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Reading

HORIZONS



Winter 1974

Reading **HORIZONS**

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Editorial Comment

PARENTS, THE KEY TO READING IMPROVEMENT

Parents can do more to facilitate the reading growth of their children than anyone else. Research shows that children who read and enjoy reading generally come from homes where parents have established a climate conducive to learning. These parents read to their children, play with them, and visit school with them. They take their children on trips and on excursions to visit places of interest and historical significance. They are sensitive to their children's feelings and emotions. They provide a democratic home background which fosters independence and freedom for self-expression. They emphasize the importance of communication and the development of language skills. They provide many books for their children and encourage recreational reading and interest in stories and poems. In essence, parents of good readers produce a favorable environment for learning, develop responsibility, foster emotional stability, and provide their children with rich experiences and basic language skills.

There *is* convincing evidence that parent behavior influences a child's progress in reading. It is imperative, therefore, that school administrators and teachers seek ways to help all parents develop a home environment which will stimulate a desire for reading. Parents hold the key to their children's motivations to learn. As educators, let's show them how to use that key.

Dorothy J. McGinnis
Editor

WORDS NEED TO LOOK RIGHT¹

Louis Foley

PROFESSOR EMERITUS, BABSON COLLEGE

With our modern visual-mindedness, words must look right or they distract attention, carry irrelevant overtones, interrupt the flow of ideas.

It is high time for a reassessment of the visual effect of words in print. Writing arose as a means of preserving what had first been *said*, but the time is long past when "reading" was thought of primarily as reading *aloud*, and it was by *hearing* that one understood. Now the immensely greater part of our reading is done silently as a matter of course. So the graphic form of a word has become an entity in itself; it is no longer *merely* a means of somehow suggesting the sound of a voice. The suggestion of sound is still there and is indispensable, but it is only part of the total impression.

This is what seems not to have been clearly perceived by the various individuals and groups who have been earnestly concerned with trying to overthrow our traditional ways of spelling. They have been obsessed with the idea of making our spelling "phonetic," according to their notions of what that would mean. While ostensibly aiming at simplifying English spelling, their recommended changes would actually make it considerably more complicated. Some years ago an editorial writer made a remark more profound in its implications than he may have realized. "Simplified spelling," he said, "paradoxical as it may seem, is terribly hard to read."

By and large, English spelling follows a *system* which is about as nearly phonetic as it needs to be. It cannot be made as neatly phonetic as some languages can be because it is just not that kind of language.

Advocates of spelling reform are particularly annoyed by the fact that in our spelling we represent the same sound in different ways in various words. They seem not to see that this diversity in representation is a positive enrichment of our language. While of course in a general way spelling represents the actual sounds of spoken words, that is not *all* that it does. Without losing its suggestion of the sound, the written or printed word goes on to acquire a life of its own, a sort of personality which the mere sound alone would often not clearly convey. So our numerous homonyms—words pronounced alike but

¹ Reprinted, with permission, from the *Proceedings* of the 19th International Technical Communications Conference, 1972.

spelled differently—put the reader in very different realms of thought. Except perhaps when someone is deliberately punning, we never think of the entirely distinct meaning of another word which happens to have the same sound.

In everyday speech, the non-verbal context of physical surroundings, as well as the fact of a subject already understood, prevents any possible confusion. In writing or print the absolute distinction in meaning is likewise automatically preserved by the visual effect of difference in spelling. This convenient means of unmistakable differentiation the iconoclastic reformers would completely destroy by making homonyms into homographs. With phonetics as a sacred ideal, there must be only one way of representing a given sound of a word.

To write *really* phonetically in English would result in transcriptions which only a trained phonetician could decipher. It is one of the peculiarities of our language that the pronunciation of a given word shifts as it appears in different phrases or with degrees of emphasis. And we are saying nothing about dialectal variations which may be equally acceptable.

We do write many things that we cannot say, and we need to do as we do. In *bookkeeping*, *roommate*, *bus-stop*, or *misspelling*, for instance, we cannot pronounce the double letters; we simply hold the consonant for the second syllable. Similarly with a phrase launched by the telegraph company during World War II: “fixed-text telegrams.” In speech we split the *x* into its two elements of *k* and *s* and say *fick-stext*. For clarity in reading, however, we need to see the complete components which go together to form these expressions. Otherwise the words could not “look right.”

In recent years we have seen the coinage of many proprietary terms, invented as trade names in which a company could have exclusive rights, such as *AiResearch*, *Bancorporation*, *Chekards*, *Deepile*, *Everight*, *Eveready*, *Flasholder*, *Handipt*, *Ho-Made*, *Mobilubrication*, *Nymphorm*, *Quikut*, *Realemon*, *Scenicruiser*, *Selfold*, *Servicenter*, *Servishell*, *Swee-Tissue*, *Traveloan*. Some of these are compound words; others are phrases. The telescoped spelling registers the way we actually do say these things. Yet if we did not see these artificial forms in appropriate surroundings, or already *know* what they meant, some of them would surely be puzzling. If it were practiced generally in our language, this sort of thing would make reading very much harder. We need to *see* the real words whether we really *say* them or not. Otherwise we lose the trees for the forest.

Perhaps the most successful attempt to change our spelling since

the time of Noah Webster was the campaign launched by the *Chicago Tribune* with its commitment to its own pet list of "simplified" forms, featured in its edition of January 28, 1934, in an article by James O'Donnell Bennet. Less than six months later, the crudity of that effort had already become apparent. An editorial in that newspaper on May 20 of the same year "views certain aspects of its new deal in spelling with doubt if not dismay":

"Words often contain pictures. They mean pictures. They are not merely so many letters logically arranged and phonetically true, but they are pictures of things. 'Island' is the picture of a body of land surrounded by water. It should have some palm trees on it. It may have Robinson Crusoe on it. He'd never get off an iland. There is no such picture in iland. Iland is an animal, a strange one, but somehow related to an eland. The picture in iland is that of a head with horns and distended nostrils arising from the water. It is swimming desperately and may make land, but it is being chased by simplified spellers. They want its antlers, a distressing sight."

"You may have your own pet aversion in the revised list," said the editorial. "'Iland' is *The Tribune's*. Why, then, you say, keep on doing it? That's the worst of a new deal. You start out with *catalog* and go on to *staf* and then you are at *iland*, lost on an uninhabited iland."

"You start out with *catalog* . . ." Usually the beginning of any corruption is difficult if not impossible to trace, but here the chief culprit seems clearly indicated and avowed. And for some of us even an "uninhabited iland" is less dismaying than lumbering with irrelevant "logs."

Catalogue is, of course, one of the myriads of French words adopted in English. Since about the year 1500, French words taken into English have kept their French form. There is nothing unusual about a *-gue* ending. We have not only *monologue*, *dialogue*, and *Decalogue*, analogous in form with *catalogue*, but numerous others such as *ague*, *tongue*, *fatigue*, *morgue*, *brogue*, *league*, *colleague*, *intrigue*, *fugue*, *harangue*, or *meringue*, which apparently no one has ever thought of chopping down.

When the form of a word has well stood the test of time, brashly tampering with it may entail unforeseeable results. When the Simplified Spelling Board adopted their proposed list, did no one see the new creations with enough objectivity to perceive some of their inevitable irrelevant suggestiveness? Looking at *vaudevil*, one can hardly help seeing a strange demon. *Effervest* looks like some curious garment. *Sented* might be a cousin of "bursted" or "casted." *Campain*

would be a mysterious kind of suffering. Reducing all *-logue* endings to *-log* gives us inescapable reminders of “logs” which have no connection with logging. Some colleges which for a while issued a “catalog” now have gone back to *catalogue*, and perhaps more might do so if no face-saving were involved.

It is purely clear that for the modern silent reader words in print perform a function which is not simply a matter of registering phonetically the way those words would sound if they were being spoken. Nevertheless there are aspects of living speech which do need to be reflected in print, but which have seemed to be increasingly obscured in very recent years. This insidious kind of corruption is a beclouding of the difference between two kinds of elements in English which are as distinct from each other as any two things could be: phrases and compound words. Incidentally, the expression “compound words” is itself naturally a *phrase*.

We have various kinds of phrases, but the same principle appears alike in all. The accent falls on the final word of the phrase and marks its unity in that way: in *school*, at *night*, built a new *house*, tried a different *plan*, John *Smith*, Boston, *Massachusetts*, President *Nixon*.

We do just the opposite with compound words. We put the stress on the *first* element of a compound; the second element, which is generally the basic one, tends to subside into something like a mere grammatical ending. These opposite ways of accenting phrases and compounds often occur in the same breath, as “can’t play *basketball*.” The accent strikes the last word of the *phrase*, but just as inevitably on the *first* part of that word if it happens to be a compound. Again, the story-title, “Little Red *Riding-Hood*,” is a perfect example.

In English we happen to have two very different parts of speech which look alike because they both end in *-ing*. First there is the present participle, used like any adjective, describing the action of the following noun, which is always the word accented: “a rolling *stone*,” “an entering *wedge*,” “a shrinking *violet*,” “the reading *public*,” “an increasing *demand*,” “a howling *success*,” “a going *concern*,” “the opening *chorus*,” “a vanishing *species*,” “a thriving *community*,” “a guiding *hand*,” “a burning *desire*,” “a growing *need*,” “creeping *paralysis*.” All such expressions are of course typical *phrases*, and are spoken accordingly.

Quite different in relationship of ideas, as in manner of utterance, is the use of the verbal noun. It has been used a great deal in making compound words on a pattern which has become very common. Like other compounds, these are always accented on the first element as the

important part, while the second subsides into an appendage as something seemingly barely worth mentioning: *stepping-stones*, *mailing-list*, *reading-matter*, *swimming-pool*, *bathing-suit*, *standing-room*, *eating-apples*, *whipping-boy*, *growing-pains*, *parking-lot*, *bowling-alley*, *drinking-fountain*, *shaving-brush*—we might go on indefinitely. In each case the verbal noun is like the object of an implied preposition: stones for stepping, a pool for swimming, a lot for parking, a brush for shaving. Naturally these expressions are quite different in grammatical construction from a noun preceded by a participle; the idea of *stepping-stones* is a far cry from that of rolling *stones*. If such compounds are not hyphenated to make their structure instantly recognizable, then we must understand them in spite of their form instead of being aided by it.

