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*Reading*

# HORIZONS



Summer 1973



# *Reading* **HORIZONS**

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**RH**

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## *Editorial Comment*

### A TIME OF MAGIC

When I was in the fourth grade, I had a teacher who made a deep and lasting impression upon me. Each day, just before school closed, she read aloud to us. How I looked forward to this special hour! It was my favorite period of the day—the time when a kind of magic took place, the time when I sampled vicariously great adventure and excitement. The books she read to us made a profound impression on me and increased my appetite for reading. I am grateful to Miss Slye—far more than I am able to express in words—because, more than any other teacher, she introduced me to the magic of books.

Reading aloud to children is important. It promotes the attitude that learning to read is worthwhile and that much joy and pleasure can be derived from reading. It also provides children with information. There are books and articles about animals and plants, about the world of work, and about life in other times and places. There are fascinating accounts of adventure, of outer space exploration, mountain climbing, deep-sea diving, and of other tests of strength and character. There are stories which help us to understand people whose lives are very different. Literature abounds with stories which help us to understand the human condition, with its common problems and the many ways people face their problems. Through literature, children can begin to understand that each of us must develop inner resources and grow toward responsibility. Through literature, children can begin to assimilate and appreciate their cultural heritage.

I spend many leisure hours reading. It is an enjoyable time of quiet, pleasant relaxation, a time of infinite happiness. Yes, it is with love and sincere gratitude that I remember Miss Slye for she introduced me to the joy and magic of reading.

Dorothy J. McGinnis  
Editor





# TEN YEARS OF RESEARCH ON CORRECTIVE READING PROGRAMS A REVIEW OF THE LITERATURE

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The purpose of this paper is to survey the research of the past ten years on corrective or remedial reading programs. In the literature, various definitions are given to corrective reading and remedial reading programs, but in this paper no distinction will be made between the two terms. Both terms refer to a plan of corrective instruction and treatment for the disabled reader, generally outside of the regular classroom setting.

The review of the literature was made with an attempt to answer the following questions: (1) Have corrective reading programs in our elementary schools and secondary schools been effective? (2) Are group procedures in corrective reading effective or should more emphasis be placed on individual therapy? (3) Is short-term, intensive treatment more profitable than longer-term intensive treatment of the disabled reader? (4) In the future, should we continue to develop corrective reading programs in our elementary schools, our junior high schools, and our senior high schools?

This reviewer was aware of the problems in evaluating research studies. It was for this reason that the reviewer made a sincere attempt to use only those studies recommended by authorities in the field of reading, and to present the research studies and conclusions as they were reported by the researcher himself. Sources for summaries of reading research are included in the *Encyclopedia of Educational Research*(9) and in the *Journal of Educational Research*(11).

When searching for answers to the four questions previously listed, the reading specialist is generally thinking personally of those children currently in reading therapy or the many who are not receiving help with reading skills. What does research say about the incidence of reading disability on the national scene?

Surveys by Albert Harris(10) indicate that 10 to 15 per cent of all children are cases of mild or severe reading disability. Bond and Tinker (5) indicate that 10 to 25 per cent of the total school population are disabled readers. In 1969, Dr. James E. Allen(1), the United States Commissioner of Education, gave figures which showed that one-fourth

of the nation's students have "significant reading deficiencies." Carter and McGinnis(7) state that approximately 8 per cent of the student body are severely retarded readers.

Reading disability can be defined as characterizing the reader who is reading below his physical, emotional, and social level as well as functioning below the level of his mental maturity. It then becomes necessary to ask if existing corrective reading programs across the nation are effectively meeting the needs of this disabled reader.

**Have corrective reading programs in our elementary and secondary schools been effective?**

Bond and Tinker(5) report that carefully planned remedial reading programs can be effective at all grade levels. Bond and Tinker assume that normal children of average intelligence with average conditions of learning will gain a year in reading level during the school year. They conclude that the disabled reader will be expected to achieve more than a year in reading level for a corrective reading program to be called effective.

Balow(3) found that before any remedial reading, the disabled reader progressed at half the rate of normal children. Balow's study involved fifth and sixth grade students, receiving corrective reading instruction, who progressed at a rate of nine to twelve times their regular classroom rate.

Malmquist(13) reported on a six year study in Sweden involving a pilot study of 20 classes or 386 pupils and field experiments including 72 classes or 1,653 students in 12 cities in various parts of the country. There was a reduction of up to 80 per cent reading disability in grades one, two, and three if children with reading disability were identified at grade one and received continuous diagnosis and treatment. According to Malmquist(13), "the reading readiness variable had consistently the highest predictive power."

Many studies demonstrate that a structured corrective reading program adjusted to the needs of students can yield significant immediate results. The following studies are examples: Bliesmer's(4) study of fourth through eighth grades, Buerger's(6) study with third through seventh grades, Nasman(15), and Cawley et al(8) with junior high students, Noal(2) working with eleventh and twelfth graders, and Downing(2) teaching reading to disadvantaged adolescents.

Most of the studies reviewed show a successful attempt at treatment for the disabled reader. However, several studies at the junior high and senior high level found little significant gain in reading level.

Coston and Merz(2) used a team approach for a ten week, 90 minute daily "crash program" and expected far greater gains than those experienced by the 19 eighth graders. Brazziel and Gordon(2), while working with 300 seventh grade pupils, found the youngsters gained a mean 1.5 years growth from September to May. Brazziel and Gordon expressed the feeling that the corrective reading program would be far more effective in the early elementary grades.

Whitla(21) reported on an intensive tutorial program designed and administered by the Institute of Boston to 52 twelfth grade students. The Scholastic Aptitude Test administered to the high school seniors showed no significant gains made in study habits and reading skills of students in the study. The author concludes that "proper methods of study and critical and organized ability cannot be mastered in a few weeks. They are the result of the several years of previous application combined with certain abilities."

**Are group procedures in corrective reading effective or should more emphasis be placed on individual therapy?**

The Keating study(9)(13) should stimulate more research on intensive individualized treatment for the disabled reader. Although the study was limited in numbers (20 boys, aged 12-16 years), the results were described as encouraging since 6 boys left the special classes at the end of the term with improved reading skills and 11 boys were continued in the program "with a very good prognosis."

McCleary(14) reported on the results of a tutorial reading project with 330 first grade children. The 165 children in the experimental group were predicted by readiness test scores to experience reading failure. A tutor worked with each child 15 minutes every day on a one to one basis using a programmed training plan developed at Indiana University. The tutored children achieved significantly above the level of the control group of children. The individual instruction was called "preventive medicine for many first graders."

Pollack(26) reported on a reading tutorial program conducted by the staff of the Maimonides Community Health Center, Brooklyn, New York. The Center found that when working with emotionally troubled children they also had to deal with their reading problems. The need for one-to-one individual reading instruction was recognized as necessary to help the child overcome his reading disability and recognize himself as a "successful and worthwhile human being." Therefore, the reading tutorial program was initiated in one school using programmed reading materials and 16 parent tutors. Because

of its success the project at its second year involved 150 parent tutors with 6 public and 7 parochial schools.

The five year study of Lovell, Johnson, and Platt (9) (13) consisted of the effects of at least three months remedial instruction on 259 children referred to the Child Guidance Centre of an English County Borough. The results of the study showed no significant differences in reading gains, whether by individual or group instruction.

A study by Noall(2) involved two matched groups of 25 students in grades seven through college level. The study compared an individualized program (with a skilled classroom teacher and 24 student teachers) and a class using group instruction. With six weeks instruction both groups made significant gains on two reading tests.

Gold, with tenth grade students, and Walker, with seventh grade students(2) also conducted similar studies comparing individual instruction and group instruction. The results showed that corrective reading programs should recognize individual differences. However, specific individual instruction had no advantage over group reading procedures.

Schneyer(19) concluded from a review of studies at the secondary level that "there is little significant evidence at the present that individualized reading programs at the secondary level are greatly superior to uniform group instruction."

