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*Reading*

# HORIZONS



Winter 1972



# *Reading* **HORIZONS**

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Dorothy J. McGinnis, Editor

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**RH**

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## *Editorial Comment*

### SHOULD TUTORING BE ENCOURAGED?

The state of reading in America has reached the crisis level. To meet this problem, the federal government, through massive financial aid, has stimulated many compensatory, experimental, and remedial reading classes. In spite of the implementation of elaborate and new programs and the spending of millions of dollars for personnel and equipment, the rate of success in reducing the number of poor readers has not been significantly increased. Is there an inexpensive alternative for insuring every child with the "right to read"?

One such alternative is the use of non-professional aid. Volunteer tutors, whether they be parents, pupils from higher grades, or interested adults from the community, may hold the key to reaching our national reading achievement goal. A tutorial program can provide a flexible, individualized, and personal approach to a vexing problem. The tutor, of course, will require training and constant supervision. He will also need an opportunity to work with students in novel ways so that the experience for his pupils is not a duplication of previous unsuccessful classroom situations. Centers where tutors have been used report great benefits to both tutors and pupils. On the surface at least, tutorial programs appear promising.

If schools decide to use non-professional tutors, careful and unbiased evaluations of their effectiveness must be made. It is possible that the results of such investigations may provide us with an inexpensive solution to an ever-present problem. The answer to the question, "Should tutoring be encouraged?" can come only from a series of well-controlled studies of tutorial programs.

Dorothy J. McGinnis  
Editor





# LEND AN EAR TO POETRY

*Charles Smith*

WESTERN MICHIGAN UNIVERSITY

It seems to me as I read much of contemporary poetry that there is in it less and less of any appeal to a sophisticated ear for the nuances of sound. To all intents and purposes the poet apparently assumes that his reader is tone deaf. In fact, to all intents and purposes the poet seems to be tone deaf too. The rhetorical effects involve only the sense of sight; they are imagery in the most restricted sense of the word. (Both in poetry and in life man, of course, has always neglected any development of or appeal to the other three senses. Only very rarely does a poet like John Keats make us smell, taste, and touch, as well as hear and see.)

Yet poetry is primarily an aural experience. Among primitive peoples it has its origins in chants and spells and incantations and in the spellbinding of bards and troubadours who conveyed their enchantments orally. Poetry develops earlier than prose as a fully formed medium of art, and its development does not wait upon the coming of the written record.

It is in the nature of poetry to use many appeals to the ear, and these appeals are capable of a great deal of refinement in the hands of a skilled artist.

There is, for instance, rhythm. All art, of course, exists in patterns of rhythm. But poetry, like music, sometimes makes its patterns more obvious than does, say, sculpture or painting. In Tennyson's "Northern Farmer/New Style" we have an example of a very obvious appeal to the ear in joining rhythm to meaning.

The Farmer, a canny old North Countryman who married for money, wants his son to do likewise. But the son obstinately insists upon marrying the girl he loves—the daughter of the parish curate, who is as poor as the mouse in her father's church. The old man argues with the boy, pointing out that property is the thing to choose. Love will come later. But look for property now. Listen, he says, to his horse's hoofs. Even they plead the cause of property.

Doesn't thou 'ear my 'erse's legs, as they canters  
awaäy?

Proputty, proputty, proputty—that's what I  
'ears 'em saäy.

The rhythm of the second line is dactylic, and a horse gallops in dactylic rhythm.

A much more subtle employment of rhythm to reinforce mood and

meaning is in the opening of John Milton's great lyric "Lycidas." "Lycidas" is an elegy upon the death of Edward King, an acquaintance of Milton's at Cambridge, who met an early death by drowning in the Irish sea. The poem begins

Yet once more, O ye laurels, and once more,  
Ye myrtles brown, with ivy never sere,  
I come to pluck your berries harsh and crude,  
And with forced fingers rude  
Shatter your leaves before the mellowing year.

Try reading this aloud, putting as much feeling as you can into it. Note how slowly you are forced to go by the rhythmic pattern which the poet has chosen to use. The first line, by virtue of its spondaic nature, sets the deliberate, measured beat of a funeral march. There are ten syllables in the line, and eight of them are stressed syllables. It is impossible to hurry or go lightly over this line. In the fourth line the back-to-back placement of two stressed syllables beginning with the same fricative—"forced fingers"—bumps the reader almost to a halt.

The fifth line begins with a trochee—"shatter"—a foot of two syllables in which the accented syllable stands first. After this first foot Milton finishes the line in the iambic meter which dominates the poem. Why the rather dramatic departure in this first foot from his prevailing rhythmic pattern? I think it safe to assume that it is because here he wants the sense of a blow that fragments something—first the impact, then the falling fragments. And this is the sense of the trochee—first the accented, then the unstressed syllable. Edward King died young and unexpectedly. There was the blow, the fragmentation, and then life sadly resumed its normal rhythm.

Are we reading too much into this? Would Milton himself be surprised that he meant all this? There is some solid evidence that he wouldn't. The manuscript of "Lycidas" still exists. In it we find that Milton first wrote the beginning of this line, "And crop your young leaves . . ." He crossed this out and substituted the present reading, "Shatter your leaves." In other words, the change from the prevailing iambic pattern was deliberate, and while it would be foolish to suppose that he went through any step by step reasoning process in affecting the change (he probably simply tried it out on his ear), it certainly is not foolish to reason out why the rhythm of the present reading is more effective.

While we have the opening line of "Lycidas" before us, it might be well to look at some sound effects other than those directly involving

meter. Listen to the deep vowel sound *o* in the first line. Note how Milton draws out this mournful sound by coupling it with the continuants *r* and *m* in the word *more*. (Edgar Allan Poe thought that the word *nevermore* is the longest word in the English language; so he used it as a refrain in "The Raven.") Note his use of repetition to further establish the mournfulness.

Listen to the thin wailing sound of *sere* and *year*. Here he has gone up the scale in vowel sounds, and again he prolongs the effect by his use of the continuant *r*. Listen to the harshness of the repeated *k* sound in the third line and the rough, hoarse breathiness of the "forced fingers rude" in the fourth line as he speaks of the rude shock of Edward King's early death. These five lines are a symphony of sound effect adding feeling to the sense.

Another avenue by which poetry makes its appeal to the ear is rhyme. This is an avenue closed to prose, which does, of course, use rhythm and onomatopoeia. In the history of poetry rhyme has been in fashion and out of fashion. At the moment it is out of fashion and generally regarded as "square" by the poets now in business. It will return to favor, naturally, as it is a legitimate and powerful instrument for making the poetic impact.

On a rather obvious—and somewhat humorous—level take this passage from Thomas Love Peacock's "The War-Song of Dinas Vawr":

The mountain sheep are sweeter,  
But the valley sheep are fatter;  
We therefore deemed it meeter  
To carry off the latter.

Here through a combination of rhyme and onomatopoeia Peacock gives the attentive ear the sound of musketry fire—or at least that's what he said he was doing.

By combining masculine rhyme (rhyme on a single syllable) with feminine rhyme (rhyme on more than one syllable, of which only one is stressed) the poet may give a poem a lingering haunting effect, as Thomas Hood does in his "The Bridge of Sighs," a lament over the suicide by drowning of a young London prostitute:

One more unfortunate,  
Weary of breath,  
Rashly importunate,  
Gone to her death! . . .  
The bleak wind of March

Made her tremble and shiver;  
 But not the dark arch  
 Or the black flowing river: . . .

In the lines from "Lycidas" examined earlier note how Milton shortens the fourth line so that its sixth syllable rhymes with the tenth syllable of the preceding line. In other words, he hurries the rhyme in almost awkwardly, which adds to the keenness of our apprehension that Edward King's death was untimely.

Even the lack of an expected rhyme has its effect in "Lycidas." The poem is in rhyme, but the first line stands out as an exception—it does not rhyme with anything. It is as if we had broken into the middle of a continuum, unexpectedly, as the continuity of Edward King's life was broken by accidental death.\*

Alliteration, another appeal which poetry makes to the ear, is much the same thing as rhyme. It is rhyme on the initial rather than on the terminal sounds of words. In old English poetry alliteration and accent followed various set patterns and were the main properties in the poet's technical equipment.