Now there is complete inconsistency and disorder in the way compound words are commonly treated, not only by the mass media but in dictionaries, handbooks, and manuals of style, which secretaries innocently consult as supposedly infallible guides to correctness. We see some unmistakably genuine compounds divided as if they were quite separate words. Some we see hyphenated, and others joined solidly. One might imagine that these two different ways of joining represent different degrees of tightness of unification, but such is simply not the case. While nowhere do we find it clearly and frankly recognized, there is a perfectly understandable principle which, as by instinct, has been followed to a considerable extent, though very unevenly. Any compound can be welded solidly if it *looks* right that way, as many do. If, on the other hand, it is not immediately clear, or if the joining produces a queer-looking jumble of letters in the middle, then evidently it is better to hyphenate instead.

We are accustomed to many solidly-joined compounds which cause no difficulty whatever, such as *baseball*, *football*, *workshop*, *workman*, *workhouse*, *womenfolk*, *journeyman*, *Churchman*, *businessman*, *goldsmith*, *dishcloth*, *cookbook*, *whetstone*, *millwright*, *gaslight*, *skullcap*, *footnote*, *newspaper*, and other common examples.

Some people, however, have carried the soldering process absurdly too far. As extreme exaggeration of solid joining as has ever been perpetrated will be found in John Dos Passos' *Nineteen-Nineteen*. Some of the specimens we can accept without discomfort in their new form, as *waterline*, *guncrew*, or *palmtree*, though we see them thus for the first time. Others, though easily decipherable, distract attention momentarily by their unusual appearance, as *paperlittered*, *rawmaterial*, *sunsetpink*, *tobaccocolored*, *bananabunches*, or *machinegunfire*. Some look

like queer sorts of new words, as do *gasstove*, *messtable*, or *tomatocan*. Some indeed simply do not, in their solid form, really spell the words according to our well-established system for combining letters: *brass-hats*, *hangerson*, or *teathings*, which looks like a variant spelling for *teethings* of babies cutting their teeth. Surely it is obvious that hyphenation would have made any of these compounds easier to read and saved them from attracting attention pointlessly by their queer appearance.

Sometimes in newspapers we see a woman reporter referred to by the slang term *news-hen*. When this expression is printed solidly, "newshen," as seems usually to happen, it no longer spells what is intended but something else.

We have become accustomed to speaking of a youngster who drops out of school as a "drop-out." When this term appears in solid form instead of hyphenated, as it has been printed in newspapers, it cannot possibly look right. It no longer *spells* what is intended; it spells *dropout*, by the same well-established principle which marks the difference between *hopping* and *hoping* or *slopping* and *sloping*.

When the compound *teen-ager* is printed solidly without a hyphen, as we see it all too often, it looks as if the second part were merely a grammatical ending as in *manager* or *dowager*, and the natural pronunciation is no longer logically represented. Incidentally in passing, we might notice this as a result of off-hand irresponsible word-coinage—as if there were something vital in the detail that the numbers of years of certain ages end in *-teen*.

For a good while we have found it convenient to use increasingly a transposed phrase or even a clause as a sort of pseudo-compound. We take a modifying phrase which would normally come *after* a noun and put it first, using hyphens to mark it as expressing a unified idea. A man who is well dressed becomes a well-dressed man, a driver who hits and runs becomes a hit-and-run driver, a decision made once for all is a once-for-all decision, clothes sold ready to wear are ready-to-wear clothes. We speak of "run-of-the-mine specimens," "a never-to-be-forgotten experience," "catch-as-catch-can wrestling," "half-thought-through statements." New combinations of this sort are being manufactured continually. A single newspaper editorial contains several, including "out-in-the-open squabbling" and "the latest we-wish-it-hadn't-happened public quarrel." We are told that the "strong-back-and-weak-mind kind of job is becoming out of date."

Hyphenating such expressions makes them easy to grasp at once as they would not be if the words stood separately. Yet it is absolutely

clear that they are *not* compound words. They are never accented on the first element, as true compounds are, and the words keep their natural separate meanings instead of fusing to form a distinct idea as is commonly the case with compounds. At the same time they cease to be phrases as they would be in the original word-order. What really happens is that such a combination becomes the *first part* of a phrase, with the accent now falling on what it modifies, as “a hit-and-run driver,” “a once-for-all decision.”

In 1964, a representative of *The New York Times* spoke before a “workshop” of editors of business publications on the subject of “The Importance of Style.” After his address he was called upon to answer a number of specific questions. One of these was, “What about hyphenating words?” He answered, “We try to eliminate this as much as possible.”

Now a speaker in such circumstances, confronted with a number of queries, cannot be blamed for neatly evading a question when a complete answer to it would require a detailed explanation of some length. The reply given in this instance may seem to dispose of the matter quite definitely, but actually it is no answer at all. Any amount of elimination of hyphens is “possible,” all the way to not using any at all. In his preceding address, however, the speaker had emphasized the importance of *consistency*, and surely this should apply to hyphenation as much as to anything else.

Though the failure to register compounds for what they are may often be merely a careless annoyance, sometimes it can cause real misunderstanding or at least leave meaning unclear. The great authority on English usage, Otto Jespersen, understood this matter perfectly, and illustrated it by some amusing examples, one of which was an advertisement for a “superfluous hair-remover.”

Some years ago there was a widely-circulated story about “the cost of a comma.” As it was told, the government lost a huge sum of money through a slight typographical error in the printing of a customs regulation which was intended to favor fruit-growing by admitting young trees free of duty. As it came out, a comma was wrongly placed after “fruit,” so that “foreign fruit, plants, and” (whatever else followed in the list) had to be admitted without charge. What was *really* wrong, however, was the lack of a hyphen to mark the compound word *fruit-plants*.

If the neglect to show compound words as such, when they really are, be considered a sin of omission, then the joining of phrases as if

they were compounds when they are nothing of the sort seems a more heinous sin of commission.

About the early 1920s, a phrase which caught popular fancy and was soon being heard everywhere was "worth while." It means literally, of course, "worth the time it takes." How much is that? The phrase merely begs the question. Yet somehow this vague expression seemed to have some mysterious magical potency. It was uttered with a sort of unctuousness as if it described something as indisputably valuable. As has happened so often in modern speech, the phrase soon began to be transposed in front of the noun it modified. Such people as school officials, referring to what young people ought to be doing outside school-hours, would speak with an air of great satisfaction of "worth-while activities."

The pattern of the expression, established since no one knows when, is exactly the same as that of "worth a million dollars" or "not worth a nickel." The accent naturally goes not on the preposition but on its *object*, *what* the thing in question is worth. When the phrase, properly hyphenated, is placed ahead of what it modifies, it is pronounced with even tone, and the stress goes on the substantive: "worth-while *activities*." Wherever placed, however, it is no true compound word, either in its structure or in the way it is spoken. Yet in very recent years we frequently see it printed solidly as one word, not only when it precedes the noun but even when it follows. For instance, with this false compounding, an editorial discussing college education asks, "Is it all worthwhile?" A publication of a highly respectable educational society tells us that "any student who learns something of a foreign language has achieved something worthwhile . . ." There could be no more complete confusion between a compound word and a perfectly normal *phrase*. And, as might be expected, the ultra-permissive modern dictionaries, with their supine worship of so-called "usage," no matter how careless or confused, actually show the expression in solid form, though they do *not* indicate it as accented on the first element, as a compound would be. With their insistence upon being merely "descriptive, not prescriptive," what some of our modern lexicographers seem not to realize is that the innocent person who looks up something in the dictionary thinks he is referring to an *authority*, as at the same time the dictionary purports to be. He wants to find out what is *correct*. If there are no principles, if anything goes, then why bother?

Another prepositional phrase which is now frequently transposed ahead of what it modifies is *over all*. A picture or view *over all* be-

comes "the over-all picture." When the phrase is written solidly "overall," it looks as if it belonged in the class of compounds like *overcoat*, *overshoes*, or *overall*, a protective garment for workmen.

When the phrase *under way*, with the accent naturally on the object *way*, appears in solid form as "underway," it looks as if it were like *underwear*, *undershirt*, *undercoating*, or proper names such as *Underwood* or *Underhill*, whereas of course it is nothing of the sort.

As outstanding an example of such distortion as has ever happened, one which has been sweeping the country in the last very few years, is the handling of the phrase *any more* as if it were a single word. Nowadays we see this careless confusion continually in all manner of publications, not only in contexts somewhat less than literate but in some of our generally best-edited periodicals. Here we have a perfectly natural phrase composed of the adjective or adverb *more* modified by the adverb *any*, with the accent on *more* as everyone speaks it. It is exactly analogous to *no more*, *much more*, or a little bit *more*. Treating it as a compound implies accentuation of *any*, as in *anything*, *anywhere*, or *anytime*, which means at any moment, as distinguished from *any time*, which means any duration, as "That job won't take *any time*." These two senses of *time* are infinitely different.

Anybody means any person, a very different idea from any *body*. With similar distinction, a recent advertisement of form-fitting garments uses as a clever slogan "Be Some Body," which is not the same as being *somebody*. *Anyone*, meaning any person, is quite distinct from any *one*: "Any *one* of these would be bad enough."

Even when such contrasting constructions are in juxtaposition, editors seem unaware of the difference. We read that the astronauts were told, while in space, that the seismometer they had planted on the moon had recorded not only the thump of equipment they had jettisoned but even the footfalls of the crewmen themselves. As reported in the newspaper, the response came from the Eagle's cabin: "You can't get away with anything anymore." We may be sure that our astronaut didn't *say* it that way. He would have given the phrase the natural intonation that Ethel Barrymore gave it in one of her most famous lines: "That's all there is; there isn't any *more*."

