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# *Reading* **HORIZONS**

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**RH**

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## *Editorial Comment*

### READING IN THE CONTENT AREAS

There is a growing interest throughout the United States in the reading problems encountered by junior and senior high school students as they attempt to read in the various content areas. Unfortunately, most secondary teachers have been given little, if any, instruction or guidance in teaching students how to read effectively in order to master such subjects as mathematics, social studies, science, and literature.

An investigation of the preparation and responsibility of secondary teachers in the field of reading conducted several years ago by the writer revealed that 82 per cent of the teachers, while in college, were taught that reading skills can be improved throughout the active life of most individuals, but less than 10 per cent received any instruction on how to teach reading to high school pupils. Few colleges have accepted the challenge for preparing secondary teachers to meet the reading needs of students.

As a partial solution to this problem, *Reading Horizons* is initiating a new feature, "Reading in the Secondary Schools." The purpose of this column will be to offer concrete guidance and instruction which will aid secondary teachers in assisting their students in the application of reading skills. There will be no attempt to persuade secondary teachers to become reading specialists. The emphasis will be on showing them how to help young adults make more effective use of their textbooks. Our goal is to present practical procedures whereby a subject-matter teacher can help his students to read purposefully, selectively, and flexibly as well as to "think" as they read.

Dorothy J. McGinnis  
Editor





# THE THERAPIST'S APPROACH TO THE STUDY OF THE DISABLED READER, AN ALLOPATHIC CONCEPT\*

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Many disabled readers do not respond to instruction by the classroom teacher. Approximately three per cent of the school population requires detailed diagnosis and treatment, generally implemented by the reading clinician and his team. These emergency cases necessitate allopathic treatment which is carried out by the reading therapist. In this paper the writer contrasts homeopathic and allopathic remediation and illustrates the latter in its application to a disabled reader. A rigorous system of diagnosis and treatment is recommended.

## NATURE OF REMEDIATION

Remediation involves both diagnosis and treatment. The former, as applied to reading disabilities, is a rational explanation based on a systematic study of an individual's inability to make anticipated progress in learning to read. It can be made at four levels, i.e., identification of the difficulty, description and classification of the disability, determination of specific reading needs, and detection and evaluation of the causal factors leading to the disability. Treatment will depend upon diagnosis.

Diagnosis at level one merely results in identification of the disability. The statement that a child is suffering from dyslexia has little or no value in outlining treatment. This old label has survived many years despite new knowledge of reading disability. Other labels such as dementia, hysteria, and neurosis are examples of the survival of old terms in spite of new knowledge. Such labels, once used by physicians, are not only useless but misleading. Reading therapists must do more than indulge in name calling.

Description and classification which constitute diagnosis at level two are not sufficient for adequate therapy. Treatment is not completed by reporting that the individual is reading at sixth grade level and is severely penalized by his difficulty. Diagnosis at this level merely leads to palliative treatment such as the adjustment of materials to

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\* This article was completed by Homer L. J. Carter shortly before his death on January 11, 1971.

the reading level of the child. In many instances this is not enough. Furthermore, such descriptive and classifying terms as strephosymbolia, brain damage, and perceptual disabilities do not provide the therapist with adequate data for effective remediation. Early in the history of medicine, for example, general paresis was diagnosed from *stigmae diaboli* and was assumed to be outward manifestations of the devil. Much later the clinical symptoms and nomenclature of general paresis were differentiated from other forms of mental illness as new knowledge became available. Without doubt, such progress will be made in the field of reading. At the present time more is needed than measurement resulting in description and classification.

Diagnosis at level three consists of the determination of the reading needs of the individual. The teacher or reading therapist focuses his attention upon the child, identifies his problem, and immediately begins to help him solve it. In working with the child he observes his reactions and determines what reading skills he possesses and those which he has not yet attained. Treatment involves permitting the child to make errors, recognize them, and then develop control over them. It is homeopathic in nature.

Diagnosis at level four is concerned with cause-effect relationships. It is at this level of diagnosis that the clinician studies the whole child in his environment. He attempts to identify factors which are relevant or only related to the problem, then those which are material or essential to an explanation of the disability, and finally that factor or configuration of factors which is consequential and leads directly to the effect. The skilled clinician does not give the same weight and consideration to all factors resulting from his study of home conditions, developmental history, school history, test data, and facts secured in interviews and from observations. He understands that causes may be constitutional, exciting, predisposing, primary, and secondary in nature.

The clinician proceeds systematically in his study of all available data. He *identifies* the problem and then *assumes* tentatively several hypotheses. After each of these has been evaluated in terms of the total configuration of factors so as to determine whether or not each factor is relevant, material, or consequential, he must either *accept* or *reject* each of the hypotheses which has been assumed. In this process he may *discover* new facts or new relationships which he must *explain*. This explanation will set forth a consequential factor or pattern of factors which leads directly to the disability. He will then *predict* that if certain changes are made and certain treatment is applied,

the diagnosis will be *verified*. The reader will observe that eight acts have finally led to diagnosis which is not complete until after verification.

Diagnosis at the fourth level is based upon a study in depth of physical, psychological, sociological, and educational factors which may be material and consequential in nature. Data concerning the individual are obtained by interviewing, observing, testing, and by reviewing certain aspects of his life, social, and academic history. Treatment based upon diagnosis is designed to provide care for the individual with a reading disability who has not made progress in the classroom. It includes correction of physical, psychological, sociological, and educational factors adversely affecting the child's reading performance as well as the provision of specialized reading instruction. At this level allopathic measures are recommended.

#### HOMEOPATHIC AND ALLOPATHIC TREATMENT

In the treatment of the disabled reader as in the early practice of medicine, both homeopathic and allopathic approaches can be utilized. The prefix *homeo* means similar or alike and the prefix *allo* means other than or different. Homeopathy was treatment which assumed that such agents cure a disability as in health produce similar symptoms and that minute but frequent treatment was effective. On the other hand, allopathy was a system of therapeutics which produced effects different from those of the disability. In the treatment of a fever, for example, the allopathic physician would administer a drug to reduce immediately the temperature and at the same time identify and treat the cause of the infection. Homeopathic treatment would involve the administration of drugs in small amounts which, in a normal individual, would produce an elevation in temperature. The assumption was that the elevation in temperature was nature's way of combating the infection. Its control, not its eradication, was sought. Furthermore, in treating an impacted tear duct homeopathic treatment would consist of the application of heat to bring the infection to a head rather than an ice pack to reduce the swelling and aid absorption into the system.

Homeopathic treatment of reading disabilities is generally applied by the classroom teacher who is chiefly concerned in meeting the instructional needs of her pupils *when* and *where* they become manifest. As the child tries to accomplish his purpose, he meets difficulties, and it is in this situation that his teacher applies aid. When permitted to make errors, the child recognizes his need for assistance and conse-

quently can make greater use of instruction as he develops control of his errors. He is not subjected to clinical study in the process of identifying causal factors. Neither is he regarded as a maladjusted reader or as a problem child.

In the application of allopathic treatment to a disabled reader the therapist will be concerned with identification of causal factors and their *immediate* removal or mitigation so as to assure the individual of success. A child, for example, eight months in the sixth grade is reading as well as an individual six months in the third grade (3.6). The diagnosis indicates that marked difficulties of fusion and a resulting mental set against reading are the consequential and material factors causing the disability. Allopathic treatment, then, would consist of removing these conditions so as to assure the child of an opportunity for success. Remedial measures are stressed and various forms of therapy may be applied.

#### MODEL OF ALLOPATHIC APPROACH

Paul is a quiet, shy, black boy with good manners and courteous ways. He is in the sixth grade, and it is said that he reads well orally but is unable to report and discuss what he reads. A survey test in reading provides a grade score of 3.2. His father, a college instructor believes that his son is being poorly prepared for junior high school. In following suggestions made to him by his father, Paul memorizes sentences and short paragraphs from his textbooks. He does this well but shows little understanding of what he has memorized. He believes that he is a poor student and that he does not belong to the group in which he is placed. Paul refuses to read silently at home and becomes angry when asked to do so. The school social worker reports that Paul on two occasions has been away without leave from the classroom. Racial disturbances and frustration having their origin on the playground add to Paul's feelings of insecurity. His glasses with thick lenses have caused him to be called "professor" by his associates. For several years he has shown marked interest in dogs, especially collies.

The psychologist discovered that Paul's IQs as determined by the Wechsler Intelligence Scale for Children were 120, 118, and 121 on the verbal, performance, and full scales, respectively. He explained that in his opinion Paul was a mature boy physically, mentally, and emotionally who was doing inferior work in the classroom because of a reading disability. In exploring the nature of this disability, the clinician discovered that Paul was not able to identify main ideas

and to integrate them into a meaningful whole. In an interview, Paul explained, "I'm willing to read aloud in class, but my teachers ask questions I can't answer. They say I must read between the lines and get all the facts. I don't know what facts are important, and I don't see how they go together. The kids think I'm dumb. I don't like to read to myself." A conference with Paul's teachers indicates that he has been shown how to read for main ideas and that he has failed to profit from their instruction.

The eight acts of diagnosis as applied in the study of Paul are shown in the paradigm. The resulting interpretation was stated as follows.

### DIAGNOSIS PARADIGM

#### I. *Statement of problem*

Why is Paul having difficulty in reading silently.

#### Demographic Data

Physical  
Factors

Psychological  
Factors

Educational  
Factors

Environmental  
Factors

#### II. *Assumed Hypotheses*

Inadequate instruction.  
Insufficient mental content.  
Visual defect.

