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Reading

HORIZONS



Fall 1972

Reading **HORIZONS**

Editorial Board

Dorothy J. McGinnis, Editor

Blanche O. Bush

Clara Harbeck

Betty L. Hagberg

Robert G. Rubom

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Editorial Comment

TURN CONCERN INTO ACTION

It has been three years since the Right to Read Program was established as a national commitment. Professional educators throughout the United States are on record as being totally committed to the success of this program. We have expressed our determination that no student will leave school without adequate reading and other communicative skills to serve him in society. We have expressed our determination to end illiteracy.

A basic principle of the Right to Read program is the concept that no single method and no single material holds the answer to reading success. We cannot expect all children to learn through the same process and with the same set of books. Each child has his own unique characteristics and special abilities. We must put into action the principles of individualized and personalized learning. We must have innovative ways to attract and hold the most reluctant reader. We must create situations so that each child spends as much time as needed on reading skills, but we must make sure that no child wastes his energies on useless busy work. We must make reading a living experience, and we must help students realize the joys and satisfactions that result from reading.

The priorities established by any society are a measure of its integrity and worth. The elimination of functional illiteracy has been declared a national goal. For the past three years we have verbalized our concern with the achievement of this objective. Now the time has come to turn concern into action.

Dorothy J. McGinnis
Editor

FEELINGS ABOUT BOOKS

Louis Foley

BARSON COLLEGE

Once upon a midnight dreary,
While I pondered, weak and weary,
Over many a quaint and curious
Volume of forgotten lore . . .

Thus begins Poe's most famous poem, *The Raven*, which from its first publication in 1845 had an immediate and wide success such as no American poem had ever achieved. While the entire poem carries an air of inevitability—of the perfect wording that has to be as it is—for my part I find none of it so unforgettable as those opening lines. Perhaps that may be simply because it is the beginning, but I hardly think so. Rather, for me it is a demonstration of how a rhythmical combination of harmonious words can charm us into belief in factitious imagery and forgetfulness of what the words actually mean.

Pondering—literally weighing—is not something that one does over books, especially if weak and weary. It requires being wide awake and clear-sighted. One ponders questions, weighing the pro and the con. It implies meditation, most likely without any books in hand. Weak and weary at midnight, one might peruse or pore over *one* quaint and curious volume, but certainly not many. Incidentally, in *The Philosophy of Composition*, Poe referred to the student as “occupied half in poring over a volume, half in dreaming of a beloved mistress deceased.” And can we imagine what kind of books these were? Poe did not know any more than we do. They are mere stage-properties used to invoke a certain atmosphere. In keeping with the romantic taste which still hung on in Poe's time, they suggest mysterious esoteric knowledge of something like black magic, quaint and curious “lore” such as ritualistic formulae for the summoning of spirits or the casting of spells. The idea of cabalistic records of medieval occultism, in which the erudite scholar enjoys dabbling, prepares an eerie ambience for some kind of seemingly supernatural manifestation. One senses that something out of the ordinary is imminent. A background of vaguely weird, uncanny atmosphere is created as preparation for what is to follow.

Insofar as such writings ever existed, they were certainly not “books” in our sense but manuscripts probably undecipherable for any but the initiated. There is food for thought, however, in what is—unconsciously no doubt—implied in the mere mention of *books*.

Before the invention of printing, books were slowly and painfully produced. A monk who, between his other duties, spent a couple of hours a day in copying might pass years in making one book; in fact it might have to be finished by someone else after he had passed on. Naturally only material taken to be of permanent value was deemed worth the trouble. Understandably, the attitude of reverence for books as peculiarly precious things hung on long after printing had made them relatively easy to acquire. Anything in the form of a *book* was naturally presumed to contain timeless wisdom. It is hardly necessary to mention the great religions of the world which have given supreme importance to the books which represent them—the Torah, the Bible, the Koran, the Book of Mormon, Mrs. Eddy's *Science and Health*. The anti-religion of Communism is based on Karl Marx's *Kapital*. The book comes to be regarded as a sacred object in itself, revered superstitiously by people who seldom or never read it and have little real understanding of its contents. It is used symbolically to seal the most solemn oaths. For the average person nowadays, however, swearing on and by sacred Scriptures must not involve quite the same feeling of solemnity that it surely had for our ancestors in the past.

"I read somewhere in a book . . ." As things used to be, that seemed to settle the matter. In our more skeptical age, we want to know who wrote the book, how he came to write it, and what authority he had to speak. We rather suspect there may be other books which express quite different ideas, possibly nearer the truth.

Through the force of circumstances in which I grew up, I believe I can thoroughly sympathize with the attitude of people in general toward books throughout the nineteenth century, during which I think it did not greatly change. One element in my conditioning, though of minor importance, was the fact that both sides of my family were represented in the legal profession and my father was a judge for many years. In the idiom of that time, to prepare for being a lawyer one "read" law. Certainly that experience tended to give a person a respect for books. Any influence from that quarter, however, could only have been very indirect. It was not the volumes in my father's law library, which he kept in his offices, that made the difference. What counted was the fact that he had much the largest private library in the town of 30,000 people in which we lived.

Most of those books were beautifully bound. Behind glass on the shelves of extensive built-in bookcases reaching to the high ceiling, besides supplementary movable ones of large-wardrobe size, they virtually surrounded three-fourths of the spacious room. Visitors were

always impressed by the collection, which they usually regarded with some degree of awe. Those books were not there, however, for any purpose of impressing the beholder. Nothing could have been farther from my father's nature than any slightest taste for vulgar display. He had *read* them, and when he could find time he enjoyed rereading them. He was interested in knowledge, which he valued for its own sake, just the pure satisfaction of knowing and understanding things. I have often wondered how in the course of a busy life of many responsibilities he had ever managed to do the vast amount of reading he had evidently done. And he seemed to remember everything he had ever read. He never made a show of it; it just came out quietly in response to casual remarks in ordinary conversation. I think he had a sentimental love of those books for what they had given him, a feeling of gratitude for the rich *vie intérieure* he must have had, which they had made possible.

The collection covered a wide range of subjects but included very little fiction. There were, however, the complete works of a few novelists, notably Balzac, whom he greatly admired and whose stories he seemed to know by heart. My own taste for what I think of as "serious" books may be due in some measure to the sort of thing I found most interesting in that library as a boy. Being fond of animals, I was drawn to an illustrated work on natural history, in a number of volumes, "translated from the French of Louis Figuier." Since I always took for granted that reading anything meant reading every single bit of it, I conscientiously read, each time they came up, the scientific Latin names of the various creatures as they were regularly given in parentheses. That was before I ever studied Latin, but to this day, after thorough training in preparatory and college Latin (in which I achieved my highest marks) such names as *felis leo*, *felis tigris*, *felis pardus*, or *hippopotamus amphibius*, and the like seem more familiar to me than most of the Latin vocabulary I absorbed later in school.

A considerable amount of shelf-space was occupied by the volumes of magazines which my father had bound every six months (a year's issues would have made much too thick a volume). He had taken *The Century* from its first appearance in November, 1881, and *Scribner's* from its beginning in 1887. There were also *Munsey's* and others. *The Century* above all I shall always remember for much of the most delightful reading I have ever known. A number of literary creations which were destined to become prominent first appeared serially in that magazine, such as, for example, *The Bostonians* by Henry James,

The Rise of Silas Lapham by William Dean Howells, Mark Twain's *Huckleberry Finn*. Among short stories to be included in reading lists for many years, I remember Ruth McEnery Stuart's *The Gentleman of the Plush Rocker*, and stories by Scumas MacManus. There were George Ade's *Modern Fables* and the verses of James Whitcomb Riley. There were fascinating articles on all manner of subjects; a series by Robert Hichens on *The Spell of Egypt*, beautifully illustrated, was unforgettably impressive. As a boy, with my love of animals, I was quite carried away by Ernest Seton Thompson's *Biography of a Grizzly*. As the leading pictorial magazine of its day, *The Century* published not only many appropriate photographs and drawings but particularly noteworthy frontispieces, among which I remember a series of Timothy Cole's wood engravings of French and Spanish masters.

Now a point I wish to make here is that these bound volumes of magazines were real books, and they remain so. Almost any one of them will be found to contain fascinating reading today for any literate, open-minded person who will take the trouble to leaf through it unhurriedly. It is not being merely nostalgic to recognize with fair objectivity that a great deal of the material in those magazines had a lasting quality that makes it good reading for all time. Anything to be bound and cherished as a *book* should have reasonable permanence. Nowadays such are undoubtedly being produced, but they seem overshadowed by vast numbers of alleged books of no more than momentary interest, little more fitted to endure than the newspaper which we skim through hastily today and forget tomorrow.

It was part of my early training to be taught to handle books respectfully, almost reverently. To begin with, one's hands must be scrupulously clean. The book was to be opened carefully, so as to run no risk of breaking the binding. To turn a page with a moistened thumb, as one might do with a telephone directory or a mail-order catalogue, would be desecration. To dare make pencil marks on a page, annotations of any sort, was inconceivable.