We are all familiar with the advice that good writing is not merely words on paper but keeps the tone of living speech. We should "write the way we talk"—meaning of course when we are talking at our best. Surely, if we are seriously concerned with giving writing the effect of spoken language, realistic recognition of the clear-cut difference between compound words and phrases which are *not* compounds

is plainly indicated. Confusion of these quite different constructions offends both the eye and the ear.

No doubt some people will consider that we are simply at the mercy of all the carelessness of the mass media, which are effectively teaching various corruptions by continual repetition. Toward this as toward other forms of widespread modern pollution, I think we are not obliged to hold such a fatalistic attitude.

P-V-S

A NEW APPROACH TO TEACHING COMMUNICATION SKILLS

Bruce A. Lloyd

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Conscientious teachers are constantly searching for viable procedures which will enhance pupil creativity in oral and written expression. Typically such teachers attempt to avoid the sterile, stereotyped, workbook-oriented language "lessons" and endeavor to bring into their classrooms valuable activities which provide some direction but do not stifle pupil interest or creativity. Furthermore, because the acquisition of speaking and writing skills is being encouraged in modern classroom instructional programs, those media which assist the teacher are in ever-increasing demand.

The point of the present discussion is to describe a new approach to teaching communication skills to pupils of all ages. These skills include reading, listening, speaking, and writing and are presented concurrently as well as sequentially. This is indeed a considerable improvement over the old-fashioned, usually isolated, "subject-matter" approach, which has not served well in recent educational experiences.

P-V-S: AN ECLECTIC PROCESS

One of the most effective teaching-learning devices yet devised by the present writer to foster communication skills in pupils is called P-V-S. It is a surprisingly simple procedure yet superbly effective when properly used. The letters represent words: P-V-S = Picture-Vocabulary-Story and this is the nature of the process for skills teaching.

In overview, a pupil matches vocabulary which form a picture. From the picture and the vocabulary, the pupil composes his own story.

The advantages of this process are many and there appear to be few disadvantages. Here we have a situation of flexible rigidity. Although these terms seem contradictory, for learning communication skills they are mutually complementary. As such, the P-V-S activity aids teacher and pupil alike. It takes them from the old-fashioned, frequently disliked, sterile "lessons" of the typical language learning program and places them in a position of freedom to create while using the picture and vocabulary as a guide.

P-V-S: THE PROCEDURE

The Picture-Vocabulary-Story medium is relatively simple to construct. The first step involves selection of a picture that will appeal to the pupils in your classroom. Mount that picture on a piece of cardboard; dry mounting is best. Turn the mounted picture over so that the blank back of the cardboard is face up. Now divide the back of the picture into a dozen (more or less) sections and print words in each section. The words (vocabulary) you select should be directly related to the picture and one word should be printed in each section as noted in the accompanying illustrations.

In the lower grades, there may be fewer words and in the upper grades there may be more. Obviously, the number of words used will depend upon the picture itself, the grade level or experiential level of the pupils, and the teacher's insight. Some teachers will have more words for a given picture than will other teachers. Vocabulary selection is subjective and rightly so because the teacher, selecting or making up the vocabulary to fit the picture, is in the best position to know the strengths and weaknesses of the pupils in the classroom.

Here is one suggestion for vocabulary selection which was used by the author. Choose a picture with a printed message accompanying it. Many commercial firms are advertising their wares with pictures and messages of broad, non-commercial appeal. It is from the accompanying text that vocabulary can be selected if the teacher wishes to do so.

Once the words have been printed on the blank cardboard on the other side of the picture, take an ordinary file folder and divide one page into the same number of sections as the picture back. Print the vocabulary, one word per section, on the file-folder page. *Be sure that you print the words in the same sequence as they appear on the back of the picture.* When this is finished, the file folder is complete and can be put aside for the moment.

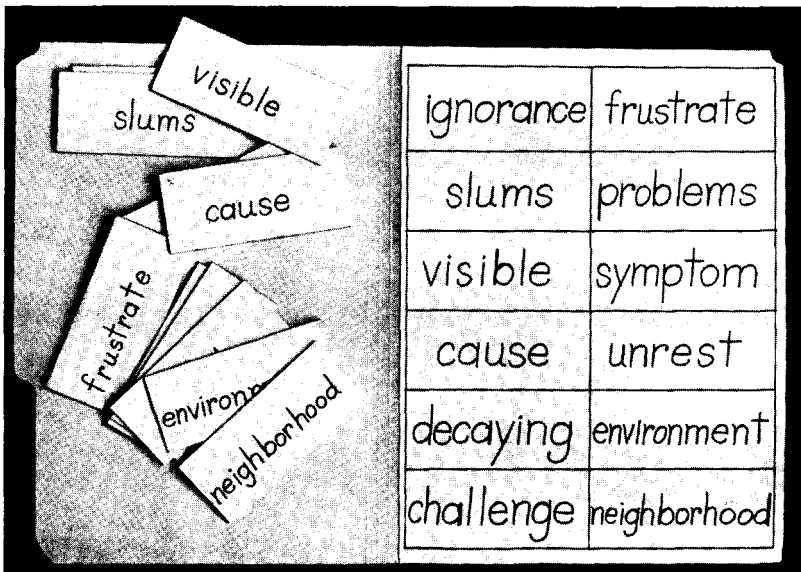
Now take the picture with the vocabulary on the back and cut it into sections so that one word is contained in one section. If, for example, there are twelve words on the back of the picture, there will be twelve sections, each containing one word. You will have a word on one side and a part of the picture on the other side. The accompanying photographs illustrate this.

P-V-S: USAGE

Place the cut up picture sections in an envelope of appropriate size and place the envelope in the file folder previously prepared. You are now ready for pupils to use the material.

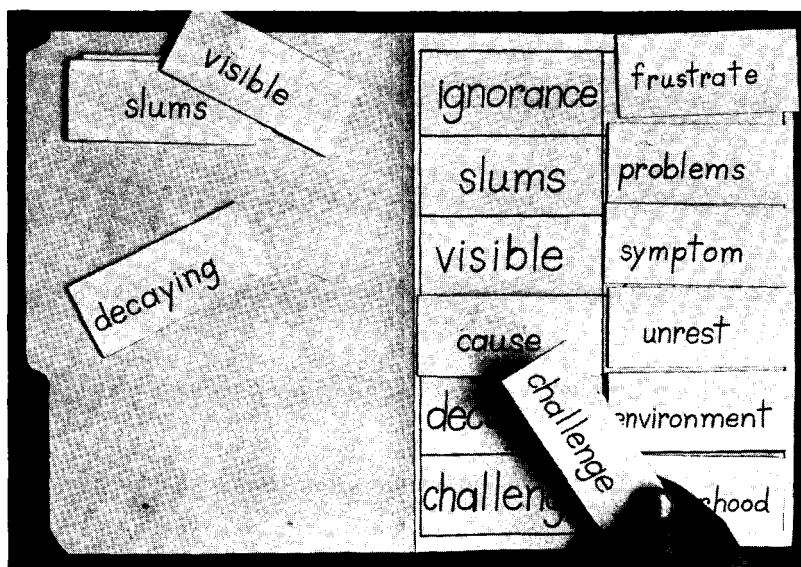
As a first step, it may be appropriate to introduce the P-V-S as a new type of puzzle or educational game. Have the pupil open the file folder and place the vocabulary cards on the blank page as shown in the first illustration. Then have him match the vocabulary cards with the words printed on the file folder. This step is shown in the second photograph. When all of the vocabulary cards have been properly placed and matched with their counterparts on the file folder, they will be in the proper sequence. This is shown in the third photograph.

At this point the pupil closes the file folder. Then he carefully flips it over and opens it. If properly handled, the picture will be face up on one page of the file folder and the original vocabulary printed on the other page will be uncovered. This is shown in the fourth photograph.



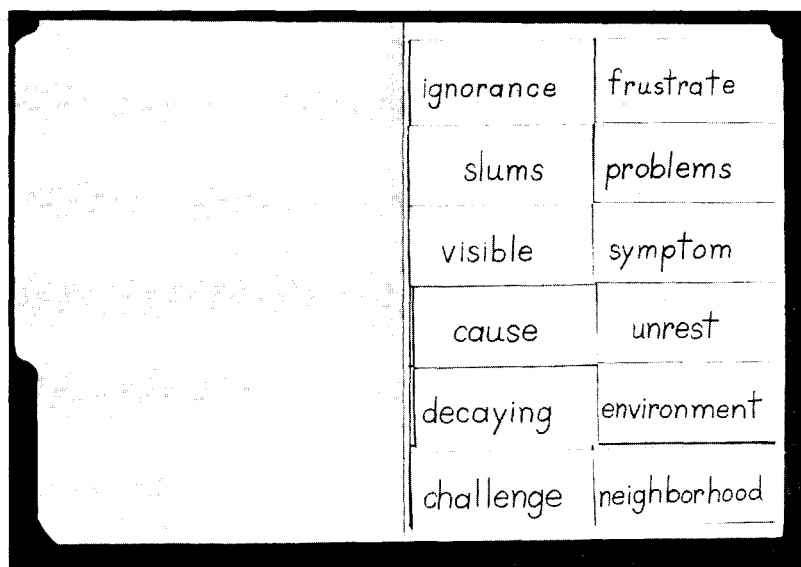
Photograph No. 1

The file folder is open. Vocabulary is printed on the right-hand page. Vocabulary cards are in the left and are ready to be placed in position.