The Fisher study(5) emphasizes that by combining reading instruction and therapeutic group sessions, students appear to show a significant gain in reading skills over reading groups with no counseling sessions. Separate studies by Roman, Dorney, and Dolan(2) seem to substantiate these findings. In addition Bond and Tinker(5) suggest that more emphasis should be directed toward reading and psychotherapy for more rapid improvement and lasting gains in reading.

**Is short-term, intensive treatment more profitable than longer-term intensive treatment of the disabled reader?**

Hicks and others(12) have evaluated the effect of the number of sessions per week of remedial reading instruction upon 92 third grade pupils and 78 fourth grade pupils. The students were assigned to two, three, or four half hour small group sessions per week. The number of sessions each week was found to have no effect for fourth grade students. However, an effect at the .01 level of significance was found for grade three. Three and four day session groups made significantly more gains than did the twice weekly instruction group. The authors suggest that "age or perhaps the readiness factor must be taken into

account when considering the optimal number of sessions for remedial reading.”

Theodore Harris(11) reports the study by Cashdan and Pumfrey involving low-ability junior high boys. They found that the progress of the group of boys meeting twice weekly was not significantly more effective in changes of attitude or reading attainment than that of a group meeting once a week for reading instruction.

The study of Balow(3) appears to be relevant for elementary and secondary corrective reading instruction. Balow reported on the long-term effects of remedial instruction in the University of Minnesota psycho-educational clinic setting. The study involved fifth and sixth grade students (80 per cent were boys) who were considered of average or above average intelligence and of middle class to lower-middle class background with an average two to three years of reading retardation. The pupils, Groups I, II, and III, were given two hours of individual and group instruction daily for ten weeks. During this period of intensive instruction, the students progressed at a rate nine to twelve times their regular class rate which had been established at half the rate of normal pupils. After ten weeks Group I received no additional assistance in reading. These 36 students, tested after nine months, indicated that they had neither lost reading skills learned during the ten week intensive period of instruction, nor had they continued to progress in reading. However, Groups II and III, receiving supportive help during the 13 to 36 months following the ten week instruction, continued to develop at a rapid pace, approximately 75 per cent of normal growth in reading.

It appears that the most suitable way to determine effectiveness of corrective reading programs, regardless of length or type, is to study the research on the follow-up of such programs.

Robinson and Smith(18) report on a follow-up study at the University of Chicago. In 1958, an attempt was made to follow up on those pupils who were first in contact with the clinic ten years previously. In 1948, the chronological age of the clients ranged from 7 to 18 years of age. The median age was 14. Most of the clients were eight years old with an intelligence median of 120. The authors indicated that “the subjects were capable of advanced educational attainments.” The subjects were one or more years retarded in reading. Of 113 clients in 1948, 44 clients supplied information through personal interviews or by telephone or questionnaires sent to the former clients and their parents. Of these 44 subjects, 3 students dropped out of high school, 14 completed high school, 23 were enrolled in college or

had completed undergraduate work, 3 received a master's degree, 2 were enrolled in a doctoral program, and one was enrolled in medical school. It is apparent that, while these clients were disabled readers in 1948, most were to become productive members of society.

A follow-up study by Madeline Hardy in Canada(11) found significant individual improvement in oral and silent reading on 40 students who had earlier received individual remedial reading instruction. The students who had displayed deficiencies in perceptual and motor skills retained these defects.

The Carl Larson study in Denmark(22) involved 283 children in second and third grades. The experimental group of 150 children composed of small groups of four children received four hours remedial therapy a week. The control group of 133 pupils had no additional reading instruction. The special remedial instruction in grade two reduced the need for remedial classes the following year even though the improvement did not qualify the children for promotion to a higher grade.

Buerger's(6) study at Lakewood, Ohio, on 72 children having received remedial reading instruction in grades three through seven concluded that while "pupils (experimental group) who received remedial reading made significant immediate gains, they did not make greater long-term educational progress than the control group." Buerger suggested that continuing support beyond the period of intensive remedial treatment be maintained to encourage the disabled reader to continue to achieve in reading.

In Walled Lake, Michigan, Rasmussen and Dunne(17) working with 59 junior high school students (36 boys and 23 girls of normal intelligence but retarded in reading) found no significant improvement after three years of corrective instruction. In spite of disappointing results in reading growth, the researchers noted in a follow-up of these students that the drop-out rate was significantly reduced. It was concluded that "retarded readers with normal intelligence have a smaller drop-out rate as a result of placement in the correctional reading class."

Strang(20) reports on the study of Gallagher who gave individual tutoring in reading for two years to 21 brain injured retarded children. The eight to twelve year old children made steady progress in reading. However, when tutoring had ended, a follow-up study indicated that the children tended to regress to their previous level of reading. They appeared to make no further gains in reading.

Nasman(15) has reported the results of a six weeks reading im-

provement program in Portland, Oregon, involving 186 ninth grade students in a control group and 188 ninth grade students in an experimental group receiving special corrective reading instruction. The study was designed to investigate whether a reading improvement program would result in significant growth at the end of the six weeks program and whether the growth would be maintained six months following the special reading instruction. The findings of the study showed that “a true difference existed in reading growth.” However, tests showed that six months beyond completion of the six weeks reading improvement program, the experimental group had suffered a “true loss in reading growth.” The author suggested that “a period of reading reinforcement would be desirable toward the end of the school year or that the six weeks program could be lengthened.”

**In the future, should we continue to develop corrective reading programs in our elementary schools, our junior high and senior high schools?**

This section summarizes the research data collected from a review of many studies concerning effective corrective reading programs with an attempt to give relevant generalizations and implications for future corrective reading programs.

The summary of research reveals that a corrective reading program can be effective at any age level; however, success seems to come easier to the early elementary students as personal feelings of inadequacy and anxiety greatly affect the older students in the later elementary, junior high, and senior high schools. Carter and McGinnis(7) have concluded that “if the school is able to identify and provide adequate treatment for the disabled reader by third grade, there is a 70 to 80 per cent chance of success. If treatment is delayed until the seventh grade, the chance of success drops to 30 per cent.” An abundance of research suggests that early identification of reading disability in grades one or two, with treatment in grades one, two, and three is imperative for an effective reading program.

Seemingly, individual instruction has great merit for young pupils in grades one, two, and three. In the beginning, readiness factors predict the reading process which needs to be introduced to the youngsters with adequate timing, giving successful reading experiences to the young child. Also, with individual attention, physical limitations such as visual defects and hearing defects, poor oral language skills, and inadequate experiential background may be discovered early.

Numerous studies show that individual instruction has little advantage over group instruction at the later elementary level, junior



high, and senior high level. The studies which advocate counseling-reading relationships with adolescents show that the psychological reorientation of pupils is important for treatment of reading disability.

In addition, many sources are urging further experiments utilizing individual instruction within a group setting. Perhaps the use of para-professionals is the key to more individualized instruction within a group.

Are "crash programs" of short duration profitable for the treatment of reading disability? The available research shows that many short corrective reading programs may produce significant immediate results. However, once the program is terminated, the continued reading progress of the students is questionable. Balow(3) concluded "that severe reading disability is probably best considered a relatively chronic illness needing long-term treatment rather than the short course typically organized in current programs."

Certainly, more research should be directed toward the follow-up of short-term and long-term corrective reading programs at all levels. Research is also limited as to the effect of the time allotment per day and the number of sessions per week on the total treatment of the disabled reader.

Should we continue to develop corrective reading programs in our schools in the future? In providing an answer to this question, the reader is directed to the numerous journal articles which show the need for corrective reading services and the search for qualified personnel.

Why is there the tremendous need for corrective reading programs? Why have educators turned to business and industry for teaching children "how to read"? According to Artley(2), available regional and statewide studies show that "there is a decline in reading growth beginning at about the age of entrance into junior high school. This lag in growth is not only relative to that maintained throughout the primary-elementary years, but also lower in relation to the normal and consistent increase in mental age." Artley contributes this disturbing condition to the "little concerted effort to provide systematic reading instruction beyond grade six as is provided on the earlier grade levels."

