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WESTERN MICHIGAN UNIVERSITY
**Dorothy J. McGinnis
Reading Center and Clinic**

Reading HORIZONS

Reading

HORIZONS

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Homer L. J. Carter

IN MEMORIAM

This issue of *Reading Horizons* is dedicated to Homer L. J. Carter who was the founder and editor of the journal until his death on January 11, 1971.

Professor Carter was a man of strong convictions. He believed that service to others is man's greatest gift to the world. He believed that every person should set up worthwhile goals and should work earnestly and diligently to achieve these objectives. He believed that there is no greater satisfaction in life than a job well done. He was a man who lived his beliefs.

Homer L. J. Carter was a forceful writer and an excellent teacher who gave much of himself in his constant efforts to help others and to make a worthwhile contribution in the field of reading. He inspired many of his students to follow in his footsteps and had a stimulating influence upon all who had the good fortune to work closely with him. It will be impossible to participate in the field of reading without remembering the enthusiasm and spirited teaching of Homer L. J. Carter.

D. J. M.

WHAT GOES ALONG
WITH THE WORDS*

Louis Foley

BABSON COLLEGE

All of us have mannerisms to some extent. Seemingly by com-
pulsion, we habitually do certain peculiar things unconsciously for no
apparent reason; we just keep on doing them. Mannerisms are not
necessarily unpleasant or annoying to others. They may pass almost
unnoticed, or even be subtly attractive as somehow an inseparable
part of an individual personality. When they are conspicuous, how-
ever, they tend to distract attention, and when frequently repeated
they may become insufferable.

The kind of example we are likely to think of first is the use of
peculiar gestures in talking. This is something quite distinct from
the traditional "standard" gestures which seem to fit naturally with
respective situations. Different languages have widely varying sets of
hand, head, or body movements as accompaniment to speech. Each
language has its own characteristic gestures which appear to come
automatically when it is spoken in the native manner. With the older
languages they are generally graceful and somehow add force or
effectiveness to what is being said.

Watching a speech through a sound-proof window, and with no
attempt at lip-reading with one of the easiest languages to lip-read,
one should be able sooner or later to identify a native speaker of
French by his gestures alone. Without being exaggerated, in fact
relatively slight movements, they would be recognizably characteristic.

Typical Italian gesturing usually seems more conspicuous, more
sweeping, and more continual. French people used to say playfully
about Italians: "Ils ne peuvent pas se faire comprendre dans le noir."
(They can't make themselves understood in the dark.)

One time many years ago I listened to a lecture by a psychologist
friend of mine who developed the theory that for profoundly psycho-
logical reasons certain gestures seemed instinctive. His favorite ex-
ample was the shaking of the head in saying "no." Having lived
several years in what we used to call the Near East, I had to take
him to task afterward about *that* idea. With various languages in
that part of the world, the instinctive negative gesture is raising the

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head, lifting the eyebrows, more or less closing the eyes. It seems to fit perfectly, for instance, with Arabic *la* or Turkish *hâir* (higher). Shaking the head just as naturally means "I don't quite understand," "I don't get you."

Now English, at least as we know it in modern times, does not carry with it an equipment of typical gestures as many other languages do. Many years ago, well before World War I, an illustrated article in a then popular magazine dealt with the different ways of gesturing habitual with people according to the language they spoke. The last of the illustrations, entitled "when the American speaks," showed a man standing with his hands in his pockets. At that time it seemed obviously true to life. Within the last generation or two, however, a considerable change seems to have taken place. Nowadays most Americans, especially when they speak in public, are inclined to use their hands a good deal. Unfortunately, the movements are too often awkward, pointless, and monotonously repetitious, grabbing or chopping at the air or meaningless waving at nothing in particular. They can become painful to watch. What we see is not any kind of appropriate reënforcement of speech but mere nervous fidgetiness, a lack of self-control.

About the time Dale Carnegie's book, *How to Win Friends and Influence People,* was new and on the crest of the wave, I happened to read it by accident. I was accompanying a friend who had a date with a dentist. The book was lying on the table in the waiting-room, and I picked it up. It was not a thick book; my friend's time in the dental chair was quite long enough for me to read it through.

In the town where I then lived, every year the local teachers' association sponsored a series of lectures and entertainments. One of the numbers that year was a speech by Mr. Carnegie. As I listened to it, I recognized it as an absolutely textual reproduction of the book, even with the same jokes, and including the irrelevant tirade against the teaching of Latin. This last item was a beautiful example of how to win friends; the chairman of the committee which had engaged his services was head of the Latin department in the high school.

His delivery was good—clean-cut, smooth, easy to follow. The detail which stands out most distinctly in my memory, however, the only departure from the text of the book, was a would-be dramatic gesture of which he seemed to be fond; pointing at us vigorously with the words "Now *look!*" For my part, I don't like being ordered around. That gesture, with the accompanying command, affected me about the same way as grabbing my coat-lapels. I rebel against violent means of getting attention.

Perhaps we should face the apparent fact that gestures, while they *may* be helpful, are not really necessary, and had better be avoided entirely or at least kept to a minimum unless they are clearly and positively effective. A good practice in self-discipline for anyone preparing to speak in public—or to act a part in an amateur play—is to rehearse the speech with his hands hanging limp like wet dish-cloths. Eventually he may have a feeling for natural gestures at certain points, but he will avoid distracting attention by senselessly pawing the air.

In years gone by, a source of mild dissension in my family was my lack of admiration for Eleanor Roosevelt. Her syndicated column, "My Day," seemed to me an almost unbelievable example of how words could be smoothly and confidently strung out to considerable length without really saying anything. In speech, her pronunciation seemed to me affected. On one occasion, however, Mrs. Roosevelt finally won my respect for one thing at least. Seated at the end of the balcony near the proscenium arch, I looked almost directly down upon her as she gave her address. So I could see that her hands were lying completely relaxed on the podium in front of her. She had no compulsion for irrelevant gesticulation.

Along with gestures as we ordinarily think of them, people can become enslaved to ridiculous mannerisms of various sorts. We have all suffered from the annoying exercises which sometimes make it hard to keep our mind on what the speaker is saying. It may be repeated hair-brushing or cheek-caressing, or prolonged playing with handy pieces of equipment such as eyeglasses. In reports of speeches by Marshall McLuhan one thing regularly mentioned is his continually "twirling his glasses." In defense of the audience, somebody ought to snatch them away from him, taking the bull by the horn-rims.

