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# *Reading* **HORIZONS**

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## *Editorial Comment*

### ACCOUNTABILITY

Parents and taxpayers are beginning to apply the word accountability in their appraisal of achievement in the classrooms of the nation. In some school systems reading tests are employed to determine whether or not a fee will be paid to a contractor providing instructional services. If an increment occurs between initial and final test scores, the company receives its remuneration. If there is no gain, there is no pay. Accountability for growth is the essence of the agreement.

Reading is an integration of skills carried on to accomplish a purpose and is not an accumulation of subject matter such as literature and mathematics. Tests of reading measure specific skills which are only a part of the whole reading process. Ability to read for pleasure and for the appreciation of the various image modalities is not considered by test makers. Many individuals identify themselves with personalities in the story, and their behavior is modified by this relationship. Reading is an aspect of the individual's way of life and is not easily evaluated. In fact, some individuals *can* read but they *do not* read. What consideration is given by testers to this fact? Many students score high on a test of reading and yet are unable to make effective use of textbooks, for example, in science and the social studies. Furthermore, an increment manifest by test scores is not always statistically significant. Again, spurious gains are apparent if the teachers have "taught to the test." Contracting companies are creating the illusion that reading can be effectively measured by a single test which is free from placebo and Hawthorne effects. Such a narrow concept of reading and its measurement is quite insufficient.

Accountability has been lacking in education. As many teachers have stressed socialization and have "lived with their children," or have taught children about reading, little emphasis has been upon the child, his reading needs and his remediation. Promotion is not always based upon achievement nor is graduation at any level solely dependent upon the acquisition of specific basic skills. In many instances progress from grade to grade has been due to consideration of "seniority" and social adjustment of the student rather than to specific academic attainments. American parents and taxpayers want their



money to be spent wisely. They want results certified as to quantity and quality. In their purchase of consumer goods such as food and drugs, parents are protected by standards and requirements which are vigorously maintained. They are now expecting the schools to set forth similar standards at all levels and to be accountable to a greater degree for the reading growth of their children.

Homer L. J. Carter  
Editor

# SICK AND TIRED

*Louis Foley*

*Babson College*

Recently one of our sprightliest columnists wrote an entertaining article on things that people were "sick and tired" of hearing. For a final example, as a sort of climax, he said: "I am sick and tired of the attempt to eliminate the word 'now' from the English language. On radio, on television, and in the press there seems to be a conspiracy to wipe out this wonderfully short and to-the-point word meaning 'at this very instant.' The most common substitute is the word 'presently,' which doesn't even mean 'now,' but 'soon,' as everybody with a second-grade education used to know. But does that keep these half-witted radio people from saying, 'The temperature outside our studio is presently 67 degrees'? It does not." (1)

Indeed one can become very sick and tired of meeting this distortion regularly in the mass media. "A number of foundation-sponsored leadership training programs are presently under way . . ." (2) "While the race is close, the United States is presently ahead." (3) "Warnings about inflation presently vie with cheerful words about new records being set . . ." (4) "President Sunay presently enjoys the firm backing of the Turkish Army." (5) "Mr. Pisco presently receives \$9,540 a year." (6) ". . . Escalation can bring situations that will be worse than those we presently face." (7) "Mr. Acheson, presently a consultant of the State Department . . ." (8) "Nowhere is it presently sufficient for man to be man." (9) ". . . Individuals and groups around the nation are presently challenging loyalty statutes." (10) ". . . Price discussions in which East Europeans presently are engaged with the Soviet Union." (11) "Brooks is presently holed up in an office at Columbia studios . . ." (12) "Mr. Henning is presently Undersecretary of Labor . . ." (13) "The government presently bans travel to mainland China . . ." (14) "Presently, 35,000 journals print over a million scientific articles a year." (15) ". . . The wage-price spiral which is presently in process." (16) ". . . One colonel, two majors, three captains, and one warrant officer are presently in jail charged with conspiracy and murder." (17) "[These stories] get beyond what television can presently deal with . . ." (18) And so on and on.

What is even more disheartening is the way the contagion of this epidemic spreads into *milieux* where we might naturally expect to find more disciplined language. So we see a very prominent educator displaying it repeatedly: "Presently, numerous agencies are in the

process of alerting elementary and secondary education . . .” “Presently the most important problem of humanity . . .” “Presently, many of the developing countries . . .”(19) It can creep into publications of our most respected scholarly organizations: “This responsibility . . . is not presently accepted or even acknowledged in classical studies.”(20) “The children presently in the schools need to be educated *now*.”(21)

One really wonders where these people have been all this time. Actually the word *presently* is remarkable for the way its proper meaning is built into its form. Here the *-ly* ending (worn-down remnant of *like*) still *means* “like”; it has not slipped off into other relationships, as has happened with *daily*, *hourly*, *yearly*, *occasionally*, or various other examples which no longer have to do with resemblance. Something which is to happen “presently,” though obviously *not* at the present moment, is near enough that it seems (almost) *like* the present.

Aside from the conventional terms which represent merely grammatical structure and have no meaning in themselves, it would be hard to find a single word which has been more useful to writers of narrative through long generations. No other word could be more unmistakable in its meaning. It is a most convenient equivalent for “pretty soon,” “before long,” “in a little while,” or “after a brief interval,” where no more precise measurement of time is needed.

It is amazing how often the word is to be found (of course in its correct meaning) in the stories of virtually every English or American fiction writer of the last two centuries, to go no farther back. Starting say with Mark Twain, who used it frequently, we find it again and again in the narratives of one author after another, down through H. G. Wells, Irvin S. Cobb, Melville Davisson Post, Wilbur Daniel Steele, Katharine Brush, Somerset Maugham, Erskine Caldwell, Erle Stanley Gardner, and Ian Fleming, besides many others less well known.

*The Anatomy of a Murder*, by Robert Traver (1958), shows an interesting contrast. The first-person narrator, speaking in his own right, has no thought otherwise than using the word in its traditional sense:

“And, as I presently saw, it certainly had the tourists.”

“Not to mention the sylvan environs, which I shall presently get to.”

“Maida went to her room and presently reappeared with her book and bristling battery of pencils.”

No less does the endearing old Parnell McCarthy respect the usage:

“Maida reminded Parnell . . . ‘Remember, you promised.’ ‘Presently, my dear, presently,’ Parnell said, smiling benevolently.”

The talk that goes on in the courtroom scenes creates a very different atmosphere. There is a certain note of pompousness in the speech of various characters. So, as might be expected, “presently” degenerates into a mere pretentious expression for *now*.

“. . . Judge Maitland, who is presently recovering from illness.”

“He is presently in the hospital under a doctor’s care.”

“I ask you . . . if the man is presently sane.”

“Presently an inmate of the county jail.”

“Where do you presently reside?”

Since the author clearly shows his own respect for the word in its meaningful sense, we may presume that its loose use by these people is intended as part of the way they are characterized by their manner of speech. They tend to use what they take to be impressive, high-sounding terms, in keeping with their notion of legal dignity.

Of course not *all* journalistic writers, by any means, are unaware of what “presently” means and why. From time to time our jaded senses may be refreshed by the usage of people who do know what they are saying. “Our coverage will presently include satire in art . . .”(22) “Billy Blunt dropped the spade and rushed indoors. And presently Mr. Blunt came out . . .”(23) “The young man and the lame and aging poet struck up a friendship. Presently Harry Stafford invited his friend out to the farm.”(24) “Presently three uniformed men came into sight.”(25) “Presently we reached the crossroads and pulled in by the pumps.”(26) “Then the wild dogs went out to hunt, and presently each returned with a little of the meat for the puppies.” (Two other examples in the same article.)(27) “. . . The history of humanity must presently culminate in some sort of disaster . . .”(28) “. . . The Communist powers on their side will presently perceive the futility of their announced mission to dominate the world . . .”(29) “. . . She is enrolled at a college. She presently meets a rich, liberal-thinking white girl and they become friends.”(30) “The leader of the band . . . gave a little kick that had nothing to do with the rhythm. Presently he did it again, harder.”(31) “We sat at lunch in a downtown restaurant. Presently she forgot she was among Manhattan land-lubbers and referred to the people at a nearby table as ‘passengers.’”(32) We might go on with plenty of examples to show that

respect for the honest meaning of this word, while it may be languishing, is not yet dead.