So far as those precious old books are concerned, the few of them I still possess, or say a book about art with fine reproductions of celebrated paintings, I still have much the same feeling. Otherwise, however, with modern books (if they belong to me!) I feel no compunction whatever in marking them up in any way, to emphasize particular passages or add comment upon them. The content is all that counts; the physical vehicle is merely the means of conveying it. Anyhow, if I lost or wore out a copy, another could be had; there would be no sentimental feeling about the original.

Nearly everything in my father's library I gave away many years ago, as I was to do later with other libraries which I had built up myself. About all that remains of that imposing collection amid which I grew up is several carefully selected volumes of *The Century* and an edition of *The Raven* designed no doubt as a gift book, a form of remembrance which was popular in the days of my parents. Originally copyrighted by E. P. Dutton and Company in 1883, this edition was published in 1893. Every page, as well as the front and back cover, is embellished with an appropriate drawing which inimitably evokes the proper atmosphere. These illustrations were made by W. L. Taylor, "drawn and engraved under the supervision of George T. Andrew." I have never seen a book which seemed to me more fittingly illustrated. Naturally I treasure the book not only for its intrinsic attractiveness but as a sentimental keepsake of a bygone age. Yet it shows the ambivalent attitude toward books into which I have grown. For I have not hesitated to make pencil marks on pages here and there in that quaint and curious little volume.

WHO SAID THREE IS A CROWD?

*Dorothy L. Bladt, Joe Chapel
and Sara R. Swickard*

WESTERN MICHIGAN UNIVERSITY

The education of American children appears to be at crisis stage in the nation today. Turmoil and confusion about what to teach, to whom and where, reflect the general concerns of a society in the midst of a social and economic re-evaluation process. Voters are rejecting pleas to support a public school system which many feel is failing in its role as educator to all children. Perhaps nowhere else is the criticism felt so sharply as in the area of reading instruction. Because so many pupils leave the elementary school and even the senior high school with less than adequate reading skills, school systems everywhere are taking a close hard look at the reading programs and the reading teachers in their schools in an effort to determine why these failures have occurred. Since learning to read is an integral part of learning in all areas, any improvement in the total education of children must, therefore, include improvement in the teaching of reading.

Where the public schools are in trouble, teacher preparation programs feel the backlash. As teacher educators, we must evaluate our programs and practices in light of the kinds of teacher competencies which are needed in the future if children are truly to be educated. It seems to be a human condition that in times of crisis, we are most vulnerable to extremes of action. Witness the confusion all around us.

New approaches and systems of reading appear at a rapid rate. Some authors and publishers set to work to revise popular and current material. Often such revisions were limited to changing the skin color of a few characters, changing a few background pictures, and incorporating into their manuals some ideas for working with the gifted, the disadvantaged, and the minority groups.

Some authors concentrated on the reading act itself and tried to break this down into small steps of progression which needed to be mastered before next steps could be taken. Some publishers and authors looked at reading in various parts of the world and performed some rather neat transplants. There are those who feel that children start to read too soon in this country and others who feel that the child's reading ability will be doomed unless he starts reading during the first few months of life. We contract for performance gains in one quarter and "de-school" in another. Highly controlled programmed

learning is evangelized by some as *the answer* for all, while at the same time completely non-directive free schools are proclaimed as *the way* by others. Because it seemed to the authors that in the hubbub of choosing, the individual child and his needs were somehow being overshadowed by the dogmatism of the approach to be used, it was felt that a college level course designed to prepare teachers of reading must necessarily focus on the child to be taught.

With this basic premise in mind, the authors came together as a team in the fall of 1970 to teach three sections of the undergraduate reading methods course. Reading was viewed by the team as a developmental process which involved the whole child and the teacher in a classroom environment designed to promote individual maximum growth in learning.

The team approach seemed particularly appropriate to this task for several reasons.

1) Each of the individuals involved brought a slightly different background of skills to the program, including teaching experiences at various levels of elementary education, knowledge of child development and learning theory, and clinical experience in the diagnosis and remediation of reading difficulties. The pooling of these skills in a unified program brings to the students a more comprehensive approach to the teaching of reading than any one of the instructors could provide.

2) The experience of often hearing three points of view on a particular subject is seen as a healthy condition for the intellectual growth of the students.

3) Teaming as an approach to teaching is becoming more widely used in the schools. Being involved in a team-taught course can prove to be an excellent way for potential teachers to evaluate the process as one in which they might someday choose to participate.

Several decisions made early in the planning stage appear to be significant. It was decided that a deep commitment to team teaching was an imperative. To this group, team teaching meant planning and working as a team with all members being present in the large group sessions at all times. It was decided that no instructors teaching independent courses in reading should be penalized by having additional sections of larger groups because of this team experience. It was recognized that University students differ from each other and need sustained help and evaluation by at least one staff member who knows them reasonably well. For these reasons it was agreed that the team of instructors would meet from ninety to one hundred students in the

large sessions and that each would be responsible for one third of the students for purposes of clarifying confusions, guiding readings and individual projects, working with individuals, and for final grade assignments.

Before the semester began, the team members met to plan the course objectives and to outline ways of implementing them. The specific topics to be covered included, among others, reading readiness, cognitive development, approaches to teaching reading, classroom organization, reading in the content areas, evaluation procedures, parent conferences, and the causes and diagnosis of reading difficulties.

Perhaps the over-riding objective of the course, as seen by the team, was to help the students to develop a sensitivity to the individual needs of children learning to read and to foster flexibility in teaching strategies so that these needs might be met in a realistic way.

As the course topics were outlined, areas of responsibility were assumed by each instructor and a tentative schedule was arranged for the semester. The team was unanimously committed to the idea that flexibility in timing and in the content of material to be discussed was also important to this program if the individual needs of college students were to be met. Since all three instructors were present at the large group sessions, there were those "teachable moments" when one or another of the team would see the need to extend a concept or to involve the group in an unplanned activity that would reinforce a previous learning. Obviously, such a teaching philosophy demanded not only flexibility of programming, but flexible people as well. Frequent meetings were held throughout the semester in order to evaluate the progress of the course and to make changes where necessary.

As the team approaches its fifth semester of teaching, some informal student and staff appraisals indicate that it is desirable to continue and refine this organizational and teaching plan. Some of the advantages suggested by students follow:

- *The stimulation that comes from having three instructors with different teaching styles.
- *The experience of having three people with different specializations attacking the same problem.
- *The feeling that you can get help from any one of three instructors.
- *The breadth of learning about reading—an individual instructor sometimes spends most of his time (and ours) on his own pet method.

*The excitement of interacting in the large groups—helps get rid of inhibitions.

*The fun of having the team members argue with each other.

*The warm, close feeling developed in the small group where issues can be discussed more fully and where people know each other.

As far as the team members are concerned, they feel:

*That they are learning tremendous things from each other concerning content, materials, and teaching style.

*That they are becoming increasingly aware of important issues in reading which they may not have been fully aware of prior to this experience.

*That they feel support from the other members of the team and get better feed-back about what they really did or did not accomplish.

*That three people can keep more aware of new ideas and materials and keep each other and the students more up to date.

*That the students appear more alert and eager to learn.

This certainly does not mean that the team has all the answers about preparing teachers to teach reading or, for that matter, about how children learn to read. It does mean that for this team of instructors and for these students there appears to be an excitement, a breadth of knowledge, and a real involvement that was not as apparent in their classes, or in themselves, prior to this experience.

Our team is constantly searching for improvement. We think our students are finding that three heads are better than one. Who said three is a crowd?

TEACHING A BASIC SIGHT WORD VOCABULARY

Marge Staten

KALAMAZOO PUBLIC SCHOOLS

In diagnosing reading ability, the analysis should include an investigation of the subject's knowledge of basic words commonly familiar in most children's oral-aural vocabulary. Likewise, any beginning reading instruction program should include some help in learning commonly used words, since these compose a large part of the vocabulary of many reading series and other printed material.

In 1930, Edward Dolch examined three then-prominent word lists and from these compiled a list of 220 words, excluding nouns, which commonly occur in all reading material. These words were, in general, functional words which were abstract in meaning and this tended to make them somewhat difficult to learn.

In 1967, Henry Kucera and W. Nelson Francis published a new list of present day most commonly used words which agreed with the Dolch list in only the first eighty-two entries (5). Regardless of the source or list used, it does seem important that children develop a large sight word vocabulary in order to enhance reading fluency, speed, and comprehension. Most average students seem to master such a list by beginning third grade level, but this is often not true for children who experience reading disability. Therefore, teachers should have knowledge of a variety of devices and techniques for helping students learn a basic sight vocabulary, other than by repeated drill. It is also helpful to determine which of the basic words are most troublesome for most children.

The Garrard Publishing Company of Champaign, Illinois, publishes *A Basic Sight Word Test*, as well as many other games and reading materials related to a sight vocabulary as compiled by Dolch (4). These tests can be used for individual or group testing. The errors can be tallied and flash cards can be used for a number of activities and games to help teach these words. There are commercially produced boxes of these sight words, and cards can also be made from strips of cut tagboard. It is helpful if the teacher prints the word in pencil and allows the student to trace over the printing with a magic marker or crayon while he spells it aloud. This method is referred to as the VAKT method (1). The child should use his own cards and

file them as he learns them. This and other motivational techniques should be used to show the student he is making progress.