The worst example I can think of is the behavior of a college teacher in whose classes I was once enrolled. Every class-hour began with a ceremony which was always repeated as exactly as anything can be that is done awkwardly. He would enter the room with a somewhat diffident, apologetic air, usually carrying a pile of books which were mere stage properties; he seldom opened any of them, though he might later move them to half a dozen different places on his table. Walking rather quickly and yet stiffly he would reach the haven of his desk and get safely behind it. Having arrived there, with a jerky movement he would pull out the lowest right-hand drawer. Thus, with his chair turned at a certain angle, he had a place to prop his foot. Then with his right hand he would pick up

the nice, new, long yellow pencil (you couldn't keep your eyes from following it) which he used in gesturing. With these indispensable preparations, and glancing vaguely over the top of his spectacles at the first few rows, he was ready to begin.

Like many "self-made" public speakers, he was in complete bondage to a small set of pointless gestures which he repeated continually. Always irrelevant, instead of enforcing anything that he had to say, they merely distracted attention because they were too conspicuous to be ignored. They were awkward movements, timid and negative, never aggressive or suggestive of any power or thought behind them.

More distinctly than anything else about him, I remember his *hands*. Any person's hands, I think, have a kind of natural beauty when they look capable of *doing things*. His, however, had as little of that appearance as any that I can recall ever having seen. Though he was rather slender than otherwise, his hands looked fat; they seemed stiff without strength, lacking in any suggestion of physical force and without any sign of grace or delicate dexterity to make up for it. He always had to be picking up some article and holding it, and his hand always looked as if it were made to be holding something else, though you couldn't imagine what. His inevitable gestures, which might have been bothersome enough anyhow, constantly made more inescapably obvious that unattractive part of his physique. I think of him as exemplifying just about everything that a public performer should learn *not* to do.

Against any such unedifying exhibition a captive audience does have a defense, though it seems unfair that it should be required; instead of watching the speaker you *can* look in some other direction. You have no convenient escape, however, from what you cannot help *hearing*. You have no protection against the boresome repetition of superfluous pet phrases to which the speaker is irresistibly drawn. And the worst of all audible annoyances is surely the commonest, what has been euphemistically called "vocalized pauses," the continual interlarding of sentences with "uh." Oliver Wendell Holmes, in *A Rhymed Lesson*, put final emphasis on avoidance of that fault as a most important point:

> "And when you stick on conversation's burs,
> Don't strew your pathway with those dreadful *urs*."

He spelled *uh* "ur," but of course the *r* meant no more there than in "burs." Other ways of spelling the non-word include "er" and "ah" as well as "uh." Since the vowel is vague anyhow, one may take his choice.

In our day an indignant protest has been made by a professor who, having attended innumerable scientific conferences, has suffered from this scourge to the limit of his endurance. What finally prompted him to speak out strongly on the subject was a symposium in Paris where he listened to many papers in French, which he understood as easily as English. "The speakers," he said, "varied in eloquence, clarity, and audibility, but every talk possessed a quality of smoothness and directness whose origin I was unable at first to identify. Eventually it became trivially simple: Every sound uttered by a speaker was part of a French word."

He was struck by the extreme contrast with scientific meetings in the United States. "I await the day," he says, "when an unusually honest speaker of *Ah-ah-ese* will begin his talk with: '*a-a-aum!* The—*uh*—insignificance of my—*uh*—remarks will—*uh*—be—*uh*—minimized, or—*uh*—concealed, by the—*uh*—*uh*—braying noises I am—*uh*—*uh*—*uh*—emitting.'" He would like to have speakers "cut out the noise, pronounce nothing but English words, and remain silent during the birth-pangs of the next inspired phrase." (1)

If it seems that the "uh" habit is an occupational disease of teachers, it should be emphasized that they have no monopoly of it. Plenty of speakers at business conferences or other non-academic gatherings are equally addicted. Among the worst perpetrators are many people from all walks of life whom we hear interviewed on the radio. It seems to me that orchestra conductors and art critics are among the very worst. A distinguished writer on human behavior has referred to the "hesitating 'er'" as being in his estimation "the most universal and also one of the most exasperating mannerisms of speakers." He went on to say: "Hesitation in a speech is not a bad thing. In fact, in a speech, he who never hesitates is lost. Rattling on without a stop gives the effect of something learned by heart. But when the speaker pauses between his words or sentences, as if to formulate more clearly his idea, let him, in the name of all that is artistically wholesome, not slip in the distressing 'er,' "(2)

Of course we do not forget that many of those who make us suffer needlessly in this way may be the finest kind of people in many respects. If we must forgive them, however, at least we should take to heart their lessons in *what not to do*. We can resolve for ourselves that we shall never, *never*, NEVER allow ourselves to become enslaved by this vicious habit which is totally unnecessary.

References

1. G. C. McVittie, *Science,* vol. 157 (July-September, 1967), p. 992.

2. H. A. Overstreet, *Influencing Human Behavior,* New York, W. W. Norton & Co., Inc., 1925, p. 81.

EXPLORATORY READING IN
THE SECONDARY SCHOOL

Fehl Shirley

SAN FERNANDO VALLEY STATE COLLEGE

If the gap between technological enterprise and the development
of humane individuals is to be overcome, then programs adjusted to
the unique characteristics of individual readers need to be promoted.
As Earl Kelley has averred, the primary goal of education must be
the production of increasing uniqueness. Idiosyncratic learning pat-
terns are revealed through diagnostic teaching and the self-analysis
on the part of the student. Correlative adjustment of instruction
according to student needs may ensue as a cooperative enterprise of
student and teacher. Both parties to this contractual process are
learning about themselves and about techniques that succeed or fail.

An individualized, exploratory reading program was organized by
the author in a high school in Tucson, Arizona, built around the con-
cept of self-initiative and self-improvement through the recognition
by the individual student of his own strengths, needs, and goals and
through the concerted efforts of the teacher and student in planning
strategy to achieve the student's purposes. This strategy required a
variety of techniques and materials designed to stimulate, encourage,
and motivate the student to read and enjoy it. The exploratory reading
course was intended to be catalytic and to reinforce communication
skills in other subjects. The individual student brought his reading
and study problems in other areas to the reading teacher who at-
tempted to help him overcome his deficiency. The reading teacher
also contacted the subject matter teacher and suggested materials
and techniques that might help the student experiencing difficulty
in that particular subject. The subject teacher furnished key assign-
ments and vocabulary and a few taped lectures that were used for
reinforcement practice in the reading laboratory.

