatial concepts, the learners were fascinated on how the human figures, in the context of the filmstrip, could balance themselves on the captioned words without appearing to be unbalanced or falling through the words and letters. After I became aware of the interests and concerns these children were displaying about technical aspects of this medium, I discovered that *none* of these children could give a rationale or a reasonable explanation for the captions within the filmstrip. I presented this same filmstrip to a group of predominately white, middle-class, 7-year old youngsters attending school in the same city. Their unanimous responses were normal and they saw the captions as additives to the pictures and not a part of the nonprint text. It is interesting to note that three of the children in the latter group were black, and their responses were immediate and normal in that they saw what the other (white) children had seen in the filmstrip . . . the captions were an appendage. This brief illustration points out what research is saying about the impact of the black child's environment on his learning processes. That is, the extent of the child's exposure to “accepted” visual stimuli directly affects his abilities to relate to a variety of innovative and diffuse instructional forms of visual language. The former group of black children lived and attended school in a community deprived of a variety of culturally and socially “accepted” stimuli while the latter group of children seemed to have been exposed to an array of “accepted” stimuli.

This and many other instructional incidents evidence that racial, cultural, ethnic, social, and economic factors seem to be important considerations when selecting appropriate goals, objectives, strategies, and materials. It appears that Johnny's environment has a significant impact upon his abilities and capacities for perceiving information and drawing appropriate inferences. Black children who have seemingly been deprived of *acceptable* visual-verbal stimuli have less opportunities for advancing in their conceptual and perceptual development. (Reissman) As a point of reference, Deutsch views the child who has been restricted in his exposure to

a variety of the socially and culturally “accepted” stimuli, he says:

This does not necessarily refer to any restriction of the quantity of stimulation, but, rather, a restriction to a segment of the spectrum potentially available. It might be postulated that the segments (stimuli) and accessible to these (black) children tend to have poorer and less systematic ordering of stimulation sequences, and would thereby be less useful to the growth and activation of cognitive potential.

Deutsch is not inferring that there are inherent weaknesses or psychodynamic flaws in the black child's perceptual map. He is but pointing out the effects of the child's cultural base upon his ability to see, analyze, interpret, order, and synthesize new learning tasks. This indicates that we, as teachers, and future teachers of all the black Johnnies of this country, must be aware of how environmental conditions can inhibit and retard Johnny's conceptual and perceptual growth. Therefore, we must plan and develop structured and systematic programs for training black children to overcome these perceptual parameters.

In order that an effective program of instruction can be developed around learning needs and problems of black children, it is important that an educational climate be established that will nurture inquiry, exploration and experimentation. (Ashmore) This climate will develop a student-teacher relationship that will provide interactive experiences and activities, develop more effective and meaningful communication, and increase Johnny's abilities and skills for analyzing and interpreting new instructional experiences.

As planners for the instructional intervention directed toward assisting black children, we need to consider many factors. We shall develop standards and criteria for selecting and utilizing a list of do's and don't's for building appropriate and meaningful instructional experiences which can assist Johnny to understand himself and the world about him. This list is not intended to be exhaustive, but only to offer a base for developing a cluster of conceptualizations and techniques: creating a more viable and intense involvement between Johnny, his school and community environment.

\*Have Johnny rate a series of instructional activities as to their relevancy, interest and appropriateness. Analyze the characteristics of those presentations that received the highest ratings and develop a set of criterion for planning and incorporating subsequent activities. Johnny may assess these activities formally or informally, verbally or non-verbally.

\*Avoid implementing any instructional units which are too abstract, ambiguous or beyond the entry levels of black children.

\*The instructional unit should incorporate an interaction quality among black children and their teachers. Instruction that elicits little or no human interaction, lacks meaning and substance.

\*Offer a variety of instructional experiences, particularly those which will broaden the perceptual horizons of black children beyond their im-



mediate environment.

- \*Select and incorporate instructional materials and activities which not only focus upon the basic perceptual awarenesses of particular groups of black children, but expand and broaden their awarenesses toward more vicarious concepts and understandings.
- \*Observe the independent activities of black children in the classroom. Record those activities and involvements which the children opt toward for greater satisfaction. Plan for these, and similar activities and involvements, to be used in future instructional presentations.
- \*Encourage black children to verbalize their awarenesses and assessments of the instructional unit. Record their responses for identifying curricula and instructional design strengths and weaknesses.
- \*Encourage Johnny to order and sequence learning materials and experiences by some criterion or standard, i.e., developing a story through arrangements of pictures; arranging objects by size, complexity, personal preference, feeling, personal meaning or understanding, density of informational content, color, shape, or proportion.
- \*Plan and develop instructional presentations which will result in a display of behavior that will demonstrate the effect of the instructional objective, i.e., perform a psychomotor skill, display more acceptable social behavior, show respect for the property of others, present a more positive approach behavior toward children of different racial or ethnic origins.
- \*Johnny's attending behaviors should be directed toward the more salient features of the instructional plan. Johnny should be encouraged to describe the plan's purposes, analyze its effectiveness, and discuss its personal applicability toward himself.
- \*Johnny must not be exposed to an instructional unit that contains too much unfamiliar information. He should be exposed to uncommon elements in small sequential steps, along with sufficient explanations and related experiences, that will buttress their meaning.
- \*It is important that Johnny be exposed to a variety of instructional materials. Impoverished environment leads to socially "unacceptable" cognitive development. Exposure to specific and prescribed instructional materials directly affects the cognitive structures. (Deutsch)
- \*The instructional unit should not contain static, passive and inactive presentations. Teachers must plan and incorporate presentations that exemplify dynamic, moving, on-going and changing qualities.
- \*Johnny needs to be exposed to instructional presentations other than those with realistically based content. Fantasy and improbable themes encourage and stimulate him to be imaginative and originative in his perceptions, thoughts and expressions.
- \*Instructional presentations should be selected on the bases of the perceptual and literal skills which Johnny brings into the classroom: rather than upon unfounded and invalidated expectation of uninformed and inexperienced educators. It has been established that black children bring their own meanings to our instructional presentations, so

the presentation must be selected and incorporated with this principle in mind.

One final note, instructional units must be an integral part of the total educational process. The instructional units are selected in terms of their impact for attaining defined and prescribed educational goals. Each presentation, within the unit, must have the qualities for presenting all levels of reality. Teachers, and future teachers of black children, must assume a more scientific and systematic approach toward organizing and arranging instructional presentations. Teachers cannot assume that Johnny, who has been deprived of a variety of rich and meaningful stimuli, will have the same cognitions, perceptions and language as children who have had greater access and experiences with wider forms and varieties of culturally "acceptable" stimuli. Educators of black children must realize that structured and proven instructional units must offer information that not only reinforces and augments the foundations of the total instructional plan, but extends Johnny's awarenesses out of the restricted and narrow confines of his close and constricted environment.

As educators and students responsible for the instructional growth and development of black children, we must be aware of the importance of encouraging the use of a structured, well-ordered and systematic plan of instruction that will have a positive effect on changing Johnny's learning behaviors. (Orderindie) We must become sensitive to his learning needs and how these needs are being met within the matrix of our complex and complicated educational system. As we come to grips with the problems and issues for educating black children, we will be in a better position to implement practices and procedures toward assisting our children to attain newer and higher levels of intellectual and emotional development.

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# PUPILIZATION OF THE INSTRUCTIONAL PROGRAM

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In order to achieve learning there must be a climate which encourages internalization of that which is being taught. This necessitates a consistently intimate relationship between the teacher and the pupils, which makes possible growth in curiosity, exploration, discovery and internalization of that knowledge as well as readiness and confidence for the implementation of that knowledge in other learning situations. In this way, the pupil actually uses that which he has learned in order to learn more, thus promoting the development of a unity encompassing teacher and pupil within the learning process and the learning experiences in which both participate.

According to Brown and Precious,

Teachers need to have the sensitivity to build up the intimacy in the teaching-learning situation ideally necessary for intellectual growth. (1:27)

In order to establish and maintain this intimacy necessary for an effective teaching-learning relationship, there must be consistent opportunity for closeness and lack of disruption. This is important for all students but for students with learning difficulties it is absolutely essential for them to establish this close teacher-pupil relationship which makes possible learning and its retention as well as implementation. In order to develop such an intimate relationship with pupils—especially those with learning difficulties, an instructional program needs to be designed in order to meet their individual needs.

## SETTING FOR THE STUDY

In the fall of 1974, a class containing many pupils with prior learning difficulty was organized in order to make available to them such an opportunity for a learning program designed to meet their needs and to be responsive to their interests and strengths. The setting for this project was a school which had recently been included in Title I of the Federal Elementary and Secondary Education Act. Due to this inclusion, various and often incompatible philosophies as well as markedly increased personnel and scheduling of activities resulted in disruptions of ongoing classroom learning programs thus introducing numerous and disruptive pressures on the pupils, teachers and remainder of the school staff as determined from their reactions and voluntary comments.

## PUPILIZATION

Rather than fitting the pupils into such a program, it was deemed more beneficial for the pupils in the experimental group to have an instructional program which was tailored to their needs and responsive to them. The basis for pupilization of the learning program included self-pacing, self-selection, self-direction, self-evaluation, self-discipline and skill implementation.