Lack of developmental reading instruction beyond grade six, however, can not become the "scapegoat" for reading disability. Moreover, numerous sources support the conclusion that many cases of reading disability can occur because administrators and teachers fail to provide adequate developmental reading instruction for all children in

grades K-12. It should be the responsibility of the public school to enable all children to reach a reading level commensurate with their intelligence and to carry over the newly learned reading skills into functional reading situations. The inclusion of well-conceived corrective reading services with a school-wide developmental reading program seems as logical as it is essential for fulfilling this goal. It appears that the reading clinician, reading consultant, and reading therapist must provide the needed leadership for an effective school-wide reading program now.

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# TEACHING READING TO THE DISADVANTAGED

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The effective education of disadvantaged learners constitutes one of the greatest challenges confronting American education today. Central to meeting this challenge is the development within such learners of the capacity to read effectively(15).

How else can children and youth get the pertinent information that is required for useful and clear thinking in speaking and writing than by acquiring the ability to read effectively? How a child gets started in reading will determine to a great extent how well he learns to read in later grades(6). If a child fails in reading during the primary grades, his chances for success in any other academic area are greatly reduced(3).

Learning to read is of vital importance to the disadvantaged child. It has proved in many cases to be a status symbol for the child not only at school, but also at home. This ability gives him a place at home as a source of information and a help to his parents and brothers and sisters, for he is able to read to them and take care of certain business arrangements. He soon learns that reading opens many doors of information and brings a satisfaction he has not known before(11).

A culturally disadvantaged child is one who comes from a home environment which does not provide him with experiences that transmit the cultural patterns needed for learning and success in the larger society or its agents (schools). Under no circumstance is cultural disadvantagedness equated with any ethnic or racial group membership. Any child whose early experiences in the home, whose motivation for learning, and whose personal goals handicap him for completing *school* tasks is disadvantaged(8).

One major characteristic of the disadvantaged child is his inadequate language preparation. This child has extremely limited language resources to use as aids in conceptualizing his world. He is usually characterized by 1) a lack of vocal stimulation during infancy, 2) few experiences in conversation with more verbally mature adults in his early years, 3) severely limited opportunities to develop mature cognitive behavior, 4) a greater deficit in the auditory-vocal modality than in the visual-motor areas, and 5) a lack of quantity and quality of verbal expression(8).

Language deficiency in the background of the disadvantaged child is *the* greatest concern of the classroom teacher. Children living in poverty do not hear a language rich in expressive patterns and their limited experiential backgrounds produce an understanding of limited concepts(6).

The language of the culturally disadvantaged child is usually informal or restricted, lacking breadth and depth for precise statements of ideas or emotions. It does not require the type of thinking which results in conceptual development. This restricted language development during the early years results in almost irreparable damage in academic relations. The child arriving at school with language unacceptable to the school will be unable to communicate with some of his peers or with his teacher(7).

At about five or six the child comes to school. If the home has done its job well, the task of the school is usually uncomplicated. On the other hand, the child from a culturally impoverished home may arrive at school with numerous deficiencies. Bereiter and Englemann(3) state that a culturally disadvantaged pupil comes to school inadequately prepared to deal with the variety of sentence patterns he encounters in school. He may survive in his own environment, yet he cannot function well in school. The language deficiencies of the culturally disadvantaged child are not just those of failure to master certain uses of language. He also fails to master aspects of social behavior vital to maintaining social relationships and to meeting social and material needs.

In school, language is necessary for obtaining and transmitting information and for carrying on verbal reasoning. Having failed to master these cognitive uses of language, which are of primary importance in school, the disadvantaged child is doomed to failure(8). Bereiter and Englemann(3) claim "disadvantaged children do not have enough time to participate in the same experiences as privileged children. Therefore, selection and exclusion of experiences is necessary to provide those activities which will produce a faster than normal rate of progress."

Broadening experiences and interesting conversation and discussion make the child want to discover the unknown by reading. Reading is important for success in the world of work. He must learn to read well so that he can secure immediate success in his chosen work. Later, when confronted with technological changes, he must be able to use reading as a means of gaining new information and skills (16).

Studies indicate, however, that children of the poor, on the whole,

are two or more years behind the norm in reading as they progress through the grades. They just do not receive stimuli in the same manner, type, or degree that their more culturally favored counterparts do(4).

Deutsch(5) states that by the time disadvantaged children reach junior high school, 60% are retarded one to four years in reading. He states that lack of appropriate language stimulation early in life, both at school and at home, may make success in reading as well as in other school activities progressively more difficult since the child becomes less and less responsive to remediation as he grows older.

A study by Barton(2) showed that in classes where children came from lower paid, lower skilled families, mean percentages of classes reading one or more years below actual grade level were 33% as contrasted with 6% among middle class families.

The study reported in 1963 by Walter Loban(10) showed that children who were low in general language ability were also low in reading ability. The gap between the high and low groups seemed to widen each year. His study found that reading and writing ability were related to socio-economic position; those in the lowest socio-economic groups were below average in reading and writing achievement.

Because of these debilitating effects of experiential poverty upon the culturally disadvantaged, a mandate for materials which reflect what is familiar to them is necessary. A multi-sensory approach to reading must be paramount to orient these children to the academic sphere in order to close the gap caused by lack of experiences(4).

A fundamental approach to the development of reading proficiency among the disadvantaged is the language experience method advocated by Van Allen(1). This plan incorporates children's immediate and personal experiences as material for vocabulary and general reading development, and lays the groundwork for the commercial materials which are now being prepared(4).

A language involvement program is constructed on the premise that children learn from adult models. No lectures or rules are used. The teacher demonstrates pattern after pattern until the child inductively assumes the correct behavioral task(8). After the children have had an opportunity to contribute their thoughts about an experience which they have similarly shared, the teacher suggests that they write a story about it. As the children dictate the details of their experience, the teacher records them on the board or large manila tablet so that they may be preserved for future reading. When the

chart is finished, it may be used for many other learning activities. The teacher may have each child copy it or use it for individual or group reading.

As the children increase their sight vocabulary, they begin to select books to read which can be read for themselves, read to other classmates, and to their teacher. When a child finishes a book, he may wish to draw a picture about it or select another one to read. In addition to selecting their own books to read, the children continue to work with the teacher on experience charts for the development of skills and to increase vocabulary(12).

The teacher, throughout the language involvement program, is an intermediary between the child and his world. The teacher selects some experiences, provides some limitations on explorations, creates structure, and activates the child's senses. She interprets some of the child's reactions, acknowledges his perplexities, confirms his conclusions, and disentangles his misconceptions but never expounds, preaches or moralizes. The language involvement program succeeds only if the disadvantaged child explores his environment, tests it, reacts to it, labels it, and tries to explain it just as the average child does in his verbally oriented, multi-experiential environment(8).

One advantage of this program is that the child picks the books he wants to read; however, there must be appropriate books within the classroom or library for his selection. Young people need a variety of reading experiences and materials of differing reading difficulties. They must have materials which confirm their identity and experiences, and they must have reading materials which help them go beyond the limitations of their disadvantaged backgrounds(13).

Disadvantaged children fail to identify with the book characterizations represented in both schoolbooks and children's literature. The book characters differ from the contemporaries around these disadvantaged children in appearance, speech, and behavior(6).

The current story characters, their pets, and the family helpers constitute efforts to base reading materials in the basal readers on the experience of "typical" six, seven, and eight-year-olds on the thesis that such material will be more meaningful than the fanciful or moralistic content of the earlier reader. It goes without saying that the child in the slum districts finds it difficult to identify himself with the typical basal reading story characters (14). As Nancy Larrick (9) has said, 6,340,000 non-white children across the country have been learning to read and understand the American way of life in books which either entirely omitted them or scarcely mentioned them.

The teaching of reading has been considered the most important responsibility of the elementary school and there is particular need for the improvement of the level of achievement of our deprived children. At the moment, wherever reading is being taught in a program for the deprived, the approach, the procedures, the methods, the materials, and even the desired results vary from situation to situation(11).

