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Reading **HORIZONS**

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Number 4

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Editorial Comment

THE PREPARATION OF TEACHERS

Many people consider our present teacher education programs to be totally inadequate. One of their criticisms is that too many students complete a four-year program in education and then find themselves in a profession for which they are unsuited and to which they are uncommitted. A second criticism is that teacher education courses are prescribed by agencies and taught by college professors far removed from the real world of the teacher. A third criticism is that the current system of certification focuses on the completion of courses which emphasize cognitive understandings rather than upon the demonstration of teacher competency.

If they are to survive, colleges of education charged with the responsibility of preparing teachers must change. New models of teacher education programs must be created which emphasize the development of competencies actually required in the classroom. Public school personnel and professional organizations must become significantly involved in the development and implementation of more relevant teacher education programs. Completion of teacher education programs and certification for teaching must be based on demonstrated competency to produce desirable behavioral changes on the part of students. Furthermore, programs for the preparation of teachers must become responsive to needed change so that theory, practice, and materials are kept current.

The needs are urgent. The challenges are great. The time for clear thinking and bold action is here.

Dorothy J. McGinnis
Editor

TWO EFFECTIVE IN-SERVICE READING PROGRAMS

Nicholas P. Criscuolo

NEW HAVEN, CONNECTICUT, PUBLIC SCHOOLS

In-service opportunities are given to secondary teachers in the New Haven public schools twice a month. On alternate Mondays students are released at 1 p.m., and teachers remain at their schools for in-service work. Such flexibility in scheduling permits the development of effective in-service education, and it is the purpose of this article to describe two programs in reading conducted recently in New Haven: one at the high school level and another at the middle school level.

One of these Monday afternoon sessions was reserved for a Reading Exposition which was held in the Library of the Wilbur L. Cross High School. The purpose of this Exposition was to enable teachers to become acquainted with some of the latest reading materials and equipment.

Sales representatives from the various book companies had been invited to display their materials. Exhibits of materials were set up in various sections of the Library, and teachers were able to visit each booth to see the materials and discuss their use with the representatives.

Some of the materials displayed which were of particular interest were the *Reading Attainment System* (Grolier), *The Name of the Game* (New Dimensions in Education), *Troubleshooters* and *Break-through* (Houghton Mifflin), and *Programmed Reading for Adults* (McGraw-Hill). In addition to viewing the materials, various reading bulletins and pamphlets were distributed free-of-charge.

In planning effective in-service reading programs, group activity and participation are important considerations. Such considerations were incorporated into a recent reading workshop for the English teachers in the city's three middle schools. Held at the Sheridan Middle School, the English teachers were divided into two groups for discussions of the topics: "Diagnosing Reading Problems in the Classroom" and "Developing Word Attack Skills." Reading teachers led both discussion groups.

The second part of this workshop employed the technique of "brainstorming." The two groups were subdivided into four groups. Each group received a question for discussion. A recorder was chosen in each group to jot down comments made for feedback when the

groups returned for a general discussion and evaluation of the workshop. The four questions discussed were:

1) What are some reading problems facing English teachers at the middle school level and what can be done about these problems?

2) What are some formal and informal ways to evaluate reading progress?

3) What are some techniques you have used to motivate students to read?

4) If you think that a record of the students' reading progress is important, what kinds of information would you include?

The recorders reported on their group's comments, and reactions to these comments were made by the author.

Both in-service reading programs were received enthusiastically by the secondary English teachers who attended them. Teachers felt that the Reading Exposition was practical and had served a real need for them to increase their knowledge of materials which could be used with the students enrolled in their classes. The middle school workshop was felt to be an effective one because it not only provided specific kinds of information on pertinent topics but permitted the English teachers a chance to participate in a meaningful way.

MORE IMPORTANT THAN CLASS SIZE

Mary E. Sensabaugh

WALKERVILLE RURAL COMMUNITIES SCHOOL

On the front of a handout by our principal, I found these words in bold black print, "MORE IMPORTANT THAN CLASS SIZE." Immediately, I wondered what could possibly be more important than class size. Reading on I found that new research, concerned with the quality of our education system, had just been completed by Martin N. Olson, Executive Secretary of the Associated Public Schools Systems and a research associate with the Institute of Administrative Research (IAR). This one short article started me on a search for a copy of his study.

Since becoming a part of the teaching program, the writer has been interested in the reasons for constant complaints about the quality of education. What are the causes of complaints, such as, my boy isn't ready for college after high school, my child isn't reading as well as he should, what is wrong with his teacher? Olson's research studied the possible reasons for these complaints and ways to remedy them.

SCOPE OF STUDY

Olson and his researchers studied 11 classroom characteristics in 18,528 public school classrooms across the nation, which are a part of 112 largely suburban school districts in 11 metropolitan regions. There were 9,961 elementary classrooms and 8,567 secondary classrooms. He warns his readers that this was not a random sample, so one is not able to generalize directly to the nation's school systems. He does feel that "... given the magnitude of the study, geographical representation from coast to coast, and types of systems from small suburban to large urban, it is likely that the picture of American education which emerges is quite prevalent."¹

PROCEDURES OF THE STUDY

Olson's observations were made using Columbia University's "Indicators of Quality," which were developed to assess a school's quality on four criteria: individualization, interpersonal regard, group activity, and creativity. These criteria and eleven internal variables—subject be-

¹ Martin N. Olson, "Identifying Quality in School Classrooms: Some Problems and Some Answers," *APSS Know How*, XXII, No. 5, (January, 1971), 2.

ing taught, type of classroom teacher, style of educational activity, grade level, number of adults in the classroom, class size, sex of teacher, day of week, half of period, time of day (a.m. or p.m.), and number of non-white students—were observed.

ANALYSES OF THE VARIABLES

Subject Being Taught

The first variable was subject being taught. The results lead one to believe that there must be some internal difference in subjects. These internal differences, causing a uniqueness in the subject, could be in structure of the discipline, attitudes of student and/or teacher towards subject, or in methodology of the subject itself. These findings call for more research in this area, according to Olson.

One point which was especially interesting was that reading rated high in both elementary and secondary schools. This would lead one to believe that there is a high interest in the subject on both the teachers' and the students' part, or an attitude which promotes a liking for the subject.

Style of Educational Activity

The next factor, style of educational activity, was a teacher variable dependent upon the teacher's preference for a particular style of teaching. Laboratory work, individual work, discussion, pupil report, and demonstration rated very high in the elementary school. The low scoring and great use of question/answer and seat work are points of definite concern. Another significant point is the use of low scoring lecture. One can, however, note that it is employed only two per cent of the time.

The secondary data show that small group, individual work, and laboratory work received the highest scores. Of course, discussion, pupil report, library work, and demonstration rated high. If these techniques were really taught to beginning teachers and put into practice, there would be a chance for secondary classrooms to be much more effective. The sad fact remains, however, that over 31 per cent of our secondary classrooms use the lowest scoring methods: lecture, test, movie, and seat work. This has to have an effect upon the effectiveness of our educational system.

In my teaching, I have seen where using one type of activity will cause more excitement for the subject than another. A good example of this would be a child who is not interested in reading to the whole class from a basal reader, but when allowed to write his own story

with individual help from the teacher becomes very excited about sharing his experiences with others.

Class Size

Class size has been a major focal point of teacher and parent complaints for the last few years. This study showed that smaller classes exhibit significantly higher scores than larger classes. The secondary classroom of 15 or less students will equal the effectiveness of an elementary classroom with as many as 25 students. The break-points, i.e., points between class size groups where sharp drops occur in criterion scores, are described as 5, 15, and 25 at the elementary level, and 10 and 16 at the secondary level.