Alliteration is strong seasoning, and may easily overwhelm its own effectiveness. Sometimes, of course, it is overused on purpose, usually with overtones of humor. We have, for example, Alexander Pope's sardonic

See Sin in state, majestically drunk;  
 Proud as a peeress, prouder as a punk;

from *Epistle II. To a Lady*. And we have Vice President Agnew's also sardonic "nattering nabobs of negativism."

But there is no purpose, only indiscretion, in Algernon Charles Swinburne's "The lilies and languors of virtue; the roses and raptures of vice." Here alliteration beguiles the reader away from the sense and the total effectiveness of the poem, rather than reinforcing it.

One of the most beautiful examples of the use of alliteration for poetic impact is in "Lyric 7" of Lord Tennyson's elegy *In Memoriam A. H. H.* *In Memoriam* is a book of lyrics which constitute a continuing record of Tennyson's crushing grief over the death of his

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\* I think we may disregard the offering of a graduate student at the University of Michigan, who answered immediately when Professor Humphreys inquired, "What does line one rhyme with?" He piped up, "Line fifty-eight." "That left me wondering," Professor Humphreys told me later, "whether some ears might carry the echo of a sound for fifty-six intervening lines. The student was a music major."

closest friend, Arthur Henry Hallam. Hallam, who was Tennyson's constant companion at Cambridge and in travels after college, and was engaged to be married to Tennyson's sister, had died at the age of twenty-two, plunging Tennyson into despair.

In "Lyric 7" he tells how during a long night of sleepless agony he arose and walked through the streets of London in a drizzling rain until he came to the dark house where Hallam had lived. It was night still when he arrived, and he was there when dawn came.

And ghastly through the drizzling rain  
On the bald street breaks the blank day."

The thudding of the *b*'s in the second line falls like hammer blows upon the ear and the heart of the sensitive and sympathetic reader.

As we saw Milton do in his elegy "Lycidas," Tennyson also uses spondees to give this line its unbearably deliberate pace. Five of the eight syllables that make up the second line are accented. And, of course, there is also the harshness of the *k* sound, as in Milton's "I come to pluck your berries harsh and crude . . ."

A much more delicate and more subtle appeal to the ear than alliteration is assonance, a repetition of vowel sounds, with different consonants accompanying them, in the stressed syllables of lines. A stanza from "The Cuckoo Song," a thirteenth century English lyric, is a good example of assonance and a bit of proof that earlier poetry made its primary appeal to the ear.

Sumer is i-cumen in—  
Lhude sing, cuccu!  
Groweth sed, and bloweth med  
And springth the wude nu.  
Sing, cuccu!\*

In his description of the waterfalls in the land of the Lotus-Eaters Tennyson makes rich use of assonance on the deep *O* sound:

A land of streams! some, like a downward smoke,  
Slow-dropping veils of thinnest lawn, did go;  
And some through wavering lights and shadows broke,  
Rolling a slumbrous sheet of foam below.

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\*Translated:

Summer is come in—  
Sing loudly, cuckoo!  
The seed grows, and the meadow blows  
And sprouts the new wood.  
Sing, cuckoo!

Here Tennyson couples assonance with play upon the continuant *M* and *N* sounds, which gives the passage its sonority and its almost somniferous pace.

Rhythm, rhyme, alliteration, assonance—all of these are appeals to the ear, not to the eye and not to the intellect, although, of course, they may reinforce the appeal to the intellect. They are part of what Hazlitt, an early nineteenth century English critic, meant when he said, “A poem is more than the sum of its meanings.” They are part of poetry’s primary appeal—to the ear.

Perhaps there is more wisdom than one might think in the verses which a long forgotten Michigan “poetess,” Julia A. Moore, used to preface her book of poems, *A Sentimental Song Book*:

Come all good people, far and near,  
Oh, come and see what you can hear.

# ONE METHOD OF TEACHING A SECONDARY SCHOOL READING COURSE

*Wilma H. Miller*

ILLINOIS STATE UNIVERSITY

While teaching secondary school reading courses, many instructors are faced with a problem because of the various majors held by the students in each class. Students with many different majors are found in each class, and there are few common reading needs in these areas. This writer tried a method of organizing a secondary school reading class which seemed quite effective in meeting the needs of the students.

## **Whole-Class Activities**

Approximately two-thirds of the secondary school reading course was devoted to whole-class learnings about reading. There are a number of topics that are sufficiently universal to enable all preservice teachers to study them in a whole-group setting. While presenting these reading topics, a number of teaching devices were used. Panels consisting of approximately four students each studied one of the universal topics, reading textbooks and periodical articles and reporting to the entire class employing such techniques as role playing, exchange of ideas among panel members, and eliciting responses from the entire class. Other teaching techniques included the use of lectures by the instructor, whole-class discussions, and appropriate films and filmstrips. A series of films on reading improvement produced by Coronet Films proved useful in clarifying some of the universal topics.

The universal topics in reading studied were as follows:

- (1) *Elementary Reading Methods*—Those that seemed to be related most directly to secondary reading were presented. The basal reader approach which utilizes a method of presentation applicable to the giving of a secondary school reading assignment was illustrated as was the individualized reading plan which is related to secondary school unit teaching.
- (2) *Word Recognition Techniques*—The value and use of word form clues, picture and context clues, phonetic analysis, structural analysis, and dictionary usage were illustrated.
- (3) *Comprehension Skills*—The skills of literal and inferential comprehension, critical reading, and creative (integrative) reading and their use in secondary schools was studied.



- (4) *Rate of Comprehension*—Several methods to develop the reading rate were presented. Stress was given to the development of flexibility in rate of reading.
- (5) *Development of a Meaning and Concept Vocabulary*—Various methods of meaning and concept development at the secondary school level were illustrated.
- (6) *Developing an Interest in Reading*—A number of ways to motivate secondary school students to read were presented.
- (7) *Study Skills*—Various study skills such as finding main ideas, locating significant details, following directions, outlining, note-taking, and summarizing were illustrated.
- (8) *Survey Q3R*—This study technique with its steps of survey, question, read, reread, and reconstruct (review) was studied. (3) Emphasis was placed upon how to adapt this study technique to the various subject matter areas.
- (9) *Evaluation of Reading*—The value and use of standardized and informal reading tests at the secondary school level was illustrated.

#### **Small-Group Activities**

The last one-third of the course was devoted to small-group work. The students were divided into groups on the basis of their major area, and the following areas formed the groups:

English—Speech—Foreign Language  
 Social Science  
 Science  
 Mathematics  
 Business Education  
 Industrial Arts—Home Economics  
 Physical Education—Driver Education  
 Music  
 Art

There are differences in the reading needs of the majors that are grouped, but the common reading needs seemed to justify their formation.

Each group consisted of four to eight students, and each selected a chairman who was responsible to the instructor and a recorder. The instructor assigned several topics to be researched and discussed during each class period, and the chairman then directed the activities of his group.

Some of the topics studied were the following:

- (1) The specialized reading skills required in the area.
- (2) The value of reading instruction in the area.
- (3) Effective methods of giving a reading assignment in the area.
- (4) Several methods to provide best for the individual reading differences of secondary students.

Several topics studied by the groups in the academic areas were as follows:

- (1) The construction of informal reading tests to determine the ability of secondary students to read the prescribed textbooks.
- (2) The determination of the readability level of the prescribed textbooks using the Dale-Chall Readability Formula. (2)

Several teaching techniques were employed in the groups. Video tapes constructed in the University High School were used in some of the groups. The video tapes illustrated methods for teaching the special reading skills in the various subject matter areas and several methods for giving effective reading assignments. Participation in University High School classes would have been desirable and is highly recommended, but was not possible because the University High School facilities were already being used for junior participation.

### Summary

College instructors face a difficult problem in teaching secondary school reading courses because of the many major areas represented by the students in each class. This writer attempted to make the course as meaningful and practical as possible to all of the students.

The first two-thirds of the class periods were devoted to the study of some universal topics in reading. These topics were designed to help the college students improve the general reading skills of their future secondary school students. The last one-third of the sessions were devoted to small-group instruction in which each student studied only the special reading skills and needs of his major area.