As an elective, the exploratory reading course was open to all
levels of students, who could take it for a semester or a year and re-
ceive credit. The student applied for the course through a personal
interview with the counselor and by filling out an application, desig-
nating the areas in which he would like to concentrate; e.g., vocabulary
enrichment, comprehension skills, accelerated reading, spelling improve-
ment, remembering information, and study skills. Also, referrals were
made by classroom teachers based on the following observations:

1. Reading problem does not appear to be caused by lack of mental ability.
2. Limited sight vocabulary.
3. Lack of comprehension skills. (Unable to grasp meaning and to organize facts in silent reading.)
4. Excessive spelling errors.
5. Gross errors in oral reading. (Mispronunciations, omissions, insertions, substitutions, inversions.)
6. Pronounced slowness in reading rate.

Diagnosis

The client-centered approach to diagnosis as described by Strang (1965, pp. 8-9) was used in the exploratory reading course. The teacher started with the reading problem as presented by the student through interviews, autobiographies, formal and informal diagnostic procedures. Feedback was prompt. The teacher began immediately to help the student solve his problem. In this way, little time lapsed between diagnosis and instruction. Also, the student assumed more responsibility for self-diagnosis and for planning with the teacher's guidance strategy for self-improvement.

The procedures used for diagnosis included the Sequential Tests of Educational Progress (which recognize the fact that a student's real score may be anywhere within a range of scores, due to the probable error of measurement, by reporting percential bands rather than percentile scores), Gray Standardized Oral Reading Paragraphs, Dolch Basic Sight Vocabulary List, Wepman Auditory Discrimination Test, Wide Range Achievement Test, phonics and structural analysis surveys as well as inventories prepared by the teacher. Diagnostic teaching permeated the entire program as new clues were revealed.

Individualization

The diagnostic records and the personal observations of the teacher revealed areas of students' strengths and weaknesses which formed the springboard for future activities. The teacher and each student entered into a contract of reading assignments adapted to the student's reading level, need, and goal. The program was organized as follows:

Monday	*Tuesday*	*Wednesday*
Vocab.	Vocab.	Vocab.
Individualized	Groups:	Individualized
Contract	Spelling	Contract
	Fiction	

	Listen and
	Read
	Controlled
	Reader

Thursday	*Friday*
Vocab.	Vocab.
Groups:	Individualized
Spelling	Contract
Fiction	
Listen and	
Read	
Controlled	
Reader	

The small groups listed above represented an emphasis for a six weeks' period as follows:

Spelling Group

VAKT Approach (Visual, Auditory, Kinesthetic, and Tactual)

S.R.A. Spelling Lab

Personal spelling lists

Fiction Group

Library reading

Dramatization of story read

Tape recording of play or poem

Creative writing

Listen and Read Group

Listen and Read Tapes (Educ. Develop. Labs)

Tapes of lectures by subject area teachers

Tapes by other students

Controlled Reader Group

Skimming the story first

Reading at progressively faster speeds

Comprehension exercises

Progress chart

As other needs were revealed by the students, the group tasks changed.

As an on-going activity, the students devoted 10-15 minutes at the beginning of each class period to vocabulary development exercises in the form of pantomimes, dramatizations, and games; *30 Days to a More Powerful Vocabulary* by Wilfred Funk and Norman Lewis (Washington Square Press, Inc.) was used as a text for this work.

The students also kept a personal card file of difficult words encountered in their reading, noting the diacritical markings, the parts of speech, and the meaning as used in an original sentence on the back of each card. Vocabulary review tests were given each Monday.

Another on-going activity was the election each six weeks of officers, who facilitated the organization of the group work, the debates, panel discussions, and other activities.

Instead of six weeks' tests being given at the end of each grading period, oral book reports were presented by individuals or group panels. The book reports took various forms. The students were asked to project themselves into the role of a character in the story and to give the experiences encountered; they were asked to choose a character from a book and tell how this character reminded them of someone whom they knew at the time or had known in the past; they were asked to describe democratic and undemocratic values as revealed by their readings. The teacher also held individual conferences with students to discuss the reading they had done.

The individualized contracts represented varied activities from phonic exercises to research on schools of cosmetology in accordance with the needs, interests, and reading profiles of the students. A classroom library of multilevel materials was available, including many paperbacks, *Scholastic Literature Units,* S.R.A. Reading and Spelling Labs, EDL Word Clue and Study Skills Kits, *Tactics in Reading,* several workbooks on reading and study skills, *Reader's Digest* Educational Editions, Literature Sampler, magazines, tapes, recordings, and filmstrips.

Evaluation

Self-evaluation was an integral part of the exploratory reading program. Each individual was aware of his progress through the following means:

1. Personal vocabulary card file.
2. Personal record of books, stories, poems, articles read.
3. Taped recordings of early and later reading.
4. Dated samples of work.
5. Timed exercises.
6. Practice exercises.

Also, the students were administered equivalent forms of the California Achievement Tests (Advanced Forms W and X) in September and January. According to this test, one student improved 3.2 grade levels, three students improved over two grade levels (2.9,

2.6, and 2.1), fourteen improved about one grade level, and the rest improved a few months or remained about the same.

The students were asked to respond anonymously to a rating scale regarding the course and to give personal comments. Some individuals responded as follows:

It drove me into reading books. It enlarged my vocabulary. I like the way you let the class choose the way they want to work and do things, especially the book reports and vocabulary.

I don't stumble over words as much as I used to and I think by giving oral reports it helps you to learn to speak better.

I think it has improved my reading a lot. When I would read aloud, I would read a few words. Then I would stop and go back and read it again smoothly. Now I read smoothly and I don't backtrack.

I can read a little more freely than I could before and I can speak in front of a class better.

Discussion

The focus in the reading program is on the individual. The student is the driver at the wheel. The instructor sits beside him advising him about making the turns and avoiding the pitfalls in the road ahead. However, the student does the driving and sets his own goal, direction, and pace. Gradually, the teacher, with an attitude of positive expectancy, leaves the driver more and more on his own. The student then becomes his own instructor.

However, the reading teacher is frequently confronted with a confused, frustrated, and belligerent driver—a human enigma with an aura of suspicion, fear, and animosity emanating from him. There he sits—victoriously resistant to all efforts and overtures of friendly aid.

"I hate reading!" he cries vehemently. "I never read a book in my life." Defiantly, he delivers the ultimatum.

The teacher can suggest, guide, encourage, stimulate, direct aggressively at times, withdraw at other times—always aiming at intelligent self-direction on the part of the student—and never give up!

Reference

Strang, Ruth. *Diagnostic Teaching of Reading*. New York: McGraw-Hill Book Company, 1965.

RAPID READING, YES

Harvey Frommer

NEW YORK COMMUNITY COLLEGE

Rapid reading should be introduced into the college and high school English program. This subject would give students a tool of understanding and power that would have implications for their entire lives.

