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Reading **HORIZONS**

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Editorial Comment

CAN READING FAILURES BE ELIMINATED BY 1980?

Studies indicate that there are three million illiterates in our adult population. Approximately one half of the students in some school systems read below grade level. Nearly one half of unemployed youth are, for all practical purposes, illiterate. Over thirty percent of the students in some universities say that they do not read well enough to do satisfactory academic work. In New York City it is reported that three quarters of the juvenile offenders are reading two or more years below their expected level. Surely, the U.S. Office of Education which plans to remedy this situation by 1980 has undertaken a Herculean task.

This goal will be far more difficult to attain than a landing on the moon or a victory over poverty for the causes are fostered by a permissive society and lie deep within the individual. It is difficult indeed to change the nature of man and the society which nurtures him. He who learns to read should hunger for books and thirst for their understanding, help, and charm. He must put forth and sustain effort for no teacher can aid the individual without his persistent desire to learn.

There will always be poverty and disabled readers. Our schools can, however, focus more attention upon learning to read and less upon subjects of minor importance. The meaning-decoding quagmire can be avoided and more effort directed to the child, his interests, and his instructional needs. Teachers can, if they will, *stimulate*, *inform*, and *guide* the child as he pursues his objectives and has an opportunity to experience for himself the values of effective reading. Seminars for parents can be instigated so that fathers and mothers can understand the place of the home in developing an interest and readiness for reading. The challenge is worthwhile.

Homer L. J. Carter
Editor

FUTURE TEACHERS LOOK AT READING INSTRUCTION

Dolores Warner

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Association with the teaching profession, including the manner in which instructors themselves were taught by their teachers, appears to have a profound influence on the interpretation which the teacher applies to his professional role and to the type of instruction which he provides, in turn, to his pupils (1:215). In order to explore this relationship between instructional methods by which they were taught and those instructional approaches for which they indicate preference and intent to use as teachers in the area of reading, a study was conducted with university students who were completing their preparation for teaching.

PURPOSE

The goal of this study was to determine the nature of the initial reading instruction received by these students and their attitude toward reading, comparing that with the methods of reading instruction for which they express value.

THE SAMPLE

Two hundred students at the University of California at Los Angeles participated in this study. They ranked within the top 12.6 per cent in scholarship within the state of California in order to gain acceptance to the University. They had maintained a grade average of "C" or higher in their academic work at U.C.L.A. The subjects were predominantly female, 190 women and ten men. The average age for this sample was 22.

PROCEDURE

The two hundred students in the final phase of preparation for their credential entitling them to teaching in grades one through eight, participated in this study which was conducted during 1967-68. Questionnaires were designed to collect data relevant to the goal for this study and were administered to the sample.

RESULTS

Fifty-five per cent of the sample indicated that they could remember when they first realized that reading held meaning for the reader.

The modal year for this group in which reading for meaning was discovered was indicated as 1948, when their modal age was five. The majority of the students indicated that their mother and/or first-grade teacher were the key figures in their reading instruction. They also mentioned the helpful influence of an older sister who "played school" with them and thus provided great assistance in helping them to learn how to read.

Thirty-six per cent of the sample reported that their initial reading instruction was based on the sight method, also referred to as the look-say or whole-word approach, incorporating the use of flash cards. Twenty-eight per cent of this sample indicated that they were introduced to reading by a predominantly phonetic approach. Twenty-four per cent recalled the use of basal readers and fourteen per cent did not recall the circumstances surrounding their initial reading instruction. Subsequent reading instruction in later grades was recalled by all of the subjects involved and reportedly such reading instruction emphasized a predominantly whole-word approach for sixty-one per cent of the sample, while thirty-nine per cent recall emphasis on phonics.

When asked about the method that they felt was most effective for reading instruction, forty-nine per cent indicated that they felt that an approach incorporating many methods such as phonics, sight recognition, structure, and other techniques should be used. Forty-one per cent favored phonics. Ten per cent preferred a sight-word method.

