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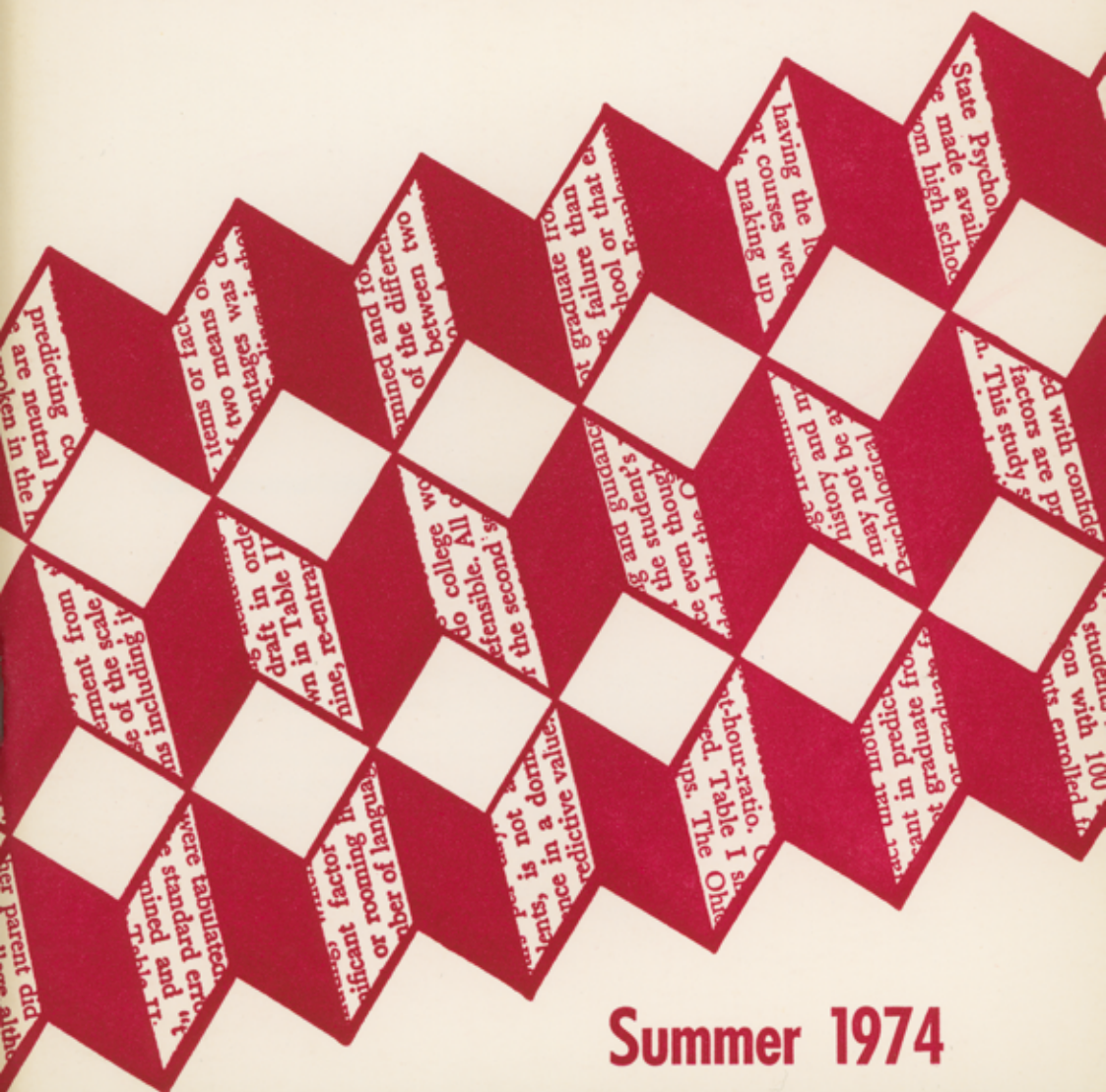
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Reading

HORIZONS



Summer 1974

Reading **HORIZONS**

Western Michigan University

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Editorial Comment

AN OPEN LETTER TO BLANCHE O. BUSH

Dear Blanche:

The Editorial Board regretfully accepts your resignation as a regular contributor to *Reading Horizons*. You have written Ten-Second Reviews since the fall of 1961, and the excellence with which you have carried on this responsibility has made this feature one of the most valued sections of the journal. Through the years students of reading have stated that the reviews have been of considerable assistance to them. They have spoken of the variety of articles reviewed and the conciseness and clarity of your writing. The Editorial Board is convinced that the widespread acceptance and success of *Reading Horizons* has been due, in great part, to your Ten-Second Reviews.

I suppose that only an Editor of a journal like *Reading Horizons* can fully appreciate the significance of your contribution. Despite illness and pressures of other responsibilities, you have always prepared your material carefully and well; you have read and reviewed over 2,000 articles; you have met every deadline; you have read with a keen and critical eye hundreds of galley and page proofs; and you have done so with spirit and eagerness. No editor could expect greater loyalty and devotion to a journal than you have displayed.

It may be trite to say that words cannot express our feelings. Nevertheless, it is an accurate statement. Mere words cannot adequately convey the sadness with which we accept your resignation nor the deep appreciation we have for your many contributions. Perhaps simplicity of language is best. Therefore, thank you, Blanche, for the excellent service you have provided our readers for the past thirteen years. Although Ten-Second Reviews shall continue to be a part of *Reading Horizons*, we shall miss seeing your name under the title.

Sincerely,
Dorothy J. McGinnis
Editor

TRY A FRESH LOOK AT A TRITE SUBJECT*

Louis Foley

PROFESSOR EMERITUS, BABSON COLLEGE

Recently, a distinguished literary critic, speaking of the "rotten writer," said that such a person is convinced that all rules of grammar are obsolete, "now that the split infinitive has earned acceptance."¹ It is not altogether clear whether the latter part of that statement is merely intended to represent the opinion of the "rotten writer" or whether the critic himself accepts it as a foregone conclusion. In either case the wording is rather captious and unrealistic. How can the split infinitive be said to have "earned acceptance"? It has no earning power. It is not an active entity in itself, not a cause of anything but only a result, a byproduct of something else.

A Guide to Writing Style and Usage published by the American Oil Company for use by company communicators starts off its introduction with the remark:

It's true that some people worship alleged rules of syntax as they'd worship their mother's memory: 'Never split an infinitive; never end a sentence with a preposition.' (Those are both nonsense, by the way.)

Here, as frequently happens, we see lumped together two quite distinct things which have seemed to stand in many people's minds as archetypes of "bad grammar." Actually they are not matters of structural grammar at all but simply questions of *word-order*. They are related to grammar only because grammatical construction is what logically determines word-order. Let us, however, put aside the question of "final prepositions" (which one might claim hardly to have existed anyhow in the true sense) and confine ourselves to a little examination of the famous split infinitive.

Apparently the *Guide* from which we have just quoted represents the "in" attitude at the present time: any "alleged rule" against splitting infinitives is to be regarded as merely an old-fashioned cranky notion which enlightened people nowadays look upon as "nonsense." The interesting thing about it is that both the older textbooks, which forbade splitting, and the more modern ones which

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either seek to justify it or treat it as of no importance, have alike missed the point, on one side about as completely as on the other. Indeed it is amazing, in all the recurring mention of the matter over a period of years, how arguers on both sides of the question have steadfastly refused to look into it enough to see what it is really "all about."

Now, whatever one may think about the importance of a split infinitive *in itself*, or of avoiding it, this question does offer a particularly good approach for looking into the whole affair of proper word-order. And that, far from being nonsense, is in general very sensible and practical. In ordinary simple circumstances anyone having the feeling of the language takes care of it without effort as by instinct. When ideas become more complicated, without having a sense of the basic principles one may become entangled and make expression quite needlessly awkward.

PROPER WORD-ORDER

The basic principle of proper word-order is utterly reasonable. It is simply that the words most closely related in *grammar*—that is to say in the thought-pattern—should be closest together in the arrangement of *word-order*. This is not a matter of "rules" invented by grammarians; it is fundamental in the coherent structure of language. Sometimes, however, certain rules which have been traditionally taught have tended to obscure rather than illuminate this basic principle. Parsing and diagraming of sentences—instructional devices which are certainly not without value as far as they go—often fail to bring out real relationships.

What brings the question of split infinitives into the picture is the handling of *adverbs*. In studying grammar everyone learns that adverbs are modifiers of *verbs* (or of adjectives or other adverbs). This is only a partial truth. Often an adverb or adverbial phrase really modifies a whole sentence, as it does commonly when it comes at the beginning with something that applies to the entire statement. In the case of transitive verbs, what the adverb modifies is not simply the "verb" but the verb *plus its object*, without which the action cannot be conceived. In such case the normal position for an adverb is after the unified phrase formed by the verb and its object. This is true because the adverb can have no meaning until we know to what it applies.

When, as most often happens, the verb has a simple short object, the adverb falls naturally after the tightly-joined phrase of verb-plus-object:

He does his work carefully.

With a longer object, the adverb slips in ahead of it:

He does carefully all the work that is assigned to him.

To make it wait until after the object would not only be too awkward a separation but might be ambiguous: "He does all the work that is assigned to him carefully" would sound as if "carefully" applied to the manner of assignment.

With these clear principles in mind, looking into the evolution of sentence-structure within modern times, we can see the question of split infinitives in proper perspective. The split infinitive is essentially a nineteenth- and especially a twentieth-century phenomenon, and it is not hard to see just how it came about. We can understand it as an off-hand reaction against a peculiar twist of word-order which surely contributed as much as any one feature of "style" to give an air of stiffness and impersonality to much old-fashioned writing. This appears in various expressions traditionally preserved by the importance of their context, as in *The Book of Common Prayer*: ". . . we ought at all times *humbly to acknowledge* our sins . . ."; "yet ought we chiefly *so to do* when we assemble . . ." Again in the first amendment to the Constitution: "The right of the people *peaceably to assemble* . . ."