#### III. *Rejected*

Mental set.

Inadequate self concept.  
Unwillingness to put forth and  
sustain effort.

#### IV. *Accepted*

#### V. *Discovery*

and

#### VI. *Explanation*

Failure to identify  
main ideas and  
integrate them into  
meaningful whole.

This fact is the  
direct cause of  
mental set and  
related  
inadequacies.

#### VII. *Prediction*

and

#### VIII. *Verification*

Statement of Diagnosis

Paul is a boy of high average intelligence who is unable to read at his expected level because of a mental set against silent reading and an unwillingness to put forth and sustain effort. His inability to identify main ideas and to integrate them into a meaningful whole explains the mental set and is

the consequential factor which leads directly to Paul's unwillingness to attempt silent reading. The problem has been further complicated by the father's attitude toward his son.

In helping Paul overcome his emotional reaction against silent reading, it was recommended that he be referred to Miss Jones, a reading therapist, and that the following directive and allopathic treatment be provided.

- \* Explain to Paul that he is a bright boy who, after acquiring a few basic skills, will be able to read better than most of his associates.

- \* Help him to identify the topic in several interesting paragraphs.

- \* Show him how the writer has developed and expanded these ideas.

- \* Encourage Paul to write several paragraphs about his dog showing topic sentence along with expanding, amplifying, and supporting sentences. The purpose here is to develop ideas rather than interpret them. It is assumed that if Paul can write a paragraph he can learn to read one.

- \* Show him how each paragraph in a textbook is a step in the sequence of developed ideas leading to a major thought unit.

- \* Reinforce Paul's successes with praise and commendation.

- \* Show Paul how to identify major ideas in a chapter of his General Science textbook. Demonstrate importance of introduction, summary, and major headings.

- \* Demonstrate to Paul how he can convert main headings into questions which are answered by his text. Have him write a question on one side of a 3" x 5" card and the answers in outline form on the other side.

- \* Ask him to read questions aloud and recite the correct responses to himself.

- \* Point out to Paul again and again that he is a bright student who, after acquiring several specific basic skills in reading, can do excellent work in the classroom. Add that there is ample psychological evidence that he is a student of superior intelligence.

- \* Inform both of Paul's parents concerning the importance of building up his self concept and the necessity of their cooperation with his teachers. They must accentuate his successes and say little concerning his failures. Furthermore, it is suggested that Paul be encouraged to ask questions and read for answers. There should be no

home "instruction" in reading and no unfavorable comment concerning the school.

In the implementation of these recommendations, Paul spent thirty minutes five days each week with a reading therapist. Later this was reduced to three and then to two periods of instruction and therapy in the reading laboratory. Rapport between Paul and his therapist was excellent and from the beginning progress was apparent. After five months of treatment Paul's performance on an equivalent form of the reading test administered earlier was that of an individual eight months in the sixth grade (6.8). This is an increment of three years and six months. In the library Paul read books of his own choosing and expressed an interest in them. It was apparent to Paul, his teacher, and his family that treatment had been successful.

#### SUMMARY

The writer has attempted to illustrate a rigorous, analytical, and systematic approach to the diagnosis of a disabled reader. He has shown that in remediation there has been a search for causal factors, a multi-disciplinary approach, a study of the child in depth, and a response to a need for immediate and directive care. This allopathic treatment was provided outside of the classroom and under the direction of a reading therapist.

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# AN INVESTIGATION OF FIRST GRADE CHILDREN'S USE OF LANGUAGE STRUCTURE

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and

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One of the more fascinating aspects of pre-school children's verbal language seems to be their uncanny ability to speak in complete sentences. From the time children put two words together meaningfully, they speak in sentences. By the time they arrive in first grade they use simple, compound, and complex sentences. Children can also supply nouns for subjects, verbs for predicates, nouns for objects, and the like.

Labov (1968), for example, reported that "above a certain level of reading skill, the mistakes are meaningful." In other words, when a child substitutes a wrong word in reading, that substitution usually is of the same grammatical structure.

Weber (1966) found that better readers were more grammatical readers. Perhaps the reverse is true as well; that is, children with better grammatical (linguistic) abilities have better reading abilities.

Bever (1968) stated, ". . . we know nothing about a range of facts that are an important part of the child's verbal world."

Out of a discussion of what little is really known of children's verbal worlds came some interesting questions: Is a child's verbal sophistication such that he can utilize even the more ambiguous factors in a sentence structure? It is not necessarily earth-shaking that children will substitute nouns for nouns, verbs for verbs, and so forth, and perhaps even explain their reasons for doing so. But what about something like a preposition? Most adults probably could not define or identify the function of a preposition in a sentence. (From an informal poll of graduate students and secretaries in the University of Oregon College of Education, the most understandable definition was: any relationship between a rabbit and a hill. Most responses were: I don't know.) Would children insert a preposition in a slot

calling for a preposition? If so, how many different prepositions *could* they insert? Would children use multiple prepositions, such as *out of* and *on top of*? Would children with high reading ability insert more prepositions than children with low reading ability?

A small, investigatory classroom study was designed to see if answers could be found to these questions.

The study was done with first grade children in November, 1968. The cooperating school had four first grades that had been grouped according to the Metropolitan Reading Readiness Test and teacher judgment. Only the lowest and the highest classes were tested. The lowest group (group II) consisted of fifteen children. The highest group (group I) consisted of twenty-eight children.

The children were tested individually in the hall away from the class. Group I was tested one day and group II the next. All testing was done between 8:30 and 11:00 a.m.; after that time the noise and confusion in the hall made testing impractical. Care was taken that the test situation, including words used, was the same for each child.

Each child was shown a drawing of a clown over a house. He was shown the sentence, *The clown ..... over the house*, and the sentence was read aloud by the testor. The child was then told, "This is a thinking game. Let's see how many different words you can put in here." and the testor pointed to the blank space.

This portion of the study was used as a practice session prior to the experiment task. It was interesting to note that many children had difficulty putting in a verb. This might have been because of the sentence, rather than difficulty with verbs, but the practice session did indicate to the children what they were to do. If a child appeared uncomfortable, or was unable to supply a verb, the testor said, "The clown *stepped* over the house." If no other words could be supplied, at that point, the testor said, "The clown *jumped* over the house," and then went directly to the test.

Each child was shown a drawing of a tree and several birds. The testor said each time, "Here we have a tree and some birds; and again we want you to fill in a blank space with a word." The child was shown the sentence, *The birds flew ..... the trees*, and the testor read the sentence, pointing to each word as it was spoken.

Without exception, each child responded with a preposition. After the first response the testor said, "Good! Now put another word in here (pointing to the blank). The birds flew ..... . . ." If there was a five second pause the testor would repeat the sentence that the child had successfully done and then repeat the sentence up

to where the preposition would be the next word to be said.

The children were verbally encouraged to continue as long as they could, until they either became visibly nervous or could only repeat the same preposition they had previously used. The repetitions, of course, were not counted.

#### OBSERVATIONS

The study was not intended to be a "classic" one; the method of research and the size of the groups limited the observations, and thus, the conclusions. However, an analysis of the data did show several interesting aspects.

1. The mean number of prepositions for the highest group was 6.03. The range was one to fifteen.

2. The mean number of prepositions for the lowest group was 4.86. The range was two to ten.

3. Every response made was either a single word preposition or a multiple preposition. The six most commonly used prepositions were (in order of frequency): *over, in, on, under, around, on top of*. Other multiple prepositions were: *down under, on the side of, away from, on the trunk of*. The most startling multiple preposition was, *away from the bottom of*.

4. Two children in the highest group made only one response each, the same preposition in both cases—*over*. Both children appeared to be quite nervous and were either afraid of the testing situation or, possibly, unable to function in a choice-making situation. The scores for these two children seriously affected the mean for the highest group.

#### DISCUSSION

What is a preposition? *Webster's New World Dictionary* gives the following definition: ". . . a relation word . . . that connects a noun, pronoun, or noun phrase to another element of a sentence . . ."

Needless to say, children (and even adults) are not aware of the function of the preposition in our language. Seemingly, it is a culturally inherent part of our language (not all languages have prepositions) that is learned right along with doggie, Mommy, Daddy, etc. Although a child learns prepositions along with the rest of his language, he evidently is not conscious of the linguistic structure of his language.

*Went mountain the over the bear* doesn't make sense to the child, because (giggle) "That's silly." Perhaps the word *silly* is as applicable as any other word when describing a statement that is out of linguistic sequence to a child. He doesn't know why it's silly—it's

just silly. In much the same way a child will learn that the outer garment worn in cold weather is a "coat on," because he's heard his parents say, "Come get your coat on."

The interesting thing about the preposition is its ambiguity; that is, few, if any, children are aware of its function, yet it is an integral part of their language. Could the type of test used in this study be a valid and reliable measure of language ability as related to reading? More refinement and more research will be needed before that question is answered. However, it is suggested in this study that there may be a connection between the common elements of reading ability and the ability to provide prepositions in the appropriate place;

Seemingly the test is not directly affected by vocabulary, since the children's responses overlapped a great deal. It appeared that none of the prepositions was unknown to any of the children.

A perplexing factor was the two children who apparently could not function where multiple answers were requested. The source of the inference was, of course, unknown and needs further study.

#### SUMMARY

A test was devised in which first grade children were asked to fill in orally a preposition in the appropriate blank. The high reading group appeared to be able to provide more prepositions than the low reading group, which suggested that there is some relationship between reading ability and language ability as expressed by numbers of prepositions.