FIGURE 1
PREDOMINANT METHOD BY WHICH READING
WAS TAUGHT TO RESPONDENTS

| ITEM | SIGHT METHOD | | USE OF MANY METHODS |
|--|-----------------|---------|---------------------------|
| | | PHONICS | |
| Initial reading instruction | 36% | 28% | — |
| Subsequent elementary reading instruction | 61% | 39% | — |
| Method preferred for use when they teach | 10% | 41% | 49% |

DISCUSSION

The results of this study indicate that future teachers in this sample received reading instruction which focused on singular methods rather than on the use of many methods. They tend to prefer to emphasize phonics and/or the use of diversified methods when they teach reading. The modal year at which they received their initial reading instruction was 1948, when the history of reading instruction in the United States reveals that the method of sight recognition was popular in teaching reading (5:81). It would appear that for this sample, the approach focusing on phonics and/or diversification in method, which was less emphasized when they learned to read, is their preference for use with their own pupils, when they teach reading.

ATTITUDES TOWARD READING

Ninety-seven per cent of the subjects in this study indicated that they enjoyed learning to read and that they were proud and pleased when they could read. They mentioned the added independence, understanding and competency they realized as result of their progress in reading. The majority of subjects reported that they felt that the most important factor in learning to read was interest on the part of the learner. They mentioned that they were looking forward to using the basal reader series in teaching reading to pupils as well as using additional supplementary materials. However, eighty per cent felt that the basal series would benefit from changes in content reflecting the experiential background of a wider range of pupils. Seventy-one per cent of respondents indicated that they regarded reading as a vital skill in their life for study, pleasure, discovery and knowledge of world and local developments. Ninety-seven per cent felt that reading is an important skill in the life of most people. When asked whether they felt that reading ability can be increased by using specific methods, their response reflected their earlier advocacy of a diversified methodological approach, since they indicated that they felt that the coordinated use of the most effective approaches would be best.

Sixty per cent were in favor of altering the English language into a more phonetically regular system. However, they pointed out the massive re-education program and gradual approach that such an alteration would necessitate. With regard to the effect of such a linguistic change on reading, fifty-eight per cent indicated that they felt that such a phoneticized language would hamper reading in-

struction because of the emphasis this would place on phonics to the disadvantage of a diversified approach. With regard to the future, ninety-four per cent indicated that they anticipated that reading would remain a vital skill, regardless of the proliferation of audio-visual methods for disseminating information. Respondents cited the following reasons for this, including the personal needs which people have for reading involving gathering of information, opportunity for specialized study and exploration of new ideas.

Finally, subjects were asked for their prediction about reading instruction in the future. The majority of these future teachers indicated their anticipation of the use of computerized programing in connection with reading instruction. They mentioned the increased individualization of instruction, self-pacing, immediate knowledge of results and reinforcement which this would provide for pupils. Respondents also mentioned the release of the teacher for other aspects of reading instruction, when computerized programmed learning was made possible. Teachers could then be more deeply involved in diagnosis of pupil progress and individualized tailoring of reading instruction to meet pupil needs. They further anticipated that although the vocabulary would probably change in the future, methods of reading instruction such as phonics, structural analysis and other approaches subsumed under diversified reading instruction, would not change, unless the language should undergo radical alterations. Respondents pointed out that if there would be a radical change in language, internalized language would also be affected. Both Piaget and Vygotskii recognized this internalization of speech as thought (3:2). Because of this, students doubted the possibility of a post-literate era. These university students reiterated that programing would ideally be designed to incorporate a diversification of methods for reading instruction, rather than emphasizing one or two procedures. Finally, respondents mentioned the probable contribution of programmed instruction to the earlier initiation of reading instruction.

RELATED RESEARCH

The subjects in this study mentioned the influence of older siblings in terms of their initial reading instruction. According to Durkin, a sibling, especially an older sister, appears to be involved in the development of early reading ability on the part of younger brothers and sisters. Apparently, the older sibling has the motivation to "play school" with the younger child and the younger sibling has a keen desire to model his efforts after that of the older child. This

pattern seems to be the relevant one in cases where children learn to read before they enter school (2:74). With regard to this, on the basis of his comprehensive study concerning the characteristics of teachers, Ryans reported that those teachers who attained higher scores on criteria such as friendliness, responsibility, stimulation of classroom behavior, favorable attitudes toward pupils and democratic classroom procedures, were teachers who reported childhood and adolescent activities such as playing school and reading to children (4:395). Ryans concluded that teaching demanded a variety of human traits and abilities which could be considered in two categories, those involving mental abilities and skills and those qualities involving personality, beliefs and attitudes (4:4). He felt that the significance of the study was the support which the data provided for a previously noted relationship between specific teacher behavior and teachers' attitudes.