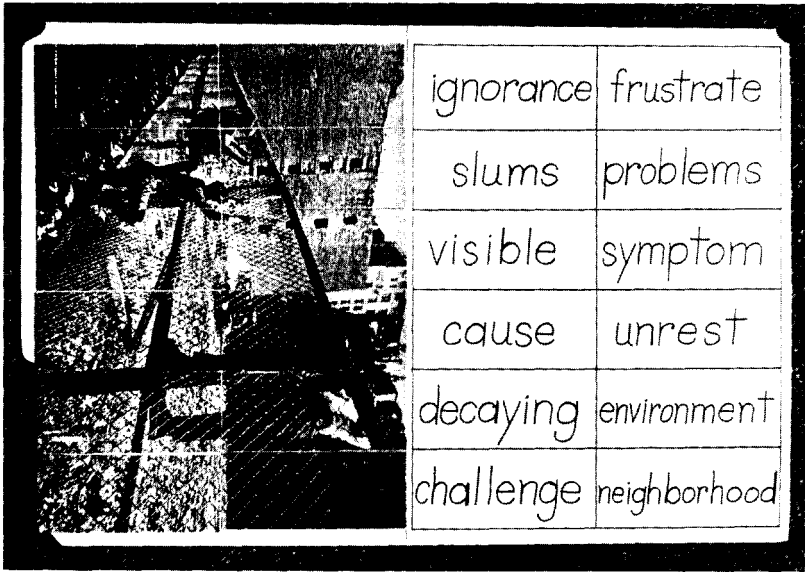
Photograph No. 2

Placing vocabulary cards in proper position. Pupils may or may not be able to pronounce words.



Photograph No. 3

Vocabulary cards are placed in their proper position. Now the pupil should close the folder and gently flip it over.



Photograph No. 4

The pupil using P-V-S is now in a position to view the picture, look at the vocabulary, and begin to think up his own story to match or incorporate both the picture and the words. This should be a very flexible procedure and teacher expectations should be adjusted to the language or communication capabilities of the individual pupil. Obviously, some students will be skillful enough to recognize, pronounce, and use each word presented. Consequently, they will be able to write a comprehensive story incorporating the vocabulary and relating it to the story. Also, there are some pupils who may be so proficient as to use the picture and vocabulary as a point of departure in writing their own creative interpretations; such students need little guidance.

On the other hand and just as obviously, there are those pupils who will have some difficulty with this process and who will need considerable assistance. The teacher, teacher aide, or another student may be utilized to assist where necessary.* For such pupils, oral expression is an excellent first step. Here the child may tell his own story to the teacher or helper. If he can recognize the words printed on the file

* Bruce A. Lloyd, "Real Team Teaching," *Education*, 87:296-300, January, 1967.

folder, fine. But if he cannot, no harm is done and the vocabulary can be developed gradually. For example, as the pupil talks about the picture, he may say a word that appears on the file folder page. If he does, the helper can point to the word indicating that it was spoken. The pupil, in turn, could write it or the helper could write it on a 3" x 5" index card and the pupil could keep this for future study.

There are many ways for the teacher to handle the story process. A few have been suggested here and the creative teacher will think of many more. Hopefully these teachers will take the time to write the author and share their ideas.

ECHOES FROM THE FIELD

Ramona Thomas

Three informative reading conferences were held during the fall season. A brief report on each follows.

On October 19, 1973, a joint conference of the Michigan College Reading Council and the Great Lakes Special Interest Group of the IRA met at Muskegon Community College. The theme was "Strengthening Reading and Study Skills as a Support for Learning in College." The featured speakers were Dr. David Wark, University of Minnesota; Dr. John Hechlik, Wayne State University; and Ms. Patricia Redds, Whitney M. Young, Jr. Street Academy (a Right to Read project), Flint, Michigan.

The College Reading Association held its seventeenth annual meeting in Silver Spring, Maryland, November 1-3, 1973. Using as its theme, "Instructional Objectives and Reading Instruction: Rigamarole or Realism," the conference format allowed a choice of three sectional meetings. These sectional meetings included the fields of College Reading, Teacher Education, and Clinical Aspects. In addition, presentations of papers, TALK-WITH sessions, workshops, educational tours, and exhibits were featured.

The twenty-third annual meeting of the National Reading Conference was held November 29 through December 1, 1973, in Houston, Texas. It featured symposia, paper presentations, and major addresses. The topics covered in the meetings included: teacher training, college reading improvement programs, linguistics, and diagnosis and testing.

MESSAGE FROM THE PRESIDENT OF THE HOMER L. J. CARTER READING COUNCIL

Dear Council Members and Friends:

As president this year of the Homer L. J. Carter Reading Council, it is again my privilege to bring you up to date on our council activities.

Two hundred members and friends attended our fall meeting when Dr. Jane Root gave her "Ten A's for Teacher," at Portage Northern High School on September 27. She shared some interesting cues and clues for our use in helping children learn to read. She also applauded us for the good things we do, whether or not we recognize them. Everyone went home feeling as if he or she deserved an "A" for the day.

Dr. George D. Spache was the featured speaker at our Fourth Drive-In Conference. This dinner meeting at Kalamazoo Valley Community College on November 8 was attended by 200 persons who were well pleased with the facilities, the excellent food, and the challenging speaker. The attractive table decorations were made by the first and second graders from Schoolcraft Community Schools. Dr. Spache talked on "The Teacher: Key to Excellence in Reading." After dinner he led an informal discussion session with the group.

We have other fine programs scheduled for this year. Please plan to attend Dr. John Manning's speech on February 14, and Dr. George Sherman's presentation on April 25, 1974. Times and places are given elsewhere in this journal.

We want to meet your needs. If we are not doing so, will you please let us know?

Yours truly,
Fran M. Baden

DID YOU SEE?

Betty L. Hagberg

Did You See "Reading Failures, Dropouts, Delinquency and Crime" by Newell W. Tune? It appears in the Fall, 1973, issue of the *Spelling Progress Bulletin*. Tune points out that even though education in America's schools has improved, it is still inadequate. The non-reader has been with us since the dawn of literacy, and there are still 18 million American adults who cannot read a newspaper. This stimulating article states that a reading disability, more than any other single factor, accounts for behavior problems, truancy, and general school failure. Well-known authors are quoted throughout this article.

Did You See *Tempo*, the new magazine-format anthologies published by Macmillan Publishing Company? *Tempo* articles have high interest content to entice teen-age reluctant readers at the junior and senior high levels. Such themes as drugs, loneliness, and love take advantage of the concerns of the teen-ager to the material. The readability level is approximately 3.8. Review copies of the magazine, teacher's guide, and discussion workbooks are available on request from the Macmillan Company.

Did You See the first IRA report on "The Right To Read Effort," September, 1973? This issue reports on the use of volunteer assistants in classrooms across the United States. Names, addresses, and the costs of complete bibliographies and other sources of information which would be helpful in planning volunteer programs are available in this issue. Each state's Right To Read coordinator is also named in the publication. A copy of this special report may be obtained from IRA, Six Tyre Avenue, Newark, Delaware, 19711.

Did You See the article by Joyce Stewart Evans and Tina Bangs in the December, 1972, issue of the *Journal of Learning Disabilities*? The article is entitled "Effects of Preschool Language Training on Later Academic Achievement of Children with Language and Learning Disabilities: A Descriptive Analysis." It is a follow-up study of preschool children with language and learning disabilities who were initially evaluated and placed in a pre-academic training program. The results of the study support early childhood education programs for the preschool handicapped child.

WE SUGGEST

Eleanor Buelke

Kohl, Herbert

Reading, How To

New York: E. P. Dutton & Co., Inc., 1973. Pp. xiii + 224.

There is no reading problem. There are only problem teachers and problem schools. Most people who fail to learn to read in our society are victims of a fiercely competitive system of training that requires failure.

In *Reading, How To* the writer of the statement above pleads the case for natural, not mystical, and minimal, not technically complex, conditions for learning to read. In the preface he sets forth what he considers to be ten basic conditions for learning and perfecting skill in reading:

1. a person who knows how to read and is interested in sharing that skill, and who has
 2. a nonelitist, noncompetitive attitude toward sharing knowledge and information as well as
 3. some understanding of the process of learning to read and
 4. a belief that reading is an important human activity that the young should master;
 5. pencils or pens, writing surfaces and printed material if possible;
 6. a context for learning in which learners feel secure enough to make mistakes and ask questions;
 7. respect for the culture and mind of the learner and therefore an ability to understand and use what the student brings to the situation; and finally
 8. patience—a sense that there is time to learn.
- In addition there should be learners with:
9. the ability to use some language as well as reasonably intact senses and
 10. a desire to read or at least curiosity about reading.

Kohl believes that anyone who possesses a certain degree of competence in reading, regardless of age or previous educational training, can teach others who read less well. He suggests that, in a sense, anyone who reads is still learning to read, and is capable of guiding, assisting, stimulating others to similar interests and skills. Through sharing their competencies with others, skillful readers may help alleviate the feelings of "isolation and powerlessness in our society. Teaching is a form of connection for the teacher as well as a gift to the learner."

Kohl sees schooling in our society as elitist and competitive, elevating the winners in academic games to superior status, while eliminating the losers by compacting them into an increasingly restricted area for growth and achievement. Here, the attitude of the teacher toward learning is crucial. If learning to read is viewed as a competitive phenomenon, with the hurdles of sequential skills and behavioral objectives set up to separate the winners from the losers, then, to justify this view, losers must be designated. "If one cares to help people read, to share one's own skills, then the phenomenon of failure on the part of students is out of order."

People who are to teach others to read need to know some things about the process of reading. This author has organized his knowledge of the process into a schema which categorizes reading competencies into these simple, but rather unique, levels: *beginning*, *not bad*, *with ease*, and *complex*. *Beginning* reading instruction should promote familiarity with the format of printed material in our culture; enable the teacher to discover how many words the learner knows, and those that are of personal importance to him; be a place where games may be used to further the learning of the alphabet, as well as words that connect and words that place; help learners understand the regularities of sounds and combinations of sounds in our language system, and ways of dealing with the irregularities; and aid the beginner in acquiring "sentence sense" by employing sentences that contain the natural rhythm and movement of the spoken word.

At the *not bad* level, instruction should provide for learning more complicated combinations of sounds. The reader should be able to make an intelligent guess at the sound of almost any word. At this stage, "the more learners play with language, modify sentences and descriptions, write crazy things, the easier and more natural reading other people's writing becomes." At this point, too, learners acquire skills in "everyday" reading such as telephone books, posters, ads, instructions for games, and the *TV Guide*, increasing their sense of power over their own lives. "The crucial thing for the not-bad reader is reading experience."