More research is needed to determine if the relationship actually exists and of what value it might be.

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# THIS IS READING?

*Alice Sleight*

*BATTLE CREEK PUBLIC SCHOOLS*

Billy's mother is coming in this afternoon to talk to me about his reading problems. She called on the phone and wants to help. What will I tell her? Will she expect to go home with an armload of books and materials and feel that the problem is well on the way to being solved? Since there is, for many reasons, as much variation in parents and home situations as there is in reading disabilities this is not an easy question to answer. There are no "pat" answers for all parents of disabled readers any more than there is one method of teaching reading that will work with all children.

Many parents, even the educated ones, fail to understand the important role they play in their child's ability to read. When their child is having trouble and the parents ask what they can do to help, they think in terms of flash cards, drills, and requiring him to read a certain length of time each day. They seem to be entirely unaware of what is really involved in making a good reader. No one has ever pointed out to them that reading is a developmental and on-going process beginning in the home and continuing throughout the years in both home and school. They look at it as something that begins the first day their child sets his foot in the school house door, so naturally when problems arise they look only to the school for causes and help. It is proper that they should. They have a right to know the school's objectives and methods in reading and why it is using certain procedures. They need to have a general understanding of the philosophy of the school and a clear picture of their child's progress, both his strengths and weaknesses. Most schools do a good job in this respect.

The communication failure seems to be in the area of lack of information to parents that may prevent many disabilities. The parents need to have an understanding of their part in the developmental process. How are they to gain this understanding if the school does not in some way take the initiative in informing them? The school should make it clear that it considers education a team project. Hopefully this education of the parents would not only prevent some reading disabilities but should stimulate the interest of parents whose children are having no problems in school but are not working anywhere near their capacity level. Parental understanding and interest could stimulate and help them.

Most parents want to help their children and would welcome information coming from the school. A publication by the school offering general suggestions to all parents in regard to improving reading would be informative and would also make them feel that the administration and teachers regard them as an important part of the educational process. Of course such a procedure would not be effective with all parents. To think that would be very unrealistic. Some would have neither the interest nor the capability of understanding. In these cases conferences with the teacher and reading therapist would be needed. This is the usual procedure. The teacher with the help of the therapist would have to choose and interpret the factors involved and decide which ones were material to the particular situation. The teacher would gauge her terminology and language to the ability of the parents to understand and endeavor to make practical and specific suggestions—therapy, clinical help, or whatever seemed to be indicated.

General suggestions for reading help for parents to consider might include the following ideas:

- \* Be sure to let your child know that you love him and think of him as an important part of the family group.
- \* Do not make all his decisions for him, but influence him to decide things for himself. This does not mean that he can always do exactly as he wishes. He must learn to consider others in his decision making.
- \* Begin reading to him when he is very young. Show him that you enjoy reading to him and he will enjoy it with you.
- \* Look at books with him and then talk about the stories and pictures you see.
- \* So that he may learn to express himself and develop his use of language, listen to what he says and show an interest in it and in the way he puts his ideas into words.
- \* Play games with him.
- \* Encourage his special interests and call his attention to things you think he should be interested in.
- \* Always give him the right names of people and things. Don't talk "baby talk" to him.
- \* Help him to put people, places, times, and events into their proper relationship.
- \* Encourage his creativity by giving him materials such as crayons, paper, paste, and paints.

- \* Call his attention to reading outside of books—letters and words in magazines, newspapers, signs, labels on packages and cans, television, anywhere.
- \* Take him to the library and spend some time in choosing interesting books to read to him or for him to read for himself as he gets old enough to do so. Some libraries have story hours for children. This would stimulate his interest.
- \* Answer his questions.
- \* Refrain from making comparisons with other children—brothers, sisters, or friends.
- \* Have a positive attitude toward his following directions and paying attention when you talk to him.
- \* Encourage his association with other children in play, clubs, camp, and at home.
- \* Develop the idea that because he is a member of the family he has certain responsibilities for doing everyday tasks. Begin with the simplest ones, picking up toys or emptying a wastebasket. Be consistent and firm about it to establish the pattern. Later responsibilities will come easier then.
- \* The more experiences that you can give him that mean something and are interesting to him the better. This increases his general knowledge and builds a better background for reading. These experiences do not have to be extensive trips, but everyday excursions while he is little will teach him many things.
- \* Your own attitude toward school affects your child's attitude. If parents are interested and enthusiastic about school and respectful of teachers, their children are apt to be also.
- \* If he does develop a problem, offer help rather than criticism. When he makes progress, show that you appreciate his efforts. Help him understand his own problems. This will give him a sense of security and lessen his confusion.
- \* Never be derogatory, but try to build up his self confidence.
- \* Keep in mind that children mature at different rates, and do not compare his rate of development with others and try to hurry him.
- \* Take good care of his physical needs: proper food, rest, adequate clothing, general health, dental needs, vision and hearing checks.
- \* Do not underestimate your influence. He spends many more hours at home than he does at school.

- \* Have patience.
- \* Leave the formal reading instruction to the teacher.

This is reading? Yes, parents, this is your part in helping your child to become a good reader.

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# CHORALE FOR STUDENT VOICES

Outer Voice: Oh tell me what to write, teacher!  
Tell me, oh tell me what to read!  
I beg of you, tell me what to think.  
  
Do inform me of your thoughts  
And those thoughts will become mine  
And I too will be wise.  
  
If I learn not your thoughts  
And speak not your knowledge  
I shall be marked among the failures.

Inner Voice: And can you then be the great teacher  
Who knows the time, the place  
And the content of wisdom?

Outer Voice: Oh tell me, teacher, the answers  
So I need not seek my own.

Inner Voice: Shall my questions remain unborn?

Outer Voice: Show me again, teacher, the sameness  
Of your countenance and manner  
Amid all joys and angers and sorrows.

All Voices: Dear teacher, come smile with me in joy.  
Be angry with my hates and hurts.  
Oh teacher, cry for my sorrows.

Outer Voice: Teacher, spell out for me the pattern.

All Voices: Have I time and talent only to follow?

All Voices: Come, teacher, let me see  
The seekings of your human soul  
For I too seek pathways.  
  
We shall seek pathways beyond  
Old answers and traced patterns.  
Come, teacher, seek with me.

Mary Hurlbut Cordier

# LISTEN TO ME

*Sister Edith Kahler*

MARYWOOD ACADEMY

Alert, vivacious Jocelyn with eyes flashing rushed into the first-grade classroom. Her whole demeanor cried out for attention and when she entered the scene all things came to life. Her contributions during science class made the others sit up and take notice. Language classes held more spice when Jocelyn was present, and even the puppet show appeared more enticing. "Listen to ME" seemed to be the message conveyed by her alert eyes and even without saying it she captured her audience so that they sat spellbound. From all outward appearances, she was a well adjusted, stimulating, and intelligent learner—only her teacher held the real key to her secret.

Jocelyn was far from ready for READING. Her attention span was short; she had poor listening skills; her auditory and visual discrimination needed refining and even more crucial she was totally indifferent to reading. Her classmates sailed ahead of her in their reading progress but this seemed not to affect our little learner. There were too many other features in the classroom which held a fascination for her.

Fortunately, the class was small and because of its varied abilities and interests the teacher worked out an individualized reading program. Each child could progress at his own rate. The total class response was most gratifying. The individual child eagerly awaited his turn to read with his teacher. For an interval of about ten minutes the teacher and the child discussed, answered questions, read silently and orally while thoroughly enjoying the story and each other's presence. Soon these sessions became the highlight of the school day.

Even little Jocelyn vied in being chosen FIRST to read, although her early sessions were more listening and discussion periods. Relaxed, she sat by her teacher pleased that she was the object of complete attention. She would wiggle and squirm, rub her eyes, and often become so distracted that a mere five minute session was a chore for the teacher. Despite it all she seemed to look forward to these periods of mutual sharing.

Progress was slow as the year advanced and then at last—the miracle happened! Patience had borne fruit. It was the end of January. More than half the year had sped by and suddenly she changed and began to show a real interest in reading. Was it the new book, a hard covered primer, which the teacher most reluctantly gave her? Was it an awareness of the others in the class surpassing

her? Was it the desire to read a new book given her as a Christmas present? No. None of these factors were primary in her change. It was merely that NOW she was ready. Her teacher, although not pushing her in the individualized reading session, had taught her the basics required for reading success. Slowly and patiently she developed listening skills, left to right eye movement, visual and auditory discrimination and all the other skills basic to good reading. Finally, armed with these essential tools, Jocelyn was ready to use them.

This child's success story can be attributed to the worth of a well organized individual reading program. Here the emphasis is on the individual child . . . not the group. Each learner is in a personal one-to-one relationship with his teacher. No one vies or competes with another. No one is criticized before his peers. The result is a relaxed atmosphere for both the teacher and child alike. "Listen to me," cries each of our students. No, it is not enough to speak to them as a class but rather each craves for a personal relationship with the teacher—an opportunity for the pupil to feel that he is rather SPECIAL and here is someone who really cares about him.

Is it too premature to state that many a disabled reader may have found success if he had had a similar opportunity—a chance to advance at his own rate, without the pressures of the group ever present. The class clown who was failing in reading but not in entertaining his peers may never have been that distracting element if he were handled on an individualized basis. The shy, timid child may never have developed into the nervous youngster so sensitive to criticism. Surely this method would not be a solution to all disabled readers but there is a point to our LISTENING and CARING and focusing our attention on the individual.