CONCLUSIONS

Based on the findings of this study, students have formulated attitudes toward reading instruction which are influenced by the procedure used when they were taught to read. The sample in this present study indicated a preference for a teaching approach which emphasizes phonics and/or diversified methods to a greater degree than did the approach to reading instruction reportedly used by their teachers when they were taught to read. This sample of university students reported satisfaction derived from development of their ability to read, and from reading throughout their life. They perceived reading as a vital skill and indicated that they have definite ideas about effective ways to teach reading. It would appear that methods by which this sample of respondents was taught to read and the satisfaction which they have derived from reading have had an effect on the perception which these future teachers have toward their role in providing reading instruction for their pupils.

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READING READINESS

Dorothy E. Smith and Joe R. Chapel

One of the most difficult tasks facing the kindergarten or first grade teacher is to recognize the degree of readiness to read which her young students have attained by the time they face her on that first September morning. A great deal has been written on the subject of reading readiness, which is as it should be, since it is so important a subject. However, much that has been written is inaccurate, and most of it is incomplete.

There is essential agreement on what is meant by the words, "reading readiness." It might be translated as, "the time at which a child is capable of learning to read." Traditionally, in the United States, we consider that a child is ready to read when he is about six years and six months old. Formal reading instruction is introduced in kindergarten or in the first grade, and since we have rules that govern when a child may start school, it customarily happens to six-year olds. Thus chronological age is made the official gauge of reading readiness.

There are, however, many people who have challenged this timetable. About ten years ago there burgeoned in the land an idea that children could be taught to read when they were still babies. Some parents became aware that their offspring were ready for new experiences and new learning opportunities long before the "average" child was ready. They began trying out new learning experiences on their babies, and they saw that their children not only learned, but that they delighted in the exploration of new territory.

Thus was born the belief that children—even infants—were capable of learning far more than had been asked of them heretofore. Educated parents and interested educators became excited with the possibilities of advanced education for very young children, and a new philosophy was instituted; teach your child to read before his second birthday. They had well-known examples of the possibility of early education in Chopin, who was composing before he was six years old, and Michelangelo who was an accomplished artist before puberty.

Babies *have* been taught to recognize symbols, and they have been taught to match the symbol-clusters with certain verbal stimuli. They have even been able to identify objects symbolized by the printed, written or vocalized stimulus. So far, however, no one has been able to show that a two year old can comprehend, "the blue chair I saw yesterday is softer than the one you are looking at now."

There are others who suggest that a child should not be introduced

to reading until he is eight years old or older. There are countries in Europe which delay the reading process beyond what we in the United States consider the optimal age. And it is true that these children catch up to ours within a couple of years, and often it is impossible to measure the difference between the two groups in reading ability by the time the children are ten or eleven years old.

In any case, in order to decide when reading readiness occurs in a child, we must know what reading is. Is reading the identification of symbols? Is it the ability to reproduce those symbols in some other form, such as pronunciation or cursive writing? Is it the interpretation of the symbols? We can identify and correctly pronounce "slithey in the toves," but can we attach meaning to it?

It seems obvious that reading must be "a purposeful activity in which the individual seeks to identify, interpret, and evaluate the ideas and points of view expressed by the writer." (1)

Here, then is the crux of the matter. Reading readiness is the product of the whole child, not a splinter or a segment of himself. Reading is a process of perceiving symbols, of visual, oral and aural discrimination. It involves the ability to form concepts, and it certainly involves prior experience. If a child has never been introduced to the fact of wetness, or hardness, or even of a cow or a cat, the written or oral stimulation of the word will not evoke any mental image in the child. He will not be able to read those words, no matter how well he can pronounce or reproduce them.

The time in a child's life when he becomes capable of reading involves a manifold readiness Gestalt. He must have reached readiness in four different aspects of growth; physiological, psychological (emotional and intellectual), educational and sociological (cultural and environmental).

A child must be ready physically before he can learn to read. Children ordinarily start out far-sighted, and their eye muscles slowly tighten in their focusing ability. Book publishers are aware of this and accommodate their clients by using large type for little children. Very often we find that poor readers have "double vision" which usually means their focus field is too far out; that they are still far-sighted. Also, auditory acuity is a near-necessity. Reading, talking, and listening are so intertwined as to be almost inseparable. There are Helen Kellers in the world, but they are remarkable exceptions. Physical factors are also important in that a child must have mastered at least a modicum of ability in use of fine—as opposed to gross—muscular control. The *sequence* of growth follows a typical pattern

in humans, but the *rate* of this growth is a highly individual process. The sequence of development is from the head downward, from the center outward, and from gross to refined movements. The grasping of discrimination between “b” and “p” requires fine distinctions, whether the stimulus is visual or oral. A third requirement in physical factors is general good health. If a person has an habitual headache, or he is partially blind, or his feet hurt constantly, he will not be able to concentrate on the intricate process of reading.