The columnist from whom we quoted in the beginning had added where we left off: "And those that don't say 'presently' say 'currently.' 'The temperature is currently, Mr. Pompidou is currently visiting, Elizabeth Taylor is currently playing.' The temperature isn't currently; it's now. And poor Mr. Pompidou! Why can't they let him be visiting now instead of currently? I'm sick and tired of . . ."

These are, after all, merely conspicuous examples of a kind of pollution of our language which has been going on for a good while. The accelerated communication of our day has served to spread their infection with astonishing rapidity. The way had been prepared for them, however, by the same sort of irresponsible looseness which had produced other distortions that had spread more gradually. These things are started by people who are trying to be "fancy," to use words which they think are impressive but whose exact meaning they never bothered to understand. Not content with the words they really possess, they want to use a vocabulary beyond their means.

This is what we have in the careless throwing around of *anticipate* (to head off, foresee and prepare for) to mean merely "expect"; *appreciate* (to value justly) to mean nothing more than "be pleased with"; *comprise* (take in, include) as if it were just a somewhat more elegant synonym for the opposite *compose* (make up, go together to form); *transpire* (leak through, become known) as if it meant simply "to happen"; "inferentially" to represent the opposite point of view by *implication*; *disinterested* (not influenced by selfish motives) to stand for nothing more than *uninterested*.

No more outstanding instance could be found than what has happened to the word *type* in undisciplined parlance, rather particularly, it seems, among educators. Its solid meaning of symbol or perfect example remains undisturbed in the adjective *typical*; when anything is mentioned as "typical," everyone understands that it is perfectly representative of its class. The *type* used in printing gives us the true symbols, the perfect letters which we imitate only crudely by hand. So with "type casting" for plays; you find a person who just naturally corresponds ideally to the personage to be played; then he needs no skill in acting but can simply be himself on the stage. Yet this good old word—uttered sometimes with a certain unction as if it subtly implied some refinement of meaning—is worked to death as, most commonly, a mere synonym for "kind" or "sort," but also instead of form, variety, class, style, model, design, or what have you. Often in-

deed it is dragged in where any word would be superfluous: "an informal type of discussion" for an informal discussion, "an interesting type of book" for an interesting book.

An insidious way in which the mass-directed media have given us reason to be sick and tired is their habit of overriding distinctions that go to the very heart of our language. Nothing is more profoundly a part of the structure of modern English than the clear difference between phrases and compound words. This difference is none the less real for the fact that we are continually creating new compounds, rather more than we seem to need.

The latest befuddlement of this sort to sweep the country is the printing of "anymore" as if it were a compound word (and therefore accented on the first syllable) like *anybody*, *anyone*, or *anytime* (at any moment), which is infinitely different from any *time* (duration). Any *more* is as far from being one word as no more, much more, a little more, or a great deal more. This is true whether *more* happens to be an adjective, an adverb, or even a substantive, as it is in the sentence, "That's all we want; we don't need any *more*." Anyone who heard Ethel Barrymore years ago in *Les Déclassés* will never forget her famous line: "That's all there is; there isn't any *more*," with of course the inevitable intonation which unmistakably demonstrates the point.

Likewise we have seen *ad nauseam* "underway," as if it were like *underwear* or *underbrush*, when it is simply a prepositional phrase with accent naturally on the object, *under way*.

As a matter not of "punctuation" but of *spelling*, the hyphen has become an increasingly useful device. We seem to be more and more fond of taking a phrase which would normally come *after* a noun and putting it in front. In such case the hyphen is necessary to make the construction instantly clear. Thus clothing ready to wear becomes ready-to-wear clothes, a decision made once for all is a once-for-all decision, a driver who hits and runs is a hit-and-run driver. These temporary compoundings are eternally different from *real* compound words; they keep their meaning and intonation like the phrases that they essentially remain, as true compounds never do.

In line with the thoroughly established system, a view or picture over *all* becomes the over-all picture. When the phrase appears as "overall," as it frequently does in newspapers, it looks as if it belonged in the class of *overcoat* or *overshoes* or other such common expressions where the "over" never was a preposition at all.

To some people these may seem trifling details. But if such

indifference is allowed to continue indefinitely, it can seriously weaken the general feeling for the nature of our language. Instead of “murdering the King’s English” by obvious violence, it is a sneaking sort of killing by poisoning. In the long run this kind of pollution might do as much harm as the neglect of honest meaning that makes us sick and tired of the abuse of “presently.”

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# A NEW TEACHER LOOKS TOWARD THAT FIRST MEMORABLE YEAR

*Harriet E. Fredenberger*

*Utica Community Schools*

As I look ahead to the approaching school year, many thoughts cross my mind. Like many new teachers, I feel a bit overwhelmed with the immensity of the impending task. The desire to be a successful teacher is mixed with nervous anticipation and a few worries. Will I be able to establish and maintain rapport with my class of fifth-graders? Will I be able to motivate my students and promote a desire to learn? Will it be possible for me to meet the needs of the individual children in my class? Will I be a good teacher of reading? In an attempt to relieve my anxiety as well as to build a strong foundation for my first-year teaching experiences, I have endeavored to formulate some personal goals based upon how I perceive my role as a teacher. Hopefully, these goals will guide me through my first year in the classroom and help me in my quest for quality teaching.

First and foremost, the primary objective must be to know my students. Becoming sensitive to their needs, interests, ambitions and frustrations is of vital importance. This will not be easy by any means. Yet it will be well worth the effort to try because sensitivity and insight are the basic keys for success as a teacher. If I can develop, even partially, this ability of seeing with the third eye and hearing with the third ear, I will be a better teacher for it. It is my duty to discover each child's strengths, weaknesses, interests, aims and self-concept, take him at that point and build from there. Being able to rely on such a number of helpful bits of knowledge about one's students does much to reinforce a healthy and stable atmosphere for learning. For example, it enables the teacher to establish and maintain rapport, and it is even possible that situations may be avoided before they lead to more serious problems. If the teacher especially realizes the interests and frustrations of the classroom leaders, she may gain the confidence of the others more readily.

My first thought was that this would be much easier said than done. I asked myself, "How can one *really* get to know a child?" Certainly not just by seeing him in the classroom. There, one sees only a few of a child's many sides, and not always the best sides at that. However, both the novice and the experienced teacher can make valuable use of available information which includes school data, histories, test scores and conference reports. Following that, the

teacher may decide to use creative writing as a means of “discovering” the inner child, or in order to reach a better understanding, the teacher might even decide to invite each child to have lunch with him; not en masse but in ones or twos. I find this last idea especially appealing because it would seem to provide an opportunity for children to share the thoughts and questions they’d never had a chance to discuss in the classroom. We all realize that in a large classroom it is difficult, if not impossible, to get to know one’s students thoroughly. A simple thing like a lunch together has the potential of doing a world of good, especially with the “problem” children, who thirst for the spotlight and who are often the hardest to reach. If the teacher learns to communicate her interest and concern by means of good listening, a tactful word, a significant gesture and an interested attitude, soon, the child will learn that here is someone genuinely interested in him and his problems.