Let us as teachers take a look at ourselves and our relationships with our students. They *need* us and care very much that we show this concern for them. Let us LISTEN to their pleas and develop in our children more beautiful readers . . . readers on their own level and fewer disabled readers.

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

Greetings! Fellow Homer L. J. Carter Council members and friends:

By the time you receive this message from your president, we will have had two meetings at the local level, two significant happenings giving opportunities for all to learn more about reading.

Another special occasion occurs on Thursday, February 24, 7:30 p.m., in the East Ballroom of the Student Center, Western Michigan University, at which time the Reading Center and Clinic will co-sponsor with the Homer L. J. Carter Council, Bill Martin, Jr., popular storyteller and writer. Perhaps you are acquainted with his television program, "The Storyteller," which has appeared on education networks across the United States and Canada.

Mr. Martin came by his storytelling naturally, having grown up in a Kansas environment rich in folklore and tale-telling. Presently he is editor of elementary classroom materials at Holt, Rinehart and Winston, and has developed an approach to the teaching of reading called the Owl Program, which concentrates on the sounds of completed sentences rather than individual words.

April and May of 1972 are important months for the reading teacher. April 10 and 11, 1972 is the fifteenth Annual Michigan Reading Conference in Grand Rapids, while in May the International Reading Association's Seventeenth Annual Convention will assemble in Detroit on May 10-12.

What wonderful and rare opportunities for Michigan teachers. I hope you will begin thinking about these important and exciting events.

Sincerely,  
Lois VanDenBerg

# ECHOES FROM THE FIELD

*Joe R. Chapel*

## SCHOOL DISTRICT INVESTIGATES VOCATIONAL READING POWER PROJECT

The Oakland Schools Intermediate District, which has a history of educational innovation, has been awarded an ESEA Title III Grant to conduct a Vocational Reading Power Project.

Oakland Schools is an intermediate district serving in a consultative capacity—twenty-eight surrounding school districts enrolling approximately 270,000 school children with over 12,000 teachers.

The purposes of the Vocational Reading Power Project are to investigate the compatibility of vocational education textual materials and reading strengths of vocational high school students; and to develop curriculum support modules which will enable reading-limited students to cope with the vocabulary and conceptual loading of the texts.

The initial phases of the project deal with the determination of the readability indices of the textual materials to be used in the career areas of four new high schools in the Oakland District.

Secondary reading teachers and industrial education teachers throughout the country will look with keen interest toward the results of Oakland's Vocational Reading Power Project.

# DID YOU SEE?

**Betty L. Hagberg**

*Did You See* "Are We Really Preparing Reading Specialists?" This direct and challenging article by Richard W. O'Donnell questions the preparation of corrective and remedial reading specialists. He points out an area in which reading teachers' competencies must be improved and suggests a basic bibliography of literature and materials which would assist them. This article appears in the May 1971 issue of *The Journal of the Reading Specialist*.

*Did You See* the report, *The Principal As Educator*? It describes observations of the John Finley School in Manhattan during 1969 and 1970. This ghetto school of 99% black and Puerto Rican children attained reading achievement scores which matched or exceeded the city wide norms. The outstanding factor in Finley's success is attributed to its principal, a true educator. *The Principal As Educator* is available at \$1.50 a copy from the Center for Urban Education at 105 Madison Avenue, New York, New York 10016.

*Did You See* "Phonics vs. Look-Say: . . . Is the End in Sight?" by Raymond E. Laurita in the summer 1971 issue of the *Spelling Progress Bulletin*? The article discusses the familiar whole word-phonics controversy and attempts to put the matter in a better perspective.

*Did You See* "Reading Disability and Remedial Gain" in the June-July 1971 issue of the *Journal of Learning Disabilities*? This study by George H. Maginnis tested the hypothesis that students who have the greatest reading disabilities will gain most in a remedial program.

*Did You See* "An All School Secondary Reading Program?" This interesting article by Thomas F. McDonald appears in the May 1971 issue of *Journal of Reading*. It emphasizes that the reading program in high schools must be considered an integral part of the total curriculum and needs total faculty commitment.

*Did You See* that the Oakland Schools, an intermediate district, is conducting a Vocational Reading Power Project through an ESEA Title III Grant? Through this project an investigation of vocational textual materials as well as reading strengths of vocational students will be made; a curriculum will be developed which will enable students with limited reading ability to cope with the vocabulary and concepts of their texts.

# WE SUGGEST

*Eleanor Buelke*

Channon, Gloria

*Homework!*

New York: Outerbridge & Dienstfrey, 1970. Pp. 128.

After years of growing dissatisfaction with traditional methods of teaching, Gloria Channon, an innovative teacher, of independent spirit, has written this book which she labels "required reading for teachers and parents." In it she describes her experimentation with teaching in a freer, more open classroom. With courage and clarity of insight, in an honest attempt to discover what she, a teacher, is, she faces up to the restraints and constrictions she has brought to her own teaching situations. With positive attitudes and attention to improved practices in classroom teaching, she consciously confronts her fears, resentments, and anxieties, and restructures them into trust, appreciation, and some degree of confidence in mutual, spontaneous interaction and learning by children and teachers together. It is as if she agrees with the thesis that continued progress, both as individuals, and as a species, can only be brought about "by ever-increasing exploration by each of us, and ever-increasing communication between all of us. If we can take control of our own evolution, the rewards for all of us are incalculably wonderful."<sup>1</sup>

She begins and ends her book with focus on "the teacher," a helpless victim of a system, a galloping masochist, a promoter of failure; but, in finality, "the teacher," a nurturer of the life-force in children which will set us free, and them free of us.

The author writes, too, of freedom, of planning, of on-the-job training, of discipline, of the classroom as a battleground, of the avoidance of failure, of the separation and fusion of the real world and the world of school, and of "taking stock," her words for assessment and evaluation.

Examination of school and teacher-made barriers to physical and psychological freedom of children leads her to an awareness of the degree to which she denies them the freedom she is sure she wants, but is equally sure they are not ready for. Experimentation with different kinds of planning and diagnosis brings her to the conclusion

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1. Claire Russell and W. M. S. Russell, *Human Behaviour*, pp. 4 and 5. Boston: Little, Brown and Company, 1961.

that effective teaching and learning cannot take place without constant communication with the children. Exceptions to "standard operating procedures," utilizing spontaneous ideas and offerings of children as a basis for teaching and pupil involvement, promote peaceful, intimate times for learning and further her appreciation of her pupils. Exposure to a relaxed classroom atmosphere, full of interactions, benefits both her and the children, as each one works at being a person among people. Expecting and trusting that children can, and will, take meaningful action towards their own learning, then freeing them to make mistakes, or fail, without censure, in the course of such action, she discovers that such learning can become permanent, and may be transferred to other fields of knowledge.

Expressing her assessment of the values of conducting a free classroom she states, "The free classroom *is* good for the children. It does not prevent them from being children. It does not stop them from learning in their own way. It teaches them *how* to learn, and not *what* to learn. It expands their curriculum to include the most important subject of all: themselves, as people learning to master their environment and thereby their lives."

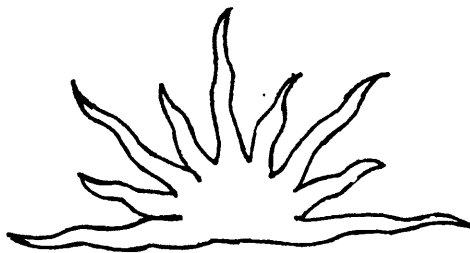
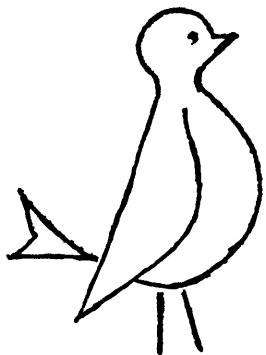
If, like the writer of this book, each teacher had the courage to face his own insecurities, and the capacity to assume personal freedom:

. . . where can we not go on our own initiative? It would be strange if we failed to reach, in all senses, the stars. The stars are reached through steep places, and the problems of transition are great. They may take centuries to solve, they may, at our accelerating tempo, take years. The transition will be made when every individual is striving after his own freedom: from that turning-point, the new era of the universe will begin.<sup>2</sup>

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2. *Op. cit.*, p. 456.





## ROUND ROBIN

*Dorothy E. Smith, Editor*

Dear Readers,

As you may already have noticed, part of this issue of *Reading Horizons* is devoted to teaching reading at the secondary level. Beginning below and continuing in subsequent issues, "Round Robin" will present some specific suggestions which have been offered by our readers.

Teaching reading in the different content areas presents different problems; and therefore, over the next several issues we will be taking up the problems of teaching reading in a history class, chemistry class, psychology, and so on. The most obvious connection is between English classes and reading, so the selections below are addressed to that field of interest.

Dear Editor:

Much of the reading and vocabulary taught in the English classroom is done in conjunction with a lesson in literature. Taking into consideration the variety of reading levels I would encounter in a class of 10th graders, the individualized reading approach would be the most beneficial.

I think the clue to effective teaching comes with variety and inventiveness in the classroom. With a common starting point and everyone learning the basics, let each student take off in his own direction.

Since English is a required subject, the difference in reading levels isn't the only problem you'll encounter in the classroom. Many students fight English from the beginning and it's up to the teacher to try and show them the importance of the course. I feel that English

is a course in communication—and through literature we find a sampling of the ways men before us have communicated. In order to study this, or learn anything at all, we must know how to read. This doesn't mean just the physical act of reading, but the understanding and evaluation processes involved.