Psychological factors are every bit as important as the physical, in determining reading readiness. Educators differ in their evaluation of a person’s “intelligence quotient,” but everyone will undoubtedly agree that there are degrees of mental maturity, and that a child must have attained a certain degree of intellectual functioning before he can assimilate what he reads.

One of the most important factors of all is emotional stability and maturity. A child who is at odds with himself and the world will not be able to concentrate on those black-on-white squiggles on a page. A child who has been taught to be super organized and structured will be unable to venture into the excitement of reading and, conversely, the disorganized, wholly impulsive child will be incapacitated. The paranoid child will not be able to accept the authority of the printed word and the autistic child will refuse to respond in any way. The degree of instability or immaturity of a child has a direct relationship to his reading readiness.

It is interesting to note that there is a typical pattern of development in the human personality, just as there is in the physical growth. “At some ages (C.A. 2, 5, and 10 years) the child tends to be good tempered, cooperative, and well adjusted. These are followed by ages (C.A. 2½, 5½ to 6, and 11 years) when the child seems at odds with himself and others. There are also regular periods of withdrawal and introspection (C.A. 3½, 7, and 13 years) followed by ages at which the child is outgoing, expansive, and adventurous (C.A. 4, 8, and 14 years).”(2)

So far as young children are concerned, the third factor, education, must be considered in conjunction with the child’s sociological background. Aside from any nursery school he may have attended, educational factors are a product of his family’s culture and environment. The type of society the child comes from will have an important bearing on the direction his development takes. Cultural differences have been widely discussed in the past few years and need not be reiterated here.

The educational-environmental factor is influenced by the kind of family the child belongs to. Some of the more important aspects are: the language patterns within the home; the concern and interest of the parents in stimulating the child to explore new ideas and new places; the attitudes parents have toward learning, toward school, and toward books; the model they present to the child; and, the care with which they provide mental content, or experiential background.

Some of the specific things the teacher hopes a child has learned before he enters first grade, which parents might teach their children, are how to hold crayons or pencils, to become familiar with writing implements, the ability to detect likenesses and differences, the ability to rhyme, being able to interpret pictures, also the conventional left to right progression, and hopefully the attention span of the child will be sufficiently lengthened so he can sit still long enough to learn new things.

The teacher who is faced with anywhere from ten to thirty kindergarteners or first-graders cannot expect that they will all be at the same stage in the developmental process. Difficult as it is, it is up to her to recognize the degree of readiness of each of the children. There are many reading readiness tests on the market; however, none of them is comprehensive enough to take into account all of the factors necessary. By means of an appropriate selectivity of standardized tests, informal inventories and observation the teacher can become proficient in recognizing the physiological, psychological, educational, and sociological factors which combine to produce the "complete" child who is ready to read.

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A PLAN TO IMPROVE READING INSTRUCTION FOR THE SUPERIOR STUDENT IN FIRST GRADE

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Teachers often become so concerned about children who are having difficulty that the needs of the superior students are neglected. Bright students often learn early to work independently; because of this, teachers "put them on their own." All of the students in the classroom need guidance in their development, but good readers need a different kind of guidance than that required for the average or slow learners. It is important for superior students to develop and mature physically, emotionally, socially as well as mentally so that they may become well developed personalities who will be better able to make worthwhile contributions to our society.

Most new teachers are well inoculated with the idea that there should be a readiness program before actual reading instruction begins. The superior students usually meet the conditions of readiness fully and are filled with the desire and urge to get to the business of reading. Too often, teachers feel obligated to wade through the full reading readiness program. Several results are fairly certain to follow prolonged, unnecessary use of readiness materials. First, little additional readiness is gained. Second, a considerable period of time is lost. Third, much of the eagerness of the child is gone and the sharp edge of desire is dulled.

The superior students make rapid progress in beginning reading, and with a minimum amount of help develop a basic sight vocabulary. They also associate meanings with visual symbols, fuse the meanings of separate words into chains of related ideas, become deeply absorbed in the content of what they read, and quickly acquire interest in and ability to proceed with independent reading. They readily discriminate words, associate sounds with specific elements of words, and apply what they know about familiar words in recognition of new ones. Superior students soon acquire habits of fluent, intelligent reading that are distinctly superior to those of their classmates.