My second objective is to provide a plan for learning which includes activity and variety. I stress this point because even though children may be able to concentrate for longer and longer periods of time by the time they reach fifth grade, there is still a basic need for these two ingredients in the learning situation. Many discipline problems may be prevented by coming to class well prepared and armed with many purposeful and exciting activities, for busy and interested students have few opportunities to misbehave. I plan to take my own advice and work for variety of approach, using “props,” planning activities that INVOLVE students and capitalizing on their built-in interests. Flexibility is the watchword here.

Thirdly, I recognize a necessity to set up attainable goals for my pupils as well as myself and to give praise and recognition for good work or exceptional efforts. After all, there is much truth to the maxim that nothing succeeds like success. However, it is not enough to establish attainable goals and stop at that point. As a child must learn to read in order to make ideas his own, so must he be able to relate to what is being taught in order to make the classroom goals his own personal goals. I truly believe that the incorporation of a goal-oriented program, based on the needs of the children, with a built-in plan for success, can make all the difference in the world between a disastrous, a mediocre, or a fruitful first year in the classroom.

The fourth goal is a personal plea that I never take myself or the events of my teaching day too seriously. Knowing this, if I can keep my sense of humor through the small crises, when the table leg col-

lapses or the hamster gets lost, hopefully, even the most horrendous of experiences can be reduced to the propitious thought that, "This too, shall pass." After all, if the teacher laughs and makes a valiant attempt to make the most of a bad situation, the class will laugh with her and all will make it through with laugh wrinkles instead of scars.

As I have been considering these approaching months of teaching, it strikes me that I will be like my students in many ways. If I may generalize for a moment and speak for most new teachers, I believe we have a sincere desire to succeed in the classroom and to advance in the profession. Students have these same desires to succeed and advance on their own merits. We are all striving for security, satisfaction and recognition. A teaching novice, like myself, will continue to need and want guidance and understanding. The same is true of students. Finally, as a beginning teacher, I am eager to accept the challenge of being an educator. While I will, no doubt make mistakes, I would like to believe that I have what it takes to be a good teacher and that as I gain experience, I will learn to channel my energies so that I may contribute more and more to improving the quality of public-school education. May I set a good example for my students and direct their energies so that they may become well-rounded, responsible individuals.

There is a famous aphorism which I have adopted as my philosophy for the ensuing year.

"God grant me the serenity to accept those things I  
cannot change,  
Courage to change the things I can,  
And wisdom to know the difference."

Good luck to me.

# LISTENING SKILLS: CAUGHT OR TAUGHT?

*Karen L. Casebeer*

*Portage Public Schools*

The colorful, cartooned, cereal advertisement was over. Smiling, yet somewhat bewildered, four-year-old Susie jumped up from the television and ran to her mother. Pulling at her mother's dress, Susie questioned, "Mommy, why do all the cereals say that their's is the best?"

Tom gazed out the window and saw the class from across the hall entering the playground for recess. "Gee, I wish I . . .," mused Tom. Tom's daydream ended abruptly as he felt the pressure his angry teacher was applying to his shoulder. He knew the penalty for not paying attention, even if she had been giving a boring history lecture for almost an hour. "Why should I listen?" he pondered.

Mr. Smith pulled into the Marathon Station, unsure of how to find the unfamiliar address on his paper. The attendant carefully spelled out the quickest route to Mr. Smith's destination. Reassured, Mr. Smith thanked the attendant and pulled back into traffic. In only a couple of blocks, Mr. Smith was again lost. He had not remembered the sequence of directions he had been given.

These situations, although here fictitious, could really have happened. In our modern age of machinery and media we are constantly being bombarded with information and misinformation alike. We hardly know *what* to listen to or believe, let alone *how* we should listen. In our schools children are listening for a great part of the day too. In one study, Rankin (5) estimates that 45% of the child's day is spent in listening. In another study, Corey(4) relates the chances of a child speaking in the classroom are 1 to 60 compared to the possibility of the teacher speaking. We demand that our children and adults spend a great part of their life listening, yet our actual teaching of listening skills in the schools is a relatively new part of the language arts program.

The development of the ability to listen cannot be over-emphasized. Children gain most of their vocabulary, sentence patterns, and stock of ideas from listening. Much of a child's fund of information, many of his understandings, most of his ethical and moral standards come through listening and observing those around him. I can see real merit for developing the listening skills in the slow learner. According

to Taylor (6), less competent students, those judged to be less intelligent and scholastically below average, show a marked preference for listening over reading. Slower students also retain more from listening. The slower student depends on the special attributes of listening for much of his understanding. In listening he is assisted in interpreting content by the phrasing and expression of the speaker, while in reading he must construct his own linguistic units in order to realize meaning. In listening, the speaker's appearance, gestures, facial expressions, and manner of delivery contribute color and interest and also add to the meaning of the words. By comparison, the print in a book lies non-committal on the page.

What is listening? Perhaps the best definition of listening has been given by a sixth grader who termed listening as "turned-in hearing." (1) I like to define listening in a three-part definition that could be compared to the three-part definition of reading as "identifying, interpreting, and evaluating ideas in terms of one's mental content." (3) In listening, ideas are also identified, interpreted, and evaluated. Identification is hearing. The sounds are recognized, taken in and analyzed. In interpretation actual listening takes place. The listener begins some mental reorganization. He compares what he is hearing to his own mental content. In the final step of the listening process, the listener evaluates. He listens to form more associations with related items from his experiences. He listens to be organizational, critical, appreciative, and creative. Some authorities term this evaluative listening as *auding*. From this definition, both reading and listening are thoughtful processes; the receiver needs mental content. Children could compare listening and reading by saying that reading materials are printed talk. They should read to listen to sounds they would hear if someone were saying the sentences to them.

Listening can be broken down into several kinds. *Marginal* listening is listening with some consciousness. It's when the radio is playing in the background while you are doing other work. *Appreciative* listening occurs when a dramatization, poem, or story is enjoyed. *Attentive* listening is responsive listening for accuracy of comprehension. It is the kind of listening Mr. Smith should have done when he obtained directions from the Marathon station attendant. *Analytical* listening is critical listening. The listener weighs what is heard against personal experience and is alert to attempts of a speaker to sway his opinion by devices of propaganda. Ruth Strickland has even broken down these four kinds of listening into levels of quality of listening. These range from little conscious listening to erratic, mind-

wandering listening all the way to listening with a real meeting of the minds.

An old maxim warns, "Everybody talks about listening, but nobody does anything about it." What can educators *purposely* do to improve the listening skills of children? Classroom atmosphere must be conducive to listening, relaxed and comfortable. The teacher plays a great part in setting a good listening atmosphere. She must analyze her own actions and listening. Is she aware of what gets in the way of the speaker's attempt to communicate with the listener? Has she discussed with the children what listening courtesies and respect she expects from them? Above all, the teacher must demonstrate to her students that she is a good listener. Also a good listening teacher will place value on activities which upgrade listening. She won't bore her students with continuous reading around the room. She will not have to repeat pupil answers or instructions because her students already know the value of getting "things" the first time around. This teacher will also show her interest in what others have said by following up on oral reports.

After the teacher has set the atmosphere for effective listening, there are specific listening skills that need to be taught. Pratt(2) specifies these skills as word perception, comprehension of ideas, and using ideas to build understandings. There is a wealth of information that can be searched through to find activities to develop listening skills. Planned procedures should be used, but the skilled teacher can also teach listening skills as they arise spontaneously in the classroom.

In teaching the skill of word perception, attention should be given to recall of word meaning and deduction of the meaning of unknown words. Sample activities include:

1. Sentences could be read aloud in which certain words are omitted. Using their knowledge of context clues, students could provide suitable ones.

2. The teacher could read a short paragraph containing words that have similar meanings. Children listen to pick out words that mean the same. "Soon the *little* man came to a *small* room. He peered through the *tiny* door . . ."