1. *Self-pacing*—The pupils would work at their own speed depending upon their progress and interests. Standardized time periods and scheduling were incompatible with regard to individual interest and absorption span of the pupils.
2. *Self-selection*—The pupilized approach derived its content and merger of all subject areas from the diverse and varied interests of the pupils who freely related to the diversified learning opportunities consistently made available to them and indicated to the teacher the degree to which these opportunities and activities were compatible with their interests and responsive to their needs.
3. *Self-direction*—Individualized tutoring was available throughout the school day for the pupils. The tutoring was done by the teacher on an informal and continuing basis in response to the needs of the pupils. This tutoring provided enrichment as well as remediation or simply exploration of new ideas in whatever area, depth or direction the pupil indicated. Thus, with teacher guidance and support, the pupil was free to select the direction and focus of his learning and enrichment activities. Pupil participation in planning, decision-making and project selection was emphasized throughout the program. Records were kept by teacher and pupils with regard to all activities.
4. *Self-evaluation*—Actual evaluated work and records of activities undertaken and completed by pupils were kept. Self-checking their own work with teacher guidance enabled pupils to discover the extent of their progress and to learn from the errors by discovering the reason for their mistakes. Self-competition rather than competition with others was stressed. Pupils were eagerly encouraged to do their best and to grow in terms of their ability to do that.

Progress reports were written by the teacher following consultation with pupils and joint evaluation of individual pupil growth. These reports were in the form of a letter written to the parents of each pupil, discussing in detail the strengths and needs of the pupils, rather than the use of standard grades and standard report card forms. Evaluated pupil work accompanied each progress report. In this way, the progress reporting was also increasingly individualized. The pupil, teacher, principal and parents signed each progress report.

5. *Self-discipline*—With this constantly increasing pupil involvement there came an increase in the sharing of the control in the classroom and in the learning program with a resulting growth in the partnership between the teacher and the pupils. With the control increasingly

shared between teacher and pupils, the pupils developed an increased self control and an increased capacity for self-discipline as they engaged increasingly in self-pacing, self-selection and direction and self-evaluation.

6. *Skill Implementation* — Learning centers within the classroom provided pupils with various ways to implement their acquired skills interrelating subject areas so that learning could be reinforced and extended. Some examples included:
  - a. Acquired *math* skills were implemented in cooking projects, science experiments, construction and sewing projects. Concepts of time were strengthened through the planning and projection of activities done by the pupils.
  - b. Acquired *reading* skills were implemented in individual research projects selected by each pupil according to his or her own interests. These projects involved *art* work, *handwriting*, *language* skills and *spelling*.
  - c. *Acquired written* and *oral language* skills were involved in the creation and presentation of puppet shows, dramatic representation and also culmination programs developed and performed by the pupils for their parents at the close of each unit of their learning.
  - d. Acquired *science* skills were implemented in the federal ecology project initiated and completed by the class. They planted and maintained the school garden as well as other planted areas on the campus. The pupils also pursued a beautification project within the community. During the school year they purchased an incubator and raised quail and chickens. The class was awarded certificates of excellence by The Federal Environmental Agency as a result of their prodigious efforts to improve the environment. As a result of this entire experience, they learned much about science.
  - e. All acquired skills mentioned plus *music*, *physical education* and *practical arts* were implemented in the culmination programs and also the open house program which were planned, written and presented by the pupils for their parents. The pupils wrote and sang their own songs (some in Spanish), created and performed their own square dances as part of their physical education program and also used practical arts in the construction of scenery and the making of their costumes.

The basic aim of the pupilized instructional program was to create a relaxed atmosphere based on mutual trust, understanding, respect and caring so that the pupils could feel free to pursue their intellectual curiosity and to become fully involved in experiences which were designed to encourage interest and growth. Pupilization begins with the pupils, is responsive to their needs and focuses on valuing the students for themselves, their growth and their efforts to learn. This creates the security and confidence necessary to make possible internalization learning which is needed in order for the pupils to make progress.

The school principal recognized that in order to achieve recognition for

the uniqueness of the pupils, the uniqueness and individuality of the teacher also needs to be recognized. The pupilization of the learning program for the pupils involved in this study was accomplished by the classroom teacher in the milieu of the classroom, and the increasing intimacy of that close and trusting relationship between the teacher and pupils was not disrupted by any other programs or personnel.

## GOAL OF THE STUDY

The purpose for the study was to investigate the effectiveness of a pupilized program with pupils at a third and fourth grade level whose prior learning difficulties reflect those of pupils representative of, but not necessarily limited to, those schools designated as recipients of Title I funds under the Federal Elementary and Secondary Education Act. The hypothesis tested in this study was that there would be no significant difference in the amount of gain in oral and silent reading achievement, mathematics and attitudes made by pupils following one year of instruction using a pupilized approach.

## SAMPLE

The pupils participating in this study included sixteen boys and fourteen girls ranging in age from eight years, one month to ten years, seven months with a mean age of eight years, six months. Two of the pupils spoke only Spanish. Nineteen pupils in this group spoke another language in addition to English. The group included seventeen pupils of Mexican background, and one each of Cuban, Costa Rican, Guatemalan, Nicaraguan and Colombian background with ten pupils of English-speaking background. One third of the class had been retained at a prior grade level. The school is located close to a federal housing project where some of the pupils live, while the remainder of the students reside in homes and apartments within the community. Their parents work at skilled and semi-skilled jobs.

## PROCEDURE

The pupilized program was approved in September, 1974. Pre-testing and post-testing was completed in October, 1974 and May, 1975, respectively. In addition to the *Kuhlmann Test* for intelligence the following evaluative instruments were used:

1. *Gates MacGinitie Reading Tests* measured silent reading skills such as vocabulary, comprehension, speed and accuracy.
2. *Spache Reading Test* measured oral reading skills.
3. Mathematics tests were used to measure operation skills involved in addition, subtraction, multiplication and division.
4. *California Test* was used to measure attitudes.

Statistical comparisons were made of the differences between means

resulting from pre-testing and post-testing. Significance of differences were subjected to the "t" test in which a ratio comparison was made of the size of the difference of the means to the size of the standard error of the difference of the paired pre and post scores. Within the established degrees of freedom, rejection of the hypothesis was examined at the .05 and .01 levels.

## RESULTS

Pupils evidenced a .01-level superiority over their initial levels with respect to silent reading skills involving vocabulary, comprehension, speed and accuracy; oral reading skills, mathematics involving operational skills and also their attitudes.

The significantly increased post scores with regard to all criteria indicate the improvement which can be achieved with even educationally handicapped pupils with an educational approach such as the pupilized program. It is important to consider the following ramifications:

TABLE I

TEST	t calculation		Level of Significance	
Gates MacGinitie Reading	Grade 3	Grade 4	3rd Grade	4th Grade
Vocabulary	3.35	4.10	t at .05 2.09	2.26
Comprehension	5.29	3.54	t at .01 2.86	3.25
Speed Accuracy	5.10	3.52		
Mathematics				
Addition	16.80			
Subtraction	7.00		t at .05 2.04	
Multiplication	14.70		t at .01 2.73	
Division	12.46			
California Test				
Self-Reliance	5.00			
Sense of Personal Worth	3.46			
Sense of Personal Freedom	5.20			
Feeling of Belonging	5.13			
Withdrawing Tendency	4.93			
Nervous Symptoms	5.66			
Personal Adjustment	2.81		t at .05 - 2.04	
Social Standards	4.88		t at .01 - 2.75	
Social Skills	6.73			
Anti-Social Tendencies	3.32			
Family Relations	3.28			
School Relations	3.74			
Community Relations	2.78			
Social Adjustment	5.61			
Total Adjustment	3.00			

Spache Oral Reading Test

Average gain of 16.6 months for 8 months  
of actual instruction



1. Stressing application as well as acquisition of skills makes possible diversified growth. For example, reading gains in vocabulary were expanded into growth in comprehension, speed and accuracy through *pupil use* of vocabulary in various projects and presentations appropriate to pupil's interest, and involving the merging of *all* subject areas.
2. Within an environment of alternatives and pupil involvement in the direction, evaluation and pacing of his individual learning program there develops increasing pupil self-discipline which contributes significantly to the ability of the pupil to eliminate disruption of his own educational program and thus increase his ability to learn and grow.
3. Teacher responsiveness to pupils developed through sensitivity to their needs, development of intimacy in the teaching-learning relationship and individualized instruction such as tutoring assisted in developing the receptivity which in turn made possible the internalization of knowledge necessary for the acquisition and retention of knowledge.
4. Consistency in the teacher-pupil relationship encouraged the confidence necessary for growth.
5. Significantly increased confidence on the part of the pupils was reflected in significant increases in their feelings of self-worth, self-reliance and belonging with significant decreases in nervousness, withdrawal and anti-social tendencies. Furthermore, their increased confidence led also to significant increases in attitude scores related to family, school and community and to demonstrated behavior which indicated an increased ability to cope more adequately with conditions in a variety of situations both inside and outside the classroom situation.
6. In addition to increased confidence, coping ability and learning skills, it is important to note that during the school year there were no behavior difficulties and no office referrals for these pupils. However, records indicate prior difficulties with regard to the behavior of many of these same pupils.