How often is the teacher caught in the humdrum of canned basal reading classes for all students? Lack of time and experience have forced her to depend upon the teacher's manual. All of the students suffer, especially the superior students, who need to broaden their

experiences and further develop their acquired skills. They eventually end up with what Trace, in his book *Reading Without Dick and Jane* called, "Programmed Retardation."

In order to prevent "Programmed Retardation," the teacher's responsibilities for superior students are: to reduce the amount of explanation, to make use of principles of application, and to experiment with freer more individualized types of assignments. The teacher should release and challenge energies of superior students and arouse enthusiasm for learning with the children. The superior students need guidance rather than dictation. The stage should be set so that students can become alert and interested in pursuing ideas. When interest is aroused, students become inquisitive and seek answers to questions. These children should be allowed to program their interests. Originality in thinking by the students should be reinforced by the teacher.

—For this paper, primary classroom teachers were asked to list activities they used to challenge superior students in their classroom. The area mentioned most frequently was "written expression." Next, teachers used activities related to the "content area." "Creative expression" and "social development" were apparent concerns of teachers for superior students. Accelerated basal reading and necessary "skills" were employed with a great deal of individualized instruction. "Free time," important for the superior student, was available with the opportunity to choose activities that were of interest or helped to meet particular purposes or goals.

Written Expression

Reading is a language activity, so the best way to challenge a child is to have him use his vocabulary in spoken or written conversation. Word meaning is linked with the understanding of words in spoken or written sentences. If children can read well for their age, some of their attention should be turned to oral and written expression. It facilitates the interpretation of language in print. The ability to write grows with extensive reading.

Some enrichment activities dealing with "Written Expression" are:

- * Write own reading books.
- * Write a "Who's Who" telling about each member of the class.
- * Make own stories and illustrations on TV made of cardboard with scroll-type ruled paper in front of the screen area.
- * Write endings for stories.
- * Build stories from phrase strips.

- * Write daydream stories:
 - If I Could Be Someone Else
 - If I Could Take A Trip
 - If I Could Have Anything I Want
 - If I Could Spend \$1,000
 - I Would Invent
 - If I Were A Frog
- * Complete sentences:
 - One day I went . . .
 - This morning I saw . . .
- * Write own sentences or stories of anything of interest to them, using their spelling words.
- * Write simple book reports.
- * Collect interesting items from current newspapers, magazines or pamphlets; label them, put in scrapbook. In free time child may go to scrapbook, find something that interests him and read further on subject or create stories or free verse.
- * Report and write simple news items.
- * Report a simple field trip.
- * Write descriptions of an animal, person, or thing. Make a guessing game with them.
- * Write letters to different schools in other cities, states, or countries; write notes to classmates; set up a Post Office.
- * Write letters to friends or families.
- * Make cards for sick people, Mother's Day, Father's Day and other holidays.
- * Write notices or memorandums.
- * Finish a poem.
- * Create own poems or riddles.
- * Write own parts and put on a play.
- * Write paragraphs or even lists of:
 - What I Do For Fun
 - I Would Be Mad If
 - I Would Be Glad If
- * Creative writing folder containing two pockets:
 - (1) Can you write a poem or story today?
 - (2) Put finished work here. (Stories later placed in a book)
- * Advertisement for a good book they have read.

Content Areas

Broad experiences should be provided for superior students so that they do not become specialists too soon. A broad base should be provided so the children may take off in whatever direction their talents carry them. Superior students should be encouraged to read material in content fields. Sharing with the rest of the group broadens understandings of all the members of the group.

Activities related to "Content Areas":

- * Set up and take care of a science table.
- * Do weather or nature study projects.
- * Write and stage original puppet shows.
- * Bring in new bugs—learn to use reference materials by looking through books for identification by shapes, sizes, and colors.
- * Read science stories or books and give reports to the class with simple experiments.
- * Prepare charts for unit in science.
- * Write report of field trip.
- * Prepare special reports in connection with unit being studied, for example, consumers, producers, specialists, animals, leaves, and trees.
- * Make story problem for friends and work thought-provoking problems.
- * List the uses to which one could put a light bulb.
- * Permit children to use film strip projector, tapes, and the listening post with material from content areas.