The commercially produced boxes of flash cards are divided into two sets, the easier and the more difficult words (4). They are also color cued with the easier ones printed in black and the more difficult ones in green. These cards are excellent for building up quick recognition of the words by total configuration. The words can be taught in sequence as they are introduced in the basic text being used for various reading groups. The same words can be part of a spelling word list.

The basic words should always be introduced in the context of a sentence. As the word is verbalized, the appropriate flash card should be held up for a visual-auditory relationship cue. If possible, a question should be asked which will necessitate the student's use of the selected word in his answer. As he says the word, he is handed the appropriate flash card so that he understands the association of the spoken word and the printed symbol for it.

Word games are a highly motivating method for helping children to learn the words in a basic sight vocabulary list. The following are some variations of old favorites which teachers may find useful for this purpose. It is sometimes helpful to share with parents ways for helping a child learn these important words through game play.

GAMES

Pick Up

Several words are laid face up on a table. The teacher calls out one of the words and the child selects it from among the detractors. This continues until all the words are gone.

Take Away

Words are laid face up on the table. The child reads all of them to himself. The teacher removes one of the words and the child tries to tell which one is missing. If he is correct, he keeps the word. Only a few words at a time are used.

Ladder Climb

A ladder can be made of construction paper. On each rung a flash card is laid face up. The child climbs the ladder by saying each word. If he misses one going up, the teacher tells him that word and he tries to recall it on the way down.

Post Office

The words are printed on the face of small envelopes. Trading stamps or other mock stamps may be placed in the upper right hand corner to enhance the resemblance to a real letter. The postman delivers letters to a receiver only if he can name the word on the letter front. Inserted in each envelope, a simple sentence using the basic words plus one of the common nouns can be printed on a small piece of paper. This represents the "letter" received. The receiver reads the letter to others in the game. Some letters can be directions such as: "Jump up and down."

Fish Pond

The words are printed on fish patterns cut from tagboard or construction paper. Each child is provided with a pole and a line to which a small magnet is attached. Each fish has a paper clip secured to it where the mouth is drawn. Skillets can be made from black construction paper. As the children fish, they can put their catches in their skillet only if they know the word.

Save-and-Learn Pack

Flash cards are exposed quickly around the group, giving each child his turn. If a child misses, a duplicate card is made for him to keep in his "save-pack." He works on these cards whenever he has an opportunity. Children can help each other learn their "save-packs." Then try to learn the words and get rid of their packs.

Ball Game

Children can be divided for teams by counting off "1"—"2." They then stand behind their chairs. Word cards are laid face up on each chair. The teacher then bounces a ball to each team member. If the child catches the ball, he also attempts to call out his word and score a "hit." If he knows the words, he picks up his card. If not, the card remains on the chair. At the end of the game, runs are counted for each team by collecting the cards picked up by children who knew them. Other cards are then placed on the chairs with those remaining that were not known the first inning.

Three-on-a-Match

Three identical packs of cards are needed. One child is a caller and calls out a word from his pack. He does not allow the other two

players to see the card. They try to see who can find the called word in each of their packs first. The one who does places the word face up on the table. The first to get rid of his pack is the winner and then becomes the caller.

Squat

The word cards are quickly flashed around the group, giving each child a turn to call out at his turn. If he misses, he must assume a squat position. He may rise only if he is quick enough to call out another word before the child whose turn it is can say it.

Conductor Game

One child acts as conductor of the train. He stands beside the seat of the first child in the group. The teacher flashes a card. If the child acting in the role of conductor can say the word first, he moves on to the next child and continues in the role of conductor. However, if the other child can say the word before the conductor, he then becomes the conductor.

Train Game

Students are divided into two groups, each group representing a train. Each child represents a train car and is given a flash card to hold. Each child, beginning with the engine, attempts to say his word correctly. If a child misses a word, he moves to the rear or the "caboose" car. Alternate turns are taken by each side. Naturally, the team missing the most words lengthens from the rear and is behind the other train. The game is continued until an arbitrary point of being behind is reached. The other train wins and sides can be re-chosen.

Passport Game

Each child is given a word card representing his passport to board a ship. The students show and say their word to board. When the captain calls their word later, they may get off the ship.

Word Hunt

Words are hidden (in plain sight) randomly about the room, while children close their eyes. At a signal, they begin to hunt for the words. However, they can keep them only if they can say the found words correctly. The ones having the most words are the winners.

See and Say

Words are lined up in a holder or chalkboard rail. A duplicate pack of words is held by the teacher. Students are divided into two teams. Alternate turns are taken as the teacher allows students to draw a card from her pack. One point is won if the player can correctly match his card with one on display. Another point is earned if he can correctly say the word he matches. The team with the most points wins the game.

Bingo

Groups of words can be arranged randomly on cards. Players are provided with some type of discs or covers for a recognized word on the cards. The teacher calls out words appearing on the cards. Players try to cover words in a row until all are covered either vertically or horizontally. This game can also be purchased commercially.

Race Track

A group of word cards are laid in the form of a race track on a table or on the floor. Each player is provided with a small race car. Children even like to make their own from construction paper. A starting place is marked. Small signs such as "bad curve" can be placed near difficult words. Each player moves his card along the side or over the words representing the track. If he misses one, he must make a pit stop for repairs. The next player then proceeds around the track. Consecutive turns are taken. A stop watch can be used if available to see which racer can go around the track in the least amount of time. Those out of the race for a pit stop have an opportunity to learn their word by listening as the racer after him says the word.

OTHER TECHNIQUES

In addition to many games that can be played to help students learn a basic vocabulary, the use of machines with programmed materials can be beneficial. At the present time, commercially prepared materials of tapes, records, and filmstrips are available and can be used by the student after basic instruction on machine operation. One example is a type of small record player which comes with unbreakable records and color cued cards which are numbered progressively. After completing the program, all of the basic words are known and used in simple stories which the child can then read. The student operates the machine independently and progresses at his own rate. He can repeat a plate or record until he has mastered it (5).

The basic words can also be typed in lists or on individual cards and then taped accordingly. As the student looks at the word, he attempts to say it correctly before the tape recorder which either reinforces his correctness or lets him know he is in error. If so, he lays the card aside, and learns it later. The words can also be taped in phrases which include the basic nouns, such as "to the boy" or "down the road." This method also enhances reading fluency and hence comprehension.

The Language Master or similar machines are a favorite with most students because they can listen to the instructor card and immediately repeat and listen to their own recorded voice. Words or phrases can be printed directly on the cards or clipped to the cards so that they can be used in a variety of ways.

Film strips of the basic words or word phrases are also available. These can be used in a regular filmstrip machine or in a tachistoscope. The tachistoscope has the advantage of being automatically adjusted to various time exposures and its novelty appeals to many students. Of course, a faster reading rate or word recognition is also the goal.

Once a student has gained some proficiency in recognizing words on a basic vocabulary list, he should be provided with books which help him use and test his knowledge. There are sets of books published by the Garrard Press (4), and others which are written expressly for this purpose. The stories are popular with most children.

Once a class or group has been tested for its knowledge of the basic words, a teacher can set aside the words which are of particular difficulty to the students. Thereafter, she can use the "word-a-day" approach to help master these words. One method is for the teacher to carry the words with her, in a pocket or tucked in a belt perhaps. During any period, she can flash the card to the group or to a particular child in an effort to help them master it.

Summary

In summary, a sight vocabulary is the number of words a child can recognize automatically. Growth in this area is one of the important signs of reading development. The words in a basic vocabulary are often referred to as "service words" and they make up about 70 percent of first readers and "easy to read" library books. Recognition of these words, at sight, is essential if a child is to become a rapid competent reader. It is hoped that the suggestions in this article will provide an adequate and comprehensive outline for teaching frequently used words. All of the games and suggestions can be imple-

mented by teachers or by tutors and parents, and many of them can be enjoyed by groups of students with very little supervision by the teacher.

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MESSAGE FROM THE PRESIDENT
of the
HOMER L. J. CARTER
READING COUNCIL

Dear Council Members and Friends:

It is indeed a rewarding privilege to invite your continued support and active participation in another year's dedication to our common concerns: *Reading—Power to the Pupil*.

This challenging theme of the 1973 International Reading Association Convention has become the main thrust for our local programs. Our purpose is to examine the interaction between the individual and his reading and to instill an acceptance of responsibility for his own learning.

A complete program appears in this issue of *Reading Horizons*. The distinguished speakers developing the program theme and the opportunity for audience involvement in the *Talkshop* promise an effective inspiring year.

Please join us!

Sincerely,
Clara Harbeck

ECHOES FROM THE FIELD

Joe R. Chapel

After several meetings with superintendents of schools throughout the State of Michigan it is apparent that one of their major needs is a service from the universities which would provide consultation and expertise in problem areas.