Class size does have a definite bearing on the methods one uses in teaching. When classes are 30 and over, one tends to use the low scoring styles of educational activity. However, given a small number of children, 25 and under, one has a much more open atmosphere and tends to do more individual and small group activities with the children.

This past year, the writer had an ideal situation with nineteen accelerated children. With this class, the low scoring styles: question/answer, seat work, lecture, test, movie and television, were used very little, if at all. In contrast, the high scoring styles: discussion, small group work, library work, individual work, demonstration, and laboratory work, were used extensively. Most subjects were taught in a variety of ways. Reading, for example, was taught by an individualized reading program. The children read many outside books and then would relate to them in discussions about other subjects. Also, an appreciation for different types of stories was taught indirectly to them during a daily story time.

Type of Teacher

Olson made some interesting discoveries about the type of teachers. Substitutes were found to rate the lowest and to assume a role in the classroom more akin to that of a baby sitter than a professionally trained teacher. Olson suggests using paraprofessionals to help students pursue their own interests and using the auditoriums to show films and/or special performances.

This expresses the writer's opinion after serving in both roles: a substitute teacher and a classroom teacher having a substitute. In my experience as a substitute, my attitude was much different than most, probably because of my educational training. Most substitutes the

writer talked with felt they needed to do little and came only to baby sit. In my role as a teacher, when substitutes came for me, it was discovered that no matter how detailed my lesson plans were, they did nothing unless they themselves had been a teacher.

The Number of Adults

The number of adults in the classroom does not seem to make a great difference. Usually when more than one adult is in the classroom, only one becomes the primary actor. Therefore, one might say that unless there is a definite set of role expectations for the participants in a multiple adult classroom, the adults interfere with one another and cancel out the positive signs by lowering the overall scores.

Day of Week

Those blue Mondays may be reality according to this research. Monday was the lowest scoring day. Tuesday, Wednesday, and Thursday were about equal. In contrast to all the other scores, Friday scored the highest. What happens on Friday that does not on the rest of the week? Researchers discovered that on Friday the atmosphere was very different—free and relaxed. This type of atmosphere creates a more positive behavioral relationship between students and teachers.

Olson suggests that perhaps teachers should look more closely at their methods, attitudes, and behaviors on Friday and integrate these into the rest of the week. The open classroom concept, as described by Herbert Kohl in his book, *The Open Classroom*, tries to bring these unique concepts into the rest of the teaching and learning week. The relaxed atmosphere in an open classroom is similar to the atmosphere in structured classrooms on Friday.

Grade Level

When the results of all observations were divided according to grade level, the elementary rated much higher than the secondary. Apparently, the teaching-learning behavior taking place in the lower grades is more effective. Olson feels that maturational and developmental stages of individual students or the increased emphasis on “academic” subject matter to prepare the student for college could account for the secondary’s low scores. The dynamic interaction and positive interchange between student and teacher are potentially possible in any classroom with the right styles of activity.

Remaining Variables

Sex of teacher, time of day, and number of non-whites in the classroom were found to have little, if any, effect upon the learning of students.

ANALYSES OF VARIABLE COMBINATIONS

When the elementary subjects were studied by style of activity and class size, seven subjects—reading, language arts, mathematics, social studies, science, art, and music—were separated out to show the relationships of certain styles of teaching and class sizes. With this varied group of subjects, one factor was very evident: the smaller the class the higher the score. Art scored the highest of any subject. This was probably due to the interaction of the teacher and the students. Music scored very low. Mathematics, social studies and science scores took significant dips as class size became larger. Small group work scored the highest in all areas.

Reading scored much above the overall scores for the elementary in most class sizes and types. Olson makes an interesting observation about reading:

In fact, it can be said of reading that it seems to show the most "solid" performance of all subjects, i.e., nothing that high, but nothing that low. This may be accounted for by the general pervasiveness of reading in the elementary classroom—the surgent and resurgent interest in using varied approaches to meeting the needs of all children. Indications of this are the frequencies of small group work and individual work, greater than for any other subjects.²

The most effective styles of teaching, even with huge classes, include laboratory work, class discussion, and pupil report. Olson at this point states that "one would be safe in saying that the quality and type of teaching style is far more important than class size."³

The effect of small class size at the secondary level was not as evident. Small group work again came to the front as a good style of teaching, especially in English and mathematics. The saddest situation was in history, where lecture, test, movie, and seat work were over-used and small group work, which scored high, was limited in use. A change in teaching styles is necessary to raise the quality of these low rating classes.

Analyzing each activity by class size, the results indicate that the small class has a large bearing upon the success of the style of activity. Thus, there are implications to merit changing class size to adjust to

² *Ibid.*, 7.

³ *Ibid.*, 8.

the style of activity. Olson makes an observation about the least effective style of teaching, lecture:

In a time when secondary schools are experiencing such a high degree of student alienation and disaffection it seems entirely unreasonable to perpetuate a teaching style seemingly so antithetical to free interchange, dialogue, and interaction between students and teachers. As measured by Indicators of Quality, such behavioral signs are not in evidence, or were negatively occurring for the lecture style.⁴

SUMMARY

In summarizing, Olson established the following seven factors in their order of significance: the style of educational activity, subject taught, class size, grade level, type of teacher, number of adults, and day of the week. He found the greatest single overall predictor was style of educational activity. The activities which were found best are group work, individual work, discussion, laboratory work, and pupil report. Lecture, question/answer, seat work, tests, and movies were the least effective styles of activity. Any school wishing to improve their performance should increase the frequency or skill with which their teachers use the better styles of activity.

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⁴ *Ibid.*, 10.

UTILIZE VOLUNTEER HELP IN YOUR READING PROGRAM

Lucetta A. Johnson

ALLEGAN PUBLIC SCHOOLS

"A job for everyone and everyone with a job." If each child in your classroom is to work up to his full potential, this adage applies to the students in your classroom and to anyone who offers you volunteer help, the same way it applies to efficiency in business.

Teaching is the teacher's business. She must have skills that are pragmatic as well as creative. Many teachers are going back for graduate work. Like doctors, they need to continue learning to keep pace with today. The teacher must know how to diagnose her students' academic needs and plan procedures so that needed learning can take place. That does not mean she should refuse to let others help her.

The value of volunteer help is just beginning to be realized. Parents who do volunteer work in the schools are the school's best allies when problems of criticism, vandalism, and millage arise. They have worked in the schools. They have become involved. They are soon sold on the needs of the schools. They observe first hand the dedication of the teachers and the awesome task of helping each child really learn.

Volunteer workers can help in many ways at your school but the purpose of this article is to suggest how they can upgrade your reading program. If you spend some time now planning how you could utilize the services of a volunteer, you will be able to take advantage of this opportunity when it presents itself. Otherwise you might shake your head and say, "No, I'm much too busy with my program to plan for another person in my classroom."

Last year eight volunteer Mini-Teachers* and two Teacher's Aides offered to help in my third grade. The Mini-Teachers came twice a week for twenty minutes. The Teacher's Aides each came one morning a week for two hours. Two definite plans of action evolved:

- Plan I*
1. The teacher diagnoses needs of each student.
 2. The teacher works out corrective procedures to meet the needs.
 3. The teacher instructs the volunteer helper in the tech-

* Mini-Teachers—Older students in the school who volunteer to help younger students for short periods of time when they are free from scheduled activity of their own.

niques best suited to their abilities and the children's needs.

4. All students in the room are put into small groups of three to four students with a volunteer in charge.
5. The teacher moves from group to group monitoring the progress and giving guidance to students and volunteers as needed.

- Plan II*
1. The teacher diagnoses a common need for all students.
 2. The teacher sets up a procedure with the volunteer to fill this need on a one-to-one basis.
 3. Each student in turn meets with the volunteer.