Noting detail, following directions, organizing materials into main and subordinate ideas, selecting information pertinent to a specific topic, and detecting clues that show the speaker's trend of thought are all comprehension skills that should be taught. Some activities include:

1. The teacher could read aloud names of different objects, including different categories. The class could be divided into

four teams and each team would remember a specific category.

2. Students could sharpen their following-directions ability by listening to and repeating travel directions.

3. Students could listen to short paragraphs which compare people, places, or events. From memory they would recall the likenesses and differences.

4. The teacher could read a selection containing a clear-cut sequence of events. Students would be asked to predict what might happen next.

5. The teacher could read a story containing specific information . . . This completed, the children would be asked to write with good organization, the information they received in the report. Their results would be compared to the original.

Pratt listed using ideas to build understandings as the third type of listening skill. This includes evaluating an expressed point of view or fact in relation to previous learning and making justifiable inferences. This is actually critical listening. Activities to enhance this skill include:

1. Students could listen to television and analyze the mechanisms that underlie advertisements. Does the advertisement make sensory appeal, as in honey-sweet cereal? Is it the so-called "Scotch" instinct of liking a good bargain?

2. The teacher could devise statements in which fact and plausible opinion are intermingled and ask students to listen first for opinions and then for facts that are indisputable.

3. The teacher could choose some program or recording that is definitely propaganda and discuss how public opinion is formed and influenced not only by what people say but by the way they say it.

Educators are partly responsible for limiting the listening process in two ways. First, we have taught our children to tune-out on many valuable sources of information and pleasure. By dominating the classroom scene with lectures and talk that are often without a worthwhile purpose, children through sheer boredom resort to using their imaginations and daydreams to get them through the class period. We have also hurt our children's listening ability by not teaching them to be selective. There is just too much in our media-mad world to take in. Consequently children may select what to listen to at random,

which may result in a great deal being lost or never attempted. Listening is a thoughtful process that must be taught. Our children already know that they hear with their ears. What we must begin to teach them is that they need to listen with their minds.

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# ECHOES FROM THE FIELD

*Joe R. Chapel*

Western Michigan University has been designated to be one of a network of 70 regional resource centers located throughout the nation. These centers located in colleges, universities and schools, represent the fulfillment of a missing dimension in the dissemination and implementation of the best contemporary knowledge in the field of reading. The United States Office of Education and the International Reading Association in conjunction with ERIC/CRIER provide easy access to information in all aspects of reading.

The Regional Resources Center for western Michigan is located in the Educational Resources Center at Western Michigan University in Sangren Hall. Those interested in using the facility are encouraged to do so.

For more information contact either Bruce A. Lloyd or Joe R. Chapel at Sangren Hall, Western Michigan University, Kalamazoo, Michigan.

# DID YOU SEE?

**Dorothy J. McGinnis**

*A Decade of Reading Research in Europe, 1959 - 1969: A Review* by Eve Malmquist? Dr. Malmquist, Professor of Education at Teachers College, University of Linköping, Sweden, has summarized and reviewed a number of empirical reading research studies. He has organized his report under the headings: (1) The Sociology of Reading, (2) The Psychology of Reading, (3) The Physiology of Reading, and (4) The Teaching of Reading. The review is published in the March 1970 issue of *The Journal of Educational Research*.

*Children's Books of the Year, 1969?* Published by the Child Study Association of America, Inc., this booklet lists nearly 500 books for children from nursery age to about fourteen. These books were selected by the Children's Book Committee from among more than 3,000 published during the past year. The Children's Book Committee judges books not only for reading appeal, integrity of plot, and authenticity of information, but for the degree to which they present basically healthy concepts of life, positive ethical values, and honest interpersonal relations.

*Reading With Your Child—Through Age 5?* This publication of the Child Study Association of America is a guide to selecting books for reading aloud to young children. This attractively illustrated booklet contains helpful suggestions for parents about introducing young children to the fun and learning to be found in good books. More than 150 titles are listed by subject, such as Children and Families, Animals, City Stories, Real Things and Machines, ABC and Counting Books, Fantasy, Humor and Folk Tales, Verse, Songs, and Mother Goose.

*The 1970 Supplement to Recommended Reading About Children and Family Life?* It lists more than 80 books and pamphlets published between late 1968 and early 1970 and is designed to be used in conjunction with *Recommended Reading About Children and Family Life, 1969*. Together these lists are intended to provide practitioners, parents, teachers, and librarians with a useful reference tool. The *1970 Supplement* is available through the Publications Department, Child Study Association of America, 9 East 89th Street, New York 10028.

“Dyslexia in Four Siblings,” *Journal of Learning Disabilities*, April 1970? This article discusses the specific deficits in each sibling and points up the similarities and differences in their associated characteristics and their individual emotional development. Based on the history, presenting symptoms and outcome, the authors (Harold Michal-Smith, Murry Morgenstern and Etta Karp) suggest that a genetic factor may be causative.

# WE SUGGEST

*Eleanor Buelke*

Hall, Mary Anne

*Teaching Reading as a Language Experience*

Columbus, Ohio: Charles E. Merrill Publishing Company, 1970.

Pp. vii + 117.

Few reading experts would disagree with the statement that effective, competent reading is a form of overt behavior. Most would agree that learning certain academic skills is prerequisite to a high degree of reading skill. Most of them even concur in what the manifestations of good reading behavior are. Similar lists of skills basic to reading expertise are given by proponents of widely varying methods and materials for teaching reading. Differences among leaders in this field appear to be found most often in the way with which they view the learner, his needs, and his behavior in the total reading and learning milieu. Differences in attitudes toward the learner result in differences in goals for teachers and learners and differences in children's attitudes and behavioral performance in reading achievement. Writing of conflict and continuity in human behavior, Jerome Kagan states:

Academic skills cover a large and complex sector of behavior. Mastery of these tasks can serve different motives separately or simultaneously.<sup>1</sup>

Many successful teachers of reading acknowledge this truth and the relevancy of a further point made by Kagan when he says:

Comprehension of a single piece of behavior requires knowledge of the cognitive system to which the response is attached.<sup>2</sup>

Such teachers strive to operate within a frame of reference resting on a philosophy that teaching and learning must be personal, communicative, functional, and creative.

In recent years, reading authorities, supervisory personnel, and classroom teachers have explored an integrated, functional framework for teaching reading and language skills which takes advantage of motives that prompt learners to energetic action and cognitive learning. A description of this approach and identification of instructional practices which can be followed in teaching reading are found in the recently published *Teaching Reading as a Language Experience*. In the author's own words, "This book is *not* a collection of practices for

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<sup>1</sup>Esther Lloyd-Jones and Esther M. Westervelt, Editors, *Behavioral Science and Guidance*, p. 68. New York: Bureau of Publications, Teachers College, Columbia University, 1963.

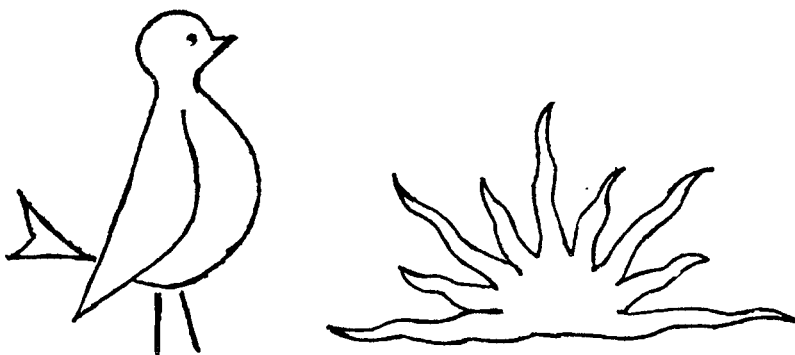
<sup>2</sup>*Op. cit.*, p. 84.

teaching . . . . This book is a description of the theoretical base of the language experience approach and the implementation of this theoretical base in a classroom setting." Earlier chapters of the book establish the theoretical rationale for the language experience approach, while later chapters deal with its practical implementation, describe its effective setting, and summarize information.