Educational research, including the twenty-seven U.S. Office of Education first grade reading studies, continues to provide evidence that there is no *best* method of teaching reading. The first grade reading teacher who is able to provide the most stimulation for the greatest number of her children consistent with developmental levels appears to be most effective regardless of method. However, the types of learning that are not measured by common data-gathering instruments should also be considered. Among these are the most important results of teaching—attitudes, appreciations, insights, habits. A careful measurement of these results might show that certain approaches are more effective than others under particular circumstances; however, it seems doubtful that any one standard method will ever serve all children. In the absence of clear direction regarding the most effective method, teachers must rely heavily upon what is known about the developmental character of children in striving for language continuity (7).

Knowing how to teach reading, knowing books, and how to bring children and books together requires knowledge, caring, intelligent instruction, cooperative planning, and flexibility(13). With these the classroom teacher can initiate the disadvantaged child to the world of books and reading.

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# EYE MOVEMENTS DURING READING: AN UPDATED BIBLIOGRAPHY (1966- )\*

*Gloria T. Mann*

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The recording of eye movements during reading is a technique which has been employed to investigate certain aspects of the reading process. This has been accomplished using optical, photo-electric, and electroculographic instruments among which are the E.D.L. *Reading Eye Camera*, the American Optical Company *Ophthalm-O-Graph*, and the Purdue University *Electroculograph*. A monograph pertaining to this particular area of research was published by Taylor(4) in 1966.

This bibliography contains references both directly and indirectly related to the quantitative recording of eye movements during the reading of English and certain foreign languages and has been compiled as an aid to those individuals interested in this field. It lists works which either were not cited by Taylor or were published since the appearance of his monograph.

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# ECHOES FROM THE FIELD

*Joe R. Chapel*

Mrs. Mary Kizer, a half-time reading teacher at Waylee Elementary School in Portage, has received the first Homer L. J. Carter Fellowship award. This award was presented by Mrs. Homer L. J. Carter in a luncheon ceremony and provides \$500.00 to the recipient for tuition and books for the 1973-74 school year. The fellowship fund was established in memory of the late Homer L. J. Carter, founder and former director of Western Michigan University's Reading Center and Clinic, to aid qualified candidates working on a master's degree in the teaching of reading. Michael Hiatt of Dowagiac was named first alternate and Jon Skinner of Kalamazoo, second alternate.

# DID YOU SEE?

*Betty L. Hagberg*

Did You See the latest publications which are now available from the International Reading Association? They are:

*The Quest For Competency In Teaching Reading*, Howard A. Klein, Editor. This monograph includes a selected group of papers presented at the IRA Convention in Atlantic City.

*Evaluation of Teacher Education Programs In Reading*, Grayce A. Ransom, Editor. This checklist is intended as an aid to colleges and universities for self-evaluation.

*Graduate Programs and Faculty in Reading*, Stanley F. Wanat, Editor. This is a guide describing graduate programs for the training of reading specialists.

*Self-Concept and Reading* by Ivan Quandt. This interpretive paper is intended to help teachers who wish to combat reading difficulties through the building of self concepts.

*Vision-Visual Discrimination*, a bibliography compiled by Samuel Weintraub. It has been divided into four large categories all tied together in that they deal with the functioning of the eyes in reading.

*Intersensory Transfer, Perceptual Shifting, Modal Preference and Reading* by John Paul Jones. This paper provides a critical review of the most pertinent modality research as it relates to reading.

Each of the preceding publications may be obtained from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711.

Did You See *New Perspectives on Paperbacks*, monograph No. 1 published by the College Reading Association, 1973? The editor, M. Jerry Weiss, and other authors share their viewpoints on the impact of "The Paperback Revolution." It can be obtained from Strine Printing Co., Inc., 391 Greendale Road, York, Pennsylvania 19403. The cost is \$2.00.

Did You See *Investigations Relating To Mature Reading*, twenty-first yearbook of the National Reading Conference, 1972? It is edited by Frank P. Greene and contains excellent articles relating to research and teacher training. Its cost is \$5.00.

# WE SUGGEST

*Eleanor Buelke*

Dubos, René

*A God Within*

New York: Charles Scribner's Sons, 1972. Pp. ix + 325.

This recently published book, by a world-famous scientist and former Pulitzer prize-winner, is a powerful statement of ways in which positive values in man's nature and the external world may be cultivated and made relevant to the spirit of the places and times in which he lives. As such a statement, it seems to have a particular message for those who are working, through education, to help others improve the quality of human life.

Any teachers who have remained in the profession for very long, observing the attitudes and activities of their pupils in response to surroundings and events, must have realized the exceedingly elusive and complex aspects of life which are uniquely human. Such uniqueness cannot be reduced to anatomical structures or physiological mechanisms, nor even to automated responses to rewards and punishments for "correct" behaviors. Dubos says:

Although the biological machine can be analyzed piece by piece, humanness cannot be understood by reducing man to something less than human and ignoring the complexities which make for the unique richness of his life.

Making a similar point, in relationship to the task of the school, another writer describes the "good" curriculum as follows:

Thus the good curriculum . . . focuses on the explication of the human spirit rather than on the human fact . . . What one means, really, is that the facts of man in his world, the facts of the human condition, the facts of selfhood are not ignored or misused, but rather that they are exploited, if you will, to the end of presenting, explaining, symbolizing the feeling of the human spirit.<sup>1</sup>

Professional preoccupation with research of human development and behavior may have caused many teachers to view man as a passive product of inherited and environmental factors, and to forget that persons can exercise at least some measure of conscious, free choice of response to environmental stimuli. In so doing, men can engage in the creative process of making their own worlds in which to discover, eventually, their own selves and private realities. Could it be

an essential part of the teacher's responsibility to acknowledge more fully the "god within" each person as the source of creativity, the root of forces in hidden aspects of man's nature that enable him to perform "memorable deeds" and to persist in risking much to improve the world?

In this book the author offers explanations accounting for the unique creative expressions of persons, places, and periods. He offers hope for a rational society where the ways of life of its members may conform to their individual needs and aspirations, rather than to the efficiency of technological operations. If his thesis were acknowledged by educators, it might stir them to courage and action to provide pupils with many options from which to "create out of their potentialities the kinds of lives they desire and the achievements by which they would like to be remembered."

Under pressure from many sides, it is easy for those closest to children in their daily school life to succumb to passive acceptance of solutions to their problems by science and technology, or through teaching techniques manufactured for the masses. Teachers are constantly besieged by exponents of the equipment explosion and purveyors of packet programs. Often it is difficult to resist these neatly packaged, prepared, and pre-focused precise answers to learning problems. Propaganda, pandering the guise of truth, is frequently hard to detect, or to withstand, even by those who agree that a dynamic learning environment is emergent and cannot be entirely planned. What may be particularly incompatible with the real needs of the human mind and spirit is the channeling-in of trivia and false feeling without opportunities for examination, comparison, or evaluation. Of greater value than low-level reproduction of prearranged answers and goals are the higher-level reconstructions of individual ideas within a social setting and milieu of trusting human relationships.

As suggested in the following poem, to teach for, and with, greatness of spirit requires that the "god within" the teacher touch and respond to the "god within" the learner:

What trembled from your mind to  
ours  
Was live with love, like new leaves  
trembling on

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<sup>1</sup> Leland B. Jacobs, "The Potential of the Humanities and the Challenge to the Schools," *The Humanities and the Curriculum*. Washington: Association for Supervision and Curriculum Development, NEA, 1967, p. 75.

A bough where fledglings gape for  
    food, are fed,  
And open wide for more.  
Others taught books, chapters,  
    sentences.  
You hoed deep till earth gave out  
    its breath  
Of life, and put your seed there.<sup>2</sup>

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<sup>2</sup> Chard Powers Smith, from a poem, "For Mark Van Doren, on His Seventieth Birthday," in "The Lastingness," *World*, (February 13, 1973), 2:63.

# TEACHING READING IN THE SECONDARY SCHOOL

## "Readiness and the All-School Reading Program"

*Kenneth VanderMeulen*

In the following paragraphs are listed a number of ideas for bringing attention to reading in the school. As the admen say, if you have their attention, half the battle is won. This article is directed to the typical teacher of reading in a school where not enough such attention is being paid to the cause of reading improvement. Our conviction is that the teacher of reading cannot accomplish much by working with a few students at a time in developmental or corrective reading. Our suggestions are meant to encourage the one or two members of the faculty who are able to cling to the goal of an all-school reading program while employing some of these ideas in an ascending or cumulative manner. They, the ideas, require more tenacity than expertise, more faith than knowledge, and more *light touch* than heated discussion.

