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Reading

HORIZONS



WINTER 1971

Reading **HORIZONS**

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Editorial Comment

SCHOLARLY DISCIPLINE OR PRACTICAL ART

It is reported that the Johns Hopkins Education Department and Master of Arts in Teaching programs will be discontinued after June 30, 1971. William Doll, a graduate student in education at Johns Hopkins University, has in the September issue of *Phi Delta Kappan* stated that this action is due to financial difficulty, in-fighting within the department, and to the fact that the department was not in the mainstream of Johns Hopkins' academic interests where research in the sciences and scholarly prestige are stressed. Surely, one is tempted to ask: To what extent do these conditions apply to departments and schools of education in other colleges and universities?

Joe Wittmer, summarizing a dissertation by Wayne E. Miller in the November issue of *Phi Delta Kappan*, points out that Amish students in parochial schools taught by eighth grade graduates had on the Iowa Tests of Basic Skills the highest mean scores of any of the five groups participating in the investigation in both spelling and word usage and placed second in arithmetic. In both vocabulary and reading the all-Amish students scored second to the non-Amish group. Others acquainted with Amish children report that the incidence of non-readers in Amish schools is not as great as that found in the public schools. Surely, one is tempted to ask: How much "scholarly discipline" is needed to teach reading?

As in the practice of medicine, scholarly discipline and practical arts are handmaidens who should never be separated. The gathering together of knowledge should be associated with the dynamics of a powerhouse rather than with the accumulation of information stored in the dusty vaults of a bank. If the art of teaching is to become effective, it must be based upon principles and proven theories which have been worked out by the scholarly disciplines. In the practical art of teaching the instructor must stimulate his students, provide simple, direct and specific help when and where it is needed, and guide the children in the realization of their goals. The practical art of teaching must grow out of a new humanism which is based upon a sincere respect for knowledge and an understanding of the individual in his environment. The good teacher, like the good physician, must know his students and be willing to give of himself as he facilitates the learning and development of others.

Homer L. J. Carter
Editor

THE TEACHER'S APPROACH TO THE STUDY OF THE DISABLED READER, A HOMEOPATHIC CONCEPT

Dorothy J. McGinnis

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Teachers in the classroom can provide remediation for children having difficulty in making a satisfactory reading adjustment. Students of education, without a background in clinical psychology and without adequate equipment or time for detailed investigation of causal factors, can make use of a homeopathic approach in their attempts to provide treatment for children with reading disabilities. It is the purpose of this paper to show how this goal can be attained.

THE TEACHER'S FUNCTION IN REMEDIATION

The classroom teacher can meet the reading needs of 92 per cent of the school population. She can observe the child in the classroom environment, can identify his problems, and can help him solve them. The teacher can learn to know the student, his interests, his aptitudes, and his needs. She can develop a knowledge of his home and neighborhood. She can observe daily his contacts with his peers and can appraise his social and emotional adjustment. She can evaluate his ability to sustain effort, to make use of textbooks and reference materials, and to achieve his goals. She can observe his activities as he reads silently and orally and can evaluate frequently the reading skills he has achieved and identify those that are essential to his progress and which at the present he lacks. She can study his reading errors and inadequacies in a natural classroom environment without making him feel that he is a "reading problem" suffering from dyslexia, brain damage, or perceptual abnormalities. In a humanizing manner she can aid the child as he attempts to achieve his objectives and carry out his projects. She can make use of his disabilities as opportunities for instruction and "on the spot" therapy. Her treatment is homeopathic in nature.

DEFINITION OF HOMEOPATHY

Homeopathy is a form of treatment which assumes that such agents cure disease as in health produce similar symptoms and that the more finely a drug is divided for administration the more effective it becomes. In the treatment of a fever, for example, the physician,

recognizing that an elevation in temperature is nature's way of combating an infection, would administer medication which in a normal person would produce similar symptoms. The elevation of temperature would be facilitated and yet controlled. In other words, small homeopathic doses would be prescribed rather than massive allopathic administration of drugs.

Homeopathic treatment applied to a disabled reader involves permitting the child in a natural situation to make reading errors and then to develop control over them. It emphasizes meeting his reading needs *as they develop* rather than determining causal factors and then providing drastic remediation. For example, one third grade teacher observed that when Robert was asked to read, he encountered many words which he did not recognize. Furthermore, he made more errors on small common words than he did on polysyllabic words and frequently knew a word in one situation and not in another. The teacher asked Robert to read a list of words which she had selected from a book he was attempting to read. Then she exposed the same list of words rapidly using a teacher-made tachistoscope. The child made a greater number of word errors when the device was used than he did when viewing the same words for longer periods of time. On the basis of this and previous observations, the teacher assumed that for immediate success in reading Robert needed to increase his sight vocabulary. She explained this to Robert and together they worked out plans whereby he could achieve this goal. Some of the procedures which they employed involved the development and reading of experience charts and the use of interesting stories at a level of difficulty which Robert could read with pleasure. In addition, they used tachistoscopic materials which encouraged rapid recognition of words rather than detailed inspection. The introduction of several Dolch Games added to the interest of the occasion. Robert was also encouraged to prepare and maintain a card file of words he wanted to learn. These words were incorporated into interesting stories written by Robert and the teacher so that the words were repeated frequently and at carefully spaced intervals. These guided activities were homeopathic in nature.

In dealing with the disabled reader, both the homeopathic and allopathic approaches are recommended. In this paper, however, it is the writer's purpose to illustrate and set forth some of the advantages of homeopathic treatment which can be applied by the classroom teacher as she identifies and meets the reading needs of the disabled reader.

APPLICATION IN THE CLASSROOM

In showing how homeopathic remediation can be applied in the classroom, the writer will describe a goal-oriented process of instruction, provide an illustration of homeopathic treatment, point out possible effects on the individual, and set forth some psychological aspects of homeopathic remediation.

The Goal-Oriented Process

The effective teacher stimulates, informs, and guides her students. She focuses her attention upon each child as he, in a goal-oriented activity, attempts to achieve his purpose. She refrains from teaching reading as an academic subject and instead aids the student in controlling his reading errors and developing his reading skills so that he can accomplish his projects and attain his goals. The student at any level is not concerned with learning about reading but in developing reading skills which are useful to him in the realization of his objectives. The intrusion of exercises based upon phonics, structural analysis, and contextual clues *before* the student has discovered their worth to him can lessen his interest in reading and retard his progress. These forms of treatment should be employed by the classroom teacher only in their proper place and always with discretion. The teacher is not primarily concerned with measuring degrees of reading skills and with determining amounts of growth in knowledge about reading. Instead she applies her instruction where and when it is needed so as to aid the individual in overcoming his difficulty. Her goal is to help him use reading as an effective tool and as a source of pleasure and satisfaction. She places him in a situation where he can make mistakes and by means of timely, yet unobtrusive, instruction develop control over his errors. In this process, books are not always necessary until the child has developed an interest in reading and has acquired an adequate sight vocabulary. In the early stages of learning to read, an informal approach can be utilized. Charts and records based upon the child's experience can be employed in a dictating-writing-reading situation. The child can express his ideas in his language. In the use of word symbols, phonics and structural analysis can be applied at the proper time and place but never until there is a well-defined need. Instruction is relevant and is recognized by the student as an aid in helping him accomplish his purpose. In a child-centered, goal-oriented approach the child can prepare his own books, illustrate, and bind that which he has dictated. This can lead to a feeling of accomplishment and to stimulation for further creativity. Feedback can be important.

Homeopathic Approach in the Classroom

A group of five children in a fifth grade reading class were designing and binding several short compositions which each had written. Christopher who was nearly two years retarded in his reading asked to participate in the activities of the group. This boy with an IQ on the Stanford Binet of 136 had a dislike for reading and saw no reason why he should put forth the necessary effort to learn. His permissive parents who were employed in a manufacturing plant had little time for recreation and still less to spend with their two children. Christopher's request was granted and he immediately began to write a description of a crystal radio set and how one could be constructed. Books which dealt with cat whiskers, galena, coils, condensers, and head phones and which were written at approximately the third grade level were read for the purpose of acquiring essential information. In providing aid when needed, his teacher introduced structural analysis and showed Christopher how to make effective use of the dictionary. Words and their meanings were studied and when necessary his teacher showed him and several other members of the class how to write paragraphs and organize these into larger thought units. Christopher wrote and rewrote. Finally his material was ready for typing. When this was completed, he was encouraged to illustrate his work with drawings and actually bind in hard cloth covers the eight pages of his manuscript. In this goal-oriented process use was made of cardboard, cloth, drymount, a warm iron, and masking tape. When the nicely bound book emerged, Christopher was delighted. He showed it to his friends, read it to his parents, and discussed its contents with his grandfather. The young author was "turned on" and in the process had taken a big step to purposeful reading.

The Individual in Treatment

The child in the classroom who has difficulty in learning to read needs to develop responsibility for self evaluation and the achievement of his objectives. The goal-oriented process makes it possible for him to assume the initiative in overcoming his reading disabilities. He is given an opportunity to acquire an objective attitude in appraising his success and his failures. He develops a higher degree of self confidence as he, with well motivated instruction, is permitted to experience difficulties in reading and develop control over them. In this homeopathic treatment the child is the center of all instruction and the source of all purposeful activity. He is on his own and learns to take more responsibility for his progress in reading. The teacher

stimulates, informs, and guides. In this triad, the emphasis should be placed upon *stimulation* and *guidance*.