Rapid reading is a skill—like tennis, golf, or automobile driving. As a skill, its values transcend momentary mastery and application and extend into the student's life and personality. Armed with the power to read rapidly, a student is also given the ability to think logically, to outline and take notes more effectively, to write better, and to gain a feeling of accomplishment after each new reading experience.

Rapid reading is not a method that makes its practicer lose respect for the printed page as some claim. Rather, it makes the reader respect those things in print worthy of respect and place in proper perspective the trite, the banal, the obvious. Rapid reading is not geared to having students read Shakespearian sonnets at the speed of light. It is not a method that urges its adherent to dash mindlessly through a novel. It does not require special audio-visual machinery. It is not geared for only the bright, only the dull, only the middle intellectual groupings.

Adaptability and reasoning are the two pillars of rapid reading. Readers are taught to adjust themselves to the specific content being considered. Textbooks are read at a slower pace than newspapers and magazines, but the same reading attitude is applied.

Rapid reading breaks the word-by-word reading habit. It teaches students to ignore unimportant words such as articles, conjunctions, and prepositions. The basic structure of the written material is carefully analyzed. Reading focuses on the organization of the author's thoughts, and the more structured the reading is the more spectacular are the gains in reading rate.

The patterns of organization of reading matter are analyzed. Editorials in newspapers, signed columns, these are structured along the lines of presenting an opinion, supporting this with reasons, and concluding with some suggestion or exhortation. The typical textbook pattern, focusing as it does on aspects of information concerning subject matter, is another form of organization. Knowledge of how to read for this pattern adds greater speed and comprehension to the reading task.

The essential aspects of rapid reading as related to the high school or college reading program are as follows: (O S C A R S)

ORIENTATION: Material is swiftly looked over. The reading chore is sized up for length, difficulty, subject matter, and visual clues.

SELECTION: Major elements of the written material are perceived: aspects of subject matter, main thoughts about these aspects, details and illustrations supporting these main thoughts, implications concerning the entire reading passage.

CLARIFICATION: All of the above elements are clarified as the reader moves along attempting to follow the organization of the written material.

ARRANGEMENT: This step is a kind of mental note-taking. Arrangement takes place through questions: What is the pattern? What is the article about? (Subject)
What is the main thing said about the subject? (Gist)
What details support the Gist? (Details)
What is the point? (Significance)

Two optional steps of special value for the student are:

REVIEW: Material, quickly perceived, is now taken down in note form under these four headings: Subject Matter, Gist, Details, and Significance.

STUDY: Reading matter in its note form is now ready for study. All of the essential elements have been perceived and clarified.

The writer has omitted from this discussion any sensationalistic mention of statistics, such as the ability to read 700 words a minute, 1,000 words a minute, 2,000 words a minute. The gains in speed are impressive. But a statistic is not the goal, a headline is not the end product of rapid reading. The end result is a more intellectually aggressive, more mentally disciplined student—one who becomes sensitive to language, its wording, its content, and its structure.

ECHOES FROM THE FIELD

Joe R. Chapel

A Fellowship Fund which will make it possible for graduate students to do work in the field of reading has been established in honor of Homer L. J. Carter who died on January 11, 1971.

A graduate of Wayne State University, he earned his Master's degree from Ohio State University in 1931. His professional experience spanned a 50-year period. He began his teaching career in a rural school in Bath Township. Later he served as a teacher, principal and elementary supervisor in the Royal Oak Public Schools. He joined the Western faculty in 1928 as Associate Director of Research.

In 1932 Professor Carter established the Psycho-Educational Clinic, now known as the Reading Center and Clinic. In 1944 he established a reading laboratory for college students and in 1944 initiated a series of reading demonstrations and discussions as an integral part of the course, Educational Therapy in Reading. The first chapter in the State of Michigan of the International Reading Association grew out of one of his summer classes of Educational Therapy in Reading. In 1964, at the time of his retirement from Western Michigan University, the chapter honored him by naming it the Homer L. J. Carter Reading Council. In 1960 Professor Carter stimulated the group to join with the Psycho-Educational Clinic in publishing *Reading Horizons*. He served as the editor of this quarterly until his death.

Professor Carter was the senior author of seven books in the area of reading and college adjustment: *Reading Manual and Workbook* (1949), *Building A Successful College Career* (1950, 1958, 1965), *Learning to Read* (1953), *Effective Reading for College Students* (1957), *Teaching Individuals to Read* (1962), *Reading, A Key to Academic Success* (1967), and *Diagnosis and Treatment of the Disabled Reader* (1970). The fourth edition of *Building A Successful College Career* will be published in the spring. Throughout the years he was actively engaged in research and the author of over 100 articles which have appeared in professional journals.

Professor Carter served as president of the Michigan Reading Association, the Michigan Psychological Association, and the Michigan Academy of Science, Arts and Letters. In 1951 he was signally honored by being elected a fellow of the American Association for the Advancement of Science. He was a member of the American Psychological Association, Midwestern Psychological Association, Michigan Psychological Association, Michigan Academy of Science, Arts and

Letters, American Association for the Advancement of Science, International Reading Association, Michigan Reading Association, College Reading Association, and the National Reading Conference.

Since his retirement in 1964 he voluntarily and without remuneration worked in the Reading Center and Clinic, participated actively in national professional meetings, and conducted reading institutes throughout the United States.

Contributions to the Fellowship Fund may be sent to the Annual Fund Office, Western Michigan University, Kalamazoo, Michigan 49001.

DID YOU SEE?

Betty L. Hagberg

"Mapping: A Technique for Translating Reading Into Thinking"? This informative article appearing in *Journal of Reading*, January 1971, explains and illustrates "mapping a chapter." It is a unique substitute for outlining and note taking, a valuable technique used to develop critical thinking with students.

"Accountability, The Task, The Tools, And The Pitfalls" by Walter N. Durost in the January 1971 issue of *The Reading Teacher*? This article deals with "performance contracting" and will be of special interest to people in reading.

Kenneth S. Goodman's article "Promises, Promises"? It appears in the January 1971 issue of *The Reading Teacher;* a short, dynamic commentary on performance contracts.

"Reading in English Infant Schools" written by Mary Phillips and published in the December 1970 issue of the *Minnesota Reading Quarterly?*

"Our High School Reading Center," an article in the January 1971 issue of *Today's Education*? Elizabeth Elmore, teacher consultant, in Athens County, Ohio gives an account of the activities of one of their high school reading centers.

"Book Selection Patterns Among High School Students" by CeCelia Algra and James Fillbrant in the December 1970 issue of the *Journal of Reading*? This article presents an interesting study of reading selection patterns among high school students.

WE SUGGEST

Eleanor Buelke

Berger, Allen, Editor
Elements
Edmonton, Alberta, Canada: The Department of Elementary Education, The University of Alberta.