Plan I was used mainly with the Mini-Teachers and Plan II with the Teacher's Aides. However, they are interchangeable.

The students helped in planning their own work. For example, everyone wanted to read aloud. It was therefore planned that everyone would read aloud to our Teacher's Aide on Thursday. Early in the year they read selections from their basal readers. Next they read material on their level selected from the SRA Laboratory. The volunteer could see their progress from week to week as they changed levels and colors. Late in the year the children read library selections and books which the children had written. The only requirements for this volunteer were to be a responsive listener and to supply unknown words in this manner: First, she would give them the beginning syllable and if that was not enough, the whole word. No long pauses or sounding out were permitted. This was a "Reading Performance" time, and the children really enjoyed it.

Our Tuesday Teacher's Aide helped with the SRA Reading Laboratory. At the beginning of the year we found that some of the third graders were still reading at first and second grade levels. They were having a great deal of difficulty getting started on independent work in the SRA Laboratory. A *SRA Helper Folder* was prepared for the Teacher's Aide and together with the teacher it was gone over step by step. The instructions were:

1. Have the student read the story to himself, asking any words he does not know.
2. Have the student read the story to you aloud.
3. When the student does not know a word quickly, give him the

sound of the beginning syllable. If he still does not know the word, tell him without hesitation or further sounding out.

4. Make certain the student knows all the words on "How Well Did You Read" page. Have him read in context any words that bother him.
5. Have the student read each question aloud telling you the answer he thinks is right.
6. Important—have the student find the sentence in the story that proves he is right.
7. On the back page of the folder show the student how to make the sixteen word combinations. Have him pronounce the word combinations. Have him circle the good words and cross out the nonsense words.
8. Student should copy the good words onto his answer sheet.
9. Student should read the final four questions aloud and tell you the word he thinks is correct.
10. Student should find the sentences in the story that prove his answers are right.

This technique was used both by the teacher and the Teacher's Aide until all the children were absorbed back into the independently working group. Later Mini-Teachers were taught to use this SRA Helper; and, when children fell behind on their individual laboratory work for any reason, they were again given special attention.

The Mini-Teachers helped children in small groups in sessions which were designed to build proficiency in a certain reading skill. The first drills were simple ones: Sight Words, Sight Phrases, and Consonant Lotto. As the students made satisfactory gains on these first three activities they moved on to Vowel Lotto, Verb Forms, Contractions, Homonyms, Synonyms, and Antonyms. Self-prepared cards may be used for all of these, but we used commercially made material for all but the contractions.

MATERIALS USED

Dolch Popper Words, Set I
Dolch Popper Words, Set II
Dolch Syllable Game
Dolch Consonant Lotto

Dolch Vowel Lotto

Dolch Read and Say Verb Game

Milton Bradley Homonym Poster Cards

Milton Bradley Synonym Poster Cards

Milton Bradley Antonym Poster Cards

The Contraction Cards which we prepared proved to be very helpful. First we printed the contractions on the front of large white poster cards with the two root words on the back. These were printed with felt pens. The cardboard had a white glazed surface and were given to the school by a nearby paper company. Small 3" by 5" cards were prepared with one set having the two root words and the other set having the contractions. The children had two games to play. If they had the cards with the two root words, they had to place the correct little cards on the correct large contraction card. If they were not sure of their answer, the large card had the answer on the back. If they had the small cards with the contractions on them, they had to place them on the large card having the two root words.

The children soon devised a game whereby teams tried to match words and contractions with great speed and accuracy. The teacher or volunteer timed the effort. If errors were made, they were subtracted from the total score. The team having the highest number of contractions correct in the shortest time was the winner.

Volunteer Aides in the classroom can be helpful. There is a job for anyone in your classroom if you are prepared.

THE LEAF

Out of the woods
into a clearing,
I approach a dead tree,
its single, crinkled leaf
hanging like an adjective.

A nailed, white sign
mars the trunk,
warning trespassers
of impending
action by law.

Three sparrows flit
over the bare, gray limbs,
chirping my acquittal.

Ben Tibbs

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

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

Reading is Big at the Council level. On behalf of the Council Board, we wish to thank each of you for your contributions to the Reading Council and its important work this year. One of our past presidents, Mrs. Leona Hefner, Reading Consultant, Portage Public Schools, represents us at the State level as member-at-large. Other members are making contributions to both the M.R.A. and the I.R.A. Conventions. Thus, our influence is being felt.

The Luncheon Meeting at the Holiday Inn Expressway proved to be successful. During the business meeting, the following slate of officers were elected for the school year 1972-73:

Mrs. Clara Harbeck, Kalamazoo Public Schools	President
Mrs. Fran Baden, Kalamazoo Valley Intermediate District	President-elect and Program Chairman
Mrs. Betty Hagberg, Western Michigan University	Second Vice-President
Mrs. Myrtie Barnhart, Three Rivers Public Schools	Secretary
Mr. John Duncan, Vicksburg Community Schools	Treasurer, Membership Chairman

We are happy to announce that the program schedule for 1972-73 is nearly completed. Another challenging and exciting year is in the offing. Dr. Jean M. LePere, Professor of Elementary Education, Michigan State University, will be our first program speaker, Thursday, Sept. 14, 1972. She has chosen as her topic—"Think Tanks and Wonderful Noodles." Friday, Oct. 20, 1972, will be the date for the drive-in-conference. Dr. Jo M. Stanchfield, Professor of Education, Occidental College, Los Angeles, California, will be the featured speaker. She will discuss the topic—"Making the Right To Read A Reality." You won't want to miss either date. Mark it on your calendar and plan to join us in the Fall.

Sincerely,
Lois VanDenBerg, President

ECHOES FROM THE FIELD

Joe R. Chapel

Since many experts have been disturbed by the large number of non-readers who have been labeled dyslexic, the following article which is reprinted courtesy of the *Chicago Tribune* should be of interest.

ALL EYES FOCUS ON READING PROBLEMS

By Joan Beck

For years, controversy has raged on the urgent issue of whether learning disabilities—particularly reading problems—are related to the eye. And if so, what kind of treatment helps? The battle usually has pitted ophthalmologists against optometrists, with worried parents and their unhappy, learning-disabled children caught in the crossfire. Ophthalmologists, generally, tend to dismiss the eye as the source of reading difficulties unless a child shows the usual kind of refractive errors or muscle imbalance. Many optometrists, however, have been advocating various types of visual training and other treatments for what they consider abnormalities in visual perception.

This conflict and the lack of firm evidence to back up either side has opened the way for an outbreak of learning disabilities clinics and treatment centers, especially in affluent suburbs. Some are run by professionals and use the best techniques now known to diagnose and help their young clients. But others operate from ignorance and uncritical devotion to a single remedy for what is surely a wide spectrum of problems requiring multiple kinds of help. Some are outright frauds. Almost all are expensive. And all, deliberately or not, appeal to parents on the grounds that if a child doesn't learn to read in the early grades he will be severely handicapped all of his life.

Most professionals in the learning disabilities field have been reluctant to speak out publicly against the frauds, the quacks, and the ignorant because there are almost no scientifically proven standards for treating learning disabilities. So what's a desperate parent to do? This is the problem the American Academy of Pediatrics sought to tackle in a joint statement just issued with the American Academy of Ophthalmology and Otolaryngology, and the American Association of Ophthalmology. The statement concentrates on the relationship between the eye and learning disabilities.

About the same percentage of learning-disabled children as achieving youngsters have such eye abnormalities as refractive errors and

muscle imbalance, notes the new statement. These should be corrected. But when a child has a reading problem, he should never get just eye care by itself, stresses the statement. Instead he needs "a multi-disciplinary approach from medicine, education, and psychology in diagnosis and treatment."