Some Psychological Aspects

Some careful research (2) has identified factors which influence the effectiveness of learning. Motivation, nature of material to be read, and conditions of practice should be given careful consideration by the teacher.

● Learning is more effective when the motivation is intrinsic, i.e., when the student is interested in the learning task and can apply that which is learned in the realization of his own goals. In this manner learning is rewarding and is based upon intent to learn. Motivation can lead to interest. Immediately the question can be raised, Why does the child become interested in learning to read? Is it the story or the mastery of reading skills? Is it meaning which he seeks or decoding skills such as structural analysis, phonetic analysis, and other approaches to the identification of words? It has been demonstrated that the effectiveness of verbal learning depends upon the meaningfulness of the material. This is not only true with the maladjusted reader but with the beginning reader as well.

● The careful selection of materials can facilitate learning to read. Consideration must be given to the reader's experiential background for his mental content determines not only his interest but the quantitative and qualitative aspects of meaning he will be able to generate. In all instances, the interest level of reading materials must be high. Furthermore, the instructional level must be high enough to unmask the child's inadequacies, weaknesses, and reading errors. The child's temporary frustration can aid the perceptive teacher in her identification of those areas in which instruction must be provided. The teacher will permit the child to experience inadequacies and then provide sufficient means for their control. In this manner the child learns to appreciate the value of instruction.

● Repeated activities or practice with intent to improve can facilitate learning to read. If the normal child wants to improve his reading and intends to increase his reading skills, progress can be made. The teacher can help him identify his goals and, if they are to be effective, they must seem attainable to the learner. Learning is facilitated as the child's objective is more closely approached. Drill, unaccepted by the individual, is allopathic treatment and, like castor oil, should only be considered in an emergency. Even practice, under supervision, must lead to progress which is apparent to the learner and which provides

feedback for greater motivation. All desirable responses, if they are to become permanent, must be reinforced.

Summary

The teacher of the disabled reader should permit him to manifest his inadequacies in reading without disapproval. She should determine the specific kinds of errors which he makes and why he makes them. She should meet his reading needs when and where they become apparent as the child strives to attain his goals. Her remediation in the classroom is homeopathic and not allopathic.

References

1. Carter, Homer L. J., and Dorothy J. McGinnis, *Diagnosis and Treatment of the Disabled Reader*. New York: Macmillan Company, 1970.
2. Ruch, Floyd L., *Psychology and Life*, Fifth Edition. Chicago: Scott, Foresman and Company, 1958, Chap. 12.

A STUDY OF UNDERGRADUATE PREPARATION IN THE TEACHING OF READING SKILLS

David Taylor
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Bruce Lloyd

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In any teaching-learning situation it is advisable to carry on the process of continuous evaluation to identify strengths and overcome weaknesses. All too frequently such evaluations are seldom undertaken in higher education. As a result, instructors have little or no evidence available to judge the impact of their courses and are unable to discover the values and limitations of their offerings. The present study¹ was an initial effort carried out to mitigate this situation in the undergraduate reading methods course for elementary teachers at Western Michigan University.

The study was supported by a grant from the College of Education.

Summary. The major purposes of the present study were two-fold:

1. to evaluate the impact or value of the undergraduate reading course as perceived by first-year teachers who had taken it.
2. to elicit information which would provide the base for subsequent course-program improvement.

To this end, a special questionnaire was constructed and the findings of the study were obtained from that instrument.

In the initial formulation of the questionnaire, all instructors who taught sections of the reading course were asked to participate. The faculty teaching the basic reading course was of the opinion that data should be collected to determine:

1. first-year teachers' perceptions of their education in the field of reading.
2. concepts introduced in the basic reading course.
3. teaching techniques used by instructors.
4. experiences provided to students.
5. first-year teachers' ratings of these experiences.
6. first-year teachers' evaluation of various proposals which could effect change in the present methods of teaching reading skills at the university.

¹ The full text of this study is available at a cost of \$1.50. Send your request to the Resources Center at Western Michigan University, Kalamazoo, Michigan 49001.

The concepts listed above served as the basis for the construction of the questionnaire used in the present study. The instrument in its final form, consisted of sixty-four items divided into five sections. Each section served the purpose of eliciting the types of data needed to determine the value-impact of the basic reading course.

The five sections of the final revised instrument were structured as follows:

1. Section One consisted of the novice teachers' rating of their introductions to the teaching of reading skills.
2. Section Two attempted to determine the content of the basic reading course.
3. Section Three identified learning experiences respondents may or may not have had and their ratings of those experiences.
4. Section Four asked teachers to rate various proposals for change in the basic reading course.
5. Section Five elicited background data and responses to three open-ended questions pertaining to teacher criticisms to the existing program, recommended changes, and other comments.

To obtain validity in the construction of the instrument, only those concepts which course instructors had identified as meaningful were used. Reliability was maintained by the rephrasing of specific questions throughout the instrument. Observation of the data indicated a high degree of consistency in the response to those items; thus, suggesting a high degree of reliability.

To maximize the validity of the information received, only first-year teachers who had completed Western Michigan University's Elementary Education Curriculum were used in the sample. The population was identified through the records of the University Placement Office and consisted of 200 first-year teachers. Of those teachers contacted, 170 or 85 percent returned their questionnaires.

The nature of the instrument precluded sophisticated statistical analysis, so the data were treated using percentages of the total sample responding to each section. Concurrently, an index of desirability (Table II) and an index of value (Table III) were constructed. These indexes were calculated by computing the mean (\bar{X}) response to the five point rating scale used in Section Three and Four. No other statistical treatment was applied to the data for the present study.

Conclusions. An analysis of the data indicated a general trend of the teachers to rate their introduction to the teaching of reading as average to poor. Of the 170 questionnaire responses only 24.8 percent indicated that the introduction to teaching reading skills ranged from

“excellent” to “good.” Moreover, 11.9 percent of the responses to the first section of the instrument fell into the “not discussed” category, and the indication was that one or more of the items were either not discussed or were not remembered as being discussed in the reading course.

TABLE I
AVERAGE PERCENTAGE OF RESPONSES TO
EFFECTIVENESS OF SKILLS TAUGHT IN
THE INTRODUCTORY READING COURSE

7.6	17.2	32.9	30.4	11.9
Excellent	Good	Average	Poor	Not Discussed

An in-depth analysis of the questions in Section One was made by clustering responses which had a high degree of commonality. This treatment confirmed the general trend for respondents to rate their introduction to the teaching of reading skills as “average to poor.” Each cluster reaffirmed this trend and paralleled the overall findings. Therefore, the course content, not the treatment of the responses, was responsible for the low profile of value.

Of the first-year teachers responding to Section One, an average of 34.3 percent perceived curriculum materials, teaching materials, and reading terminology as “excellent to good.” This was the highest rating given to any of the questions contained in this section. However, over 12 percent of the respondents indicated that materials which could be used in the teaching of reading had not been discussed in the basic reading course.

Questions dealing with the teaching of structural analysis, phonic analysis, word analysis, listening skills, and comprehension skills were rated as average to poor by more than 67 percent of the returns. Each of the above items was considered by the reading faculty to be an essential part of the reading process. The data seem to indicate, on the basis of the respondent ratings, that more attention had been paid by the university faculty to the introduction of reading terminology, teaching, and curriculum materials than to the teaching of basic reading skills. In summary, all items in Section One were concerned with the introduction to teaching skills necessary to the teaching of reading. In general, ratings indicated that over 62 percent of the first-year teachers were of the opinion that their introduction to these skills ranged from average to poor.

Determination of the core of content was the primary purpose of

the Second Section of the instrument. Due to the nature of this Section, all responses were forced into either "yes" or "no" categories. There seemed to be no clearly defined core of content, nevertheless, certain items were responded to by more than 50 percent of the sample. It is assumed that those concepts were present in at least one-half to three-fourths of the basic reading methods sections. The items responded to by more than 50 percent of the sample, indicating their presence in a large number of reading sections, were:

1. Learning principles applied to reading.
2. Discussion of individualized reading procedures.
3. Discussion of ITA procedures.
4. Discussion of language experience procedures.
5. Discussion of linguistics.

A number of questions in Section Two had responses which were relatively evenly distributed between the "yes" and "no" categories. These dealt with:

1. Demonstrations of reading techniques.
2. Opportunities for role-playing.
3. Ways and means to organize reading groups.
4. Discussion of ITA.
5. Discussion of SRA.
6. Discussion of linguistics.

It may be assumed that at least one-half of all the reading sections introduced experiences relating to the concepts noted above. Thus, eleven of the eighteen items listed in Section Two could be identified as core content in slightly more than 50 percent of the reading classes. The remaining questions concerned with administering, scoring, and interpreting standardized reading tests, preparation of structured reading lessons, and how to deal with individual reading problems had few respondents stating that these had been included in their reading course. Thus, these items were not classified as a part of the general core of content in the basic reading course.

Section Three of the instrument was designed to determine the percent of teachers who actually had the various experiences listed in that section, and to rate those experiences on a five point scale. Although the faculty had listed the experiences as being valuable, respondents consistently indicated that these experiences were not available to most of them. It could be assumed, therefore, that with the exception of three items, the remaining concepts were included in only a few of the many basic reading sections offered at the university each semester.