The College of Education at Western Michigan University has recently established a Research, Evaluation, Development, Experimentation (R.E.D.E.) Center. The Director of the R.E.D.E. Center is Dr. Rodney Roth. The primary purpose of the center is service to school districts. The R.E.D.E. Center accomplishes its purpose by meeting with school personnel in order to identify and analyze needs and problem areas. The R.E.D.E. Center then identifies and coordinates the appropriate expertise in order to assist the school system in solving their needs or problem areas. In the specific area of reading the R.E.D.E. Center could help with a needs assessment, performance objectives, delivery system analysis, evaluation, and in-service education.

Any school district interested in consulting with Dr. Roth about the services of the center is urged to contact him at Western Michigan University.

DID YOU SEE?

Betty L. Hagberg

Did You See *Blueprints for Better Reading*, a book of school programs for promoting skill and interest in reading, which has just been published in a completely new second edition by the H. W. Wilson Company? The author, Florence Damon Cleary, presents the concept that skill and interest in reading are inseparable and suggests programs and methods for teachers and librarians.

Did You See "Reading News," a newsletter of the College Reading Association? It is published four times a year, January, April, August, and November. Reading educators and institutions are encouraged to send news about their activities, research, honors, awards, and publications to: Reading News, Office of Publication, 391 Greendale Road, York, Pennsylvania 17403.

Did You See "Reading Takes A Giant Step in L. A.?" It appears in the March, 1972, issue of *Reading Newsreport*. The one goal of the new Developmental Reading Program of Los Angeles is to have every child reading by his ninth year. The emphasis is on individual interests and few basic textbooks are used as the teaching materials in this program. Educators are now saying that the program could become district-wide within three years if progress continues.

Did You See "Spearpoint," an article in the June 24, 1972, issue of *Saturday Review of Education*? It is authored by Sylvia Ashton-Warner, adapted from her book *Spearpoint—Teacher In America* to be published in September by Alfred A. Knopf. She points out that traditional education has its shortcomings but that adapting and surviving in America's free schools are not for educators who are fainthearted.

Did You See the articles appearing in two recent periodicals on "differentiated staffing?" *Educational Technology*, the magazine for managers of change in education, presents an article by Phillip and Miriam Kapfer entitled "Differentiated Staffing for Program Development: An In-depth Look At An Incentive Model." It appears in Volume XII, No. 6, June, 1972, on page 9. *Nations Schools*, a McGraw-Hill publication for school administrators, carries an article on "Differentiated Staffing" in Volume 90, No. 2, August, 1972, on page 27. It appears as part of a 14-page compilation of methods to trim school budgets without sacrificing quality.

WE SUGGEST

Eleanor Buelke

Yamamoto, Kaoru, Editor

The Child And His Image

Boston: Houghton Mifflin Company, 1972, pp. ix + 235.

Gardner, John W.

Self-Renewal

New York: Harper Colophon Books, 1963, pp. xiv + 142.

For teachers of the young there is no greater task, no goal more worthwhile, than helping their pupils to develop knowledge, acceptance, and appreciation of themselves as human beings of value. It is from a position of wholesome self-esteem that the learner is able to use his power to learn; to stand sturdily and grasp for life's rich, unknown experiences; to meet others with openness and depth of feelings, without fear of being destroyed; to function within his own value system, with sensitivity and integrity.

What kinds of teachers can truly teach for such objectives? Only those who see and believe the connection between language and experience can offer children human wholeness.¹ Only those who practice living traffic with their students can move beyond merely leading their minds to quickening them.² Most especially, only those who have the capacity, concern, and zest for their own self-renewal can help to establish a hospitable environment for growth of creative young men and women, with spontaneity and strength of mind and spirit.

In response to the need for concrete, useful, and practical information about the development and nurture of the self-concept in childhood years, *The Child And His Image* has been written to serve college students, teachers, paraprofessionals, and others with child-service roles. In the first chapter, the editor, Yamamoto, introduces the reader to "The Concept of Self." In the following chapters, six other authors cooperate to expand and to define this theoretical construct, presenting materials and proposals that can be understood and utilized by educators. They deal with such aspects as "The Developing Self: World Of Communication;" "The Developing Self: Nurturance In

¹ Bill Martin, Jr., *The Human Connection: Language and Literature*, p. 35. Washington, D. C.: National Education Association Department of Elementary-Kindergarten-Nursery Education, 1967.

² Sir Rabindranath Tagore, From an inscription on the administration building at Santiniketan, a famous school established by Tagore at Bolpur, India.

School;” “To Fathom The Self: Appraisal In School;” “The Bruised Self: Mending In Early Years;” and “The Developing Self: The Parental Role.”

Perhaps, one of the most interesting chapters in the book is the final one, “The Self In Early Years: Discussion.” It is exactly that, a partially edited record of a discussion held by the seven authors of the book. The intellectual interplay of these authors’ fine minds, in the reader’s vicarious presence, is stimulating, indeed. One finds himself nodding in agreement with the final quotation:

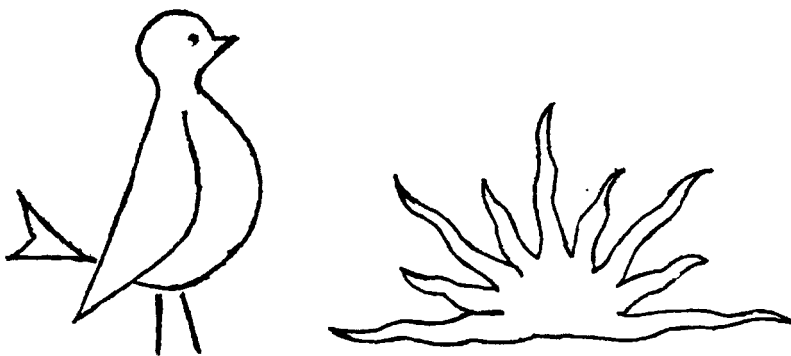
Self-knowledge is the Forgotten Man of our entire educational system and indeed of human culture in general. Without self-knowledge it is possible to be erudite, but never wise.³

In his significant book, *Self-Renewal*, John W. Gardner, writes of the wisdom in considering a reasonable objective view of self, an accessibility of the self to consciousness, and an acceptance of self as inextricably bound up with the concept of mental health. He suggests some additional clues to identify the mature, creative individual, with the capacity for continuous self-renewal. Such a person pursues the full range of his potentialities, avidly, all of his life. He is willing to risk failure to keep on learning. He is capable of accepting love, and capable of giving it, maintaining fruitful relations with other human beings. He is highly motivated, spending at least part of his time doing something about which he cares deeply.

Individuals who are, themselves, sources of renewal are receptive to the external world and open to their own inner experience. They are independent, but not adrift; they possess “extraordinary capacity to *impose* order on experience,” but are not immobilized by learned rigidities. For each person, teacher and learner alike, the renewal of self proceeds from a self, understood, and consciously engaged in enterprises of on-going daily life.

If teaching, as we know it in today’s classrooms and schools, is to have influence, and to mean anything of worth for ourselves, our worlds, and the future of both, it must promote the process of self-understanding and self-renewal. The tasks in such a process are endless. “This will strike some as a burdensome responsibility, but it will summon others to greatness.”

³ Lawrence S. Kubie, “The Forgotten Man of Education,” *Contemporary Educational Psychology*, p. 71. New York: Harper and Row, 1967.



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Editor:

Here is a follow-up to the article you recently published, "Rapid Reading, Yes." I will welcome anyone's reaction to the following.

SLOW READING, NO!

Most of the aspects of modern life have speeded up. Technological expertise and human need have, in effect, greased the old time clock. Reading, however, for much of the populace appears to have stayed back. If anything, rates of speed versus amounts of print read seems to have slowed down.

There are the traditional reading flaws still operating.

Vocalization: Many readers reared on phonics, trained to read by reading aloud, read only a little faster than their ability to speak the words. For most readers, this is the 250 words-per-minute range.

Pointing: Many people use a pen or pencil or their finger to do the "Walking through the white paper." This, accordingly, slows reading speed and focuses reading on word by word patterns.

Ultra-Reverence for Print: Gutenberg-oriented man, to use the Marshall McLuhan phrase, lives and dies a life dominated by print: birth, house, marriage, diploma, test, contracts, death—all sanctified and verified by print. Conditioned this way toward printed matter, ability to discriminate between the important and the trivial is a skill most people meekly dare to venture toward. This venturing is discouraged by the educational establishment which contributes to the

myth that all reading matter is important, and thus keeps alive the print-obsequiousness-syndrome.

Aside from these traditional slow reading causes, a new phenomenon, bred by the new electronic media, has created a problem adding to the slowing of reading speeds. Conditioned by television, radio, transistors, stereo tapes and other electronic delights, reading speed in many cases stutters, stumbles, slows. Electric media have the effect of short circuiting reading for many. Thus, they refrain from reading and plug in for information and entertainment to the electric media which have the now, instant, quick pay off. The others, who still read, read in a very slow manner, conditioned by their non-print experiences.

