



Reading Horizons: A Journal of Literacy and Language Arts

Volume 13
Issue 3 April 1973

Article 13

4-1973

Reading Horizons vol. 13, no. 3

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(1973). Reading Horizons vol. 13, no. 3. *Reading Horizons: A Journal of Literacy and Language Arts*, 13 (3). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol13/iss3/13

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Reading

HORIZONS



Spring 1973

Reading **HORIZONS**

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Vol. 13

Number 3

Published quarterly by the Reading Center and Clinic and the Homer L. J. Carter Reading Council of the International Reading Association, Kalamazoo, Michigan — Address all communications to Dorothy J. McGinnis, Director, Reading Center and Clinic, Western Michigan University, Kalamazoo, Michigan, 49001. Subscription rate \$3.00 per year. Books for review should be sent to Mrs. Eleanor Buelke, 3653 Kenbrook Ct., Portage, Michigan 49007.

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Editorial Comment

CHANGE AS CHALLENGE

Change is the reality of today's world, including the world of education. As professional educators, we should welcome change as an exciting part of life. Change can be a stimulus for new perceptions of existing problems, for greater awareness of alternative solutions, and for greater flexibility in our attempts to resolve problems.

All of us are keenly sensitive to the many areas in our schools where changes are suggested: the use of paraprofessionals, the teaching of minority groups, differentiated staffing, widespread use of accountability principles, the open classroom, busing to accomplish integration, new ways of supporting public education. Let us rise to the challenge of change, and let us be aware of alternative solutions to problems. Let us not accept a solution merely because it is new. Americans have an almost uncontrollable impulse to accept anything new—an idea, a gadget, a word, a slogan, even a style of education. We adopt the new because it is new and neglect to consider other choices. Now is the time to control this impulse. Let us be aware of options. Let us be alert, flexible, and critical in meeting the challenge of providing relevant education for all.

We have arrived at a time in the academic world when real choices are going to be made. They can be forced on us or we can direct them. Change can be converted to an advantage when we take charge and act instead of react. Change *can* be beautiful.

Dorothy J. McGinnis
Editor

THE BADNESS OF BAD WORDS

Louis Foley

Everybody knows—and feels as if he had always known—all the common “bad” words. We all know them because they have been very effectively *taught*. The things that we remember from our earliest years are the things connected with emotional experiences. The bad words make unforgettable first impressions, not only because typically they are uttered very distinctly and emphatically but because they are outbursts of strong feeling. Also from the beginning they are likely to be associated with startling incidents or confrontation with unpleasant people that would shock us anyhow. So they stick firmly in our memory, whether or not we ever come to use them ourselves. They will not come readily to the tongue of a person not habitually given to *thinking* in such terms. They will just not be part of the dialect he naturally speaks.

The so-called “four-letter words” do not, of course, form a class on the basis of mere spelling. Taken together they amount only to the slightest fraction of all the words written with four letters, including some of the finest that we have. What really sets them off is the fact that they are ugly-sounding. They seem to be intrinsically so, though the tone with which they are generally uttered no doubt enters into the effect. The point is that they are *meant* to be ugly. No one could pretend that they are simply “frank” or “realistic.” The thing about them is that they are customarily used to express hatred or contempt as an arbitrary attitude. The person who is really addicted to their use employs them continually without necessarily any clear reference to their literal meaning, but just as a crude and easy way of disposing of somebody or something that he dislikes. It is a simple form of mindless argument by name-calling, akin to the practice of deflating a person’s dignity by giving him a ridiculous nickname.

There has been a good deal of confusion in both popular and legal thinking about this matter. This confusion appears, for instance, in the handling of a recent court case in Boston. Two women and three men who peddled an underground newspaper had been convicted of selling obscene material to minors. Finally, however, in January, 1970, the Massachusetts Supreme Court reversed their conviction. In the view of the higher tribunal, under current legal standards the “rather sad publication” in question did not violate the existing statute against obscenity. The decision remarked in passing that the authors of this

underground newspaper “seem to take pride in the rediscovery of certain four-letter words . . .”¹

The idea of “rediscovery” is absurd; those words had never been lost or forgotten. The fact that for centuries they have been omitted from dictionaries *pudoris causa* has made no difference; who ever needed to look them up, from the time he was old enough to use a dictionary? They have been part of living language for nobody knows how long. Originally, they probably did not seem particularly vulgar in the primitive speech in which they belonged. They may well have been used at one time without especial emphasis, as common terms for what there was no other convenient way to say. With the passage of time they have become more and more definitely “dirty” words. This is true not only because of the refinement of taste which comes with the development of any civilization, but because the manner of using these words has long been purposefully vicious.

Pornography, literally “writing of harlots,” is the depiction of erotic behavior intended to cause sexual excitement. What makes such writing “pornographic” is the *intent*, which is not always easy to prove. Vivid description of intimate sexual relations, capable in some degree of arousing desire on the part of the reader, is nothing new in the world. Through the ages examples have appeared in some of the most famous and highly regarded of all literature. From the time of ancient mythology the thought of sexual contact, of physical desire and its fulfillment, has been connected with love in its complete expression. It has been glorified with poetic language. Even the most mundane pornographic writing, however, has no need or use for crude speech. On the contrary, since it seeks to make sexual fantasy attractive, pornography in order to succeed in its purpose needs to avoid the kind of coarse language which would make sensuality seem sordid or repulsive. Instead of making passion alluring, crude words can make it ugly and ridiculous.

Or consider the widespread telling of *risqué* jokes which has gone on time out of mind. Insofar as such stories are really clever and amusing (as many of them undeniably are), they are by no means pornographic. Far from tending to excite any feeling of erotic desire, they view sexual matters with cool objectivity, as one must see anything to be able to laugh at it. The humor in such anecdotes—when they are good—is created by wit and surprising innuendo.

¹ *The Christian Science Monitor*, January 20, 1970.

Coarse words can only spoil the effect. Really "dirty" stories are boresomely unfunny; they make no appeal to a genuine sense of humor.

Obscene basically means "offensive to *decency*"; it connotes a shock of offense to good taste. When we speak of "obscenities," we have in mind indecent remarks or expressions, a matter of repulsive *language*. So long as such language remains merely oral, relatively personal and private, especially between persons who have no higher standards of taste, it can be largely ignored by the majority of civilized people, who live in a healthier mental climate. They do not feel a need to give vent continually to frustrations by degrading persons or things with mindless ugly expletives. But when these unnecessarily crude expressions appear in cold print, they flaunt an assumed importance that is less easy to overlook. As the old Latin proverb says, spoken words float away in the air, but written letters endure.

The case which brought up the question of both pornography and obscenity as never before was D. H. Lawrence's *Lady Chatterley's Lover*. Published in Italy in 1928, for years it had to be smuggled in from Europe, until finally in 1959 publication of the unexpurgated version became legal in this country. All that can outlaw a book now, it appears, is conclusive demonstration that *as a whole* it is pornographic; it is not to be condemned for pornographic passages included in a work of supposed "literary" value. Of course the controversy over "*Lady Chatterley*" gave it enormous publicity and aroused irresistible curiosity; everybody had to read it to see for himself just how pornographic it really was. Surely no one could have been disappointed. It gives blow-by-blow accounts of a number of instances of the Lady's extra-marital sexual intercourse, besides marginal sex-play carried to extremes. Each lover tells her how her performance compares with that of other women he has had. The physical sensations are described from the woman's point of view, or at least as her feelings are imagined by a male writer.

What was really new about the narration, however, was its going beyond lasciviousness to unabashed use of obscene language. In their talk to each other the lovers use the four-letter words as often as possible. The defense of such language is its alleged "naturalness." Natural for *whom*, for what sort of people? D. H. Lawrence attempted a sophisticated justification of his use of obscene words. Objection to them he calls "mob-reaction," which he says "hardly one person in a million escapes." The "mob," then, includes just about everybody but a few "intellectuals" (like himself) who from their sublime elevation refuse to recognize the tone and implications which these words have

unmistakably acquired through the use long made of them and the company they have kept.

With legal acceptance of Lady Chatterley, the lid was really off. If *that* was not pornographic, then it was henceforth impossible to prove that anything was. "Since then," said a distinguished critic, "the secret language has been subjected to a long process of expropriation. Its territory has been invaded by a series of novelists, from Hemingway and Henry Miller to Norman Mailer . . . But I wonder whether the language itself has gained anything except a few exact but ugly synonyms . . . The bad words have lost their mystery and magic. They are like the venerated idols of a tribe, kept in a secret sanctuary but finally captured by invaders. When brought to light they are revealed to be nothing but coarse-grained and shapeless blocks of wood."²

The most brazen manifestation for dirty words of which we have any record was the Filthy Speech Movement at Berkeley in 1965. It was led by the notorious all-around trouble-maker, Art Goldberg, whose appearance has been described as "so extraordinarily unkempt that he seems to have stepped out of an old Hearst cartoon lampooning an anarchist bomb-thrower." Though the "Movement" as such was short-lived, it seems to have accomplished something toward achieving its aims. A recent observer of the California campus tells us that "today four-letter words appear in student publications and are blared over campus microphones with the same tiresome regularity that has made them a bore in plays and novels everywhere."³ We have even seen the sorry spectacle of a college professor using some of these vulgar terms in print in a publication of one of our most highly-rated universities. Is he accustomed to *thinking* in such words, or was this just a straining of effort to be "with it"?