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# MEETING INDIVIDUAL DIFFERENCES IN READING

*Ronald G. Noland*

*AUBURN UNIVERSITY*

Perhaps the most complex as well as the most important task confronting the teacher is adjusting instruction to meet the individual differences of students in activities related to reading. It is an ever-present problem at all grade levels. For effective progress in learning to read, the teacher must organize the class and instructional procedures so that each child has the opportunity to achieve up to his capacity, albeit it is not his grade level.

One consistent trend in American education has been toward greater and greater individualization of instruction in all areas of the curriculum. Historically, the trend has moved from whole class instruction to the instruction of smaller groups of children. Supporting this trend is an increasing awareness of individual differences based on the recognition that individuals learn at different rates, and that their interests and purposes play an important part in bringing about an attitude which makes teaching more effective. Teachers and educational psychologists have discovered that when the learner is deeply involved in the selection of the specific learning task, instruction is but a logical continuation of this trend.

The history of reading has been a struggle to provide for the individual differences in children. The use of basals and the practice of in-class grouping was developed from this idea. However, these cannot alone provide for the vast array of individual differences unless used in the most beneficial manner.

Current research reveals that approximately 95% of classroom teachers use basal materials in teaching reading. A misuse of the basal program occurs when the same grade-level basal is used for the entire class. Many teachers have supplemented the basal reader by providing opportunities for pupils to read widely in many books.

Whatever the approach the teacher employs—basal, individualized, linguistic, language experience, or others—it is difficult to provide instruction in the reading skills in a form tailored to the strengths and weaknesses of each individual pupil.

Efficient teaching of reading requires that the teacher be able to plan and carry out a program in which children with widely varying abilities can be effectively guided to achieve the goals of reading instruction in accordance with their individual learning capacities.

The aim of the teacher should be to help every pupil to develop his maximum power in reading by planning a program with a variety of material to meet his needs. There is a constant need for a balanced program involving some whole class reading (sharing) activities, and some individualized reading.

Standardized tests, informal inventories, and teacher-made tests can be employed in order to secure quantitative measures of individual abilities and needs along with other less formal appraisals. The proficiency profile or pattern of achievement, abilities, and personality derived from these tests and the teacher's observations, indicate strengths and weaknesses of the individual and supply the basic information for adjusting instruction to meet a child's need.

It is generally known that any given child shows a considerable range of differences in the degree to which he masters the essential reading skills. Therefore, it is necessary for the teacher to ascertain certain information related to reading through formal and informal testing, observation, and record keeping. Some of these include: (1) word recognition skills, (2) growth in vocabulary knowledge and concepts and other basic comprehension abilities, (3) comprehension and study skills, (4) level of reading achievement, (5) interests, and (6) patterns of achievement.

The "individualized approach" is a method of teaching reading that is used by many teachers to provide for individual differences. Practices usually included in an individualized reading program are self-selection of materials by pupils, self-pacing in reading, individual pupil conferences with the teacher, and emphasis on record-keeping by the student and teacher. The principle underlying the policy of self-selection assumes that a class of different needs and interests cannot be met by a single basal series nor textbook and that materials of varying degrees of difficulty and interests must be available for the student. Teacher-pupil conferences provide the teacher with an opportunity to evaluate the child's progress, as the child progresses to higher levels of understanding and appreciation. Also, for many pupils, the teacher's positive response to their reading is a stronger motivation than the actual act of reading itself. While the teacher is having a conference, the rest of the class should be involved in skill development activities, recreational reading, reading in curricular areas, and creative activities.

A variety of trade books should be available in the classroom for self-selection, as well as magazines, newspapers, and various reading program kits. Films, filmstrips, tapes, recordings, and such provide

more materials for a diversified reading program for individuals.

The chief objectives for meeting individual needs are categorized as follows:

*First*, there is the objective of providing myriad opportunities for the maximum growth of each child in the important phases of reading. A plan that is concerned only with developmental reading is too limited in scope; recreational reading and functional reading must also be given careful consideration.

*Secondly*, a sound plan for reading instruction must necessarily be one that favors the social and personal adjustment of all of the children and helps to foster the development of truly democratic attitudes and practices. A sound plan should be acceptable to administrators, teachers, pupils, and parents. It should be one in which children are helped to become happier and more secure, as well as becoming increasingly sufficient in reading skills. The plan should assist in the development of life-long readers.

*Thirdly*, the plan should be one which can be carried out by teachers with training and creative ability. The teacher must be willing to devote time and energy for planning and preparation. A good plan should fit the school and its pupils. Each school must appraise its own situation and work out solutions that fit its own needs.

In conclusion, a competent teacher will be aware of the individual differences in reading, will identify the nature and extent of the differences, and will meet them by planning a program geared to meet each child's needs. Indeed, skillful teaching of reading implies a positive attitude towards individual differences in which instruction will seize upon and cultivate each pupil's potentialities.

# THE COMPREHENSION DILEMMA

*Tom Rakes*

THE UNIVERSITY OF TENNESSEE

The term "comprehension" has become a "catch all" item. If a student is failing in school, his teacher will probably tell you that he does not comprehend what he reads. In addition, the teacher may mention that the student gets more from just listening than he does from reading. Another teacher will tell you that a student reads well in his social studies book but cannot quite figure out his math problems. Yet another teacher will tell you that one of her students comprehends when there are pictures on the page but take the pictures away and the student is lost.

It seems that a partial answer to the total comprehension dilemma is two-phased. One part is the type of material students are exposed to during the first three grades, and the other is the type of comprehension questions asked.

## **Types of Materials**

Let's explore the first—the types of materials students are exposed to during the first three grades, when the basis for future skill in comprehension is being developed. Usually, the type of material used to teach reading in these grades is in narrative form—more specifically, basal readers. One of the reasons for failure to develop interest in reading may stem from the discrepancy between the type of material used to teach reading and the reading skills children are expected to develop.

Skills which are emphasized in reading might be better taught by using expository material thus giving students the option of reading fiction for fun. It is common to find a student who can rattle off phonetic rules or perform with ease on a workbook page but is unable to read the social science text. The question of transfer is especially acute in the fourth grade when he is confronted with a relatively uncontrolled vocabulary. If expository material were introduced sooner, the transition to fourth grade would be easier for the student.

Some examples of skills to be taught are:

1. Seeing causal relationships.
2. Identifying main ideas.
3. Evaluating relevancy of details to the main idea.
4. Comparing two or more sources of information.
5. All location of information skills (preface, index, glossary).

6. Organizing (outlines, summaries).
7. Rereading to locate information.
8. Following printed directions.

One can immediately see a problem here. If students in the first three grades are exposed mainly to narrative writing, can they be expected to transfer their skills to expository material? We hear so often fourth grade teachers comment on the lack of comprehension performance of their students. Apparently the comprehension skills taught through narrative texts *do not* transfer to expository material.

What are the alternatives in our teaching? We could not use the basal reader at all. We could also provide extensive language experience activities along with our basal program. Or we can begin to incorporate into our primary program supplementary content materials for specific purposes.

#### **Types of Questions**

Now let's consider a second aspect, types of comprehension questions asked. As far back as 1912, it was estimated that four-fifths of school time was occupied with question-and-answer recitations. In one study it was found that ten primary teachers asked an average of 348 questions each during a school day; 12 elementary school teachers asked an average of 180 questions each during a science lesson; and 14 fifth-grade teachers asked an average of 64 questions each in a 30-minute social studies lesson.

Consider spoken questions only. Findings from research are fairly consistent. It is reasonable to conclude that in a half-century there has been no essential change in the types of questions asked in the classroom: about sixty percent of the questions require students to recall facts; about twenty percent require children to think; and the remaining twenty percent are procedural.

Coupled with teacher questions are the types of questions asked in basal readers. A study was recently compiled directed toward just that main question. Types of questions looked for were 1) recall, 2) translation, 3) application, 4) analysis, 5) synthesis, and 6) evaluation. It was found that recall questions were most frequently asked in the primary grades and declined in the upper elementary grades. However, the incidence of higher level questions appeared slightly in the primary grades and came into view full force in the upper elementary grades with no transition. It was also found that there was no consistency in asking different types of questions at any level.

Therefore, it seems that if the basals are not doing the job of questioning, we have to supplement the basals with pertinent questions.

Three aspects of questioning should be kept in mind: 1) a certain kind of question leads to a certain kind of thinking, 2) the teacher should be aware of the subject area knowledge each student has, and 3) a teacher should be aware of the instruction preceding the asking of a question.