Hall explains the rationale for the language experience approach with some major assumptions about relationships between/among reading and language, language and learning, and the learner's role during the process of acquiring communications skills: reading is not a separate subject, but is a part of the total language program; thinking is fostered in children as they articulate their thoughts and produce their personal reading materials; the use of children's own language and experiences takes maximum advantage of the role of interest and personal involvement in learning. Further, she defines the primary goal of such instruction as the development of ability to communicate in all facets of language. Acquisition of skills in decoding print, growth of thinking skills in concept formation, expression and encoding of thoughts in oral and written language are all included in this approach.

Classroom procedures designed for improvement of instruction in communications skills are described in detail in the chapters on experience stories, creative writing, vocabulary development, literature, and both pre-reading and reading skills. Appropriate pictures and samples of children's writing accompany the explanations, and expand the reader's understanding of methods and techniques to be used. Suggested sources for further reading are listed at the close of each chapter. They represent some of the current, outstanding, and exciting writing of thinkers and research authorities in this area.

In her final chapter, the author examines overall concerns of teachers who wish to use the language experience approach. Here she identifies the environment typical of the classroom in which reading is taught as a language experience. She writes of teachers' expectations and attitudes; provision of ideas and materials for worthwhile independent activities; reading, listening, and writing centers; and ways to organize the class for whole group, small group, and individual learning situations. Hall concludes with a section on evaluation which stresses pupil achievement as behavioral performance in the entire communications field. This underlines a major premise with which she begins the book, "A teacher must be concerned with developing language power, not just reading ability."



## ROUND ROBIN

*Dorothy E. Smith, Editor*

Dear Readers,

Below are two statements of opinion on the ever-present question of Phonics or Not Phonics. What do you think?

Dear Editor:

"THIS I BELIEVE . . . . .

The purpose of phonics instruction, as it relates to reading, is to provide the reader with the ability to pronounce or to approximate the pronunciation of any word he meets in reading, which he does not know as a sight word. Phonics does not constitute a total method for teaching the complicated process called reading.

The question is often asked as to the teaching of phonics separately or as an integrated part of reading. As I stated above phonics is part of an overall curriculum. It is not a subject in itself as music, or mathematics, or science so often tends to be. It's difficult to say "THIS" is phonics, "THIS" is reading . . . they go together.

Phonics is a means used by the teacher to reach an end, reading. She uses her text or texts as tools in helping all individuals master the technique of reading. It can be used at other times during the school day, as can music, mathematics, and science. The creative teacher can and does correlate all subjects into one over-all learning experience.

When one starts separating phonics and reading, I feel, the goal has been thwarted or even lost. Application and immediate use is necessary. One can read—even memorize—the multipli-

cation tables, but unless the user can put them to work—SOON—the time spent has been wasted.

Drill with intent to improve is practice. If rules and various lessons are presented to the student without proper direction, all that should be gain will be pure waste. A drill for drill's sake . . . I say no. But drill for the need of keeping lessons fresh in mind is good! And this drill doesn't mean a boring, unstimulating, and unchallenging part of the day. It can be the dessert for the day . . . limited only by the teacher's and the pupils' imagination.

And I do not feel there is one set way to teach phonics. Teachers are human beings working with little human beings; and humans vary. Research has shown that there are several approaches to teaching phonics, but who is to say, "This is the Way for all?"

Our class has even proven that this just doesn't happen. Out of eleven teachers, various methods are used and evidently, there is success. But the actual process depends upon the school, the students, the teacher, and the way these elements are worked together.

Regardless of our methods, or our creativeness, or our individual personalities, or our own preferences, we all want to accomplish the same task—teach children. We are the cogs about which our nation's children turn; we must make sure each one of them will continue to turn and seek out new horizons.

If children lack the proper tools with which to work, they will be handicapped in their efforts to learn to read. Phonics is simply a basic method of word attack which permits the child to translate written symbols into spoken sounds. By teaching him a few sounds at a time and helping him to recognize them in varied combinations, we equip him with the skill and confidence that makes life an enjoyable and joyful experience.

It is up to me, it is up to every teacher to believe . . ."

Jane Ropp  
Sturgis, Michigan

Dear Editor:

Reading to me is the most important skill one should master. It is known that there is a close connection between being able

to read well, success in school and success in life. Reading broadens horizons, builds background, develops moral and spiritual values, helps language development, increases the desire to read, and entertains.

I believe this skill should begin to be developed not later than first grade, and for those who are eager and ready kindergarten is not too soon; even some pre-schoolers are ready. Picture reading should begin as a child can sit on one's lap looking at colorful pages. Parents as a rule do not do enough to foster their children's urge to read. Teachers are handicapped in doing their best by lack of time and pressures from many sources. It is difficult to know the child's history and the best means of approach for that child.

Several methods have been tried in the past, sight reading, use of phonics, the alphabet, and then words. None of these methods in themselves are a success. To me the better part of each should be correlated and used. For instance, I believe reading and phonetics should be used together and not always treated as two individual subjects.

I believe that the basic skills of reading such as letter sounds, a large sight vocabulary, good habits of posture, use of books, speed and fluency of silent reading, skill of comprehension, should be well covered during the first three years of school. After that, students should review these and branch out into an area of wider reading and varied interests. Better comprehension, word and sentence structure should be learned in later elementary grades.

Reading should be a pleasant experience, something of interest and not too difficult. Every child differs in his needs and the way he should approach this learning. The teacher should be aware of the fact that every child needs love and affection, a feeling of belonging, real achievement and much success. I recently learned this little message:

Talking is not teaching.  
Listening is not learning.  
Reading is not studying.  
We learn by doing.

Ruth Lehmer  
Sturgis, Michigan



# TEN-SECOND REVIEWS

*Blanche O. Bush*

And so to completely analyze what we do when we read would almost be the acme of a psychologist's achievement, for it would be to describe very many of the most intricate workings of the human mind, as well as to unravel the tangled story of the most remarkable specific performance that civilization has learned in all of its history.

—Edmund Burke Huey

Anderson, B. Betty, "Classroom Diagnosis of Reading Readiness Factors," *Journal of Learning Disabilities* (May, 1970), 3:23-26.

This article describes the results of a research study on the validation of a teacher checklist for diagnosis of reading readiness. The purpose of the study was to provide classroom teachers with a diagnostic tool for evaluating specific strengths and weaknesses in visual perception and auding. Such diagnostic information serves to assist teachers in planning a readiness program based on specific needs.

Batinich, Mary Ellen, "Language-Experience Activities," *The Reading Teacher* (March, 1970), 23:539-546+.

Prior to the 60's educators for the most part accepted the fact that a mental age of six-and-one-half was necessary for reading—that is, to decode strange symbols on a page. In this age of wide exposure of children to the world through audio-visual media and improved transportation, however, it is not unusual for children to come to school with a surprisingly wide variety of concepts learned through TV programs and commercials, supermarkets, daily commodities seen at home, billboards, and street signs. So by utilizing the wide experience that children have already received, the introduction to reading becomes a natural extension of the learning that has taken place in their home life. The use of this approach does not require a major revision in the kindergarten program. The creation of books by the children generated enthusiasm in the children and became valuable visual aids for the class. Parents can contribute much to the progress as the school builds on the foundation provided by the home. For education to progress, parents' support is vital.

Burt, Velma, "A Daily Story Approach to Beginning Reading," *The Reading Teacher* (March, 1970), 23:507-510+.