That juvenile performance of pointlessly parading obscenities was supposed to be "evidence of emancipation from the constraints of bourgeois morality." What appears to be missed entirely is the distinction between "morality" and *decency*. It is possible to make out a case for the claim that *private* immorality which does no harm to anyone else is nobody else's business. This view may, of course, overlook various considerations, such as one's integrity or self-respect or any feeling for the honor of other generations past and future. And the question of whether or not harm *is* done to others is not always simple. But we know that within limits immoral behavior in private has gone

² Cowley, Malcolm. *The New York Times Book Review*, June 28, 1959.

³ Raskin, A. H. *The New York Times Magazine*, January 11, 1970, p. 65.

on since time immemorial without disrupting society. Often indeed, though generally known, it might be tolerated so long as it was not publicly flaunted. Shameless open indecency, however, is something else. It violates our right to be left at peace, not to be needlessly assaulted by what is naturally offensive. It goes beyond the lack of ordinary politeness, of consideration for the feelings of others, to deliberate affront. We have a right to be free from gratuitous insult.

It is of course perfectly clear that the people who crowd dirty words upon us choose them because they *are* dirty. They show the childish wilfulness of wanting to do everything a person is generally supposed *not* to do. This fits into the pattern of the various forms of violence wreaked upon us by parasitic elements of society. Along with physical violence against persons and property, we are subjected to violence in the form of words. It is intended to hurt. It is part of a negative, pointless rebellion against everything in a well-ordered, responsible way of life.

In a recent interview, the British actor Sir Laurence Olivier was asked what he thought about indecent language and nudity on the stage. In replying he lumped these things together as “unclothed language and unclothed people.” Witty as this expression may seem off-hand, it does not meet the point at issue. Completely unclothed human forms have been familiar in classic art since ancient times without indecent suggestiveness, and language can always be straightforward and unpretentious without being brutally offensive. Sir Laurence may be right, however, in disposing of these matters as “fashions” which he says “are bound to go.”⁴ Let us hope so. Eventually, we may expect, these crudities will become insufferably tiresome. The lessons about language which the race learned long ago will finally be learned over again by the lost generations. It will again be realized that reticence, respect, and delicacy are necessary to satisfactory human relations, and obscenity will again be relegated to its proper place, below the level of acceptable speech among supposedly civilized people.

⁴ *The Christian Science Monitor*, January 30, 1970.

TEACHING READING IN BUSINESS SUBJECTS

Ron C. DeYoung

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All that mankind has done, thought, gained, or been;
it is lying as in magic preservation in the pages of books.
They are the chosen possession of men.—Carlyle

“Anyone can read” is the attitude of some people, even people who should know better. The fallacy of such an attitude is realized with the following analogy. Aristotle is known to have said, “One learns to be a good flute player by playing the flute. One also learns to be a poor flute player by playing the flute.” In the same way, one learns to be a good or poor reader by reading.

Some teachers complain that the curriculum is already overpacked and they do not have time to crowd another teaching unit into their busy classes. Others “. . . have been brainwashed into feeling that they must have the latest gadgets, programs, and publications or they cannot teach reading” (6). This may be true for special cases, in which the students should go to a reading specialist for clinical diagnosis and treatment; but some students just lack understanding of certain reading skills. Since a student spends most of the school day in the classroom and because subject matter teachers read their material better than anyone else, reading authorities believe the subject matter teachers should teach their students how to read the materials in their discipline.

Teaching future business leaders to be effective readers is of particular importance because written documents continue to be the most efficient means for business men and women to read and learn the vast amounts of needed information. Business students preparing for initial employment need special learning experiences in reading, collecting, processing, storing, retrieving, and distributing information.

In addition to the vocational business subjects, the business program in the secondary schools consists of basic business subjects which contribute to general education needed by all persons. Because teachers of these subjects welcome all students into their classes, there is apt to be a wide variance in reading levels represented. For this reason, it is important to remember that reading is much more than pronouncing letters and words. “Reading is bringing meaning *to* and taking meaning *from* the printed page” (11). Reading is a *process* rather than

a single fact. It is bringing the reader's experience and knowledge to bear on the meanings the writer has put in print.

Business teachers, therefore, will appreciate in greater depth the reading problems of some students if they are aware of the meanings that different students are likely to bring to bear on business information. For example, students from minority backgrounds who have been exposed to very limited business experiences certainly will have different feelings about business information than students who have had many business experiences. For many words, students of minority groups will have no personal meaning at all. In either event, special instruction in reading is necessary.

Reading need not be a separate course added to the curriculum, but rather an integral part of every course. This article will suggest strategies that the busy business teacher can use to help improve the reading skills of students in both vocational and basic business courses.

READING LEVELS

At the beginning of each class, business teachers can determine the reading levels of students. Instead of using individual tests such as reading specialists use, Hasselriis (8) suggests that classroom teachers use a Cloze test, a group test, to determine if their students can read their textbooks and other materials at an instructional level.

Here is how it works. A passage is selected from any written material and the first sentence is typed in its entirety. Beginning with the second sentence any word is deleted and replaced with a numbered blank. From then on every fifth word is deleted and replaced with a number until fifty such deletions are made. All blank spaces are of equal length so that the length of the word that has been deleted is not revealed. The sentence in which the fiftieth deleted word occurs should be completed and the following sentence should be typed in its entirety.

Students are asked to read through the entire selection to get a general idea of the content and then insert the words in the blanks that they think were deleted. In scoring the tests, only exact replacements are correct although minor misspellings are accepted. A student must score between 19 and 22 correct answers in order for the material to be considered at his instructional reading level.

READING RATES

Although most classroom teachers are not successful in significantly increasing the reading rates of learners, teachers should consider the

amount of time it takes students to read the assignments given them. Teachers may obtain rough reading rates very easily by having students read a portion of the textbook while being timed for five minutes (8). Students can then calculate a "words per minute" reading rate by counting the approximate number of words they read and dividing by five. A short comprehension test may be given on the material to make sure the students understood the information rather than just skimmed the surface to see how far they could get. This would admittedly give only a crude approximation of reading rates, but at least a teacher would become aware of the wide range of abilities in his class and also realize why some students never seem to finish a reading assignment.

READING DIFFICULTY

A major reason for lack of comprehension in business subjects is that the textbooks and related materials are difficult to read. House (10) found that business students need a reading comprehension level of at least the tenth grade, but a large majority of business students rank below this level.

The nature of business information helps make it difficult to read. For example, the way one reads and interprets a financial report is considerably different than the way one reads a short story or novel. Another cause for the difficulty level is the technical vocabulary. Business vocabulary is difficult because such words as "liquid," "credit," "cycle," "depreciate," "account," "rescind," and "expense" along with hundreds of others have exact and special meanings to business people.

SUCCESSFUL ACTIVITIES

Recognizing the technical vocabulary and the difficult reading level of business information, successful business teachers have a planned program of activities for teaching students to read and comprehend business information.

Reinforcing Vocabulary

Many students have been forced to learn vocabulary in the form of once-a-week-on-Friday lists of words with no contexts. What percentage of these meanings do learners retain? Words should be chosen by the teacher and presented to the students prior to a reading assignment in which the words were taken. Words should always be presented in context, for words do not have meanings when they are iso-

lated from the environment of the real world. Vocabulary study guides in which sentences with the selected vocabulary words are left out are useful. With the words listed in the margin, students choose the appropriate word for each blank after reading an assignment. Interesting crossword puzzles can also be developed.

Reading authorities agree that visual imagery is crucial to success in reading and spelling; therefore, such activities must be part of classroom instruction. One such activity that can be used in all business classes is controlled reader exercises. Vigorous controlled reader drills of about ten minutes in length repeated three or four times a week over a period of time tends to foster significantly improved reading skills.

Students must ultimately develop skills with which they can learn meanings of unfamiliar words independently. Students can learn to place unfamiliar words on the front side of index cards. On the top of the reverse side of the cards, they are taught to write the sentence in which the word was used and on the bottom of the reverse side to state the dictionary definition.

Study Skills

Some teachers assume students know how to read the textbook properly. As a result, many youngsters learn how to study, or how not to study, by trial and error. Teachers should, first of all, guide learners through the whole book drawing particular attention to the title, contents page, preface, index, glossary, appendix, bibliography, section headings, questions at end of chapters, student activities, footnotes, pictures, graphs, and tables. Students will benefit from a discussion of the value and/or purpose of each of these.

When giving a specific reading assignment, good teachers help their students set a purpose for reading. They never say, "Read pages 6 through 10 for tomorrow." Good teaching suggests requiring each reader to:

1. Read and write name of chapter.
2. Identify study helps: headings, introduction, graphs, pictures, summary, questions.
3. Read introduction and/or summary carefully.
4. Read main headings.
5. Write on a card: name of chapter on front; summary on the back.
6. Change first main heading into a question or do No. 7 first if there is no main heading.

7. Read first section: write on the back of a card what the section contains and on the front make up a question that would lead to that answer or statement on the reverse side.
8. Repeat 6 and 7 for the whole chapter (always number the cards).
9. Study for test by making two piles of cards.
10. Prepare a diagram from what has been read (4).