Look more closely at what different types of questions may involve.

Memory:	recall or recognition of information.
Translation:	change of information to a different symbolic form of language.
Interpretation:	discovering relationships among facts, generalizations, definitions, values, (cause-effect, identical or unrelated ideas, implications).
Application:	solving a lifelike problem that requires the identification of the issue and selection and use of appropriate generalizations and skills.
Analysis:	solving a problem in light of conscious knowledge of parts and forms of thinking.
Synthesis:	the solving of a problem that requires original, creative thinking (requires a product).
Evaluation:	judgment of good-bad, right-wrong, according to standards he designates.

It is important to consider, however, that the use of teacher questions is only a means to an end. If teaching students to think is one desirable goal in education, then we should be able to adjust the curriculum as well as our own behavior to meet this goal.



# ECHOES FROM THE FIELD

*Joe R. Chapel*

The Michigan College Reading Council held its annual fall meeting on Friday, October 22, at Ferris State College, Big Rapids, Michigan. The main speaker was Dr. John F. Toucey, Coordinator of the Learning Center at the Community College of Delaware County, Media, Pennsylvania. In addition, Donald Ferguson and Richard Shanahan discussed the reading program at Ferris State College.

The annual election of officers was held. Dorothy E. Smith, Assistant Professor of the Reading Center and Clinic of Western Michigan University, was chosen President-elect. Jeanne Jett of the Reading Center at Grand Rapids Community College was elected Secretary-Treasurer.

The next meeting of the council will be held during the Michigan Reading Association Conference at Grand Rapids in March.

# DID YOU SEE?

**Betty L. Hagberg**

Did You See "Sesame Street: Educational Mirage? . . . Pre-School Oasis?" by Dr. S. M. Brown and Dr. F. Garfunkel? The article reviews the pros and cons of the popular television program for children. It appears in the April, 1971, issue of the *Reading Newsreport*.

Did You See "Reading and Spelling—How Are They Related?" In this article Harvie Barnard points out nine essential relationships between reading and spelling. The Fall 1971 issue of the *Spelling Progress Bulletin* features this article.

Did You See the two new annotated bibliographies published by IRA? They are:

*Reading Programs in Secondary Schools*

*Adult Basic Reading Instruction in the United States*, 1971 revision.

A list of relevant references are presented in these informative pamphlets. Copies may be obtained from the International Reading Association, Six Tyre Avenue, Newark, Delaware, 19711.

Did You See that USOE's National Center for Educational Communication (NCEC) is continuing its targeted Communications Projects in 1972? Reading has been identified as a priority problem area. A specific proposal format and application form are required. These forms and guidelines for projects can be obtained directly from: Division of Practice Improvement, National Center for Educational Communication, U.S. Office of Education, Washington, D.C. 20202.

Did You See "Remedial Programs: Can They Be Justified?" by Jack W. Humphrey featured in the October, 1971, issue of the *Journal of Reading*? He presents eight factors to be considered in determining whether or not a remedial reading program is justifiable.

# WE SUGGEST

*Eleanor Buelke*

Marsh, Leonard

*Alongside the Child*

New York: Praeger Publishers, 1970, Pp. vi +154.

... the aesthetic drive which motivates ... places a powerful weapon in the hands of the teacher. As an internal force in the pupil, it is the counterpart of the creative teacher's own efforts. The teacher becomes a partner to the pupil. His deferring attitude joins the aesthetic tendency in the pupil to produce an autonomous functioning of the pupil's personality.<sup>1</sup>

If, in America, the "open classroom" concept, with all of its potential for teacher enlightenment and educational change, is not to go the way of the much maligned and misunderstood "progressive education," current misconceptions and ignorance concerning its theoretical rationale and practical administration must be faced and removed. In this book, *Alongside the Child*, creative American teachers, concerned with quality education, and innovations which may help to achieve it for young children, will find answers to many questions about the English primary schools, where open classroom situations are functioning successfully. In the book, Leonard Marsh makes a plea for teachers and students "to take a second look at some of the educational theories which they use to guide their work" with young children. It is not that educators are held back by lack of basic knowledge; but, rather, that there is inadequate mediation of much of what already is known. He suggests that teachers need to keep reminding themselves that basic techniques for working with boys and girls during the early years must be *observational*, not experimental. The author devotes at least one chapter to each of the special strengths of work in the primary school: ideas about learning; relationships between what children experience with their senses and the media of expression called "painting" and "talking"; exploration of mathematical ideas; the confident use of books for study, for enriching imagination, and for extension of awareness of feelings; the use of writing as a mediator between private experiences and understanding; the deliberate intent of teachers to place children's written work "in the mainstream of the class's shared communication"; the importance

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<sup>1</sup> Ralph J. Hallmann, "Principles of Creative Teaching," *Readings On Creativity and Imagination in Literature and Language*, p. 66. Champaign, Ill.: National Council of Teachers of English, 1968.

of flexible and fluid activities, groups, and learning patterns; the teacher's sensitive control over use of space, choice and display of materials, and involvement of children in the process of choice; the remarkable working relationships between the head and members of his staff, all concerned with the *process* of education; and the pattern of relationships with the local, as well as the professional, community.

All of these descriptions serve as excellent bases for reflection and discussion of basic understandings that guide educational practices. In the spirit of Piaget, pervasive throughout the whole book, is the image of the teacher alongside the child, as observer, as evaluator of children's responses to situations, as "coach or guide rather than as dispenser of goods."<sup>2</sup> One senses, too, that flexibility of curriculum in no way precludes structure, that "open" programs constantly "stress the thinking process rather than the content of a particular curriculum."<sup>3</sup>

Mr. Marsh's account of learning in the British primary school sounds amazingly like the creative process described by Wilma McNess when she says:

. . . self-led learning . . . something overwhelmingly simple; it "gets in by itself" when everyone in the room opens his mind and his heart and wonders and questions and wonders.<sup>4</sup>

This willingness on the part of pupils and teachers alike to engage in self-led, self-fed activities, in a setting that is conducive to their combined efforts, is crucial to teaching and learning in the open classroom, and to the ultimate goal: an autonomous functioning of the pupil's personality.

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<sup>2</sup> Hans G. Furth, *Piaget for Teachers*, p. 150. Englewood Cliffs, N. J.: Prentice-Hall Inc., 1970.

<sup>3</sup> *Op. cit.*, p. 154.

<sup>4</sup> Wilma McNess, "Creativity in the Classroom," *Readings On Creativity in Literature and Language*, p. 76. Champaign, Ill.: National Council of Teachers of English, 1968.

# READING IN THE SECONDARY SCHOOLS

*Kenneth VanderMeulen*

"No amount of teacher instruction is adequate unless it increases the pupil's ability to learn by himself. A world of difference exists between learning to be taught and learning how to learn by yourself. There has been too little concern with developing youngsters to learn by themselves."

Dr. Arthur I. Gates

*Educational Summary*, January 20, '57

The following thought is frequently expressed by secondary teachers in schools across the country, whether couched in these terms or others—"My students can't or won't study; I seem always to end up having to give the material to them in class." The problem of study is frustrating to teachers to the degree that they expect real results evidenced in classwork. We should like to attempt a description of at least one means of facilitating study and an improved attitude toward it.

One of the shortcomings in a consideration of the idea of *study* is the fact that it is defined in various ways in the minds of various teachers. The weakest notion of the word would be demonstrated in a teacher's assignment that said "study the next ten pages for tomorrow" and said nothing else. In all likelihood, students would understand it to mean *read* the pages mentioned. An assignment which means "a process involving the acquisition of knowledge" from these pages would have to be accompanied by a guidesheet to point out the expected learnings and the supporting data. Therefore, when we set out to discuss study-skills, we must agree on what we mean to have the students acquire. An assumption may be made here that most teachers would expect their students to gain mastery over a particular limited body of knowledge, including understanding and the ability to utilize the material in a larger frame of reference.

Following the assignment and dismissal from class, the student decides to begin work on his text. As the teacher, you need to be aware of these three aspects of study as a means of succeeding. Students in your subject area can pass your course with good-to-excellent grades if they have developed and refined (1) their purpose for reading, (2) their ability to concentrate, and (3) their system for retention. These three concepts are not limited to any academic level or area; we discuss them because they are the means for all of us

to grow toward our potential. They embody the important idea of helping students to *learn how to learn*.