The three items from Section Three which had at least 30 per cent or more of the sample stating that the experience had been available to them were:

1. A laboratory experience.
2. Preparing and presenting sample lessons.
3. Teaching demonstrations.

In each of the above instances, the perceived desirability was rated between 3.5 and 4.3. The highest available index rating was 5.0 which translated these experiences into a rating of "extremely valuable." Thus, the perceived desirability of having them included as a part of the basic reading course was rated from "valuable" to "very valuable."

There was considerable discrepancy between the availability of class experiences for teachers and their stated index of desirability for including those experiences in the basic reading course.

The data clearly indicate that the experiences listed in this section were available in only a few of the reading sections. Nevertheless, teachers rated every item as valuable enough for inclusion in the basic reading course. A complete listing of those items is given in Table II.

TABLE II
AVAILABILITY-DESIRABILITY OF EXPERIENCES
IN BASIC READING COURSES

<i>Experiences</i>	<i>Non- Availability*</i>	<i>Desirability</i>
Laboratory Experiences	65.4	4.3
Preparing-Presenting Sample Lessons	69.4	3.5
Administering-Scoring-Analyzing		
Reading Tests	60.0	4.3
Teaching Demonstrations	73.5	4.4
Observation of Classroom Teaching	95.9	3.5
Team-Taught Course	95.9	3.5
TV-Teaching Demonstrations	96.5	3.5
Visits to Reading Clinic	82.9	3.9

*Percentage of respondents indicating experiences were NOT available in the basic reading course.

Section Four of the questionnaire presented five proposals for change in the existing reading program. Teachers rated all of the proposals as having some value. No proposal for change was rated lower than 3.3 or "valuable" on the five point rating scale used.

The data conclusively show that teachers believed a reading center and clinic would be very valuable to them. Statements in Section Five tended not only to support this finding, but also suggested the creation of a Resources Center in which reading aids, materials, and other resources could be found and used by students.

Respondents rated item three, Section Four, (Demonstrations of audio-visual materials useful to reading instruction) as very valuable. According to the findings of this study, curriculum and teaching materials are an integral part of the core content of the basic reading course. However, the data indicate that few demonstrations of A-V devices relating to the teaching of reading were presented. Nevertheless, teachers overwhelmingly endorsed the need for demonstrations of A-V devices useful in the teaching of reading.

Smaller class sizes and self-evaluation experiences were rated as valuable by respondents. However, these points were not considered to be an issue of any great importance. Data seem to indicate far more teacher concern for instruction dealing with teaching skills and methods needed to improve their own performance in the classroom. It is apparent that respondents did not perceive class size and the self-evaluational use of video-tape as proposals of great value to the improvement of their classroom performance.

Programmed materials and self-instructional devices seem to hold little value to the respondents. Although respondents rated these at 3.3 (valuable) on the value scale, there seemed to be more interest in personal interaction with the instructor. Comments about this were found frequently in the statements at the end of the questionnaire.

A final question, following the proposals in Section Four, asked teachers to rate the preparation they received and its help to them as a teacher of reading. Responses to this question averaged 2.6 for a rating of "little value." This rating was consistent with the other sections of the questionnaire, particularly Section One in which 63.3 percent of the teachers indicated the introduction to teaching skills as "average to poor." An additional 11.0 percent indicating one or more concepts were never discussed in their reading section.

Criticisms of the existing program supported the relatively low rating given to teacher evaluation of their preparation for teaching reading. In essence they were of the opinion that too much class time was spent on "meaningless platitudes," and "generalizations" which seem to have little if any meaning when applied to classroom teaching situations. General comments indicate that teachers also felt a lack of attention had been paid to teaching of reading skills, to plan-

ning and structuring a reading class, and to discussions of classroom procedures.

TABLE III
PERCEIVED VALUE CHANGES DESIRED

<i>Proposals</i>	<i>Index of Desirability</i>
Resources Center	4.4
Self-Evaluation Using Video-Tape	3.9 +
Demonstrations of Audio-Visual Devices	4.2
Smaller Class Sizes	3.9 +
Self-Instructional Devices	3.3
Preparation received in Reading Course	2.6

The findings of the present study seem to show that the basic reading course, as currently taught, does not meet the needs of the student.

These findings indicate a need to study rigorously and upgrade the art and science of effectively teaching reading methodology to undergraduate students preparing to become elementary classroom teachers.

Summary of Conclusions. From the data obtained in the present study, the following conclusions seem warranted:

1. The majority of first-year teachers were of the opinion that the reading course, at best, gave them a meager introduction to the teaching of reading.
2. Word attack skills were not well taught, if they were indeed mentioned at all in class. Yet teachers believed that they needed to learn how to teach these skills.
3. Most teachers found themselves teaching in the self-contained classroom and using basal reading materials.
4. A very large number of teachers believed that administering, scoring, and analyzing reading tests is of great importance, yet few had such instruction in the reading course.
5. Many teachers were of the opinion that some type of facility should be available for observation and their own practice in the teaching of reading skills to pupils.
6. Most teachers were of the opinion that their basic reading course was filled with banal minutia and inapplicable generalities. Consequently, they expressed a desire for more concrete and effective techniques of teaching reading.

Recommendations for Further Study. In view of the findings of this questionnaire study, described in the present report, the writers recommend the following:

1. An ongoing inservice program for all university reading teachers should be undertaken immediately. The purpose of this program would be to:
 - a. identify a core of content for the basic reading course.
 - b. acquaint instructors with instructional media.
2. Bring into operation a Resources Center which will make available:
 - a. reading instructional materials and related resources.
 - b. demonstration reading lessons.
 - c. evaluational devices useful to classroom teachers.
3. Establish a permanent, yearly study to determine the effectiveness of the undergraduate and graduate reading courses offered by the university.
4. Provide placement of students for observation and participation in classroom teaching situations.
5. Institute a seminar in reading to be conducted in conjunction with the student teaching experience.
6. Provide opportunities for students to examine and use standardized reading tests as well as formal and informal diagnostic instruments.
7. Examine the placement of the basic reading course in the Elementary Teaching Curriculum.

THE PREPARATION OF READING TEACHERS FOR THE DISADVANTAGED

Joseph B. Tremonti

*Educational Administrator
State of Illinois*

From September 1969 to September 1970 Loyola University of New Orleans conducted an EPDA Experienced Teachers Fellowship Program in Reading Instruction for Elementary and Junior High School Teachers. The purpose of the program, funded by the United States Office of Education, was to prepare 20 teachers chosen from Louisiana Public and Private schools to teach reading to disadvantaged youth.

OBJECTIVES

Brief statements of the specific objectives of the program are as follows:

- 1) To provide a substantive background in communication skills to enable the participants to serve as teacher-consultants in their school systems.
- 2) To provide in its instructional program the kinds of experiences, in appropriate sequence, which enable teachers to develop deep understanding of the psychoeducational dynamics of the reading process for disadvantaged children.
- 3) To provide understanding of the communication problems among disadvantaged children and practical experience in dealing in a supervised diagnostic and remedial situation with disadvantaged children who have reading problems.
- 4) To program professional readings that will concretize learnings from the formalized part of the program; provide professional visits to different settings that will give dimension and meaning to concepts developed in the formalized program; provide opportunities for participants to listen and react to authorities in the field of reading on pertinent problems and to provide for an evaluation of these activities by the participants and staff.
- 5) To provide guidance and supervision on an individual basis to the participants so that they will be able to evaluate their own professional growth and also discuss particular communication problems with staff members.

STAFF

The organizational structure consisted of the utilization of inter-

departmental and cross disciplinary structures of learning, involving psychology, sociology, economics, communications, reading, and computer sciences. The staff representing these disciplines had varying backgrounds which had an effective influence on the program. The effectiveness was further implemented by the consultants. These, along with the block structure and team teaching approach, made for enriched learning experiences.

ORIENTATION

Each staff member was given materials for orientation containing the purposes, general and specific objectives, project organization and content. They were also given a profile of the 20 teachers selected from Louisiana Public and Private Schools who were the participants.

The director maintained daily contact with all faculty members and required them to submit a weekly outline of what they covered. In turn, these summaries of activities were periodically distributed to all staff members and participants. This afforded an opportunity for all staff members to be familiar with everything happening in the program and enabled them to maintain their continued involvement throughout the program and encouraged carry-over into their regular work.

To determine each participant's knowledge of reading, a check list of tests and terminology of testing, material of instructions, resource materials and references was given to them on which they indicated: (1) competent, (2) some acquaintance, or (3) more or less unknown after each item listed. This instrument is treated under evaluation. Results of this survey were distributed to teachers of related disciplines.

The periodic distribution of weekly outlines of materials covered an advance notice of activities to take place proved an effective means of sustaining communication between director and the staff, and between the staff and the participants. If a dialogue ensued and had a significant impact on the program, discussion took place in a democratic fashion with the fellows, director and concerned staff members. The program was sufficiently flexible to permit changes when needed to improve existing conditions.

During the first month of the contact periods the participants were permitted to observe in a variety of different school situations. Following these experiences they were assigned to a definite school. They were initiated into this experience by meeting with principals, reading supervisors, and other administrative personnel who also were concerned with the school districts involved.