Creative Expression

All students need to express themselves creatively in some way. Superior students should be challenged with lots of how and why questions. However, academic skills should not be overemphasized at the expense of other learnings. Creative expression serves as a great emotional outlet as well as a means of encouraging social co-operation.

Activities for "Creative Expression":

- * Give a child a shape to use as a major part of a picture.
- * Illustrate own books.
- * Take a smelling tour, sound tour, sight tour.
- * Mount pictures for description.
- * Make up and tell fanciful stories, a solution to a problem, stories about wishes or surprises.
- * Compose an extra verse to a song or poem.

- * Make a diorama.
- * Dramatize parts of a story.
- * Design covers for booklets.
- * Do a play from basal reader; children can design a background on a large sheet of paper to tape on a pegboard.
- * Design note paper for a letter to someone.
- * Paint or draw a picture about a good story.
- * Make a mobile from story book characters, hang from string on coat hangers.
- * Make tongue depressor puppets and make up a short play related to studies.
- * Choose a story and after reading it plan a puppet show and make puppets of characters in the story.
- * Pantomime stories written by students.
- * Tell what happiness is . . . using various emotions.
- * Dramatize current events.

Social Development

Challenging the gifted while not undermining the confidence of the less able pupils is possible only when every child in the class is made to feel that he is an integral part of the whole, that his achievements, no matter what their quality, count for something in the ongoing projects of the class. All children need to develop feeling for others and skills of working together for the common good. Children should learn the value and importance of sharing and team work to offset tendencies toward solitariness. Group work not only guards against isolation but utilizes children's capacity to learn from each other and provides some competition. Interests are broadened through work on projects with other children, taking leadership in small groups, undertaking classroom duties, and learning to use arts and crafts materials.

Activities for "Social Development":

- * Help children who enter late to get materials and show how to use them.
- * Arrange and care for science table, library corner, and creative writing table.
- * Read stories to kindergarten.
- * Serve as resource person for class.
- * Participate in choral reading.
- * Plan bulletin board.
- * Read a story with a friend.

- * Help slower readers by listening to their reading and using phrase cards, vocabulary cards.
- * Make book reports and have a contest to see who can read the greatest number of books . . . Keep a record chart to show this.
- * Serve as group leader for art projects.
- * Read or tell stories to the class instead of the teacher.
- * Form hobby and reading clubs.
- * Lead class discussions.
- * Make a mural to tell story or experiences.

A reading program which includes flexibility in grouping and individual instruction will help to meet the needs of the superior student. Reading should serve children's purposes more and more. However, superior students need guidance to develop wide interests and a teacher should help in two ways: (1) provide a wide range of good material at various reading levels from which selection may be made; (2) help children to be sure they are selecting books within their reading range. Sometimes it is good for a child to "stretch" his capabilities a bit with a difficult book, if his desire to read it is great.

Superior students may be invited to various group sessions for experiences in oral reading in one group, for sharing of interesting reading content in another, for certain instruction in another; and each can work by himself on certain interests. Programmed reading, used flexibly, may serve certain individuals well.

Skill Development

Care must be taken so children do not remain on a plateau in their reading ability. It is fine for them to use their skills and to enjoy reading, but teachers have a responsibility for helping children grow continuously. There is frequent need for instruction and guidance to enable children to read at higher levels of reading achievement. All instruction in skills for the fast learner should be put on an individual basis as the result of diagnostic study. He might be excused from some class exercises required of other pupils. Children who work on individual projects should be taught the specific techniques they will need in carrying on an independent activity.

Activities for "Skill Development":

- * Encourage experimentation with materials, making things, putting on programs, playmaking, cooperative problem solving, working on hobbies, conducting experiments, sports and games.

- * Build own phonics scrapbooks, personal file.
- * Scan for details, reading carefully in difficult materials.
- * Write questions to ask other children if student finishes reading story first.
- * Learn to classify words in different categories, people, places, things, actions.
- * Use *Children's Reader's Digest* with comprehension checks (children read as they wish).
- * S.R.A. Independent Reading (self-correcting).
- * Practice a story to read orally to the class.
- * Look through the dictionary or picture dictionary—make one of own.
- * Go through word cards and find a pile of “hard” words. Practice them with a friend.
- * Make charts with pictures and label for units of study.
- * Evaluate and compare books read.
- * Make own vocabulary list; spelling lists.
- * Do crossword puzzles.