Each student may ask himself, "If I were preparing a test on the chapter, what would I ask?" Business students need to be involved with such study methods through which they can become independent learners.

Library Research

Since many students learn significantly more by doing research than by studying textbooks, business teachers are getting away from the "textbook-workbook" syndrome. Students are being taught how to gather pertinent business information and to choose information selectively by:

1. Taking a library trip and viewing all the reference material appropriate for business students.
2. Illustrating how to use indexes and card catalogs.
3. Conducting "treasure hunts" for information requiring use of various resources.
4. Inviting the librarian to explain library services.

Business students are then asked to read widely and in depth on certain topics and report in writing or orally to the class. Utilization of such individual and group research projects will help students perceive, understand, and remember.

Reading and Following Directions

A common complaint of many teachers is that students cannot follow directions. When asked if the students have been taught how to follow directions, a blank look usually appears on the face of the teacher.

Business teachers can help students learn to follow directions by:

1. Requiring pupils to number the consecutive steps when reading directions.
2. Discussing the reasons for the particular sequence.
3. Pointing out to pupils the value of reading the entire set of directions first to obtain a general understanding of purpose.
4. Requiring the pupils in the second, more deliberate reading of the directions to determine how the steps in sequence, if followed, will achieve the purpose.

5. Showing, by demonstration, the value of rereading directions during the process of completing a long series of directions to be sure that they are followed exactly and in sequence.
6. Restudying directions to see where the error has occurred after the completion of a project when the purpose has not been achieved (7).

Reading Graphs

Business information is filled with graphs, figures, and tables. Without the ability to understand information in graphs, figures, and tables business students would miss much basic information. Business teachers need to illustrate how to read and interpret graphs, figures, and tables.

Problem Solving

One of the chief aims of business teachers is to educate students to make objective, rational decisions for the problems with which they are confronted. With the use of case problems and role playing, a teacher can lead students in defining problems, identifying goals, determining all possible solutions, analyzing the consequences of choosing each alternative, and then selecting the best solution (the one which contributes most to the ultimate goal).

Skimming and Scanning

Because of the voluminous amounts of information business students need to read, skimming and scanning is an important technique to acquire. Students should skim and scan references very quickly, list the important ones, and go back at a later time to read in detail. Students should also be taught to read at different speeds depending on the nature and difficulty of the material.

SUMMARY

Vocational business students need special reading experiences that will help them become future business leaders, and basic business students need special reading experiences to help them function as an economically literate adult. Every business teacher has an obligation to provide these experiences for each student enrolled in business courses.

Business teachers can begin by determining students' reading level and reading rate as well as the level of difficulty of the information their students are required to read. Built into every course must be the teaching of special business vocabulary, including extensive reading of

a variety of business publications. Business teachers should specifically teach learners how to study, how to do library research, how to read and follow directions, how to read graphs, how to solve problems, and how to skim and scan.

Although business teachers will find the strategies discussed just a place to start, an improvement in their students' reading ability and knowledge of course content will take place if the techniques are implemented. The whole idea is to help learners before they encounter reading problems rather than afterwards.

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IN-SERVICE READING PROGRAMS: ARE THEY RELEVANT?

Nicholas P. Criscuolo

NEW HAVEN (CONN.) PUBLIC SCHOOLS

Colleges and universities are presently launching a broad-based attack on improving their pre-service programs in the teaching of reading. The need for such an attack was evidenced by the first Harvard-Carnegie Study (1) which disclosed inadequacies in pre-service reading courses. This report also revealed the failure of colleges to provide for practical approaches to the teaching of reading by prospective teachers.

More and more school systems are realizing the need for designing effective in-service reading programs. They have launched a variety of activities: guest lectures, workshops, preschool orientation meetings, demonstrations, and faculty meetings. Unfortunately, many of these activities have been revealed to be sporadic, unplanned, and unrelated to the specific needs of the teachers involved (2).

The major objective of in-service education is to improve the quality of classroom instruction. Yet very few in-service programs are evaluated to determine whether any change has been effected. Some school systems have found the cost of such an evaluation to be prohibitive while others have not been able to resolve the humanistic and technical problems associated with the evaluation.

The financial aspect not only enters into the evaluation of the in-service program, but the implementation of the program itself. Some school systems are, due to fiscal problems, unable to offer in-service programs on a released-time or paid basis. Braun (3) and Robinson and Rauch (6) cite the desirability of these two approaches to in-service reading programs. Braun states that the key to making the reading program work is a paid in-service training program, starting one year in advance of proposed implementation while Robinson and Rauch cite the matter of released-time as a needed ingredient for a successful program.

Perhaps an examination of three actual in-service reading programs will serve as illustrations of some of the additional ingredients needed for a relevant in-service program. Articles by Cleland and DiCarlo (4), Herber (5), and Witmer (7) describe in-service reading programs which appear to have been successful ones.

Cleland and DiCarlo discuss an in-service program with 12 teachers

and their classes from four districts in Pennsylvania. Participating teachers were randomized into two groups—one experimental and one control. Both groups were involved in a week's pre-school in-service program on a local college campus.

There were, however, on-going activities for the teachers in the experimental group. These activities consisted of bi-weekly seminars which permitted in-depth study of specific areas requested by the teachers and visitations at three-week intervals for one hour or more by the program consultant. Conferences were held after each visitation.

The experimental teachers, by means of completed records, indicated general satisfaction in this type of in-service program feeling that it had been relevant and resulted in positive change in classroom performance.

Herber describes a program with thirty teachers in grades 4-12 from the Spring Valley, New York, school system. Each teacher involved in the program was released from classroom duties, by a substitute hired to take his place, for a total of seven full days.

The content of this program consisted of a series of seminars on methods for teaching reading and study skills as part of the regular science and social studies programs. The entire program was held at the district reading center. After the completion of the program, a consultant was made available to the schools for follow-up work with the teachers.

Completed questionnaires indicated that the program had been successful. In his article, Herber concluded that the program's success was due to the fact that it was not held after school and that more desired change is effected by means of a program of full-day seminars and follow-up dissemination of ideas.

Witmer writes of a program in Hanover, Pennsylvania, which involved the production of 40 video tapes of pertinent reading topics. The tapes ranged in length from 12 to 46 minutes.

A Teacher's Handbook listing important information on each tape, a summary of each tape, and pre- and post-discussion questions was prepared for the program. Cooperating school districts receiving the tapes appoint building principals or staff members to lead the pre-telecast and post-telecast discussions using suggestions offered in the Teacher's Handbook.

From the analyses offered by the authors of these articles, the programs described were relevant, effected desirable changes in teacher performance, and received enthusiastic response from the teachers involved.

It is evident that there are ingredients which make up a successful in-service recipe. Robinson and Rauch (6) list ten elements needed in conducting an important aspect of in-service education—the workshop:

1. Give credit to individuals contributing to the workshop.
2. Secure released-time for teachers to attend the workshop.
3. Begin and end sessions promptly.
4. Deal with a specific problem or area.
5. Let attendance be voluntary.
6. Use attractive room and serve refreshments.
7. Relate techniques to everyday teaching by using regular school materials.
8. Follow up workshop sessions by distributing a brief summary of the proceedings.
9. Incorporate audio-visual techniques at every opportunity.
10. Provide for teacher evaluation of the sessions and incorporate their suggestions into the planning of future workshops.

These ten elements, of course, can be applied to the more general issue of in-service programs in reading. From the author's experience, one element or ingredient particularly crucial is the involvement and participation of teachers in the planning and implementation of the in-service reading program.

In the New Haven public school system, individual schools have formed In-Service Planning Teams, consisting of teachers, administrators, and parents, to design the specific content of future programs desired by the staff. A particular school, for instance, may be interested in learning more about ways to motivate the problem reader. This is communicated to the author who meets with the team to discuss the specific approach for the program.

As part of the city's K-3 Focus program, four experienced teachers have been released full-time from their assignments, to design and to conduct in-service programs for the instructional staff. Many of the requests made by the schools have been for discussions on effective reading materials and the sharing of specific reading devices and games which can be used to reinforce reading skills.

Under this plan, each school is treated individually. During the course of the year, however, there are programs which are offered on a city-wide basis. Two popular programs have been the Reading Share-In and the Reading Exposition. The Reading Share-In is a program whereby classroom teachers who have been using innovative reading materials and programs assemble to discuss the outcomes and their

observations. The Reading Exposition is an event at which 35 sales representatives set up exhibits of their latest supplementary materials for teachers to examine first-hand. It is held in April, just before teachers order their materials for the following school year.

In a capsule statement, it seems safe to say that the consumer will buy the in-service package if it zeroes in on a specific need he has, if he has had some input into its construction, if he has an opportunity to evaluate it, and if he is part of the follow-up procedures after he has bought it.

CONCLUDING REMARKS

Effective in-service programs can do a great deal to improve the quality of the reading program. Some in-service reading programs have met with enthusiastic response from teachers while others have been dismal failures. It is obvious that caution and care must go into the design and implementation of in-service programs.

This article has cited specific examples of successful in-service reading programs in order to pinpoint some of the common ingredients which were used to design them. If school systems follow some of the procedures outlined in this article, the chances for meeting the needs of teachers for viable in-service education will be increased to a substantial degree.