This is not merely an experience chart approach. Where experience charts use new words at a tremendous rate and give little repetition to most of the words, the daily story has a more controlled vocabulary and uses much repetition. The daily story's effectiveness lies in its simplicity and in personal reading of stories, and the incentive of the events close to the child.

Carlin, James B., "Intensive Reading Instruction," *The Reading Teacher* (February, 1970), 23:422-425.

This investigation was designed to assess the effects of an intensive program of clinical reading instruction given for one month in a university environment to children possessing severe reading problems. Each child made measurable changes beyond expected performance in the areas of vocabulary, comprehension and instructional reading levels. It appears that intensive reading instruction can be worthwhile and that motivation, organizational efforts, and environment are important variables in dealing effectively with children possessing severe reading problems.

Carter, Homer L. J., "The Teacher's Diagnosis of the Disabled Reader," *Reading Difficulties: Diagnosis, Correction, and Remediation* (William K. Durr, editor), International Reading Association, 1970, pp. 34-41.

This paper defines diagnosis and discusses its function and application in the classroom. The nature of cause and the techniques of diagnosis are explained. The use of school history, objective data, informal inventories, and observations of the students requiring remediation are illustrated. Emphasis is placed on the various aspects of behavior of the child in his environment and their significance in diagnosis.

Carter, Homer L. J. and Dorothy J. McGinnis, *Diagnosis and Treatment of the Disabled Reader*, The MacMillan Co., 1970, pp. viii-370.

This text was written for those who wish to understand why

children are having difficulty in learning to read and what can be done about it. It was designed to help principals and teachers identify and select children with reading difficulties who can profit from instruction in the classroom, those who require temporary treatment by the reading therapist, and those in need of clinical study. The authors define reading in terms of Gestalt psychology, a philosophy which permeates the entire book. Attention is called to the sociological, psychological, and educational factors affecting reading achievement and an up-to-date, research-oriented discussion of the causes of reading disabilities is provided. The authors show professional workers how to interview and observe children as well as how to administer and interpret standardized tests and informal inventories. They demonstrate how to integrate data from these sources in the study of an individual. The book emphasizes a rigorous approach to remediation and sets forth four levels of diagnosis which are illustrated in detail. Approximately one-half of the book is devoted to the treatment of perceptual problems, vocabulary deficiencies, and difficulties in reading for meaning.

Copp, Barrie R., "Reading as viewed by our Eastern European Colleagues," *Journal of Reading* (March, 1970), 13:441-446.

This article reports the status of reading in Czechoslovakia, Hungary, Romania, Russia and Denmark as perceived by an I.R.A. visitor who looked, listened, and kept notes on last summer's tour.

Culhane, Joseph W., "CLOZE Procedure and Comprehension," *The Reading Teacher* (February, 1970), 23:410-413+.

A survey of Cloze studies compiled by Rankin (1962) shows that the majority of Cloze studies have focused on its use as a test instrument. However, its potential as a teaching device should not be overlooked. The fact that pupils must use context clues and must pay closer attention to the remaining words in the passage in order to replace deleted words should result in better understanding of the materials that they read.

Davis, John E., "More Than Simply Fact or Opinion," *The Reading Teacher* (February, 1970), 23:406-409.

On the basis of the findings of this study it would appear that the development of the ability to distinguish between fact and opinion is a defensible goal of instruction in reading. However, it seems evident that instruction in distinguishing between fact and opinion alone is not enough. Teachers must also take into consideration the elements which appear to affect the factual or opinionative nature of material. Included among these elements are the topic of the paragraph, the semantic variations present in the English language, sentence structure and different types of sentences. In addition, research appears to be needed in search of specific cues that do allow the reader to distinguish between fact and opinion.

Dietrich, Dorothy M., "New Approaches to Easing Word Attack at the Beginning Reader Levels," *The Reading Teacher* (March, 1970), 23:511-515.

Over the years new methods of teaching reading have been proposed regularly. Because no one approach works for all pupils, teachers need to be aware of a variety of approaches which might be used. A brief description of i.t.a., words in color, linguistics, programmed instruction (both machine and material) and phonics are given. Dietrich believes that little research has been done to show the superiority of one decoding method over another. Teachers must become skillful enough in knowing children and approaches to reading that the best approach might be found for each child. Flexibility in teaching is still the byword.

Dulin, Kenneth L., "Using Context Clues in Word Recognition and Comprehension," *The Reading Teacher* (February, 1970), 23:440-445+.

Four major points were presented in this article. (1) Though all readers use general context in a somewhat "automatic" way, direct instruction is necessary if young readers are to become proficient in the use of planned context clues. (2) Context clues are of various but specific types, identifiable, predictable, and teachable. (3) The use of context should be first

approached informally, but then presented in an orderly way, with labels provided for ready identification and use. (4) Finally, the use of context clues must be regularly reinforced if this technique for word recognition and comprehension is to become a regular part of the reader's repertoire of word attack skills.

Durkin, Dolores, "Reading Readiness," *The Reading Teacher* (March, 1970), 23:528-534+.

Durkin summarized three points which she felt were of particular importance. (1) Readiness for reading should not be viewed as comprising a single collection of abilities which will be the same for all children. (2) Whether or not a child is ready depends upon his particular abilities, but also upon the reading instruction that will be offered. (3) What a child is able to learn as a result of these opportunities offers very specific information about his readiness. Probably the major challenge for educators has to do with the need for greater flexibility in the way schools handle beginning reading. Another and briefer way of stating these challenges is to insert the reminder that the important question for educators is not, "Are these children ready to learn to read?" But rather, "Are we ready to teach them at a time, at a pace, and in a way that is just right for each child?"

Ellerman, Richard A. and Joyce A. Wadley, "A Readiness Experiment," *The Reading Teacher* (March, 1970), 23:556-558.

This article reports a study designed to determine whether kindergarten children's intellectual abilities, as measured by a kindergarten test, can be improved through a program designed to increase verbal development, awareness of body concepts, and perpetual motor skills. Participants in this program showed over-all improvement in their intellectual abilities as measured by the data gathered. In addition, teacher observations also indicated general improvement in attitudes and behavior. The children appeared to follow directions better, to listen and interpret more accurately, and to apply concepts more creatively and logically than those in the control group.

Frager, Stanley and Carolyn Stern, "Learning By Teaching," *The Reading Teacher* (February, 1970), 23:403-417+.

Often when a tutoring program is initiated, teachers assume that only the most capable students should be used as tutors. This study has demonstrated that the achievement level of the tutor seems to make little difference in the amount of learning attained by the tutees, whereas there are significant differences in the gains made by the tutors. Thus the findings of this investigation support the recommendation that low-achieving students make effective tutors of younger disadvantaged children and, at the same time, profit considerably themselves.

Feldhusen, Hazel J., Pose Lamb, and John Feldhusen, "Prediction of Reading Achievement Under Programmed and Traditional Instruction," *The Reading Teacher* (February, 1970), 23:446-454.

The first and obvious conclusion to be drawn from this study is that when a basal reading series is supplemented with programmed reading instruction, the children achieve at significantly higher levels in word knowledge, word discrimination and in reading comprehension than when they are taught with basic series alone. The authors suggest that programmed learning individualizes instruction to make the practice activity more effective and perhaps programmed learning reduces each activity or skill to a series of very small steps. In other reading methods the teacher may proceed too rapidly or proceed in steps too large and imprecise for the learner.

Goodman, Yetta M., "Using Children's Reading Miscues for New Teaching Strategies," *The Reading Teacher* (February, 1970), 23:455-459.