The paper notes that "since clues in word recognition are transmitted through the eye to the brain, it has become common practice to attribute reading difficulties to subtle ocular abnormalities presumed to cause faulty visual perception." But, it emphasizes, "studies have shown that there is no peripheral eye defect which produces dyslexia and associated learning disabilities. Eye defects do not cause reversals of letters, words, or numbers." Says the statement from the pediatricians and eye doctors: "No known scientific evidence supports claims for improving the academic abilities of learning-disabled or dyslexic children with treatment based solely on visual training (muscle exercises, ocular pursuit, glasses), or neurological organizational training (laterality training, balance board, perceptual training). Such training has frequently resulted in unwarranted expense and has delayed proper instruction for the child," stresses the new statement. "No one approach is applicable to all children," explains the statement. It notes that any change in a child's life may increase his motivation and may therefore be incorrectly credited with helping him.

Signs of learning disabilities can often be recognized as early as age three, according to the statement. Since the earlier treatment is begun the more effective it is, "it is important for the physician to recognize the child with this problem and refer him to the appropriate service, if available, before he is of school age." But the physician and eye doctor should not be expected to go much further. Concludes the statement, "Medical specialists may assist in bringing the child's potential to the best level, but the actual remedial educational procedures remain the responsibility of educators."

DID YOU SEE?

Betty L. Hagberg

Did You See that the New York Reading Association is publishing "The Empire State Reading Scene," a newsletter of their association as well as their regular publication, *Media As A Means*? This year they also successfully produced their first statewide reading conference.

Did You See "The Dolch Basic Word List—Then and Now" by Jerry L. Johns? It appears in the fall 1971 issue of the *Journal of Reading Behavior*. His investigation finds the Dolch basic sight word list still essentially up-to-date and useful in the teaching of reading.

Did You See "Performance Contracting—OEO Experiment" in the March 1972 issue of the *NEA Research Bulletin*? It is authored by the Research Division of NEA. Further information may be secured from: Office of Economic Opportunity, Office of Planning, Research and Evaluation. *An Experiment in Performance Contracting: Summary of Preliminary Results*. OEO Pamphlet 3400-5. Washington, D.C. February 1972. 32 pp.

Did You See Gertrude U. Badger's article entitled "Secondary Reluctant Reader"? It is published in *American Secondary Education*, Volume 2, Number 2, March 1972. She sets forth ten techniques for helping the disabled reader at the secondary level.

Did You See "Career Education 300 Days Later" by Sidney P. Marland, Jr., U.S. Commissioner of Education? It appears in the *American Vocational Journal*, February, 1972. Commissioner Marland vigorously supports the career education theme. He feels that both educators and the people outside education want our schools in this country to produce in our children a preparedness which career education implies.

WE SUGGEST

Eleanor Buelke

Nyberg, David

tough and tender learning

Palo Alto, California: National Press Books, 1971, pp. 186.

Essentially, the author of this book is concerned about things that happen, or could happen, to people who inhabit classrooms. It is about the American schoolroom he characterizes as the Black Quincy Shadow Box "which has things going on inside that nobody understands and which is full of people who are afraid of each other but won't admit it." It is about learning to be "human" and "humane." It is about the vital, viable connection between thought and feeling inherent in all true human learning. It is about sham that nurtures sham in American schools; the art of obfuscation that distorts and confuses men's images of themselves, teachers and learners alike; and the craft of clarity that enables individuals to confront and comprehend each other's differences, as well as their commonalities.

In a highly readable style, Dr. Nyberg seems to be carrying on a rational, provocative conversation with his readers, identifying and explaining his concepts of a humanizing learning environment where actively involved members are honest and open with each other. At the same time that he expresses hope for changes and improvements in institutionalized education in this country, he is less than optimistic about the probability of mandating intelligent, compassionate, direct relationships from teachers who have been practicing the opposite kinds of teaching behavior for some time. For him, the best statement of the purpose of school is "to help students want to learn." His definition of learning is "a change in personal behavior of which the person is aware." He combines these ideas in this formula:

Learning = Information + Personal Meaning → Behavioral Change. He believes that no real changes toward improvement of schools can be made unless we examine and act upon the knowledge that:

For the most part, learning is a unique, lonesome personal process, even in a crowded classroom. The number of variances that exist in one human being, let alone among a group of people, is fantastic. These variances in multiple combination account for differences in the ways people learn.

In establishing legitimate bases for purposeful learning, then, teachers must consider these differences.

As one of the bases for developing personal meaning, Dr. Nyberg recommends student choice of alternatives at every juncture of learning, with the student being responsible for the consequences of his choices. He points out, though, that unless the student is allowed to, and does, become actively involved in what is going on around him, such choices become irrelevant. Further, he emphasizes that power for learning resides in the *process of inquiry*, where questions are kept open and the learners search out their own meanings and answers. He cautions about the use of reward or reinforcement systems in which the learner perceives the rewards as *extrinsic* to himself, devoid of any relation to meaning of a personal sort. When teachers direct their reinforcement schedules largely toward informational levels of learning only, striving for a maximum efficiency of student feedback, they run the danger of losing the crucial element of *concern*, of authentic warmth, "the force that raises learning to a personalized level." *Intrinsic* feedback, knowledge leading to the learner's own goals, can promote the joy of learning for its own sake. Positive self-respect is also among the essential bases for learning. This can develop only through a climate in which students are afforded dignity, where teachers practice "some fundamental faith in a self which is much more than what the self concept currently depicts, basic respect for the wholeness and potential of human being, and a high regard for life,"¹ where adults and peers believe in the student, so that he may learn to believe in himself, assuming control over his own learning.

In his plea for the pursuit of more basic, heedful, closely cooperative relationships between teachers and students, Nyberg does not exclude entirely all techniques and systems now widely used by educators. He is arguing that none of these will make real sense to learners unless care-filled cooperation precedes and accompanies their use.

To help another in this way, you have to know what the other needs, and the only way to find out what the other needs is for him to tell you. And he won't tell you unless you will listen to him carefully. And the way to convince him that you will listen to him carefully is to listen to him carefully.

The proof of the teaching is in the learning.

¹ Kaoru Yamamoto, *The Child and His Image*, pp. 7 and 8. Boston: Houghton Mifflin Company, 1972.

TEACHING READING IN THE SECONDARY SCHOOLS

Reading as a Catalyst to Creativity

Kenneth VanderMeulen

Recently, a report of an accrediting inspection team in Illinois contained this ironic statement (adapted here): Teachers in this high school tend to be so highly specialized in their disciplines that they have moved from the affective domain to the cognitive domain almost exclusively, thereby vitiating their educational endeavors. This article sees the establishment of habits of reading for pleasure as a means of avoiding such criticism of our schools, and as a direct means of building upon an elusive quality called *creativity*.

Every high school teacher who thinks about improving the means of educating his students is painfully aware of the welter of books and articles about the so-called plight of the secondary schools. Scarcely a day passes that doesn't include someone's charge that American high schools are failing the youth of today, and hardly a week goes by that doesn't mark the publishing of a new book on how to rearrange the high schools to make them more "efficient" purveyors of information. Naturally, in this age of technology, machines of all sorts are being suggested by the blue-print dreamers for tomorrow's education. With each charge against the school, with each "efficiency" salesman's pitch, the implication becomes stronger that teachers are simply disseminators of information and high school students are merely receptacles. If the public continues to read and accept these premises as a basis for altering the schools, there is a possibility that we will see a de-personalizing and dehumanizing of the entire secondary educational system.