Many points of similarity exist between bringing a secondary student along to an attitude of wanting to improve his reading and bringing in a high school's faculty to a point of readiness for a developmental reading program. In both cases there is a reluctance which uses the excuse "I don't know just how" or "I'm really not qualified." In both cases there is a natural hesitation which doubts the efficacy of change, and only a number of convincing gestures on the part of the driving force will bring the decision around. In both cases it seems easier to adopt an attitude of tokenism, of saying "this will do okay for now," instead of taking the larger steps of gearing for action. Just as the secondary student seems to have sluggishness which resists the vision of a better future through greatly improved reading practices, high school faculties have their not-so-quiet voices which speak for leaving things alone and rejecting the jump into what "might not be any better."

Any teachers who have worked with reluctant readers and attitudinal problems know that changing opinion requires approaches other than argument. Nor can you change the ideas of your colleagues by attempting to show their ideas to be wrong or out-of-date. Nor



can you base an entire program in a school on the singlehanded efforts of one person. A program is people. A reading program rests on the understanding participation of a large enough proportion of the faculty so that its forward motion is fairly well assured from the outset. The adamant resistors can eventually be drawn in by the centripetal force of the buzzing, whirring success of its motion. There is nothing quite so unifying in human nature as a good start in a group program.

Therefore, it is necessary to bring the school off its immobility and onto some activity in this direction. Exact timing is extremely important here. Just as knowing when to plant seeds is part of the basic skill of farming, knowing when to take certain steps toward establishing the all-school reading program is fundamental. If a school is to bring any program into existence, heavy-handedness on the part of the administration would cripple it just as surely as failure to move toward squarely facing the problems precludes all solutions.

It is important to recognize the many factors that influence the school climate, just as it is important to recognize factors which influence a student's performance in reading. Apathy in some teachers, suspicion of anything smacking of academic theory, changes superimposed by the "front office," generally poor communication, lack of funding—there are many more such negative forces that may operate to break down the processes of growth and improvement.

But the positive force of one enthusiastic and dedicated person can generate enough power to bring about a new program. Most of the effective all-school reading programs now in existence are the results of efforts by a few faculty members who were careful in their leadership and adept at planting ideas. Instruction in manuals and texts to the effect that *all* faculty members should be involved is excellent advice, but that is not a good *first* step. The stage of involving everyone must be preceded by the kind of groundwork one does to prepare any group of adults anywhere for making some decisions of consequence. A nucleus of two or three teachers may undertake to do the necessary constructive work, without making public speeches or going before the Board of Education. A few such thoughts, based on practical experience, follow.

First, the reading teacher must work with other teachers in a supportive, cooperative role. If he allows himself to remain the sole benefactor of students least likely to succeed academically, he places himself on the fringe as a satellite to the educational action. Logic notwithstanding, teachers of subject matter courses see themselves as working

with more important material than the teacher who works with the process of learning that material. Thus, the reading teacher needs to provide other teachers with a practical kind of assistance that demonstrates the effectiveness of reading aids.

One reading teacher talked about reading with the auto-mechanics teacher, and, upon hearing how seriously deficient students were in comprehension of the text concepts, offered to see what he could do to help. A few weeks later the auto-mechanics man was telling the metal shop and drafting teachers that the “remedial reading person” had made a cassette tape for him on how to study the chapter on differential gears that helped even his “dummies” pass the unit test. It was a matter of reading the sub-heads and organizing information.

Another area of activity is the collection of data. While all schools have testing programs and all students may have sufficient information about them collected in a central place, it is generally not put into usable forms for specific help in instruction. The reading teacher should make an effort to find student records with the widest range between reading *performance* and *expectancy*. (We’re using the Bond and Tinker formula of  $IQ \times \text{yrs. in school} + 1$ .) If, for instance, a tenth grader’s reading is measured at eighth grade level, and his mental ability is regarded as normal, we might then be able to say his reading expectancy is about eleventh grade. Any youngster who is approached with such data, showing that with reasonable effort and help his reading performance could be brought up three years, will give the matter serious consideration. The reading teacher may soon report that several students sacrificed their study hall period to come to the reading center and that they brought their reading level up one or two years in a matter of weeks. This is not unrealistic—the dramatic improvement usually results from student insight into his *own* situation and the self-motivation leap that follows.

If the reading teacher wants to build momentum on the student appeal, he might organize a readers’ club. The rule variations for membership are unlimited, and anything the club does for and during meetings may enhance the chances for more reading in the school. One group in Des Plaines, Illinois, made the importance of reading obvious by placing status on the number of books read. Another club became a service group and sold paperbacks to other students in the cafeteria during noon hour. A portable display stand was supervised by club members who took turns talking about books with their classmates. Title choices were made from the National Council of Teachers of English approved list. The sponsor enjoyed conversations with

other teachers as he elicited title suggestions from members of departments other than English.

Cooperation with the librarian is always wise if not mandatory. The reading teacher and librarian may be able to advance the cause of reading among the faculty by providing a social occasion—an after-school coffee, the introduction of a local writer or newsman, a display of new acquisitions, or perhaps a demonstration of a reading device or study approach. Even a visit from a publisher's representative might be cause for inviting faculty members to the library. Get together, talk, and let them know you. The reading teacher should not let go a single opportunity to talk about study methods, making reading assignments, or previewing a text. Avoid trying to "teach" teachers, however, at all costs. The reading person presents himself as a source of ideas or help or material, but never instruction.

If and when other faculty members indicate a receptiveness to the idea of learning more about reading in the content areas, you can find an "expert" to say what you would say. That may seem insincere; however, we must realize the truth in "A prophet is not without honor except in his own country and his own home." It is fair; you may be the expert who travels to the other town someday.

If in-service classes are warranted, seek financial help to any extent from the board of education; if the plan is simply to meet to discuss reading, you will of course play a much more active role.

Many projects the reading teacher undertakes are meant to lead the thinking, but they must not be blatant in approach. A bulletin board may be a way to work with certain students who are less approachable in other circumstances. Discussions with administrators to loosen funds for professional books in the faculty lounge might serve to make administrators more aware of your goals. Showing or demonstrating certain reading materials to other teachers may not produce any visible effects, but impressions alone can sometimes be helpful. Writing and submitting brief articles to local or metropolitan papers will always result in more attention and additional understanding when the proper time for some major decisions comes.

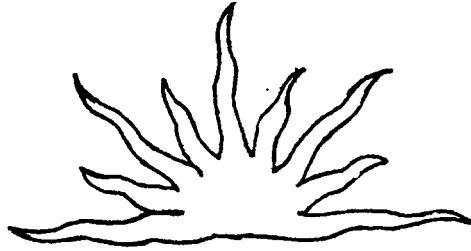
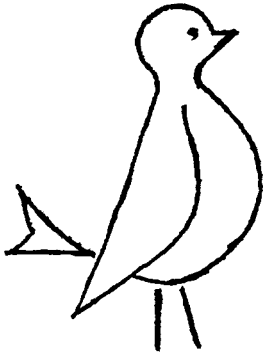
One area for action which must not be overlooked as a source of help is publishing companies. Let some such offices know the direction of your push, write to a few well-known publishers of educational materials on your school letterhead stationery. Use such a candid statement as "I am looking for materials to help me build a reading program in the high school," and you will not have long to wait. One young reading teacher received many reading bulletins which he cir-

culated among colleagues, until many of his fellow teachers were conversant with such terms as readability, cloze, i.t.a., fixations, and regressions. They also understood his aversion to the term “speed reading,” and talked about *skimming* or rate of comprehension instead.

While it may be early in the decade for expecting fruition of the ambitious plans of the National Reading Center, one may gain some valuable ideas by writing that agency at 1776 Massachusetts Avenue, Washington, D.C., 20036, for listings and brochures. Write your state department of education, stating your needs in a general way. Mining or prospecting, you must check out all possible sources. Materials you collect may not be immediately usable, but it all may fit some time.