PROGRAM

The program was centered around two blocks, utilizing staff members from various departments. Block "A" treated the sociological-psychological patterns of the disadvantaged. Block "B" the communication skills with emphasis on reading and other factors which affect the child's performance.

During the first two months full time was devoted to classroom instruction and laboratory experience in preparation for work in the schools. Beginning November 3rd and continuing for the balance of the first semester two mornings a week were spent in the schools observing and doing diagnostic testing and beginning remedial instruction on a one-to-one basis. During the second semester, two full days a week were spent in the schools doing further diagnostic and remedial work on a one-to-one basis with two students, one hour each, and with small groups during the remainder of the school day.

During the month of April the fellows spent four days each week, Monday through Thursday, in the schools. During this time they were visited and supervised. On Friday of each week they returned to the campus for seminars and additional forms of learning. All other time was spent with instruction periods from the various disciplines.

During the latter part of May and early June, students were diagnosed individually to screen them for the summer internship phase of the program.

Throughout the year tutorials were held to enable each participant to design, develop, and complete a project with the disadvantaged centering on his special interest. This project enabled the participants to utilize the skills learned in the formal class to an actual situation. Regular meetings of the participants and the tutors were held to allow greater exploration in depth of the problems of particular interest to the students. These projects were facilitated by the participant's work in cooperating school systems.

Workshops were programmed on pre-planned topics pertinent to the elementary and junior high school levels. Periods were programmed for a discussion and evaluation of pertinent articles in the field of reading and related problems in depressed areas. The participants were given certain required readings that were discussed under the supervision and guidance of select staff members.

Periods were programmed for visits to various centers of education where aspects of reading for the disadvantaged child were highlighted. These included visits to culturally disadvantaged elementary, middle

and junior high schools and reading centers where correction and diagnosis were provided.

Demonstrations were given. In preparation for demonstrations:

- Teachers observed a complete diagnosis of a child. A variety of formal and informal test devices were used. Tests were discussed as to purpose, data obtained, and how each test related to the findings and the remediation proposed.
- Teachers were taught to administer the tests previously observed.
- Discussions were held concerning informal techniques that could be used by the regular classroom teacher in the regular classroom to derive information concerning pupils similar to that obtained by clerical techniques.

A class in Metairie School was informally tested as the teachers observed the procedure. The basic instrument used was the informal group reading inventory which is similar to sight oral reading of a basal reader selection. Teachers observed the pupils in the class to locate:

- Indications of capacity.
- Vision and hearing problems.
- Visual and auditory discrimination difficulties.
- Dominance.
- Indications of emotional difficulty.
- Indications of possible brain damage.
- Reading levels and specific reading disabilities.

A follow-up discussion pointed out the responses and activities of the pupils in the classroom and how observation could locate many of the difficulties. These difficulties were followed up by clinical testing.

Periods were programmed for experts of national prominence in the field of reading and/or the education of disadvantaged children to present topics of interest to the participants for discussion and evaluation.

For the summer internship phase of the program students who were disadvantaged in reading were secured from schools in the greater New Orleans area. There were 206 applicants from public and private schools. From these 114 were selected. These students ranged from the first to ninth grades. Only those were selected into the program who were reading below their grade level. The program was geared for correctional and remedial cases.

Prior to testing, each student applying for the program was required to present a school and a home report, which had been sent

to them upon completion of registration. The school report requested such information as I. Q., scholastic achievement, previous reading test results, and teacher recommendations. The home report requested such information as family background, socio-economic status, and social and emotional development.

Individual testing of students was done by appointment during the latter part of May and the first part of June. The following materials were used in testing: Spache's Diagnostic Reading Scales, Durrell's Analysis of Reading Difficulties, Auditory and Visual Discrimination, Dolch's Word List, Betts Spelling Test, Rystrum's Test of Negro/Caucasian Dialect Differences, Peabody Picture Vocabulary Test, Keystone Visual-Survey Binocular Test, Audiometer Screening Test and the Nelson Reading Test. Forms A and B were used as the pre- and post-tests in the program for students in grades 3-8. The Botel Reading Inventory, forms A and B, were used as the pre- and post-tests in the program for the students in grades 1 and 2.

When all the diagnostic tests were completed and analyzed, the students were grouped according to reading level and reading needs, and assigned to a particular fellow. The serious problem cases were assigned on a one-to-one basis and others in groups ranging between 4 and 8 students per teacher.

A variety of new techniques, materials and equipment were used. A description of some of these and their effectiveness are described:

1) The Macmillan Reading Program by Harris and Clark—a multi-approach type of reading program. This series provides a firm primary program developing very early word analysis techniques, phonetic analysis, structural analysis and context clues. Supplied with four different methods of word attack, the student may choose whichever method best suits his needs. The intermediate program offers a unique constellation of challenging selections and a complete development of the reading skills.

2) The Sullivan Associates Programmed Reading—a linguistic approach based on a careful and precise analysis of our language. The programmed presentation of the material is divided into clearly defined and carefully organized segments, or stimulus-response units, each of which presents to the student a problem to solve. Immediately after the response is made, the student learns if his answer is correct, which is usually so because of the design of the program, and he is constantly being rewarded. Each concept is repeated several times in different contexts to insure mastery and retention. The student is allowed to progress at his own speed. The basic program, published by Webster-

McGraw Hill, was used in grades 1-4. The remedial program, published by the Behavioral Research Laboratories, was used in grades 5 and 6.

3) The Open Court Reading Program—an integrated language arts program and an intensive phonetic approach to reading. The program presents both vowel and consonant sounds from the start of the first grade. The nature of the reading material is of a rather high caliber, and there is less restriction in the vocabulary control of this series as compared with most other series. This series was used only in grades 3 and 4 and 5 and 6. It was not used in grades 1 and 2, since the materials and the approach at this level were too difficult for the remedial students at these grade levels.

4) The Open Highway Series—the remedial segment of the Scott-Foresman basal reading series, designed to meet the needs of those students who have encountered roadblocks in reading and have fallen behind their classmates in this area. Each book in the series is written at least two levels below grade level, yet the interest level remains high. The skills of the previous levels are reviewed and expanded.

The fellows were given instruction, earlier, on the philosophy underlying each approach of these series and recommended techniques related to the philosophies. The application of the philosophy and techniques recommended by the publishing company were closely followed and further implemented or supplemented wherever necessary to determine which of the methods of reading secured the best results.

Individualized Reading From Scholastic, Scholastic Book Services, Englewood, New Jersey, 1970, was also used. It is a program providing for individual differences with exercises varying in rate and style of learning. It includes the children's involvement in their own learning activities, development of positive self-concepts, opportunity for inquiry and an awareness of the purpose behind learning activities. The approach is fresh, practical and up-to-date. It can be used as a self-contained program and/or a supplement to an existing program. The grade three kit has a readability span of four years, ranging from grades two to five. The other kits or units also begin at grade two and increase one year in their range.

The class period was devoted to the teaching of one of the four basic programs to which each group had been assigned. Some of the basic individual needs of each student, whose needs could not be met by using a basal series alone, were supplemented with a wide variety

of materials in addition to the four basic series with Individualized Reading from Scholastic. These materials included:

Special Reading Approaches—Enabling students to learn by other methods than usual classroom procedures, especially adapted to the non-achieving disadvantaged child.

VAKT Technique

Individualized Reading

Language Experience

Word Analysis and Sight Vocabulary—Enabling pupils to increase proficiency in areas in which disabilities exist and provide teachers with a wide variety of materials on different levels of difficulty and utilizing different approaches to learning.

Phonics We Use (Lippincott)

Phonics Skilltext (Merrill)

Dolch Word Games (Garrard)

Listen and Learn with Games (Am. Interstate Comp.)

Reading and Spelling Games (Lippincott)

Language Master (Bell and Howell)

Spelling Series (Laidlaw)

Macmillan Spectrum (Macmillan)

Phonics in a Nut Shell (Eden, Pub.)

Comprehension—Enabling disadvantaged pupils who lack proficiency in understanding the opportunity to increase their comprehension using various techniques and levels of achievement.

Read—Study—Think (Weekly Reader)

Reading for Understanding (S.R.A.)

Listen and Think Series (E.D.L.)

Reading for Meaning (Lippincott)

Readers Digest Skill Text (Readers Dig.)

McCall Crabbs Test Lesson (Columbia)

Building Reader Power (Charles Merrill)

Controlled Reader (E.D.L.)

Macmillan Spectrum (Macmillan)

Multi-Purpose Skills Material—Reinforcing the previously listed materials by providing additional materials on a variety of skills and providing for specific areas not covered by other materials.

Diagnostic Reading Workbooks (Charles Merrill)

Building Reading Power Lab. (Charles Merrill)

Reading Laboratories (S.R.A.)

Specific Skill Series (Barnell Loft)

Spectrum of Reading Skills (Macmillan)

Controlled Reader Films (E.D.L.)
 Mott Basic Language Program (Mott)
 Distar (S.R.A.)
 RSVP (Anser)

High Interest—Low Readability Material—Providing challenging material to motivate reluctant readers to develop the desire to read for pleasure.