EXAMPLES OF FORMAL STYLE

Down to the present day, this archaic fashion is still followed occasionally in trying to be "formal" or literary. In his 1966 State of the Union message the President said he would ask Congress to consider measures which would enable us "*effectively to deal* with strikes which threaten irreparable damage to the national interest." In a review of the *Guerilla Handbook* by Paul Mus, 1967, we read: "Their quickness and clarity of mind led the Vietnamese *unreservedly to grasp and embrace* the profound and masterful survey of the ancient world structure . . . of their Chinese neighbors." A columnist referred to the Glassboro meeting between Premier Kosygin and President Johnson as "only a beginning which could do no more than enable the two *gingerly to touch* the fringes of the vital and wide-ranging matters they need to explore in depth."² A newspaper editorial says that many experts hold that "it is impossible *adequately to define and to prove* what intent to cite to riot means."³ A report from Russia informed us that diplomats "were beginning *seriously to worry* about Moscow's psychological and political atmosphere." Referring to hunting in the mountains, a writer lists "the conditions which must prevail if one is *successfully to hunt* deer in the deep snow." An editor speaks of "the Anglo-French agreement

jointly to build a swing-wing jet fighter aircraft.” These examples will be recognized as typical.

After split infinitives began to appear often enough to be noticeable, that quaintly stilted word-order was earnestly presented as the “correct” form to use instead. Thus the matter is handled in a generally excellent handbook published in 1922 and widely used for years in college classes:

Wrong: In order *to adequately present* my claim, I ask for the privilege of an interview.

Right: In order *adequately to present* my claim, I ask for the privilege of an interview.⁴

Both versions miss the point. The natural and logical word-order would be: “In order to present my claim adequately . . .” What *adequately* modifies is the unified phrase *to present my claim*. Moreover, falling at the end of the clause it gets its proper emphasis as the important word without which we can hardly imagine the sentence being used at all.

The present widespread attitude of nonchalant refusal to face the realities of idiomatic word-order must have been considerably encouraged by a statement repeated time after time in successive editions of *Webster's Collegiate Dictionary*: “The splitting has been widely objected to, but it sometimes is desirable or necessary, especially to avert ambiguity.” (In passing, we may notice the inept word-order of the statement itself; *sometimes* belongs with the adjectives it modifies: sometimes desirable or necessary.) This pontifical declaration is entirely arbitrary; though rarely enough, a split infinitive may *cause* ambiguity, but it is never necessary to *avoid* that.

This curious notion about “ambiguity” sounds as if it might be due to the influence of Professor George O. Curme of Northwestern University, “noted champion of the split infinitive,” who back in the 1930's “sold” the Modern Language Association on his views. His supposedly clinching example to prove that a split infinitive may be “quite necessary to convey shades of meaning” was a comparison of two sentences:

He failed completely to understand the question.

and

He failed to completely understand the question.

To him it seemed “obvious that the meaning of the second expression is entirely different from the first, and . . . the split form is needed to convey the impression of partial understanding.”

The fact is that *neither* of these expressions is really good English. As written, the first may be ambiguous. If *spoken*, with a slight pause

after “completely,” the adverb would seem to modify *failed*: he failed completely. Otherwise, it looks like the old stiff word-order, avoiding a split infinitive at any cost but not seeing why. Whereas there is a well-worn idiomatic path to each of the two meanings:

He completely failed to understand the question.

or

He failed to understand the question completely.

In the second, what “completely” modifies is not “to understand” but *to understand the question*. Actually the example has somewhat the air of a textbook specimen artificially devised to demonstrate something. One might be more likely to say “to understand the complete question” or “the question as a whole.”

ELEMENTS OUT OF ORDER

In the vast majority of all split infinitives that may be found anywhere, it is not hard to see that the element which does the splitting belongs elsewhere for reasons of its own, not simply to preserve the integrity of the infinitive.

You have no idea what it means *to suddenly have* the rug jerked out from under you . . .”⁵ (to have the rug suddenly jerked)

. . . Enough information should be released *to at least cast* some doubt upon the validity . . .”⁶ (at least some doubt, “at least” modifying *some*)

Canadians . . . may be one of the first peoples *to legally guarantee* all citizens the right to a decent environment.⁷ (to guarantee to all citizens the legal right)

We have one-half acre of floor space on which *to partially exhibit* our collection of more than three thousand Oriental Rugs.⁸ (to exhibit part of our collection)

. . . The Board of Directors voted unanimously to recommend their adoption *to better enable* the CEA to speak and act on problems confronting our profession.⁹ (to enable the CEA to speak and act better)

A spokesman for Toyota says that the dock strike is making it difficult at this point *to fully determine* the effectiveness of the economic program.¹⁰ (to determine the full effectiveness)

The scientist’s purpose is *to consciously avoid* multiple meaning, emotional attitudes, and a plurality of implications.¹¹ (conscious purpose is to avoid)

. . . The Federal Reserve Board was forced *to drastically raise* money rates . . .¹² (to raise money rates drastically)

The major financial requirement for comfortable retirement is, naturally, a dependable income, sizable enough *to reasonably maintain* a living standard consistent with that to which one is accustomed.¹³ (a living standard reasonably consistent)

It has not been possible so far *to conclusively prove* this theory . . .¹⁴ (to prove this theory conclusively)

The loan shark may even seek *to publicly embarrass* his client.¹⁵ (to embarrass his client publicly; final emphasis belongs with *publicly*; he embarrasses clients privately all the time)

Galbraith's solution is *to promptly restructure* our universities — and Harvard more promptly than any other . . .¹⁶ (to restructure our universities promptly, and Harvard more promptly)

Every now and then in a sentence we may have *more than one* element which should logically be next to another to which *both* are closely related. Easily enough, however, we can always find an arrangement which makes only a short separation instead of a long one. Missing this easy adjustment is what causes a large share of characteristic split infinitives.

. . . We cheat ourselves and demean the heroism of our astronauts . . . if we fail *fully to grasp* the fantastic feat they are attempting.¹⁷ (to grasp fully—apparent evasion of split infinitive put “fully” as if it modified *fail*. A *short* object would have come between: to grasp it fully)

When he passed examinations, his teachers are reported *regretfully to have put it down to* ‘flair’ rather than industry.¹⁸ (to have put it down regretfully—unintelligent avoidance of infinitive-splitting makes “regretfully” look as if it modified *reported*)

Under Greek law . . . it was a religious crime *to forcibly remove* anyone who sought haven.¹⁹ (to remove forcibly)

They hope to convince the jurors that . . . he did not have the capacity *to maturely and rationally plan* a deliberated, premeditated first-degree murder.²⁰ (to plan maturely and rationally)

FAULTY SENTENCE STRUCTURE

We have seen how the textbook treatment of the split infinitive has been to take it as a fault *per se* to be “corrected.” This has regularly been an affair of treating a *symptom* without detecting the underlying malaise. For it is safe to say that a split infinitive regularly appears as a symptom of something wrong somewhere—not always the same thing. Most often it is merely a case of awkward word-order, but it may result from fundamentally faulty sentence-structure, or not paying attention to what words are supposed to mean.

. . . He made no prior U.S. commitment *to actually enter* diplomatic relations.²¹ (to enter actual diplomatic relations)

The pattern has been *to always credit* the civilian bosses with any successes and to blame the military for any failures.²² (pattern has always been)

I suggest that . . . you urge your readers *to actually look* at the words in our report, not at your garbled distortions.²³ (to look at the actual words)

Keep a consistent eye on ads *to really find* the bargains.²⁴ (to find the real bargains)

Enough people voted for him *to almost make* him president.²⁵ (almost enough people)

. . . In order *to successfully prolong* the delights of the controversy he must find some means of reducing the great odds against him.²⁶ (to succeed in prolonging)

As amusing an example as any is one of the earliest split infinitives to be found in English literature, a line from Burns' *Cotter's Saturday Night* (1786):

Who dared to nobly stem tyrannic pride.

Can anyone imagine *stemming* as being done "nobly"? *Nobly* belongs with *dared*, for it is the daring that is to be considered noble. The poet could just as well have written: "Who nobly dared . . ." Indeed he might have done still better, for the noble courage was rather in the resolution to *oppose* "tyrannic pride," when it was by no means certain that he could succeed in "stemming" it. The line could have been:

Who nobly dared oppose tyrannic pride.

Among the innumerable textbook writers who have undertaken to deal with the subject, we may single out one who approaches it with an unusual effort to be fair-minded. "You have probably been taught," he says, "that the split infinitive is a particularly bad fault. You should try to avoid the construction, but not at the expense of reducing clarity or sounding forced and artificial . . . Nowadays most authorities take a moderate view of the split infinitive."

He shows by a number of good examples that a person "can often avoid the split infinitive with no difficulty," and in each case his correction of the word-order obviously improves the sentence from any point of view. One example, however, he cites as seeming to him exceptional, "a perfectly clear sentence that contains a split infinitive":

A study must be included to properly integrate the computer with the other main components of the control system.

He then tries moving "the splitting word—*properly*—to any of several different places."

A study must be included properly to integrate the computer . . .

This he sees at once as ambiguous, for "now *properly* might modify *included*." Here we notice the old twisted word-order which apparently led to split infinitives as a *pis aller*. Likewise he rejects:

A study must be included to integrate properly the computer . . . as "strange and foreign, because it simply is not English idiom." Obviously unacceptable also is the holding of *properly* for the end:

A study must be included to integrate the computer with the other main components of the control system properly.

Inevitably, then, as "the best of the four possible revisions," he arrives at the well-established manner of avoiding awkward separation which we have already seen in various quotations:

A study must be included to integrate the computer properly with the other main components. . .

Yet strangely enough he feels that "it still lacks the clarity and the vigor of the original sentence with the split infinitive."²⁷

Just where the extra "clarity and vigor" come in is not easy to see. Actually it looks as if momentary concentration upon the problem of word-order had tended to cloud perception of implications in the meaning of the words themselves. If the computer can be truly said to be *integrated*, then the presumed purpose is accomplished. For something to be not "*properly* integrated" would seem to imply that it *ought not to be integrated at all*. Seeking to integrate it with the system would just not be the proper (suitable or appropriate) thing to do. So we need not bother about finding a place for *properly*; the sentence does not need it anyhow.

REARRANGEMENT OF ELEMENTS

In the great majority of all split infinitives one is likely to come upon, it is easy enough to show that the element which does the splitting should naturally and logically be in another place instead of where it is. We need not take absolutely for granted, however, that it belongs *somewhere* in the sentence. It may have slipped in through carelessness as to honest meanings of words. A striking example of this sort appears in a pronouncement by an educator that "inability to *satisfactorily measure up* to the expectations and demands of his parents or teachers" may cause a child to have excessive worry and fear.²⁸ Now what can "measure up" mean unless it is to be *satisfactory*? The idea would be completely expressed by saying "to satisfy the expectations . . ."