Four aspects of *reading with ease* are discussed: developing strategies for dealing with unfamiliar words; encountering many different forms of writing; distinguishing among voices speaking in books and appreciating how various voices give character and style to the writing; and becoming familiar with special skills involved in test taking.

Complex reading is regarded as open-ended and on-going, concerned with increasingly sophisticated study and analysis of language

itself. It encompasses special uses of words and certain concepts, as well as the use of special languages, such as those in technological, scientific, or professional areas. Because serious reading may often be a springboard for creative thinking and action, the reader ought to examine what he reads from many different aspects, with critical consideration.

On each of the four levels it is essential to consider how the learner feels about his capacity to learn how to read, and how the learner deals with the process of reading, of life, and the written word. *Panic* in the face of new and strange material, *evasion* of reading and refusing to accept help, *coping* that consists of the habit of skipping over, or guessing at, unfamiliar words—all of these are negative addends in the sum total of understanding. Skills in *dealing* with the things one doesn't know, when one wants to, are among the positive addends. Physical condition and stamina, determined by intent and attentiveness, as well as by bodily health, are basic at all stages of learning to read. Diagnosis, teaching, and learning are continual and interrelated activities. Fundamental to the whole process is the learner's "feeling easy" with the written word, coming to view the written word as a focus from which he can move to explore important areas and meaning in his life.

If the larger goals of education are a human, just, and equitable society, with learners becoming a competent, skillful part of such a sane, cooperative culture, then teachers themselves must embody a human, full way of living. They must care about students and become sensitive to their needs; provide resources, options, and encouragement for students to learn at their own rates; and create a social microcosm where students function with each other, where they know and care about each other's learning, where they can indulge their own styles of learning without oppressing others.

It is adult impatience, anxiety, condescension, and anger that makes reading a problem for some young people.

It is important for people who care to help others learn to read to have patience and understand that the crucial thing for learners is to learn as much as possible how to teach themselves.

READING IN THE SECONDARY SCHOOL

ACCOUNTABILITY IN READING AT THE HIGH SCHOOL LEVEL

Kenneth VanderMeulen

The scene described below is typical and is probably taking place in many schools at this time of year. The scene is so frequently played that almost everyone can recognize himself in one role or another. A word of caution—keep an open mind throughout the episode.

A mother is standing in the doorway of the principal's office after an evening of visiting with her son's teachers. She is emotional and her voice has risen a full octave and several decibels. "Let me ask you, then, why should John's grades drop so drastically when he reaches high school? He was a good student in grade school and in junior high. I don't understand why the high school teachers feel he is loafing and failing to read his texts. That's what they told me. He was always a pretty good reader. Just what is it that happens in high school?"

Understandably, the principal is hard pressed to furnish an answer to this set of questions. He parries with his own question as to whether or not Mrs. Smith has talked to John's counselor. "Why should I do that?" Mrs. Smith retorts. "The counselor has to say whatever the teachers have told him."

The principal chooses to ignore this gross misconception, and tells her that he will look into the matter and give her a call as soon as possible. He writes something on his desk pad and accompanies Mrs. Smith to the door of the school at the end of the Parents Open-House Evening.

In the next day or two, the principal finds time to ask the teachers about John. The administrator is a good listener, and organizes each teacher's appraisal into his notes with care. He checks with the counselor and learns that John's marks have indeed been moving downward in the ninth and tenth grades. He further discovers that John had above-average percentiles on standardized tests as recently as a year ago. Calling Mrs. Smith to report that he had nothing constructive to add to the situation was not an easy task for the principal. From all appearances, he told her, it looked as if John were not doing his homework assignments, not listening to brief lectures and demonstrations, not reviewing for tests, and probably not doing much reading any-

where. At that point the conversation was literally taken over by Mrs. Smith who made some charges against the school, the administrator, the teachers, and the counselors. She stated in essence that John was still the same boy in grade ten that he was when he was making above-average marks in sixth and seventh grades. Since nothing had happened to John at home to take away any of his desire to succeed, and since no one “loses the ability” either to read or to study once he has learned how, someone or something at the school must have turned John into a non-achieving youngster.

We will spare the reader the rest of the details, at least of that diatribe. However, we shall have to come back to details with meticulous care as we attempt to put this whole matter into proper perspective. Details are what make up this case, and other similar cases, of reading and related study problems.

If we look closely at the situation of a tenth grader whose marks indicate immediate attention is necessary, we are considering a whole person. Yet, at the secondary level, the number of factors which may be influencing the performance of the student to depress his efforts and results are numerous. Neither the parent nor the administrator can safely assume the causes lie in one or two areas, but because the recent use of the word *accountability* has become rampant, the administrator tends toward the defensive and the parent seems more ready to accuse.

Who is responsible? Naturally, the young man himself might shed some light on what changes have taken place in his attitude or habits. Perhaps the concept of accountability could begin with conversations between student and counselor at the outset of the school year, and would encourage the student to establish some realistic goals. Accountability may begin with an adolescent's self-assessment, an honest look at his present situation, and a statement about directions he is setting for himself. Counselors can be of inestimable value in these cases, helping young people to determine their “latitude and longitude”—that they may be a little surer of the course. Brief inventories of reading, writing, interests, and achievement are readily available; letting students discuss the outcomes and interpret the results is frequently as helpful and revealing as taking the test. If, however, the results of a standardized test come back as tapes from a computer printout and are merely attached to something called the permanent record, few of the above-mentioned values can possibly be realized.

The responsibilities of helping students to develop their reading and study skills is not borne alone by the counselor or reading teacher. When accountability is discussed, and reading and mathematics are

the areas in which measurement is to be made, all teachers may see the role they can play in sharing the job. Insofar as reading is needed in all of the courses, each teacher should look for ways in which reading proficiency can be improved in the content work. Until very recently, high school teachers turned a deaf ear to the idea that "every teacher is a teacher of reading." Now it is more generally recognized that the effective and successful student is a young person who has been taught to use his reading abilities to solve problems, satisfy needs, and build insight. It is moreover understood that the effective reader is not the result of an inspiring English class, or any other single academic experience. We are beginning to see that the process of producing a self-reliant reader starts in the home, is continued in the primary grades, and depends upon the support and continued efforts of the middle grade and secondary teachers. Nor does the process stop there. We know now that refining and polishing the skills of reading is a life-long matter. But here we are referring only to the segment of secondary grades.

It is indeed easy (and frequent in incidence) for a high school teacher to look at the ceiling when mention is made of accountability, and say something like this: "What am I supposed to be accountable for, when the student comes to my class and doesn't pull his weight with the text or the class discussions or the unit tests? We don't do that much reading in my classes that he needs to be a super-student, but he ought to be able to think in English and comprehend the common idiom." Again, the problem stems from the fact that we tend to be working with only a facet of the whole, and for only a limited period of time. No teacher wishes to assume accountability for the many factors that make up reading performance if he can influence only a few of those factors by his own efforts.

But this is to look at the matter from the wrong angle. If one asks himself, "What can I do to make every person who attends my class a more effective reader in my subject?" one is sure to turn up many ideas for improvement and more effective study by all the John Smiths in all of the classes. By keeping oneself aware of the needs of those students whose reading skills are only fair, the teacher can do a great deal to build success into almost every assignment. Some of the changes which might be made are these:

1. Call attention to a limited number of paragraphs to read, finding other ways of presenting the remaining material in the passage. If students are able to accomplish the reading of that which is best

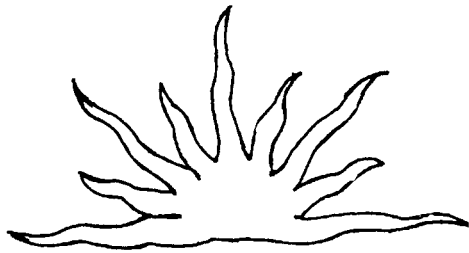
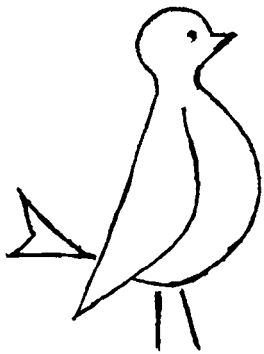
learned in this manner, they will be more inclined to read their assignments regularly.

2. Look ahead in each assignment to see where the less able readers may have difficulty, and have the class assist you in explaining and defining the potential trouble spots.
3. Give the reasons or the purposes for reading a passage as a search for answers or solutions, thus building a habit of active reading in students who may have become used to watching TV passively.
4. Encourage students to develop the habit of reflecting on ideas presented in print by providing time during class for short discussions on matters just read. This will establish a valuable trend toward reflection on ideas presented in print.
5. Have the better readers participate in the discussions with the poorer or slower students, rather than fall into the old pattern of dividing classes into groups based on ability.
6. Allow some time for browsing among the several levels of materials you keep in the classroom to give students experience with other authors' views and treatment of the same material as your course covers.
7. Try to keep in mind at all times that the student will do more work of better quality if he believes he can succeed; therefore his confidence and self-image should be built up rather than eroded by harsh judgments and disparaging remarks.
8. When parts of a reading assignment are to be read aloud in class, always allow the poorer readers enough advance notice of what they are to read to afford time for preparation. Since reading aloud invariably arouses a certain amount of emotionality, the readers should not be caught without their confidence.
9. While all assignment making should include emphasis on technical terms and new concepts to be met in reading, special note must be taken of the vocabulary needs of the slower student. Unless the reader is given help in context clues and dictionary use in advance of reading the lesson, the entire assignment may be wasted on those students.
10. Before making a reading assignment, think over carefully what kind of pre-reading knowledge or experience background would be helpful to the students. Build this background so that the actual reading will be more meaningful.