Morgan Bay Mystery (Harr Wagner)
 Americans All Series (Field Education Publisher)
 Kaleidoscope (Field Education Publisher)
 Dan Frontier (Benefic Press)
 Action Series (Scholastic)
 Pilot Libraries (S.R.A.)
 Chevelence Flags (Field Education Publisher)

On the closing day of the program, the teachers held conferences with the parents of the students and presented them with a report of the analysis of the student's reading difficulties, test results, and recommendations for further reading development. A duplicate of this report was sent to the school that each student attended.

EVALUATION

A variety of techniques was used to evaluate the effectiveness of the fellowship program. These included:

Faculty—Evaluation was a continuous process by the faculty of the program who had regular informal meetings with the director to discuss and evaluate the program. Weekly summaries of material covered were submitted by the faculty. These were reviewed to determine if the specific objectives of the program were being realized.

Participants—The director and his designated representatives visited the participants while they were working in the schools. These visits consisted of observation of the participants while teaching followed by private conferences.

Meetings were held with the fellows and the three staff members who were responsible for the bulk of the reading instructions and who served as a steering committee. These meetings were held on the average of about every three weeks to carry out a continuous evaluation of the program. Fellows were frequently asked to submit comments and specific questions concerning topics which they wished to be included in the program.

A pre- and post self-evaluation check list was used at the beginning and ending of the academic year, which included concepts of testing,

various tests, specialized procedures, materials of instruction, equipment and social, economic and psychological factors affecting the disadvantaged. The scores obtained by the participants on the pre- and post-test instrument, were determined by giving "1" point for knowing a great deal in the area, "2" points for some acquaintance with the area, and "3" points for a concept more or less unknown. The obtained difference between means was 77.5. This produced a *t* of 11.04 (*p*.001) which was significant at the .001 level.

SCHOOL SUPERVISORS OF PARTICIPANTS

A questionnaire was sent to the school supervisors of each participant near the end of the academic year to evaluate the effectiveness of each fellow's performance, to solicit in what respect the fellowship program was commendable, and to seek recommendations for improvement. Analysis of the percentages of the twenty school supervisors' progress report of the Fellowship Program shows that an excellent rating was given to eight of the thirteen items by eighty to ninety-five per cent of the supervisors. Replies from school supervisor to the question, In what respects is the fellowship program most commendable, are recorded:

1. New ideas were generated from the teacher and from Loyola Staff members.
2. Program has rendered invaluable service to students in need of an individual basis. This "personalized" teaching has given students a feeling of security and accomplishment.
3. The program helped the special education teacher in preparing and understanding the problems of these students.
4. Fellows were able to give special attention to non-readers—something they could not have gotten in a regular classroom.
5. Fellows helped to relieve some of the tension which pressured the regular classroom teacher by relieving her of the "special" cases.
6. The program can extend to the school services, consultative assistance and practical application of theories. It can also serve as a valuable tool for in-service training.

Replies to the question, In what respects is the Fellowship Program in greatest need of improvement, are summarized:

1. One improvement in the effectiveness of the program could be brought about by early assignments to schools, allowing for more time and service rendered to each school. This would result in greater improvement and maximum achievement in other academic areas.

2. More fellowships should be made available in order to give others the opportunity to participate and benefit from the program.
3. More meetings with principals, teachers, fellows and university officials during the on-going program to evaluate progress.

TUTORIALS

Tutorials were held to enable each participant to design, develop, and complete a project with the disadvantaged. This project enabled the participant to utilize the skills learned in formal class to an actual situation. Meetings of the participant and the tutor were held to allow greater exploration in depth of the problems of particular interest to the students. These projects were facilitated in some instances by the work that was being done in the cooperating school's systems. Meaningful and significant research to the participants was done in the following areas: Non-basal approaches to teaching reading; modified spelling approaches to teaching of reading; a remediation program for the treatment of the language patterns of Negro disadvantaged children at the fourth, fifth and sixth grade levels; analysis of individual cases which included details on intellectual, physical, environmental, emotional and personality factors; summary and evaluation of treatment; and recommendations for further treatment in school and home.

INTERNSHIP PROGRAM—PUPIL ACHIEVEMENT

After five weeks of intensive reading instruction, the results of the pre- and post-tests were compared and analyzed. The test results indicated that 78% of the pupils did make some gain in reading achievement. The remaining 22% showed no significant gain in reading achievement except in attitude. The average gain was six months.

Not all of the progress can be evaluated by the achievement test; change in attitude was accomplished but not measured. This was demonstrated by the student's own self motivation, willingness to enter a reading program, improved self image, and books and instructional materials taken home to use.

TEACHER EVALUATION

In an intensive reading program such as this, teacher evaluation would probably be a more accurate basis of pupil achievement than standardized tests. Therefore, at the close of the program each teacher was asked to submit an evaluation of the results of pupil achievement

and the Internship Program as a whole. A summary of these results is as follows:

- 1) Most of the teachers saw some definite areas of improvement in each of their students.
- 2) One of the aims of this program was to awaken in each student a desire and interest in reading, and teachers agreed that this had been achieved in most instances.
- 3) Materials were adequate to meet the various needs of the pupils. Supervision and direction were well planned.
- 4) Participation in the summer reading program was a valuable learning experience. Seminar, discussions, case studies, and the field trip to crippled children's hospital were particularly helpful.
- 5) The summer program offered the opportunity of developing in-depth diagnostic and corrective insights into the reading problems of an individual and with small groups in congenial and pleasant working conditions.
- 6) It was a wonderful, enlightening, and enriching experience. Help was given when and at the time it was needed. Staff members were always available for consultation and assistance in suggesting, selecting and evaluating materials. They shared freely and readily their experience and "know-how" in teaching reading. Their understanding and constructive criticism have assisted in helping the children and added to the personal knowledge of the participants.

Conclusions

The Experienced Teachers Fellowship Program in Reading Instruction for Elementary and Junior High School Teachers conducted at Loyola University of New Orleans generated an interest in meeting the needs of the disadvantaged and increased the effectiveness of participating teachers in providing adequate reading instruction. It is a program which should be continued in the future.

ECHOES FROM THE FIELD

Dorothy J. McGinnis

The Muskegon County Intermediate School District in cooperation with the Western Dunes Reading Council presented a reading workshop on November 13 and 14 under the leadership of Dr. Walter McHugh of California State College. Dr. McHugh, Professor of Education, demonstrated how to prevent reading failures at all grade levels and discussed "Techniques and Materials for Teaching the Bottom Half of the Class."

The Western Dunes Reading Council has been especially active this year. Dr. Charles Reasoner and Robert Phillips were the main speakers at the October meeting which was attended by over 250 teachers. Marguerite Henry is scheduled to be the speaker at the Spring Banquet in May.

Congratulations to a "sister" council of the International Reading Association for the fine leadership it is providing in the Muskegon area.

DID YOU SEE?

Dorothy J. McGinnis

Did You See "Main Ideas and Important Details" by Ron Cramer and Hal Cafone? The authors describe their reactions to teachers at the IRA Convention in Anaheim, California, who "scurried about snatching free literature, pleading for free copies, and lugging huge shopping bags full of loot back to their hotel rooms." Cramer and Cafone state ". . . it saddens one to realize that teachers are still looking outward for salvation when they ought to be looking inward." They maintain that real change in the teaching profession will not come from new materials and programs or innovative methods and equipment. Instead teachers should "look inward to their own resources, talents, humor, inventiveness, genius, persistence, love, generosity, and intelligence." This brief but valuable article appears in the spring 1970 issue of *The Michigan Reading Journal*. We urge you to read it in its entirety.

Did You See one of the recent IRA publications entitled *Individualized Reading*, an annotated bibliography compiled by Harry W. Sartain? The items listed were selected to include arguments for and against individualized reading, research studies and summaries, suggestions on instructional materials to be used, and descriptions of programs which are fully individualized as well as those which incorporate individualized reading as one phase of the work.

Did you see Good Reading for the Disadvantaged Reader by George D. Spache? Available from the Garrard Publishing Company, this book offers professional workers a new tool for achieving success among disadvantaged readers from various ethnic groups. It promises to be an invaluable aid in reaching the reluctant reader. Coincidentally, it is reviewed by Eleanor Buelke in this issue of *Reading Horizons*.

Did you see the announcement of the official IRA study tours for 1971? Four tours are planned: (1) Africa from June 28 to July 28, (2) the British Isles from July 10 to July 31, (3) Western Europe from July 22 to August 12, and (4) the Midnight Sun from July 7 to July 28. All groups will attend the five-day conference of the United Kingdom Reading Association in Manchester, featuring fifty speakers and discussion leaders from the United States and Britain. For further information write to Study Abroad, Inc., 250 West 57th Street, New York, New York 10019.

WE SUGGEST

Eleanor Buelke

Spache, George D.

Good Reading for the Disadvantaged Reader

Champaign, Illinois: Garrard Publishing Company, 1970. Pp. vii, 201

In a current adventure book, an allegory of rare beauty, the title character, Jonathan Livingston Seagull, who, more than anything else, loved to fly at high speed, finds himself "smashed down into a brick-hard sea . . . As he sank low in the water, a strange hollow voice sounded within him. There's no way around it. I am a seagull. I am limited by my nature. I must forget this foolishness. I must fly home to the Flock and be content as I am, as a poor limited seagull."¹

As he is helped to find and understand his true self, capable of peak performance, such as most gulls never achieve, he counsels the young gulls, "You need to keep finding yourself, a little more each day. . . . You need to understand him and to practice him . . . Look with your understanding, find out what you already know and you'll see the way to fly."²

Dr. Spache seems to sense this deep, human need for a positive self-image as he directs this new book, *Good Reading for the Disadvantaged Reader*, to teachers who attempt to promote insightful reading among their pupils, helping them to find and understand themselves as worthy members of a respectable group. In the Introduction, the author reveals the two-fold purpose of the book: to alert teachers to the need to help pupils find books to read in which they will find positive images of their races or ethnic types with which to identify; to guide teachers of children of disadvantaged minority groups to some new approaches in reading instruction aimed at improvement in learning this foundational ability.