Valuing their integrity as members of a true profession, many teachers commit themselves to continuous, personal, intellectual growth, agreeing with Dr. Bruner when he states:

> Making something comprehensible to the young is only a continuation of making something comprehensible to ourselves in the first place—that understanding and aiding others to understand are both of a piece.[1]

Because making something comprehensive to the young is of primary importance to educators, they are searching constantly for better ways to make things comprehensible to themselves. They deplore the gaps, the discrepancies, which exist between research in many fields and the means for implementation of implications in actual classroom instruction. For many teachers, descriptions, or models, of learning theories are not sufficient bases to act upon. They realize that:

> Knowledge is not a copy of reality. To know an object, to know an event, is not simply to look at it and make a mental copy, or image, of it. To know an object is to act on it. To know is to modify, to transform the object, and to understand the process of this transformation, and as a consequence to understand the way the object is constructed. An operation is thus the essence of knowledge; . . . .[2]

Consequently, they keep looking for ways to promote that true, intellectual growth which happens when theories are translated into action and transaction in human learning situations.

As bodies of research in various disciplines increase, generalizations and inferences made by experts in these fields are published and disseminated among the members of professions involved. Teachers welcome well-reported summaries of findings, accurately interpreted, and made viable in the light of curricular theory. Of particular value are those which may have interdisciplinary relationships and significance.

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[1] Jerome S. Bruner, *Toward A Theory of Instruction*, p. 38. Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 1966.
[2] Russell G. Stauffer, "Integrating the Language Arts," *Elementary English*, (January, 1971), 48: 23.

A comparative newcomer in the publications field, a newsletter, published monthly, September through April, by the Department of Elementary Education, The University of Alberta, in Edmonton, Canada, appears to be of promise in helping teachers to translate educational research theory into practice. Each issue highlights a specific area of instruction. Areas included are those of art, language, mathematics, music, physical education, reading, science, and social studies. However, study of the articles printed in any one issue reveals the emphasis the authors place upon empirical evidence presented and proclaimed by those who have done respectable, honest research in the problems and patterns of human growth and development. By their very nature these emphases transcend the boundaries of any one discipline.

Each issue of this newsletter, *Elements*, contains several articles, usually reliably documented. Some of the authors include suggested readings, or annotated bibliographies, for further study. Illustrations, diagrams, or photographs often accompany the articles. Occasionally, an editor's note clarifies, or stimulates, further thinking concerning an article which follows. General format of the newsletters and selections seems to be planned with time limitations of the busy classroom teacher in mind, promoting quick grasp of main ideas, and rapid retrieval for subsequent use.

It is worth noting, too, that this publication is a product of students and teachers from a neighboring nation, supporting the "one world" concept of educational tasks facing teachers everywhere. The human family of educators lives in a global community of shared confrontation with problems of teaching and learning. For them, the words of Carl Sandburg in *The Family of Man* might appropriately be paraphrased to read:

> There is only one learner in the world
> And his name is Every Learner.
>
> There is only one teacher in the world
> And the teacher's name is Every Teacher.[3]

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[3] Carl Sandburg, *The Family of Man*. New York, New York: Museum of Modern Art, 1955. p. 192.
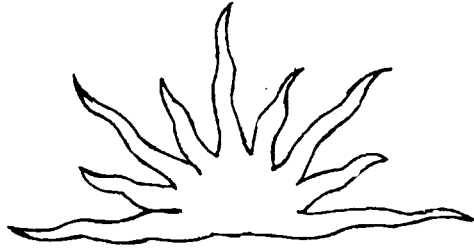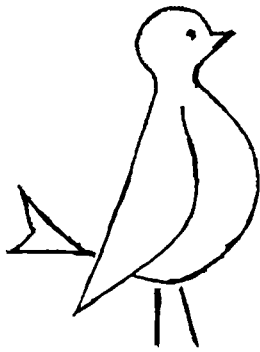
ROUND ROBIN

Dorothy E. Smith, Editor

Dear Editor,

Why are we always accepting "new" ways of teaching reading when we already have the most flexible way of all: individualized reading?

The term "individualized reading" actually encompasses much more than might be expected at first glance. Rather than being a particular method of teaching as it is most often considered to be, it is a way of thinking about reading which involves the recognition of and provision for individual differences. The child is thought of as an entity in and of himself with unique abilities, disabilities, interests, and needs. It is the realization that just as children grow at different rates physically, they also have their own personal preferences and previous experiences to set them apart from each other in their approach to reading. Why, then, group them together attempting to approximate their needs with the sole use of one textbook for an entire class?

Individualized reading not only personalizes instruction for the child, but also for the teacher. No two programs are or should be exactly alike. Rather, the teacher can tailor the situation to her personality and, at the same time, consider the reading needs of her class. Realizing her own strengths and weaknesses, she is able to formulate an effective program capitalizing on her particular strengths. However the program is structured, it must always be within the limits in which the teacher feels secure.

This type of program is designed to foster a good self concept in

each child. For instance, elimination of grouping avoids the stigma that is often attached to the poor reader. It also allows for limitless development without the frustration of being held back in what has been referred to as the "lock-step" method. And too, a special relationship between teacher and pupil develops readily during the personalized conferences when the child is included in planning his own goals and evaluating his own progress. It becomes obvious to him that his ideas are valuable and worthy of consideration. All of this, of course, results in his reading becoming more meaningful to him. And isn't that our goal?

<div style="text-align: right">

Sincerely,
Diane Griewank

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TEN-SECOND REVIEWS

Blanche O. Bush

> One of the greatest problems in teaching reading, as in all subjects, is the degree of transfer that the student makes from theory to actual practice. He himself must identify, interpret and evaluate. This adjustment cannot be made for him. That method is best which places the student on his own. — -Homer L. J. Carter

Adkins, Patricia G., "Relevancy in Children's Language," *The Reading Teacher* (October, 1970). 24:7-11.

How often are children presented with "linguistic puzzles" in the language which they are expected to read and comprehend? Observation of a third grade group of native speakers of Spanish in an English speaking classroom indicated that the 31 children in this group were disinterested and did not benefit from reading or language arts because they were not stimulated by the material. Further they did not comprehend the story they were "reading" in the English language. Teachers must surmount the "linguistic puzzles" with relevant teaching of relevant language.

Aliotti, Nicholas C., "Ability to 'Read a Picture' in Disadvantaged First Grade Children," *The Reading Teacher* (October, 1970), 24:3-6+.