We have not considered the peculiar anomaly in English, in contrast to other languages, that an infinitive should ever be thought of as comprising two separable words. Logically the particle *to* which marks its mood is as truly a part of the verb-form as are suffixes which indicate tense, or changes of form which show the subjunctive or the third person singular. Yet, we cannot write it as one word, as we do with innumerable compounds no more truly unified if as much so.

We are inescapably saddled with results of confusion of centuries ago which gives the infinitive an appearance of a prepositional phrase when it is nothing of the sort.

Perhaps there is a lesson to be drawn as to the futility of merely negative "rules." The split infinitive is not something to be anxiously avoided. If we just do the positive thing of putting words where they naturally belong in the pattern of a sentence, with respect for their rational meanings, there is little likelihood that any split infinitive will ever occur.

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TEACHING READING: THE SCIENCE AND THE ART*

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For some time I have been thinking of this august occasion and of its topic, Teaching Reading: The Science and the Art. And at a recent convention while listening to a brilliant monologist and teacher, I there wished that I could have changed the title of my speech to "Look, look. Come, come. See Charlotte's Web." I think that title brings the concepts of teaching reading as a science and an art to the realities of classrooms, some very human teachers, and some little children who may very well need to appreciate and recognize the simplicity of "look, look" before they can enjoy the beauty and charm of *Charlotte's Web*.

What has been created in our schools and within our fraternity is an unfortunate dichotomy that places all the "look-looks" on one side of the fence and all the spiders on the other. For quite some time I have reiterated my conviction that the best place to learn how to read is on a mother's lap or a father's knee in the warmth and security of the written word so gently read. But learning to read at home as a natural extension of acquiring the spoken word is categorically not the same as learning to read in school. The latter is a thoroughly devised and contrived environment at best.

These opening observations are intended to be neither critical of schools nor of the teachers who dwell therein. They are a recognition of some realities that might determine whether children become more successful readers in schools or whether the first steps in reading are halting and fraught with insecurity.

One other observation before confronting the topic at hand. Schools should not count their excellences on the basis of the numbers of fluent readers within the building. The success of a school reading program rests on the numbers of children who learn to read in school who would not have learned to read without the existence of the school . . . the numbers of children who come to us in psychological and emotional disrepair, those who come with language differences significant in disparity, those in the lowest deciles, quartiles, and domiciles. Here lies the measure of our success and the tragedy of our failures.

*Presented at the Homer L. J. Carter Reading Council meeting on February 14, 1974.

Perhaps Thomas Wolfe in his searching and poignant novel, *Look Homeward Angel*, phrased the tragedy more cogently and eloquently:

He wondered savagely how they would feel if they knew what he really thought. Unfathomable loneliness and sadness crept through him . . . he knew he would always be the sad one; caged in that little round of a skull, imprisoned in that beating and most secret heart. He saw himself as an inarticulate stranger, an amusing clown . . . His eyes gazed intently on great wooden blocks piled chaotically on the floor. All the letters of the alphabet were engraved upon them. He studied for hours the symbols of speech, knowing that he had here the stones of the temple of language and striving desperately to find the key that would draw order and intelligence from this anarchy.¹

The Science of Reading

It was Voltaire who admonished . . . "if you would debate with me, define your terms." Science is generally defined as a branch of knowledge or study dealing with a body of facts or truths *systematically* arranged and demonstrating the operation of general laws. Through usage and tradition most segments of our society view the term science in noun forms. We speak of a science of physics or of medicine or of biology. We are comfortable in applying the term to the physical, natural or life sciences. Rarely is the term science used in defining reading theory and practice though what we do know about reading most appropriately fits into the category of a behavioral science.

I wish that we could begin to think of teaching reading as a science in terms of applied practices, of efficient methodologies, and of expert technique. By defining the term in verb forms, action behaviors, if you wish, I think we could begin to develop a profession of reading teachers and a discipline which would be universally accepted and respected.

A first step, I believe, is a clear understanding of where we are as a *developing* profession for I cannot acknowledge that we have "systematically arranged our truths" nor have we "demonstrated the operation of general laws." But so immense is the body of knowledge to be acquired . . . neurological phenomena, the nature of the language, the infinite spiritual and physical complexity of the learner and the teacher . . . that many, many generations will pass before we can assume the dignity of that accolade which Plato prematurely assigned to teaching, "the noblest of the professions."

¹ Thomas Wolfe, *Look Homeward Angel*, Scribner's, Publishers, 1929.

I believe that presently our developing profession is a mosaic of individual teacher excellence and ignorance, commitment and avoidance, responsibility and irresponsibility—in short as Dickens described a similar scene in *The Tale of Two Cities*—"it was the best of times; it was the worst of times." We cannot yet assure every child who comes to school that he will learn to read to the fullest of his intellectual and emotional capacity. We are still stymied by the need to provide basic and essential reading skills instruction for all children and an even more significant and desirable need to provide for the diversity of pupil tastes and interests in our school reading programs. Seemingly we are unwilling or unable to refine our technical competencies in teaching basic decoding skills and are concurrently afraid to entertain and explore the notion that reading, as a developed skill, is a *process* not an elementary school *subject*.

There appears to be entirely too much conformity in elementary reading practice and subject matter beyond decoding skill mastery and too great a zeal to produce "well balanced" readers and coordinated reading programs. Ideally the goal of democratic educational processes should be in encouraging unique talents, individual excellences, personal goals, and values. There appears to be little merit and even less justification for an excellence of conformity in school reading programs. What seems clearly needed is an excellence of diversity in such programs once the child has learned to read.

Problems and Proposed Solutions

In seeking to establish a truly professional posture and to develop a science of teaching reading, an appreciation of several debilitating problems and some proposed solutions should place our present condition in perspective.

A first problem is the immense size and complexity of the education enterprise in physical plant and personnel—including administrators, teachers and students, and curriculum. The scope of the enterprise itself affects all segments of our society. No other national activity is so universally understood and accepted. No other takes a larger share of local tax support or has the compelling force of legislation to require its use.

But it is a time for reflection on what "the school" has become. Any social institution this large and *separate*, in all too many instances, from neighborhoods, communities and society tends to isolate itself further when the curriculum growth and instructional procedures are generated internally. Schools increasingly need to examine most critically the content of existing school curriculum programs and to

begin to look to the neighborhood and community for curriculum resource. Schools have clearly overextended their instructional capacity to deal with existing curriculum programs. This is especially true in the context of reading as an applied skill since reading activities remain the single most frequently used mode of acquiring information, knowledge and wisdom in all discipline areas for all students.

If every classroom teacher is to be a professional teacher of reading and if we are to have a science of teaching reading, the elementary curriculum must be reordered. Priorities must be assigned on the basis of the skills to be acquired through formal schooling and a reassignment of certain curriculum areas, and newer areas that need to be developed, to the neighborhoods and communities. The most serious impediment to improved classroom instructional practice, in my view, is the present overbearing, time-consuming, and highly questionable elementary school curriculum. Most emphatically the scope of the elementary school curriculum should be reduced. The amount of time pupils spend in formal learning experiences in classrooms in other than basic skills subjects should be curtailed, and significantly increased preparation time to teach basic subjects should be afforded. We are very glib in describing creative teaching as if creativity were both commonplace and spontaneous. If we interpret creativity as symptomatic of an art, we have made the presumption that a science has already been evolved. All art of whatever form, whether static or behavioral, is superior to science. Throughout the long history of developing art forms the instances of genius are brilliant but rare. Great art like great humanity is generally the result of refined talent, endured adversity, arduous toil, and total commitment. One major reason for the paucity of creative teaching efforts is the obvious lack of time to prepare comprehensive and effective instructional plans and materials.

When the elementary school curriculum is reduced and when students spend significant amounts of time in community educational projects and activities, teachers will have the necessary time for adequate preparation. We are similarly facile in discussions related to the psychological well being of the student, forgetting that in most instances this psychological tranquility is predicated on the psychological well being of the teachers. The psychological stress of both pupils and teachers and the emotional consequences that violate learning and cognitive processes are invariably the result of poor planning by the teacher, inadequate instructional material for the learner, frustration, authoritarian behaviors, and consequent rebellious responses. If

teaching and learning in the elementary school are to have integrity and dignity, then teachers must be given additional time for preparation and reflection.

I further believe that the very approbation of peripheral, though highly desirable, curriculum studies provide an evasive avenue to avoid the most arduous task of teaching children to read effectively and to learn the world of quantitative measure.

I wish to underscore most emphatically, however, that I do not opt for nor desire minimum curriculum study for pupils in our schools. The study of art, music, the physical, life and social sciences, the drama, dance, and all studies that enrich and beautify the education process are needed if we are to develop compassionate, imaginative, creative, and cultured citizens. But I believe that those areas of interest, study and involvement in the world of work are implemented best by utilization of community resources functioning with community and school leadership resources for total elementary educational programming. It is at that point of a reasonable elementary school curriculum that we can develop some tentative criteria for instructional excellence in the search for a science of teaching reading.

The very size of the educational social unit produces another problem perhaps even more critical than the curriculum one. Individual teacher efforts to attain and maintain instructional excellence often go unrewarded and, more often, unrecognized. Students, parents, and administrators are often insensitive to the major efforts required to attain teaching excellence. All of us need recognition. Harry Rivlin, the former Dean of the College of Education of Fordham University, once remarked that teaching was a lonely profession. Unfortunately, his observation in all too many instances is tragically accurate. And over a period of time and human neglect, goals and ideals are lost or compromised. Spiritual and emotional commitment give way to lethargy and neglect, and the teaching of reading, especially in programs for those children for whom the learning task is difficult, becomes an activity to be tolerated at best, and avoided if possible.