The bulk of the volume contains listings of books and other teaching materials. Some of them are background/historical materials regarding an ethnic group. Other listings are combinations of historical and contemporary literature. There are also sections of instructional aids to help teachers conduct activities concerned with some cultural

¹ Richard Bach, *Jonathan Livingston Seagull*, pp. 20-21. New York: The Macmillan Company, 1970.

² *Ibid.*, p. 92.

aspect of a minority group. Books related to art, music, literature, and history of these minority groups are recommended. Other sections include instructional materials for social science and science units, and for reading improvement; audio-visual resources and reference materials for teachers; and a listing of items valuable in dealing with problems of adult literacy, an area closely related to the teaching of minority groups. All of these listings, together with the Appendices, for maximum use and efficiency, make this text a major source book in its field. In addition, the first three chapters, expository in form, enhance its value.

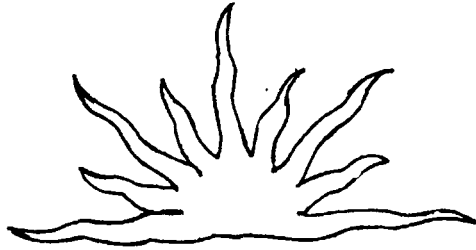
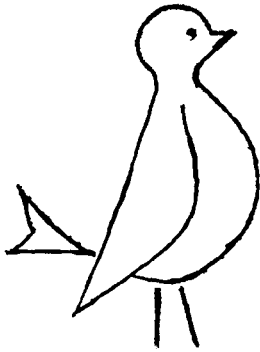
These well-documented writings, dealing with the self-concept, and reading instruction of the disadvantaged, serve as a scientific and theoretical rationale for the main premises of the book. More than this, they speak for the spirit of Jonathan Livingston Seagull, within all teachers, and all children, who fight constantly for a feeling of competency, coming to terms with themselves and their environments. Here Dr. Spache reminds his readers that "the identification of self, and the recognition of the underlying feelings, is not a brief development." Further, he says, "We must conduct a constant campaign to build a positive, wholesome view of life." He seems to keep reminding teachers what Jonathan learned, "The gull sees farthest who flies highest."³ In the third chapter he explains and summarizes instructional practices geared to teachers of disadvantaged children. Good teachers everywhere will recognize them as practices which promote effective teaching and learning with all children. He suggests that teachers give their pupils individual, positive attention; vary the learning environment, letting children participate in selecting activities; be affectionate; gratify children's needs by pacing activities as needed; encourage children's exploitation of materials, of space; provide direct and vicarious cultural experiences; vary the physical environment; provide stimulating toys and centers of interest; recognize that group play is important to language development; permit and promote spontaneity of expression; and use positive comments to help children to organize their thoughts and express their ideas.

The over-all, pervasive tone of the author appears to agree with the findings of Lois Murphy and her colleagues at the Menninger Foundation concerning children's learning and development. They maintain that successful coping efforts of children give them not only competence, but a feeling of competence. This feeling predisposes and

³ *Op. cit.*, p. 62.

equips them for more efforts. "The child creates his identity through his efforts in coming to terms with the environment in his own personal way."⁴ Reading the right book at the right time can facilitate this very personal, creative process.

⁴ Waetjen, Walter, and Leeper, Robert R. R., Editors, *Learning and Mental Health in the School*, p. 70. ASCD, NEA: Washington, D.C., 1966.



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Editor:

I would like permission to copy (ditto machine) an article that appeared in *Reading Horizons* Winter 1970 entitled "A Multi-Media Approach to Reading" by Lucetta A. Johnson of the Allegan Public Schools.

I am the school librarian (grades 1-6) and materials center director, and would like to distribute this article to all my classroom teachers during National Book Week in November. It is one of the best things I have read on the use of multi-media materials in the classroom.

If I get your permission to copy this material, it will have a much wider circulation of good ideas that teachers can actually use.

We look forward to receiving *Reading Horizons*. It is one of the best magazines out to promote reading. Best wishes to your staff on producing such a worthwhile magazine.

Mrs. Doris Campbell
Washington Elementary School
Owensboro, Kentucky

Dear Editor:

I very much like the Ten-Second Reviews by Blanche O. Bush. They save those of us in the field a lot of work, while helping us keep up with what is written about reading.

E. J. Washchuk
Wayland High School
Wayland, Michigan

TEN-SECOND REVIEWS

Blanche O. Bush

The reader who comprehends fully projects himself into the situation as he reads. He shares the author's moods and emotions and creates vivid sensory imagery. For example, he not only learns about the desert, he experiences it. He sees the limitless expanses of sand and more sand; he hears the whine of the wind as it moves over the empty stretches . . . he feels the sting of sand on his face and body, the burning heat, and the thirst that catches and dries his throat . . . For a time, this reader actually lives in the desert. Books read in this way open the door to wide vistas; the reader is transported, through reading, to other climes and times; he lives other lives. To him, reading brings not only new knowledge but new experience.

—Marion Monroe, in *Growing into Reading*

Abrams, Jules C., "Parental Dynamics—Their role in Learning Disabilities," *The Reading Teacher* (May, 1970), 23:751-755+.

It is clear that parental dynamics play an important role in the formulation or exacerbation of any learning disability. In this article only two types of learning disorders have been considered—the brain damage syndrome and dyslexia. In children experiencing failure as the result of reactive or neurotic factors, the role of the parents' pathology is even greater. For example, in a family where any expression of aggressiveness needs to be strongly suppressed, the child may have little opportunity to "test out" his own aggressive impulses and to learn to be sufficiently competitive to succeed in an academic situation. It is fairly easy to observe the role of family interaction in a child who is experiencing emotional problems.

Ames, Wilbur S., "The Emerging Professional Role of the Teachers in Adult Basic Education," *Strategies for Adult Basic Education* (Joseph A. Mangano, Editor), International Reading Association, 1969, pp. 75-82.

A number of writers and spokesmen in adult basic education have recognized the need for further development of training programs for teachers. The key to encouraging and enlisting

higher education to participate in the preparation of teachers of adult basic education rests at the local level. If all educators interested in reading instruction appreciate the problems and see the need for further efforts and can present a united front, then the case can be taken to those who ultimately have the power and authority to initiate training programs to fit the needs of these teachers.

Badio, Josephine, "The Author Team," *The Reading Teacher* (April, 1970), 23:633-636.

There is organized within the Department of Education, an author team whose members are responsible for publishing for Liberia. The team plans a program, writes and evaluates the needed materials, and edits and publishes these materials. The members of the team are: 1) a planner, 2) a writer, 3) an editor, 4) an illustrator, 5) a designer, and 6) a printer. After the material is produced and ready for distribution, this same team takes the responsibility for acquainting teachers with its content and methods of use.

Beller, E. Kuno, "The Concept Readiness and Several Applications," *The Reading Teacher* (May, 1970), 23:727-737.

The first part of the article deals with a review of the concept of readiness and a proposed formulation. The second part is concerned with the application of this formulation to recent research on cognitive processes and the teaching of cognitive operations. The third part deals with implications of research on emotional and motivational factors for readiness in disadvantaged children. Learning, language development and training, and certain disturbances of readiness are discussed.

Brazell, Jo, "Streamlined Reading," *The Reading Teacher* (April, 1970), 23:621-624.

As a reading teacher one should be concerned with how to equip students for the future skills they will need in reading. Thus the concept of a streamlined reading class for the academically talented students was created. An interesting description of the procedure was given.

Brazziel, William F., "Teaching Reading to Educationally Disadvantaged Adults," *Strategies for Adult Basic Education* (Joseph A. Mangano, editor), International Reading Association, 1969, pp. 8-14.

One can best understand disadvantaged learners by first understanding how adults learn generally and then add to this knowledge that which has been gained from experience and research for disadvantaged adult learners. Some of the socio-psychological principles from the growing literature are: (1) Adults are motivated learners; (2) Adults are pragmatic learners; (3) Adult students must be treated as adults; (4) Adult education must have dignity and bolster egos; (5) Adults are independent learners; (6) Adult learning is often hampered by concerns of the day; (7) Adults pace themselves as learners; (8) Principles of motivation, serial position, and reinforcement apply in adult learning; (9) Group dynamics can be a valuable tool in the adult classroom; and (10) Adult classes have the potential for "broad ripple" effects in the community.

Caskey, Helen J., "Guidelines for Teaching Comprehension," *The Reading Teacher* (April, 1970), 23:649-654+.

Teachers are generally aware that comprehending a given passage, or indeed an entire book, can be on different levels. At a simple level the reader is expected to recall facts and make an accurate summary of the gist of the passage. This level has sometimes been referred to as a passive understanding. Another level involves making evaluative judgments, making inferences about what is not directly stated in the selection, and drawing conclusions based upon the information given. The kinds of instruction and guidance which are most likely to be helpful in bringing about higher levels of comprehension are presented.