Free Time

Children must be helped to be responsible for knowing what to do with spare moments—those times when he finishes his work before it is time for the next activity, those times when he does not need to do the work others are doing. He should always have an interesting book available and should ask himself if he has any unfinished work of any kind. Creative interests should be so well stimulated that he looks eagerly to opportunities to have time to write or draw. Appreciative interests should be stimulated to the extent that he is eager to listen to good music or literature at the listening post. Reading should enrich these experiences, and these experiences should nurture interest in more reading.

Superior students need opportunities to make choices. Free time should be “choosing time.” They should make their own choices of reading material and enjoy the contents independently. Interest centers in the classroom, an art work area, a library corner, an area for building, another for dramatic play should all be available. There should be many opportunities to visit the library. For them, browsing is an intelligent process which leads to deep respect for books and learning.

Activities for "Free Time":

- * Organize a book club time, have children read 10 minutes in the morning when they arrive.
- * Read magazines and find something to share with class.
- * Have centers of interest available.
- * Provide lists of suggestions they might do.
- * Use tape recorder, opaque projector, listening post.
- * Read anything "just for fun."
- * Use picture file . . . make one.
- * Use the typewriter.

Enrichment in reading involves using a variety of resources, techniques, and activities to add depth and application to skill development. Such a practice should not exclude other children from the benefits enrichment can give.

Summary

Although ability grouping, special-class programs, and departmentalized instruction have been widely adopted in many schools, the self-contained classroom continues to be the most common situation in the elementary classroom. Superior students must be provided for in the regular classroom. Individualization of assignments, materials, and activities form the basis of enrichment. The teacher must guide in the proper use of materials, the best use of time, and the maintenance of high standards of work.

Superior students can learn to do something with what they read. They can reproduce what is read with imagination, elaborate what is read, transform and rearrange what is read, and go beyond what is read. It is up to teachers to find ways of heightening expectations and anticipation and invent ways of getting pupils to do something with what has been read.

This paper suggests ways to improve the reading instruction for the superior student. Many more can be added. Superior students can be motivated and challenged through "Written Expression," "Content Area," "Creative Expression," "Social Development," "Skills," and "Free Time" activities.

A MULTI-MEDIA APPROACH TO READING

Lucetta A. Johnson

Allegan Public Schools

As a new teacher in the Allegan Public Schools one of the primary goals for the year was to present reading activities to the children in as many interesting ways as possible to enrich their reading experiences. A multi-media approach was chosen to accomplish this goal and to encourage the children to love books. By multi-media approach (1) is meant an approach that uses as many printed and audiovisual forms of communication as possible. The program used consisted of the following media, which are by no means all that are currently available: Basal Readers, Library Books, Film Strips, Educational Television, Home Television, S.R.A. Reading Laboratory, Room Visitors, Daily Writing, Creative Writing, Film Strips with Coordinated Records, Creative Art, and a Class Motion Picture.

Basal Readers

The Basal Readers used at the Dawson Elementary School for Second Grade Level are *We Are Neighbors* and *Around the Corner* with accompanying workbooks from Ginn and Company. This is a good series with an ample amount of suggestions for the development of reading skills and it serves as a core of information from which to work and innovate.

Library Books

Dawson Elementary School is fortunate to have a small library in the school with a librarian in attendance. The children have two library periods of thirty minutes each, every week. During one of these sessions the librarian reads aloud to the children a book pertinent to the grade, the time of year, and the teacher's planned curriculum. The library books were used in numerous ways in the classroom in addition to pleasure reading. Each week special themes were chosen in the classroom and the children searched for the best possible books on this subject. They soon learned to share their findings and admire each other for their book choices. On special days the children read aloud from their library books in regular reading classes. Simple book reports were encouraged. Some children chose to tell their report.

Others drew pictures that told the story. The better writers wrote about the books in their own words.

Film Strips

Nearly every day for the thirty minutes right after lunch, film strips were shown. These films were carefully chosen each Friday for the week to come from the stock available in Primary Science, Health, Conservation, Geography, History, Community, Holidays, Safety, Transportation, Music Stories, Children's Literature and Language Skills. A supplementary series was used that stressed the vocabulary and procedures of Modern Mathematics.

There are many advantages of film strips: the common visual experience that the children have together, the discussions and ideas that the films bring forth from the children, the restful attention it promotes, the listening skills it encourages, the interest it creates in school work, and the desire to read more books that results.