Several other small ways in which you may do your own program and the school in general inestimable good are: Set up a tutoring service in which certain secure students you know can help other students who are in academic difficulty, making sure it takes place in your room and under your supervision; work with the English department to survey the needs and levels of students in reading, with the stated purpose of telling students how they stand on local and national norms; make efforts to see that the local library has subscriptions to *The Journal of Reading*, *The Reading Teacher*, *Reading Horizons*, and proceedings from various conferences on reading; watch TV program plans well in advance, and you can be the one who offers reading matter to support various areas of potential student enthusiasm; join the professional organization of your choice and attend some meetings; and—list for the teachers in your school the materials available to help students learn how to read and study better.

One last bit of unprofessional but well intended advice. Make yourself a standout or expert in some small way, something that will bring even a modicum of professional recognition to you. Don't allow yourself to sink into the rut of orderly, dependable, cheerful, but anonymous educational work. If you do whatever you do with a little flair, you will be taken more seriously by your fellow teachers than if you do a commendable job with drudgery. Apply a readability formula and let the social studies department know the level of difficulty of a text they are considering for adoption. Give individual informal reading tests to students who need special help, and give counselors the kind of data they can use with other teachers. Invite students to your classroom to improve phrase reading with a tachistoscope they can make for themselves, if they follow your model. All in all, make your profile a salient feature of the educational skyline—it is tantamount to building a better mousetrap—and it will help you build an all-school reading program in the school.



## ROUND ROBIN

*Dorothy E. Smith, Editor*

Dear Editor:

I am taking this means to introduce your readers to the fact that there is a relatively new organization operating in the state of Michigan which is concerned with the reading improvement of the college student.

Our organization, *The Michigan College Reading Council*, is dedicated to the idea that a major cause of student failure in college is due to poor reading and study skills; that community colleges, four year colleges, and universities owe it to their students to offer courses to help the student succeed; and that it is not too late at the college level to help a student succeed with reading and, therefore, with college.

*The Michigan College Reading Council* spends its meeting time trying to wrestle with the issues involved in meeting the needs of the college students in reading. We try to maintain an informal air at our meetings and make them a place for discussion as well as a place for learning new techniques and procedures. Our meetings try to avoid the feel of a convention, but instead, reflect the feel of a group of friends, sitting down to gain information from each other.

If you are interested in an organization dedicated to the instruction of the student in reading in college, we encourage you to write for more information to:

Robert Sandell, President  
Michigan College Reading Council  
St. Clair County Community College  
Port Huron, Michigan 48060

Sincerely,

Robert Sandell, President  
Michigan College Reading Council

# TEN-SECOND REVIEWS

*Blanche O. Bush*

Abrams, Jules C., and Wendy O. Smolen, "On Stress, Failure and Reading Disability," *Journal of Reading* (March, 1973), 16:462-466.

After one or more years of severe reading failure, the primary etiological factor no longer plays the major role in the child's difficulty. The child's continued failure to read is sustained by his aversive reaction to reading, the impact of the prolonged reading failure, and the reaction of the organism to stress.

Ahrendt, Kenneth M., and Shirley S. Haselton, "Essential Reading Skills in Bookkeeping," *Journal of Reading* (January, 1973) 16:314-317.

The authors presented an outline of techniques which should assist the content teacher to instruct students in reading their bookkeeping texts efficiently and effectively. The steps for textbook reading are basically readiness activities which prepare the student to approach the text in a meaningful manner with a specific purpose. He should be taught how to survey, question, recite, and review. The bookkeeping teacher should teach vocabulary and help to develop concepts.

Artley, A. Sterl, R. L. Burton, and Dawn Cook, "Perceived versus Measured Skills," *Journal of Reading* (January, 1973), 16:318-323.

Finding little research about the accuracy of a student's own approximation of his reading status, the authors instituted a study to compare the perceived with the actual reading ability of a group of freshmen college students.

Baer, Constance Joan, and Linda Ruth Fisher, "Let Me Read! Five Techniques That Worked For Us," *Journal of Reading* (December, 1972), 16:227-235.

How do we excite kids about reading and make them want to come to school? After a period of experimentation, trial, and error, the authors discovered five methods: (1) Students as teachers, (2) Buddy System, (3) Improvisation, (4) Incentive Point System, and (5) Class Newspapers.

Bean, Rita, and Catherine Luke, "As A Teacher I've Been Learning," *Journal of Reading* (November, 1972), 16:128-132.

The tutoring approach used in this program should be considered by content area teachers who have poor readers in their classrooms. This teaching technique might be a useful tool if adopted by a creative and supportive teacher. The one-to-one situation provided a learning experience that was reassuring for student and tutors alike.

Becker, John T., "Language-Experience Attack on Adolescent Illiteracy," *Journal of Reading* (November, 1972), 16:115-119.

The language-experience approach has much to recommend it as a remedial technique for disabled readers on the junior and senior high school levels. Through this method, language is respected as a part of the individual, and the process of teaching and learning is viewed as an interaction rather than the submission of one group to another's language. The four aspects of language-learning—speaking, reading, listening, and writing—are employed.

Bentley, Mary Ellen, and Gladys Martineau, "Community Helpers Within The School," *The Michigan Reading Journal* (Clarice Stafford, editor) (Winter, 1973), 7:7-8.

Redford Union School System has a whole new group of letters centering around the various services performed by para-professionals. PAL (Parent Assist in Learning)—The PALS are mothers who donate from one hour to a whole day a week to tutoring a child. VTC (Volunteer Teachers Corps) is composed of elementary teachers who donate time before or after school to work with children who need extra help in reading. LEND-A-HAND is composed of high school juniors and seniors who work with a child. It has been found that these community volunteers are able to give more individual attention to students and to increase the interest of many parents.

Bingham, Jane, "Don't Read To Us," *The Michigan Reading Journal* (Clarice Stafford, editor) (Winter, 1973), 7:18-19.

Reading aloud to pupils is encouraged by almost all reading language arts programs. Children most often enjoy and respond

to those activities which are presented to them with a sense of urgency and enthusiasm. Children tend to like activities which satisfy certain common human needs—physical and material security, need for belonging, for beauty, for solitude, and for intellectual stimulation.

Bortnick, Robert, and Genevieve S. Lopardo, "An Instructional Application of the Cloze Procedure," *Journal of Reading* (January, 1973), 16:296-300.

This article has attempted to bridge the gap between research findings and their application in the classroom. The procedure is useful in ascertaining the readability of material and in evaluating student performance in terms of the latter. The authors have been engaged in the development of a silent reading inventory based on recent cloze and criterion research.

Brzeinski, Joseph E., and Helen N. Driscoll, "Early Start In Reading—Help or Hindrance?" *Parents and Reading* (Carl B. Smith, editor) International Reading Association, Newark, 1971, pp. 57-75.

This study appeared to indicate that preschool children can be taught certain basic skills of beginning reading provided they are no younger than four and a half years of age. The key word here is "taught." Research has established that boys and girls can be taught to read earlier than is now generally the case. That most children are not taught to read before the age of six years and six months may be attributed to two factors—tradition and fear of harmful results.

Cahn, Lorynne, "Community Professionals: A Collective Approach," *Journal of Reading* (November, 1972), 16:136-139.

The learning disabilities course described drew from a wide variety of professional resources and reached a wide variety of people. It was a unique dissemination of knowledge. This successful introductory learning disabilities course appeared to be an ongoing community service as well as a teacher education device.

Capuzzi, Dave, "Information Intermix," *Journal of Reading* (March, 1973), 16:453-458.

Information intermix utilizes the benefits of student-to-



student interaction. It also provides for information "input." Although intermix can never be used as a complete substitute or replacement for individual instruction or "give and take," lecture, or discussion, it can be a useful adjunct to any teaching-learning style.

Christina, Robert J., and Harold Cafone, "University-Public School Teacher Training Project—Procedures and Benefits," *The Michigan Reading Journal* (Clarice Stafford, editor) (Winter, 1973), 7:4-6.