Clegg, Ambrose A., "Teachers' Questions in Primary Reading: A Misleading Analysis," *The Reading Teacher* (April, 1970), 23:618-620.

The author states that if educational theory and practice are to advance beyond their present level, researchers must be both consistent and critical in the measures they adopt so that their studies may be replicated in other locations and

under varying conditions. Bartolome's method for classifying teachers' questions and instructional objectives was based upon Sanders' seven categories of classroom questions: memory, translation, interpretation, application, analysis, synthesis and evaluation. However, there is wide discrepancy in findings in this area.

Davis, S. Elizabeth, "Parents and School Should Share," *The Reading Teacher* (May, 1970), 23:707-710.

Heilman (1966) believes that one of the factors which affect a child's learning is the pressure which is put upon him. This pressure appears to come from three major sources—the home, the school and the child. Teachers and parents must enter into a cooperative effort to be aware of the signs of pressure. Hopefully if there is a concerted effort put forth by school personnel to communicate WITH parents not AT them, the child will benefit from the coordinated effort.

Dulin, Kenneth L., "The Middle Half: How Alike are They Really?" *Journal of Reading* (May, 1970), 13:603-609.

The range within the middle is broad. The author illustrates the differences with prose passages tailored to reading abilities at the 25th, 50th, and 75th percentiles. The examples presented show the differences in reading ability ordinarily present within average classes at the high school level. Gross differences exist and no content teacher can ethically ignore them.

Figurel, J. Allen, "Are the Reading Goals for the Disadvantaged Attainable," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 1-10.

It can be said that although the ultimate reading goal for disadvantaged is no different from that of other children, the short term goal needed to achieve the ultimate goal may be quite different, particularly in terms of approaches and methodology. The disadvantaged have equal capacity for language development. They also have equal ability in the acquisition of language. What language patterns they have acquired have certain deficits and limitations in relation to standard English. They have shown that they can overcome these deficits in

doing their school work. They need enlightened and empathetic teachers to aid them in acquiring new language patterns needed for success and competency in reading.

Finder, Morris, "Teaching to Comprehend," *Journal of Reading* (May, 1970), 13:581-586.

In this article the author refers only to the reading of argument and exposition intended for a general audience and suggests that no matter what the topic, the length, or the plan of comprehension the following ten skills or tasks of comprehension are, for the level of generality selected, a complete inventory: 1) Identify the affects that the argument or exposition is intended to produce; 2) Identify the perceived reader(s) and the assumptions about him that may be inferred from the discourse; 3) Identify what essentially, the discourse argues, explains, claims, and asserts; 4) Identify the details presented—thoughts, facts, opinions, examples; 5) Identify the order in which the details are presented; 6) Identify the logical or psychological basis for organizing the details; 7) Identify the scale or degree of emphasis assigned to the details and sections; 8) Identify the selection from the available linguistic resources—words, sentences, varieties of usage; 9) Identify the role through which the writer represents himself to his reader; 10) Identify the attitudes conveyed toward author, topic, and audience.

Fry, Edward, "Reading Rates in 1908," *Journal of Reading* (May, 1970), 13:593-596+.

The *Psychology and Pedagogy of Reading*, by Edmund B. Huey, first published in 1908, has been reprinted for contemporary scholars. This reviewer finds it pertinent and penetrating. In the field of reading we are continually finding that today's new ideas are also yesteryear's new ideas. Among the areas discussed were visual perception, subvocalization and lip movement and an account of how to increase reading speed.

Gephart, William J., "The Targeted Research and Development Program on Reading: A Report on the Application of the Convergence Technique," *Reading Research Quarterly* (Roger Farr/Samuel Weintraub, co-editors), International Reading Association, Summer, 1970, pp. 505-523.

The author describes a United States Office of Education supported planning effort on reading, The Targeted Research and Development Program on Reading. This plan contains five phases: a pre-research phase to synthesize existing knowledge about phenomena involved in reading, learning to read, and reading instruction and to set the rationale for the development of a program criterion instrument; a research phase in which research on models of the reading process and learning to read and on reading instruction itself will be conducted to develop components for a reading instruction system; an instructional system design and test phase; a delivery system design and test phase; and an implementation phase. An overview of each of these phases and some of the program management aspects are described.

Gomberg, Adeline Wishengrad, "Preservice Reading Instruction: An Apprenticeship Training Program on Campus," *The Reading Teacher* (May, 1970), 23:761-765.

A reading clinic which started as a volunteer community service became a novel experience which had a significant impact upon elementary school students, their parents and the undergraduate "teacher." This new approach proved to be more than an important instructional technique. It strengthened the teacher preparation program and it fostered positive inter-group relationships for the benefit of the college, the community, and the apprentice-teachers. Another by-product was uncovered—the startling recognition that each person had unearthed his own hidden misconceptions and prejudices.

Goodman, Kenneth S., "Dialect Rejection and Reading: A Response," *Reading Research Quarterly* (Roger Farr/Samuel Weintraub, co-editors), International Reading Association, Summer, 1970, 5:600-603.

Rystrom's study was to determine the extent to which dialect interferes with acquisition of reading skills. But he never did that. Instead he sought to teach the black rural Georgia subjects in his study at least receptive if not productive control over selected aspects of the speech of high status whites. His assumption was that this would somehow contribute to their acquisition of reading skills. The problem with this research lies

in the central idea that black children tend to do more poorly than whites because they are different (and hence deficient). A second problem is in the assumption made about the nature of the reading process: that it involves a process of matching phonemes (speech units) with graphemes (written units).

Harrington, Alma, "Parents and the School," *The Reading Teacher*, (May, 1970), 23:711-716+.

The longer schools continue to operate as separate islands or "specialized lands" apart from their communities, the less the amount of impact or effect schools and their educational training will have upon society. Learning is not limited to a specific time or place. A school system has the children of its community with them for only one-fourth to one-third of each day during five days of approximately forty weeks in a year. The rest of the time these children are involved with their parents and their community. How can schools expect to be effective in educating children if they fail to develop the other segments of society—the home and the community—into their educational program?

Herber, Harold L., "Reading in Content Areas: A District Develops its Own Personnel," *Journal of Reading* (May, 1970), 13:587-592.

There is an increasing acceptance of the point of view that the principal place to provide reading instruction is in the content area classrooms, as part of the regular curriculum of each subject. The fact that this is not widely practiced, in spite of the interest, suggests the lack of personnel with sufficient expertise to provide such instruction. A program was developed in Virginia based on five assumptions: 1) Teachers make the critical difference; 2) Content teachers need additional expertise; 3) There is a shortage of consultants to work with content teachers; 4) Neither teachers nor consultants need to be "experts" in reading before a program starts; and 5) Ongoing Inservice education is the basic ingredient in a successful program.

Lavigne, Shirley, "Eighth Grade Students Appraise Their Science Text," *The Michigan Reading Journal* (Spring, 1970), 4:30-34.

This brief study in the content area of the science text commonly used in the parochial schools of the Archdiocese of Detroit was undertaken in the belief that one who can read and does not may be worse off than one who cannot but wants to. Concern is felt over why these students did not read their science text; was it because it was too difficult, too inane or too unrelated to personal experiences of the student or tragically was it because there is a carry over of the often repeated threatening situation of earlier years when the student felt that he never could do as well as the teacher expected? Children were asked to evaluate their acceptance or non-acceptance of the text in the hope that this analysis would spark greater effort.

Lieberth, Mary Lou, "The Developmental Reading Program Complements a Non-graded School Organization in Producing Better Readers," *The Michigan Reading Journal*, (Spring, 1970), 4:23-29.

The chief aim of this program was to help pupils become skillful, self-reliant, and independent readers who will continue to enrich their understandings and satisfactions through life by reading. Both the developmental reading program and the non-graded schools are similar in many ways, such as: 1) providing for differentiated individualized instruction which emphasizes a) the recognition of developmental needs and tasks of the learner as being important; b) the provision for levels of upward progression in a program of continuous progression; c) the production of higher academic achievement and better reading habits and attitudes in the learner; and 2) providing for group structures which emphasize; a) the use of small flexible groups and individualized procedures; and b) the provision of meaningful, varied group experiences for learning and social interaction. The difference between the two concepts is in dimension.

Mumpower, D. L. and Sharon Riggs, "Overachievement in Word Accuracy as a Result of Parental Pressure," *The Reading Teacher* (May, 1970), 23:741-745.

The hypothesis studied here is that there is a positive relationship between a child's overachievement in word accuracy and the parents' use of pressure on the child for educational achievement. One conclusion to be drawn from these findings

is that the child who overachieved in word accuracy was subjected to more pressure than was necessary or good for him. He succeeded by achieving on a lower level of learning where he could learn by rote (that is, in word accuracy), but he failed to do as well in comprehension. Another conclusion is that the parents of the overachiever needed to understand their child better and to accept his limitations.

Nunney, Derek, "Survey of Present Programs," *Strategies for Adult Basic Education* (Joseph A. Mangano, editor), International Reading Association, 1969, pp. 3-7.