#### READING FOR A PURPOSE

When the student chooses to work on the reading and study assignment for your course, he needs to have a purpose for doing so. What purpose the student feels he is serving in beginning to read is an important consideration here. As most teachers know, the *purpose* for reading cannot well be applied externally. It must come from the motivation of the student and the interest he has built in the subject. Nevertheless, it is possible and worthwhile for the teacher to pique the curiosity of the students and help to stimulate a certain amount of initial interest. While the teacher may assume he has produced the necessary incentive by announcing the assignment, he needs to be sensitive to reactions. Many times, when we see that initial interest is lacking, we are tempted closer and closer to the pitfall of using grades as the means of creating an artificial *purpose* for reading. And oftentimes, because the teacher is naturally interested in this field of study in which he has specialized, he slides very easily into the habit of exhorting his students to recognize the great importance of the subject. Such approaches, however, seldom bring dividends in proportion to the energy expended.

At this point we might suggest a conversation with students on the whole matter of *why* and *how* they learn. *What* they learn is usually a vital issue with the teacher, but until students can be led to see the wisdom and logic of *why* and *how*, the very foundation itself is incomplete.

Evoking the response from students that "education is important" is not very difficult. Where the teacher's abilities are tested is in helping each student to relate his own personal goals to the subject of the course. Students can see the "sense" of reading and studying assignments which are in some way associated with their own future careers, their welfare, or their very survival. Notice, for instance, the success of certain areas of science and social studies in high schools during the last few years—the certain areas being ecology and population problems—because they so obviously deal with our tenuous physical existence.

On a less momentous level, students may be helped to develop purpose in reading by the stimulation of our natural need to discover and explore. The teacher can see threads of ideas started at one point in the text and woven into the larger frame of reference through the

remainder of the book. It is essential that students be encouraged to seek out these subtle hints, to explore other sources for related ideas, and to contribute their “finds” on their own level of comprehension. The role of the teacher can only be to stimulate, to act as catalyst to the whole process. The purpose-for-reading is required for effective study, but it cannot be forced.

#### BETTER CONCENTRATION

Another area in which improvement in study can be facilitated is the actual process of reading, understanding, reflecting on, and integrating the ideas expressed by the author. When this procedure falters, the weak link in the chain is most frequently found to be an inability to sustain *concentration*. The teacher should try to avoid letting this aspect become a technical “bete noir” for which there is no adequate solution. Concentration is merely another facet of study which requires a good deal of understanding and sense. Lessons on how to learn to concentrate should probably be preceded by a typical class “gripe” session. Sessions like this do not have to be structured by the teacher; students are always waiting for this opportunity. As the teacher, you have heard it all before, but you let the group verbalize on the subject. “This stuff is boring.” “What good is it to know about this?” “I can’t keep my mind on it.” And that is the psychological moment for the teacher to offer the chance to learn *concentration*. As scarce a commodity as concentration is in this land full of loud noises and flashing lights, it *can* be acquired and improved.

The ability to focus one’s mind on a reading assignment requires both understanding and control of the inner and external distractions. The secondary student does not have to know all the physical, psychological, and environmental factors which may influence his ability to keep his mind on his reading. He does need to give himself a distraction-analysis test. As his teacher, you may want to give yourself such a test in advance, so that you have shared the experience. Simply keep a pad and pencil with you as you begin reading a large technical book that is out of your specific area of interest. Every time your mind wanders from the ideas presented in the text, stop and note briefly what the distraction was.

As a successful student of a field of study, and a mature person, you naturally would not have a large list to analyze. Your students, on the other hand, might amass a list of a few dozen distractions in a matter of ten pages. Practice at checking the list for certain outstanding evidence (example of physical distractions—aches, hunger,

dizziness, etc.) or a pattern of emotional distractions will help a student begin to recognize his habits of thought in a more objective manner than before.

A single suggestion to the teacher who applies this method with his class; don't be too serious and formal. Be constructive, try to use the light touch, and avoid the resentment that results from too officious an approach. In other words, it is better to suggest it than assign it.

#### METHODS FOR IMPROVING RETENTION

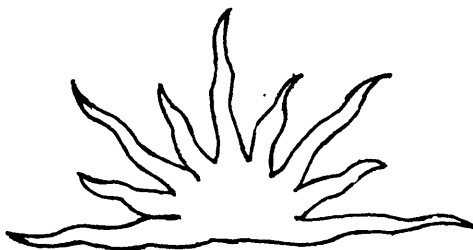
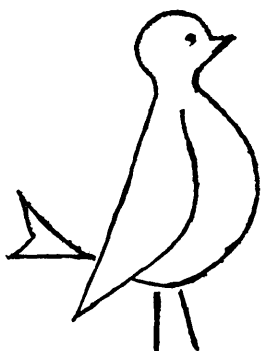
One more part of the studying procedure that deserves consideration is the means of *retaining* what is important in the reading assignment. Regarded in a mechanical sense, it is remembering and being able to recall the central thoughts and some of the ideas which form the structure of expository work. While it is not always fashionable to use the word "remembering" because it smacks of rote learning, we can agree that our definition of memory includes understanding and the ability to recall by meaningful associations. The degree to which retention can be successful, of course, is related to how well the student established his purpose for reading and how well he sustained his concentration.

In the various study formulas presented by study counselors and reading teachers, this step concerned with retaining knowledge for future reference and application is regarded as crucial. The teacher's role in this step is often obscured by the tradition that students tend to work to remember material only for success on evaluation tests. Books on study methods emphasize certain approaches which the teacher might demonstrate in class. Some formulas suggest that students restate key ideas from the text in their own words. Others stress that making sure of mastery requires explaining or teaching the ideas to others. Still others state that listing important questions from the assigned reading and their answers on opposite sides of 3 x 5 cards will help ensure mastery and retention of the materials. The teacher might encourage various methods for reviewing (underlining the text, coding the margins) so that students will begin to form and follow the particular system that best suits them.

Formulas alone, as well conceived as they may be, are not sufficient to bring about changes in student behavior, as all experienced teachers realize. However, if students are informed of some systems of study that have worked for a number of excellent students through decades of application, they will doubtless see certain rays of hope for organizing their own practices for efficiency.



Therefore, if high school students in your classroom are to gain real and lasting benefit from the *retention* step in doing their assignments, they will need your guidance in *learning how to learn* for your subject. And because you have succeeded as a student in that subject, and you probably systematized your study—you are the logical mentor to demonstrate means of gaining what is important from the pages of the text. Take some time to think about the manner in which you gained mastery over your special subject, and a few examples of the methods you employed may bring valuable results in the student approach. To avoid confusion of personality with method in the minds of the students, it may be best to show the “successful student’s” means of mastering the *retention* step in study rather than “this is the way I do it.” After all, popularity is not the major consideration. If you helped the students find purpose in reading and helped them to understand and control the inner and external distractions, their improvement in more effective study and retention will be observable and measurable.



## ROUND ROBIN

*Dorothy E. Smith, Editor*

Dear Editor,

Teachers are noticing a greater number of poor readers in our public schools today in spite of all the remedial programs, improved materials, and new teaching techniques which have been introduced in recent years. In the opinion of the writer, there are five major causes which account for the increased numbers of poor readers. Each of these causes is briefly discussed.

### CAUSE ONE

Poorly trained teachers in reading are being graduated from universities today. When the teacher arrives on the job, he is given a set of books and is expected to teach according to the methods prescribed in the accompanying teacher's guide. Many don't have the slightest idea how to begin so they resort to trial and error procedures. For example, in our school teachers group children by grade level not by skills, and these are permanent groups where it is almost impossible to move to a different group. Teachers tell the children to read the story and do the pages in the workbook with no purpose given. The best solution for this problem is for the colleges to stress the teaching of reading for all those taking education as a major. With better teaching and understanding in this area, the teacher would be able to do a more thorough job.

### CAUSE TWO

Elementary teachers are given too many pupils per classroom. Two of our first grades had thirty-eight pupils per room. With fewer

children in a classroom, a teacher would have more time to spend with each child. There would be a better opportunity to observe each one, more time for the administration of informal inventories to ascertain where each child needs additional help, and a greater opportunity to provide instruction "tailor made" for each child. Disabled readers with physical and emotional defects would be easier to spot, and treatment could be started earlier.