## RECOMMENDATIONS

The benefits available for pupils through pupilization of instruction should be made possible for pupils and teachers who wish to become involved in such a program. Schools could be designated where such a program could operate with transfers available to pupils and teachers who are interested in such participation. Such schools could also serve as in-service centers where other teachers, parents, administrators and other interested individuals could visit to observe demonstrations involving the pupilization process and thus incorporate such an approach into their own programs with children.

It is also recommended that where possible, teachers should teach the same group of pupils for more than one year. This continuity is beneficial for both teacher and pupils, especially in terms of eliminating disruption and thereby facilitating learning. It is anticipated that the retention of

pupils, with all of its concomitant ramifications could be minimized with such a continuity used in conjunction with a pupilized approach to learning which facilitates enrichment as well as remediation.

#### SUMMARY

It is important to note how inexpensively this pupilization process and the accompanying benefits for pupils can be achieved. It is even more important to note that uninterrupted intimacy in the teaching-learning relationship with the teacher plus increased individualization of instruction thus made possible due to lack of disruption, resulted in additional gains for pupils. This is of enormous importance in increasing the effectiveness of the educational program for all pupils. It is of special importance for educationally handicapped pupils for whom school may be the only opportunity to develop and maintain such a growth-oriented relationship between adults and pupils as is made available with the pupilization approach. Pupils and their growth are valued consistently by the teacher, thus giving the pupils the opportunity to develop confidence in themselves, their strengths and their ability to learn.

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The author wishes to extend appreciation to principal Mrs. Leah Leppert for her cooperation in this study.

# UPDATING THE DOLCH BASIC SIGHT VOCABULARY\*

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Word lists for reading instruction have long been of interest to educators. It has been noted by Johnson and Barrett (16) that over 125 word lists have been constructed during the past seventy years. Of these many word lists, there is little doubt that the Dolch list has received widest publication and use. Authors of textbooks on the teaching of reading (1, 8, 18, 23) have made reference to the Dolch list with suggestions for teaching the words. In addition, many reading materials have been developed to help teach these words in isolation and in context. Books have been written with the Dolch words and a small number of nouns to give children practice in using these words in a natural reading situation. Johnson (15) is probably correct in observing that hundreds of thousands of children have been asked to learn these 220 basic words.

The Dolch list has also recently been subjected to question and criticism in spite of the fact that numerous research studies (5, 8, 13, 22) have shown that the list comprises fifty to seventy per cent of the running words in basal reading series and other materials read by both children and adults. These criticisms appear to focus on the age of the Dolch list and the basis upon which the list was compiled.

Since the Dolch list was published in the 1930's from studies done in the 1920's, it is argued that the vast number of cultural changes which have taken place since that time make the Dolch list passe. A recent investigation by Johnson (15), moreover, indicates that nearly one-third of the Dolch words are not among the 220 most frequently occurring words in adult materials. Johnson, Smith, and Jensen (17) have argued that the need to keep a word list up-to-date seems readily apparent.

The method Dolch (4) used to compile his list has been characterized as "pseudo-empirical" by Otto and Chester (21). Dolch selected 193 words which were common to three lists and then added twenty-seven words which were on at least two of the lists because they "obviously" belonged with the other 193 words.

In at least a partial response to such criticisms, Harris and Jacobson (9), Hillerich (10), Johns (11), Johnson (14), and Otto and Chester (21) have developed new word lists. A recent investigation by Johns (12) offered a revision of the Dolch list based upon four recently published word lists. To decide if any words should be removed from the Dolch list, it was compared to each of the word lists to find those Dolch words common to at least three

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\*A slightly modified version of this paper was presented at the Annual Conference of the International Reading Association in New Orleans on May 1-4, 1974.

of the four lists. It was found that 31 of the original 220 Dolch words were not common to at least three of the four word lists. These 31 words were subsequently deleted from the Dolch list thereby resulting in a revised Dolch list of 189 words.

Although this list of 189 words has probably provided an updating of the original Dolch list of 220 words, it is possible that there are words common to the four lists which are *not* on the Dolch list. It was the purpose of this study, therefore, to use the same four word lists in an effort to determine the words common to at least three of the four word lists which are not on the Dolch list. The four word lists used in the study are described below.

The first list contained the 500 most frequent words from the American Heritage Intermediate (AHI) Corpus compiled by Carroll, Davies, and Richman (3). The AHI Corpus was compiled from samples of school textbooks and other instructional materials used in grades three through nine (2). It contains 5,088,721 words drawn in 500-word samples from 1,045 texts. There are 86,741 different words in the Corpus. Although the AHI Corpus “. . . reflects neither the vocabulary that students *know* nor the vocabulary that the authors imagine they should know,” (3, p. vii) it does indicate the vocabulary to which they are exposed.

By comparing the 500 most frequent words in the AHI Corpus to the Dolch list, it was possible to determine the number of words not on the Dolch list which were among the most frequently occurring words in the reading materials to which students are exposed in grades three through nine.

The second list contained 188 words from Durr's (7) computer study of high frequency words in trade books for children. The study involved eighty library books which were popular with primary-grade children. Librarians representing communities of varying socio-economic levels were asked to compile lists of books selected by primary-grade children when they had a free choice of books in the libraries. The lists were then “. . . submitted to experienced teachers who were well-acquainted with children's free reading interests. These teachers, taking into account the frequency of choice by librarians, selected the final eighty titles that were analyzed” (7, pp. 38-39). This procedure resulted in 105,280 running words and 5,791 different words. Of the 5,791 different words, 188 of these words had more than 88 frequencies which accounted for 68.41 per cent of the running words in the library books.

By comparing the 188 words on the Durr study to the Dolch list, it was possible to determine the number of words not on the Dolch list which were among the most frequently occurring words in library books selected for reading by primary-grade children.

The third list contained the 500 most frequent words from the Corpus compiled by Kucera and Francis (19). The Corpus was compiled from a sample of published materials “. . . representing the full range of subject matter and prose styles, from the sports page of the newspaper to the scientific journal and from popular romantic fiction to abstruse

philosophical discussion" (19, p. xix). The Kucera-Francis Corpus contains 1,014,232 words drawn in 500 samples of approximately 2,000 words each. There are 50,406 different words in the Corpus.

By comparing the 500 most frequent words in the Kucera-Francis Corpus to the Dolch list, it was possible to determine the number of words not on the Dolch list which were among the most frequently occurring words in so-called "adult" materials.

The last list contained 727 words from the Murphy analysis. Murphy and others (20) tabulated a running count of 1,195,098 words in the oral vocabulary of children in kindergarten through the third grade. Of the 6,318 different words used by the children in kindergarten and first grade, 727 words were used at least fifty times by these children.

By comparing the 727 words from the Murphy study to the Dolch list, it was possible to determine the number of words not on the Dolch list which were among the words used orally by kindergarten and first-grade children.

In analyzing the word lists in the present investigation, there were a number of assumptions believed to be essential.

First, the list should not contain any nouns (proper or otherwise). Dolch (4) believed that nouns cannot be universal in nature because each noun is tied to a special subject matter and "local" to a particular activity or interest. Since his word list is "basic", it includes only the "tool" words that are used in all writing regardless of the subject. In a recent research study Durr (6) found that the twenty-five words which accounted for 35.35 per cent of the running words in popular trade books for children were structure words, pronouns, verbs, or verb markers. There were no nouns. Although the Dolch list of basic sight words contains only conjunctions, prepositions, pronouns, adverbs, adjectives, and verbs, a few words (e.g., *fly*, *today*, *show*) may function as nouns depending upon the context in which they appear.

Second, the list should contain words that are frequently used by young children. Otto and Chester (21) question the relevance of children's spoken vocabulary to a basic sight word list; nevertheless, in this study it is assumed that a "basic" word list should contain words which are in the spontaneous speaking vocabulary of children in kindergarten and first grade.

Third, the list should have high utility at all levels of reading development. In other words, the list should contain words that appear frequently in all types of reading materials at all grade levels.

An addition to these basic assumptions, it is also believed that the list should be brief, current, and combine regularly inflected forms of a given root word. A word like *call*, for example, would represent *calls*, *called*, and *calling*.

With these assumptions in mind, the researcher compared the four word lists to the revised Dolch list of 189 words. Table 1 contains the number of words on each of the four word lists which were not on the revised Dolch list.

The words on these four lists were then compared to find those words common to at least three of the word lists. Table 2 contains those words

which meet the above criterion. Adding these 37 words to the 189 word revision of the Dolch list resulted in the 226 words in Table 3.

The process of adding 37 words to the revision of the Dolch list should adequately update the original Dolch list. This list of 226 words offers teachers several advantages which do not necessarily exist with the original Dolch list.

The first advantage is that the list is "basic" in that it contains "tool" words used in all writing regardless of subject matter. Since words from the Kucera-Francis Corpus and the American Heritage Intermediate Corpus were used, the list should have high utility at all levels of reading development.