It is the purpose of this article to look at needs for the high school graduates in tomorrow's society, see the role of reading in helping to satisfy those needs, and point out a few of the means to those ends which can be employed by every secondary teacher. It may be stated that an ancillary purpose of this paper is to repudiate the many proposals that we turn high schools around and inside-out with a profusion of administrative reorganizations. Education is still the high calling of a professional teacher helping a young person to discover himself and to recognize his own infinite potential for great contributions toward the perfectability of man.

We may begin by recognizing the importance of reading in this whole picture. There is no more central or effective method of helping young people grow than through reading. Equally important, once the students have learned to read ideas, is not only *what* they read, but what they are *reading for*—what they are reading to become. Certainly, it must be seen, the student who is truly reading is thinking, and thinking is growth of the mind. We must ask, then, what do we want our students to become?

We have to pay particular attention to the process of reading and its results at the secondary level for at least a few reasons. Through early and later elementary grades, teachers generally accept the idea that students are learning how to read better, refining the process of reading for personal development. The youngsters read everything in a narrative vein, they become involved, and reflect with teachers on what it all means. Yet, somewhere before or during secondary reading—experts differ on the point of change—students tend to lose the habit of recreational reading. They forego the pleasure of reading stories they used to enjoy, simply because the pressure of reading for information has supplanted reading for the fun of it.

We want to see how (and whether) what the student has read has meshed with his own mental content to create a new amalgam of ideas as a unique contribution to the world of thought. Since reading is a personal and solitary pursuit which high school teachers hesitate to analyze aloud in each student's case, trying to find out what is going on in a student's mind as he reads becomes a massive guessing game. The results are evident in the rash of group reading tests. Yet what do we really want to know?

According to the studies and recommendations of the past two decades, *creative talent* is currently and will continue to be the most pressing need of all our essential human resources. As teachers, we must consider the term *creativity* with extreme care, for we are in the strategic position of being able to capitalize on it, or crush it, depending on what we do, how we view the concept, and what role we project for ourselves.

Creative talent, says Carl Rogers, grows out of the "novelty of the situation and the uniqueness of the individual." Maw and Maw, in *The Reading Teacher*, January, 1962, believe that creativity is seen best in the persistence of student questions and investigations. Other ways of defining or recognizing creativity include such words as non-conforming behavior, perceptiveness of relationships, imagination,

originality, and others. One study, for instance, shows us that creativity is much more a matter of potentials being unfolded or developed than being an inborn trait or gift. (D. W. MacKinnon, "The Nature and Nurture of Creative Talent," *American Psychologist*, No. 17, 1962).

A large part of the problem also is the fact that the word creativity is too limited a concept in the minds of many. Teachers frequently have the denotation and connotation for creativity which confine the whole idea to the fields of artistic creation, and fail to see its importance in every area of human endeavor. It is precisely that kind of limited thinking which makes us agree with the poet John Ciardi in saying that creativeness is a gift and can't be taught. This would be a similar error to using the strict dictionary definition—"having or showing power to do original work"—simply because one may be too easily misled into regarding inventiveness and creativity as a gift. We must begin at once to avoid thinking about the creative impulse as if it were some mysterious power bestowed on certain selected children by unfathomable forces.

The practical way to look at creativity might be—in the larger sense of seeing the idea—that it is the process of becoming; that is, the job each person does of making what he can of himself. Creating in this way is never quite complete, and we as teachers have a hand in the crucial matter of helping adolescents develop their creative talents through reading. Nor do we need to conduct searches and administer competitive aptitude tests to seek out the creative students. We are not hunting for "gifted" young people whose parents want to hear about their phenomenally high native intelligence. We are teaching in ways that will help to bring out all creative talent wherever and in whatever degree it exists, and make it bloom.

The assumption can thus be made that all students have *some* degree of creativity, albeit hidden deep in some cases and manifesting itself in maverick tendencies in other cases. If the teacher believes in the importance of creativity for the society of tomorrow, accepting the idea that in the process of teaching some traditions must occasionally be bent, then that teacher's efforts should lean toward finding materials which will encourage creativity to grow and flourish.

Reading materials should be chosen for their power to draw the student into real-life situations, to raise the level of excitement within the student's mind to the point of quickening his physical responses. While reading for information in various content areas may draw on several reading skills in different proportions, reading fictional literary

art is aimed primarily at the feelings and emotional involvement of the student.

It is with this objective in mind that the teacher of any secondary subject area should select pleasurable, easy-to-read materials to make available in the classroom. Imagination, suspense, emotion, and appeal to the senses need not be confined to the reading of literature in the high school English classes. If we remind ourselves that most of the faults found with our high schools by their graduates pertained to the general notion that they are “dullsville,” we can easily see the potential gain through heightened personal involvement in exciting experiences of fictional characters. Literary art has value for developing creativity because of the uses of devices that rouse and stimulate imagery. Every metaphor and symbol that raise the level of awareness in the reader bring the experiences closer to reality. The reflection on the memories that follows each such vicarious experience is the essence of its true value, and may produce students who thus bring their extended scope of living to all future situations both real and simulated.

Lest the reader draw an inference that this paper proposes total substitution of “stories” for the study of math and science and social science, let us review the steps that brought us to our present stand. First, with the advent of the knowledge explosion concept, many administrators and conscientious high school teachers began thinking in terms of getting more information to more students in a limited time. The current tendency to take performance contracting and speed reading seriously is ample evidence of the impact of what I would call crash-teaching. Second, the increasing emphasis on “efficient” imparting and organizing of informative materials has tended to neglect what the Rockefeller Brothers’ Report in *The Pursuit of Excellence* called our greatest national resource—creative talent. Third, the human influence, the personal relationship of the teacher to the student, and the *living-through-feelings* that each student does in his reading constitute the increased sensitivity which is needed to stimulate originality and creativity.

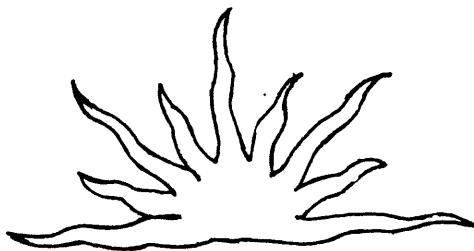
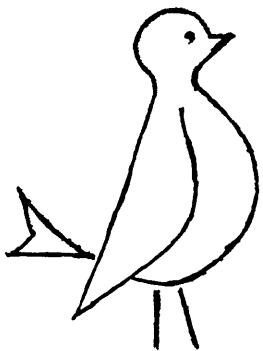
Therefore, we would seriously suggest that every teacher find ways of bringing personal, emotional involvement through literature into every classroom. The typing student will learn typing through practice, and will gain something more if that practice includes copying lines from other sources than the inevitable workbook; “archie and mehitabel” can offer more than “The quick red fox . . .”

The student in history will accompany a real fictional person

through an episode of history, Lewis and Clark, Andrew Jackson—and will live more through *feelings* about that historical movement than can be derived from five pages of lecture notes. *Johnny Tremain*, by Esther Forbes, for example, has given youngsters more emotional flavor of the Revolutionary War than many well documented texts.

Reading in science materials has become regarded as an increasingly serious problem by teachers of biology. It would be less a problem if *human* scientists were introduced through fiction, biographies, and descriptions of dramatic scientific events such as Paul De Kruif popularized. One example may serve. It is thought efficient to teach scientific method by having students learn the six steps, from “define your problem” to “test your hypothesis.” However, as many teachers will agree, students tend to remember the items in their notebooks only long enough to pass the tests. To the degree that this occurs, the teaching efforts are wasted. If a fictional character, one for whom adolescent students can feel some warmth, were suddenly plunged into a suspenseful situation from which extrication can occur only if the six steps mentioned are followed, the students’ recollection of scientific method might well become a permanent part of their mental content. If the science teacher is not inclined to browse through the school library in search of such catalytic literature, he might send 75c to Signet Books to receive Hilary Deason’s recently revised *A Guide to Scientific Reading*, which is an annotated bibliography of 1300 paperbacks recommended by the American Association for the Advancement of Science.