*Using reference materials . . .*

Approach—Have the students construct a timeline for themselves. For every year of their lives they must list one thing that has happened to them or their family, and another thing of national or state significance. This could take a little work in the library with encyclopedias, history books, almanacs or other reference materials.

Set up a treasure hunt where the clues are in the reference books. It could be a fun way to learn to use the library for more than checking out book report books.

Value—The students are encouraged to find things for themselves and be more independent. When they find out the vast resources available, they might expand in areas that interest them.

Linda Dunn  
Jonesville, Michigan

Dear Editor:

As a teacher of English at the secondary level, reading will be my most important objective, for literature can mean nothing to someone who does not enjoy or does not know how to read. Therefore, I would want to find out the various stages of development of my students as well as their interests, and then gear my class towards individualized, self-selection in reading. The first thing I would do, then, is have each of my students make out a personal card giving me the following information:

Name

Address

Phone

Do you like to read?

What is your favorite school subject?

What is your most hated school subject?

What is your favorite activity or pastime?

What do you hate doing more than anything else?

What is the biggest problem you have in getting along with others?

What would you be most interested in studying in this English class?

These cards would not only give me an idea of the likes and dislikes of my students and what would be most interesting to each; but they

would also help me to pick a theme, a problem, or an idea as the basis for a unit plan which they would find relevant to their own lives. They could then have the freedom to pick their own readings within the unit plan. I would, of course, make up annotated book lists to help them with their selections. However, I would not be concerned with whether they chose to read a classic in literature or a ten-cent comic book, but in whether they enjoyed the reading and got something of value out of it to help them live in this world. So, also, with poetry. I have ignored this medium so far. Because students are usually turned off by even the mention of the word poetry when they are in high school, I think that if they only realized that the records they listen to everyday are filled with some of the most beautiful poetry around, they would “turn on” again. Just as literature can be made relevant to their daily lives, so also can poetry. If Keats and Shelley mean nothing to students today, why study them? I would much rather introduce my students to the modern rock poets, of whom they are already familiar, than bog them down with the Romantics, who say nothing to them about living today. Through study of such people as Simon and Garfunkel, Dylan Thomas, the Beatles, and Bob Dylan, I would hope to stimulate my students’ own interests in writing poetry. This would also help them with the study of words—their usage and meanings. However, most important to me would be my students’ realization that poetry and literature can lead them to understand their world, to understand others, and to arrive at a better understanding of themselves.

Judy McKay  
Dearborn, Michigan

Dear Editor:

The study of characters in the short story and their roles would be advanced by having the students take two main characters from two different short stories and put them in a new situation. The only requirement is that the characters do not change. They can not do anything they would not have done in the original story. By way of an example, the teacher would have a story printed on a transparency to be shown to the entire class. The transparency will give the students an idea of what the teacher wants. Creativity will blossom, and at the same time the students will see how much the original story line has influenced the character.

Beth-Anne Klumpp  
Cadillac, Michigan

# READING IN THE SECONDARY SCHOOLS

*Kenneth VanderMeulen*

During the past school year, the writer mailed letters to principals of over two hundred high schools in Michigan, asking questions which pertained to teaching reading on the secondary level. We wanted to learn, first, whether administrators were concerned about reading problems on the junior high and high school levels; and second, we wanted to find out how much information in the field of reading was readily accessible to teachers of secondary classes.

The first question was emphatically answered by the ratio of replies to letters sent. An eighty-seven percent response—220 out of 249 letters sent—indicated a sincere concern on the part of the administrators. We learned through the survey that only one-third of the Michigan high schools we contacted—average size of high school was sixteen teachers—could offer any kind of course devoted to reading improvement. This included all arrangements for remedial work. Only a quarter of the teachers in the schools contacted had materials dealing with the teaching of reading made readily or regularly available to them. Our question as to whether the principals would be interested in receiving practical ideas and information designed for use by content teachers, was answered with a positive “yes,” the only reservations being the query, “. . . but how much will it cost?”

With this background, the reader will understand why *Reading Horizons* is instituting this series of articles on the means of and approaches to helping students read and study their secondary texts with more efficiency. We wish to share with the readers—especially subject matter teachers at junior high and high school levels—a few of the many helpful ideas and useful suggestions currently being written about by experts in the field of reading and study skills.

Our common goal as teachers is to produce students who can find significant material about relevant matters and then read with comprehension and discernment what the material says. Since it must be obvious to us all that we cannot impart enough facts or information to equip students for survival in the technological world of tomorrow, our job as teachers must be to help students become independently skillful in using the tools of learning.

There is no attempt through this article to superimpose the role

of reading teacher on every content teacher in high school. The work of the reading teacher is to help students refine their reading and study skills; the content course teachers are engaged in stimulating students to use the reading skills to gain understanding in certain academic areas. There is no reason, however, why content teachers should not be able to tell students how to apply particular skills to gain more from the passages under consideration. If the teacher wishes to help students build foundations of understanding in preparation for more complex levels in the discipline, it is to *his* benefit as well as the students' that classes learn to recognize the reading skills and to practice applying them.

Your initial effort in every course and class is to meet and *know* your students. One of the most important jobs you can undertake when new groups of classes come to your room in the fall is to learn as much as possible about each student. Many teachers feel it is sufficient to consult the cumulative folders, others bring in a standardized test, still other teachers have students tell something about themselves, and a few chat with the students' previous teachers. What is proposed here is truly a departure from those time-dishonored methods mentioned. If you wish to learn more than all the above procedures could yield and gain an additional value of ascertaining the suitability of your text to the reading levels of your students, use the text itself as the source for a close look at your students' reading behavior and abilities.

If you are very familiar with the basic text used in your course offering, the first step of choosing six paragraphs of expository material throughout the book should not pose a problem. If it is a first year adoption, the process will have a bonus benefit attached—edification.

The object in step one is to choose six paragraphs which will exercise certain specific facets of one's general reading ability. One of the paragraphs might relate a series of facts leading to a general thought. Another might have a few non-technical but highly complex words which allow a testing of one's word attack skills. Another paragraph might be useful because it expresses its main idea in the middle or at the end. Still another might lend itself for use because it implies a conclusion without the statement. A paragraph might be used as a test for recognition of causal relationship. Another might be used to measure student ability to see a process in the proper sequence of steps. There might even be a paragraph for use in testing student ability to read with critical evaluation.

Step two, write four questions to accompany each paragraph.

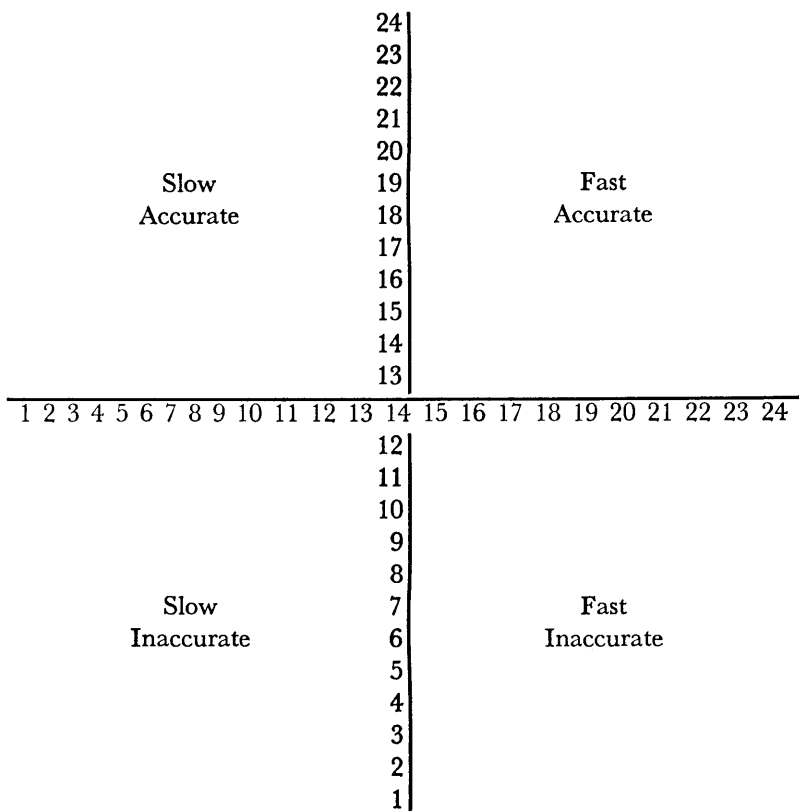
The questions should be objective type and not more than a line or two in length. Each paragraph and accompanying questions should constitute one dittoed page, all six pages stapled together for some permanence. (Separate answer sheets are recommended.)

Step three, administer the reading assignment with a limited amount of pre-discussion and direction. Also, limit the time to about half the time for average students to complete the work, and explain that the time allowed is for reading *and* answering questions. The reason for the arbitrary limit on time is primarily to discourage reverie on one item and reckless abandon on another. Try to establish a uniform test situation for all.

Step four includes scoring and analyzing the results. If you allowed a twelve or fourteen minute read-and-answer period uniformly, you will soon discover that your class has, besides the range of abilities, four distinct types of reader-thinkers. They are the fast-accurate readers, the slow-accurate readers, the fast-inaccurate readers, and the slow-inaccurate readers. These terms must be seen as realities of what practical help and guidance certain students need for improvement. While standardized tests may give percentiles for rate, vocabulary, and comprehension, there is usually not enough information for the teacher to use in helping the student.