In this study findings appear to be consonant with a number of studies pointing up the general perceptual impairment found among disadvantaged groups. What these tentative clues may be suggesting is a need for educators to be sensitive to children's visual literacy or ability to "read" a picture. This study indicates that disadvantaged children fare relatively poorly on these skills. In view of the large number of pictures found in school textbooks it is interesting to speculate how ability to "read a picture" may account in part for reading performance, particularly comprehension.

Ames, Wilbur S., "Possible Limiting Factors in Teaching Adults to Learn," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 321-326.

It was the intent of this paper to discuss various factors which teachers have considered as handicaps impeding the progress of the adult illiterate in learning to read. The writer tried to clarify the issues involved for each of these factors and to provide suggestions which could be implemented or at least which could stimulate others to make better suggestions.

Ames, Wilbur S., "The Use of Classification Schemes in Teaching the Use of Contextual Aids," *Journal of Reading* (October, 1970), 14:5-8+.

A preliminary study of context clues showed frequency of types of clues and analyzed students' successes in using them. This article suggests further research but also discusses implications for teaching based on this study. The writer believes that separate units or lessons on the use of contextual aids should generally be avoided. Instead, teachers should use frequent informal group discussions of the use of context.

Baratz, Joan C., "Beginning Readers for Speakers of Divergent Dialects," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 77-83.

The purpose of this paper is to demonstrate that the dialect of Negro children is sufficiently divergent from standard English so as to cause difficulty for children who are attempting to learn to read in a dialect which is not similar to the dialect that they speak. Thus, the reading failure results from what Tabor has described as "the ignorance of standard English rules" on the part of the potential readers on the one hand, and "the ignorance of nonstandard English rules" on the part of teachers and text writers on the other hand.

Beery, Althea, "And Gladly Read," *Children and Literature* (Jane H. Catterson, editor), International Reading Association, 1970, pp. 1-8.

All educators share one thing in common—a deep desire that children learn to read with efficiency and to use reading in ways that will help them develop their full potential for learning and living. This paper does not deal technically with research nor with the disciplines that impinge on reading, although research has not been ignored. The paper is concerned

with ways to achieve the overall goal of having children read—gladly, joyously, successfully.

Berger, Allen, *Speed Reading—an Annotated Bibliography,* International Reading Association, 1970, 44 pages.

This revised bibliography contains 50 new entries, the great majority relating to research. The reader will also find references to theoretical discussions. Topics included are: Tachistoscope and Controlled Pacing, Paperback Scanning, Retention of Gains, Flexibility, Perception, Processing Information, Studying, Conditioning, Sex Differences, and Measurement.

Biemiller, Andrew, "The Development of the Use of Graphic and Contextual Information as Children Learn to Read," *Reading Research Quarterly* (Fall, 1970), 6:73-96.

The author presents results from a study of oral reading errors made by 42 children in two first-grade classes from October to May. Errors were analyzed in terms of their contextual constraints ("making sense" in light of preceding context) and graphic constraints (graphic approximation of error response to printed word). Non-response errors were also studied. Three main phases of development were identified. The first is characterized by a predominant use of contextual information. The second phase is characterized by a predominance of non-response errors and a significant increase of graphically constrained errors. The third phase is characterized by an increase in co-occurrence of graphic and contextual constraints and in most cases by a reduction of the frequency of non-response errors.

Bissett, Donald J., "The Usefulness of Children's Books in the Reading Program," *Children and Literature* (Jane H. Catterson, editor), International Reading Association, 1970, pp. 73-80.

It has become very unfashionable these days to talk about the usefulness of literature. A judicious comment to the effect that books to fulfill children's psychological needs is acceptable, providing that it is spoken with not too much enthusiasm. A restrained suggestion that certain types of literature possibly, in some instances, *might* further a child's social awareness and development, is acceptable also, if one is careful of the pro-

fessional company he keeps. By and large, it is rather gauche today to suggest that books have utilitarian purposes. But they do. The suggestions in the article spring from the conviction that books must be central in the instructional program in reading.

Burrucker, Joseph D., and John T. Becker, "Reading Can Be Fun," *The Reading Teacher* (October, 1970), 24:42-46+.

The primary purpose of Cleveland's *Reading Is Fundamental Program* (RIF) like that of the national organization is to stimulate an interest in and an enjoyment of reading. RIF attempts to accomplish this by providing children with a wide variety of interesting books--books they can select and own "just for fun." These children come from the grim, enclosed world of poverty, and the idea that *reading can be fun* is foreign to the thinking of many of them. RIF is based on the premise that children can be appreciably motivated to develop meaningful relationships with books if they are presented with the opportunity to select and own books of their choice.

Cegelka, Patricia A. and Walter J. Cegelka, "A Review of Research: Reading and the Educable Mentally Handicapped," *Exceptional Children* (November, 1970), 37:187-201.

This paper reviews the literature dealing with the importance of reading to educable mentally handicapped children, the characteristics of these children which influence the acquisition of reading skills, and current approaches to teaching reading to the mentally handicapped. The implications of this research to the teaching of reading are summarized.

Codwell, John E., "Changing the Learning Patterns of the Culturally Different," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 23-33.

This paper is concerned with three areas of approach related to changing the learning patterns of the culturally different: (1) four imperatives which should form a part of today's educator's repertoire for action, (2) three suggestions for implementing relevant and appropriate educational strategies and activities, and (3) a brief description of an action program for

change—The Education Improvement Project of the Southern Association of Colleges and Schools.

Cohen, S. Alan and Gita S. Kornfeld, "Oral Vocabulary and Beginning Reading in Disadvantaged Black Children," *The Reading Teacher* (October, 1970), 24:33-38.

Urban disadvantaged black children have smaller vocabularies and less experience in labeling and categorizing than do middle class black or white children (John and Goldstein, 1964). That seems to be a fact. But does that fact allow one to conclude that vocabulary deficiency is a cause or contributor to reading retardation in disadvantaged children in the first two grades? This article reports a study of existing analyses of urban black children's functional vocabularies compared to vocabulary demands of basal readers.

Cohn, Maxine D., "Pairing of Remedial Students," *Journal of Reading* (November, 1970), 14:109-112.

The values of a shared-learning situation for the remedial student should not be underestimated. When two students are involved in such a program, their interaction can relieve anger and hostility, ease tension, elevate the self-image, and stimulate learning through competition. If all these needs can be served, at least to some degree, learning can proceed.

Fearn, Leif, "Ten More Important Sources for Reading and the Denied Learner," *The Reading Teacher* (October, 1970), 24:51-53.