Watching and listening to children read orally can give the teacher a great deal of insight into the reading process if he views his role in the classroom as a researcher and diagnostician in addition to the more traditional teaching role. If teachers are able to listen to the child's reading and try to discover why the child makes certain miscues, they will be able to diagnose children's reading problems with greater insight. With greater insight into the complexity of the reading process the teacher can do a better job of teaching children to read.

Graeme, Sharon C., and Mary B. Harris, "Improving Word Recognition in Retarded Readers," *The Reading Teacher* (February, 1970), 23:418-421+.

The hypothesis in this study was that instruction in the use of dictionary pronunciation symbols would enable students to pronounce a significantly higher number of multi-syllable words than prior to instruction. The results appear to indicate that both training in the use of dictionary pronunciation and also practice in oral reading can significantly increase the number of words attempted by retarded readers and the number correctly pronounced. Thus it would seem that a combination of these two methods might prove more effective than either one alone.

Hickerson, Pat, "Curing the Con Artist," *Journal of Reading* (April, 1970), 13:507-512.

The middle class child of average intelligence who is experiencing learning difficulties is in a much worse position—in some ways—than the low income child. The author suggests that the main purpose of a new design for the non-reader is to remove him from the old habits, patterns and routines and place him in a brand new situation where he can give himself a chance for self-reorganization. Designs similar to this are already being used in the educationally handicapped classes of many elementary schools. The design can be altered or modified to suit varying circumstances. The essential concern is the necessity for shielding the student from his own con tricks as well as those of his colleagues.

Hirst, Wilma E., "Entrance Age—A Predictor Variable for Academic Success?," *The Reading Teacher* (March, 1970), 23:547-555.

This report deals only with the relationship between entrance age and academic success under present conditions without special provisions for varying entrance ages. First grade entrance age and reading success are at times assumed to be so interwoven that entrance age is considered to be a predictor variable for academic success. The validity of this assumption is challenged in this article.

Hynes, Sister Nancy, "Learning to Read Short Stories," *Journal of Reading* (March, 1970), 13:429-432+.

An English teacher reports on the values of team teaching and small group discussions as viewed by her students. The techniques described are applicable in other courses in the secondary school. This team teaching experiment provided students with the opportunity to teach themselves important aspects of the short story. Student involvement provided this stimulation.

Kasdon, Lawrence M., "Causes of Reading Difficulties—Facts and Fiction," *Reading Difficulties: Diagnosis, Correction and Remediation* (William K. Durr, Editor), International Reading Association, 1970, pp. 1-16.

The author presented some of the facts and fiction concerning causes of reading difficulties including his own point of view. As seen, there are many causes of underachievement in reading interacting with each other so that it is extremely difficult to isolate them and determine which is cause and which effect. The author stated that carefully designed longitudinal studies such as Katrina de Hirsch's (1966) study are necessary before the causes of reading failure can be ascertained. He pointed out that we should never become smug about what we now know about the causes of reading difficulties. In the inexorable advance of science, today's fact may become tomorrow's fiction.

Keim, Richard P., "Visual Motor Training, Readiness and Intelligence of Kindergarten Children," *Journal of Learning Disabilities* (May, 1970), 3:256-259.

This investigation attempts to determine the effects of a visual motor training program on the readiness and intelligence of kindergarten children. The control groups and experimental group were compared for intelligence and readiness at the end of the year. The results showed no significant differences and suggested that further research is necessary before this visual motor training program becomes a part of the general kindergarten curriculum.



Lewis, Franklin D., D. Bruce Bell and Robert P. Anderson, "Reading Retardation: A Bi-racial Comparison," *Journal of Reading* (March, 1970), 13:433-436+.

The purpose of this study was to investigate the role of intelligence, socioeconomic status, family situation, motor proficiency, and several other variables as determining factors in reading difficulties among junior high school boys. Two racial groups were studied, Negro and Caucasian. The authors present the data only, leaving the reader to draw his own conclusions.

Marani, S. Donald, "The Reading WHO?," *Journal of Reading* (April, 1970), 13:519-522.

A junior high school reading teacher decides to let the rest of the staff know that he's "aboard." In this article the author lists the following advantages as by-products of his reading program: (1) the teaching of reading skills goes well beyond the "isolated" reading laboratory; (2) classroom teachers "learn" reading skills along with their students; (3) the reading teacher has time to prepare demonstration lessons of outstanding quality; (4) the flash card responses permit continuous evaluation of students while they are learning; and (5) the reading teacher serves the classroom teacher. Of central importance, the reading program, under these conditions can prove a credit to the school as well as the reading profession.

Maginnis, George H., "Evaluating Remedial Reading Gains," *Journal of Reading* (April, 1970), 13:523-528.

The purpose of this article was to examine some of the many ways in which gains may be measured and evaluated in terms of the possible objectives of remedial reading programs. Program objectives usually are concerned with the improvement of general reading ability but objectives may also be stated in terms of improvement of specific reading skills or changes in behavior which go beyond the act of reading. Whatever a program's objectives may be, gains should be measured in terms of the extent to which these specific objectives have been reached.

McGinnis, Dorothy J., "The Teacher's Treatment of the Disabled Reader," *Reading Difficulties: Diagnosis, Correction, and Remediation* (William K. Durr, Editor), International Reading Association, 1970, pp. 194-201.

This article defines and discusses the nature of treatment both from an instructional and therapeutic point of view. The author suggests and illustrates seven factors essential in treatment and sets forth a flexible grouping plan for meeting the reading needs of thirty second-grade children whose reading performance ranges from that of a non-reader to readers at the fourth grade level.

Moore, Gladys B., "To Buy or Not to Buy," *Journal of Reading* (March, 1970), 13:437-440.

The author examines three studies—and one older one—in an effort to assess the practicality of speed reading devices. Results of various studies of reading, at first glance, seem to contradict each other. To evaluate the results, the goals of the reading programs must be kept in mind. In many programs gain in reading speed was the goal. In others, gains in comprehension and speed were stressed. The author stated that tachistoscopes or pacers might be useful for secondary schools. Machines serve as motivation and often stimulate and maintain interest in the reading project. Actually, however, the school with a limited budget can get good results without mechanical pacers.

Packer, Athol B., "Ashton-Warner's Key Vocabulary for the Disadvantaged," *The Reading Teacher* (March, 1970), 23:559-564.

One of the important findings of the study reported here is that the "key vocabulary" (the words the children ask to learn when using the Ashton-Warner Techniques) is quite different from the vocabulary introduced in the popular basal readers. It is reasonable to believe that the words children ask to learn are more meaningful for them than the words in the pre-primer of their basal series. Teachers of disadvantaged as well as advantaged pupils are encouraged to try the Ashton-Warner methods since they involve the child in using his own meaningful language experiences as the basis for skill development.

Pikulski, John, "Effects of Reinforcement on Word Recognition," *The Reading Teacher* (March, 1970), 23:516-522.

This investigation attempted to study the effects of reinforcement and to determine if there are differences in responsiveness of lower and middle class children to various forms of reinforcement. In assessing the over-all effects of the reinforcement, there is no evidence to suggest that material reinforcement was in any instance superior to social reinforcement. In fact in both populations and with both sexes, the addition of material reinforcement to knowledge of results appeared to make no appreciable difference. The approval of the examiner, however, did result in fewer errors, except in the cases of lower class boys.

Railsback, Charles E., "Consonant Substitution in Word Attack," *The Reading Teacher* (February, 1970), 23:432-435.

The utilization of consonant substitution exercises within the reading program can serve to strengthen letter-sound associations as well as to provide a way in which some new words may be added to students' recognition vocabularies. However, to teach children to use consonant substitution as a primary word attack skill is to teach them a skill that is not only inefficient in terms of the time it takes, but also one that has limited use. Few children can independently create the necessary mental image of a word that is spelled like the unknown word except for one consonant sound.