Step five is simply putting the results into graphic form so that students as well as the teacher can analyze aspects of reading behavior. The teacher is not required to explain standard deviation and coefficient of correlation to interpret results for students. Here, you need to find the average number of questions attempted. Second, find the average number of answers correct. Then, draw a horizontal line (numbered from left to right) to represent the number of questions attempted; and, draw a vertical line (numbered from the bottom) to intersect the horizontal line at the point of average for each, and plot the scores on the graph.

## Illustration of Typical Graph



When you discuss the rationale and the results of the test as you used it, you may be able to help a number of your students dispel a widely held misconception—that a high rate of reading is to be sought for its own sake. You might repeat what Dr. George Spache concluded, “Some students need rate training which would result in slower rather than faster reading.” If students see that they are in the fast-inaccurate quarter of the graph because of carelessness and poor concentration, they can take steps themselves to remedy the situation. If, on the other hand, a student had read with great care and attention every word, and always word-by-word, his accuracy *and* snail-like pace will become very apparent to him. He too may take steps to eliminate the old habit or deficiency of sub-vocalizing.

If the project of analyzing both the comprehension level of your

text and your new students' reading-thinking habits seems like too great an undertaking, don't drop the whole idea as you put away the article. Such a means of learning something about your students' reading and the text must have a number of efficacious variations. From a future unit which includes a reading assignment, choose a paragraph that requires the reader to draw a conclusion or make a generalization. Let the students read the paragraph in a limited time, and ask them to write their ideas about what the author wanted them to think or feel or believe. Such mini-essays can be quite revealing to the understanding teacher. The purpose, whatever variation you choose, is simply to know your individual students well enough to let every one make a contribution to your course on his level of ability and comprehension.

That students understand the need for reading with a specific purpose in mind is of utmost importance, and the principle can best be taught and demonstrated by the teachers of the content courses. When the instructor emphasizes what skills are required to obtain the most value from a passage in the text, the student will doubtless apply the skill and meet with success. And, as everyone knows, an ounce of success is worth a pound of remediation in any school.



# TEN-SECOND REVIEWS

*Blanche O. Bush*

Anastasiow, Nicholas, "Oral Language and Learning to Read," *Language, Reading, and the Communication Process*, (Carl Braun, Editor), International Reading Association, 1971, pp. 29-40.

This paper concerns three distinctions that need to be kept in mind when examining the relationship between the child's oral language behavior and his learning to read. First, the paper considers a theoretical viewpoint about how the child develops his perceptual system—that is how he learns to see, to hear, to speak, and then to transfer these skills of hearing, seeing, and speaking to decoding print. Second, the paper describes the relationship between a child's mastery of his early learnings and his later academic tasks, such as learning to read. Third, this paper discusses research findings pertaining to the relationship between the child's oral language production and his reading behavior.

Armstrong, Robert J. and Robert F. Mooney, "The Slosson Intelligence Test: Implications for Reading Specialists," *The Reading Teacher* (January, 1971), 24:336-340+.

The purpose of this study was to determine the validity of the Slosson Intelligence Test (SIT), using the Stanford-Binet Intelligence Scale (S-B) as the validity criterion. More specifically, the purpose of the study was to answer the following two questions. (1) Can scores obtained from the SIT be used with as much confidence as scores obtained from the S-B, when both tests have been administered by a test specialist? (2) Can scores obtained from the SIT administered by a teacher be used with as much confidence as scores obtained from the S-B administered by a test specialist?

Berg, Paul Conrad, "Relevancy in the Classroom Teaching of Reading," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 67-78.

The purpose of this article is to suggest some appropriate ways in which teachers and pupils may create an environment that encourages each pupil to develop to his fullest potential within a framework that is relevant and meaningful to him.

Blair, Allen M., "Everything You Always Wanted to Know About Readability But Were Afraid to Ask," *Elementary English* (May, 1971), 48:442-443.

What makes a book readable? Not even your reading specialists know for sure. Readability is a good book. It's the symmetry and warmth a poem transmits to you. It's a quality that computers find indigestible because it defies precise statistical analyses.

Boyle, Susan, "Trends in Florida High School Reading Programs," *Journal of Reading* (February, 1971), 14:299-302.

To determine trends in the high school reading movement, a twenty-one item questionnaire was sent to one hundred randomly selected secondary schools in Florida. From the results of the questionnaire, an average reading program in Florida could be described in this manner. Special reading instruction is offered for credit to individuals who attend class five days a week for either one semester or an entire year. Instruction is given in small groups and individually. Teaching reading in content areas is not normally emphasized in Florida high schools. This strongly indicates the need for inservice education. No two programs are exactly the same. Availability of funds determines to a great extent the type of program.

Breedlove, Wanda Gale, "The Diagnostic Teaching of Reading," *Diagnostic Viewpoints in Reading* (Robert E. Leibert, Editor), 1971, pp. 19-29.

The author discussed the test-teach cycle as a viable strategy for diagnostic teaching. The emphasis is upon bringing about desirable changes in reading performance.

Brown, Lou, Jerry Hermanson, Hope Klemme, Paul Haubrich, and John P. Ora, "Using Behavior Modification Principles to Teach Sight Vocabulary," *Teaching Exceptional Children* (Spring, 1970), 2:120-128.

Teachers of "trainable level" retarded students frequently concern themselves only with teaching words which are essential to these skills. The assumption that trainable level retarded students can learn only survival skills has been challenged.

Studies have shown that by using basic behavior modification principles such as contingent reinforcement, modeling and learning set, trainable retarded children can be taught a rudimentary basic vocabulary. In the article several basic learning principles were applied to the instruction of trainable retarded children.

Burmeister, Lou E., "Final Vowel-Consonant-e," *The Reading Teacher* (February, 1971), 24:439-442.

This study was designed to examine a large stock of common English words to see how valid the following generalization is: "When a word ends in a single vowel-single consonant- *e*, the *e* is silent, and the vowel represents its own long sound." Other purposes were to examine the possibility of (1) formulating a flexible and more valid generalization which would be more highly descriptive of our language and (2) isolating groups, or families, of words which are exceptions to the generalization.

Cobb, Mary, "How Long Have You Known How to Read? Forever," *Reading News Report*, 1970, 4:11-14.

Could the television set be the medium through which children learn to read? Could animated cartoons entertain children and teach them reading skills simultaneously? The Appalachia Educational Laboratory, a federally funded educational development agency, believes they can. Children already are an eager audience, so why not use the time they spend watching television to guide them into reading? Through television the nonessentials of reading are stripped away and children are brought to the apex of reading.

Criscuolo, Nicholas P., "Approaches to In-Service Reading Programs," *The Reading Teacher* (February, 1971), 24:422-424.

The purpose of this article is to describe briefly six types of in-service programs in reading which were conducted recently in the New Haven Public Schools. These approaches are: (1) Reading share-in—Seven teachers shared their experiences and observations concerning supplementary reading material; (2) Reading Exposition—An exhibit of all the latest reading materials; (3) Reading Methods Seminar—Teachers from sev-

eral school systems discuss some of the newer methods used in their school system; (4) Cluster Reading Programs—Two or three neighboring schools plan and execute their own reading in-service activity; (5) Workshop for Supervisory Staff; (6) Reading Inducement Plan—this plan was launched to provide on-the-job experience for classroom teachers, especially strong in reading, while at the same time inducing them to become certified reading consultants.

Crowley, Harry L. and Bessie Ellis, "Cross Validation of a Method for Selecting Children Requiring Special Services in Reading," *The Reading Teacher* (January, 1971), 24:312-319.

This study is based on the test data available for Title I Reading Project in Leominster, Massachusetts during the school year 1969-70. The program offered special reading services through the first four grades and was concerned with assisting the purportedly disabled reader through developmental, corrective, and remedial procedures. The reading reinforced method was applied as a cross validation of the year's method of selection with the purpose of recommending that future assignment to the program include this procedure if sufficient evidence warranted its continued use. This method is based on the premise that a child's listening vocabulary normally will exceed his actual reading vocabulary, especially in the lower grades. Results indicate that the reading reinforced technique appears to be a generally successful method of selecting students for special reading services.

Donze, Sister Mary Terese, A.S.C., "Open-End Reading Program," *Journal of Reading* (February, 1971), 14:293-298.

A dead-end hall, a few pieces of paneling, some discarded furniture, the introduction of a work-sheet, and a bit of imagination revolutionized this reading program. The author stated that the Open-End Reading Program is flexible. Adaptations were made as new ideas arose, deeper insights were gained, and more equipment was added. The program goal was the same as that offered to the student: Begin where you are and go as far as you can—at your own rate.

Downing, John, "Promising Uses of the i.t.a Medium in Britain and

Michigan," *The Michigan Reading Journal* (Spring, 1971), 5:22-24+.

British teachers and Michigan teachers have tried i.t.a. independently and confirmed each others' experiences. Because the research conducted over the past ten years has produced "no evidence whatsoever" in support of T.O., but a great deal of evidence to sustain the claims of i.t.a., the Minister of State for Education and Science in Britain has given her support to i.t.a. Teachers in Rochester, Michigan compared i.t.a. pupils and T.O. pupils on the Carlson Analytical Originality Scale, an instrument which is designed to assess "the original elements of children's stories." The results indicate that, well beyond the state of transition to T.O., i.t.a. continues to enhance children's creative ability in writing.

Durost, Walter N., "Accountability: The Task, The Tools, and The Pitfalls," *The Reading Teacher* (January, 1971), 24:291-304+.