The term *denied* refers to children typically labeled "disadvantaged," "deprived," "culturally deprived," and "culturally different." *Denied* is used because it lends itself to definition—and definition is critical if problems are to be solved. A denied child has been denied the specific verbal stimulation necessary to cope with a school system which tends to respond to specifically defined verbal competence; he is denied the extra-school experiences necessary to cope with a school system based upon a broad repertory of experiences in relatively specific areas; he is denied the human respect—whether economic, racial, or linguistic—necessary for healthy human development. Ten articles are reviewed which may lead to overcoming some of this denial.

Foody, Norma E., "Reading Periodicals in a Community College," *Journal of Reading* (October, 1970), 14:15-18.

> Habitual exposure to the printed word, most community college instructors will agree, is not a mark of their first year students, most of whom exhibit an information gap which reveals them to be extremely unsophisticated in handling new or old ideas. The author in a class in College Reading and Study gave an assignment in reading periodicals. This assignment was very successful not only in increasing background information but also in developing a number of reading and writing skills. A summary of articles in the student's own words followed by reaction to the article was required of each article read.

Gantt, Walter N., "Questioning for Thinking: A Teaching Strategy That Makes a Difference for Disadvantaged Learners," *The Reading Teacher* (October, 1970), 24:12-16+.

> In general, educators subscribe to the dictum that teaching for thinking is a primary function of the school. Less concurrence exists about what teaching for thinking implies in teacher behavior and pupil acts. For the purposes of this presentation, thinking is concerned with those specific tasks, discussed by Crutchfield (1969), of formulating problems, processing information, and generating and evaluating ideas. There is wide agreement that teacher questions are the means of triggering the pupil replies which evidence thinking behavior. A survey of the analyses of probes given shows that the pupil provides cues to his need for help with thinking.

George, John E., "High School Reading Programs for the Disadvantaged," *Reading Goals For the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 149-162.

> Before we can discuss meaningfully the reading behavior of the disadvantaged, we must await further developments in reading behavior research. In this article, George discusses reading instruction now being provided disadvantaged high school students and the steps to be taken to provide better reading instruction for the disadvantaged in our high schools.

Gibbs, Mary Ellen, "The Coach Teaches Reading Through Music," *Journal of Reading* (October, 1970), 14:23-25.

How do you reach unmotivated teen-agers who have been turned off by all traditional methods of teaching? How do you keep them in school? Some answers are found and good things are bound to happen when a dedicated faculty presents a unified front in its effort to reach and teach those assigned to its school. The article describes how a coach taught reading through music during his planning period once a week.

Goodstein, H. A., G. Whitney, and J. F. Cawley, "Prediction of Perceptual Reading Disability Among Disadvantaged Children in the Second Grade," *The Reading Teacher* (October, 1970), 24: 23-28.

This report details one aspect of a longitudinal study, the relationship of psychoeducational measures administered in the first grade to perceptual reading achievement in the beginning of the second grade. Several questions were raised in this research. (1) What were the psychoeducational measures which demonstrated the strongest relationship to reading achievement among disadvantaged children? (2) Did average-IQ children and low-IQ children who perform poorly in reading achievement differ on those psychoeducational tests most strongly related to that achievement? (3) By examination of the scores on those psychoeducational tests could those children who failed in reading be separated from those who evidenced some progress?

Gunderson, Doris V., "News from the Capitol—U.S. Office of Education," Washington, D.C., *Journal of Reading* (October, 1970), 14:49-50.

Five projects in reading-language arts currently supported under the Education Professions Development Act are concerned with in-service training for elementary teachers. The program at Ohio State University, directed by Charlotte Huck, is based on the assumption that universities must accept greater responsibility and accountability for the quality of teaching in the public schools and that local systems should play a larger role in the education of pre-service teachers. At Portland State University, William Jenkins is directing a program which focuses on improving the teaching of reading within the broad instruc-

tional area of the language arts. Emphasis is placed upon the potential leadership roles of the participants as in-service leaders in their own school. Project DELTA, directed by Robert Ruddell at the University of California, Berkeley, is based on the assumption that the most significant educational agent is the classroom teacher. The Chapel Hill Public Schools in cooperation with the Learning Institute of North Carolina have established a model elementary school. The focus of the school is the total language development of the children demonstrating the relationship of all major areas of study of effective development. The Project for Improving Reading-Language Teaching, directed by Marjorie Farmer in the Philadelphia Public Schools in cooperation with Temple University, focuses upon the improvement of oral and written language skills as they affect reading ability, the individualization of reading-language instruction, and the improvement of teacher attitudes.

Hartley, Ruth Norene, "Effect of List Types and Cues on the Learning of Word Lists," *Reading Research Quarterly* (Fall, 1970), 6:97-121.

The author gives six instructional methods for initial reading vocabulary acquisition involving two list types (minimal and maximal) combined with three sources of cue (the word itself, a context cue, a picture cue), using 127 first-graders divided into six treatment groups. The subjects in each treatment group received four types of tests to determine the level of performance for each treatment. Three sources of variation were significant.

Henderson, Edmund H. and Barbara R. Long, "Predictors of Success in Beginning Reading Among Negroes and Whites," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 34-42.

Perhaps the most prominent academic deficiency among lower class school children is their failure to learn to read in first grade. Moreover, this early failure all too often predicts later failure and eventual discontinuance of education altogether. For this reason it would seem necessary to re-examine the common predictors of success in beginning reading for children of *varying* backgrounds and to extend this investi-

gation to other possible correlates. Such has been the purpose
of this study. It was believed that an investigation of personal,
social, and academic characteristics of children who succeeded
in learning to read would promote a better understanding of
educational strategies for first grade teaching.

Johnson, Raymond L. and Richard W. Cortright, "Auditory and
Visual Word Recognition in Beginning Adult Readers," *Reading
Goals for the Disadvantaged* (J. Allen Figurel, editor), 1970, pp.
298-305.

In this study, an exploratory attempt was made to investigate
cross-modality matching among beginning adult readers, within
the quite limited context of word recognition skills. The specific
aim of the study was to assess the possibility that a deficit in
cross-modality matching might be potentially useful as a diag-
nostic and predictive indicator of the rate at which adults learn
to read.

Klein, Howard A., "Interest and Comprehension in Sex-Typed Ma-
terials," *Children and Literature* (Jane H. Catterson, editor),
International Reading Association, 1970, pp. 59-64.

The purpose of this study was to determine how the typing
of stories by occupation and sex of the main character affected
the interest and comprehension of fifth grade boys and girls.
This study points up the fact that concern for meeting girls'
interests should be no less than concern for meeting boys'
interests. Failure to meet girls' interests could limit what girls
are able to learn. For example, this study suggests that a strong
female main character could enhance the appeal of content
for girls.

Linder, Ronald and Henry T. Fillmer, "Auditory and Visual Per-
formance of Slow Readers," *The Reading Teacher* (October,
1970), 24:17-22.