The second advantage is that the list contains, with a few exceptions, words that are in the spontaneous speaking vocabulary of children in kindergarten and first grade. Primary grade teachers can, therefore, be reasonably sure that children have frequently used these words in their everyday speech.

The third advantage is that the revised list is current. Words on the revised list are based on word count studies completed within the last two decades. (In fact, three of the four word count studies were compiled within the past four years.)

The revised Dolch list draws upon both the original Dolch basic sight vocabulary and recent word count studies. Children who know these 226 words by sight will have a current basic reading vocabulary which will be useful throughout their schooling.

**TABLE 1**

Number of Words on Recent Word Lists Not  
on the Dolch Basic Sight Vocabulary

Word List	Number of Words Not on Dolch Basic Sight Vocabulary
1. American Heritage Intermediate List (500 Words)	303
2. Durr List (188 Words)	47
3. Kucera-Francis List (500 Words)	330
4. Murphy List (727 Words)	526

**TABLE 2**  
**Words (Excluding Nouns and Inflected Forms) Common to at Least**  
**Three Recently Published Word Lists That Are Not on the**  
**Dolch Basic Sight Vocabulary**

Word	Word List	Word	Word List
1. across	(AHI, K-F, M)	19. most	(AHI, K-F, M)
2. another	(AHI, K-F, M)	20. near	(AHI, K-F, M)
3. began	(AHI, K-F, D)	21. need	(AHI, K-F, M)
4. close	(AHI, K-F, M)	22. next	(AHI, K-F, M, D)
5. didn't	(AHI, K-F, M)	23. oh	(AHI, M, D)
6. enough	(AHI, K-F, M, D)	24. other	(AHI, K-F, M, D)
7. even	(AHI, K-F, M, D)	25. same	(AHI, K-F, M)
8. gone	(AHI, K-F, M)	26. short	(AHI, K-F, M)
9. hard	(AHI, K-F, M, D)	27. should	(AHI, K-F, M)
10. heard	(AHI, K-F, M)	28. still	(AHI, K-F, M, D)
11. high	(AHI, K-F, M)	29. than	(AHI, K-F, D)
12. I'm	(AHI, K-F, M)	30. thought	(AHI, K-F, D)
13. last	(AHI, K-F, M)	31. through	(AHI, K-F, M)
14. leave	(AHI, K-F, M)	32. told	(AHI, K-F, M, D)
15. left	(AHI, K-F, M)	33. took	(AHI, K-F, M, D)
16. mean	(AHI, K-F, M)	34. toward	(AHI, K-F, M)
17. might	(AHI, K-F, M)	35. turn	(AHI, K-F, M, D)
18. more	(K-F, M, D)	36. while	(AHI, K-F, M, D)
		37. yet	(AHI, K-F, M)

AHI: The 500 most frequent words in the American Heritage Intermediate Corpus.

K-F: The 500 most frequent words in the Kucera-Francis Corpus.

M: The 727 words that had been used at least 50 times by kindergarten and first-grade children who took part in the Murphy study.

D: The 188 words of more than 88 frequencies from the Durr study of popular trade books for children.

TABLE 3

## Revised Dolch List

---

a	don't	into	or	thought*
about	down	is	other*	three
across*	draw	it	our	through*
after	eat	its	out	to
again	enough*	just	over	today
all	even*	keep	own	together
always	every	kind	play	told*
am	far	know	put	too
an	fast	last*	ran	took*
and	find	leave*	read	toward*
another*	first	left*	red	try
any	five	let	right	turn*
are	for	light	round	two
around	found	like	run	under
as	four	little	said	up
ask	from	long	same*	upon
at	full	look	saw	us
away	gave	made	say	use
be	get	make	see	very
because	give	many	she	walk
been	go	may	short*	want
before	going	me	should*	warm
began*	gone*	mean*	show	was
best	good	might*	six	we
better	got	more*	small	well
big	green	most*	so	went
black	grow	much	some	were
blue	had	must	soon	what
both	hard*	my	start	when
bring	has	near*	still*	where
but	have	need*	stop	which
by	he	never	take	while*
call	heard*	next*	tell	white
came	help	new	ten	who
can	her	no	than*	why
close*	here	not	that	will
cold	high*	now	the	with
come	him	of	their	work
could	his	off	them	would
cut	hold	oh*	then	yes
did	hot	old	there	yet*
didn't*	how	on	these	you
do	I	once	they	your
does	I'm*	one	think	
done	if	only	this	
	in	open	those	

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\*Words added to the 189 word revision (see reference 12) of the Dolch basic sight vocabulary.



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# ECHOES FROM THE FIELD

**Ernie Adams**

TEXAS A & I UNIVERSITY



Close observers of successful football coaches suggest that one phrase describes Woody Hayes, Darrell Royal, Bear Bryant, and John McKay. It is a simple phrase – “commitment to fundamentals.” Their teams always seem to block with excellence, tackle with unmatched aggression and run like a scared ape trying to elude his mother-in-law.

Each of these men also makes another commitment. They set their sights on the National Collegiate Athletic Association championship every year. This commitment translates to a daily dedication. It requires an evaluation of personnel, an in depth study of their team's strengths and weaknesses, and hours of watching films of opponents to be played. Finally, decisions must be made, a course of action is developed and completed. In general, the gentlemen mentioned above are known as demanding of their players. They drive themselves hard and expect each squadman to be dedicated to success.

Their success stories seem simple enough. They *do not* chase every new fad that appears before them at coaching clinics. They *do not* desert the practice of adequately preparing for a game. They *are not* indecisive people. They *do not* make a half-hearted commitment to winning.

Close observers of successful reading teachers suggest that one phrase describes those whose pupils learn to read well year after year. It is a simple phrase – “commitment to fundamentals.” Their pupils always seem to know the unique characteristics of each letter and the sounds represented by each. Their pupils read as if they were talking and even listen to the talk as it is lifted from the printed page. Every successful reading teacher, also, makes a commitment to win the national championship. This means a daily dedication to fundamentals. It requires individual evaluation of every learner. The instructor must know his pupils' strengths and weaknesses. A plan for instruction must be adopted and completed.

These teachers are demanding of themselves and their pupils. They push themselves hard, and expect every learner to give a concentrated effort. Like successful coaches, these teachers decline opportunities to leap onto every bandwagon that comes within reach. *Daily* preparation of materials for instruction is given adequate time. These teachers, also, are not indecisive in their plan of action or their commitment to winning the battle.

This commitment to fundamentals and daily practice of skill with minor changes in procedures is a key to consistent success. And although successful coaches or teachers do not win national honors every year, they rarely experience a losing season. The professionals described above have one other trait in common. When losses and failures do occur, they do not totally abandon their previously successful procedures for *new, untried*

methods. They evaluate “echoes from the field” in terms of their previously well thought out plan of operation. Any changes in approach to their weekly tasks come only after serious study and deliberation. Unfortunately, many teachers today choose any opposite course of action jumping from one cure-all to the next. And in the final analysis blame learning failure on everything from brain damage that is both “possible” and “minimal” to a divorced mother who shoplifts plastic trash bags.

An hour cannot pass without the loud cry of unsurpassed success with a new reading program. At the recent Texas State Teachers Association Meeting in Corpus Christi, Texas, publishers displayed reading schemes that are designed to correct everything from dyslexia to the restlessness in a four month old fetus.

This echo from the field pleads for a commitment to the sound fundamentals of reading instruction that are recorded in the numerous existing programs and an abandonment of constant, radical change prompted by unresearched publications and brilliant merchandisers.

# WE SUGGEST

*Eleanor Buelke*

Coles, Robert

*The Mind's Fate*

Boston: Little, Brown and Company, 1975. pp. xvi + 282.

*The Mind's Fate*, a rather unusual book, written by one who is acknowledged as an outstanding social commentator of present times, is a collection of essays, arranged chronologically from 1961 to 1975. Many of the essays are analytical, philosophical, literary reviews. Some of them are like word portraits of other authors, seen in the colors of their own writings. Dr. Coles writes from the vantage point of a seasoned practitioner in child psychiatry, as well as a committed social observer, one who looks at psychiatry as a combination of clinical science and deeply humane caring for others. Few professionals who deal with improvement, instruction, and development of the human mind have managed the same successful synthesis.

Some educators take pride in teaching as if primarily engaged in a craft, working with persons as if they were things, or objects, or maintaining the cool, objective non-involvement of a strict diagnostician and clinician. Others work hard to preserve the aloof stance of the scholar who neither cares about, nor is moved by "the pupil as a person." Many think it is not only possible, but preferable, to attempt to instruct in the cognitive realm alone, ignoring the affective, intuitive, creative domains of the human mind. Content, happy, and secure with their neat, statistical accountability charts and printout sheets, they claim to have charted the growth of their pupils' intellects; then they move confidently forward to predict and categorize the next sequential steps in "learning." Today, however, as more and more geneticists, sociologists, neuroscientists, and bioethicists have entered these areas of concern about learning and human behavior, they are differing with some traditional methods, and are increasingly listened to.