Each classroom in the high school should have its small circulating library of magazines, poetry collections, paperbacks, and newspaper files—the ultimate goal always being to put persons and feelings and imagination back into reading for true education.



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Editor,

The activities suggested here are intended for independent learning in an English class at the junior high school level. The lesson plans offered are ways to present vocabulary games to the entire class, so that they may play on their own.

BLEND S AND ENDS

Lesson Plan

Objectives: Through the use of these cards, students should be able to form words, learning new words and recognizing roots, prefixes and suffixes, rhyming words, and the possibilities for individual experimentation with familiar words.

Materials: Enough card decks for groups of two students each. The cards are made in the following way:

one set of cards is made up of a consonant blend (i.e.: BL, BR, CH, CL, CR, SH, PR, etc.) per card plus one joker card. (26 cards)

the other set is made up of 34 cards, each containing one ending (i.e.: AT, AND, INK, ANCE, etc.) plus one joker card.

Student Orientation: Rules of the Game and Method of Play:

1. Shuffle each deck of cards.
2. Deal each player four cards from the consonant deck and lay rhyme ending deck face down on table.
3. Each player draws one card from the ending pack.

4. He lays down combinations of one blend plus one end that he can for as many consonants as he can.
5. Example: Cards in hand: PR, ST, BL, and GR, he draws AND. Then he can lay down: STAND, BLAND, and GRAND.
6. At least two consonant blends must be laid down for each ending. If this is not possible, the player adds the rhyming card to his hand.
7. A single word being held can be played as soon as another blend appears so he can make another word.
8. If a player lays down his complete hand or all blends, he draws 4 more blends.
9. Points are scored by counting the number of rhyming words laid down and subtracting the number of cards left in the players hand at the end of the game.
10. Jokers are wild and may be treated as any letter combination desired.

Variations on the game:

Roots and ends: cards are made with root words and suffixes instead of consonant blends and endings.

Roots and starts: cards are made with root words and prefixes.

INK PINK

Lesson Plan

Objectives: To increase student awareness of synonyms and rhyming words, and to give him practice in using both.

Materials: None (although a few examples may be a good idea)

Student Orientation: This game is for an entire class to play. Someone begins by saying, "I have a hink pink," and then gives a brief description. The others then try to guess which two words will solve the hink pink. Examples are given below.

INK PINK

enormous flatboat
homely girl
angry father
bashful lad
fat fish
obese feline

Solution

large barge
plain Jane
mad dad
coy boy
stout trout
fat cat

Variations can be easily adapted: a HINKY PINKY is 2 two syllable rhyming words, and a HINKETY PINKETY is 2 three syllable words, etc. Examples of each of these are given:

HINKY PINKY

happy canine
cautious scholar
kitchen knife
convenient confection
happy captain

Solution

jolly collie
prudent student
butter cutter
handy candy
chipper skipper

HINKETY PINKETY

evil cleric
white house boss
happier canine
more silent civil disturber

Solution

sinister minister
resident president
merrier terrier
quieter rioter

Advanced three word HINKY PINKIES:

nectar wrecked her
kick her quicker
bend her fender
place in basin

sister missed her
slam her hammer
hoist her oyster
kiss us, Mrs.

Sincerely,
Mary Sue Moore

TEN-SECOND REVIEWS

Blanche O. Bush

For children to comprehend what they read, they must be able to understand the written language structure by which ideas, information and concepts are conveyed.—William T. Fagan

Allen, Arthur T., "Sparkling in Wonderment," *Journal of Reading* (November, 1971), 15:132-134.

Today young people are not finding many of the pre-adolescent trade books to be what they want or need. The child of every age adopts those works primarily intended for the adult that possess for him timeliness and personal meaning within his cultural setting. A close examination of children's literature in its historical perspective is a way of looking at literature for children. Possibly the best way to look at children and their literature is to ask what it does to and for the child.

Applebee, Arthur N., "Results of the Experiment-Silent Reading Tests: What Do They Measure?" *The Education Digest* (February, 1972), 37:45-47.

In this experiment two tests were carefully examined. The first was a traditional reading comprehension test for each third grader. This was essentially a power test. The second test was a "speed" test for fourth, fifth, and sixth graders. Probably for most children these tests measured how well each child understood what he read. For students having school problems the tests probably provided the least accurate assessment of ability.

Becker, George J., "Offbeat Paperbacks for Your Classroom," *Journal of Reading* (November, 1971), 15:127-129.

The books listed in this article are representative of "offbeat" paperbacks. The material is offbeat in the sense that it is not usually available through educational paperback book clubs, book stores, libraries, or similar conventional sources. Some of the paperbacks are particularly suitable for older disabled readers because they combine a relatively simple line of reading with a relatively sophisticated content format.

Carpenter, Robert L., and Diane J. Willis, "Case Study of An Auditory Dyslexic," *Journal of Learning Disability* (March, 1972), 5:121-129.

A child with a severe reading disorder of an auditory nature

is presented. Intellectual and visual factors appeared to be intact. Very poor achievement was evidenced on a variety of auditory tasks. Evaluation of auditory functioning, the relationship of auditory perception to reading, and the numerous forms that disturbed auditory perception can take are emphasized.

Charlton, Bette, "Seeing is Believing," *The Reading Teacher* (November, 1971), 25:162-164.

The author recounts uses of a reading eye camera in a reading center's diagnostic program. The device records eye movement as reflected off the reader's cornea onto moving film.

Cheyney, Arnold B., *Teaching Reading Skills Through the Newspaper*, Reading Aids Series (Charles T. Mangrum, Editor), International Reading Association, 1971, 50 pp.

The newspaper is the most widely and consistently read piece of literature published. Besides material for teaching reading skills, there are arithmetic problems, science information, historical events, entertainment features, and a panorama of societal needs and challenges. The teacher of elementary and secondary students will find techniques for developing reading skills among both reluctant and superior readers. What teachers must do is help students develop themselves into readers who can and do read.

Criscuolo, Nicholas P., "A Note on Publishing Reading Scores," *The New England Reading Association Journal* (Fall, 1971), 7:19.

The author stated that releasing reading scores can be a healthy thing, provided that they are used constructively. This would be to marshal all the necessary forces in achieving the common goals for an improved reading program. An increase in reading skills for the youngsters can be involved in it.

Criscuolo, Nicholas Paul, "Training Tutors Effectively," *The Reading Teacher* (November, 1971), 25:157-159.

Problems or "pitfalls" can often be presented in the organizational stages of a tutorial program through careful planning and a measure of foresight. It is crucial to provide an adequate period of preservice work. Many prospective tutors are apprehensive concerning their knowledge of specific tutorial techniques and materials. During training some sensitivity should be developed on the part of the tutor regarding "do's and

don'ts" in the broad context of the entire tutorial program. If little progress is being made, the teacher and tutor should seek ways to vary or change the instructional and tutorial approaches being used.

Corder, Reginald, "Project III: The Information Base for Reading," *The Reading Teacher* (November, 1971), 25:154-156.

Project III of the Targeted Research and Development Program in Reading focused itself on three principal tasks: (1) Determination of the extent and distribution of the national reading program; (2) Determination of use frequency and use distribution of instructional methods, approaches, materials and equipment for reading instruction; (3) Description of the nature and extent of current practices in training those who teach children to read.