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NEW LIFE FOR A READING PROGRAM

Alice Pietryka & Norma Searle

TEKONSHA COMMUNITY SCHOOLS

Many early elementary classroom teachers have difficulty finding reading material that will supplement a basal reader. Because the thoughts and actions of young children often revolve around their own personal interests and experiences, classroom teachers are bombarded by students anxious to relate what to them are momentous happenings. Children are vitally concerned with themselves; why not take advantage of this enthusiasm and build it into a learning experience? Why not have your children write their own stories?

The process of writing stories can begin in kindergarten. It would be effective for the kindergarten teacher to accumulate a collection of pictures which would be of particular interest to children in her classroom. For example, pictures of animals, forms, race cars, airplanes, bodies of water, slums, industrial areas, or mountainous scenes could be included. To involve the child further, the teacher may suggest that each child bring a picture from a newspaper, magazine, children's book or comic book which he likes. When each child has either chosen or supplied himself with a picture, the exciting process of composing a sentence about it can begin. The teacher must realize that this first sentence will reflect the home background and oral experiences of the child and may be quite "crude" at first. The following is a suggested procedure by which to elicit these first sentences:

1. The teacher discusses each child's picture with him.
2. The child and the teacher compose a sentence with which the *child* is happy.
3. The teacher carefully prints the sentence, reading it slowly as she writes.
4. The child and the teacher read the sentence together.
5. The child reads the sentence aloud to the teacher.

As the teacher is working with other children, the child can paste his picture and sentence on a colorful piece of construction paper. In developing this program further, the class could compose a story about a picture, have the teacher perform the mechanics of writing it, and then all could "read" the resulting composition.

Typically, the first grade is considered the grade level at which the child learns to read. The child begins first grade expecting to learn to read. Too often he leaves disappointed. To fulfill the child's desire

to read the first day of school, the basic process as used in kindergarten can be repeated. The child goes home feeling successful and eagerly anticipating a return to school. One of the teacher's main goals—in-stilling interest in reading—has been achieved! It is now the teacher's job to keep the program meaningful, enjoyable, and exciting. It is the teacher, not the system or the materials furnished, that is the key to a successful reading program (2).

After several experiences of writing one sentence stories, the child may progress to two and three sentence stories. Each child must be treated as an individual, because some children may need further teacher supervision while other children may go on by themselves. The teacher must give up her role as director of activities and assume a lesser supportive role; she is present in the room if the child needs her. Some children may exhibit a large amount of independence and write several sentences, also attempting spelling on their own. Other children may desire and need an interview process to help them verbalize their thoughts.

This program is most beneficial for first graders, but it can be broadened to include intermediate grade children. For example, a one-to-one grouping situation can be developed, involving the cooperation of two teachers, such as a first grade and fifth grade teacher. Just how would older students be involved in this program? The fifth grader, sitting with the first grader as he writes his story, is there to help the first grader transfer his mental thoughts into printed words. The older student may question the younger concerning his general topic, but he should be careful not to become domineering. The general procedure might be:

1. What would you like to write a story about?
2. After the first grader has chosen a general topic, the fifth grader may continue his questioning until the first grader has verbalized a complete thought.
3. The fifth grader may then encourage the first grader to put the thought on paper.
4. The first grader is encouraged to spell for himself, but he may have at his disposal a basal reader or a picture dictionary to find words that he wishes to spell correctly. If he cannot find a word in either of these two sources and he is determined to spell the word correctly, the fifth grader can spell it for him. (Dictionaries can be supplied for the fifth graders to use.)

It is evident that this process is highly beneficial to the first graders, but the participating fifth grader can also profit. A low achieving

fifth grader may experience feelings of success, self-worth, and pride by having helped a first grader write a story. He may reflect a renewed interest in his own academic pursuits. In this situation, low, average, and high achieving fifth graders participate in an activity on an equal basis. The grouping may vary with each session, but increased involvement is achieved when the fifth grader stays paired with the same first grader for an extended period of time. The older child sees, as each session is completed, growth and progress in "his" first grader.

The first grader, too, feels involvement with "his" fifth grader. This is very evident when a situation arises which prevents a pair from meeting. The younger child seems less eager and often inquires, "When will we have the buddy system again?" Open expressions of interest such as this are also rewarding to the teachers.

After the child writes his story, he may illustrate it, include his original picture, and make a cover for his own "book." A follow-up and reinforcing activity involves the use of the tape recorder with the author reading his own story. He is thrilled at hearing himself, and has proof that he *can* read.

In *Teacher*, Sylvia Ashton-Warner discussed having a child choose the words he wishes to read and having teacher print the word on a card which is given to the child. The concept involved is that a child will learn to read a word that he has expressed a desire to learn (1). The "buddy system" extends this concept by having the child express several words to form sentences. In most cases success is high because they are "his" words—an extension of himself. After writing and reading his own book, he shows more interest and skill in reading his basal reader.

Not only is a child expanding his ability to read by writing stories, he also becomes very aware of and makes use of sentence structure, punctuation, and capitalization. The child also uses phonic skills when he sounds out a word he wants to write. These skills do not have to be taught separately, but may be incorporated into one integrated learning experience.

The key to the success of the program is based upon the enthusiasm, approval, and words of praise the teacher gives to each child's efforts!

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ECHOES FROM THE FIELD

Joe R. Chapel

The need for a multi-disciplined approach to the diagnosis and treatment of the disabled learner has been given lip service for many years by various departments on university campuses. The first multi-clinic team put this dream into reality at Western Michigan University in the spring of 1972. Subsequently there have been five multi-clinic cases.

The departments of Speech Pathology and Audiology, Occupational Therapy, Special Education, Social Work, Physical Education, and the Reading Center and Clinic have joined together in this effort. To date the clients for the multi-clinics have provided a variety of learning opportunities for undergraduates, graduate students, and staff. The cases are planned so that each department coordinates the efforts and direction of the team. Consequently, the emphasis in each case is different.

The audience is able to view a major portion of each investigation through the efforts of the Television Services of the Department of Instructional Communication. A large, comfortable auditorium in Knauss Hall is provided for the audience.

These cases are open to all who are interested. They begin at 9:00 a.m. and conclude at noon. The room number in Knauss Hall is 3770. The dates of future multi-clinic cases may be obtained by calling the Reading Center and Clinic.

DID YOU SEE?

Betty L. Hagberg

Did You See "A Review of the Literature on Affective Education" by Tom Henderson in the November, 1972, issue of *Contemporary Education*? The article indicates that a substantial number of critics have demonstrated the need for more emphasis on the affective domain in education.

Did You See William Tenny's stimulating article which appears in *American Secondary Education*, Volume 3, Number 1, December, 1972? It is entitled "The Challenge and the Options of Teaching Reading in the Content Areas." Tenny describes a model program designed to improve academic performance of junior high inner city youths. The teachers in the program received training in a ten-week summer workshop and are now demonstrating a concentrated effort to teach reading in the content subjects. The progress of this intensive teaching project in two Akron, Ohio, schools will be interesting to follow.

Did You See "Workbooks and Gerbils" by Roland S. Barth? It appears in the January, 1973, issue of *Childhood Education*. He discusses four possible paths toward realistic educational options and provides suggestions to principals for ways in which they can extend teachers' "realm of choice" in teaching children. Barth points out that many instructional methods are used because there appears to be no single approach which is best for all. The article is adapted from the last two chapters of Roland Barth's *Open Education and the American School*, published January, 1973, by Agathon Press, Inc., New York.

Did You See S. Pilcher's provocative article in the November, 1972, issue of *The Elementary School Journal*? The title is "Open Education: A Case Study" in which Pilcher presents his views of the open classroom for many American schools. He indicated the popular "bandwagon" effect that the open classroom is having on schools in the USA—"get excited about open education on Tuesday and start 'doing it' on Thursday." He pointed out that this new concept did not happen suddenly in Britain but was the culmination of thirty or forty years of small significant changes. Through an interesting example, Pilcher indicates a way in which the open classroom could succeed in transforming American education.

WE SUGGEST

Eleanor Buelke

Isaacs, Susan

The Children We Teach

New York: Schocken Books, Inc., 1971. 160 pp.

. *entheos*, a term used by the Greeks to symbolize hidden aspects of man's nature that motivate him to perform memorable deeds *entheos*, the god within each of us. If the forces that generate our energies and provide the directions for our teaching reflect a commitment to the conviction that each child is a "unique, unprecedented, and unrepeatable person," then most likely they are a gift of *entheos*.¹

In an attempt to show the most important of all educational concerns, "the children we teach," as real and living individuals, Susan Isaacs "clothes the dry bones of theoretical discussion with the behaviour of living children." She writes easily, understandably, with the simplicity and sincerity of conversation with a good friend. She writes of topics that comprise the well-known skeleton of almost any teacher's knowledge of theory and curriculum: individual differences, social development, and intellectual development. Yet, as she writes, she does, indeed, clothe these bones with the behavior of children of many differing endowments and roles; in their changing and developing moral judgments and social relationships; through their behavioral manifestations of individual needs and rates of cognitive growth.

Isaacs writes of problems which perplex even the most experienced and best qualified educators of the day. These are problems brought about by the very diversity among learners which, purportedly, is acknowledged and accepted, even cherished and nurtured. She believes that "differences in temperament are as real and as significant as intellectual differences, and that they must be taken into account." Even though teachers may not understand how differences in mental life of pupils have come about, the relationships between cognitive and affective domains of learning must be recognized and of vital concern in planning for "the children we teach."