In a current issue of the *Saturday Review* a large portion of the content is devoted to articles under the heading, "Inside The Brain: The Last Great Frontier." From it emerge messages for social change, particularly important for those involved in teaching-learning situations. One of the most important implications deals with the vastly changed idea of the relationship between the conscious mind and brain mechanism:

The new interpretation, or reformulation, involves a direct break with long-established materialistic and behavioristic thinking, which has dominated neuroscience for many decades . . . . The revised interpretation brings the conscious mind into the causal sequence in human decision-making—and therefore into behavior generally . . .

. . . This swing in psychology and neuroscience tends now to restore to the scientific image of human nature some of the dignity, freedom, and other humanistic attributes of which it had been deprived by the behavioristic approach . . . . Instead of separating science from values the present interpretation . . . . leads to a stand in which science becomes the best source, method, and authority for determining ultimate value and those ultimate ethical axioms and guideline beliefs to live and govern by.<sup>1</sup>

Trends and themes such as this have been examined and explored by Coles who sees his life work as "an enterprise which extends far beyond the walls of the clinic." Relating his writing to the field of education, it might be said that teachers:

1. Cannot solve all problems; but, they can read and study, dare to accept themselves fully, and offer themselves freely to uneasy and restless children;

2. Cannot prevent the existence of all insanity, violence, and dangers; but, they can struggle to make sense out of individual behavior and to be considerate, responsive, and humane to others who are troubled;

3. Do not have precise prescriptions for "perfect child" rearing; but, they do know how to spare children a substantial variety of harsh and senseless practices;

4. Can invoke no magic power to clear the air of all hysteria, appeals to hate, verbal abuse, and propaganda on the national scene; but, they might refuse to silence their consciences in the occasional moments of honesty they spend with themselves;

5. May not agree exactly on how to view man as influenced by his past and by his present private, and public, worlds; but, they might generally concede that there is in each life cycle an essentially ethical basis which is worthy of some respect, and which can be clinically observed in each one's capacity for a growing sense of conscience; and

6. Are not able to eliminate totally the contemporary problems facing children, and the accompaniment of mental distress; but, they must realize that all human beings are thoroughly individual, and that categorizing their complaints and theorizing about their futures is risky business.

A professional and stimulating writer like this author, experienced and competent in his field, can suggest many writings related to his own for the reader's personal pursuit. This volume is replete with many such references. It is recognized that as history has accelerated, as research and methods of reporting it have expanded, as the mass media have proliferated and entered into almost every phase of life, it has become difficult to become completely informed, even in the areas one knows best. There seems to be less and less time to acquire more and more knowledge and understanding

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<sup>1</sup>Roger W. Sperry, "Left-Brain, Right-Brain," *Saturday Review*, (Aug. 9, 1975), p. 33.

of increasingly complex matters and events. Nevertheless, as Norman Cousins reminds us about time spent lingering over good reading:

. . . . allowing it to stimulate the mind is a civilizing experience. No one need apologize for savoring the full meaning of print or for combining thinking with reading . . .

It is nonsense to say there is not enough time to be fully informed or to do any of the things that are part of a rational existence. Time given to thought is the greatest time-saver of all.<sup>2</sup>

If, as Cole suggests, "the mind's fate" is, really, a person's fate, those whose daily business it is to touch the minds of others *must* be ever nourishing, ever vigilant, of their own minds as well.

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<sup>2</sup>Norman Cousins, "Time To Know," *Saturday Review*, (Sept. 6, 1975), p. 2.

# READING IN THE SECONDARY SCHOOL: THE TAMING OF THE CREW

*Karen Jones*

*MARSHALL HIGH SCHOOL*

January

Smugly and defiantly, Matt sauntered into the room, ambled to a back seat and settled himself next to two characters looking as guileful as he. What, I wondered, are the counselors trying to do to me? Matt was in dire need of a bath. His hair was unkempt and his clothes were worn and torn. But nothing about him was as disarming as the insidious grin on his face.

June

Confidently and happily, Matt buoyantly entered the room, nimbly walked to a front seat and settled himself alone in preparation for participation and learning. Matt was still in dire need of a bath. His hair remained unkempt and his clothes were torn and worn. But his bedraggled, faded shirt had been exchanged for a tattered sports jacket and his insidious grin for a sincere smile of greeting and warmth.

What caused this 1975 version of a Pygmalion transition? What kept this chronically truant youngster, with a detailed and dramatic delinquency record of "D's and E's" coming to class? What initiated his pertinent participation? What prompted his answers and willingness to read orally? What drove him to stand unexpectedly before my desk between class hours to say, "Hi"? Who wrote the script and set the stage for this performance?

It was I. And yet, I wonder, what conscious and unconscious methods did I utilize to attribute to Matt's regeneration and success?

The classroom need not be a festering wound, infected with belligerence and boredom. The Matts and Marys of our school systems need not walk placidly and passively through the educational arena merely to find truancy and delinquency more satisfying to their needs than classroom attendance and participation. Viable techniques and procedures, if used sincerely, knowledgeably and consistently by a concerned classroom teacher, can result in minimized discipline infractions.

The first requisite necessary for an ideal learning situation is the establishment of a positively reinforcing and comfortable classroom atmosphere. One of the most severe limitations stifling adolescent intake and output is lack of self-esteem. The classroom teacher can best supplement a teenager's self-concept by valuing the student as a student and as a person. Each student should be seen as a reservoir of potential wealth of creativity and productivity. The student should be valued for who he/she is, what he/she is, and what he/she can become. This acceptance means the encouragement of student expression of opinion. Feeling what he/she has to say is sought and heard helps fulfill the ego needs of the young person.



Feeling important and prized, the student is more receptive to learning.

In addition to teacher appreciation, the student must feel recognized and valued by his peers. The teacher can again have a hand in this process by disallowing peer degradation. Teenagers can be intentionally and unintentionally malicious in their verbal and non-verbal feedback. A positive classroom atmosphere does not include tongue lashings and back-biting. Through firm insistence and modelled behavior, a teacher can discourage negativism and leave the air clear of hostile criticisms.

A third step toward creating a positive classroom atmosphere is through continuous emphasis of strengths. All people enjoy feeling successful. Attained accomplishments derived from success experiences and practices can only result in heightened motivation, interest and willingness to try further. Immediate, emphatic and sincere reinforcement is an example of a success experience. Something good can be found in every endeavor. Task completion in itself can be reinforced. Comments of encouragement in the margins of papers and mathematical calculation of answers correct (instead of incorrect) are additional examples of reinforcement leading to feelings of success. Handing written work back within a short period of time makes student efforts seem worthwhile. A complimentary, public statement concerning oral reading ability or supplied verbal answers encourages further voluntary participation. Human beings strive for feelings of gratification and success. If these are supplied through the actions of the classroom teacher, in the confines of a friendly, accepting, positively directed climate, there will be lesser need for students to rebelliously seek reinforcement elsewhere.

The second requirement necessary to minimize discipline infractions and maximize learning is appropriately modelled behavior. The instructor in a class setting, like any human being, can ask and expect of others only what he/she is willing to ask and expect of himself/herself. Respect is not an undeniable right of or guaranteed promise to the educator. It is obtained through the mutual respect of students. This respect includes such displayed characteristics as sensitivity to students' needs and desires, kindness and consideration of students' moods and feelings and common courtesies toward students' existence and humanness. Too often teachers, expecting the above, show rudeness and inconsideration in return. A polite request is much sooner honored than an abrupt demand. Granted permission results in future honesty and open communication. An ability to sympathize and empathize puts the teacher in a human light. And an expression of apology places the teacher at a personal arm's reach instead of blocked behind barriers of remoteness. Modelled respect and recognition of student humanness engenders the same in return.

A second behavior expected by teachers is attentive listening. Modelled behavior on the part of the facilitator would include mutual attendance to the world of the student. A realistic teacher must recognize that what is going on outside of the class and after school is often more important to the student than the subject at hand. A teacher must express interest in the world and activities of youth. This extension of the valuing process includes

the ability to listen to what is not said as well as to what is said. Observations and actions through the mind and heart give students indicators of appropriate behavior.

The third modelled behavior necessary for inducement of the same in students is that of maturity. "Why don't you grow up?" is not only a question to be asked of students but of many teachers as well. It is required for the development of a positive classroom atmosphere free of disciplinary strife, that a teacher not succumb to student game playing. Anger does not dispel anger, emotional reaction does not squelch irrational outbursts, uncontrolled verbal attack does not suppress an irritating voice. Confidence (not egocentricity), assurance (not self-righteousness), and self-control are the ingredients of rational and reasonable reactions. When a student is feeling inadequate, disowning blame and fault-finding are directed at the "enemy." A teacher must remain unthreatened, exhibit the above characteristics, and guide the student back to logical thinking. Modelling, of course, refers to setting an example. The classroom teacher has ample opportunity to display just what is meant by appropriate behavior and adulthood.

A *third ingredient* of a productive classroom involves the preparation and presentation of effective instruction. Learning is directly proportional to the amount of effort devoted to each year, unit and lesson plan. Haphazard, off-the-cuff teaching is usually non-directional and lacking in continuity. This type of non-planning results in confusion, frustration and minimal learning.