It is the purpose of this article to explore in some detail and to illustrate where possible, some of the problems involved in accounting for the progress, or lack of progress, in Title I projects and programs, particularly the remedial reading programs at the local and state level. What is needed is more effective evaluation at the local level wherever projects are set up on the basis of local option, and the supplementing of the local effort by encouraging cross validation of programs which embody the best of what has been found. The problem then is to obtain a convincing mass of data to show that a replicable technique has been identified and perfected which will give results.

Farr, Roger and Virginia L. Brown, "Evaluation and Decision Making," *The Reading Teacher* (January, 1971), 24:341-346.

Teaching children to read is a process which involves continuous decision making, not only by teachers, but by many different persons and agencies. Most instructional decisions are made by forfeit; that is, by not recognizing that a decision can be made or by not being aware of possible alternatives. It is quite possible that the plea for accountability will lead educators into accepting inappropriate goals, procedures, and outcomes all based upon inappropriate evaluation.

Finder, Morris, "Reading and Writing Exposition and Argument: The Skills and Their Relationships," *English Journal* (May, 1971), 60:615-620.

To identify the skills of reading and writing exposition and argument the author began by assuming that a piece of writing is an example of communication. Reading is one activity through which students learn to write. Conscious knowledge of how to write is knowledge for criticizing the writing of others. Criteria for evaluating composition may be restatements of the skill of purpose and production.

Froese, Victor, "Word Recognition Tests: Are They Useful Beyond Grade Three," *The Reading Teacher* (February, 1971), 24:432-438.

The purpose of this study was to determine the agreement of two different methods of arriving at functional reading levels by three different word recognition tests. The two different methods considered were the total words correctly pronounced and the stopping level. It appears from this study that the sums of the total number of words correctly pronounced on these tests may be a useful criterion for determining grade level placements and should be studied more extensively. The relationship among the grade level predictions and functional reading levels needs further examination before much confidence can be put in these word list placements alone—either for grouping or for the selection of appropriate reading materials.

Fry, Edward, "Let Their Fingers Do the Teaching," *Reading News Report* (April, 1970), 4:50-51.

Motivating the poor reader is the essence of successful remedial reading instruction. If you're looking for stimulating approaches, try combining typing with remediation and then step back and watch things change.

Fry, Edward, "The Orangoutang Score," *The Reading Teacher* (January, 1971), 24:360-364.

The Orangoutang Score is that score on a standardized reading test that can be obtained by a well trained Orangoutang under special conditions. The Orangoutang has been

trained that every time the reading teacher places a neatly typed multiple choice item from a reading test in an oblong window all that he has to do to get a bite of banana is to press a button, any of the buttons which, incidentally, are labeled A, B, C, and D. On the average, the Orangoutang will get 25 per cent or one out of every four reading test items correct by chance if he marks every item. The author concluded that if you are interested in meaningful reading scores with humans you should disregard the scores at the chance level and administer the next lower level of the test.

Hall, Maryanne, "Literature Experiences Provided by Cooperating Teachers," *The Reading Teacher* (February, 1971), 24:425-431+.

The purpose of the study was to ascertain the extent and types of experiences with children's literature and recreational reading provided by cooperating teachers. The study did not cover all aspects of literature and recreational reading experiences and did not in any way evaluate the quality of the experiences reported. The data indicate that in many of the classrooms surveyed there are deficiencies in the experiences provided with children's literature and recreational reading. The need for improving the quantity and quality of literature experiences is great and must receive attention in both pre-service and inservice education of teachers as a part of the national effort to make the "right to read" a reality.

Hanf, M. Buckley, "Mapping: A Technique for Translating Reading into Thinking," *Journal of Reading* (January, 1971), 14:225-230+.

Mapping, a simple technique of structuring information in graphic form, is worthy of careful consideration for increasing reading comprehension and retention. Mapping is an exercise in thinking which cannot be performed without the active intellectual participation of the student.

Johnson, Dale D., "The Dolch List Reexamined," *The Reading Teacher* (February, 1971), 35:449-457.

Certainly the most influential sight word list used in the past thirty years has been the Dolch Basic Sight Word List published in 1941. Not only has the Dolch list been the basis for vocabulary selection in many reading series, but it has been

used as a testing device for reading group placement. In 1967 Henry Kucera and W. Nelson Francis published their *Computational Analysis of Present-Day American English*. The author stated that Kucera and Francis' Corpus should replace the Dolch Primary Word List for whatever teaching, testing, or writing uses for which one has a list of common words. This Corpus reflects the world of the 1960's—not of pre-Depression America. It seems the Dolch list has outlived its usefulness and a more adequate substitute is available.

Johnson, Marjorie Seddon and Roy A. Kress, "Task Analysis For Criterion-Referenced Tests," *The Reading Teacher* (January, 1971), 24:355-359.

Two types of tasks in reading can be presented in criterion-referenced tests with two kinds of information resulting from the testing procedures. One can determine through such a test whether or not a particular individual can follow a specific set of directions dependent on reading ability. One can also determine through a criterion-referenced test, at what stage an individual is operating in progress toward mastery of particular skills or ability. Criterion-referenced tests, as here discussed, are not designed to measure some vaguely defined "general reading ability."

Kettlewell, Gail B. and Robena S. Gore, "Readings for Teens, An Elective Unit," *Journal of Reading* (February, 1971), 14:309-315.

In 1968 at Hayfield High in Fairfax County, Virginia an elective unit called "Readings for Teens" was designed for the ninth and tenth grade English program. The unit gave students an opportunity to read and discuss for four and one-half weeks and to be counseled individually about their reading. As an adjunct to this program, the reading teacher offered a remedial reading unit with small numbers of students working in reading kits. Both reading approaches engendered various questions: What plans need to be made to challenge all students to become better readers through the English program? How are most students reached effectively and what are their needs?

Kress, Roy A. and Marjorie Seddon Johnson, "Matching Children and Programs," *The Reading Teacher* (February, 1971), 34:402+.



The authors suggested certain guidelines for changes: (1) School programs must be adapted so that the instructional work can capitalize on the strengths children bring to the learning situation; (2) Changes must be effected in children so that they can reach beyond their present world and current accomplishments and (3) Changes must be effected in the pacing patterns of school programs so that flexibility is present to allow each child to develop according to his own capabilities. Perhaps the basic guideline is this: *Preconceived notions about children and school programs cannot guide the learning process.*

LaConte, Christine, "What's Happening in the Kindergarten?" *Reading News Report* (April, 1970), 4:19-21.

Reading readiness and beginning reading skills are now being taught in 40 per cent of the kindergartens studied.

Ladd, Eleanor M., "More Than Scores from Tests," *The Reading Teacher* (January, 1971), 24:305-311.

Teachers who are interested in teaching to the weaknesses and strengths of their students find it difficult and self defeating to wait and then perhaps to receive only scores from the testers rather than the tests themselves. Familiarity with the procedures could result in securing three measures of abilities related to reading from single tests: reading achievement, reading speed, and listening comprehension ability.

McKay, J. W., "Developing Reading Skills Through Literature," *Reaching Children and Young People Through Literature* (Helen W. Painter, Editor), International Reading Association, 1971, pp. 50-57.

No attempt has been made in this paper to formulate an exhaustive list of reading skills. In its place has been substituted a mixture of skills, materials, and the rationale or climate for employing them. Fifteen suggestions for facilitating and implementing the development of skills through the high school literature course are made for the express purpose of encouraging teachers to attempt to change the atmosphere of their classes and the attitudes of their students.

McWhorter, Kathleen T. and Jean Levy, "The Influence of a Tutorial Program Upon Tutors," *Journal of Reading* (January, 1971), 14:221-224.

Tutorial programs often represent a practical approach to reading improvement. Often neglected in this approach, however, is the effect of the program upon the tutor. The rationale of the program centered about the fact that students with reading difficulty often possess a negative attitude toward reading. Further, students with reading problems often hold low concepts of themselves and doubt their ability to improve their reading skills. Perhaps the most significant result of the tutoring program is the improvement in the tutors' reading ability which improved as much or more than that of the children who were tutored. If this result can be substantiated by more closely controlled research, it may lead to a practical approach to reading improvement.

Odom, Sterling C., "Individualizing A Reading Program," *The Reading Teacher* (February, 1971), 24:403-410.

It is the purpose of this article to acquaint the reader with the individualized reading approach and to point out some of its many advantages, one of which is developing within each child a true love of reading and books. This program does not represent a single method with predetermined steps in a procedure to be followed, but a flexible program guided by a knowledgeable teacher who has in mind the individual differences and needs of her pupils.

Palmatier, Robert A., "Comparison of Four Note-Taking Procedures," *Journal of Reading* (January, 1971), 14:235-240+.

Although students at all levels of education are expected or required to take notes, little research attention has been given to useful note-taking procedures. This report is presented as a summary of the experimental training aspects of the author's research project. The four note-taking methods examined were (1) the traditional Formal Outline Procedure; (2) a Three-Column Method; (3) a Two-Column Method; and (4) a No-Special-Method control allowing students to take notes as they wished. Results indicate that there was a significant dif-

ference on the final "quality-of-notes" scores with scores ranking the methods for "quality" from highest to lowest as follows: Formal Outline Procedure, Two-Column Method, No-Special Method and Three-Column Method.

Praeger, Arthur, "Edward Stratemeyer and his Book Machine," *Saturday Review* (July 10, 1971), pp. 15-17.

The author tells how a shopkeeper, Edward Stratemeyer, turned author hit the jackpot by parlaying adventure, heroism, and clean living into Tom Swift, Nancy Drew, The Rover Boys, and The Bobbsey Twins. Stratemeyer wrote more than 800 books written under 65 pseudonyms and translated into a dozen languages. Most readers would never know his real name but he had as great an effect on the preteens of his day as the invention of television had on a later generation.