Discussing social development of children, the author stresses *activity* and *movement*, and the maximum use of practical opportunities for children to gain from their intense desire *to be doing*. She emphasizes and reiterates that social development and intellectual

¹ Russell G. Stauffer, "Entheor," *The Reading Teacher*, 26 (January, 1973), p. 360.

growth in children, at any age, are intimately connected, that it is always the whole child who acts, that thought and behavior are *mutual* influences. Here, she details some interesting illustrations of children's notions and ideals of punishments, of loving and hating, and of chums and heroes. She suggests that doing things together with others fertilizes the child's spirit. "The seed will ripen in its own time, if we but sow it. It is the inactivity that is barren."

In the last section of the book Dr. Isaacs writes of intellectual development, reaching some practical conclusions, presented here in a conceptual pattern of contrasts:

1. Teachers cannot fruitfully foist upon children problems that do not arise from the development of their own interests; children's native interests in things and people around them offer all the opportunities needed for their education.

2. In early years of education words cannot be substituted for things, nor theoretical reasoning for practical issues; children's activity in these years is most fruitful when it has to do with real things, things that can be seen, handled, made, and measured.

3. Shutting the school door upon conversation among pupils and insisting upon a dumb tongue will not spur clarity of thought or ease and fluency in the written word; children need chances to put their experiences into words, to describe, to discuss, and to argue, in order to develop a sense of logic, depth of thought, and richness of expression.

4. Teachers need offer no defensive justification for smaller classes, and modern methods for studying and providing for individual differences; realization that it is what children do and say that educates them, that their very real and all-consuming need is for activity, should release educators from the old conspiracy of silence and stillness in the classroom, and from lock-step patterning for all.

Further, she suggests that teachers work for the possibility of letting children have the "free activity which is their breath of life," with "each child making his own special contribution to the larger whole."

At its best, teaching *must* be a means for both teachers, and the children they teach, to become better human beings. In the words of Margaret Mead, great difficulty and a puzzling dilemma face those dedicated to this kind of growth for themselves and others:

The whole dilemma of humanity—to yield to and glory in the characteristics we share with other living creatures, or, alternatively, to work at and glory in our capacity to transcend our creatureliness—is

summed up in the acceptance of the biological child, however different it may be²

It is extraordinarily difficult to love children in the abstract It is only through precise, attentive knowledge of particular children that we can become—as we must—informed advocates for the needs of all children.³

² Margaret Mead, *Blackberry Winter* (New York: Wm. Morrow & Company, 1972), p. 280.

³ *Ibid.*, p. 282.

READING IN THE SECONDARY SCHOOL

Kenneth VanderMeulen

A few years ago a reading consultant in a large high school was given a problem to solve. Students in the school averaged two years above the national norms in reading performance, as shown by an all-school Nelson-Denny Reading Comprehension Test. Yet, social studies teachers and English teachers told the administration and the reading consultant that these students were not able to read their textbooks effectively, were in serious trouble on examinations, and did not seem to show clear understanding of the ideas presented for class discussion. Teachers who felt they had to maintain a certain minimum level of academic proficiency graded over a quarter of their students failures, thereby raising a rather sizeable amount of adverse reaction in students and parents alike.

The reading consultant had no magic solution, but spent several weeks at what might be called unscientific research. He checked readability of textbooks. He went over student reading-expectancy figures, and studied the stanines of student reading performance. All of the old well-known factors came to light; textbooks are frequently written above the level of the grade for which they are adopted, each classroom of students represents a five to seven grade spread in reading ability, teachers often make assignments without giving students an inkling of what to look for, and other such phenomena which have become truisms over the years. The reading consultant knew the teachers were well prepared in their fields, and he would not risk their resentment by implying that they were leaving part of their work undone.

He visited classes and read over student papers to learn something more about the missing ingredient. Insight into the problem came during an English class discussion of a certain piece of literature. Students read brief quotations to illustrate a specific sought-after point. But these students were avoiding some words as they read. It was obvious that the teacher knew the words and their connotations, doubtless thinking that her students knew them too. Through the hour, the lack of familiarity with many common English words became more and more noticeable. Students in a college preparatory English literature class were assiduously slurring over or sidling past words, as they

made their effort to guess the right quote—the line the teacher wanted, to show *foreshadowing* in the story.

Without a specific hypothesis, the reading consultant “borrowed” groups of students from teachers and tested them with homemade vocabulary tests from a variety of sources. He used standardized lists, typical technical words from the texts in content fields, archaic and exotic words used by poets and other literary artists, and words from newspapers and magazines. With one small group of students, he demonstrated that it is even possible to have insufficient experience with three-letter words. The students were exasperated with their poor scores, and stayed to exonerate themselves by working in the reading lab. The list: rue, apt, err, ire, wry, asp, cud, wan, lax, and lea.

Toying with vocabulary lists and musing over various test results gave rise to a number of questions and very few answers. One of the questions—why would students who score in the *upper* third percentiles on standardized vocabulary tests land in the *lower* one-third comprehension of such groups of words as those that follow? As a teacher in high school, you might try the list on your students; merely ask them to indicate how many they could supply synonyms for.

deem	lore	aura	dote	glut
fray	bier	mien	sham	ruse
curt	tier	lien	rite	wane
doff	dank	dupe	cull	awry
abet	dire	cyst	glib	moot
cant	dell	tiff	ante	curd

It may be true that some of the words on the above list are considered out-of-date and obsolete by Webster and others. One who thinks this disqualifies a list should look closely at a few of the reading selections currently required in high school literature courses. A list of fifty words, taken from pages 155 to 175 of *The Scarlet Letter*, was given as a survey test to a group of one hundred upper classmen in the same high school. Students showed almost no familiarity with the words and terms, although all of them had “covered” the book as required reading. (Four of the words were: embowered, cuirass, gorget, and greaves.) Our reading consultant, realizing that the students had little or no experiential background with this group of words, carried his study no further, and made only some general observations in his report. The reader might realize how much resistance and resentment could be engendered by a very specific report which inveighed against the traditional and orthodox teaching practices.

We may draw some conclusions here, however, and we may turn

our reflections into positive action for vocabulary growth in all students in the future. Let all secondary teachers realize, growth in vocabulary is not proceeding as it should, on the seventh through twelfth grade levels. And, since colleges and universities have relaxed entrance requirements to a certain extent, some college freshmen show less scope of vocabulary background than is necessary to cope with textbooks which are packed with new concepts.

In an effort to learn something about the amount of experience or mental content college freshmen are able to bring to the printed page, the writer recently conducted a brief study in vocabulary attainment. A list containing twenty words, all taken from one page of *Newsweek* magazine of October 23, 1972, was duplicated and handed to freshmen in college. The direction was simply to check those words for which they could honestly supply a synonym or give the definition. The median number of words checked was ten, with the tops being thirteen and the lowest number, six. Here are the words:

wistful	analogy	accelerate
array	wafted	equivocate
fervor	quixotic	laissez-faire
ponder	exotic	jettison
fiscal	eclectic	unprecedented
devout	stave (off)	racy
filibuster	scuttle	

Since the list was only used in relation to a point made in the course of a class discussion, no inferences were made. Yet, as we look at the list, we may note that almost half of those words should have been known to students since beginning high school.

The summaries of studies and test results published in the country in the last ten years indicate that student reading and writing growth seems to slow down in relation to mental growth at about grade seven. Interest and motivation in academic things (according to psychologists of adolescents) also seem to plateau at about this point. Note further that formal instruction in reading has also been halted in most schools at about sixth or seventh grade. Finally, the practice of using texts with controlled numbers of new concepts being introduced per given chapter or unit has stopped by grade six or seven.

Anyone can add these facts and factors and recognize some elements of total futility for teachers of both junior and senior high school students. It is the position of this writer that an adequate foundation in vocabulary must *precede* the teaching of principles in history, biology, literature—that an adequate vocabulary background

must *precede* many of the upper steps on the reading skills ladders described for us by reading experts. The teacher will have to help the students build mental content in any field of endeavor; why not help students appreciate the untold richness of language in the process?

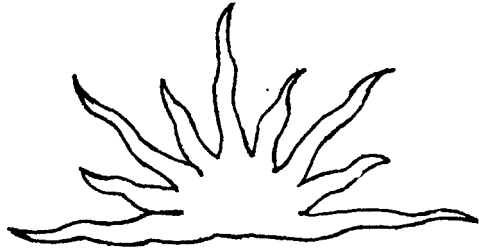
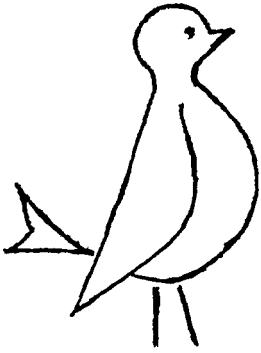
A salutary change would result almost immediately if each teacher in every content course area would take his students with him on a tour of the words pertaining to that subject *with every assignment*. We have learned that this type of teaching cannot be left to chance, we have learned that merely reading does not automatically bring growth in word power, and we have learned that we cannot assume that our students will look up words. With each lesson, we need to stimulate curiosity about “how it came to be that way,” we need to force attention to detail through every kind of device and ruse (except malicious, of course) we can imagine, and we need to provoke that kind of gaunt wariness and alertness that characterizes wolves on the trail of prey.