Cucinotta, David M., "A Study of Two Methods of Improving Certain Reading Comprehension Skills of Able Eleventh Grade Learners," *The New England Reading Association Journal* (Fall, 1971), 7:27-29.

The purpose of this study was to determine what superiority, if any, might be found in either of two methods of improving certain reading comprehension skills of college preparatory eleventh grade students. They had average to above average verbal reasoning and comprehension ability. The study investigated the possibility that verbally-able students might develop power reading proficiency through training in analyses of reading comprehension errors. The results indicated that improvement in untimed reading comprehension was influenced most by the verbal reasoning ability of a student. The very able group achieved the highest mean score.

Dauzat, Sam V., "Teacher Preparation at the Graduate Level," *Journal of Reading* (November, 1971), 15:103-108.

Three concepts for preparation for teachers presented by the author are: (1) Performance-based teacher preparation which expects the graduate reading program to focus on what the teacher is able to do as well as what he knows; (2) Personalization of graduate reading programs which allows for and tries to develop the individual teaching style of the student; (3) Field-centered teacher education which implies that the

students spend large amounts of time within the context of real school settings.

Davis, Bonnie M., *A Guide to Information Sources for Reading*, A Joint Publication of National Reading Center and ERIC/CRIER and International Reading Association, 1971, 158 pp.

This pamphlet is intended to serve as a guide to the literature and to other sources of information related to the study and teaching of reading. It is directed to students, teachers, librarians, and researchers interested in systematic inquiry into the physiological, psychological, sociological, and pedagogical aspects of the reading process.

DiBiaio, Anthony J., Jr., "Motivating the Reluctant Reader," *Ohio Reading Teacher* (Spring, 1972), 6:2-3.

The author stated that motivation in learning will occur: (1) If the learner thinks it is relevant; (2) If the behavior seems interesting; (3) If the peer group care; (4) If the learner has confidence he can do it; (5) If the learner anticipates some type of significant reward.

Dribin, Eileen, "Reading With Joy," *The Education Digest* (March, 1972), 37:45-47.

Frank Ferguson is the creator and director of the program to teach three-to-five year old preschool children to learn to read by the machine described. Ferguson claims several merits for the program: (1) The child gets exclusive one-to-one attention from the machine. (2) The learning process becomes an enjoyable experience. (3) The child who learns to read becomes extremely pleased with himself. The program initially received an O.E.O. grant of \$21,000.

Dulin, Kenneth L., "Skill Training for All Secondary Teachers," *Journal of Reading* (November, 1971), 15:109-114.

Essentially teacher training consists of two parts: Curriculum, the "what" of teaching, and instruction, the "how." Within instruction there are three types of "method" courses. (1) Those that deal with certain subjects; (2) Those that deal with certain instructional techniques; (3) Those that deal with certain groups of learners, like methods of teaching the mentally retarded. To the elementary teacher, a course in reading should be essentially of the first type. To the specialist in reading courses

should probably be of the third type. To the secondary content teacher, reading courses fall best in the second category.

Emery, Donald G., "The National Reading Center," *The Reading Teacher* (November, 1971), 25:138-141.

As guide lines, the Council has identified seven functions to be carried out by the Center: (1) Assist national and state organizations in furthering the "right to Read" program. (2) Encourage bonds of cooperative effort between the world of business and industry and the school. (3) Encourage programs that will reach into the home and stimulate family learning in the area of reading. (4) Act as ombudsman for reading concerns. (5) Stimulate on a nationwide basis and as a public service all media to report on efforts to stimulate reading capacity. (6) Promote volunteer tutoring programs. (7) Gather and disseminate information and data which would help arouse public support to improve reading.

Entwisle, Doris R., "Implications of Language Socialization for Reading Models and for Learning to Read," *Reading Research Quarterly* (Fall, 1971), 7:111-167.

This paper suggests that there are large differences among social and ethnic groups in cognitive style. These are such things as what is attended to, how problems are seen and solved, and in how language is socialized. Some extension of Bernstein's theory of language-socialization in relation to educability per se are outlined. Some of the recent research on bilingual programs and bidialectal programs are reviewed in relation to reading. Finally some recommendations are made for research in this area.

Estes, Thomas H., "A Scale to Measure Attitudes Toward Reading," *Journal of Reading* (November, 1971), 15:135-138.

A scale to measure attitude toward reading has been described from its inception to its present hopefully useful form. Directions for use of the scale have been delineated. The scale will allow teachers of reading to measure objectively how pupils in their schools and classes feel about reading. It allows a view of the pupil not presently permitted by testing programs.

Fagan, William T., "Transformations and Comprehension," *The Reading Teacher* (November, 1971), 25:169-172.

It was the purpose of this study to determine if the reading comprehension of fourth, fifth and sixth grade pupils was affected by the number and/or types of transformations in the language of the passages they were requested to read. Within the last decade a new theory of language has been formulated by Noam Chomsky. This is the theory of transformational-generative grammar which holds that every sentence can be represented on two levels—a surface structure level and a deep structure level.

Gottesman, Ruth L., "Auditory Discrimination Ability in Negro Dialect-Speaking Children, *Journal of Learning Disabilities* (February, 1972), 5:94-101.

This study examined whether differences exist in auditory discrimination between Negro dialect-speaking and standard English-speaking boys. Results indicate that Negro dialect-speaking children are *not* inferior to standard English-speaking children in general auditory discrimination. They experienced particular difficulty only when discriminating among sounds homonymically pronounced in their own dialect, when these sounds are pronounced contrastingly by standard English speakers.

Guthrie, John T., and Herman K. Goldberg, "Visual Sequential Memory in Reading Disability," *Journal of Learning Disabilities* (January, 1972), 5:41-46.

The purpose of this investigation was to relate visual sequential memory to reading in normal and disabled readers. Findings indicated that reading disability may derive from the lack of coordination among the three different visual memory functions required for reading. These capabilities include visual perception, visual discrimination, and visual fusion.

Greenfeld, Stuart, "Going to Bed with Captain Marvel and a Flashlight Is not a Home Reading Program," *Academic Therapy* (John Arena, Editor), (Winter, 1971-72), 7:117-122.

Among the obvious deficiencies inherent in this home reading program are: (1) Improper lighting, (2) Dubious worth of vocabulary, (3) Over reliance on picture cues, (4) Lack of corrective feedback, (5) Questionable carry over to academics

and the classroom. The author described his instructions to the students and the process by which the program was implemented. Recommendations for any new program that is to be implemented in the classrooms were also presented.

Gwaltney, Wayne K., "Reading Expectancy—Do We Need it?" *Kansas Reading Quarterly* (January, 1972), 5:19-22.

A child's reading expectancy is not a permanent entity. It changes with the passage of time. A computed reading expectancy should be considered as an estimate—a guide—and not as an exact, absolute value. The writer stated that if teachers are to be held accountable for a child's reading performance, teachers must first accept the limitations and attempt to answer the paramount question, "What is our expectation for a youngster?"

Halleran, John F., "Suggestions for Increasing Speed—A Cautious Look at Accelerated Reading," *The Education Digest* (January, 1972), 37:36-37.

Speed of reading is generally dependent on many factors. Two of these are the reader's background and his purpose. Four speeds according to the author satisfy most reading needs: Skimming, which is skipping with discretion; Rapid Reading, which is the fastest rate at which virtually all words in a selection can be read; Intensive reading, which is the rate for slow, careful reading and rereading; Recreational reading, which is the speed for personal reading with the main goal being pleasure and possibly a secondary goal of information getting. Ten suggestions that will assist in increasing reading speed were also given.