The purpose of this study was to determine the comparative
effectiveness of auditory, visual and simultaneous auditory-
visual presentations in second grade Southern Negro boys who
are poor readers. In order to obtain information regarding
sensory channel presentation, it was decided to present one task
necessary in learning to read well—that of sequential recall.

Sequential recall is related to comprehension of material presented, sequence of activities as they occur within a story, word order and letter and sound order within syllables and words.

Lissitz, Robert W., and Sidney L. Cohen, "A Brief Description and Evaluation of the Syracuse Oral Language Development Program," *The Reading Teacher* (October, 1970), 24:47-50.

Several programs have been initiated by the Special Projects Division of the Syracuse City School System in an attempt to correct prereading problems before they become reading problems. A large number of the children come with disadvantaged backgrounds (with respect to standard English usage). The oral language development program is an attempt to teach oral communication skills in the area of auditory discrimination and to provide experience in language-comprehension and expression. The major purpose of the program, then, is to aid in the development of an awareness of standard English usage as a tool in communicating feelings, ideas, and experiences.

Marani, S. Donald and Joseph Tivvis, "A Successful Reading Program for the Disadvantaged," *The Reading Teacher* (October, 1970), 24:39-41+.

A steady decline in the scores on standardized reading tests, in comparison with both county and national norms, prompted action on the part of the teachers to check the downward trend. The reading teacher, the English department chairman, and two English teachers decided to develop a program of intensified reading instruction geared to the two lowest sections of the incoming seventh grade. The schema around which this program was built provided for a skill to be taught, a follow-up session for those students who needed additional help, and finally a reading period during which practice in applying the particular skill could be given.

Mathews, Virginia H., "Media and Instruction for the 1970's," *Children and Literature* (Jane H. Catterson, Editor), International Reading Association, 1970, pp. 9-17.

There are at least three aspects of the subject "Media and

Instruction" that one could discuss: the *why* of curriculum change and the necessary responding support by media; the *what* of media in its relationship to learning; and the *how to do it*. This discussion focuses on the *why* and *what* of curriculum change, media utilization and learning, since the *how to* is probably still an unknown quantity for most people.

McDonald, Thomas F. and Earl Moody, "A Basic Communication Project for Migrant Children," *The Reading Teacher* (October, 1970), 24:29-32.

Migrant Mexican-American children often have a very difficult time developing a positive self-image. This report was prepared to share experiences in Migrant Child Education Programs in Arizona. The program is in its infancy. Additional refinements, more organized units of instruction, better behavioral objectives for each of the four levels, better screening of students, and additional in-service training of teachers are all priorities for this year. But the need for the migrant to acquire facility in standard English and build his own self-concept is much greater than all the obstacles that are encountered in initiating change.

Millsap, Lucille, "The Ubiquitous Book Report," *The Reading Teacher* (November, 1970), 24:99-105.

The number of school pupils who have hated and despised the usual written book report must surely amount to tens, if not hundreds, of millions. The thesis of this article is that perhaps because of the ubiquitous written book report, millions of potential book lovers may have died a-borning. Whatever the means chosen, it seems desirable that children should have opportunities to share what they have read. The purposes in reacting to what has been read seem fourfold: (1) to allow the individual the opportunity to share if he wishes to do so; (2) to encourage him to study and probe, analyze, recognize his own reactions—to think; (3) to give the members of the class a wider opportunity to know about books and the worlds that await them there; (4) to provide the teacher with an opportunity to observe and promote sincere and honest growth in the appreciation of literature—and all of this with the overarching theme of *personal enjoyment of books*.

Peck, Richard E. and Roy Brinkley, "College Reading Services for the Marginal Entrant," *Journal of Reading* (October, 1970), 14: 19-22.

>   Contrary to the opinion of some educational leaders, administrators, and college faculty members, many students who enter college today lack the language skills and/or study skills necessary to insure the probability of their success in college level work. In order to provide for the language needs of those who indicated that their success in college might be imperiled, the English Language Enrichment Center at Temple University (ELECT) began operating an interrelated language program for these students in September, 1970.

Schneyer, J. Wesley, "Research: Underlying Mental Abilities and Reading," *The Reading Teacher* (October, 1970), 24:55-57.

>   These studies suggest that underlying mental abilities such as abstract thinking or conceptualization are highly associated with successful reading performance, particularly at the upper grade levels, and that one important cause of reading retardation may be lack of development of conceptualizing abilities. It appears possible that, in some cases at least, reading performance may be improved by development of underlying mental abilities even in the absence of reading instruction.

Shuy, Roger W., "Language Variation and Literacy," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 11-22.

>   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 decided that learning to read and write is more important than the immediate acquisition of standard oral English. Let's give children time to acquire standard English gradually. We must revamp our attitude and materials with respect to non-standard varieties of English, particularly in the area of literacy.

Summers, Edward G., "Doctoral Dissertations in College and Adult Reading," *Journal of Reading* (October, 1970), 14:9-14+.

This is Part Two of Summer's Annual Annotated bibliography of doctoral studies related to secondary, college and adult reading. Eighteen studies completed in 1968 are reviewed. The first part of this bibliography appeared in the May issue.

READING DEMONSTRATIONS
AND DISCUSSIONS

Sponsored by

THE READING CENTER AND CLINIC

Western Michigan University

Kalamazoo, Michigan

General Theme: *That all may learn to read.*

DATE	TOPIC
Tuesday, June 29, 1971	A Clinical Approach to Reading Problems
Tuesday, July 6, 1971	Making the Most of Informal Inventories
Tuesday, July 13, 1971	Teaching Reading as a Thinking Process
Tuesday, July 20, 1971	Creative Writing, An Approach to Reading
Tuesday, July 27, 1971	Teaching Reading to Inner City Children
Tuesday, August 3, 1971	Involving Parents in the Reading Program

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These demonstrations, which are an integral part of the course, EDUCATIONAL THERAPY IN READING, 587, generally make use of children. In some instances the parents and teacher participate.

All demonstrations begin promptly at 1:20 and continue until 2:10 p.m. A discussion period will follow each demonstration.

Visitors are invited to both the demonstrations and discussions.

The class meets on Monday, Tuesday, Wednesday, and Thursday from 1:20 to 2:10 p.m. All meetings are to be held in Room 2304, Sangren Hall, West Campus.

PROGRAM 1970-71

INTERNATIONAL READING ASSOCIATION

HOMER L. J. CARTER READING COUNCIL

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 ASSOCIA-
   TION, Grand Rapids Civic Center

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

Fifteenth Annual Conference, INTERNATIONAL READING AS-
   SOCIATION, 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"