Ruddell, Robert B., "Language Acquisition and the Reading Process," *Theoretical Models and Processes of Reading* (Harry Singer and Robert B. Ruddell, editors), International Reading Association, 1970, pp. 1-20.

The purpose of this paper is not to review various theories on preschool language acquisition but instead to examine continued language acquisition in the early school years and explore its relationship to the reading process. Four significant factors must be recognized and accounted for in any operational and theoretical formulation of the reading process. (1) The child's ability to comprehend language precedes and exceeds his ability to produce language. (2) His language comprehension

appears to be a direct function of his control over the grammatical lexical components of the discourse. (3) His language competence and performances appear to move through a developmental sequence during the elementary school years which in some respects parallel the competency model proposed by the transformational grammarian, and (4) His language performance is directly related to his language environment, including the available language model and opportunity for language interaction, his comprehension strategies and objectives and possibly maturation of his latent language structures.

Sabaroff, Rose E., "Improving Achievement in Beginning Reading: A Linguistic Approach," *The Reading Teacher* (March, 1970), 23:523-527.

A linguistic approach starts with familiar words that are phonemically regular; that is, each consonant letter or combination and each vowel letter or combination used has a consistent one-to-one relation with the sound it represents, as in the words PAN, SIT, RUB, and FOX. The programs are systematic and carefully programmed. The learning of a new element draws on prior language. Children should not be allowed to learn an endless number of unrelated words or unrelated sounds. Why shouldn't children be taught reading in a way that will uncover the system that is operating?

Schneyer, J. Wesley, "*Research: Reading and the Disadvantaged*," *The Reading Teacher* (March, 1970), 23:571-572.

Martin Deutsch was one of the earliest researchers to identify the social issues involved in the education of the disadvantaged. Some linguists, educators, and psychologists tend to view the causes of reading difficulties among Negro children from differing vantage points. Some educators and psychologists assert that primary causes of poor reading among disadvantaged Negro children are due to severely limited oral speaking vocabularies, deficient speech patterns, and auditory perceptual deficiencies. Some linguists believe that a vitally important factor is not that the children lack speaking vocabulary or correct speech but that their speech patterns are different.

Sebeson, Lucille, "Self-concept and Reading Disabilities," *The Reading Teacher* (February, 1970), 23:460-463.

Some of the behavioral symptoms that might indicate poor self-concepts are feelings of insecurity, inattention, antagonism, loneliness and indecision. Poor readers may have a low motivation toward academic achievement. They often cannot accept rules and will not try to adjust to them. They show other evidences of emotional instability, emotional immaturity, or lack of social confidence. Feelings of inadequacy and nervousness, or feelings of discouragement may indicate a low self-concept and result in under-achieving in academic subjects. Five suggestions for helping teachers influence the child's self-concept are presented.

Sheldon, William D., "Problems of Reading in an Urban Society," *Reading Difficulties: Diagnosis, Correction and Remediation* (William K. Durr, Editor), International Reading Association, 1970, pp. 133-142.

The author suggested that the reading program for the center city child be tailored to suit his needs. It is apparent that classes must be small, teaching materials based on the language of the pupil, lessons short, rewards for achievement immediate, failure made virtually impossible, and evaluation valid and specific to the population and program they have experienced. The hope of the center city lies in a massive effort involving money, personnel, and strategies.

Smith, Richard J., Bernice Bragstad, and Karl D. Hesse, "Teaching Reading in the Content Areas—An In-service Model," *Journal of Reading* (March, 1970), 13:421-428.

Because the total-school approach to developmental reading is a concept which was not clearly understood by many high school teachers, an in-service program seemed to be a necessary first step. This program was judged to be effective in changing teacher attitudes and imparting knowledge. Three characteristics of the program are credited for much of the program's success: (1) Reading was presented as behavior that can occur at various cognitive and affective levels. (2) Faculty members who were already teaching reading in their content areas were featured. (3) Specific instructional practices were suggested.

Stevens, Deon O., "Organization and Operation of the Topeka Reading Clinic," *The Reading Teacher* (February, 1970), 23:414-417.

September, 1967 marked the initiation of the Topeka Public Schools Reading Clinic, Centers, and Services. A three pronged approach is being used: (1) in-service work for teachers; (2) remediation for children; and (3) concentrated clinical diagnosis of learning disabilities.

Sucher, Floyd, "Developing Classroom Reading Centers," *Reading Difficulties: Diagnosis, Correction and Remediation* (William K. Durr, Editor), International Reading Association, 1970, pp. 180-187.

Classroom reading centers are not new, nor are they a panacea for solving reading problems. Experience, however, seems to substantiate that the establishment and proper utilization of an effective classroom reading center can be one of the most productive methods a teacher can use to develop within children a love for reading and at the same time provide practice in necessary reading skills.

Weintraub, Samuel, Helen M. Robinson, and Helen K. Smith, "Summary of Investigations Relating to Reading," *Reading Research Quarterly* (Winter, 1970), 5:131-370.

The authors summarized 416 reports of research dealing with reading published between July 1, 1968 and June 30, 1969. The studies are grouped into six major categories.

Whalen, Thomas, "A Comparison of Language Factors in Primary Readers," *The Reading Teacher* (March, 1970), 23:565-570.

The purpose of this investigation was to seek evidence concerning the relative difficulty of two reading programs, the Bank Street Basal Reading Series and the Harper and Row Basic Reading Program. The former series was designated for use by culturally disadvantaged children, the latter for average and slow readers. In view of the fact that culturally disadvantaged children are believed to have language disabilities, the choice of the Bank Street series for their use is questionable. More research needs to be carried out to determine if other variables not included in this study outweigh the linguistic

evidence against a choice of the Bank Street books for the disadvantaged, and to determine if statistical differences brought out by this study are, indeed, psychologically significant for beginning readers.

Wilson, Robert M. and Nancy Parkey, "A Modified Reading Program in a Middle School," *Journal of Reading* (March, 1970), 13:447-452.

The report is about a middle school faculty which provided a meaningful learning adjustment for students who had problems in reading. A modified language experience approach was used. Lectures, discussions, films, demonstrations, and experiments replaced texts. Both students and teachers felt that the program facilitated better learning for the experimental group. Yet, objective measures did not show great gains.

HOMER L. J. CARTER READING COUNCIL  
INTERNATIONAL READING ASSOCIATION

## PROGRAM 1970-71

THEME: That All May Read

THURSDAY, SEPTEMBER 24, 1970

"Freedom to Learn Through Reading"

Dr. Lester VanGilder, Director, Marquette University Reading Center  
7:00 P.M. Smorgasbord Dessert, compliments of Executive Committee  
Little Theatre, Portage North Junior High School

THURSDAY, OCTOBER 29, 1970

Our Council's First Drive-In Conference, "Once Upon An Eerie Night"

Dr. Jerry Weiss, Jersey City State College

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

THURSDAY, FEBRUARY 4, 1971

"An Interim Report on Workshops for Parents of Disadvantaged Children"

Mrs. Dorothy E. Smith, Mr. Joe R. Chapel, Reading Center and Clinic, Western Michigan University

5:30 P.M., Potluck Supper, Little Theatre, Portage North Junior High School

MONDAY AND TUESDAY, MARCH 15 and 16, 1971

Fourteenth Annual Meeting, MICHIGAN READING ASSOCIATION, Grand Rapids Civic Center

WEDNESDAY, APRIL 21, 1971 through SATURDAY, APRIL 24, 1971

Fifteenth Annual Conference, INTERNATIONAL READING ASSOCIATION, Atlantic City, New Jersey

Theme: "That All May Read"

THURSDAY, APRIL 29, 1971

6:30 P.M. ANNUAL BANQUET, Gull Harbor Inn

"Reports From Atlantic City"