#### CAUSE THREE

Not enough time is spent on reading activities. Children spend so much time watching TV at home and so little reading is done there, that the writer firmly believes that much more reading should be done in the schools. Children in elementary school are exposed to too many subjects plus having special teachers for art, gym, vocal and instrumental music, speech and reading, as well as visiting teachers, and school psychologists. It is recommended that early elementary children be taught only reading, penmanship, spelling, and arithmetic. The upper grades would have a concentration of the same subjects with the reading materials, after the formal reading, branching into the field of interest of the child whether it is science, social studies, literature, art, aeronautics, or music.

It is also recommended that early elementary children attend school for half days only. They would be taught their basic subjects in the morning; and could go home for their exercise or physical education, art, music, or dancing lessons. Children begin to dislike school when they reach junior high level. If they had not attended all-day school in the early grades, perhaps school would not be so monotonous in their later years. Perhaps they would show more interest in the subjects presented while they are in school and discipline problems and boredom would be lessened.

#### CAUSE FOUR

New innovations are continually tried—TV, teaching machines, team teaching, i.t.a., linguistics, phonics, sight approach, and basal readers to mention only a few. When these don't appear to work, the administrator has a different one to try. The child is constantly having to work with another method. Teachers don't always like these different approaches, and when a teacher must use one she doesn't like, the children know it and little learning takes place. The method or combination of methods used is not important. If the teacher feels confident and likes a particular method, that is the one she should use.

**CAUSE FIVE**

We, as educators, have been more concerned with the child's social growth than with his academic growth. There is a lack of order in our schools. Chaos often results, and no learning can take place in that kind of a situation. Let's get discipline back in our schools, expect children to assume responsibility for their own achievement, and place the emphasis where it should be—on the development of academic skills.

Gertrude Jurgensen  
Dowagiac Public Schools

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

Dear Members and Friends of the Homer L. J. Carter Reading Council:

It is indeed an honor and a privilege to greet you as your council president. To serve you is a rewarding and gratifying responsibility.

The first two meetings for the 1971-72 year met the challenge set before us. Through unselfish dedication on the part of members and those who had a part in the operation, we were able to achieve success.

The attendance and new member enrollment has already assured us that this will be one of the finest years in the history of the Homer L. J. Carter Reading Council. The task of growth and development needs constant attention. The council is only as strong as its parts.

Legislation is another task in which local council members must become informed, concerned, and involved. Many issues such as state and federal legislation, guaranteed performance contracts, national assessment, and professional standards are all affecting reading instruction. Know your State Senators and State Representatives. Where do you stand? Become politically involved!

The final meeting for the year promises to be an exciting and new venture. It is the first of its kind for the council. Saturday, March 25, at 12:30 is the date and time. Come and talk about innovations with qualified persons.

A short business meeting will be conducted for the purpose of presenting and voting for a slate of officers for the year 1972-73.

See you in March!

Sincerely,  
Lois VanDenBerg

# TEN-SECOND REVIEWS

*Blanche O. Bush*

A good reading program must create the desire to read and help the individual to find pleasurable recreation in reading. It should also foster the desire to read for personal development and society.

—T. L. Harris

Algra, CeCelia, and James Fillibrant, "A Study of Student Reading Interest," *Reading Improvement* (Fall, 1971), 8:39-42.

The authors emphasized that what the teacher does in the classroom affects students' interest in reading. His actions might relate to outside reading assignments or his expression of interest in books and his discussion of them. It might be tentatively suggested that a free-choice reading program is probably a positive step toward the stimulation of student reading and enjoyment. The writers stated that the media, particularly motion pictures, greatly influence reading patterns.

Bain, June W., "Reading Achievement Gains of Adults in Air Force Program," *Journal of Reading* (April, 1971), 14:467-472+.

Air Force personnel in Saigon improve reading skills in intensive short term courses. The data presented indicate that concentrated instruction in reading techniques can produce large gains in reading achievement, ranging up to 295 percent. The number of subjects in this study was too small to permit other valid conclusions. However, it appears that age and the number of years of schooling are related to reading achievement, at least with adult students such as these. The implication for new career retraining of middle-age persons is encouraging.

Balow, Bruce, "Perceptual-Motor Activities in the Treatment of Severe Reading Disability," *The Reading Teacher* (March, 1971), 24:513-525+.

There is currently a great wave of interest in dyslexia and other learning disabilities. Balow stated that both diagnoses and treatment suggested are not new. There is some constructive research, however, in this area. Coupled with the current special learning disabilities fervor among educators and ancillary professions is a renewal of faith in motor pathways to learning. There are good reasons for encouraging motor activity in learning, but these reasons are non-specific to academic skill defic-

iciencies. The article also implies that the riddle of serious learning disability will not be solved until truly pertinent questions are asked and subjected to reasonably scientific research.

Barbe, Walter B., and Joseph Renzulli, with the assistance of Michael Labuda and Carolyn Callahan, "Innovative Reading Programs for the Gifted and Creative," *Reading for the Gifted and the Creative Student* (Paul A. Witty, Editor), International Reading Association, 1971, pp. 19-32.

In this chapter, representative innovative practices that are currently being used to improve opportunities for gifted students are described. Attention is directed to practices which focus on reading and the language arts. The use of various media and supplementary reading materials suggest a tendency to depart from the influence of basal reading texts. The frequent appearance of individualized reading programs at all levels indicates a growing awareness that the gifted student has unique reading needs that cannot be dealt with adequately in highly structured group situations through limited reading materials.

Cox, Donald R., "Objectives of Language Arts Instruction Reflected Through Recent Research," *Language, Reading, and the Communication Process* (Carl Braun, Editor), International Reading Association, 1971, pp. 20-28.

This paper was designed to examine recent research to find out if the majority of reported studies substantiate the broad objectives of teaching language arts which are projected in the literature. The conclusion made from this examination is that recent research not only gives continued impetus to these broad objectives but is attempting to narrow the existing gap between the objectives and day-to-day classroom instruction.

Dodson, Mary Kay, "A Context Approach to Vocabulary Study," *Reading Improvement* (Fall, 1971), 8:49-51.

The most effective method that the author found for vocabulary study was learning the meaning of words in context coupled with the related activity of student's using the words in sentences of his own. Once the student is able to use context to aid understanding and can use the word himself, he is likely to retain the word in his vocabulary.

Dollerup, Cay, "On Reading Short Stories," *Journal of Reading* (April, 1971), 14:445-454.

This is a report on some unexpected results from two pilot studies on readers' responses to short stories while reading. Since they shed some light on what happens in the reading process, these results seem to be of value to all who are interested in reading and literature. An analysis of readers' responses to intensity, tension, and suspense in short stories was also made.

Dramer, Dan, "Self-Contained Reading-Oriented Classes in Secondary Schools," *Journal of Reading* (March, 1971), 14:365-368+.

In Sewanhaka Central High School District, which borders New York City, a small percentage of the pupils are, despite average or better intelligence, so seriously retarded in reading as to be unable to meet the demands of even a "modified" curriculum. Title I ESEA brought federal aid and a self contained operation which was designated as the SCALE (Self Contained Academic Learning Environment). Instruction in the SCALE classroom focused on how to read in each subject rather than on the course content of that subject. The fact that one instructor taught all the subjects contributed to the excellent progress most pupils made in the program.

Engelmann, Siegfried, *Preventing Failure in the Primary Grades*, Science Research Associates, Inc., Chicago, 1939, 369 pp.

Although the title of this book refers to children in the primary grades, the tasks that are outlined in the reading and arithmetic sections are designed for children who have not mastered the basic skills, whatever their age or grade level. If a child has serious problems in reading, language comprehension, or arithmetic, he should be tested on tasks from the book which appear to be related to his deficiencies. The book details a catch-up program for the child who is seriously behind in basic arithmetic and reading skills.

Enzmann, Arthur M., "A Look at Early Reading," *The Reading Teacher* (April, 1971), 24:616-620.

Early reading can be considered along two dimensions, timing and methodology. It would seem, the author states, that the key words to be kept in mind are "some children." Some children are able to read before they start school;



some children are developmentally ready to begin reading during kindergarten; some children will not be reading until well beyond kindergarten; some children will learn to read best by a strong emphasis on comprehension and meaning; some children will learn to read despite all we may do as teachers to confuse and discourage them.