This condition can be overcome only through an appreciation that the most enduring rewards for professional excellence are those of personal satisfaction at having successfully completed the tasks utilizing maximum efforts, abilities, and potential. Remaining for the professional teacher of reading is the uncertainty that there might be better means, improved techniques, more refined procedures. For truly creative teachers, uncertainty even with successful techniques is a virtue. It is this very uncertainty that spurs and drives one toward

additional accomplishment, even with external recognition, to be uncertain over those accomplishments and to begin again, ever searching, seeking . . . to accomplish again . . . to doubt and to begin anew once more. But life is, after all, dear fellow teachers, that great adventurous, tortuous, hurtful search for self . . . or it is nothing at all.

A third problem that affects our development to a professional level is an attitude that creates an unfortunate priority favoring basic research in reading process generally conducted in universities and colleges and applied research conducted in the public schools on a day-by-day basis. The most serious impediment to our assuming professional status is our technological inadequacies. Our critical problems are those of methods, appropriate ancillary instructional materials and time; a challenge of increasing the amount and quality of pupil learning per instructional time unit. Unless and until major research efforts are made in the area of instructional/learning variables in public school settings; and unless and until translators of basic reading research for applied school practice are trained in the universities, no major advances in reading theory and practice will be made.

A fourth problem again directly relates to existing relationships among colleges and universities and the public schools. These relationships unfortunately do not exist at the undergraduate, graduate and in-service levels. Colleges of Education and College Divisions of Education have little reason for existing beyond that of improving the quality of public education. Too often in the past universities and colleges have isolated themselves from the public school, and too often universities and colleges have perpetuated on-campus courses with little relevance to public school realities. Just as often major curriculum and organizational decisions are made by the public schools without benefit of the expertise of higher education faculties, and all too often university personnel are simply not welcome in the public schools. It was as if we were engaged in separate occupations or were cleft with irreconcilable objectives, means, and philosophies. If the teaching of reading is to be better in the future—and acknowledging that it has been good in the past—then all segments of the reading fraternity must aggressively seek opportunities for cooperative discussion, exhibit a willingness to accept counsel each from the other, and ultimately to provide our clientele the very best possible education our present wisdom can provide.

But perhaps our greatest challenge in attaining a science of reading instruction and a profession of reading teachers is in the selection of appropriate curriculum materials, classroom management of in-

structional programs, and classroom methodology and technique. Our problems categorically are not philosophical. We all agree on what should be accomplished in school reading programs, and we are in almost universal agreement on the reasons, both practical and cultural, for achieving those objectives. Major differences of opinion and bias exist, however, in the selection of appropriate reading curriculum materials. We have succeeded in developing an unfortunate cultism which labels linguistic programs as exclusively linguistic, phonic programs as exclusively phonic, and gestalt programs as exclusively gestalt. No currently available commercial reading curriculum programs are so narrowly devised as to exclude the use of phonic, linguistic, gestalt, or other methodologies. Our fault has been an unwillingness to adjust the basic prescribed methodology of the various teachers' manuals on the basis of the observed learning behaviors of the pupil. Teachers of reading should be encouraged to depart from the manual when such refinements appear to be in the best interests of the children. Once a basal type reading curriculum program has been selected for us by an educational unit, it is but the first step in developing a truly effective classroom program. The existing materials should be critically scrutinized not only before selection but even more critically after selection. Additional ancillary, supplementary and component programs should then be integrated into the basic program. A major debilitating problem related to developing highly effective reading programs has been our zeal in "adding to" or supplementing basic programs with additional skill materials which utilize written vocabularies and skill sequences which are antagonistic to and incompatible with basic classroom programs.

The most effective supportive or reinforcing materials are those written by the reading practitioners using the written vocabulary and the skill sequence of the basic classroom program. Thus a comprehensive, cohesive, and logical program can be developed which, to my mind, is very different from a variety of incompatible component programs utilized in the same instructional setting. Such efforts, if they are to be significant, obviously must be total faculty efforts with the produced instructional material shared by all.

A second area of concern is the classroom management of reading programs. If we are to maximize the use of student and teacher time, we must begin to think of sub grouping and independent reading activities as part of the developmental program. We have tended to think of reading instruction as something that occurs only in direct teacher-learner interactions. We further compound the problem when

available instructional time is equally distributed among learning groups or individuals. If learning is indeed predicated on the learner, then greater use of non-teacher directed learning activities should be encouraged and in the early primary years.

The advance toward a science of teaching reading is deterred most significantly, however, by a paucity of research in the area of instructional technique and by a concomitant indifference on the part of teachers of reading to evaluate their instructional practices in light of a significant number of pupil reading failures. Currently we are engaged in a search for grouping practices that will somehow reduce the range of difference in individual school units with a consequent reduction in the number of instructional groups to be served. Rarely can it be observed that an initial grouping on the basis of homogeneity of skill achievement results in personalization of instruction. It could be argued much more emphatically that such "by-levels-by-classroom" grouping patterns inevitably result in more uniform instructional reading practices. Unlike Shakespeare's Julius Caesar we insist on looking toward the stars when the fault is so obviously in ourselves.

We seem also to spend inordinate amounts of time seeking methodologies that are different or exotic . . . another reading game . . . a new practice exercise format . . . a newer and more semantically unintelligible term for some time honored and simple reading activity. In our search for better reading programs we have often abandoned reading practices that have endured the years to become part of the conventional wisdom of our craft. We have forgotten or perhaps we have not realized that those human activities which have attained social respectability as sciences have done so by refining and extending a unique body of accumulated knowledge to accommodate and to resolve contemporary human problems. All too often when the reading curriculum base is changed, effective methodologies of previous curriculum programs are abandoned. Effective methodology is effective methodology regardless of unique vocabulary content or sequence of skills to be acquired by the learner. We need to develop eclectic methodologies which are appropriate and effective for all learners and which utilize all neural sensory modal systems.

Such eclectic methodologies will occur when diagnosis of pupil deficiencies in reading is understood as part of developmental method; when there is systematic oral reading for diagnosis conducted daily in beginning reading programs and regular periods of oral reading for diagnosis conducted for pupils experiencing word recognition difficul-

ties in upper primary or intermediate grades; when classroom and clinic practitioners utilize ancillary and supplementary instructional material that is integral to and complementary with the written vocabulary to be acquired and the skills to be mastered; when practitioners regard instructional and learning activities as processes for scholarly involvement and serious reflection.

The Art of Teaching Reading

Schools are more than books, and skills, and duplicating masters, and workbooks. Schools are places of people, places of emotions, desires, personal and social relationships, values and ultimate human goals.

What of these that defy scientific definition and restriction?

What of these that are so basic to human learning and the application of learning?

What of these that are so newly discovered yet central to the religions and philosophies of all ages? Surely these, too, are central to all formal educational processes.

For what is humanity without a soul?

I believe that emotional balance, restraint, and just application, human desires for truths, beauty and wisdom; human relationships of understanding, love and compassion, values of morality, integrity and ethical behavior cannot be taught. But they can be learned. And that to my present level of understanding is what the *art* of teaching reading is all about.

From the advent of reason those who have quickened the most noble desires of mankind have done so by their own good example. The architects of families, tribes, cities, provinces, states, nations, and civilizations have all taught by their own exemplary standards of personal and social behavior. The poets, the artists, the generals, the kings and the carpenters have taught by example and deed.

And so in an age of uncertainty and change where so desperately there is need for change and improvement in the *science* of teaching reading, some basic and fundamental human learning processes have not changed at all. The *art* of teaching reading remains so complex and yet so simple as the need for life itself, and so simple and yet so complex as the need for one another.

ECHOES FROM THE FIELD

Joe R. Chapel

Western Michigan University is offering the third annual Reading Institute and three workshops which should be of interest to teachers of reading.

The Reading Institute is sponsored by the Reading Center and Clinic and the Department of Teacher Education. It will be held June 24-28 in the University Student Center. The theme for this year's conference is: The Quest for Competency in the Teaching of Reading. The institute will provide one semester hour of undergraduate or graduate credit in TEED 502: Curriculum Workshop in Reading.

Two workshops will be offered June 17-28 on the Western Michigan University campus. Workshop I is entitled Development of the Informal Classroom in the Primary Grades (K-3): Individualizing Classroom Practices. This workshop is designed to provide the participants with a variety of experiences that will aid the primary teacher in the design and development of an informal classroom. The workshop will focus on:

- | | |
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| a. re-organizing the classroom | d. planning and evaluation |
| b. developing learning centers | e. understanding child |
| c. student & teacher roles in the classroom | development |

Workshop II is entitled Development of the Informal Classroom in the Intermediate Grades and Middle School (4-8). The main focus of this workshop is to provide specific information and active participation in experiences relating to:

- | | |
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| a. understanding pre-adolescent and early adolescent development | c. the integrated curriculum |
| b. development of learning centers | d. the role of student and teacher |
| | e. planning and evaluation |

A third workshop offered July 1-19 is Exploring Elementary School Reading and Language Arts. This session is designed to investigate:

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|---|---------------------------------------|
| a. reading in the informal classroom | e. developing comprehension skills |
| b. language and thought | f. using creative media |
| c. classroom diagnosis | g. developing creative language |
| d. developing reading skills | |

Each of these workshops provides 3 semester hours of credit.

For further information regarding these programs contact the Department of Teacher Education, Western Michigan University, Kalamazoo, Michigan 49001.

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

Dear Friends:

This is my last message as your president. We have had a most successful year, and I feel that your support and the efforts of the Executive Board have been instrumental in attaining this success. Therefore, let me take this opportunity to thank each of you for your interest and participation in the activities of the Reading Council.

Your officers for next year are:

President: Betty L. Hagberg

President-Elect: Diane Atkins

Second Vice President: Martha Fuce

Secretary: Sheryl McKay

Treasurer: Aurelia Spengler

They are already planning the 1974-75 program, and you will receive a program schedule and membership form during the summer. Your continued support of the Homer L. J. Carter Reading Council is desired and appreciated.

Thank you,
Fran M. Baden

DID YOU SEE?

Betty L. Hagberg

Did You See *Learning To Listen and Read Through Movement* by James H. Humphrey? It presents a unique and interesting way for children to practice and maintain comprehension skills. The procedure presented suggests working through enjoyable physical movement activities—games, stunts, and rhythms—to develop comprehension skills, first in listening and then in reading. It is published by Kimbo Educational, P.O. Box 246, Deal, New Jersey 07723. The copyright date is 1974.