The central theme of this survey of programs in adult basic education is "Inspiration without direction leads to frustration." The writer has viewed adult education from various aspects and believes that the people—teachers, administrators, citizens—dealing with the problem of adult basic education are somewhat frustrated. The students are frustrated, and society is frustrated with the problems of the poor and the poorly educated. Through a combined effort one needs to produce a critical mass to insure real and permanent change in the traditional education system. One needs the help of universities, business, industry, and professional organizations to produce this critical mass.

Pagano, Jules, "Teachers in Adult Basic Education Programs," *Strategies for Adult Basic Education*, (Joseph A. Mangano, editor), International Reading Association, 1969, pp. 67-74.

From observation there is strong evidence that preservice and, more especially, inservice training and supervision are paramount requirements for teachers regardless of background. In general, observers agreed that the personality and attitudes of the teacher and his ability to relate to students as individuals were the key elements in making learning an exciting experience.

Platt, Penny, "Teaching Beginning Reading to Disadvantaged Children from Pictures Children Draw," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 84-90.

This experiment to improve the reading performance of children in the ghetto schools of the District of Columbia dur-

ing the years 1966 to 1969 was initiated by an art teacher rather than a reading teacher. Conclusions drawn were that when a word is presented as a picture form, or as a linear picture, there is an easy transition from drawing to writing and reading. The institution of the program resulted in measurable success in improvement of the disadvantaged child's reading performance. This program requires no special hardware and no teacher re-training. It should also reduce the need for expensive remedial reading programs in the future.

Powell, Frances, "Parents Should Know About Reading Skills," *The Reading Teacher* (May, 1970), 23:738-740.

Parents' ignorance of teaching methods is not entirely the fault of the teachers. One solution of informing parents would be for teachers to work through their teachers' associations to persuade school boards to allow more parent conference days so that some time could be devoted to explaining to parents developmental reading skills and how they are taught. Another idea would be to devote a P.T.A. meeting early in the year to a presentation of reading skills development.

Roberson, Dorothy Reed, "Parents and Teachers: Partners in the Teaching of Reading," *The Reading Teacher* (May, 1970), 23:722-726.

Action makes for active partners. Specific activities and opportunities must be defined and described in detail for the professional's parent-partners. Begin immediately to take every occasion that presents itself to promote this kind of active parental involvement. Accept speaking engagements, develop panel presentations with other reading teachers, use the local newspaper, send bulletins into the home, and make use of educational television where it is available. Do all that you can to get parents actively involved with professional educators in a partnership to teach children how to read and how to enjoy it.

Rystrom, Richard, "Dialect Training and Reading: A Further Look," *Reading Research Quarterly* (Roger Farr/Samuel Weintraub, co-editors), Summer 1970, 5:581-599.

The main purpose of the research described was to deter-

mine the extent to which Negro dialect interferes with the acquisition of reading skills. The data presented do not support the assumption that a dialect training program will significantly increase the reading achievement scores of children who speak Negro dialect. Dialect training had a negative effect upon decoding skills. Two related assumptions have gained currency. First, a number of reading people believe Negro children will learn to read faster and more effectively if they are taught from materials written in their dialect. A second group feels that Negro children are linguistically deprived, that these children need special instruction in the cognitive uses of language before they can successfully be taught to read.

Sartain, Harry W., "Individualized Reading," *An Annotated Bibliography*, International Reading Association, (Ramon Ross, general editor), pp. 1-19.

The items listed in this bibliography were selected to help the reader obtain varied points of view without reading 600 articles. They include carefully considered arguments for and against individualized reading, research studies and summaries, suggestions on instructional materials to be used, and descriptions of programs which are fully individualized as well as those which incorporate individualized reading as one phase of the work.

Schoeller, Arthur and David A. Pearson, "Better Reading Through Volunteer Reading Tutors," *The Reading Teacher* (April, 1970), 23:625-630+.

This report presents the findings of the 1967-68 Volunteer Reading Tutoring Program developed in Milwaukee, Wisconsin's central city by community residents with the help of the University of Wisconsin Reading Clinic, the University of Wisconsin-Extension Center for Community Leadership Development, and the Milwaukee Public Schools. The authors stated that improvement was made in word recognition and phonics and possibly other reading skills but evidences on attitude building are less conclusive.

Shuy, Roger W., "Language Variation and Literacy," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), pp. 11-22.

According to the author, it is high time that we stopped fearing language variation and started putting it to work for us. At least part of our fears have been unfounded. Variety, per se, is neither bad nor illogical. In fact, it is often highly valued. It is also high time that we put our priorities in order and decide that learning to read and write is more important than the immediate acquisition of standard oral English. Just as our teaching frequently puts techniques ahead of content, so we have tended to put the social aspects of English usage ahead of learning the important step in the curriculum—writing and reading.

Smith, Edwin H., "Innovations in Adult Basic Education," *Strategies for Adult Basic Education* (Joseph A. Mangano, editor), International Reading Association, 1969, pp. 15-20.

Until recent years sentimentality rather than sense dominated much of the basic education designed for native-born adults. In the 1960's with the advent of the Great Society, poverty and illiteracy began to be regarded as a curable fault of the society. The responsibility for correcting this fault was accepted by the federal government, and funds were made available for adult basic or prevocational education. These funds gave an impetus to the development of new materials and new approaches to those materials; thus the 1960's saw a rash of new publications. At this time it seems that the next decade will see more and more kit programs, more programmed-instruction workbooks, more programs that use audio-visual aids, and the advent of computer-assisted instruction as a major method of teaching functional illiterates.

Summers, Edward G., "Doctoral Dissertations in Secondary Reading," *Journal of Reading* (May, 1970), 13:597-602+.

This annotated bibliography includes doctoral research reported in Dissertation Abstracts Volume XXIX (Ann Arbor, Michigan: University Microfilms) for 1968.

Ward, Evangeline, "A Child's First Reading Teacher: His Parents," *The Reading Teacher* (May, 1970), 23:756-760.

The examples presented in this article point to a growing recognition of the coordinated efforts of all the "influencers of

learning” on behalf of children. Pre-reading years are vital in the child’s gradual movement towards success in reading and parents are the first teachers of reading. To guarantee continuity in learning to read, teachers take note!

Wartenberg, Arlene, “A Parent-teacher Speaks,” *The Reading Teacher* (May, 1970), 23:748-750 +.

At a meeting designed to acquaint the parents with the school’s corrective reading program, the question arose, “What can I do to help my child with his reading?” This question was quickly focused on by many other parents and an animated discussion ensued. As one of the teachers present the author pondered what might have been said and decided to present the following suggestions: 1) Parents should act as models, 2) Parents should read to their children, 3) Parents should provide a variety of reading material for children, 4) Parents should provide children with varied experiences, 5) Parents should suggest entertainment for children, 6) Parents should encourage their children to have pets and hobbies.

Wartenberg, Herbert, “Parents in the Reading Program,” *The Reading Teacher* (May, 1970), 23:717-721 +.

Parent involvement is time consuming. Preparation, explanation and discussion all make inroads on the little free time school people have. Yet many dividends can be expected if the various programs are handled in a gradual, effective manner. Among these is support for the program. Direct involvement, as opposed to only fringe observation, can lead to an appreciation of the daily problems and a better understanding of their own child’s progress. Another benefit that always appears is an improved reading program and a more competent staff. Parent involvement has a tendency to sharpen a teacher’s program, to provide for more individualized help, and to focus on new ideas and techniques. Any one of these might be a justification for bringing in parents. However, they are only the by-products of a more informed and sympathetic parent population.

Weber, Rose-Marie, "A Linguistic Analysis of First-Grade Reading Errors," *Reading Research Quarterly* (Roger Farr/Samuel Weintraub, co-editors), Spring, 1970, pp. 427-451.

The author analyzed oral reading errors observed in a first-grade classroom as approximations to the correct response in terms of letters, word structure, grammatical acceptability, and semantic appropriateness. A measure of graphic similarity showed that better readers excelled weaker readers in more closely approaching the correct response; both groups improved throughout the year. On the syntactic level, judgments of grammatical acceptability reinforced by part-of-speech analysis showed that the class made responses that in general conformed to the constraints of preceding grammatical context, indicating that both strong and weak readers brought their knowledge of linguistic structure to bear on the identification of words. Some evidence arose for an inverse relationship in the use of graphic information and grammatical context. Judgments of semantic appropriateness in the sentence indicated that a response that was syntactically acceptable was almost always semantically appropriate as well.

Winkley, Carol K., "Why Not an Intensive-gradual Phonic Approach," *The Reading Teacher* (April, 1970), 23:611-617+.

In an attempt to shed some light on the problems involved in teaching pupils the phoneme-grapheme correspondence characteristic of the English language, three questions were considered: (1) Why is phonic instruction so ineffective in our schools? (2) How can phonics be taught efficiently? (3) What method of instruction appears to be dictated by a careful analysis of the process involved?

Zabawski, Irene, "As Long as my Child Reads," *The Reading Teacher* (April, 1970), 23:631-632.

Does it matter what medium is used to teach a child to read as long as ideas are appreciated, words are readily identified, and speed and fluency are attained? Effective learning of the skill of reading can take place at the same time that the child is learning striking facts about his world. Children should not be treated in a condescending manner by either parents or

teachers. They should be bombarded with ideas before one concludes that they must mouth words around fun plots and action stories. Furniture is usually duo-purposed; why not skills teaching, too?

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"