Teachers generally tend to hold themselves accountable for teaching the material in their course content, and most high school instructors become a bit defensive when the subject of outside measuring

standards is broached. What is needed is a reminder that what is true in the physical world is true in the world of the tenth grader—the whole is equal to the sum of its parts. Parents must recognize the importance of their supportive role in making the student effective and successful, and they must realize that anxiety over grades or other matters may block adequate concentration and memory. Administrators must not yield to the tendency to regard students as number-problems they must solve; rather, they should provide activities and programs which will foster emotional maturity through student-held responsibilities. As mentioned previously, counselors can contribute to student growth through conversations, replacing the sterile concept of formal “interviews.”

Thus, when we return to the case of John Smith, an average high schooler, we may see that assigning a single cause for his academic slump would be oversimplification. We might find physiological changes (periods of rapid growth, the onset of puberty), psychological changes; changes in peer-groups or other environmental factors which exert tremendous pressures on an individual student. We are most interested, though, in those environmental factors which concern the atmosphere and climate of learning set by teachers in the classrooms, especially those courses which require reading skills. If John’s teachers were friendly and encouraging, if they sought ways to make reading assignments capable of being accomplished for agreed-upon ends, and if they were cognizant of John’s reading strengths and weaknesses, those teachers should feel totally satisfied that they constituted a set of *plus* factors in John Smith’s pursuit of academic growth.



ROUND ROBIN

Dorothy E. Smith, Editor

Many books on reading diagnosis include descriptions of standardized tests. Appropriately, they are highly objective descriptions, but sometimes we would like a little juice with our meat; a little biased opinion mixed in with the data. Several teachers were asked to give a subjective rating of certain tests and we would like to share their opinions with you.

Sheryl McKay:

The Metropolitan Achievement Test, Primary 1 Battery, Harcourt, Brace and World, Inc., 1965.

"The reading skills tested are word knowledge, word discrimination, sentence meaning, and short stories with questions for comprehension. The vocabulary is quite realistic, and goes well with the pictures. The stories are fun, such as riddles, and are within the child's interest range. There are excellent directions for the examiner and the child, and the scoring charts are easily understood."

Galesburg-Augusta School System
Augusta Elementary School
Augusta, Michigan

Jill Schmidt:

The Gates-MacGinitie Reading Tests, Teachers College Press, Columbia University.

"All of the selections give words and stories of interest to the child. They have selections about family life, animals, clothing, jobs, and

utensils. The pictures help keep the child's interest. The tests range from grade one to grade twelve. The directions for administering and scoring are clear, easy, and definite."

Dawson Elementary School
Allegan Public School System
Allegan, Michigan

Colette Pfander:

Metropolitan Readiness Test, Harcourt, Brace and World, Inc., New York, 1964.

"The MRT is only for kindergarten and first grade. It measures word meaning, listening, matching, alphabet, numbers, copying, and draw-a-man (optional). When I gave this to my kindergarten class, both the children and I found the selections interesting. I did not lose their attention at any time. The test is set up so that the children can follow the instructions with a minimum of difficulty. The test is fairly easy to score, except for the copying subtest, which is determined by teacher judgment. I scored this part of the test as objectively as possible and found I was not as lenient as another teacher in the building."

Lakeview School
Battle Creek, Michigan

Sue Reading:

Diagnostic Reading Test: Survey Section, 7-13, Science Research Associates, Inc., Chicago, Illinois.

"This section may be used for screening purposes, to identify the students to whom the whole battery should be administered. There are three subtests: General Reading, Vocabulary, and Comprehension. According to the manual, the General Reading selections are interesting. However, upon reading them, I became bored immediately. The first selection deals with the intelligence of a crow. It is three and a half pages long. In the Comprehension section, the paragraphs were about the industrial revolution, how Alexander won his war steed, and astronomical facts about Mars. Since this test was copyrighted in 1952 and reprinted in 1961, I'm sure an updated version would prove to be more interesting."

Allegan High School
Allegan, Michigan

Jayne Current:

Iowa Silent Reading Test, Harcourt, Brace and World, Inc., New York.

"There are six or seven subtests which focus on separate silent reading skills. The selections are not spell-binding or fascinating. They reflect closely the style and level of interest found in most science and social studies texts. This makes the test results valuable to teachers of content areas as well as to language arts teachers. It is probably more valuable to find out how well a student reads classroom-simulated material than to have particularly attention-grabbing selections. One objection I have is the fact that the student is required to invert and flip the test booklet in a complicated fashion, which would be confusing for the elementary child."

Otsego High School
Otsego, Michigan

TEN-SECOND REVIEWS

Blanche O. Bush

Reading is a key to education but it can be more than that. It can also be a key to self-discovery, self-awareness and the achievement of individuality in a world where mass production and a grey quality of sameness are an ever present threat. —Jean Karl

Ahern, Patricia Russell, "Into Reading—And How" (Part one of a four part series), *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:456-461.

This article spotlights people who are working in reading. They're all fired up about reading and tirelessly working toward new ways to promote and improve it.

Ahern, Patricia Russell, "Into Reading—And How" (Part three of a four part series), *The Reading Teacher*, International Reading Association, Newark (April, 1973), 26:680-683.

In the author's opinion, administrators do not understand that a solid background of experience and academic preparation is necessary for success in reading programs. Many reading teachers are appointed with no concern for their preparation.

Baratz, Joan C., "The Relationship of Black English to Reading," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), E+O and I.R.A., Newark, 1973, pp. 101-113.

From this review it is evident that there is still a great need for adequate research on the question of dialect interferences in the acquisition of reading skills. The possibility that dialect books might prove useful in the process of learning to read must be dealt with as an empirical question, involving their effect on children who otherwise are not learning to read.

Barlow, Genevieve, "Latin American Folklore and the Folktale," *Folklore and Folktales Around the World* (Ruth Kearney Carlson, editor), International Reading Association, Newark, Perspectives in Reading 15, 1972, pp. 25-39.

In this paper an attempt was made to present briefly various aspects of Latin American folklore and folktales, both pre-

and post-Columbian. In order to explain more fully the different types of folktales, seventeen were retold—twelve from the pre-Columbian or Indian period and five from Colonial times. The variance noted in these tales is due to time, civilization, religion, language, and topography.

Braun, Carl, "Johnny Reads the Cues: Teacher Expectation," *The Reading Teacher*, International Reading Association, Newark (April, 1973), 26:704-712.

Braun reviews research on teacher personality cues and mis-cues as factors in student achievement.

Brunner, Joseph, "Reading and Urban Education: Analysis of Some Traditional and Emergency Premises," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 31-39.

The major goal of this paper was to raise some important questions to consider if we are to counteract some of the most recent trends in reading instruction in urban education. The role of the reading teacher in our urban institutions should be that of reconstructing the urban milieu (if it is devastating to the child), and not that of changing the child's behavior to fit his devastating environment.

Bryant, Willa C., "Counteracting the Problem of Negative Stereotyping," *Views of Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 22-29.

Bryant takes issue with the unfounded assumptions about "disadvantaged" children and discusses curricula which meet the needs of the inner-city child.

Burke, Carolyn, "Dialect and the Reading Process," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 91-100.

Dialects involve reasonably predictable differences among the language systems of people. In this very real linguistic sense, dialect variations face every reader. None of us needs to

abandon his dialect in order to become a reader. As receivers of language we all learn and recognize alternate forms even though we might never make use of them in language production. The key is not language change but language growth and flexibility.

Carlson, Ruth Kearney (editor), "A Bibliography of Folklore and Folktales Around the World," *Folklore and Folktales around the World*, International Reading Association, Newark, Perspectives in Reading 15, 1972, pp. 161-172.

This bibliography includes folklore from the Pacific, Japan, China, India, Mongolia, Philippines, other Far Eastern Countries, Russia, Central Asia, Eastern Europe, Greece, Scandinavia, Holland, France, Spain, The British Isles, Africa, North America, Central and South America.

Carlson, Ruth Kearney (editor), "World Understanding Through the Folktale," *Folklore and Folktales Around the World*, International Reading Association, Newark, Perspectives in Reading 15, 1972, pp. 3-21.

Throughout history attention has focused upon the origin of things—the creation of the world and man's early days on earth. This volume presents some folktales from a vast collection and suggests ways that such tales can be created imaginatively with young readers and adolescents. The author hoped that all children will intuitively grasp the better qualities of the human spirit; and, that through the use of imaginative literature, man's reach can exceed his grasp.

Carner, Richard L., "Psycho-Ecology and Reading Failure," *Journal of Reading*, International Reading Association, Newark (April, 1973), 16:556-559.

In the twentieth century the failure of significantly large numbers of children to learn provides abundant evidence that the psycho-ecology of many classrooms has been marginal at best. The waste of human potential is the worst kind of pollution. Educators may have achieved a high degree of expertise in promoting failure for hundreds of thousands of children. If reading truly "maketh a full man," it is apparent that a seriously

disabled reader attempting to survive in a symbol-saturated society must be a pitifully fragmented and incomplete person.

Carroll, John B., "Language and Cognition," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 173-185.

This article is a brief summary of some of the facts, principles, and views that linguists hope to make more widely known. These include not only things that linguists know but also facts and conclusions that have been reached through studies of the psychology of language.

Dauzat, Sam V., "Wise Utilization of Human Resources: The Paraprofessional in the Reading Program," *Views on Elementary Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 91-97.

Twelve specific ways paraprofessionals can contribute to the reading program are presented. The author emphasized that the paraprofessional must be under the supervision of the reading teacher.

Dulin, Kenneth L., "Teaching and Evaluating Reading in the Content Area," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 73-81.

In this article Dulin differentiates between narrative and expository writing styles. His suggestions for teaching and evaluating content area reading could be usefully adopted throughout the elementary grades.

Earle, Richard A., and Peter L. Sanders, "Individualizing Reading Assignments," *Journal of Reading*, International Reading Association, Newark (April, 1973), 16:550-555.

This article described several techniques for individualizing reading assignments in subject matter classes. According to the author, the use of these approaches has provided many "non-readers" with the help they needed to become more successful readers. They do not guarantee to be equally practical or comfortable for all teachers.