Did You See Part II of "Reading Failures, Dropouts, Delinquency and Crime" by Newell W. Tune? It appears in the Winter, 1973, issue of the *Spelling Progress Bulletin*. The author points out that of the 45 million children attending our public schools, 11 million are not functioning at an adequate level in reading. This greatly adds to the staggering costs of education. The disabled reader often drops out of school. The dropout becomes the chronically unemployed who receives public assistance. Tune suggests that our erratic, confusing spelling of words is the fundamental cause of failure to learn to read.

Did You See that the Reading Research Center, Inc., of Wichita, Kansas, will present its first annual award of \$1,000 for outstanding research? Two additional honorable mention awards of \$500 each will also be given. For additional information, write Suite 260, East Side Financial Center, 77701 East Kellogg, Wichita, Kansas 67207.

Did You See "Scholastic's Sprint Libraries?" This major new Action Reading Program is designed to solve the problems of motivation and skills-building for fourth to sixth graders who read below grade level. Library I was introduced into schools in the spring. Two other libraries will follow in September, 1974, and January, 1975.

Did You See the fourth special report on "Right to Read" which is published by the International Reading Association? Volume 1, number 4 explores motivation for learning and examines briefly some methods and techniques which are being used throughout the United States to help students become interested in learning to read. Additional information on the Right To Read Effort is available at Room 2131, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Did You See "Metric System Guide—Volume I" published by J. J. Keller & Associates, Inc.? It is the first and only such guide in the United States and deals with orientation and structure of metrication in this nation. Copies are available at \$59.00 each by writing J. J. Keller & Associates, Inc., 145 West Wisconsin Avenue, Neenah, Wisconsin 54956.

WE SUGGEST

Eleanor Buelke

Schwebel, Milton, and Raph, Jane, Editors

Piaget In The Classroom

New York: Basic Books, Inc., Publishers, 1973. Pp. xii + 305.

In recent years, many people have studied and written about Piaget. He has been referred to as an eminent Swiss psychologist; an innovative genius; a towering figure in twentieth-century psychology; a first-class biologist; a zoologist by vocation; an epistemologist by avocation; and a logician by method. He considers himself a genetic epistemologist, rather than a psychologist. Whatever the appellation applied to Professor Piaget, his lifelong study of the development of intelligence in children is a rich source for theoretical and practical wisdom on which to base effective methods of teaching. This book, *Piaget In The Classroom*, is aimed at orienting teacher intent toward cultivating intelligence in the classroom.

In the foreword, Piaget personally commends the authors of the book for their insight, and for their thorough comprehension of the role played by actions in the development of children's intelligence and knowledge. He approves the volume as a means of opening "the way for the implementation of a really active pedagogical practice. . ." For the most part, the editors and authors of this book are former students of Piaget, or co-workers with him in Geneva, Switzerland. With outstanding literary competence, they write from deep understanding and daily preoccupation with the applicability of the theories of "one of the fertile minds of the century."

The twelve chapters in this text are grouped in three Parts, preceded by an introduction in which the editors consider Piagetian theory in its relationship to educational policy and the active process of education within school systems. They suggest that a theory such as Piaget's is inappropriate in highly centralized school settings where orthodoxy in thought and behavior, as well as highly disciplined technical skills, are valued above creative and imaginative productivity. As Piaget puts it into words, ". . . the aim of intellectual training is to form the intelligence rather than to stock the memory, and to produce intellectual explorers rather than mere erudition . . ."

In Part I, Sinclair discusses "Cognitive Development Between Four and Eight Years of Age" and "Recent Piagetian Research In Learning Studies." Implications are that development is always the

result of interaction, that the subject himself is the mainspring of his development, and that environment can accelerate or retard development, but only rarely can it change its course. Gruber writes of "Courage and Cognitive Growth in Children and Scientists." For him, the educational significance of Piaget's work relates to the adult's attentiveness to each child's particular mental level, the search for best teaching materials to facilitate cognitive growth in the major conceptual areas Piaget has investigated, and the spontaneous, self-guided active interaction with environment. Teachers must "create a world in which childlike thought will be treated with the respect it deserves . . . in which the child will know he has that respect."

In Part II, Chapters five, six, and seven concern "The Implications of Piaget's Theories for Contemporary Infancy Research and Education," "Language and Thought," and "The Development of Operations." Birns and Golden present Piaget's systematic description of how infants acquire adaptive sensori-motor schemas or behavior patterns which serve as the foundation for all later symbols and abstract thought. They also draw attention to possible misapplications of Piaget's original ideas: (1) attempts to transform his observations into standardized tests for infants, and (2) initiation of programs to accelerate infancy sensori-motor development. Further, they caution that preoccupation with the development of childhood thought should not cause care-taking adults to ignore motivational and emotional aspects of growth.

According to Duckworth, Piaget's theories about language and thought in children have clear messages for teachers, particularly the essence of what he has called "egocentric thought." Good teachers must be good listeners, constantly aware of needing to make more than one interpretation when listening to what children are trying to say to them. One of Piaget's most important contributions to pedagogy is the idea that language development is dependent on the level of thinking, rather than being responsible for the level of thinking. ". . . teaching linguistic formulas is not likely to lead to clear logical thinking; it is by thinking that people get better at thinking."

Voyat deals with the problem of using Piagetian theory to form a basis for structuring whole programs for school teaching and learning. The essential substance of the curriculum here is not the materials used, but the concepts themselves. Implementation of such a curriculum depends upon how intelligence is conceived. He supports Piaget's conceptualization, as described by Sigel:

. . . developmental in format, substantive in content, and

operational in behavior. These characteristics make the theory eminently germane, if not essential, for education.

In Part III, knowledge about the developing mind and the developing child is related and applied to the role of the teacher in the classroom. Wickens contrasts the closed-systems programs where educational *products* are emphasized, and behavioral objectives used as criteria for achievement, with open-systems programs where the emphasis is upon *process*, and skills and knowledge are used by the learner for promotion of individual interests within a humanistic framework of human relationships. Observations of the process are used by the teacher as materials to further his roles of program developer, implementor, and evaluator. Kamii states that the teacher in a Piagetian school should have no need to have standards enforced from outside, but be the kind of adult who has strong personal standards and continues to be a learner all his life. He must believe in Piaget's biological model that views intelligence as an organized, coherent, whole structure, similar to that of an embryo:

The arms, fingers, lungs, head, and eyes of an embryo develop out of a structured whole from the very beginning. If we want well-structured hands, feet, lungs, and eyes, we cannot build them separately and then put them together. The individual parts develop through a process of differentiation, coordination, and construction. This development in a biological sense is an irreversible process that takes place only in one direction. . . In other words, a characteristic of the biological constructivist view of learning is that what has been learned once is never forgotten.

One of the most intriguing chapters in the entire book is the one on "The Having of Wonderful Ideas." In it, Duckworth suggests that the development of intelligence is a creative affair. She believes that when children are offered matter to think about, when their ideas are accepted, not only do they learn about their world, but their intellectual ability is stimulated, too.

In the final chapter, "The Developing Teacher," the editors emphasize that a teacher must have opportunity for free use of his intelligence. Principals, consultants, and teacher-educators need to behave in ways that will encourage teachers to do their own thinking and rely on their own judgment. Efforts against passivity must be energetic and relentless if the mind is to be free to act upon the school environment. Piaget's work surely has implications for the developing teacher:

Curricula in classrooms influenced by his ideas are occasions for developing the mind. Effective teachers in such circumstances will tend to be active, thoughtful, resourceful adults who rely on the resilience of their minds to activate the interest and intelligence of their students.

Teachers, new to Piagetian theory, who read this book with serious intent, do so at their own risk. For, never again will they view children and their learning exactly as before. The “wonderful idea” which lights the face of some pupil may spark some special sense of wonder in the teacher, too, and forever, in some measure, illuminate both lives.

READING IN THE SECONDARY SCHOOL

Teaching Vocabulary— The Affective Domain

Kenneth VanderMeulen

If a high school should do anything, it should help students to think clearly, communicate effectively, and understand themselves with some degree of maturity. Language is that "yellow brick road" to those goals. It is the means of understanding one another, it is the single basic tool of thought. Obviously, students who are not able to understand more than basic English will have to think and communicate under a severe handicap, which in turn must have adverse effects on self-concept. Students coming out of high schools are proving less and less capable of reading the materials they must understand in order to maintain contributing positions in society.

Perhaps the new priority in high schools should be to help all students learn how to add words to their vocabulary. A lot of writers and experts have said that. It is, however, this writer's recommendation that vocabulary work in high school be approached with greater emphasis on the *affective domain*, and less dependence on the *cognitive* approach.

The *cognitive domain*, we might say by way of explanation, is the mental, intellectual, or typical learning and remembering approach. The *affective domain* is the world of feeling, of sensation and emotion. In other words, we have been teaching our students to *know* the words, and it is not enough. The knowledge is lost. We must teach them to *live* the words.

Why must we change? How do we know there is a problem? Studies done by educational institutions show a narrowing of vocabulary scope. Public and private agencies are making efforts to point up the needs by forceful and dramatic means; for instance, Johnson O'Connor's well-known study of executives and their vocabulary backgrounds has been publicized by *Reader's Digest* in many ways. Yet, the trend, sad to say, seems to be irreversible. College instructors and professors respond to questionnaires with such observations as "students apparently have not learned how to add words to their vocabulary." And, according to Shana Alexander, it is an indisputable fact

that "high school SAT scores have declined steadily for the past ten years." (*Newsweek*, Ap. 15, '74) Since these achievement tests are to a great extent measures of verbal powers of students across the entire country, we have some fairly conclusive evidence on which to base these general statements.

Nor is the problem confined to individuals' inability to understand all the words they see in print. The implications are considerably broader. Norman Cousins, Editor of *Saturday Review/World*, feels that the current failures in communications and lack of understanding among the groups and parties of our nation are directly traceable to the protest efforts during the past decade to replace standard English with what youthful protestors called "straight talk." He also feels that the trend toward the enervated expression is endangering and undermining our strength as individual democratic people, that lazy and weak language is likely to weaken us as constituents in a representative form of government. ("The Stammering Society," page 4, March 23, 1974).