These electric-media conditioned readers push the print closer and closer to their eyes simulating the radio transistor that stimulates their inner ear or the television set that they get close to. These slow readers curl and twist into the comfortable position they assume for the electric media, attempting to "take a bath in the print." This accelerates the slow reading problem and neglects the fact that reading is a one sense experience. The net effect is to create more reading hygiene problems and more slow reading.

It is ironic that, in an age of speed of technological expertise of electric media proliferation, reading which has provided the bedrock for progress is the symbolic and in many cases real casualty of this progress. In other words, people may be reading more but also getting less from their reading.

Thus, the popularity of rapid reading programs can be viewed as only a stop gap method to brake the decline in reading speed. The greater breakthrough to accelerate reading speed will come from an awareness of the psychological, cultural, and educational reasons for slow reading. It is in these areas that the thrust for more effective and rapid reading must take place.

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Very Truly Yours,
Harvey Frommer
New York City Community College

READING IN THE SECONDARY SCHOOLS

Kenneth VanderMeulen

Many texts and articles discussing the matter of teaching reading on the secondary level recommend the establishment of reading programs which involve all members of the high school staff. Frequently, authors of such works on originating and developing reading programs will go into great detail about the ways in which committees may be given areas of concern, methods of self-evaluation, and each step to be achieved. Each stage of progress will be named and described with fine elaboration.

Given ideal circumstances of adequate finances, sufficiently flexible personnel, administrators with educational leadership, and consultants with expertise—the steps and stages described by the theoreticians will doubtless succeed in a fairly large school. However, we must be realistic and look at some of the circumstances which are apparently keeping reading programs from burgeoning in many secondary schools in our state. For one thing, not very many small high schools have the financial means to bring in experts, although they might qualify for reading materials and hardware under one or another of the federally assisted programs. Thus, even when an administrator could and would make numerous adjustments to start a reading program, merely calling meetings or forming committees would be futile.

Reading programs *are* growing in the high schools of limited enrollment, however, and it is the purpose of this article to show some of the many constructive and original methods of approach which are bringing about flourishing reading programs. In the opinion of the author, it is inspiring to see the ways that reading teachers are playing a major role in bringing about the increased literacy that is the goal of our field in the seventies.

As is frequently pointed out by observers of reading work at the secondary level, many of the teachers who specialize in the teaching of reading have been in the teaching profession for some time. In smaller schools there are no consultants to whom one may bring problems related to remedial or developmental reading. As a result, the teacher who becomes most concerned and aware of the need to help students read more effectively in the content courses typically is the teacher who does some independent study or takes courses in the field, if such facilities exist in his area.

In the same way, the administrator who is alert to the best ways to utilize his faculty members in teaching assignments will quickly become cognizant of the new capability. He may then ask the teacher who has taken some hours in reading to become a reading teacher. This is a crucial point of progress. If the administrator is not enlightened about the need for teaching reading in the content areas, he may assign the reading teacher to "handle" a special class in reading. When this takes place, the reading teacher should do all in his or her power to avoid being placed on a treadmill of working only with students who are referred as "reading problems" from the several content classrooms.

Of course, remedial reading work is necessary, when proper diagnoses have been made, when facilities have been provided, and when materials have been purchased. However, high school reading programs which include *preventing* reading problems from becoming serious or widespread should be the aim and goal of anyone trained to teach in high school. If the reading teacher finds himself working with the few students who can no longer cope with the reading problems presented in content class work, the real goal of a school wide reading program may remain unattained through the normal steps as described by texts on reading.

To call attention to the many important services which a reading teacher may render the entire high school is the first aim. One reading teacher, who wanted to serve the entire faculty in more than remedial reading, enlisted the cooperation of the English teachers in giving a standardized reading test to the entire student body. The cost was kept low by re-using the test booklets. The reading teacher was then able to issue an accurate and comprehensive record of the reading performance of each student in the high school compared to other students of their grade level, in vocabulary background, rate, and comprehension. By itself, this piece of information was not of great value, except that the process put some student records into the hands of the teachers instead of into the cumulative files. The practical use of the reading records came in enabling teachers to recognize the wide range of reading abilities in each of their content courses.

Of even greater value was the fact that the reading performance records opened the topic of retardation in reading. Not many teachers spend a lot of time wondering about the expectancy level as opposed to performance level of each student. This was the point at which the reading teacher was able to render valuable help in informing his colleagues about performance over capacity, and in encouraging stu-

dents to recognize their great potential. Generally speaking, students want to know the truth about where they stand; in this case, the reading teacher found he had ready audiences when he spoke about what one can do for himself in reading. He had piqued the curiosity of a number of students in the school, and the reading program took shape as a result of *student* requests.

Another avenue of action may involve the community. The teacher trained in the teaching of reading should take a careful look at the make-up of the population in the school locality. Part of his obligation might be to inform the local public of the means that professional teachers have of helping students become better readers. While it might be a bit awkward for the chemistry or history teacher to enter an article in the weekly paper about how his subject is "put across," it would be an entirely acceptable procedure for the teacher of reading to ask teachers how they provoke curiosity about their course field—compiling a regular article for the paper on the basis of their answers. Parents would doubtless become more aware of the importance of building interest, of reading for a purpose, and of organizing material for retention. The reading teacher could, by this simple device, become a sort of liason, to begin to produce a warm concern for the processes of reading in education as seen from the kitchen, factory, and farm. While a school may not practically invite constant visitation, it can supply numerous windows.

A reading teacher in a small town, in order to build an initial interest in developmental reading at the secondary level, called attention of the local populace to the saturation advertising by speed-reading enterprises. Using the letters-to-the-editor column, he pointed out some of the fallacies in attempting to sell speed-reading to students. He discussed the importance of flexibility of rate and the fact that purpose in reading texts never includes mere rate for its own sake. By thus submitting a short piece of writing to a paper read in the school's locality, the teacher accomplished three things at once: Parents generally became wiser consumers as they considered similar ads; high school students became curious as to what comprises efficient reading; and the reading teacher was asked to discuss reading problems with other teachers.

As a teacher of reading, one may realize that some texts being used in the high school are written at levels above the general comprehension capacity of the students in those grades. If such is the case, the reading teacher must also become a diplomat and learn how to help his colleagues without convincing them against their will. Just as

in good teaching everywhere, the job is to aid the teachers to discover the truth about the level of the textbook in use. Instead of the "truth with a blunt instrument" approach, one might, for instance, offer to assist the librarian to arrange displays of fiction and non-fiction works. A brief printed note, explaining the vast range of readability levels represented by a few biographies shown in the display, would evoke the curiosity needed to begin the process of self-education among the other teachers. Sometimes it may also be appropriate to offer one's services in determining reading levels of texts under consideration for adoption in coming semesters. Under no circumstance should the reading teacher merely inform the social studies department that the text in current use is written at frustration level for ten of the twenty-five students in the class, even when it is true (and too often is).

In summary, the position of a reading teacher in a high school is no certain means of organizing and building a reading program, especially when the secondary school is of limited enrollment. High school administrators all over the state consider reading basic to many academic difficulties their students are incurring, but they do tend to want to make a remedial reading teacher out of the person who takes the time to study the teaching of reading. However important the remedial reading aspect is in a school, it remains only a fraction of the total school reading program. As a remedial reading teacher, one's attempts to stimulate the teaching of reading in content classes may lead to a breakdown of communications. Therefore, the reading teacher should limit his first steps toward establishing a reading program to the following moves: He should try to furnish other teachers with resources and records in reading; he should help the administrator see the larger objectives and goals served by a reading program; he should help the student body understand what effective and efficient reading is; and he should try to evoke some interest and curiosity among the local populace about the need to develop reading skills on a continuous basis.

TEN-SECOND REVIEWS

Blanche O. Bush

One of the most important things a child can use in learning to read is encouragement. The child has to feel good about himself. —Manning and Basel

Atkinson, Richard C., and John D. Fletcher, "Teaching Children To Read With a Computer," *The Reading Teacher* (January, 1972), 25:319-327.

The CAI (Computer-Assisted Instruction) described is in no way intended to replace the teacher. It is a tool that can free the teacher for more creative forms of instruction. Even though the program is experimental, it is felt that it warrants a large scale tryout, preferably in a metropolitan city. No new building would be required. The necessary CAI equipment could be housed in existing physical plants.

Baker, O. Lee, "I Can't Believe You Heard the Whole Thing," *Kansas Reading Quarterly* (Summer, 1972), 5:23-25.

Many educators believe that the development of listening skills is not only a great aid but also a necessary fact in the teaching of reading. The following practices, according to the author, contribute to good listening habits and will undoubtedly help in producing better reading skills: (1) Be a good listener to pupils; (2) Encourage pupils to talk about what they have heard; (3) Help the group to develop a code for good listeners; (4) Share with pupils ideas you have heard; (5) Share pupil's ideas with other pupils, demonstrating that you have listened; (6) Make listening experiences a part of a program built around pupil's interests; (7) Make it possible for pupils to do more talking and listening to one another; (8) Give less time to questions and answers and more to group discussions and problem solving; (9) Be alert to first signs of bad listening habits and give attention to causes such as uncomfortable surroundings, defective hearing, inadequate preparation for listening experiences, or inappropriate materials.