When the university and the public schools combined their talents and resources to train reading teachers, the resulting program provided mutual benefits. Aside from providing an excellent opportunity for teachers to learn in a situation similar to the one in which they will work, the following must also be considered important: (1) Reading instruction was provided for children in one-to-one setting. (2) Diagnostic information and recommendations for working with their students was provided for the school district teachers. (3) Closer ties were developed between the university and the public school.

Cramer, Ronald and Hal Cafone, "Main Ideas and Important Details," *The Michigan Reading Journal* (Clarice Stafford, editor) (Winter, 1973), 7:20.

The authors presented suggestions which will encourage, stimulate, and maintain creative writing facility among students. They were: (1) Remove the constraints typically associated with making students reticent to engage in the writing act. (2) Encourage pupils to write about things that are relevant to their interests and needs. (3) Provide a host of rich and varied experiences for the children. (4) Develop sensitivity and good writing by reading poetry and stories. (5) Start the writing with a short warm-up period where many children have an opportunity to talk about ideas they have. (6) Provide a number of ideas for those children who have a difficult time getting started on their own. (7) Tie the writing in with the entire curriculum. (8) Start a writing center. (9) Write-write-write.

Davis, Elaine C., "Practice in Problem Solving," *Instructor* (April, 1973), 82:84-88.

Difficulties encountered in problem solving are due to:

(1) Inability to read analytically in order to select details, locate and remember information, organize what is read, separate essential data from nonessential data, distinguish between what is known and what is unknown. (2) Failure to understand what is read because of lack of experience. (3) Lack of knowledge of quantitative relationships implied. (4) Lack of a basic understanding of the differences among and between the fundamental operations. (5) Inability to determine the reasonableness of the answer. (6) Inability to translate verbal statements into mathematical sentences. (7) Failure to see the relationship between reality and the situation in verbal problems.

Duquette, Raymond J., "A Creative Activity for Reluctant Third Grade Readers," *The Reading Teacher* (November, 1972), 26:142-144.

Since ghost stories are a favorite with children, Duquette told a "scary story" to stimulate interest and creativity, employing the language-experience approach. The author also describes this exciting lesson.

Ekwall, Eldon E., "Measuring Gains in Remedial Reading," *The Reading Teacher* (November, 1972), 26:138-141.

In this article, Ekwall presented a method for evaluating reading programs. The ratio of learning is a method of measuring a group's rate of learning before entering a special program versus the rate of learning during a special program.

Erickson, Michael E., "Test Sophistication: An Important Consideration," *Journal of Reading* (November, 1972), 16:140-144.

Test sophistication is basically the ability to use test characteristics as an aid. A test-wise student is one who is able to understand the questions by which level of attainment is being assessed, and to utilize the most efficient approach available when answering these questions.

Evans, Howard M., "Remedial Reading in Secondary Schools—Still A Matter of Faith," *Journal of Reading* (November, 1972), 16:111-116.

This research suggests at least two conclusions. (1) The

available studies provide only questionable support for assumptions made about remedial reading courses as a solution to the problem of the disabled reader. (2) Studies of the longitudinal effects of remedial instruction can lead only to the conclusion that the benefits, if any, from special programs are often lost. Consequently, they will have little effect upon the student's classroom performance where supportive instruction following remediation is denied.

Falik, Louis H., and James W. Sichel, "Classroom Consultation As An Intervention Strategy," *The Reading Teacher* (November, 1972), 26:187-192.

The authors explored major dimensions of classroom consultation and described how a cooperative project used a consultation model.

Fiddler, Jerry B., "Who Says The Boy's No Angel?" *The Reading Teacher* (November, 1972), 26:145-148.

The author calls the article "just another anti-mythologist's attack in the battle against the term dyslexia." He criticizes as escapism the mere labeling of poor readers and calls for an interdisciplinary effort to remediate reading problems.

Franco, E. J., "Operation Upgrade," *Journal of Reading* (November, 1972), 16:120-123.

A curriculum was designed using the traditional subject areas—English, mathematics, sciences, and social studies—probing the skills required in each. The thrust was toward mastery of study skills that would be useful, regardless of grade level.

Goldfield, Ben., "Semantics: An Aid to Comprehension," *Journal of Reading* (January, 1973), 16:310-313.

Semantic awareness alerts the student that there is no one exact meaning to words or phrases. It compels the reader to define terms with specific examples. It repeatedly demonstrates that most of the meaning is not in words but in people.

Guszak, Frank J., and Wallace R. Mills, "Preparation of a Reading

Teacher: A Program Metamorphosis," *Journal of Reading* (March, 1973), 16:444-448.

This article presents the evolution of a typical reading methods course. The date line of events is: 1966, Reading methods—a lecture course; 1967, Reading methods—lectures and voluntary tutoring; 1968, Tutorial based reading (one-to-one tutoring); 1971, Tutorial based reading (multilevel tutoring); 1972, Communication Skills Block. The real test of any teacher preparation program is whether those skills learned are transferred to the classroom situation.

Hansen, Harlan, and Ruth Hansen, "Let's Read to Children," *Instructor* (April, 1973), 82:69-70+.

The author's storytelling and reading-to-them experiences serve three broad purposes: (1) To introduce children to the literature which is so central a part of the culture in which they live; (2) To impart information and to extend the boundaries of what they know about, and to lead them to want to know more; (3) To develop language-related skills suggested by sub terms as memory, sequence, and analyses.

Harker, W. John, "Instructional System of Reading: Program Model," *Journal of Reading* (January, 1973), 16:301-304.

This article presented a generalized model for the instructional system for reading (ISR). The focus of the entire ISR is the pupil. The pupil entering the system brings with him characteristics such as intelligence, attitudes, emotional maturity, and previous learning experiences. All of these influence the learning-to-read process at each stage of the pupil's development.

Johnson, Dale D., "Linguistics and Reading: What's Happening?" *Journal of Reading* (November, 1972), 16:133-135.

When we speak of teaching a child to read, we generally agree that this involves helping him gain meaning from the written form of a language. It seems essential, then, that the teacher of reading must have an accurate understanding of the nature and components of the language to be read. At least one course in the structure of English should be required for all teachers who will be concerned with the teaching of reading.

Keislar, Evan R., Helena Hsieh, and Chander Bhasin, "An Intercultural Study: Discrimination and Informal Experience," *The Reading Teacher* (November, 1972), 26:171-179.

Chinese and Hindi versions of the *Marianne Frostig Development Test of Visual Perception* were prepared. In orthographic units in different languages, a matching format was used. This intercultural study was admittedly lacking in information about other factors which influence acquisition of better discriminative skills. It does distinguish between a general form discrimination ability and a specific ability to deal with orthographic elements in the native written language.

Lanier, Ruby Jeanne, and Anita Price Davis, "Developing Comprehension Through Teacher-Made Questions," *The Reading Teacher* (November, 1972), 26:153-157.

The "experts" don't always have the answers. Solutions are often found by classroom teachers. The authors describe a summer program for reading teachers which illustrates this premise.

Miller, Wilma H., and Gerald A. Koski, "A Critique of Neurological Organization and Reading," *The Michigan Reading Journal* (Clarice Stafford, editor) (Winter, 1973), 7:9-13.

This article presented the history of the study of neurological organization from 1896 until the present. It also described how neurological organization is related to reading in such areas as dyslexia, alexia, and left-right orientation. The article briefly gave the stages of development through which a child must pass in order to attain complete neurological organization according to Delacato. Recommendations on the present usefulness of the Delacato techniques were included.

Miller, Wilma H., and Cheryl Hendress, "Organizing Techniques and Secondary School Reading Comprehension," *Wisconsin State Reading Association Journal* (Donald M. Quick, editor) (March, 1973), 16:19-28.

There appears to be some positive evidence between the ability of secondary school students to locate the main idea in a paragraph and to comprehend in reading. Apparently the

use of support paragraphs should improve reading comprehension. Secondary school students undoubtedly could improve their reading comprehension ability by effective instruction in the use of the organizational techniques described in this paper.