As if to point up the fears expressed by Norman Cousins, an article in *The New Republic*, April 13, 1974, gives innumerable examples of how certain government officials are keeping Americans from knowing the true significance of events by using obscure, inaccurate, and imprecise language. The article is entitled "Zieglerata," written by Israel Shenker, and informs us that the National Council of Teachers of English is attempting to bring bureaucratic doubletalk into the open so that officials can no longer use trickery with the English language to be dishonest.

There is no more important aspect of high school education than the concepts students gain from each field of study and carry with them into further academic pursuits or to the world of work. These concepts, taught by specialists in various areas of the curriculum, are part of what makes some courses especially complex—the technical and almost esoteric terms pertaining to social studies, mathematics, science, literature, and others.

The recommended new emphasis on words and growth of language power should and can be based on the affective approach, since it is really the manner in which words become part of every child's communication system since infancy. In secondary teaching, we often tend to rely too heavily on the cognitive, having students study and retain terms and data and ideas which remain essentially untouched by the feelings of the class members. We are accustomed to working with these terms and ideas, we feel them and live them; thus, we can't

tolerate much variation in the way they are presented and used. In U.S. History, for example, the unit on "Sectionalism: Origin and Causes" must be preceded by explanation of what sectionalism means. In an early part of his notebook, the student has the definition—"sectionalism—personal prejudice, favoring one's own section of the country." If the student retains the definition sufficiently, so that the word arouses the correct response on a quiz, he has learned the term. Perhaps he has even seen a film or two on the subject of sectionalism. But his feelings, the affective domain, may not have been involved, and this is where we may be missing great and important opportunities.

Students are infrequently made aware of the communication situation they will meet, and they have no idea of the seriousness of the matter. They must be reminded that the obligation to communicate accurately is as much the reader's as it is the writer's. High school students must be led to see the whole problem, and further led to realize that it is within their power to solve the problem—by learning to read critically, by widening their vocabulary, and by practicing reading skills in every subject. The teacher's part here is to help all young people know their own strengths and weaknesses in reading.

Teachers say that informing students about low vocabulary percentile results of standardized tests makes no impression. One teacher said she told a student he would go into the world with a ten percentile verbal ability, and he shrugged his shoulders and said "So?" The deplorable fact is that teachers who face very many students with low vocabulary scores *and* the attitude of "SO?" tend to direct their best teaching efforts toward the better students, to the neglect of those who most need help. Sometimes we teachers even fall into the bad habit of using a label instead of instruction where it is needed. "Slow learner," "short attention span," "refuses to learn," and "plain dumb" are all popular appellations.

The secondary teachers who have fallen into the above-described pattern of putting some students into boxes marked IMPOSSIBLE know as much about their subjects as others. They have received the same high quality of training in the area of their subject specialization. However, they have found the going too rough where the need for instruction is greatest—that of helping adolescents build their powers of communication, gain satisfaction of accomplishment and delight in exploring the world of print. In short, add words to their vocabulary.

Why have many teachers stopped teaching vocabulary? A number of reasons are given, most of them based on stereotyped and over-

simplified thinking. "Words by themselves have no meaning; there's no sense in teaching words." "Wide and extensive reading is the only way to build vocabulary." "I tell my kids to look up words they don't know; what else is there?" "Teaching the words required in the course is all that anybody can expect of a teacher."

This, then, is a special suggestion—made to every high school teacher who works with youngsters in classes where reading is done. Try the affective approach. To teach in the affective domain, the teacher should have a feeling for the concept; this article attempts to start that flow of feeling as well as establish a rationale. If one appreciates the situation described, he will also see that words must become an object of great enthusiasm for a number of months. A recommended goal might be a dozen new words every week in every class. If teachers talk it over with students about the project, those sights might be raised a bit.

Taking the class members into one's confidence, and discussing the seriousness of this vocabulary project with them, is an integral part of the affective approach. Talking things over with students is always good, but here it is necessary. Young people with a mission may impress the most disenchanted of all teachers. And, while the fervor of the whole idea is still present, collecting words to work on can be a first stage in the program. Under the teacher's guidance, words in each sector of the subject matter and related reading can be categorized and put on targets for future word-weeks.

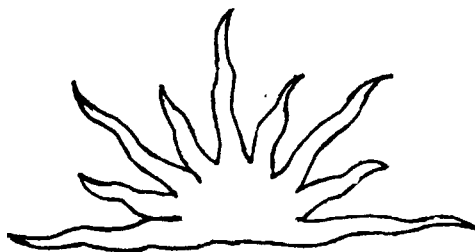
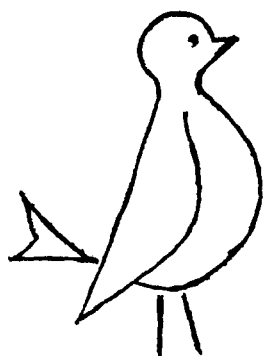
Advice from the teacher should include the thought that affective study of words puts looking them up and writing definitions at the end of the whole procedure rather than at the beginning. This is important. The first step should be the building of concern, curiosity, and interest in the word. Therefore, words should be found in their sentence settings, and studied there. If a group is attempting to learn the words together, sharing "guesses" as to the meaning of each word may be time consuming, but would involve all.

When the context clue step has been passed, and members have written their ideas of the meaning, the next step is to analyze the word from the standpoint of structure. Some mental content in the area of prefixes and root words is needed, but a little experience with word elements tends to build enthusiasm rapidly. Try to give students free opportunity to brainstorm as to the meaning of the parts of the word—each member gains the feeling of a search, a solving of a puzzle, that affective approach.

The third step is actually a reinforcement in learning. The defini-

tion is found, all the meanings the dictionary offers are discussed, and the correct definition is applied. Students check their guesses, their thoughts about the parts of the word, and even the derivations. This is the reflection step which means so very much to learning—that we learn from experience, but only from experience which we have thought about and reflected upon.

Of course, many other methods and approaches exist. Games to play with words abound in publisher's catalogs. But the method that is least expensive and most effective is the one that includes a participating teacher and a non-threatening process. In other words, discussions about words should not lead directly to a test and a grade in the book. The teacher's objective is to pique the curiosity of the student, and to teach him to satisfy his own curiosity about words. It is most rewarding. The writer's students always delighted in asking word questions they had learned the answers to on their own. A question asked about derivation of automobile brand names led to an astonishing bit of information, which the reader must find for himself. The question: Where does the name Corvette come from? The original word was *Corf*, and referred to a woven basket. Can *you* trace it through the steps to the name of respect for a piece of mechanical ingenuity?



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Readers,

In the Spring 1974 issue of *Reading Horizons* we published several teachers' views on certain elementary reading programs. We are continuing with them here, because many of you have suggested we do so. Again we are identifying the critic but not the school system represented.

Ginn 360

This is our first year using Ginn 360, and it is difficult to evaluate the series as a whole. We really like it so far. We are a bit confused because of the amount of material we are expected to cover. There is a great deal of phonics involved. The books are good, colorful, and interesting. They have a wide variety of materials, such as stories, plays and poems. They introduce basic words, decodable words and enrichment words, so children are really bathed in word study. There are a few small things that we found we don't like, such as the way syllables are taught. But, over-all, we like the series and so do the children.

Joan Dopp

Ginn 360

Advantages

Good progression of skills if used consistently throughout grade levels

Interesting stories

Disadvantages

Student ideas and initiative are not used, per se, in series but may be brought in by the teacher and incorporated

Good teacher's edition

Many aids: workbooks, dittos, and activities suggested

The books are divided by levels, not grades

Great follow-through with related skills

Advanced books get into some subject areas

Easily adapted to individual needs

Expensive to get all the aids

Sometimes the set-up is a bit too structured, but again it can be molded by the teacher

Large books sometimes make the goals seem far away

Pat Mueller

Scott Foresman: Language Experience

Advantages: Great for slow learners; the child's learning is based on what is important to him. It develops fantastic self concept, since the child cannot be wrong. If he forgets a word, it is regarded as "not really important" and torn up. The vocabulary is allowed to expand normally and naturally. The child progresses as he seems ready, and is not pushed along.

Disadvantages: I haven't had the courage yet to use this solely. I feel more confident using it in addition to a basal reader.

Vickie Dove

Scott Foresman: Language Experience

I like the idea of children using their own words to begin reading. What has some meaning for them certainly will provide motivation. However, as far as decoding words goes, I think some additional work needs to be provided. I can see where some of the children might need much more work in extending their experiences, but there certainly are plenty of great ideas presented in the manual for this. My own child, who isn't in school yet, loves to make her own books that she can read.

Diane Bussema

Houghton Mifflin

The stories are good and do help the children enjoy reading, but the over-emphasis on skills sometimes lessens the enjoyment for the child as he begins to become saddled with trying to read only for that

one skill. Grouping is a problem unless the teacher can deviate from the guide and form groups which contain only students who need help on that skill, rather than the entire class. Reading should be enjoyable, but it can't be if one stays strictly with the basal reader.

Tom Hunter

Houghton Mifflin

I think it's great. There are varied and interesting stories, poems, plays. Goals are established to help children gain control of specific skills leading to independent reading and to broaden interests in reading. There is conversation even in the earliest books. They use everyday speech-contractions, too. Skills of interpreting and evaluating are stressed in the earliest books. There are instructions on reading books to help recognize style, character development, and setting.

Barb Dobbie

TEN-SECOND REVIEWS

Blanche O. Bush

Reading should be regarded as a developmental process that is ongoing during an individual's whole lifetime, extending from infancy through adulthood.

Eve Malmquist

Alper, Theodore, Lois Nowlin, Karen Lemoine, Marjorie Perine, and Brad Bettencourt, "The Rated Assessment of Academic Skills," *Academic Therapy* (Winter, 1973-74), 9:151-164.

According to the authors, this rated inventory has been of help in designing specific academic programs for children at all levels of reading. The key component of the inventory described in the article is rate as a measure of academic performance.

Attea, Mary, "Teacher Education in Reading and Language Arts," *The Reading Teacher* (November, 1973), 27:138-141.

The Lackawanna Undergraduate Urban Teacher Education Program (LUTEP) is a plan that allows for more effective and efficient ways for a teacher training program to be integrated into the program of the public school. It provides for sequential development of expertise under the guidance and direction of experienced teachers. It recognizes that teaching techniques and styles are diverse and suggests that teaching be separated into various roles and responsibilities to allow for different interests, ambitions, and talents of teachers. The author emphasizes the need to move teacher education courses in reading from the college campus environment to a more field centered approach.