Farr, Roger, *Measurement of Reading Achievement, Reading Research Profiles*, International Reading Association (April, 1971), 96 pp.

This annotated bibliography, according to the author, will probably be used more extensively by researchers than by any other group. It focuses on the problems and procedures of assessing reading behavior.

Finder, Morris, "Teaching to Comprehend Literary Texts—Poetry," *Journal of Reading* (March, 1971), 14:353-358+.

The comprehension of literature, as submitted by the author, consists of identifying the effects intended, their causes or analytic parts, and the relations between cause and effect. The author suggests specific ways to help students attain the author's objectives. First, the student should be able to state the literal sense of what is going on in a poem, play, or piece of fiction. Second, the student should be able to classify a work either as an "argument" or as an "imitation" as these terms have been defined. Third, the reader should identify the intended effect. Fourth, he should identify the causes or analytic parts. Fifth, he should relate parts to effect.

Gamsky, Neal, and Faye Williams Lloyd, "A Longitudinal Study of Visual Perception Training and Reading Achievement," *The Journal of Educational Research* (July- August, 1971), 64:451-454.

The impact of the Frostig Program for the development of visual perception on students' participating in this study was examined. Pre and post tests with the Frostig and Metropolitan Readiness were administered to control and experimental groups. The experimental group received the Frostig Program for 15 minutes for four and one half months. Results indicated that the Frostig Program benefitted the students' readiness ability.

Goldman, Ronald, Macalyne W. Fristoe, and Richard W. Woodcock, "A New Dimension of the Assessment of Speech Sound Discrimin-

ation," *Journal of Learning Disabilities* (August-September, 1971), 4:364-366.

Discussed here is a newly developed test to evaluate ability to discriminate speech sounds. The influence of variables such as abstractness of materials or familiarity with the vocabulary and illustrations used were minimized. The new procedure represents more closely the type of speech sound discrimination task to which a child or adult is subjected daily.

Goodman, Kenneth S., "Decoding—From Code to What?" *Journal of Reading* (April, 1971) 14:455-462+.

Simply speaking, reading is a meaning-seeking process. Listeners have learned to handle listening as a meaning-seeking process. What a reader has to do is to get from print to that same underlying structure from which he can get the meaning. He always has to keep in mind that the purpose of language is to convey meaning. It is not an end in itself but always a means to an end. To summarize: There should never be an argument between whether to start with code or with meaning because the code only operates in relationship to meaning.

Groff, Patrick, "How Do Children Read Biography About Adults," *The Reading Teacher* (April, 1971), 24:609-615+.

The author concluded the following: (1) Children will undoubtedly make many mistaken interpretations of the activities of adult subjects in the biographies they read. (2) An exaggerated male biographical figure will be more emotionally acceptable to boys than will a female figure. (3) Children see adults, particularly parents, as authority figures who play decision-making roles. (4) If biography is to have a therapeutic effect as some people say it has, it must portray adults dealing with children in understanding and accepting ways. (5) To assume that a child who apparently has had a good relationship with his parents will understand the motivation, behavior, and code of conduct of the adult world is stepping beyond the bounds of any evidence gathered so far on this matter. (6) Adult biographical figures seen through children's eyes may be an effective way to write biography. The author raised a number of interesting questions: Will a direct, formalized or conscious examination by the child of his abilities to role-take improve his abilities to identify with adult biographical figures? Will

acting out of the roles of these biographical figures by children help? Will the use of puppetry, for example, which allows a child to take several perspectives, increase the child's role-taking skills as he reads biography?

Lichman, Marilyn, "Keys to a Successful Reading Program," *The Reading Teacher* (April, 1971), 24:652-658.

This article sets forth six components of a successful reading program. The first step towards the improvement of a reading program at the class, school, or county level is the determination of goals and objectives of the total reading program. The next task for the teacher is to diagnose each child to determine the level at which instruction should begin and the specific reading skills needed by each individual. A third characteristic of an effective reading program is the provision in each class, and for each child, of a wide variety of reading materials. Fourth, in order for a teacher to teach reading effectively, she must have selected, developed, adapted, and modified to her own abilities and style, a logical, structured system for the teaching of reading skills. Fifth, in order for a reading program to be successful, procedures that will reinforce the objectives and skills need to be established. Sixth, evaluation of program effectiveness must be based on evaluation of children's progress in relation to the stated objectives.

Martin, David P., "Teaching Reading in a Community College—A Remedial Activity," *Journal of Reading* (March, 1971), 14:369-376+.

What is the challenge of—and response to—"high risk" students in a community college? The challenge? First of all, to interest the high risk student in helping himself; second, to deal effectively with his reading problems; and finally to help him apply his new skills to other course work before he becomes a casualty. A program of correction is most successful when a student becomes involved in his own remediation.

Maxwell, Martha J., "The Role of Attitudes and Emotions in Changing Reading and Study Skills Behavior of College Students," *Journal of Reading* (March, 1971), 14:359-364+.

When a student sits in a lecture room, reads a textbook, studies, or takes an exam, he does not dissociate his emotions, feelings, attitudes, motives, and values from the cognitive task

involved. If we are to help him cope more effectively with the academic demands of college, we must understand his emotional attitudes as well as his strengths and weaknesses in skills. The college reading specialists need to understand the dynamics of personality, motivation, and interpersonal relationships and should possess counseling skills if he is to be effective in helping students acquire the insights which must precede and accompany any changes in their reading and study skills behavior.

Monroe, Marion, "The Child and His Language Come to School," *Language, Reading, and the Communication Process* (Carl Braun, Editor), International Reading Association, 1971, pp. 121-142.

In summary, Monroe states: (1) Oral and written language skills are closely related in that listening, speaking, reading, and writing all use the same vocabularies and syntax of English. (2) Children bring the language of their homes and communities into their classrooms not only at the kindergarten level but into every other grade level. (3) There is a wide range of individual differences in language at every grade level. (4) It is economical of time and effort to coordinate the teaching of all the language skills. (5) The primary purpose of all the language skills is communication. (6) Language that children bring to school undergoes growth and change, growth as children pool their language and change as dialect and colloquialisms are replaced by standard English. (7) The transition from oral to written language takes place in the kindergarten for those children who have not had a book experience at home. (8) An informal reading circle of selected children who have superior language achievements and who are motivated for reading is often successful in the kindergarten.

Niensted, Serena, "Reading in a Thinking Curriculum," *The Reading Teacher* (April, 1971), 24:659-662.

A child can read only so well as he thinks; and he can think only so well as he uses language. Before he comes to school without any formal lessons he has acquired both the fundamentals of language and a fund of knowledge. He might possibly acquire reading and writing skills in the same informal way, but for most children school offers a more efficient and thorough program. This program can never be independent from other aspects of communication for they are closely interrelated.

Pomerantz, Helen, "Subvocalization and Reading," *The Reading Teacher* (April, 1971), 24:665-667.

The term subvocalization has been used to describe various degrees of covert movement (e.g., vibration of vocal chords or facial muscles) which accompanies reading or other forms of mental activity. Review of past research in this area forces one to evaluate the viability of two practices: making the pupil conscious of such tension and implementing artificial measures to remove or reduce it. It would seem, after reflecting, that natural decrement in subvocalization should accompany a learning environment which stimulates maturity of language skills and guards against frustration. In summary, if a teacher is maximizing the potential for her students' reading development, she should not fear the pressure of subvocalization.

Pool, Lydia B., "Progress 13 in Action," *The Reading Teacher* (March, 1971), 24:500-505.

Progress 13, a Title III ESEA or PACE (Project to Advance Creativity in Education) serving ten school systems in rural central Georgia, is concerned with improving the reading performance of children. Progress 13 is presently moving through four stages: inquiry, invention, demonstration, and adaptation. Progress 13 is a program in action. Evaluations from vast numbers of people having received services and observations made by project personnel have revealed that the project is having significant effects upon changes in behavior of teachers and other school personnel.

Raven, Ronald J., and Richard T. Salzer, "Piaget and Reading Instruction," *The Reading Teacher* (April, 1971), 24:630-639.