Well-planned instruction is structured in nature. Structure does not imply inflexibility. Rather, it implies an understandable, intelligible framework which systematically guides students from one point to the next. Transitionally and cohesively it shows relationships and draws conclusions, leading the students on a continuous, unaborted journey through the lesson, unit and year. Craving security, young people appreciate and sometimes demand structure. Too much freedom places them on shaky stairways going nowhere. They want to know where they are, where they are expected to go and how to get there. "Today you will write a paper three pages long on any subject; I haven't decided when it is due," is not direction. The final products (if any) will be as haphazardly and carelessly written as was the given instruction. Students, and especially the non-academic, non-reading, potentially rebellious students, look for concern and devotion in the teacher. Caring, like other emotions is contagious.

Well-planned instruction should have a sound beginning. It is very wise to begin instruction at a point of success. Book selection of free reading materials, for example, is one area where students should be allowed to read whatever they choose (within reason) even if the reading level of the book is lower than the independent reading level of the individual student. Beginning at points of enjoyment and pleasure can and will more quickly lead to progression and escalation of learning than beginning at points of failure and frustration. Secondly, introductory material should begin with that which is familiar. The unfamiliar can then gradually and un-

threateningly be approached and tackled. Plot, for example, is an easily understood characteristic of short story. A majority of students can read a story (if appropriately selected according to class reading and maturity level) and relate what has happened. Theme is a much more difficult concept. If an instructor begins with the familiar, in this case plot, theme can be conquered through effective manipulation and utilization of the plot substance. The concept of theme would appear less tasking, yet internalization of learning would result. And a third aspect of a sound instructional beginning is aiming emphasis at the concrete. What can be observed and conceptualized is much easier to grasp and understand than those learnings which are abstract and intangible. Again referring to the aspects of plot and theme, the teacher can first ask to be told what is there and then eventually ask to be told what is not there, hidden below the surface and unobservable. Well-planned instruction initiated by a tactful introduction will set the student on a directed, sequential road to learning.

But it is often difficult to decide just where to begin in the planning and presentation of material. One aid in the development of appropriate instruction is student input. High school students are most often realistic about their ability need areas. They recognize and admit to their personal learning limitations (sometimes to an extreme). They therefore can serve as resource persons in the diagnosis of classroom needs; they can lend a very supportive, helping hand in devising curriculum. This is not to say that they will precisely select every source and subject area which is exactly right for them. They can, however, identify interest and need areas, thereby supplying motivational tools with which to begin a productive program. Having a say in a democratic, attentive atmosphere again adds impetus to feelings of self-worth, while increasing cooperation and willingness to produce.

Effective instruction must be more, however, than well planned and organized. Supportive rationale and concrete objectives must be the backbone of any successful program. Students must be able to see the need, purpose and reason behind learning. The mechanics of English, particularly the rules and regulations of punctuation, have been approached negatively and reluctantly for years. The major cause of this adverse reaction is that the skills and drills involved in the learning process seem meaningless and useless. Effectual presentation can make the purpose and reason for punctuation apparent. Placing several poems on a transparency and omitting punctuation easily shows how various punctuation marks in different places can change the entire structure and thus meaning of a poem. If this concept is understood in relation to poetry, effective transfer can be made to prose, i.e. punctuation is needed in writing—its inclusion and/or omission changes the meaning of the context. With this type of concrete example and explanatory preface, students will be able to see the reason for and meaning behind learning.

There are additional ways to make learning meaningful. One such way is through independent work meeting individual needs. Setting aside time, perhaps one hour a week for independently selected and desired work is an

efficient and favorable method by which a teacher can become personally related to students on a one-to-one basis. Keeping tabs and touching base with students in formulating plans, contracting work, and following up with evaluation increases communication while involving the student in a need and/or interest area. Identifying what is important to themselves personally gives students additional reason and meaning behind their endeavors.

A third technique to give purpose to learning is through its creative application and relation to the world of the teenager. If material is left in black print on a white page, it is understandable that students often fail to value and appreciate what is read. If reading material is dramatized, even the oldest classics can become relevant and applicable. Conflict in love has transcended generations, making the struggles of Romeo and Juliet quite like those of Mark and Lisa in the next room. And if the facilitator finds it difficult to manipulate the classics, there is an abundance of current adolescent fiction on hand. The mean is irrelevant, the goal is the concern. If the teenager can see the relationships between the classroom and classroom activities and the world in which he lives, integration of learning will occur.

In addition to pertinent subject matter, introduction to usable and practical knowledge will heighten motivation and increase learning. The writing of a business letter becomes a much more palatable task if it is written for a real-life and functional purpose. Letters can be written to send for information or applications or to express concern or complaint. A mailed letter results in tangible returns. To write a letter just because the teacher said so, means nothing. Vocabulary is another area where a practical approach is beneficial. It is much more logical to assign words which can and will be incorporated into a speaking and perhaps writing vocabulary, than to assign words of such length and difficulty that immediate and temporary memory span lasts for the duration of the quiz and that is all. Similarly, writing skills can be practiced efficiently on applications, driver's license forms, and order blanks. Placing practical and usable emphasis behind instruction not only adds meaning but also better prepares the student for the world he/she is to enter. Meaningful, purposeful, pertinent instruction requires inclusion of long and short range goals and objectives which hit at the heart of the student and his/her world.

Once plans have been prepared, supported by sound rationale, presentation of material can occur. And here again, special care must be taken to make learning profitable. Prior to actual presentation, it is necessary to identify several standard and unique delivery systems. Once systems have been identified, experimentation ensues until the teacher has selected the most effective approach for each individual concerned. Learning and delivery systems include such aspects as seat arrangement, oral and written tasks, hands-on activities, lecture and discussion, small and large group work and so on. What works best for each individual should be incorporated into the classroom structure. This calls for flexibility, creativity and spontaneity on the part of the teacher. But if each student

can meet with success within his/her own private realm and method of learning, he/she will be better equipped to venture into other territory.

Presentation also includes preparing the students for learning. Monday is a good day to state the weekly plan. Follow up reminders of assignments and expectations are also important. Summarizing activities and knowledges covered the previous day(s) maintains unity and cohesiveness in instruction. These simple, non-time consuming reminders ready the students for involvement and learning.

Directional steps can also be given in preparation and anticipation of individual lessons. Students should always be directed, through the use of introductory remarks, as to the relevance and purpose of the next assignment. Questions and guidelines should alert students to reading expectations. Guiding students to look for answers to concrete questions enhances comprehension. Follow-up discussion and application of learning assures internalization. Most importantly, students should be actively involved in the learning process. Active involvement does not mean busy-work but rather purposefully directed preliminary and follow-up presentation. Well-planned and presented instruction, based on sound rationale, is a major tool toward classroom control and productivity.

Implementation and maintenance of control and classroom standards is the fourth required measure necessary for maximized learning and minimized discipline problems. The emphasis in a healthy classroom environment is on prevention rather than on retribution. The teacher must begin early to maintain control by setting high standards and by making expectations known. Students need and request direction concerning behavioral requirements as much as they do concerning academic requirements. They wish to know where they stand and what they can and cannot do. They respond positively to consistency in demands and follow-through. If they are aware of consequences and if they observe justice being done, they will willingly abide by the rules or willingly accept the stated punishments. Students speak out against chaotic classroom climates, see the maintenance of discipline as the role of the teacher, and respect fair and consistent enforcement of regulations.

The teacher must be alert to the total classroom situation. It is necessary that minor offenses be overlooked or minimally emphasized. Too often teachers over-react to disruptive behavior. This emphatic response is the exact reinforcement the attention-seeking, manipulative student needs to repeat his/her actions and perhaps establish a pattern of chronic misbehavior. Frenzied and frantic gyrations on the part of the teacher are open invitations for interruptive behaviors. An accepting and mature sense of humor (not drinking-buddy, back-slapping leniency), a firm and controlling eye and a steadied and lowered voice, on the other hand, are three key elements to effective discipline.

If and when disorderly or inappropriate conduct does occur, private sessions of complaint and punishment must be conducted. Public defamation of character (although sometimes effective) does little for establishing a positive atmosphere and building self-concept. Open

communication and controlled anger, better attained after a time lapse, can turn a disciplinary involvement into a learning situation. Through mature handling of a sensitive teenager, the exhibited behavior can be examined, discussed, and modified, leaving a functioning relationship between student and teacher to build upon in the future. Teenagers, if treated as adults, most frequently respond accordingly.

The transition of Matt was seemingly miraculous. But this type of miracle resulted from a concentrated effort to establish a positive classroom atmosphere, to model appropriate behavior, to provide effective instruction, and to maintain classroom control. As a result of determined striving, miracles like Matt can and will happen each year. The classroom can be as inviting as the local hangout or street corner. The secondary school teacher can make it so. The task is prodigious; the reward is monumental.

*Round Robin is a forum intended for our readers' use to express or comment on any topical subject affecting the field of reading. Send your letters or comments to Dorothy E. Smith, Round Robin Editor.*



**Dorothy E. Smith, Editor**

Dear Mrs. Smith,

This semester I am teaching an Adult Basic Education Reading class in Three Rivers, Michigan. Governor William Milliken recently announced the elimination of State Aid Act—Reading Support Services before January of 1976, due to the insufficient economic resources of the State of Michigan. A budget cut such as this eliminates programs and personnel which serve those receiving basic reading instruction, especially in Adult Basic Education.