As we set about to read a paragraph together—a piece of writing by an author well qualified to interpret the experience of living—we should challenge students to question every word choice, as well as every phrase.

The missing ingredient in the search for more effective vocabulary growth is the matter of concerted effort. The automotive mechanics teacher, the home economics teacher, the business education teacher—all are earnestly enlisted in this campaign to raise our students’ communications skills above the level of patois and jargon. The auto mechanic could, in studying the self-starter, find something about the life of Charles F. Kettering, its inventor, learn that *ignition* has a root used in the study of geology also. The home economics teacher could teach precision of meaning in terms and directions, from recipes to dressmaking. (For example: what Middle English word for the piece of armor to cover the joints in a suit of armor is now used in dressmaking—the triangular bit of cloth under the sleeve?) In business, words and precise meanings are vitally important, but merely telling students this crucial truth will make no impression; we must demonstrate the reality of it, and let the students live it.

We have come to a time in our societal living when, though it is frustrating to misunderstand another individual, it is dangerous for a group to be ignorant of the meaning of another group, and it is calamitous for whole nations to misread the goals of other nations. As we live in an ever larger circle of interdependence, we have an increasingly

urgent need for care and total understanding in our communications. As our society becomes more complex, we need to teach our students how to choose and employ words and terms to express ideas with ever greater accuracy and exactness. Every effort we undertake as a group must be jointly planned, and each word used in such plans should have a meaning each member comprehends as well as a contractor understands the terms on a blueprint.



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Readers:

Brad, a thirteen-year-old boy, wrote the following account of his diagnostic examination at a Reading Clinic. It is being published in this journal with the hopes that Brad will read it and will understand that his efforts to achieve are appreciated by his many friends.

MY VISIT TO A READING CLINIC

Brad Chapman

My Mom made an appointment for me at a reading clinic. I got out of a whole day of school. The principal was going to meet us at the clinic. We went in and a lady met me at the end of the hall. She took me into a small room and brought out a wooden puzzle. She had me put it together. She asked me if I would mind going into a room with 20 college students. I said no, I wouldn't mind. We went in the room and she started asking questions like who was the president of the United States and the governor of Michigan. When we were in the other room she asked me a lot of things about myself. Then I went and took some reading tests. Then I went into a room with a man. His name was Terry. He started asking questions about myself and what I do for entertainment. I went and took some more reading tests and finally I left. My teacher asked me if I wanted to go to my sixth hour class since it was typing. I didn't care to go so I went home. Several months later, I returned to the clinic. I had improved in my reading by two grades.

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

November 22, 1972

Mrs. Clara Harbeck
President
Homer L. J. Carter Reading Council
Kalamazoo, Michigan 49007

Dear Clara:

On behalf of Western Michigan University, I extend to you and through you to the members of the Homer L. J. Carter Reading Council heartfelt thanks for a most generous gift of \$1,000.00 which has indeed made a dream real.

With over \$10,000.00 in the Fellowship Fund, the purpose of which will be to recognize a student each year who possesses academic powers worthy of a \$500.00 award (to assist him or her in the pursuit of a graduate degree in the field of Reading), we think it particularly noteworthy that the final and needed gift was made by the council named in honor and functioning in memory of the late Mr. Carter.

Our sincere thanks.

Sincerely yours,
James R. Foster
Director, Annual Fund

TEN-SECOND REVIEWS

Blanche O. Bush

The status quo of today's reading instruction is an educational renaissance to which productive scholars from many disciplines are contributing, ranging from linguistics to psychology to engineering to optometry.

—Emmett Betts

Artley, A. Sterl, "Oral Reading As A Communication Process," *The Reading Teacher* (October, 1972), 26:46-51.

The concept of oral reading as a check on word perception should be replaced by oral interpretation as a process of communicating to interested listeners a writer's ideas, thoughts, and feelings. Accurate word perception, though certainly a legitimate teaching objective, can be tested by more effective means than by having children engage in round robin reading. Oral interpretation is not unlike art, the dance, or music in providing children with the opportunity for creative self-expression. As such, it becomes in its own right an extremely important objective in a well rounded reading program.

Austin, Lettie J., "Reading: A Dimension of Creative Power," *Journal of Reading* (May, 1972), 15:565-571.

The author cites several vivid examples indicating that reading can be a vital force in the development of an individual.

Bing, Lois, "Vision and the 'Right to Read' Effort," *Journal of Learning Disabilities* (December, 1972), 5:626-630.

A plea is made for interprofessional teamwork in making the Right to Read effort a success. The author, an optometrist, discusses the physical, physiological, and psychological aspects of vision as it relates to learning.

Baghban, Marcia, *How Can I Help My Children Learn To Read English As A Second Language*, An ERIC/CRIER + IRA Micrograph, International Reading Association, Newark, 1972, 15 pp.

Suggestions given for parents to help their children learn to read English as a second language are: (1) Help him build a positive self concept; (2) Help him to want to learn; (3) Let

him talk; (4) Get him a health check up; (5) Talk to him; (6) Read to him; (7) Read yourself—be a model; (8) Have books at home; (9) Encourage pets and hobbies; (10) Organize home tasks; (11) Improve your English; (12) See what is in your neighborhood, such as libraries, museums; (13) Find out what the school offers; (14) Support your school. A list of books and magazines with helpful information is included.

Bridges, Judith S., and Ken Lessler, "Goals of First Grade," *The Reading Teacher* (May, 1972), 25:763-767.

Evidence is presented showing that stated goals of primary education and actual goals do not always coincide. University faculty rank curiosity as a more important goal than do either first or second grade teachers. Evaluation of the child and the teacher, in actual practice, is based on the child's performance in basic educational skills, not on his enthusiasm for learning.

Bruton, Ronald W., "Individualizing A Basal Reader," *The Reading Teacher* (October, 1972), 26:59-63.

The basal reader remains our most important and most rigidly entrenched stumbling block to individualization. Designed for group instruction, use of basal series often ignores individual differences. The important aspect of this project is that basal instruction can be individualized by certain inexpensive modifications in classroom practice. For those with a commitment to recognizing the individual needs of each child, this is important.

Brzeinski, Joseph E., and Gerald E. Elledge, "Early Reading," *Some Persistent Questions On Beginning Reading* (Robert C. Aukerman, editor), International Reading Association, Newark, 1972, pp. 65-75.

The authors conclude that it is our task in the 1970's to consolidate what is known about early childhood education and about reading. We must conclude the soap opera antics and embark upon a revitalized format based on the "how" and "what" of reading. The demise of the "when" factor should be acknowledged. We should relinquish the security of research

reruns which add very little to the understanding of reading instruction.

Champine, Mary Loretta, "Creative Teaching," *The Michigan Reading Journal*, The Michigan Reading Association (Clarice Stafford, editor), Detroit, (Fall, 1972), 6:49-50.

Every person has tremendous potential. The creative teacher is much like an explorer and pioneer. It is his job to find the seed of interest. He must nurture and water it with patience and understanding, and to admire and praise the finished product as it radiates the beauty of a blossom in full splendor.

Cohen, S. Alan, and Thelma Cooper, "Seven Fallacies: Reading Retardation and the Urban Disadvantaged Beginning Reader," *The Reading Teacher* (October, 1972), 26:38-45.

This article emphasizes that quality teaching can overcome the stumbling blocks of a disadvantaged background. The seven fallacies discussed are: (1) Urban black children tend to be less verbal than middle class children; (2) There is little verbal interaction between the disadvantaged child and adults who are psychologically significant to him; (3) Black English is a substandard, inferior form of standard English; (4) The mismatch between Black English (BE) syntax and Standard English (SE) syntax requires the Black Child to translate written SE into spoken BE; (5) The disadvantaged urban child's deficient conceptual and usual vocabulary interferes with his learning to read in the beginning grades; (6) If we improve oral language patterns of disadvantaged children we will be able to teach them to read better; (7) Poor articulation contributes to auditory discrimination deficiencies, and, therefore, to deficiencies in learning phonic skills among disadvantaged urban black and Puerto Rican children.

Cooper, Charles P., *Measuring Growth in Appreciation of Literature*, ERIC/CRIER + IRA, International Reading Association, Newark, 1972, 30 pp.

This monograph was written primarily for the researcher. It reviews a number of attempts to measure appreciation of literature. The measurements are grouped in two categories:

(1) Discrimination among poems or prose extracts, and (2) Content analyses. Following the review is an evaluation of the limitations and possibilities of these measures. The monograph concluded with specific recommendations for further research into the problem of measuring growth in appreciation of literature.

Courtney, Brother Leonard, "A Challenge Of Our Time—Motivating The Teenage Reader," *Minnesota Reading Quarterly*, Minnesota Reading Association, Robinsdale, Minnesota (Tracy F. Tyler, Jr., editor), (December, 1972), 17:57-63 +.

This article discusses: (1) The nature of motivation; (2) Some characteristics of the adolescent and specifically of the teenage reader; and (3) Some practical suggestions for junior and senior high school teachers working with adolescent students.

Daines, Delva, and Lynne G. Mason, "A Comparison of Placement Tests and Readability Graphs," *Journal of Reading* (May, 1972), 15:597-603.