In order to grasp the fundamental nature of the reading act, investigators must gain an understanding of the individuals' perceptual and cognitive skills. Piaget has described in some detail the ontological development of the perceptual and logical operations which the child employs in structuring his universe. It therefore appears advisable that students of reading seek among Piaget's findings for insight and clues which may apply to their problems of theory, research, and practice.

Riggs, Corinne, *Bibliotherapy* (Ramond Ross, General Editor), International Reading Association, 1971, p. 26.

The major emphasis in this annotated bibliography is on

reports of research rather than on articles based primarily on opinions and conjectures; however, some items are included which will have practical utility for those seeking specific books and techniques to use in bibliotherapy.

Ritter, Joyce H., "University Study Skills Program," *Journal of Reading* (March, 1971), 14:377-380.

The Reading Clinic, a part of the Counseling Service at the University of Manitoba, Winnipeg, received many requests for a course that would emphasize study skills useful in studying college subjects. A course was set up within which were the following series of lessons: (1) listening and taking notes; (2) underlining; (3) skimming; (4) making study sheets in outline form; (5) taking examinations, and (6) writing term papers and essays.

Rosner, Jerome, "Perceptual Skills—A Concern of the Classroom Teacher?" *The Reading Teacher* (March, 1971), 24:543-549.

During the past decade there has been a remarkable increase in methods and materials for testing and training perceptual skills. In as much as this article is directed to the classroom teacher, only two perceptual systems were discussed—the visual and the auditory. A list of 35 suggested compensations intended to assist in accomplishing the goal of instruction was given. The suggestions are representative of what can be done to aid a child in organizing sensory data (1) by providing overt support in the environment in which the sensations are embedded, and (2) by using overt motor support for analysis of the sensations. Many teachers have used some or all of them for years, albeit their rationale was not based on a perceptual development model.

Rubin, Dorothy, "To Help the Needy," *Journal of Reading* (April, 1971), 14:463-466+.

The common learning needs of college students who have language and reading handicaps include the development of divergent thinking, critical reading and listening skills, concentration, ability to follow directions, and an increased vocabulary. The author found the best approach to be a structured course emphasizing the systematic presentation of material at graduated levels of difficulty in ways somewhat similar to those used in teaching English as a second language.

Samuels, S. Jay, "Letter-Name Versus Letter-Sound Knowledge in Learning to Read," *The Reading Teacher* (April, 1971), 24: 604-608+.

Belief that letter-name knowledge facilitates learning to read has a longer history than most would suspect. The purpose of this article is to explore the origin of this belief and to test the validity of the assumptions. The alphabetic method used almost universally until well into the nineteenth century is now chiefly of historical interest. The failure in the experimental studies to find that letter-name knowledge facilitates word recognition leads one to suspect that the correlational findings between letter-name knowledge and reading may be a product of some other factor such as intelligence or socio-economic status. Although letter-name knowledge does not seem to have any beneficial effect on reading, there is evidence that letter-sound training does have a positive effect.

Schneyer, J. Wesley, "Drug Therapy and Learning in Children," *The Reading Teacher* (March, 1971), 24:561-563.

One factor that should be considered in studies dealing with the effects of drugs on children is that symptoms exhibited may in fact be reflections of their disinterest and boredom in an unsuitable school program. The use of drugs alone to relieve such symptoms, rather than efforts to modify and individualize the curriculum and improve the quality of teaching, place all responsibility for the behavior on the child rather than on the school. While a few better controlled studies suggest that some drugs may be useful in reducing anxiety and improving attention and concentration for some children, the evidence is certainly not yet conclusive.

Slobodian, June J., and Herbert Haffner, "Using Games for Reading Improvement," *Reading Improvement* (Fall, 1971), 8:52-54+.

The teacher who uses reading games successfully is one who knows his students as well as the games. He knows which skills each student needs to learn or have reinforced, and he can select the appropriate games from his wide repertoire. In using reading games the teacher and student should agree upon goals such as learning more efficient ways of playing the game, effectively analyzing game strategies in order to become a good

team member, and studying gains and losses in order to be a good winner or understanding loser.

Steirnagle, Edwa, "A Five-Year Summary of a Remedial Reading Program," *The Reading Teacher* (March, 1971), 24:537-542.

The following factors which might be contributing to the lack of success in a remedial reading program were analyzed by the author: (1) appropriateness of materials, (2) competency of teachers, (3) adequacy of facilities, (4) pupil-teacher ratio, and (5) methods of pupil screening. Four years of operation under Title I have redirected the program from one of trial and error to one of objectivity. Two volumes were constructed by teachers and administrators which are expected to facilitate teacher planning.

Stumpe, Doris M., "Planning for an Effective Remedial Reading Specialist Program for the Elementary Schools," *The Reading Teacher* (April, 1971), 24:621-629.

The procedure presented here in planning for a remedial reading specialist program came in part from the literature available on successful programs and from those used during the past year by the Ferguson-Florissant School District of St. Louis County. The first phase was forming a planning committee to work out the procedures for identifying children classified as remedial readers, to assist in establishing objectives, and to help the regular teaching staff understand the operations of the program. The second phase was making crucial administrative provisions such as space, budget, materials, parent communication, testing and school organizational plan. A third critical area was the selection of the remedial specialists. The fourth problem was providing in-service training, and the final critical area of responsibility was planning for program evaluation.

Trela, Thaddeus and George J. Becker, *Case Studies in Reading* (Ramon Ross, General Editor), International Reading Association, 1971, 15 pp.

This annotated bibliography notes some of the most useful sources of case studies of reading disabilities. The opening section lists a collection of sources containing a diversity of studies and provides a good over-view of reading problems. Following this, the cases were presented on a developmental



basis: primary, intermediate, junior and senior high school, and college and adult.

Vellutino, Frank R., and Christopher Connolly, "The Training of Paraprofessionals as Remedial Reading Assistants in an Inner-city School," *The Reading Teacher* (March, 1971), 24:506-512.

It is impossible economically for most school systems to employ sufficient professionally trained staff to provide aid for all those who need it. Therefore, educators must intensify their search for innovative models and programs that will provide competent services for the largest number of children at the least possible cost. This article describes an attempt to develop such a model in a demonstration project carried out in an inner-city school in Albany, New York.

Wartenberg, Herbert, Lilyan Hanchey, and Maurine Locke, "Developing a Full-time Reading Center Within a Public School Setting," *The Reading Teacher* (March, 1971), 24:532-536+.

Recognizing the fact that a two or three times a week tutoring program, even with the best of instructors, was not the answer to specific learning problems the Caddo Parish School District elected to provide a full-time learning situation for 40 of their most disabled learners. The Caddo Parish Reading Center was established in the fall for children with severe reading-learning disabilities to determine whether children with these disabilities would show significant gains in reading ability after utilizing specialized techniques in an individualized approach and to determine the effectiveness of a full time, small-group laboratory school.

Witty, Paul A., "Characteristics of Gifted and Creative Pupils and Their Needs for Reading Experiences," *Reading for the Gifted and the Creative Student*, International Reading Association, 1971, pp. 5-18.

In this chapter, the writer has defined and described gifted and creative students and has indicated some of their most insistent needs for reading instruction and related experiences.

Wolpert, Edward M., "Modality and Reading: A Perspective," *The Reading Teacher* (April, 1971), 24:640-643.

Educators and psychologists appear to have an increasing interest in the use of sensory modalities—visual, auditory, and

kinesthetic—as pertinent learning variables. However, the literature on modality and learning reveals great confusion and ambiguity. This is particularly true in the area of modality and reading. The literature is replete with observatory and experimental data which indicate that auditory, tactile, and kinesthetic activities may enhance the memory of a visually perceived stimulus. However, much of the research on modality and reading to date is not very helpful to the reading teacher or supervisor.

Young, Virgil M., "Summer School for Poor Readers—A Title I Model Project," *The Reading Teacher* (March, 1971), 24:526-531+.

The major task of this new Title I project was to upgrade the knowledge and the teaching skills of the elementary teaching staff. This activity has been successful and is still being continued in spite of the fact that trained reading specialists have not been available to add as permanent staff members. To accomplish their goal, a series of in-service education programs have been held since 1966 for the purpose of helping both children and teachers learn more about reading. From these practical experiences, definite patterns and results have emerged and evaluation has proved their effectiveness.

# 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

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