Mountain, Lee, "How Parents Are Teaching Their Preschoolers To Read," *Parents and Reading* (Carl B. Smith, editor), Perspectives in Reading 14, International Reading Association, 1971, pp. 76-86.

With just three simple materials—word cards, homemade books, and phonic games—many parents have been able to help their preschoolers start to read. Parents should, however, go only as far as the child wants to go.

Nagle, John E., "Staff Development: Do It Right," *Journal of Reading* (November, 1972), 16:124-127.

Staff development programs must have specific purposes which are clear to all involved. They must have relevance and meaning for participating personnel and must provide a follow-through procedure.

Niles, Olive Stafford, "Behavioral Objectives and The Teaching of Reading," *Journal of Reading* (November, 1972), 16:104-110.

Behavioral objectives have two major characteristics which must be considered in any evaluation of the effect they have on reading instruction. (1) Behavioral objectives are always stated in terms of the learner's behavior, not the teacher's activity. (2) They describe pupil performance that is measurable or at least objectively observable.

Pauk, Walter, "The Interest Level—That's The Thing!" *Journal of Reading* (March, 1973), 16:459-461.

Over a period of six years, The Study Center at Cornell has modified 120 adult-type articles to conform to reading levels ranging from early fourth grade to high twelfth grade. By starting with a book of articles approximately one grade level below the grade level achieved on a standardized test, all students were able to read, comprehend, and enjoy the articles without external assistance. It appeared that the topics of interest carried the readers through the articles. It seemed that controlled

levels of readability are important, but appropriate levels of interest are crucial.

Petty, Walter T., "The Reading Teacher and Language Study—What Value?" *Minnesota Reading Quarterly* (Tracy F. Tyler, Jr., editor) (February, 1973), 17:105-118.

A language arts program including reading must not be narrowly conceived. It must not simply be a program of teaching skills. A language arts program must be vitally concerned with communication. It must be a program that focuses upon language development first and foremost.

Price, Landon Dewey, "The Trouble With 'Poor Auditory Discrimination'," *Academic Therapy* (John Arena, editor) (Spring, 1973), 8:331-338.

Poor auditory discrimination can be defined as the inability to differentiate between individual speech sounds. Poor auditory discrimination distorts the receptive, spoken language on which such skills as speech, spelling, writing, and reading are based. The practice of summing up a student's problems as one of "poor auditory discrimination" is extremely superficial.

Quandt, Ivan, *Self-Concept and Reading*, ERIC/CRIER, International Reading Association, 1973, 39 pp.

The purposes of this article are (1) to explore the relationships that exist between reading and self-concept through the examination of research based current thinking. (2) to describe the practical applications of these relationships so that an elementary teacher can use them in the classroom to improve self-concepts as well as reading abilities.

Quick, Donald, "Parent-Teacher Involvement Activities For Improving Reading of Children," *Wisconsin State Reading Association Journal* (Donald M. Quick, editor) (March, 1973), 16:30-35.

This article listed some basic and fundamental activities for parents and teachers to aid in the development of a child's reading readiness and reading ability during pre-school and early elementary years. Parents can: (1) Talk to the child; (2) Allow opportunities for manipulation, discrimination, and

motor development; (3) Provide positive verbal stimulus; (4) Make visitations to stores, parks, and farms meaningful; (5) Be aware of good health habits; (6) Develop a genuine interest in the child and his school; (7) Participate in school related activities; (8) Reinforce and supplement the child's learning experiences; (9) Set a good example; (10) Listen to him and talk to him. The teacher can do the following: (1) Seek the support of parents; (2) Involve the parents (a) have talks on reading, (b) hold panel discussions, (c) demonstrate some approaches used, (d) provide video tapes and slides and films of various aspects of the reading lessons, (e) send information through creative bulletins, school newspapers, letters from children, or through the city newspapers.

Ransom, Grayce A., *Evaluation of Teacher Education Programs in Reading—A Proposed Checklist*, International Reading Association, Newark, 1971, 60 pp.

The sample checklist for teacher education programs in reading was developed by the International Reading Association Committee on Evaluation of Teacher Education. Flexibility is one of the attributes which the committee worked into this checklist.

Robinson, Richard D., and Beverly J. Smith, "Secondary Consultant: Remedial Teacher of Content Teachers," *Journal of Reading* (March, 1973), 16:440-443.

Before beginning teacher instruction, a reading consultant needs to determine each teacher's awareness of and attitude toward reading problems. Four response levels to reading problems often encountered in content teaching are: frustration level, complaint level, experimental level, and problem solving level.

Rutstein, Nat., "Kids and TV: Challenge to Teachers," *The Reading Teacher* (November, 1972), 26:134-137.

Children exposed to television since infancy know more and are more worldly than America's children of twenty-five years ago. Observing how children act while watching TV could make teachers more effective classroom communicators. By



spotting what captures children's attention and noting what bores them, teachers could develop new ways of making school an exciting place to be.

Rystrom, Richard, "Language Patterns and the Primary Child," *The Reading Teacher* (November, 1972), 26:149-152.

The author described some adult speech patterns not easily comprehended by children. He urged that teachers speak understandable language and teach other dialects for student enrichment. He was primarily concerned with the effects of language and language behavior on the acquisition of reading skills, particularly for speakers of Black English.

Schoeller, Arthur W., "Reading—Help Students Learn to Study," *Instructor* (April, 1973), 82:67-68.

The author suggested ways, including games, to help children develop the very important but often neglected reading study skills. Four categories of these reading-study skills can be examined: (1) Locating data for specific purposes; (2) Evaluating information and selecting relevant points; (3) Organizing information for further use; (4) Determining what facts and which generalizations are so important they should be remembered.

Shepherd, Terry R., "Grouping: Sauce, Goose, and Gander," *Journal of Reading* (March, 1973), 16:449-452.

Some people like to be grouped; some don't. For some it may be helpful; for others it may be detrimental. Even when grouping for academic homogeneity, one is still dealing with individuals, and their responses to the grouping process are individualistic.

Smith, Richard J., and Kenneth L. Jensen, "Canaries, Sparrows, and Reading Group Placement," *The Reading Teacher* (November, 1972), 26:166-170.

The authors placed more value on informal observation than on previous test scores when determining students' reading levels. They raised the question, "Is standardized testing a service or a disservice?"

Smith, Richard J., "English Teacher as Reading Teacher," *Journal of Reading* (December, 1972), 16:245-250.

All content area teachers can improve the reading comprehension of their students by improving their instructional practices. These relatively uncomplicated practices are: (1) Success breeds success; (2) Pre-reading instruction; (3) Summary writing; (4) Small group discussion; (5) Teacher anticipation.

Wanat, Stanley F., (editor), *Graduate Programs and Faculty in Reading*, International Reading Association, Newark, 1973, 220 pp.

This guide describes graduate programs for the training of reading specialists. It lists faculty, degrees offered, courses offered, number of students enrolled, what students do when they finish the program, background, and current activities of faculty members teaching in the program, special resource centers, clinic laboratories and institutes available, and name and address of person to contact for further information.

Weintraub, Samuel, *Vision-Visual Discrimination*, ERIC/CRIER, International Reading Association, Reading Research Profile—A Bibliography Series, Newark, 1973, 79 pp.

The bibliography has been divided into four large categories. The first category, Visual Acuity, might be of use to school personnel interested in appropriate screening procedures to identify children and youth with visual anomalies that could interfere with reading. The second category, Visual Perception, and the third category, Perceptual Motor Development might be of help to someone attempting to make decisions about the content of a readiness program. The last category, Eye Movement, is of potential value to readers who are interested in the reading process itself or in eye movement as they relate to the reading process.

William, Robert T., "A Table for Rapid Determination of Revised Dale-Chall Readability Score," *The Reading Teacher* (November, 1972), 26:158-165.

Williams devised a system for quickly and easily determining revised Dale-Chall Readability formulas. Readers should be grateful for the time-saving table which is presented.

Wolpert, Edward M., "Length, Imagery Values and Word Recognition," *The Reading Teacher*, Newark (November, 1972), 26:180-186.

Although generalizations are limited by the sample employed, this study researches the effect of word length and imagery value on beginning reader's word recognition.

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# 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.

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