The following conclusions were made as a result of the findings in this study: (1) The Fry Readability Graph extended through Preprimer Level as an instrument to measure readability did not produce grade level designations that consistently agreed with the assigned grade level of test-item selections; (2) The Spearman-Rank correlation was an inappropriate statistic to determine agreement of two sets of grade level designations. Tests used were: Durrell Silent and Oral, Gilmore, Gray, Gates-McKillop, SRI, Spache, Silvaroli, and Sucher-Alfred.

Dawson, Mildred A., "Developing Interest in Books," *The Quest For Competency in Teaching Reading* (Howard A. Klein, editor), International Reading Association, Newark, 1972, pp. 36-41.

It is especially important for the home to make books accessible and to provide a child with countless opportunities to handle them. Briefly put, the child should own books, hear books, look at books, read books, share books, borrow books, and value books. We can bring all children to an interest in books if we really try.

Early, Margaret, "Components Of A Language Arts Program In The Primary Grades," *Some Persistent Questions on Beginning Reading* (Robert C. Aukerman, editor), International Reading Association, Newark, 1972, pp. 79-91.

The author considered the awesome feats of learning that children manage before they enter school. She wondered how we could preserve and cultivate their will to learn throughout the primary grades. She urged that many elements of the informal kindergarten be extended to the years beyond, so that a proper balance could be struck between learning on one's own and learning in groups. It was suggested that removal of psychological barriers within the curriculum should precede the knocking down of physical walls within the school.

Eberly, Donald W., *How Does My Child's Vision Affect His Reading*, AN ERIC/CRIER + IRA Micrograph, International Reading Association, Newark, 1972, 11 pp.

Great demands are placed on a child's vision at approximately the same time that he is introduced to reading. Eighty percent of what he learns in school will come to him through his vision. Hopefully over the first five years of life he has had enough opportunities and experiences to develop adequately his visual skills. But if his visual experiences have been limited or if visual development has been slower than normal, the demands of reading may be more than his visual system can handle. Generally these demands include the following visual skills: (1) Clear single vision, (2) Integration of both eyes into one single image; (3) Coordination of eye movements. Identifying visual problems and suggestions for parents are discussed.

Fiedler, Margaret, "Did the Clinic Help?" *Journal of Reading* (October, 1972), 16:25-29.

Well conceived longitudinal studies with sizable populations and control groups are extremely difficult to arrange in the area of remedial reading because of changing personnel, student mobility, and funding difficulties. The author stated that the present report, although puny, does support the conviction that most remedial reading teachers share, that their efforts have more far-reaching effects than is generally realized.

Fraser, Ramona, and Annabelle Walker, "Sex Roles in Early Reading Textbooks," *The Reading Teacher* (May, 1972), 25:741-745.

This study was undertaken on the assumption that sex role behavior is culturally determined and is produced by social learning. This learning takes place through many channels and includes both sex role expectations and examples for identification. The purpose of this study was to compare the roles, relationships, activities, and relative importance assigned to male and female characters in stories in readiness and first and second grade reading textbooks. From the findings of this study, it was concluded further research should be done in all aspects of possible school influence on the social learning process as it relates to sex role expectations and models.

Fuhr, Morton L., "The Typewriter and Retarded Readers," *Journal of Reading* (October, 1972), 16:30-32.

The findings of this experiment suggest that the experimental procedure of teaching typewriting techniques rather than remedial reading to high school age retarded readers resulted in a greater increase in reading achievement than achieved when remedial reading was taught by high school teachers. One of the reasons for the results was that typing instruction does not carry the stigma of a high school remedial reading class.

Graebner, Dianne Bennett, "A Decade of Sexism in Readers," *The Reading Teacher* (October, 1972), 26:52-58.

Comparing two editions of two series of reading texts, Graebner found that these texts had changed only slightly over the past ten years. The major difference between the two versions is that more occupations for women appear in the new editions. Societal changes are reflected only slightly.

Green, Richard T., "Ten Information Sources on Comprehension in Reading," *Journal of Reading* (October, 1972), 16:55-57.

The ten sources listed were selected from the 22-page IRA annotated bibliography—*Comprehension in Reading*. These ten sources were selected for their clarity, balance, and topicality. Topics considered were: Cloze, Critical Reading and Creativity, Factors, Language, Readability, Skills, Theory, and Thinking.

Harris, Albert J., "New Dimensions in Basal Readers," *The Quest for Competency in Teaching Reading* (Howard A. Klein, editor), International Reading Association, Newark, 1972, pp. 124-130.

While innovations in basal readers have appeared in the past decade, relatively few of them have become widely adopted. There has been an increased emphasis on decoding, a shift from emphasis on literal comprehension toward critical and creative reading, and a very recent interest in behaviorally stated objectives. Basal reader series generally employ richer vocabularies and have devoted more space to critical and interpretive reading and study skills. Content shows a trend toward a multi-ethnic, multi-cultural scope.

Harris, Albert J., "Psychological and Motivational Problems," *Improving Reading Ability Around the World*, International Reading Association, Newark, 1971, pp. 96-103.

Progress in understanding the interrelationships of emotional problems and reading disability has been slow; however, there is good reason to believe that emotional maladjustment is present in most cases of reading disability. The author recommends that further research should be concerned with clinical study of well defined groups of different ages, IQ levels, and sociocultural populations.

Jackson, Ruth, "Building Reading Skills and Self-Concepts," *The Reading Teacher* (May, 1972), 25:754-758.

This report summarizes the Mental Hygiene Linguistic Reading Program which focuses on the innercity child. Its aim is to so cultivate the child's self image that, with effective teaching, he learns the basic reading skills in about three years. More than that, it is hoped the child will recognize his capacity to learn reading. He may be motivated to continue development of his reading ability and to expand other accomplishments which will enrich his personality.

Jones, John Paul, *Intersensory Transfer, Perceptual Shifting, Modal Reference and Reading*, ERIC/CRIER + IRA, International Reading Information Series, "Where Do We Go," 1972, 48 pp.

Modality research is important to the field of reading, direct-

ing attention to intersensory transfer, intersensory perceptual shifting, and modal preferences. This paper provides a critical review of the most pertinent research relating each of these factors to reading achievement.

Kerfoot, James F., "What Parents Should Know About Reading Comprehension," *Parents and Reading* (Carl B. Smith, editor), International Reading Association, Newark, 1971, pp. 87-92.

Parents should understand that several strategies will be used by teachers to develop comprehension. They will find a program rich in its variety of reading material and will observe children creatively responding to both listening and reading tasks. They will find teachers carefully preparing children for the difficulties of the selection to be read and setting purposes for reading which will generate greater breadth and depth of understanding.

Levine, Isidore, "Quantity Reading: An Introduction," *Journal of Reading* (May, 1972), 15:576-583.

Quantity reading is a philosophy of reading which explains how the learner develops mastery of the written language by paralleling such growth with a child's mastery of oral language.

Lipton, Aaron, "Miscalling While Reading Aloud: A Point of View," *The Reading Teacher* (May, 1972), 25:759-762.

The author explored the variety of learning behaviors evident in a classroom, the difference between miscalling or misperceiving a word, and the variety of ways a teacher can deal with differences in learning behaviors and perceptual difficulties.

Maginnis, George H., "Measuring Underachievement in Reading," *The Reading Teacher* (May, 1972), 25:750-752.

Some of the difficulties inherent in the practice of comparing capacity and achievement test scores are: (1) Underachievement may be a result of differences in the difficulty level of tests; (2) When tests are of equal difficulty, about one-half of a group may be expected to achieve above its capacity; (3) The assumption that an individual should be able to perform tasks equally well may not be valid; (4) Capacity can be

changed; (5) Different tests yield different capacity scores; (6) The practice of comparing tests may be confusing when scores are reported in different units; (7) Lack of reliability may make test comparisons difficult. In the final analysis we should rethink our concept of underachievement.

McCullough, Constance M., "The Future of Reading," *Improving Reading Ability Around the World* (Dorothy Kendall Bracken, and Eve Malmquist, editors), International Reading Association, Newark, 1971, pp. 162-170.

The future of reading depends upon the priority which society gives its development and the extent to which the nature of reading is recognized and understood.

Mackworth, Norman H., "Seven Cognitive Skills In Reading," *Reading Research Quarterly*, International Reading Association (Summer, 1972), 7:679-733.

An outline is given of an experimental program which will examine the three stages of reading—matching, coding, and comprehension. Since reading is primarily a visual task, the tests include pictorial processing as well as verbal processing. The seven skills include memory for orientation; coding of temporal sequences to spatial ones; orientation and habituation to novelty; and four tests of comprehension and prediction.

Miller, Wilma H., and Carol A. Evans, "I Wish I Could Read," *The Michigan Reading Journal*, Detroit (Clarice Stafford, editor) (Fall, 1972), 6:45-48.

This article briefly summarizes the research on the teaching of reading to preschool children. It discusses the potential value of teaching reading to very young children in both formal and informal ways. The article illustrates some of the formal methods and materials for teaching preschool children to read which have been put on the market recently.

Palmer, William S., "Cognition in Reading: Modes and Strategies," *The Quest for Competency in Teaching Reading* (Howard A. Klein, editor), International Reading Association, Newark, 1972, pp. 171-178.