Azcoaga, Juan E., "Motivational and Attitudinal Influences on Reading Development," *Reading For All*, Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, pp. 51-55.

This paper examines the role of both emotional and physical factors in the development of reading. Adequate knowledge of physiology helps in comprehending the psychological processes involved in learning and in the reading activity itself.

Barron, Richard, and Richard Earle, "An Approach to Vocabulary Instruction At The High School Level," *The Minnesota Reading Quarterly* (December, 1973), 18:53-65.

This paper describes specific vocabulary instruction in a high school biology class during a recent unit of study. Three instructional components are described: (1) Structured overviews, (2) Skills teaching, and (3) Extension activities.

Bennie, Frances, "Pupil Attitudes Toward Individually Prescribed Lab Programs," *Journal of Reading* (November, 1973), 17:108-112.

The author, a reading consultant, coordinates the Individualized Learning Center Reading Program in an open classroom situation. This program affords pupils with opportunities to expand and apply their reading skills in the learning lab. A system for continuous assessment of pupil attitudes and problems has been found to be absolutely necessary.

Betts, Emmett Albert, "Wanted: Reform in Orthographies," *Journal of Reading* (November, 1973), 17:136-139.

In 1969, the Grant Foundation funded an international meeting of scholars at the University of Miami, Coral Gables, Florida, to consider orthographic reform. This interdisciplinary conference outlined two types of research proposals: Teacher education and pupil learning.

Bingham, Jane M., "Children's Literature: Views and Reviews," *The Michigan Reading Journal* (Fall, 1973), 7:13-16.

The author briefly describes some of the newer books teachers might like to share with their pupils. The list includes books of interest to students from kindergarten through sixth grade.

Cahn, Lorynne, and Joan Hodges, "Occupational Therapy: A Role in Learning Disabilities," *Academic Therapy* (Winter, 1973-74), 9:165-173.

Experts in the field of learning disabilities recognize the importance of the multidisciplinary team approach to the treatment of children with learning problems. The authors report significant gains made by a child who was evaluated and diag-

nosed as having severe reading disabilities and perceptual dysfunction. From the results of the study it appears that visual-perceptual training by a competent professional, including an occupational therapist, is important when perceptual problems and reading disabilities coexist.

Cassidy, Jack, "Project C.A.R.E. (Content Area Reading Enrichment)" *Journal of Reading* (December, 1973), 17:192-194.

Reading specialists in conjunction with various administrators developed project C.A.R.E. According to Cassidy, the project is a practical way to provide students with reading skills in their various subjects. In this program five teachers instruct four classes of students. Four of the teachers are content area teachers and the fifth a reading specialist. Ways in which reading specialists can help language arts teachers are listed.

Cramer, Donald L., and Dale D. Johnson, "Creative Writing—Let's Do It!" *Michigan Reading Journal*, Michigan Reading Association (Fall, 1973), 7:8-13.

Today's teachers are hindered in many ways when they try to engage in the creative writing process. The most common of these constraints are (1) spelling demands, (2) emphasis on content and punctuation, (3) format procedures, and (4) grading. Sixty-eight ideas, gathered from teachers who used creative writing successfully, are presented.

Czajkowski, Theodore J., "An Interrelated Methods/Practicum Program in Reading and Language Arts," *Wisconsin State Reading Association Journal* (January, 1974), 17:29-37.

To improve and enhance the relationship between methodology course work and practicum experience, a four semester sequence was devised. The general objectives were: (1) To provide a meaningful initial teaching practicum for students in language arts and reading. (2) To enable university supervisors to focus more of their time and effort on facilitating communication and shared involvement between and among university staff, public school staff, and students. (3) To increase articulation between and integration of methods courses and practicum experiences in reading and language arts. (4) To

provide small groups of elementary pupils with developmental and enrichment activities in reading and language arts.

deBraslavsky, Berta P., "Variables Acting Upon the Reading Process," *Reading For All*, Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, pp. 103-109.

Latin America, the author suggests, has economic, social, political, and educational problems which are of equal concern to all of her component countries. Particularly, Latin America has a common language which is more unified than the other two languages spoken on the continent. Although there are linguistic zones which in turn are not uniform, there is also a tendency to the unification of its variants. Efforts are being made in different Spanish speaking countries to lessen the linguistic problems in reading. Modern comparative reading science may serve to coordinate, unify, and renew such efforts.

De Quiros, Julio B., "Development of Language and Reading," *Reading For All*, Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, pp. 71-79.

The author reports these conclusions relative to development of language and reading: (1) Some of the modern approaches to language and learning may be used in the programming of specific tasks in learning; others, for contributing to diagnosis and prognosis in learning difficulties; and others, for suggesting the adoption of definite resources, procedures, and working methods. (2) Clinical treatments of problems in language and reading-writing require adequate knowledge of the neurophysical bases underlying every learning process. Among those bases are corporal potentiality and its practical applications.

Durr, William, "Guest Editorial," *The Michigan Reading Journal* (Fall, 1973), 7:3-5.

The Michigan Reading Association should develop and explore the following priorities: (1) Standards for reading specialists, (2) Guidelines for paraprofessionals, and (3) Ways to provide assistance to the classroom teacher on a daily basis.

Eberwein, Lowell, "What Do Book Choices Indicate?" *Journal of Reading* (December, 1973), 17:186-191.

The author describes the United States Office of Education Title III (USOE) Project in Carrollton, Kentucky. The primary objective was increasing reading proficiency through interest and motivation. A list of 174 books were chosen to be used for the identification of pupil reading interests.

Emans, Robert, and Sharon E. Fox, "Teaching Behavior in Reading Instruction," *The Reading Teacher* (November, 1973), 27:142-148.

In this article the authors summarize what appears to them to be the most important implications coming from recent research on teaching behaviors in reading. It would seem that any attempt to influence teaching behaviors must help teachers take account of the student as receiver.

Faber, Jean Ann, "Parents as Partners," *Wisconsin State Reading Association Journal* (January, 1974), 17:24-26.

As a part of a graduate research project at the University of Wisconsin, seventy-seven parents of third graders in Neenah were questioned about reading habits in the home, their knowledge of the school program, and their thoughts about specialists and aides. Results indicate that parents do see themselves as important contributors to their child's reading growth. The reading specialist can assist parents and teachers to inform and support each other in helping a child realize his full reading potential.

Feeley, Joan T., "Interest Patterns and Media Preferences of Middle-Grade Children," *Reading World*, The College Reading Association (March, 1974), 13:224-237.

The purpose of this study was to identify and describe the content interest patterns and media preferences of today's middle-grade children and to determine if these patterns and preferences are related to sex, race, or socio-economic status. It was found that the middle-grade children continue to reflect the traditional "boy" and "girl" patterns and that the lower socio-economic status children continue to express significantly greater interest in fantasy. Implications for educators, publishers, TV producers, and government are provided.

Fitzgerald, Paul, "Indian Students Find Success in Reading," *Wis-*

consin State Reading Association Journal (January, 1974), 17:9-11.

Fitzgerald describes a successful developmental reading program designed for a group of Indian students in Keshena, Wisconsin, who were dropouts. Emphasis was also placed on increasing the self-concepts of the students.

Freed, Barbara F., "Secondary Reading—State of the Art," *Journal of Reading* (December, 1973), 17:195-201.

Freed reports on two studies of current practice in secondary reading conducted by Research for Better Schools in 1972. The research was undertaken (1) to augment the knowledge base before planning and designing an individualized developmental reading system for the secondary level, (2) to ascertain directions of all state departments of education as indicated by requirements for teaching reading and by certification standards, and (3) to investigate current practices and needs for the improvement of reading programs.

Gebhard, Ann O., "Poetry—Acid Test of Comprehension," *Journal of Reading* (November, 1973), 17:125-128.

Gebhard emphasizes that any valid approach to the study of poetry moves from an understanding of the literal to that of the figurative meaning. Three reading skills are discussed: (1) Practice in reading simple poetry on the level of grammatical statement. (2) Identification of the speaker of the poem or the point of view from which the poem is told. (3) Word perception for understanding of the connotative and denotative meaning of words in context.

Gottleben, Robert H., Gail Buschini, and Dorothy Tyack, "Linguistically Based Training Programs," *Journal of Learning Disabilities*, 7:197-203.

This paper presents a system of training and testing based upon analysis of language samples. The method incorporates linguistic as well as behavioral principles and applies to children with mean utterance lengths ranging from two to six words. The authors claim that the method can be used for both group and individual teaching, since it provides personalized instruction in either setting.

Hall, Maryanne, and Jerilyn K. Ribovich, "Teach Reading in Reading Situations," *The Reading Teacher* (November, 1973), 27:163-166.

The authors emphasize that the teaching of reading as communication through the processing of language requires teaching techniques which foster communication. Teaching practices should stress contextual settings so that children can learn those language processing strategies vital to purposeful reading. Reading instruction should center on experiences that facilitate reading for meaning.

Hallenbeck, Phyllis N., "Teaching Social Studies to Special Children," *Journal of Learning Disabilities* (January, 1974), 7:11-14.

This article discusses problems special education teachers may have in presenting social studies to their pupils. A student's poor reading ability, deficient memory, visual-spatial disturbances, and lack of understanding of abstract ideas are likely to interfere greatly with learning. Techniques and ideas for coping with these problems are suggested.

Harris, Albert J., and Milton D. Jacobson, "Some Comparisons Between The Basic Elementary Reading Vocabularies and Other Word Lists," *Reading Research Quarterly* (1973-1974), 9:87-109.

Twelve vocabulary lists are described and compared with the Harris-Jacobson Basic Elementary Reading Vocabularies. A high degree of agreement was found on the most common 2,000 words for the first three grades. For grades four through six the overlapping among lists was a little lower, but still high. The data presented are discussed both for what they show about each of the 12 comparison lists and as casting light on the validity of the H-J list which served as the criterion.

Harris, Stephen G., "Reading Methodology—What's Radical, What's Traditional?" *The Reading Teacher* (November, 1973), 27:134-137.

The history of methods of reading instruction reveals periodic adherence to one method or another, seemingly without any prior objective evidence to support it. However, in view of current theory about the nature of language and how it is acquired and communicated, the language experience approach seems commendable for introducing children to the

reading process until they learn to read. Teachers and parents are needed to test the theory and properly evaluate the results.