Barksdale, Lilburn S., *Building Self-Esteem*, The Barksdale Foundation for Furtherance of Human Understanding, Los Angeles, 1972, 42 pp.

This booklet is a work book for those who are sufficiently

unhappy with their present life style to spend the time and effort required to gain peace and happiness. Three approaches are discussed. The first approach is expanding your awareness. Awareness is the degree of clarity with which you perceive and understand, both consciously and non-consciously, all the factors which affect your life. The second approach is reprogramming your awareness. The key word of this procedure is "relax." The third approach is a direct action program. The purpose of this "direct action program" is consciously to generate positive feelings of self-esteem and provide a new life style that generates, nourishes, and maintains sound self-esteem.

Blanton, William, Roger Farr, and J. Jaap Tuinman (Editors), *Reading Tests for the Secondary Grades: A Review and Evaluation*, An IRA Service Bulletin, International Reading Association, Newark, 1972, 55 pp.

This book is intended primarily for classroom teachers and other personnel who are directly concerned with selecting reading achievement tests. This pamphlet presents criteria for reviewing tests and suggestions for selecting a reading test. It also includes reviews of fourteen tests.

Brown, Flora Morris, "Becoming a Reading Teacher—On Short Notice," *Journal of Reading* (January, 1972), 15:286-291.

Nine steps toward becoming a reading teacher on short notice are: (1) Reexamine your philosophy concerning the teaching of reading; (2) Obtain from your principal the names of any teachers in the locality who have distinguished themselves as reading teachers; (3) Contact the head of the local university reading clinic; (4) Join the International Reading Association; (5) Read anything you can put your hands on that might shed some light on the teaching of reading; (6) Organize the materials you've collected; (7) Become well acquainted with the materials at your own school; (8) Fill your classroom with books; (9) Attend reading and reading-related workshops and conferences.

Bryant, Antusa, and Benjamin F. Bryant, "Special Learning Disabilities and the A.B.E. Program," *Minnesota Reading Quarterly* (May, 1972), 16:195-205.

The number of illiterate adults in America is in the millions. The assumption has been that this phenomenon is due largely to lack of opportunity. An often overlooked cause of illiteracy is, however, special learning disabilities. There is a dearth of research in this area. Much needs to be done to determine the extent and nature of the problem to discover the techniques useful in remedying the condition. Teachers, who recognize learning disabilities as a possible explanation for a student's poor performance and who develop techniques of remedying such problems, will be much more effective A.B.E. (Adult Basic Education) reading instructors.

Brzeinski, Joseph E., and Will Howard, "Early Reading—How, Not When!" *The Reading Teacher* (December, 1971), 25:239-242.

The dispute over early reading is compared to the old time soap opera. Our task in the 1970's, according to the authors, is to bring together what is known about early childhood education, more specifically reading. They state that we must end the soap opera antics and embark upon a revitalized format based on the "how" and "what" of reading. The demise of the "when" factor must be acknowledged as it adds very little to the understanding of reading instruction.

Burgett, Russell E., "Interests, Sensitivity, and the Basal Reader," *Wisconsin State Reading Association Journal* (May, 1972) 15:6-10.

The author concludes that basal readers today have made little progress in sensitivity to children's reading interests. However, this interest pull may not be significant at the intermediate grade levels. At this point in the educational continuum the child should have attained a level of sophistication in reading performance which would permit extensive use of free-reading materials. This degree of sophistication is unlikely in the child who is just acquiring reading skills through the use of pre-primers and primers. The young reader needs added motivation provided through his basal materials as he strives for proficiency in reading.

Callaway, Bryon, "The Classroom Teacher and Reading Diagnosis," *Kansas Reading Quarterly* (Summer, 1972), 5:26-29.

Diagnosis should be the responsibility of all who contact the

child. However, the major responsibility is that of the classroom teacher. He should use the various means available, observation, informal techniques and standardized measures, for continuous evaluation of individual and group needs. Diagnosis is important only to the degree that it aids teachers in preventing or correcting reading difficulties.

Crawford, Leslie W., "Blackboard Tracings: Questions Teachers Most Often Ask About the Teaching of Reading," *Ohio Reading Teacher* (Summer, 1972), 6:14-15.

The author states that perhaps these questions will lead the teacher towards a solution of reading problems. (1) Are the reading materials relevant to the skills? (2) Are there plenty of reading materials at each child's instructional and independent levels? (3) Is there a comfortable place for reading? (4) Am I a reading model for the child? (5) Do I read aloud exciting stories and verses? (6) Do I gear instruction to the child's interests? (7) Do I have a positive attitude toward the child? (8) Do I introduce books for reading? (9) Have I given an interest inventory to determine the child's interests? (10) Am I individualizing instruction?

DiBiasio, Anthony J., Jr., "Reading—A Secondary School Function Tool!" *Ohio Reading Teacher* (Summer, 1972), 6:24-26.

In general, regardless of the subject area, a good case can be made for the fundamental importance of reading during school and after. If the ability to read well can be taught, it should be taught consistently and intensively. All we have learned about reading leads inevitably to this conclusion. Without special training no one reads to capacity and no matter what his age or educational background, any person can learn to read much better than he does.

Downing, John, "Children's Developing Concepts of Spoken and Written Language," *Journal of Reading Behavior* (Winter, 1971-72), 4:1-19.

The aim of this research was to gain greater understanding of the child's view of language and its written and spoken form. The focus of these interviews and experiments has been on the development of children's thinking about language

during their first years in a British Infant's School. The research was only an exploratory study which cannot provide definite answers to the problems investigated. Nevertheless trends in the children's responses have been detected which suggest a number of theoretical implications for our understanding of the learning to read process. The results of this present investigation indicate that a more fruitful theory may be one which considers literary learning as a problem solving task rather than one of associative learning.

Elkind, David, "Ethnicity and Reading: Three Avoidable Dangers," *Reading, Children's Books, and Our Pluralistic Society*, (Harold Tanyzer, and Jean Karl, Editors), International Reading Association, Newark, 1972, pp. 4-8.

Some of the dangers that should be avoided in attempts to make children's literature relevant to black youngsters are: (1) The danger of intuitive psychology. Psychology has the disadvantage that everyone believes he knows something about it without ever having studied the subject. (2) The danger of reverse prejudice. The emphasis on black-white differences badly misrepresents the heterogeneity among black families and children. (3) The danger of an easy conscience. In trying to make children's literature free of stereotypes and relevant to black experience there is complacency—easy conscience.

Emans, Robert, "That's All Right in Theory, But . . ." *Ohio Reading Teacher* (Summer, 1972), 6:28-29.

The purpose of this article is to show that this statement, "That may be all right in theory, but it doesn't work out in practice," reflects a misunderstanding of the concept of theory. In summary, teachers must be aware of the differences between philosophical, theoretical, and hypothetical statements. Through such understandings teachers will be better able to interpret the relationship between theory and practice.

Erickson, Ann, and Sister Mary Donald Miller, "Do Basal Series Mix and Match?" *Minnesota Reading Quarterly* (May, 1972), 16:206-209.

It has been common practice in our schools to transfer from one basal series to another both within and between grade levels.

In order to discover just how well basal readers "mix and match," the authors surveyed 13 reading programs through grade three and plotted the point at which 100 phonic elements were first taught. Several conclusions were made. (1) There is a variance in level or grade of initial teaching for each of the 100 phonics elements surveyed. (2) The greatest overall variance appeared in the teaching of vowels. (3) Two specific comparisons were made between the Ginn Basic 100 series and the Scott Foresman 1960 editions: (a) Five consonants were taught at the same position and 16 were not. (b) Of the vowel clusters included in the survey, seven were taught in the same position and ten were not.

Fleming, James T., "Teachers' Understanding of Phonic Generalization," *The Reading Teacher* (February, 1972), 25:400-404.

The results of this study point up a frequently uttered caution usually directed at young, beginning readers. There is little value in merely being able to verbalize some phonic generalizations. What is not so frequently uttered is that this same caution should be heard and taken into account by the teacher of reading. It should not be assumed that a knowledge of phonic analysis is equivalent to a knowledge of how to teach reading.

Frostig, Marianne, "Disabilities and Remediation in Reading," *Academic Therapy* (Summer, 1972), pp. 373-391.

The juxtaposition of remedial methods with a child's observed deficits in reading is an attempt to guide the teacher. The material presented in chart form is designed to alert the teacher to possible relationships between the child's apparent reading difficulties, possible underlying deficits, methods of evaluation, and remedial methods.

Geeslin, Robert H., "The Placement Inventory Alternative," *The Reading Teacher* (January, 1972), 25:332-335.

Goodman and his associates are making a great contribution to understanding reading as a complex psycholinguistic process. Statements to the effect that counts of reading errors are not worthwhile to the classroom teachers are refutable. Instead of engaging in the tedious process of recording and analyzing

miscues, a teacher can quickly place each student in a level of material suitable to his successful use of marginal skills. This placement can be made by simply counting miscues in oral reading and observing the point at which frustration is evidenced.