After I shared the details of the proposed budget cut with the students in my class, they felt we should try to change the governor's mind. Taking my suggestion, the students wrote letters to Senator Dale Kildee, a Democrat on the Senate Appropriations Committee. Their efforts constitute a remarkably clear demonstration of the efficiency of such programs as this in Three Rivers.

However efficacious, educationally, the Three Rivers program might be, the students' letters most clearly revealed their needs and the experiences they found in this program. Chris Shultz wrote, "... Senator, ... if you take my only chance away from me you can go jump in the Lake." Chris is 22 now and has spent a great deal of his life in trouble. He began stealing cars and going for joy rides at the age of 14. Presently, he is looking for a job and trying to complete his high school degree. It is vital for Chris to learn to read and write. In support of Chris' feelings, Alfred Palmer explains, "If Michigan takes this away I will not be able to finish to read and it is important for it can make me a better citizen and I having a Son that is a hard time (time) reading to."

David Jacobs equates his inability to read with blindness. He explains, "... sum times I feel like a blind man, but if I was, everyone would help me with out a word but this is somethin (something) you do not see." David is 43 years old and finds it extremely important to learn to read for advancement in his employment. He goes on to say, "I need this to work an to make my life a lot better my techer (teacher) is helping me write this letter because (because) I cannot spell all the words."

Among those expressing a specific reason for and desire to read is Jerry Ewell. He states his need, "To know How to read Better in my church." Mrs. Carolyn Brown also feels church is an important reason for learning to read, "... because when I Go to church and is ask to read I want (won't) because of fear that I Willsay something Wrong." She further declares her children to be an important reason for learning to read as does Ethel Cole, "I'd louk (like) to riad (read) to my children." Ethel goes on to explain that she dropped out of school in 1963, and she now has a chance to learn, making her point stronger by showing that this is 1975 and a lot of time has passed since then.

However faulty the spelling and grammar may be, the intensity and sincerity of their letters are unmistakable. This becomes evident in Louise R. Hard's statement, "The Reading class is necessary. In our town alone there is a lot of people including myself that has trouble reading and writing and this class has helped me a lot. There is a lot of people who didn't even know how to read until they came to the Reading class."

My students range in age from Daryl Pursel, 18 years old, to Maud Carpenter, 62 years old. Age appears to have nothing to do with their reading needs. Daryl explains without punctuation, "... i am 18 years old i cant do Much if you cut out the Class how is we gouing to learn ..." Maud on the other hand labored over her 51 words, writing extremely slowly. She began her letter to Senator Kildee with, "Dear friende, I'm learning to read and write. I didn't go to school when I was small. I started to school in 1966 and couldn't write My own name. I'm 62 years old. I went through the kindergarten and just got started in the first grade so please keep this open. thankn you."

The diverse backgrounds of these students and the various reasons for attending class becomes apparent with Kim Norton and others. "I came from Korea. I hail (had) Morried (married) An American soldier. I came to Adilt (Adult) reading class to learn how to speak, read and write the American way. I need this class very Much. I learn lots in this class. To become a good American I Must learn their ways." "I don't thank (think) you should stop the reading Class for adult becouse (because) it give us the change (chance) to help our children when they ask for help.", explained Freddie Brown. Robert Martin's background is also unique and his plea is poignant in his letter. "We didn't have the chance to Go to school When We were children. We had to wark (work) in the Fields to help our parents. so please keep the reading classes open to all parents who want to learn."

These people labored diligently on these letters, as much as an hour and a half in some cases. They felt as though they were doing their bit for their fellow Michigan citizens. Max Hard makes his point to the Senator quite clear: "I don't know you, And I don't think I want to. I don't think its right to stop the Reading Class. My wife and I are in the Adult Basic Education Class. And I'm learning more in this Class than in High School. I'm 28. I quit in Feb of 1963 in the 8th grade and I was 16. And could not read to good. And don't You forget there are thousands of us of the voting age."



I wanted to share these letters with your readers in hopes that they too will understand how important it is for adults to learn how to read.

Very truly yours,  
Gail L. Landberg  
Reading Specialist

# TEN-SECOND REVIEWS

*Betty L. Hagberg*



I love to lose myself in other men's minds.  
When I am not walking, I am reading; I  
cannot sit and think. Books think for me.

Charles Lamb

Ahrendt, Kenneth M., *Community College Reading Programs*, Newark, Delaware: International Reading Association. 1975.

This new publication, intended for administrators, university personnel, and two-year college teachers, faces the problems usually met in junior/community college reading programs. Aspects given special attention are the school and student, types of reading programs, college reading teacher preparation, diagnostic and testing tools, materials, and hardware for the junior college reading program. Standardized tests, reading improvement workbooks, and professional organizations are also listed as helpful information.

Artley, A. Sterl, "Good Teachers of Reading—Who are They?" *The Reading Teacher* (October, 1975) 29:26-31.

Who are successful teachers of reading? Through a college student survey, responses seem to indicate that teachers who sense the importance of reading as a vital force in the development of young people, who see reading as the most important activity that they will carry on during the day, and who convey that conviction through their enthusiasm and creative teaching, develop students who are likely to enjoy reading and hence become efficient readers. They also indicated that support given by parents and local library plays a significant role in developing their reading interests and competencies.

Baghban, Marcia, translated by Ricardo L. Garcia and Rita Maxine Deyoe, *Como Ayudar a Su Hija a Aprender a Leer Ingles Como Segunda Lengua*. Newark, Delaware: International Reading Association. 1975.

This is a 16-page booklet which translates *How Can I Help My Child Learn To Read English As A Second Language?* Many ways in which a parent can help a child make the transition from one language to another are suggested. It includes activities in the home and community.

Curry, Joan F. and William P. Morris, *Searching the Professional Literature In Reading*. Newark, Delaware: International Reading Association. 1975.

Designed to be helpful but brief, this IRA booklet presents criteria for choosing professional literature and some aid in learning how reading information is organized. It is useful in helping classroom teachers and reading professionals keep up-to-date, use the ERIC system, and do a topical search.

Davis, Dorothy Voigt, "Book Clubs In The Middle Grades," *Journal of Reading*, (November, 1975) 19:150-153.

In the author's school a book club consists of a volunteer parent and about six students who select the same paperback book to read. They meet weekly to discuss the portion of the book they had previously agreed to read and to plan activities related to their reading. The use of the book club not only compensates for one of the deficiencies of an individualized program, it provides for better human relations and extends the concept of individualized instruction.

Fay, Leo and Lee Ann Jared, *Reading In The Content Fields: An Annotated Bibliography* (Revised). Newark, Delaware: International Reading Association. 1975.

A 19-page publication which includes citations of practical significance to teachers in all subject areas and major school levels. It is a revision of the 1969 bibliography.

Lopardo, Genevieve S., "LEA—Cloze Reading Material For The Disabled Reader," *The Reading Teacher* (October, 1975) 29:42-44.

The author discusses how the language-experience approach, combined with the cloze procedure, has been found to be a useful technique in working with disabled readers. She clearly indicates that it does not constitute the entire program of instruction but is used effectively as a part of a total program aimed at meeting the specific needs of the child.

Newcomer, Phyllis L. and Donald D. Hammill, "ITPA and Academic Achievement: A Survey," *The Reading Teacher* (May, 1975) 28:731-741.

The purpose of this article is to review a representative body of available research relevant to the ITPA's (Illinois Test of Psycholinguistic Abilities) correlative and diagnostic relationships

with academic achievement. The results of this paper have important implications for school practice. According to this article, the ITPA's value is limited to gathering broad, descriptive information regarding certain learning characteristics of school-aged children. Its use of individual diagnosis is neither supported nor recommended.

Niensted, Serena, "Talking With LD Teachers," *The Reading Teacher* (April, 1975) 28:662-665.

Niensted states that in one view learning difficulties teachers and reading teachers are members of opposing camps, using different terminology, assigning different techniques to remediate. In another view, both are knowledgeable professionals of goodwill who are devoted to helping students achieve their maximum potential, both of whom have succeeded with many children. The solution does not lie in defending or abandoning either camp, but in seeking areas of mutual agreement and learning from each other.

Shuman, R. Baird, "Of Course He Can Read—He's In High School!" *Journal of Reading* (October, 1975) 19:36-42.

The basic fact that parents, administrators, teachers, and students must grapple with is that many of today's high school students cannot read well enough to succeed in our present day schools. The author discusses this dilemma and suggests steps toward helping the disabled high school readers. The first is that of offering support in the form of encouragement; the second, to make some practical adjustments in the disabled readers' work loads. The article indicates a need for patience and understanding, especially on the part of teachers.

Stauffer, Russell G. and Max M. Harrell, "Individualizing Reading—Thinking Activities," *The Reading Teacher* (May, 1975) 28:765-769.

The purpose of this article is to describe characteristics of individualized DRTA (directed reading—thinking activities) type instruction designed to improve the efficiency and promote the scholastic resourcefulness of students. Individualized DRTAs are a necessary and logical extension of the group directed reading-thinking process.