Hesse, Karl D., Richard J. Smith, with Aileen Nettleton, "Content Teachers Consider the Role of the Reading Consultant," *Journal of Reading* (December, 1973), 17:210-215.

The authors, who train high school reading consultants, constructed an instrument to determine preferences for reading consultants' responsibilities. The instrument used in this study appears to be useful in discovering the perceptions and expectations of administrators, teachers, and reading consultants concerning the role of the reading consultant.

Hoskisson, Kenneth, "'False' Questions and 'Right' Answers," *The Reading Teacher*, (November, 1973), 27:159-162.

According to Hoskisson the purpose in asking questions about stories read by pupils should be to foster reflective thinking. Two types of questioning strategies are discussed.

Houseman, Ann Lord, "Tuned In to the Entire Family—A Book Festival," *The Reading Teacher* (December, 1973), 27:246-248.

A P.T.A. Committee of the Old Mill Lane School in Delaware sponsored a book fair at which parents, grandparents, and children in grades kindergarten through three read and illustrated books. Some general observations were: (1) If outstanding children's books are available at low cost in paperbacks, children will buy them. (2) Parents who read selections to the younger children before they visited the fair and who bought books themselves demonstrate a personal interest in reading. (3) Children were pleased to see their parents relating to the school. These parents had a double reward in that they were "tuned in" to quality literature and in return were "tuned in" by their children.

King, Ethel M., "The Influence of Teaching On Reading Achievement," *Reading For All*, Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, pp. 110-115.

According to King, a beginning teacher is concerned with the complexity of choices in planning the reading program. An experienced teacher is excited by any alternative that may be

manipulated for variation. An effective teacher is aware of the differences among materials, methods, and learners. A creative teacher uses ingenuity and inventiveness to adapt the materials and methods of instruction to each learner.

Krippner, Stanley, Robert Silverman, Michael Caballo, and Michael Healy, "Stimulant Drugs and Hyperkinesis: A Question of Diagnosis," *Reading World*, The College Reading Association (March, 1974), 13:198-222.

This is a report of a testing program inaugurated for a group of children who had been prescribed stimulant drugs as a result of being labeled hyperkinetic by the school and/or a physician. A comparison was also made of these children with a group of youngsters from the same schools who had not been labeled hyperkinetic. Both groups of children were being seen by the Foundation for Gifted and Creative children in Warwick, Rhode Island, because of school difficulties. Members of the second group shared one important characteristic: they had not been diagnosed as hyperkinetic and consequently were not receiving stimulant drugs. The investigators found that the "Drug" and "Non Drug" groups did not differ significantly on tests for mental ability, creativity, and mental health. The "Non Drug" group contained higher proportions of pupils with above average verbal intelligence and verbally "creative" scores than did pupils in the "Drug" group. The inference is drawn that the school difficulties of the "Drug" group may have centered around the inability of the classroom teacher and the school administration to stimulate the talents of these children. The authors suggest that the diagnosis of hyperkinesis is overused and that drugs are being used to assist overly active children by the easiest method available.

La Budde, Constance, and Richard J. Smith, "Librarians Look at Remedial Reading," *The Reading Teacher* (December, 1973), 27:263-269.

The authors summarize the results of a questionnaire study designed to investigate: (1) The librarian's thinking about what contributions she can make to the instructional program of the disabled reader; (2) The services librarians feel they should receive from the reading teacher to assist them in their work

with the remedial student; and (3) The factors that operate to enhance or to hinder cooperative team effort.

Lazar, Alfred L., and Patricia E. Lazar, "Profile Development—for Educational Remediation," *Academic Therapy* (Winter, 1973-1974), 9:175-181.

This article and the example of Pupil Profile of Reading Skills (PPRS) illustrates the many factors which need to be considered in making a diagnosis. The 110 factors discussed are grouped under six major headings. (1) Perceptual reading skills, (2) Word identification and attack skills, (3) Comprehension, (4) Oral reading, (5) Study skills for effective reading, and (6) Interpretation and appreciation reading skills. The focus is on the need for clinical teachers to develop and use individual pupil profiles in planning and developing plans for remediation.

Livingston, Myra C., "Children's Literature — in Chaos, A Creative Weapon," *The Reading Teacher* (March, 1974), 27:534-539.

The author makes a plea that we cease to think of the "right" books for all children. She suggests that we offer each individual child the "right" book for him. She ends her article by suggesting that through books we have the power to make chaos, confusion and disorder positive and creative weapons.

Mazurkiewicz, Albert J., "i.t.a. revisited," *Reading World*, the College Reading Association (March, 1974), 13:156-160.

The author summarizes the advantages of i.t.a. and maintains that the weakness of i.t.a. usage, as reported in the literature, reflects instructional inadequacy and philosophical bias. He states that i.t.a. as an alphabet has no peer and that traditional orthography should be completely replaced.

Muehl, Siegmar and Elizabeth R. Forell, "A Follow-Up Study of Disabled Readers: Variables Related to High School Reading Performance," *Reading Research Quarterly*, 1973-74, 9:110-123.

The purpose of this follow-up study was to investigate the high school reading performance of a group of subjects originally diagnosed as disabled readers and to relate this performance

to selected variables obtained at the time of diagnosis. These included: electroencephalographic classification, IQ, chronological age, and parental background. The effects of clinical instruction following the diagnosis of a reading problem are also discussed.

Mueller, Doris L., "Teacher Attitudes Toward Reading," *Journal of Reading* (December, 1973), 17:202-205.

Mueller discusses an inquiry which was focused on teachers' values as they relate to reading. It was assumed that teacher attitudes affect pupil attitudes. The findings suggest that many teachers do not value reading very highly. The point was not that the teacher "should" value reading more highly but to urge teachers to confront, acknowledge, and clarify their own values in this important subject.

Ogburn, Keith, "Interaction with Appropriate Consequences," *Journal of Learning Disabilities*, 7:204-206.

This paper is an attempt to systematize the humanistic approach and humanize the behavioristic approach into a single method of handling the difficult situations which teachers routinely face. The author provides practical suggestions for classroom use.

Page, William D., "Are We Beginning to Understand Oral Reading?" *Reading World*, The College Reading Association (March, 1974), 13:161-170.

This article describes two types of oral reading responses that can be identified: pseudo reading and meaningful oral reading. The author also speculates on an explanation of how these two types of oral reading might be generated.

Pikulski, John J., "Assessment of Pre-Reading Skills: A Review of Frequently Employed Measures," *Reading World*, The College Reading Association (March, 1974), 13:171-197.

In 1969 Walter MacGinitie concluded that studies of reading readiness had been guided by the wrong question. The guiding question seems to have been: Is the child ready to learn to read? Whereas a more useful question would be: What and how is the child ready to learn? Pikulski summarizes the results

of a survey he has made of the questions recent investigators have asked concerning readiness and concludes that some progress seems to have been made since MacGinitie's critical review of 1969.

Premeau, William John, "Fostering the 'Want' To Read," *Wisconsin State Reading Association Journal* (January, 1974), 17:12-15.

This article briefly describes efforts to teach a child to WANT to read. This program was simple, direct, stimulating for the child, and emotionally satisfying for the teacher. The main idea was that teachers of reading should have two major goals: (1) To teach children how to read, (2) To help children learn to want to read. When setting up this reading program the first task was to set up a reading facility that would stimulate reading. To achieve the second goal of helping the child learn to *want* to read, an incentive/reward program was initiated.

Rankin, Earl F., *The Measurement of Reading Flexibility—Problems and Perspectives*, E+C+IRA, Reading Information Series, International Reading Association, Newark, 1974, 62 pp.

This study is concerned with the measurement of reading flexibility and primarily emphasizes different measurement procedures. Following the review of the literature on concepts of reading flexibility and techniques for their measurement, a summary of areas of agreement and positive findings is presented. Critical evaluation of instruments and techniques of measurement which have been used in previous research is also included. An attempt is made to point out both the strengths and weaknesses characterizing efforts to measure this important aspect of reading.

Reich, Carol, "A Scale to Assess Reading Maturity," *Journal of Reading* (December, 1973), 17:220-223.

Reich's Novel Maturity Scale is a simple, objective and reliable measure of the level at which students read. It can be used to investigate the reading preferences and the success of language programs.

Slater, Mallie, "Individualized Language Arts in the Middle Grades," *The Reading Teacher* (December, 1973), 27:253-256.

This article describes the operational dilemma faced by a teacher with thirty children to whom she teaches reading, English, spelling, and writing. Her problems include preparation for individualized instruction, assignments on an individual basis, and checking, evaluating, recording, and filing papers.

Sloan, Margaret, "Best Books I Ever Read," *The Minnesota Reading Quarterly* (December, 1973), 18:66-68.

The results of the favorite book and the favorite author compilations are listed for K-6 in order of preference. Reports from teachers and librarians indicate children do use the lists as starting points for their own personal reading projects.

Spache, George D., "Psychological and Cultural Factors in Learning to Read," *Reading For All*, Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, pp. 43-50.

Some of the implications of the research arising from a multidisciplinary approach to reading instruction are summarized in this article.

Wallen, Carl J., "Independent Activities: A Necessity, Not a Frill," *The Reading Teacher* (December, 1973), 27:257-262.

Wallen believes that many teachers are perplexed by the apparent contradiction between motivating children and teaching them certain reading skills. The contradiction can be resolved by organizing two complementary types of groups, direct instruction and independent activities.

Williamson, Ann Pollard, "Affective Strategies for the Special Reading Teacher," *Journal of Reading* (December, 1973), 17:228-233.

To teach reading effectively and affectively, we must teach students to like themselves. Building self-concept and helping the student understand and accept his own strengths and limitations should be a major objective of every secondary reading teacher. One affective strategy which Williamson recommends is team teaching.

Willerman, Marvin, and Barbara Willerman, "Effects of Motivational Conferences," *Journal of Reading* (December, 1973), 17:224-227.

This study suggests that teacher-student motivational con-

ferences may not be effective for increasing reading achievement and improving reading habits of problem readers in the secondary school. The secondary reading teacher should consider not only the age level characteristics of his students, but should also behave in a manner that reflects his understanding of the complexity and interplay between the affective and cognitive domains of the problem reader.

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