Prescott, George A., "Criterion-Referenced Test Interpretation in Reading," *The Reading Teacher* (January, 1971), 24:347-354.

In criterion-referenced or content-referenced test interpretation, no attempt is made to compare the performance of an individual with that of others. Rather, one seeks to evaluate performance in terms of whether an individual has achieved or has failed to achieve specific instructional objectives. It seeks to answer the question, "What specific skills, knowledges, and understandings has a pupil acquired?" Most test authors probably would agree that criterion-referenced interpretation of test performance can provide information helpful in the guidance of pupil learning and in the evaluation of instruction. It should not, however, be thought of as a replacement for norm-referenced interpretation.

Reddin, Estoy, "Factors Related to Listening," in "Research" (J. Wesley Schneyer, Editor), *The Reading Teacher* (February, 1971) 24:461-463.

While early studies of the listening of elementary school children focused primarily on comparisons of reading and listening, studies in the last two decades have generally considered listening *per se*. Many recent investigations were of factors related to listening and have shown that intelligence is related

to listening ability, but sex does not seem to be. Listening attention scores and the number of correct reports of words spoken by the desired voice increase with age. Also, more good listeners than poor listeners are firstborn or only children and come from small families.

Reeves, Harriet Ramsey, "Individual Conferences-Diagnostic Tools," *The Reading Teacher* (February, 1971), 24:411-415+.

Teachers need more specific information about individual pupils in order to do a better job of teaching reading. Most teachers have access to some information about each pupil's reading ability from reading group activities and standardized tests, but this is not sufficient. Individual conferences seem to provide a means to acquire more specific information about pupils and to double check information from other sources.

Robertson, Gail R., "Adapting Textbooks for the Average Child," *The Reading Teacher* (February, 1971), 24:443-448+.

Many studies are being made of the teachers and texts for the child of poverty, the slow learner, the underprivileged, the handicapped child as well as the new developments for the gifted child, the talented and above average child. Now it is time to look at the selection of texts, materials, and attitudes used for the teaching of the largest part of the school enrollment, the average children. The truly discriminating teacher will recognize the limitations of the materials at hand and supplement with enough other resources to fill the needs of the children being taught.

Rosner, Stanley L., "Word Games in Reading Diagnosis," *The Reading Teacher* (January, 1971), 24:331-335.

Terms such as dyslexia, minimal brain damage, specific learning disability, and others with similarly formidable implications are being tossed around with greater frequency not only among educational specialists but also among teachers and the lay public. Such diagnostic categories when used with the same precision which went into their initial formulation can be of great help in simplifying communication between specialists. There is, however, real danger in the inexact application

of diagnostic categories, and a number of problems are created by the use of diagnostic labels as the end product of a diagnostic evaluation.

Rugel, Robert P., "Arousal and Levels of Reading Difficulty," *The Reading Teacher* (February, 1971), 24:458-460.

The results of this investigation support the hypothesis that a child's level of arousal increases as reading difficulty increases from independent to instructional to frustration levels. It should be noted that the children used in this study were average readers, not retarded readers. Even at the frustration level they showed few of the word recognition problems that characterize and frustrate the retarded reader. The results suggest that the reading teacher must try to reduce overt signs of frustration in both the classroom and in the remedial situation.

Rutherford, William L., "An Analysis of Teacher Effectiveness in Classroom Instruction in Reading," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 124-131.

Any discussion of the essential components of an effective reading program will include one or more of the following elements: (1) the students; (2) the teacher; (3) teaching methods; (4) instructional materials; and (5) ancillary personnel and resources, e.g. the librarian and the library. In this discussion, teaching effectiveness will be divided into two categories, the teacher—how he acts and interacts with children on the personal level; and what the teacher does—how he performs his instructional duties. These categories are roughly parallel to the affective and cognitive domains of behavior.

Rutherford, William L., "Five Steps to Effective Reading Instruction," *The Reading Teacher* (February, 1971), 24:416-421+.

According to the author, there are at least five steps necessary in the development and execution of a successful reading program: (1) Begin the instructional program with a diagnosis of the specific reading needs of each child. (2) Design all learning experiences to meet the needs identified through diagnosis. (3) Define in precise terms what it is that children are to learn in each lesson and teach to accomplish these objec-

tives, avoiding tasks that frustrate pupils and tasks that do not contribute to the accomplishment of the objectives. (4) Evaluate the lesson to determine what each child had learned, not just what the "answering" students know. (5) Plan the next lesson on the basis of this evaluation.

Seels, Barbara and Edgar Dale, *Readability and Reading* (Ramon Ross, General Editor), International Reading Association, 1971, p. 20.

*Readability and Reading* is a revision of an annotated bibliography of the same title published in 1966. In this 1971 revision emphasis is placed upon sources from 1965-1970.

Trider, Mary S., "The Right to Read and Standardized Testing: A Necessary Dimension," *The Reading Teacher* (January, 1971), 24:320-330+.

The "Right to Read" has been established nationally as top educational priority for the next decade. Educators are charged with finding all the alternative roads to success that exist. Federal funds will continue to support these efforts; however, accountability will be a key word. The communication gap that has existed for so long between the ideals and philosophies of the educator and the tax dollar and support of the public must be eliminated. In New Hampshire, one step toward the solution to both problems has been the implementation of a State Testing Program. Analyses of the results to date have revealed a variety of helpful possibilities.

Tuinman, J. Jaap, "Asking Reading-Dependent Questions," *Journal of Reading* (February, 1971), 14:289-292+.

Do comprehension questions measure general knowledge or skill in reading? The author offers suggestions for test-makers and teachers.

Weintraub, Samuel, Helen M. Robinson, Helen K. Smith and Gus Plessas, "Summary of Investigation Relating to Reading, July 1, 1969 to June 30, 1970," *Reading Research Quarterly* (Winter, 1971), 6:135-329.

The summary of investigation includes 341 reports of re-

search in the field of reading published between July 1, 1969 and June 30, 1970. The studies are grouped into six major categories. The first category lists by title and author 63 summaries on specific topics. The second major category abstracts research on teacher preparation and practice. Category three, the sociology of reading, includes investigations in such areas as adult reading, interests and habits, content analysis and the use of mass media by the public. The psychology and physiology of reading, category four, contains 19 subsections that cover such diverse topics as readability and legibility, auditory perception, and oral reading. A fifth category, the teaching of reading, is also subdivided into sections dealing with various aspects of reading instruction. Incorporated in the final category are research reports on the reading of atypical learners. An annotated bibliography appears at the end.

Wunderlich, Elaine and Mary Bradtmueller, "Teacher Estimates of Reading Levels Compared with IRPI Instructional Level Scores," *Journal of Reading* (February, 1971), 14:303-308.

This study compared teachers' estimates of students' reading levels with the results of the Individual Reading Placement Inventory (IRPI). The findings indicate that these middle school teachers were not able to make accurate subjective judgments of the reading levels of the pupils in their classes. Although the teachers were not able to tell at which level the children could read, they were able to rate their students on a fairly accurate scale in relation to each other. The teachers tend to overrate the poor readers and underrate the better readers. This study used only a small number of teachers. A more extensive study should now be made before any further conclusions can be drawn.

Yuthas, Ladessa Johnson, "Student Tutors in a College Remedial Program," *Journal of Reading* (January, 1971), 14:231-234+.

In the fall quarter of 1967 at Metropolitan State College of Denver, Colorado, an experimental Reading-English program with college students as tutors was instituted. To test effectiveness of the program, two experimental groups were chosen, one group receiving reading instruction with college students as tutors and one group enrolled in traditional re-

medial classes with faculty members as instructors. Improvement in vocabulary and comprehension was similar under both teaching methods and since both of the remedial reading programs were significantly related to persistence, the researchers concluded that using students as supervisors did not weaken the program and resulted in considerable savings.



# PROGRAM 1971-72

HOMER L. J. CARTER READING COUNCIL  
INTERNATIONAL READING ASSOCIATION

THEME: Reading—The Individual and Society

THURSDAY, SEPTEMBER 16, 1971

“Taba—Its Relationship to the  
Individualized Reading Program”

Demonstration

Mrs. Ruth Diephuis, Resource Teacher  
Kalamazoo Public School

7:00 P.M. Smorgasbord Dessert  
Compliments of Executive Committee  
Portage North Junior High School  
Little Theater

THURSDAY, OCTOBER 21, 1971

Second Drive-In Conference  
“Individualized Reading”

Dr. Jeannette Veatch  
Arizona State University

4:30 P.M.-9:00 P.M.  
Portage Northern High School  
Auditorium

THURSDAY, FEBRUARY 24, 1972

Co-Sponsor Reading Center and Clinic  
Western Michigan University

Dr. Bill Martin, Jr.  
Holt, Rinehart and Winston  
7:30 P.M. East Ballroom  
University Student Center  
Western Michigan University

SATURDAY, MARCH 25, 1972

“Innovations”  
Reading Talkshop  
12:30 Smorgasbord Luncheon  
Holiday Inn (Expressway)  
Carriage Room



MONDAY & TUESDAY, APRIL 10, 11, 1972

Fifteenth Annual Meeting  
Michigan Reading Association  
Grand Rapids Civic Center

WEDNESDAY, MAY 10, 1972

Through

FRIDAY, MAY 12, 1972

Seventeenth Annual Conference  
International Reading Association  
Detroit, Michigan

Theme: Reading—The Individual and Society