Glass, Gerald G., and Pauline Rea Jarrett, "Teacher's Choice: Books For Kids," *The Reading Teacher* (December, 1971), 25:257-261.

The books recommended by these teachers were not only read and enjoyed by youngsters but were also felt to be good enough to be recommended by classroom teachers. Lists for children from kindergarten through grade six were included.

Glock, Marvin D., "Is There a Pygmalion in the Classroom?" *The Reading Teacher* (February, 1972), 25:405-408.

It is time to stop arguing about whether a particular basal series, a linguistic approach, or a phonic approach, is the best teaching method. It is not the method or approach that makes the difference; it is the individual teacher. Teachers are more important than the quality of the facilities, the quantity of materials and equipment, or the level of financing. There is a growing concern among educators to return to the concept of the basic importance of the pupil-teacher relationship. The teacher must face the task of replacing a child's negative self-concept with a more positive image.

Good, Thomas L., and Jere E. Brophy, "Questioned Equality for Grade One Boys and Girls," *The Reading Teacher* (December, 1971), 25:247-252.

Through the preschool years and in the early school years, girls exceed boys in most aspects of verbal performance. By the beginning of school, however, there are no longer any consistent differences in vocabulary. Girls learn to read sooner, and there are more boys than girls who require special training in remedial reading programs. But by approximately the age of ten, a number of studies show that boys have caught up in their reading skills. Throughout the school years girls do better on tests of grammar, spelling, and word fluency. Perhaps in their presentation of reading as a desirable skill or in their choice of

books to read to children, teachers may inadvertently cause the subject to be perceived as less relevant by boys than by girls.

Greer, Margaret, "Affective Growth Through Reading," *The Reading Teacher* (January, 1972), 25:336-341.

The classroom reading program can become a major source for growth along the affective continuum. The content of reading materials provides the affective substance. The use of the content determines whether or not it serves affective goals. The reading teacher who structures reading content to provide a broad program of affective experiences, as described in this article, makes possible the achievement of a major educational objective.

Groff, Patrick, "Sequence for Teaching Consonant Clusters," *Journal of Reading Behavior* (Winter, 1971-72), 4:59-65.

This article presents new sequences in which to teach children to read consonant clusters at the beginnings and endings of words. So far, much disagreement has ensued as to the order in which these clusters should be taught. The varying beliefs about this reflect the previous lack of any generally accepted process for determining such a sequence. The author presents a new rank order sequence, basing the rank order in which clusters should be taught on a combination of four facts about the words in which the clusters are found: (1) The spelling difficulty of these words; (2) The reading difficulty of these words; (3) The frequency of use of these words, and (4) The total number of different words in which the clusters are found.

Hall, Mary Anne, *The Language Experience Approach for the Cultural Disadvantaged*, ERIC/CRIER and the Reading Information Series "Where Do We Go?", International Reading Association, Newark, 1972, 42 pp.

The "Language Experience" approach to reading denotes a method of teaching reading in which, during the early phases, reading materials are developed by recording children's spoken language. The content of pupil created reading represents the experiences and language patterns of the reader. Listening, speaking, reading, and writing are integrated in language arts and reading instruction. Language differences and

experiential backgrounds, unlike those of the school culture, handicap the culturally disadvantaged child. In this review, the feature of language difference is given greater attention than other dimensions of cultural disadvantage.

Harris, Albert J., "New Dimensions in Basal Readers," *The Reading Teacher* (January, 1972), 25:310-315.

* While a number of innovations in basal readers have appeared in the past decades relatively few of them have become widely adopted. In regard to objectives, there has been an increased emphasis on decoding in beginning reading. There has also been a shift from emphasis on literal comprehension toward critical and creative reading. Recently there is an interest in behaviorally stated objectives. In vocabulary control recent series employ richer vocabularies, although most retain some restriction on new words through the sixth grade. Content shows a trend toward a multiethnic and multicultural scope. The recent trend in enrichment is to provide in convenient packages the kinds of enrichment materials formerly just mentioned in the teachers' guides.

Hasluck, Alexandra, "First Things First: Know Thy Words," *The Reading Teacher* (December, 1971), 25:232-235.

What does learning to read mean? It does not mean simply to learn the alphabet, make it into words, and learn to pronounce them. It means learning to understand exactly what the words mean, and the earlier the better. Teachers with a critical background will teach their pupils to listen and to read meaningfully. If people learn to understand exactly what words mean and how to apply them, they will develop a critical approach.

Hudiburg, Joyce, "Adjusted Reading Readiness: A Preventive Measure," *Kansas Reading Quarterly* (Summer, 1972), 5:20-22.

The author stated that perhaps there would be fewer failures if behavioral objectives were used based on reading readiness skills and students were required to master those skills, regardless of age, before normal reading was started. The readiness skills should include the following: (1) Vocabulary, both word recognition and word meaning; (2) Perception,

visual, auditory, and sensory; (3) Comprehension and interest in reading; (4) Oral expressive speech.

Jeffers, Pearl B., "Guidelines for Junior High Reading Programs," *Journal of Reading* (January, 1972), 15:264-266.

Five guidelines were set forth by the author for junior high reading: (1) A well formulated statement of philosophy and objectives for the readiness program as a basis for developing, modifying, and improving that program; (2) Provision by the school for the administration and supervision of its reading program so that the philosophy and objectives may be implemented most efficiently and effectively; (3) Provision of instructional methods and materials; (4) Adequate staff of professional, secretarial, clerical, and related personnel to achieve the objectives; (5) Adequate provisions for the evaluation of all aspects of the reading program in terms of the philosophy and objectives of that program.

Johnson, Ronald J., Karen Lamb Johnson, and James F. Kerfoot, "A Massive Oral Decoding Technique," *The Reading Teacher* (February, 1972), 25:421-423.

A massive oral decoding technique can provide a remedial alternative for children who fail to respond to conventional techniques. The massive oral decoding technique was developed to provide the intensive treatment these children must have in order to internalize decoding skills. The approach described in this paper has proved effective across a considerable range of retarded readers. The author suggests that this technique be seriously considered by teachers when they fail to get results by more conventional remedial procedures.

Koenke, Karl, "Another Practical Note on Readability Formulas," *Journal of Reading* (December, 1971), 15:203-208.

Three questions on practical readability are presented and discussed: (1) Why may books or stories with identical grade level designations seem not to be equally difficult when students read them? (2) How should a readability formula be used? (3) Why are the Fry and the SMOG formulas considered to be simpler than the older Dale-Chall?

Lane, Patrick, Cecelia Pollack, and Norman Sher, "Remotivation of Disruptive Adolescents," *Journal of Reading* (February, 1972), 15:351-354.

Though not a controlled study, what has been described in this article is an experiment in an innovative treatment combining behavior modification and motivational behavioral theory around the task of teaching reading. Adolescents tutored younger children. In the process, the self image of the adolescents improved strikingly. The tutors were able to discover new strengths within themselves, to develop a responsible giving relationship with another person, to evaluate objectively their troubled lives, and to implement behavioral changes successfully.

Lesnik, Milton, "Reading and Study Behavior Problems of College Freshmen," *Reading World* (May, 1972), 11:296-319.

Interviews with college freshmen reveal a wide proliferation of problems. They appear to range from those which directly impinge on study and behavior such as inadequate study techniques, scheduling time, word-by-word reading and poor comprehension, to indirect problems such as the college curriculum, college instruction, and poor self esteem. The interviews further reveal that in many cases the direct problem relates to study behavior and could not be fully understood apart from the total behavior of the college freshmen. Interviews and guidance appear to bring some light to many of the students who heretofore have been confused about the nature, symptoms, and causes of their difficulties. The role of personality in study behavior also becomes apparent during the interview.

Manning, John, "Unresolved Classroom Problems in Reading Instruction," *Ohio Reading Journal* (Summer, 1972), 6:12-13.

In an address at the twenty-fifth annual school Vision Forum the author explained three major unresolved classroom problems: (1) What is it that the child is to know or acquire? (2) What is it that the pupil uses to acquire what is on the board or chart? (3) How does the teacher adjust the print to the child? The author stated that a reading program will be good if the reading teacher is good. An ambitious teacher will search for new ways to interest children and the children will look forward to another day of reading.

Maxwell, Martha J., "Evaluating College Reading and Study Skills Programs," *Journal of Reading* (December, 1971), 15:214-221.

The evaluation of a college reading program cannot be separated from the goals, objectives, and practices of the program. Evaluation seeks to answer questions like "How effective is our service in meeting our objectives?" "In what ways are students improving their skills?" "What students fail to benefit from our program?" and "Are some students harmed through their experience in the program?"

Miller, Wilma H., and Martha L. Bates, "Flexibility: Another Reading Skill," *The Michigan Reading Journal* (Winter, 1972), 6:7-11.

This article explores the background of flexibility and describes a flexible reader in concrete terms. It also reviews much of the relevant research on flexibility at both the upper elementary, secondary, and college levels. Finally, the article presents some suggestions for developing reading flexibility.