Egoff, Sheila A., "Reflections and Distortions: Canadian Folklore as Portrayed in Children's Literature," *Folklore and Folktales Around the World*, International Reading Association, Newark, Perspectives in Reading 15, 1972, pp. 47-61.

Canadian folklore illustrates that Canada is culturally still a mixture, not a compound. Though the stock of legends is not large, Canadians are learning to prize and use it. It is hoped that, with time, this heritage will come to be a valued element in the international store of myth, fable, legend, and folklore.

Emans, Robert, "Linguists and Phonics," *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:477-482.

In this article Emans summarized possible misconceptions and reservations about linguistic approaches to phonic teaching.

Emans, Robert, and Jeanne McLain Harms, "The Usefulness of Linguistically Based Word Generalizations," *Reading World* (Formerly *The Journal of the Reading Specialist*) The College Reading Association, York, Pennsylvania (Samuel S. Zeman, editor), (October, 1973), 13:13-21.

This study was an investigation in two parts. First, a study of the applicability of spelling patterns to syllables was made. Second, the applicability of the spelling patterns to whole words was examined. The second part of the study was deemed necessary since spelling patterns are generally related to syllables rather than words.

Estes, Thomas H., and Ralph C. Staiger, "I.R.A. Project Compass, An Overview," *Journal of Reading*, International Reading Association, Newark (April, 1973), 16:520-524.

Compass (Consortium of Professional Associations for the Study of Special Teacher Improvement programs) had six specific objectives in the plan of operation: (1) To disseminate knowledge about methods and materials for teaching reading within various disciplines in secondary schools. (2) To improve students' achievement in English, social studies, mathematics, and science. (3) To demonstrate teaching methods and materials appropriate to increase students' achievement in

these disciplines. (4) To change teaching strategies in college methods courses so that they serve as models for appropriate instruction at the secondary level. (5) To apply in liberal arts courses the same methods and similar materials that are deemed appropriate and useful in similar disciplines in secondary schools. (6) To bring about greater cooperation among personnel in liberal arts, colleges of education, and public schools.

Ford, David H., and Mildred A. Fitzgerald, *Contingency Management and Reading*, An Annotated Bibliography, International Reading Association, Newark, 1973, 30 pp.

The numerous studies and projects linking contingency management to reading skill development frequently represent research of a high order. Their increasing commonness reflects the frequency with which school districts now employ contingency managers in their curriculum departments. School districts are, more than ever before, recognizing that motivation of children is or can be linked to the development of the curriculum.

Gagliardo, Ruth, "What A Parent Can Do To Help At Home," *Parents and Reading*, Perspectives in Reading 14 (Carl B. Smith, editor), International Reading Association, Newark, 1971, pp. 5-9.

The author emphasized that boys and girls who possess books will live far richer lives than they could otherwise live and will contribute that richness to the communities in which they will become the successful parents of children.

George, John E., "Variables in Beginning Reading Instruction," *Improving Reading Ability Around the World* (Dorothy Kendall Bracken and Eve Malmquist, editors), International Reading Association, Newark, 1971, pp. 28-37.

Proponents of various approaches to beginning reading instruction often fail to point out important variables, other than the mechanics of the approach, which contribute to success or failure in beginning reading. Three other major factors—the teacher, the child, and the environment—are variables which must be given due consideration.

Gladney, Mildred R., "Problems in Teaching Children with Non-standard Dialect," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 40-46.

Teachers are not trained to deal with new ideas and new theories in intellectual fields, that is, to understand, evaluate, and then perhaps to change their own attitudes, to do something differently or to do the same thing with a better understanding of why it is done that way. Not knowing how to deal with new theories or new knowledge is one of the deficiencies or inadequacies that the maturing teachers find in themselves. Teachers are not trained to be comfortable with differences among people, to accept, and to utilize these differences. In order to begin with teaching-learning problems, the maturing teacher must become a teacher-researcher.

Harrington, Alma, "Teaching Parents to Help at Home," *Parents and Reading* (Carl B. Smith, editor), Perspectives in Reading 14, International Reading Association, Newark, 1971, pp. 49-56.

Teaching a parent is no different from teaching any other individual. The participants in this course have usually come seeking simple, workable, specific information, and activities to use and understand. The parents seemed willing to take the time to help their children with reading after obtaining an understanding of what to do and how this activity could be worked into the regular functioning of their home.

Hartman, Nancy C., and Robert K. Hartman, "Perceptual Handicap or Reading Disability," *The Reading Teacher*, International Reading Association, Newark (April, 1973), 26:684-695.

It is the contention of the authors of this article that a false dichotomy has been created because of different terms, diagnostic approaches, and remedial techniques. What is presently needed is more coordinated, higher level communication between university departments training reading specialists and those training learning disability specialists, as well as an acceptance of ideas and information from medical and psychological researchers. An extensive reference list is included.

Higgins, Margot, "Prereading Programs and Examination of Some Guiding Principles," *Improving Reading Ability Around The World* (Dorothy Kendall Bracken and Eve Malmquist, editors), International Reading Association, Newark, 1971, pp. 22-27.

In this paper prereading programs have been examined in the light of some of the principles which influence their content and their application. This examination has shown the need to analyze the reading task and to identify its earliest forms in detail.

Humphrey, Jack W., "Educational and Environmental Causes of Reading Problems," *Improving Reading Ability Around the World* (Dorothy Kendall Bracken and Eve Malmquist, editors), International Reading Association, Newark, 1971, pp. 72-77.

If reading is important, then schools will have an environment conducive to preventing or correcting reading problems. This environment would encourage an examination of any issue or question pertaining to reading failure. The reading specialist and school reading committee would know their work, would receive prompt attention, and would be influential in policy decisions. This combination of intellectual climate, curriculum priority, and decision-making style would assure that reading failure due to educational causes would be substantially reduced.

Johns, Jerry L., "What Do Innercity Children Prefer to Read?" *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:462-467.

The current emphasis on effective urban education requires additional research. Specific research is needed to determine whether or not innercity children in the intermediate grades actually prefer to read stories or books which contain illustrations, settings, and characters attuned to their experiences and problems. This study investigates these three factors with regard to the reading preferences of innercity children in grades four through six.

Johnson, Roger E., and Eileen B. Vardian, "Reading, Readability and Social Studying," *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:483-488.

If teachers are going to expect children to read textbooks on their own, teachers must: (1) Be sure the objectives for the reading are clearly identified. (2) Introduce material so that the purpose of the assignment is understood. (3) Develop new vocabulary needed so the material will have meaning. (4) Provide materials for students of different reading ability. (5) Make sure the assignment is understood so that the student will know whether to skim for ideas, read for a specific reason, or just study the charts, graphs, or maps. (6) Circulate about the room during the period of reading to help with any reading difficulties that may occur. (7) Be concerned with every child during the entire lesson and then evaluate how well the pre-stated objectives were reached.

Karl, Jean, "Building Interests and Selecting Books for Children," *Parents and Reading* (Carl B. Smith, editor), International Reading Association, Newark, Perspectives in Reading 14, 1971, pp. 37-42.

Children respond to what they hear and what they are exposed to. The parent who wants a book-loving child will introduce him to good books at an early age. The books he begins with should contain nursery rhymes and short, simple, but good poems—not silly jingly stuff. There should be cloth books that small uncoordinated hands cannot tear easily. There should be some picture books of the usual paper, designed for use by both adult and child.

King, Ethel M., "Reading in Canada," *Improving Reading Ability Around the World* (Dorothy Kendall Bracken and Eve Malmquist, editors), International Reading Association, Newark, 1971, pp. 188-194.

The diversity of problems in Canada provides an excellent opportunity for comparative studies on the teaching of reading in English to English speaking, teaching of reading in French to the French speaking, and the teaching of reading in the second official language to each of these groups. Paramount among the challenges facing reading teachers in Canada is the development of materials for instruction and evaluation which will reflect the emerging Canadian identity and yet provide sufficient scope for the diversity of the population.

Loepp, Kathlyn V., "Individualizing Reading Instruction," *Views On Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 63-70.

The author provides insights into and suggestions about individualized reading instruction through a sevenfold plan. The challenge which confronts all teachers is whether they can provide instruction that will meet the needs and highlight the interests of each unique being.

Maffei, Anthony C., "Reading Analysis in Mathematics," *Journal of Reading*, International Reading Association, Newark (April, 1973), 16:546-549.

The author, using different interpretations for each heading, applied the PQ4R method to mathematical word problems. The PQ4R readings are Preview, Question, Read, Reflect, Rewrite, and Review.

Matteoni, Louise, "Developing Reading Ability Through the Language Experience Approach," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 49-55.

The author presented techniques and activities to use with the language experience approach to help children develop knowledge of the mechanics of reading and the ability to decode words, apply thinking-comprehension skills, and use study skills.

Miller, Ethel Beryl, "You Want to Read? Listen!" *The Reading Teacher*, International Reading Association, Newark (April, 1973), 26:702-703.

The author's translations of some childhood misinterpretations are humorous but point out the need for good listening and diction by teachers. Children can and do comprehend erroneously.

Modiano, Nancy, "Juanito's Reading Problems: Foreign Language Interference and Reading Skill Acquisition," *Language Differ-*

ences, *Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 29-39.

The use of foreign language interferes with the acquisition of reading in every way. First of all, the learner can understand only the most rudimentary type of instruction when his teacher speaks in a foreign language. He cannot hear many of the sounds and words of the foreign language, he cannot perceive the letters and visual configurations by which the words are represented, and he can seldom link the sounds and the symbols meaningfully. What he learns, he learns by rote. The lack of vocabulary and nonmastery of grammatical structures greatly impede comprehension of what he does read.

Page, William D., "Destructive Myths That Block the Right to Read," *Reading World* (Formerly *The Journal of the Reading Specialist*) (Samuel S. Zeman, editor) York, Pennsylvania (October, 1973), 13:22-36.