Stephens, Elaine C., "Guidelines For Evaluation: An Instructional Reading System," *Journal of Reading* (April, 1975) 18:528-530.

One of the current trends in reading is the application of the

systems approach to instruction. The author offers guidelines which will aid in an organized, logical basis for investigating these programs. The use of these guidelines would enable a school to have a sound, defensible basis for selecting or rejecting a particular instructional reading system.

Zalewski, Ann Marie, "How To Present A Reading Program To The Administration," *Journal of Reading*, (May, 1975) 18:610-614.

The article deals with steps you might take to develop, improve, or maintain a reading program in a high school or post high school situation. The first step is to define your program, indicating its purpose. Next, state limits of the program indicating which students you should serve. Make a list of materials on hand and funds needed with which to get started. Assess needs by surveys to teachers and students and use of standardized test scores available. Determine skill needs of students and state objectives for them. Select materials which will enable students to perform tasks in objectives. Steps are given on how to implement and justify the program.

#### NEW PUBLICATIONS. . .

Chicorel, Marietta, *Chicorel Index To Reading Disabilities*, Volume 14 of *Chicorel Index Series*. New York, N.Y.: Chicorel Library Publishing Corp. 1975.

This index offers an annotated guide to 700 books with all bibliographic information. It gives full evaluations that are useful for teachers and other professionals interested in furthering reading skills. This book also includes bibliographies for use with adult illiterates, as well as with foreign students on the college level, for use by school libraries, on the levels from elementary through university.

Croft - NEI Publications, *The Reading Letter*, Waterford, Connecticut, 06386.

A bi-monthly letter which provides new advances in reading and reading instruction. Major reading legislation is analyzed and the latest research is summarized. The most recent reading materials are evaluated and reports on techniques in reading instruction are also provided.

Goodman, Yetta, "Reading Comprehension: A Redundant Phrase," *The Michigan Reading Journal* (Spring, 1975) 9:27-31.

Goodman states that reading is a language process. The purpose of language is communication. Comprehension must be involved for

reading to be taking place. There is no reading without comprehension. Programs or instructional approaches which do not focus on comprehension interfere with the development of efficient reading. Understanding is the most important aspect of reading, far more important than learning to pronounce words.

Greene, Harry A., and Walter T. Petty, *Developing Language Skills In The Elementary Schools*, Boston Massachusettes: Allyn and Bacon, Inc. 1975.

This fifth edition provides an up-to-date review of the entire language arts program in the elementary school. Every chapter contains practical classroom activities and teaching suggestions. The text provides material dealing with linguistics, language, dramatization, storytelling, language acquisition, and classroom organization.

Herber, Harold L., *Go: Reading In The Content Areas*, New York, N.Y.: Scholastic Magazines, Inc. 1975.

These materials are designed for junior and senior high school students reading at and below grade level. It helps pupils to read and understand material within the disciplines of math, science, social studies, and literature. The material is of high interest, and conceptually based.

Hunkins, Francis P., *Involving Students In Questioning*, Rockleigh, New Jersey: Allyn and Bacon, 1975.

This book presents a new way of arriving at questions and analyzing them for content and quality. Classroom tested materials include four types of discovery exercises in questioning. It contains teacher checklists to determine if you're providing the necessary help for your students. Activities can be used on elementary, middle school and secondary levels, and in all subject areas.

Larrick, Nancy, *A Parent's Guide to Children's Reading*. New York, N.Y.: Bantam Books, Inc. 1975.

The fourth edition of Dr. Larrick's book continues to be an indispensable tool for every parent, reading specialist, teacher and librarian interested in promoting a child's skill and love for reading. Among the many important issues that the author examines in the new edition is the effect of television on children. She provides an annotated list of 900 children's books. In addition, there is a listing of magazines, recordings, filmstrips and films for children as well as a directory of publishers and distributors of audio-visual materials.

Locke, Edwin A., *A Guide to Effective Study*, New York, N.Y.: Springer Publishing Company. 1975.

This text identifies some principles that students can apply to stimulate and maintain adequate study motivation, to reduce the debilitating effects of disrupting emotions, and to remove blocks to mental effort. The book is divided into two major parts; Study Methods and Study Motivation. 216 pages, \$4.50.

Mazurkiewicz, Albert J., and Joel E. Ginsburg, "Reading: An Introduction" and "Remedial Reading: Who, What, Why, and How," 16 mm. Color Film. Fair Lawn, New Jersey: Jab Press, Inc. 1975.

"Reading: an Introduction" uses real classes and classrooms to show viewers that only four approaches of teaching reading are used. The film does not try to make judgments but presents information on all programs.

The film on Remedial Reading is intended to stimulate awareness of the causes of reading defects, presenting an overview of tools used to compensate or overcome such difficulties.

Pauk, Walter, *A Skill At A Time*, Providence, Rhode Island: Jamestown Publishers. 1975.

This skill at a time series presents ten booklets for helping students master ten essential reading comprehension skills. Each booklet contains a lesson, 100 brief passages of ascending difficulty and 100 questions for intensive and sustained practice in a single skill. It is suitable for high school and college students and adults who need instruction and practice in fundamental reading skills.

Robinson, H. Alan, *Teaching Reading and Study Strategies: The Content Areas*, Rockleigh, New Jersey: Allyn and Bacon. 1975.

This text presents an approach to the teaching of reading and study skills in the secondary school. Among the features are success-proven readiness and vocabulary strategies, and ideas on how you can operate productive special reading services in your school. It spells out for teachers the different kinds of problems which the particular materials of the various content fields present to students using them and shows how to develop life-long reading habits.

Scholastic, *Action Library 3A*, New York, New York: Scholastic Magazines, Inc. 1975.

The library provides "whole books" for students in grades 7-12 who are reading below grade level. The books were produced to

meet the special need for readable, mature material at the reading levels of 2.0 to 3.9. *Action Library 3A* is the seventh library in this series of high-interest, original novelettes. Also provided is a 16-page teaching guide with summaries of each book, discussion questions, and answers.

Spache, Evelyn B., *Reading Activities for Child Involvement*, 2nd Edition. Boston, Massachusetts: Allyn and Bacon, Inc. 1975.

The second edition continues its usefulness to undergraduate and graduate, pre-service and in-service teachers. It discusses teacher-made reading kits and progresses from early reading through advanced levels. The activities are class-tested and explain what and why skills need to be reinforced.

Spache, George D., *Investigating The Issues of Reading Disabilities*, Rockleigh, New Jersey: Allyn and Bacon, Inc. 1975.

This comprehensive reference provides access to available research on reading disabilities. It is ideal for in-service reading specialists, clinicians, and classroom teachers, as well as graduate courses. It provides previews and learning projects at the beginning and end of each chapter. Divisions of the book deal with organizational aspects and remediation as well as disabilities in reading.

Strobell, Adah Parker, *Bicentennial Games 'N Fun*, Washington, D.C.: Acropolis Books Ltd. 1975.

The text is a stimulating potpourri of pageantry, crafts, music, games, and pastimes of the colonial era. The activities literally recreate colonial times, and will fire the imaginations of girls and boys from pre-school through teen age; many sections will appeal to adults too. Stimulating ideas are capable of making reading come "alive" for today's students.

Thomas, John I., *Learning Centers: Opening Up The Classroom*, Boston, Massachusetts: Holbrook Press, Inc. 1975.

This new text written in an informal, easy-to-read style applies the concept of learning centers to open education practices in the classroom. It is specific and practical pointing out the what, who, where, why, and how of Learning Centers. Different methods of implementing learning centers are explained and the final chapter outlines ways to evaluate both teacher and student performance.



*World Traveler*, Box 3618, Washington, D.C. 20007.

This colorful magazine is published to spark interest in reading for enjoyment among adults, teenagers, and youngsters with language handicaps. It is planned and written by teachers who use the publication in their own classrooms. The vocabulary and sentence structure are carefully controlled at about third-grade level. The format is ideal for the older problem reader.



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3. FREQUENCY OF ISSUE <b>Quarterly</b>		3A. ANNUAL SUBSCRIPTION PRICE <b>\$4.00</b>
4. LOCATION OF KNOWN OFFICE OF PUBLICATION (Street, city, county, state and ZIP code) (Not printers) <b>Reading Ctr &amp; Cl, Western Michigan Univ. Kalamazoo, Kalamazoo County, MI 49008</b>		
5. LOCATION OF THE HEADQUARTERS OR GENERAL BUSINESS OFFICES OF THE PUBLISHERS (Not printers) <b>Reading Ctr &amp; Cl, Western Michigan Univ. Kalamazoo, Kalamazoo County, MI 49008</b>		
6. NAMES AND ADDRESSES OF PUBLISHER, EDITOR, AND MANAGING EDITOR		
PUBLISHER (Name and address) <b>Reading Ctr &amp; Cl, Western Michigan Univ. Kalamazoo, Kalamazoo County, MI 49008</b>		
EDITOR (Name and address) <b>Kenneth VanderMeulen, Reading Ctr &amp; Cl, Western Mich. Univ. Kalamazoo, MI 49008</b>		
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