Johns, Jerry L., and Annette L. Johns, "How Do Children in the Elementary School View the Reading Process," *The Michigan Reading Journal* (Fall, 1971), 5:44-53.

This study emphasizes the need to teach children that reading involves thinking and understanding as well as decoding.

Johnson, Kenneth R., and Herbert D. Simons, "Black Children and Reading," *The Education Digest* (March, 1972), 37:41-44.

These suggestions for teachers of black children were based on research into the relationship between dialect and learning to read: (1) It is important for teachers to understand the

nature of the conflict that arises when a child's language is rejected by his teacher. (2) Teachers must become aware of specific conflict points between black dialect and standard English. Teachers should further be aware that synthetic or blending phonics methods also may create problems. They exaggerate the conflict points and these must be tailored to ghetto teaching.

Jongsma, Eugene, *The Cloze Procedure as a Teaching Technique* ERIC/CRIER and the International Reading Association Reading Information Series: Where Do We Go? 1971, 42 pp.

The purpose of this paper is threefold: The author first critically reviewed the literature pertaining directly to the use of cloze as a teaching technique. Secondly, an attempt was made to organize and synthesize the literature that was reviewed in order to determine what is known about cloze as a teaching device. Thirdly, based on the problems and weaknesses identified, suggestions were offered as to the direction future research might take in this area.

Kling, Martin, "Project II: Strategies and Milestones," *The Reading Teacher* (November, 1971), 25:152-153.

The specific objectives of Project II of the Targeted Research and Development Program in Reading were to: (1) Identify and evaluate all significant contributions to the literature in language development, learning to read, and the reading process. (2) Identify explanations in the literature of how these processes operate and how the behavioral events of operation within them interact. (3) Describe and synthesize models and partial models, to present as many different logically coherent models in each area as seemed necessary. (4) Describe hypotheses and associated tests needed to refine and extend models presented, to test assumptions and to synthesize with them the unincorporated facts and insights of fields studied.

Musgrove, Walter J., "A Follow-Up Study of Black and White Kindergarten Children on Academic Achievement and Social Adjustment, *Academic Therapy* (John Arena, Editor) (Winter, 1971-1972), 7:123-130.

There is no difference reported between the races or sexes in general social adjustment early in the second grade. There

have been indications of a frequent concomitant social adjustment problem in much of the literature on reading difficulties. This study suggests that problems in the language and reading areas may arise first, and social or personal adjustment problems develop later. This is an area that is ripe for further investigation, for it may be established that successful, early training in language may be partially responsible for the prevention of later personal-social adjustment problems.

Otto, Wayne, "Thorndike's 'Reading as Reasoning' Influence and Impact," *Reading Research Quarterly* (Summer, 1971), 6:435-442.

This review of Thorndike's article on reading as reasoning yields a paradoxical summary statement. The Thorndike article has exerted considerable influence, but it has had little practical impact. While its influence on present conceptions of what reading is has been profound and unequivocal, its impact on subsequent research and/or practice has been minimal. Despite general agreement that the outcome of the reading act ought to be understanding, the means for moving efficiently toward that end are not yet very well understood.

Schell, Leo M., "Meeting Individual Differences Through A Skills File," *The Michigan Reading Journal* (Fall, 1971), 5:42-43.

A primitive skills file is nothing more than pages torn from various grade level skills books. These are grouped according to skills and filed sequentially in a file cabinet, wooden box or cardboard container by grade level. When a teacher discovers that a student needs additional practice, the teacher can go to the file and pull one or more skills sheets at the correct level of difficulty and assign them to the pupil.

Schell, Leo M., "Evaluate Reading," *Ohio Reading Teacher* (Spring, 1972), 6:20-21.

There are some skills which we can give pupils direct instruction in. But, in general, it is the attitude of the reader which determines whether or not he will read critically. The development of this attitude must permeate all curricular areas and be evident throughout the school day. One way to develop this attitude is to make pupils aware of the contradictions between sources.

Schleich, Miriam, "Groundwork for Better Reading in Content Areas," *Journal of Reading* (November, 1971), 15:119-126.

The secondary schools must provide basic teacher training for secondary reading development as well as ongoing inservice education. Sometimes the impetus for reading improvement comes from parents, sometimes from administrators, and often from teachers. Whatever its source and whatever its precise form, ideally it should actively involve all students, all content area teachers, and their administrators.

Sieger, Frederick J., "Literature and a Concern for Human Values," *Journal of Reading* (November, 1971), 15:139-142.

The personal values and the aspirations of the adolescent, so much a part of the total personality, are a recognizable good to which the educator must address himself. With traditional values and institutions under severe strain, the troubles endemic to the American way of life, are no less pressing in the schools. The teacher has often looked to the study of literature as one vehicle which might help the student see beyond his circumscribed existence and come to grips with the social and moral dilemmas of our time.

Shore, Robert Eugene, "Programmed Approach vs. Conventional Approach Using a Highly Consistent Sound-Symbol System of Reading," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 104-111.

The purpose of this study was to reveal the effects on reading achievement of two primary reading programs using a programmed format and a conventional format in a highly consistent sound-symbol system of reading at three primary grade levels.

Stroud, Marion, "Integration of Reading with Other Disciplines in the Open Classroom," *The New England Reading Association Journal* (Robert C. Aukerman, Editor), (Fall, 1971), 7:9-11.

The concept of the open classroom is linked very closely with talking, reading, and written work. Reading ceases to be an isolated subject as the traditional concept often infers, and becomes one of the many forms of communication used by

children. With reading the open classroom places equal emphasis on the total forms of communication, including verbal, non-verbal, dance, painting, sculpture, etc. The open classroom has limitations, short comings, problems that become apparent as one develops the concept.

Sutherland, Zena, "Tell Me Where is Fantasy Bred?" Books for Young People, *Saturday Review*, March 25, 1972, pp. 109-110.

The books of fantasy listed are suggested for children ranging from four years to twelve years and up. The author feels that there are too many "how-to" and science and nature books and not enough fantasy.

Westermarck, Tory, Kenneth Slade, and Kenneth Ahrendt, "The Development and Use of Film in the Language Experience Approach to Reading," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 98-103.

In the use of films and slides with both preservice and in-service teachers the results have been most satisfactory. The material provided a stimulus for discussion, for further reading, and for sources of ideas that teachers can put into practice immediately. The overall practice as prepared by the Extension Department of the University of British Columbia included a commentary, discussion questions, articles, and a bibliography, as well as two twelve-minute films, and sixty slides.

Wolfe, Elaine Vilscek, "Factors Contributing to the Success of Primary Reading Teachers," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 143-151.

In this paper, major factors that affect the beginning reader's successes, the primary reading teacher's success, and the successful interaction between teachers and pupils are discussed.

READING DEMONSTRATIONS AND DISCUSSIONS

Sponsored by
THE READING CENTER AND CLINIC

College of Education
Western Michigan University
Kalamazoo, Michigan

General Theme: Reading in the Classroom

<i>Date</i>	<i>Topic</i>
Tuesday, July 11	Making the Most of Informal Inventories
Tuesday, July 18	Use of the Child Accounting-60 in Planning a Child's Reading Program
Tuesday, July 25	Helping the Severely Disabled Reader in the Classroom—Part I
Tuesday, August 1	Helping the Severely Disabled Reader in the Classroom—Part II
Tuesday, August 8	Teaching Reading in the Content Areas— Part I
Tuesday, August 15	Teaching Reading in the Content Areas— Part II

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

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

Visitors are invited to both the demonstrations and discussions.

The class meets on Tuesday and Thursday from 1:20 to 3:00 p.m. All meetings are to be held in Room 2304, Sangren Hall, West Campus.

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