Reading pedagogy today is beset with myths that obstruct efforts to assure the right to read to our citizenry. As a nation, we are concerned with assuring the right to read to every citizen. This, according to the author, is a good and noble purpose deserving full support. Therein lies a great risk that the concept of man's right to read is subject to political manipulation. There is potential political power in reading because people will go to great lengths to secure the right to read. If this power is harnessed improperly by politicians who know little about reading but much about power manipulation, the right to read may become little more than a campaign hymn.

Postman, Neil, "The Politics of Reading," *The Politics of Reading Point-Counterpoint* (Sister Rosemary Winkeljohann, editor), International Reading Association, Newark, and ERIC Clearing House on Reading and Communication Skills, 1972-1973, pp. 1-11.

Teachers of reading comprise a most sinister political group whose continued presence and growing strength are more a cause for alarm than celebration. The author suggested that teachers of reading ask a few questions before considering the techniques of teaching reading. Questions suggested were: What is reading good for? What is it better or worse than?

What are my motives in promoting it?—and the ultimate political question, Whose side am I on?

Quick, Donald M., "Toward Positive Self-Concept," *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:468-471.

Effective strategies for promoting the development of positive self-concepts through reading instruction are discussed by the author. They are: (1) Personalize your reading instruction. (2) Guide each child through the reading process. (3) Establish a positive instructional setting. (4) Provide for flexibility in planning and in learning.

Raim, Joan, "Rolling Out the Welcome Mat to Tutors," *The Reading Teacher*, International Reading Association, Newark (April, 1973), 26:696-701.

In order to produce a strong and viable tutorial program, the author suggested that the following areas be considered: (1) Design and implement adequate training programs to prepare tutors for the job. (2) Define the tutorial program in such a way that it clearly outlines specific goals for the children being tutored. (3) Provide adequate supervision for the tutor, often in a group setting so that his practice is refined. (4) Provide for formal evaluation of the child's progress at the end of a sufficient period of teaching time. (5) Provide for a supervisor of the tutorial program to whom the tutor can relate. (6) Plan for specific space and adequate materials.

Risko, Victoria Joyce, "Relate Auditory Discrimination To Reading Achievement," *Reading World* (Formerly *The Journal of the Reading Specialist*) York, Pennsylvania (Samuel S. Zeman, editor) (October, 1973), 13:43-51.

The purpose of this study was to relate specific auditory discrimination skills to reading achievement. The results indicate primary children can distinguish the beginning, middle, and ending sound of a word and relate it to the sounds in other words. Furthermore, the results of this study suggest that the identification of these specific sounds is more related to reading achievement than the assessment of the sound similarities presented in minimal pairs of words.

Robinson, H. Alan, "Psycholinguistics, Sociolinguistics, Reading and the Classroom Teacher," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 3-11.

Looking at reading from a psycholinguistic and/or sociolinguistic viewpoint, we become aware of the complexities involved when the writer and the reader carry on a meaningful dialogue. It becomes evident that more study is needed concerning the processes of reading. Obviously psycholinguistic and sociolinguistic insights exist which can be useful in guiding each learner to strengthen strategies as he unlocks ideas in a variety of materials for multiple purposes. Robinson presented eight inferences of importance to teachers of reading.

Rosen, Carl L., "Reading and the Disadvantaged: Some Psycholinguistic Applications for the Classroom Teacher," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 12-21.

Disadvantaged pupils require teachers who can break from compulsive teaching patterns and develop conditions for freeing themselves and their children so that language, thought, and natural curiosity are released and applied to learning to read. Fourteen reading activities, many quite innovative, are presented which could be adopted by classroom teachers.

Rystrom, Richard, "Reading, Language, and Nonstandard Dialects," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 86-90.

The results of the author's research examining interactions between reading and the black dialect were summarized by the following conclusions: (1) There are measurable differences between black and white speech. (2) Many of the apparent differences between dialects are misconceptions by white teachers. (3) Speaking a black dialect does not cause reading failure. (4) Black remedial students can be taught to read. If we can eliminate our own linguistic biases, we may find that many of the problems in teaching black children to read will disappear.

Schubert, Delwyn G., "The Role of Interest and Motivation in the Reading Process," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 59-64.

The importance of using pupils' interest as a means of involving them in their reading is emphasized. The author suggested a number of practical suggestions for ways of achieving this goal.

Shohen, Sam, "A Language Experience Approach to Reading Instruction," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 43-48.

Shohen highlights the importance of using a child's thought, language, and action as a basis for teaching him to read. The teacher must serve as a facilitator when developing a language experience program and must view failure as a nonexistent word for her pupils.

Smith, Frank, "The Politics of Ignorance," *The Politics of Reading* (Sister Rosemary Winkeljohann, editor), International Reading Association, Newark, and ERIC Clearinghouse on Reading and Communications Skills, 1972-1973, pp. 43-55.

Children do not arrive at school ignorant, though they may arrive illiterate. Whether or not they leave school illiterate, they frequently leave it ignorant. This is the state in which the more successful of them may enter universities and other institutions of higher ignorance. In due course some return to the classroom and spread the infection to another generation of children. Encouraging people to think would be an enormously political issue. It is not, however, one that currently occupies much of the attention of politicians, nor is it a dominant question in schools.

Snodly, James E., "Improving Study Skills: A Review of Selected Research," *Views of Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 81-87.

The author reviewed the research efforts of four doctoral

candidates whose dissertations dealt with study skills. Conclusions were disappointing but provocative.

Stafford, Jerry, "Oral Reading Diagnosis and Purposes for Reading," *Reading World* (Formerly *The Journal of the Reading Specialist*) (Samuel S. Zeman, editor) York, Pennsylvania (October, 1973), 13:5-12.

The findings from this study suggest that for oral reading it makes little difference whether examinees are told to read carefully or are given general or specific purposes prior to reading. All things being equal, the careful reading procedure, involving a less complex procedure and a shorter amount of time, appears to be the most desirable practice for oral reading diagnosis. Additional investigation concerned with purposeful oral reading is needed to give added credibility to the findings of this study.

Venezky, Richard L., and Robin S. Chapman, "Is Learning to Read Dialect Bound?" *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 62-69.

The purpose of this paper is to examine the extent to which a child's language pattern per se could affect his learning to read. The author examined the skills which the child uses in learning to read. In each case he asked whether or not a mismatch between the child's language habits and the reading material could lead to learning difficulties.

Ward, Byron J., "A Suburban School District's Five Year Experience With the Initial Teaching Alphabet," *Reading World* (Formerly *The Journal of the Reading Specialist*) (Samuel S. Zeman, editor), York, Pennsylvania (October, 1973), 13:52-70.

The study was undertaken to determine the feasibility of using the i.t.a. for providing beginning reading instruction for children attending the West Genesee Central Schools. The i.t.a. instructed first-grade students tested on an i.t.a. form of the Stanford Achievement Test appeared to make more rapid progress in reading during their first year of reading instruction than did children with comparable I.Q.'s taught using traditional orthography.

Way, John Gilbert, "Teaching Listening Skills," *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:472-476.

The author noted the correlation between listening and reading abilities. He reported that teaching listening improved reading almost as much as the program for improved reading. Categories of listening as classified by Zollinger are: (1) Casual listening, (2) Creative listening, (3) Exploratory listening, (4) Intent listening. The author emphasized that one of the primary duties of the teacher is to assure that his students are able to listen by establishing it as an explicit educational objective in and of itself.

Weber, Rose-Marie, "Dialect Differences in Oral Reading," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 47-61.

This paper, according to the author, is an exercise in the description of oral reading errors. The description has several purposes. First of all, it is intended to show which supposed errors in a given passage have their source in the speech of a group of children who speak black nonstandard English. The more general purpose of the description was to demonstrate by example the importance of analyzing errors in the context of the sentence in which they occur. Such analysis may show that some errors are better viewed as positive signs of fluent reading than viewed as unfortunate blunders.

Weintraub, Samuel, Helen M. Robinson, Helen K. Smith, and Gus P. Plessas, "Summary of Investigations Relating to Reading, July 1, 1971 to June 30, 1972," *Reading Research Quarterly*, International Reading Association, Newark (Spring, 1973), 8:247-437.

Three hundred and two reports of reading research have been categorized under six main headings. The first category includes research, classified as general or under specific titles. The second category consists of research literature related to teacher preparation and practice. Category three includes topics related to the sociology of reading. The largest category is the fourth, the physiology and psychology of reading. Category

five includes studies related to the teaching of reading. In addition, a section on testing is included. The final category encompasses all research reporting on the reading of atypical learners. An annotated bibliography follows this last section.

PROGRAM 1973-74

HOMER L. J. CARTER READING COUNCIL INTERNATIONAL READING ASSOCIATION

THURSDAY, SEPTEMBER 27, 1973

"Ten A's For Teacher"

Dr. Jane Root, Free Lance Reading Consultant, United States and
Canada

7:00 P.M., Coffee and Cookies, Compliments of Executive Committee
Portage Northern High School Auditorium

THURSDAY, NOVEMBER 8, 1973

Fourth Drive-In Conference: "The Teacher: Key to Excellence in
Reading"

Dr. George D. Spache, University of Florida, Gainesville, Florida

4:45 P.M.-9:00 P.M., Kalamazoo Valley Community College

THURSDAY, FEBRUARY 14, 1974

"The Science and the Art of Teaching Reading: A Search for
Excellence"

Dr. John Manning, University of Minnesota, Minneapolis, Minnesota

7:30 P.M., West Ballroom, University Student Center, Western
Michigan University

SUNDAY, MONDAY, AND TUESDAY

MARCH 31, APRIL 1 and 2, 1974

Seventeenth Annual Meeting

Michigan Reading Association, Grand Rapids Civic Center

THURSDAY, APRIL 25, 1974

"The Teacher's Role: Leader or Follower?"

Dr. George Sherman, Michigan State University, East Lansing,
Michigan

7:30 P.M., Portage Northern High School Cafeteria

WEDNESDAY, MAY 1, 1974

Through

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