For improved cognition in reading, the author suggests that: (1) Cognitive skills in reading can be arranged in a hierarchy; (2) To teach those students at or near the apex of the hierarchy, teachers must involve the emotions of the student and parts of his personality of which he may not be fully aware; (3) Teachers can do so by building upon natural responses the student makes in reading encounters; (4) Teacher-student interaction is needed for developing and refining of student responses to reading but such interaction must be different from the visual cold-blooded analysis; (5) Cognitive reading is not an isolated mechanical skill that can be achieved at a measurable rate. Rather, it is a vital, vibrant, and vigorous interaction between teachers and students.

Pauk, Walter, "Reading Imaginative Prose: The Category System," *Journal of Reading* (May, 1972), 15:572-575.

The category system is an approach to help both the teacher and the learner approach imaginative literature. It is based on asking one specific question in each of six categories. These categories have been determined after several years of experimenting and consulting as being essential to understanding, appreciating, and enjoying literature.

Pearl, Jeanette, "Reading Instruction in Mathematics," *The Michigan Reading Journal*, Michigan Reading Association (Clarice Stafford, editor), Detroit (Fall, 1972), 6:51-56.

Efficient learning of mathematics in the classroom is not a haphazard phenomenon. Student learning is determined greatly by the kind of reading guidance that is given by the teacher. Reading and mathematics cannot be divorced. They must receive attention beginning at the primary level. The implication to be drawn from this study is that the primary teacher has a responsibility to plan for effective teaching of mathematics reading as well as mathematic concepts.

Pertz, Doris L., and Ozeal Shyne Brown, "An NDEA Institute Promotes Changes," *The Reading Teacher* (October, 1972), 26:25-31.

This article reports changes in professionalism among reading specialists who attended an institute for advanced study in

reading at the University of Chicago during the summer of 1967.

Ransbury, Molly Kayes, *How Can I Encourage My Primary Grade Child to Read*, An ERIC/CRIER + IRA Micromonograph, International Reading Association, Newark, 1972, 11 pp.

This article is intended to help parents identify factors that influence reading interest and suggests ways that parents can build interest. Reading interest is influenced by the child's age, sex, grade level, experience, availability of printed material, self concept, and ability. There were suggestions to stimulate the interest of the child.

Reidelberger, Helen, "Serendipity—A Reading Program, *Journal of Reading* (May, 1972), 15:584-589.

The all-school reading program at San Carlos (California) High School accomplished much more than their regional problem-solving committee could have foreseen. With falling scores on standardized reading tests, increasing numbers of "remedial" classes, and a large portion of the staff unaware of the complexity of these all too prevalent problems, San Carlos initiated a reading program enjoying total staff involvement. After a year of change and preparation for change, San Carlos emerged with these serendipitously achieved goals: (1) To make the staff more reading-conscious, and (2) To involve the staff with those students diagnosed as having reading problems.

Richard, Ethel, "The Black Child and His Reading," *Reading, Children's Books and Our Pluralistic Society* (Harold Tanyzer, and Jean Karl, editors), International Reading Association, Newark, 1972, pp. 14-19.

The authors noted the following when they looked at the black child in relation to books: (1) When the black child reads, he is astute about content, author, and life as it relates to him now; (2) He wants and needs more about himself—Nonfiction is needed but good fiction is particularly wanted; (3) He is growing in spiritual emancipation—he doesn't want to be white but is willing to have interchanges with other ethnic groups; (4) He demands truth and integrity in his reading;

(5) He demands that literature about blacks reflect the black's humanity.

Robinson, Helen M., "Visual and Auditory Modalities Related to Methods for Beginning Reading," *Reading Research Quarterly*, International Reading Association, Newark (Fall, 1972), 8:7-39.

The author presented the findings of a comparison of the reading progress through third grade. Pupils studied were identified as having high visual-high auditory; high visual-low auditory; low visual-high auditory; and low visual-low auditory abilities when they entered first grade. Two approaches to reading—sight approach and Hay-Wingo—were used. Results indicated that neither method for teaching reading surpassed the other among students with strong or weak modalities. Regardless of method, auditory discrimination made a significant contribution to all reading while visual perception did not.

Rogers, Norma, *How Can I Help My Child Get Ready to Read?* ERIC/CRIER + IRA Micromonograph, International Reading Association, Newark, 1972, 23 pp.

Reading readiness has been defined as the general stage of developmental maturity and preparedness at which a child can learn to read easily and proficiently in a regular classroom. Following specific recommendations made by the author may help parents prepare their child for reading.

Rogers, Norma, *What Books and Records Should I Get For My Preschooler*, An ERIC/CRIER + IRA Micromonograph, International Reading Association, Newark, 1972, 19 pp.

There are so many wonderful, enjoyable books for children that you can be very selective in choosing books to suit your child, while avoiding books that inspire fear, prejudice, bad dreams, or unfavorable attitudes. The appropriateness of a book can usually be determined by how much the child enjoys it. There is a list of books for infants to six years of age.

Scudder, John R., Jr., "Teaching Reading—Technology, Craft or Applied Philosophy," *Journal of Reading* (May, 1972), 15:560-564.

The obvious purpose of this essay has been to argue that the

teaching of reading can be approached productively as technology, craft, or applied philosophy. A less apparent, but underlying purpose, has been to stress the need for dialogue between specialists in the teaching of reading and philosophers of education.

Shuy, Roger W., "Performance Contracts and Reading: The Great Oversimplification," *Journal of Reading* (May, 1972), 15:604-612.

Never has education suffered a greater crisis in confidence than it now endures. This crisis in confidence has led to four gross oversimplifications of the task: (1) Because something is not done well, we should stop doing it all together; (2) The large, humanitarian task of the classroom can be reduced to a mechanized, well-focused skill development; (3) We know enough about the sub-skills of reading to measure them; (4) We know enough about testing to evaluate what it is we are teaching. The author stated that the development of performance contracting in reading can be viewed as a temporary over-reaction to the new focus on accountability.

Shuy, Roger W., "Some Things That Reading Teachers Need To Know About Language," *The Quest For Competency In Teaching Reading* (Howard A. Klein, editor), International Reading Association, Newark, 1972, pp. 141-150.

Reading teachers claim that learning to read is one of the most crucial things that happens to a child in his early schooling; yet, we appear to be willing to risk its development on teachers who are prepared with only one undergraduate course in the subject. Teachers are seldom trained to diagnose the linguistic aspects of reading errors or even to distinguish errors or measures in decoding from the oral rendering of one's natural dialect. Even worse, teachers are often given a collection of half truths or outright lies as principles upon which to teach reading to our children.

Tyler, Tracy F., "A Matter of Principles," *The Reading Teacher* (May, 1972), 15:739-740.

The author suggested six principles of learning which he believes to be of benefit to parents: (1) Nothing succeeds

like success; (2) Children tend to do, and do best, those things that most interest them; (3) Practice makes perfect; (4) Every child is different; (5) We learn by example; (6) Learning requires action.

Warner, Timothy P., "Vocabulary: Make It A Stimulant, Not A Depressant," *Journal of Reading* (May, 1972), 15:590-592.

To reinforce past learning the teacher may assign students the task of locating the words previously studied in class in outside materials. The students will then bring the words to class in a specific context and will be rewarded with extra credit.

Weintraub, Samuel, Helen M. Robinson, Helen K. Smith, and Gus P. Plessas, "Summary To Investigations Relating to Reading," July 1, 1970, to June 30, 1971," *Reading Research Quarterly* (Winter, 1972), 7:213-393.

The 307 Reports of Research in the field of reading published between July 1, 1970 and June 30, 1971 are classified into six major categories. The first category includes 52 summaries classified as general or specific. The second major category abstracts the research identified and classified under teacher preparation and practice. The third category is sociology of reading. The fourth category, the physiology and psychology of reading, is the largest of the major categories. Category five, the teaching of reading, encompasses all reports dealing with instruction and testing. The last category contains reports on the reading of atypical learners.

READING INSTITUTE

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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

TUESDAY, MAY 1, 1973

Through

FRIDAY, MAY 4, 1973

Eighteenth Annual Conference

International Reading Association, Denver, Colorado

TUESDAY, MAY 8, 1973

Helping Problem Readers

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

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

READING DEMONSTRATIONS AND DISCUSSIONS

Sponsored by
THE READING CENTER AND CLINIC

College of Education
Western Michigan University
Kalamazoo, Michigan

General Theme: Helping the Disabled Reader

<i>Date</i>	<i>Topic</i>
Tuesday, July 10	A Team Approach to the Study of the Disabled Reader
Tuesday, July 17	Determining Specific Reading Needs
Tuesday, July 24	Counseling Parents of Children with Reading Disabilities
Tuesday, July 31	A Functional Approach to the Severely Retarded Child
Tuesday, August 7	Initial Therapy for the Severely Disabled Reader
Tuesday, August 14	Teaching Students How to Read a Textbook

These demonstrations, which are an integral part of the course, Educational Therapy in Reading, 587, make use of children. In some instances the parents and teacher participate.

All demonstrations begin promptly at 1:20 p.m. A discussion period will follow each demonstration.

Visitors are invited to both the demonstrations and discussions.

The class meets on Tuesday and Thursday from 1:20 to 3:00 p.m. All meetings are to be held in Room 2301, Sangren Hall, West Campus.