Miller, Wilma H., and Michael Legerski, "Do Various Readability Formulae Give Similar Results?" *Minnesota Reading Quarterly* (May, 1972), 16:185-194.

This article presents a definition of readability and describes the characteristics of five well-known readability formulae: the Dale-Daniel Formula, the Dale-Chall Formula, the Flesch Formula, the Fry Formula and the SMOG Formula. Six junior high school history textbooks were analyzed using each of these five formulae. The obtained readability levels suggest that the Dale-Daniel and/or Dale-Chall formulae are to be preferred for use by textbook publishers and secondary school content teachers even though they are time-consuming to calculate.

Mork, Theodore A., "Sustained Silent Reading in the Classroom," *The Reading Teacher* (February, 1972), 25:438-441.

Sustained silent reading as described in this article must not be interpreted as a substitute for reading instruction. The various skills that are needed for decoding, interpreting, and applying what is printed must be taught. They must be practiced. One of the important means for providing this practice is sustained silent reading. Teachers have begun this activity

with short periods of reading. When children have been able to sustain their silence and their reading for five minutes, the period is gradually lengthened until usually as much as thirty minutes or more is given over to private reading.

Muehl, Lois B., "Incremental Reading at the College Level," *Journal of Reading* (January, 1972), 15:267-272.

The method of incremental reading operates on two assumptions: That any student brings with him a treasure house of prior knowledge and that some degree of open classroom is good. In practice, incremental reading holds ten advantages: (1) It adapts easily to the student's individual needs. (2) It reinforces the conscious value of what each student has experienced. (3) It trains the student to perceive connections between past and present learning. (4) It builds each student's confidence in his own ability to read, think, and talk. (5) It rewards the student by successful performances. (6) It associates reading with pleasant experiences. (7) It introduces variety and vitality into the reading scene. (8) It provides assurance and source materials for both neophyte and experienced teachers. (9) It contains its own up-dating system, since every new student brings his year's world to incremental reading exchange. (10) It encourages reading to move ahead toward "cultural de-standardization" and the benefits of "literary diversity."

Painter, Helen W., "Realism in Children's Literature," *Ohio Reading Teacher* (Summer, 1972), 6:22-23.

Children's literature has many great writers who have written because they have something to say to children. Great books of all times have nobility of character and faith in human nature. The author raises the questions: Is some of the current realistic fiction the best we have to offer children? Can we afford to negate the human spirit?

Pearson, David A., "Effective Utilization of Volunteer Reading Tutors," *Wisconsin State Reading Association Journal* (May, 1972), 15:25-26.

When a school begins to use volunteer tutors, teachers should meet with the school reading specialist to establish procedures and to review the school reading materials most conducive to

tutoring. Volunteer tutors will become an important part of the *Right to Read* effort only if they are effectively utilized.

Petre, Richard M., "Reading Breaks Make It in Maryland," *Journal of Reading* (December, 1971), 15:191-194.

Some of the schools in Maryland shut down the school daily and have the administration, faculty, and students take a reading break. Basically it depends for success on four steps. (1) Administration and faculty should schedule a daily thirty-five minute reading break for the total school. (2) Students should select their own material to read during the reading break. (3) Administrators and teachers must read during the break. (4) A faculty-student reading committee should be appointed to select a variety of paperbacks to be placed throughout the school, conduct a monthly promotional idea, and evaluate the ongoing progress of the reading environment.

Pikulski, John J., "Candy, Word Recognition, and the 'Disadvantaged,'" *The Reading Teacher* (December, 1971), 25:243-246.

The results of some previous research and instructional projects have suggested the need for using material rewards such as candy or toys when attempting to teach "disadvantaged" children. The results of this study suggest that children from low socio-economic backgrounds do not necessarily need candy or some other form of material reinforcement in order for them to respond in an instructional situation. Girls from such a population seem to find the approval and enthusiasm of the examiner significantly more rewarding. Examiner approval and enthusiasm were about as effective as candy with the population of boys.

Robinson, Richard, *An Introduction to the Cloze Procedure*, International Reading Association, Newark, 1972, 12 pp .

This is an annotated bibliography. The sources have been arranged into four categories: General References, Methodology of Cloze Construction, Use of Cloze as a Measure of Readability, and Use of Cloze as a Teaching Strategy.

Rowell, C. Glennon, "An Attitude Scale for Reading," *The Reading Teacher* (February, 1972), 25:442-447.

The development of positive attitudes toward reading is an important objective of the reading program. In order to determine reading attitudes a decision must be made either to let the child whose attitude is being measured read and mark the instrument or let an observer record the behavior of the child in various reading situations. In this article a tool that some teachers might find quite helpful in measuring student's attitudes is described.

Rutherford, William L., "What is Your DQ? (Dyslexia Quotient), *The Reading Teacher* (December, 1971), 25:262-263.

Some of the questions about "specific" or "developmental dyslexia" that are asked most frequently are handled in this article with no promise to resolve all the debates and uncertainties surrounding the topic generally.

Rystrom, Richard, "Linguistics and the Teaching of Reading," *Journal of Reading Behavior* (Winter, 1971-1972), 4:34-39.

There can be little doubt that many children have trouble learning to read because they do not receive adequate nourishment and because they are deprived of the educational advantages of middle class values and perceptions. While applications of linguistics can not make up for all these inequities, such factors should be considered when examining various approaches to reading instruction. There is some evidence indicating that the reading mistakes of black children are often dialectal features misunderstood by white teachers. The role of syntax in the reading process has yet to be fully explored. Little is understood about how children perceive clusters of sounds. In short, it is too soon to advocate specific applications of linguistics to the teaching of reading.

Rystrom, Richard, and Harry Cowart, "Black Reading 'Errors' or White Teacher Biases?" *Journal of Reading* (January, 1972), 15:273-276.

All dialects have their peculiarities. Teachers who learn to listen to a dialect different from their own enhance their ability to communicate with students, an indispensable requirement in teacher-student relationships. They tacitly acknowledge a respect for their students. In the process of learning to hear the dialects

of their students, teachers will learn to discriminate between reading errors and dialect variations rather than to discriminate against children whose dialect is different.

Shore, Jack L., "Preservice Experiences and Responsibilities," *The Reading Teacher* (February, 1972), 25:397-399.

The author discusses the kinds and scope of skills that specialists in reading should have. The eight categories presented are: (1) How well do reading specialists relate to people? (2) How well informed are they about how children learn? (3) How well do they understand the language children bring to school? (4) How well can they teach the many tools of communication? (5) How well do they approach children? (6) How well do they know and use many approaches to reading? (7) How well do they know how to develop independent reading? (8) How well do they know what children are reading?

Swift, Marshall S., Mary Uelli, Tracy Warner, Dale Klein, "Preschool Books and Mother-Child Communications," *The Reading Teacher* (December, 1971), 25:236-238.

Through the use of specifically selected children's books an attempt was made to help mothers gain insight into the meaning of their child's behavior and questions. The use of these books helped the mothers to learn to foster the child's curiosity for positive child development as well as more productive mother-child communication.

Yawkey, Thomas D., and Eugene L. Aronin, "World of Work and Early Childhood," *The Reading Teacher* (December, 1971), 25:253-256.

Dr. Harold Shane contends that there is a great need for teaching children ages three to eight about the world of work. Arbuckles states that there is a need for the information in early grades to develop wholesome attitudes toward all fields of work. Children should be made aware of the wide variety of workers to help them answer questions about occupations and to bring out the varying rewards of work. Approaches to the world of work through social studies and science in early childhood curricula have been attempted. Reading was chosen for this attempt because of its extreme importance in early childhood curricula.

PROGRAM 1972-73

HOMER L. J. CARTER READING COUNCIL
INTERNATIONAL READING ASSOCIATION

THURSDAY, SEPTEMBER 14, 1972

"Think Tanks and Wonderful Noodles"

Presentation: Dr. Jean M. LePere, Professor, Elementary Education,
Michigan State University

7:00 P.M., Smorgasbord Dessert, Compliments of Executive
Committee

Kalamazoo Valley Intermediate Service Center, 1819 East Milham
Road

FRIDAY, OCTOBER 20, 1972

Third Drive-In Conference: "Making the Right to Read a Reality"
Dr. Jo M. Stanchfield, Professor of Education, Occidental College,
Los Angeles, California

4:45 P.M. - 9:00 P.M., Kalamazoo New Central High School, 2432
No. Drake Road

SATURDAY, FEBRUARY 17, 1973

Reading Talkshop

9:30 A.M., Brunch, Holiday Inn (Expressway), Carriage Room

SUNDAY, MONDAY AND TUESDAY, MARCH 25, 26, 27, 1973

Sixteenth Annual Meeting

Michigan Reading Association, Grand Rapids Civic Center

THURSDAY, APRIL 19, 1973

Helping Problem Readers

Presentation: Dr. Roselmina Indrisano, Boston University, Boston,
Massachusetts

7:30 P.M., Portage Northern Junior High, Little Theater

TUESDAY, MAY 1, 1973

Through

FRIDAY, MAY 4, 1973

Eighteenth Annual Conference

International Reading Association, Denver, Colorado