Educational Television

Channel Ten was used for Children's Literature, Art, Science, Music, and Health this year. Channel Ten sent schedules of the programs in advance with suggested activities to proceed and follow the program. Related materials were listed. This cooperation on the part of the television station made it possible for teachers to coordinate the curriculum with the television lessons. It takes a great deal of work before and after the program for Educational Television to be really effective. There are times when a program should be skipped if it doesn't fit the needs of the classroom or if there isn't time to prepare properly for it and follow it up. Many times during the year a good Literature program led to reading books from the library or doing dramatic plays; Art lessons led to creative projects; and Science demonstrations led to classroom experiments and research reading.

Home Television

Everywhere you hear that children are spending too much time at home in front of the television. What can the classroom teacher do about this or should she do anything? Home television can be a big asset to the classroom teacher if an effort is made to use television as an enrichment to reading. Last year the *TV Guide* was checked carefully. When a good children's program was coming the children had writing lessons to take home that told about the program. In

the room the children did art work related to the programs and read books relating to the programs before and after the TV presentation. Some of the programs that went best with the reading curriculum last year were: The four "Charlie Brown" specials, "Mayflower Mouse," "The Nutcracker," "Cinderella," "Tom Thumb," "Rudolph," "Babar," and "Pinocchio." Factual programs of special interest were: National Geographic's "Australia" and "Underwater Life"; Specials "Big Cats, Little Cats" and "Circus Life." Even the children who missed the television programs shared in the common class experience as they participated in discussions, reading, and art projects about them.

Science Research Associates Reading Laboratory

This Laboratory, when properly used, can be an excellent addition to the classroom by giving all students a chance to work on the same skills but at their own speed and on their own level. Second graders find this to be fun when competition is not emphasized and special interests are encouraged. The listening booklets from S.R.A. are also very helpful in developing listening skills and the children enjoy the exercises much as they do puzzles and riddles.

Room Visitors

In the Second Grade curriculum, projects built around Community Helpers go very well with interests of the children and as background for both formal and library reading. While it is not practical to take thirty children on a trip every week, it is quite easy to have a community helper come into the classroom every Friday afternoon during the first few months of school. Some of the people visiting the classroom last year were: a Fireman, Safety Policeman, City Librarian, School Librarian, Dairy Farmer, Folk Singer, Bus Driver, Safety Patrol Boys, Slot Car Demonstrator, and the Room Mothers. The best source of these visitors proved to be parents. Each classroom has its own helpers represented and parents make excellent visitors to have. The children looked forward to the visitors, asked good questions, read books about them before and after their visits, drew pictures of the helpers, and wrote Thank You Notes to them. The people in their books seemed to become real to them after they talked to the people from their town.

Daily Writing

The children did a written paper every morning. This was not just

Penmanship; it was a real reading, writing, and drawing exercise. Each paper was written and then illustrated in detail like a page from a book. The papers were later stapled into booklets for the children to keep after they were first presented to parents at Parent Conferences. The children had three booklets for the year: Beginning of the Year, Mid-Year, and End of the Year.

The main purposes for the booklets were to put the children's daily writing together in such way that they could keep it, so they could see their own progress from book to book. The first two books were in manuscript, the last one in cursive. The books became a running diary of what went on in the room during the year.

Creative Writing

Many opportunities arose for creative writing during the year: letters, experiences, endings to stories, riddles, but the best project turned out to be the "Tigger and Tiggra" booklet. I say booklet because it was only writing papers stapled together but it represented a great deal of fun on the part of the children. Two stuffed tigers were brought to school the second semester. Each night a boy took Tigger home and a girl took Tiggra home. The next day they brought a written story about the tigers which told what had happened during their visits to the children's home. Tigger got as far as Chicago and Tiggra took ballet lessons. The tigers helped wash dishes, watched television, and slept soundly on all their visits. After corrections were made in spelling and punctuation, the children copied their stories over and illustrated the adventure on their page. Those children who were unable to put their experiences down on paper reported orally and the teacher wrote their stories as they told them. The children later copied the stories and illustrated them for the class booklet.

Creative writing may prove to be more important in learning to read than we now realize. In a statement made by Martin Mayer(2) in his book *The Schools* he says, "Children speak long before they listen and . . . children learn to read most easily and most successfully when reading comes initially as a by-product of writing." This is food for thought. Have you ever noticed how eagerly a child reads what he has written? If you have ever written anything yourself, you know how interesting it is to you. Mayer maintains that language skills do not come in the order that we now assume: listening, speaking, reading, and writing. Even in Second Grade children like to speak much better than they like to listen and with a little help they like to write

about their own experiences better than they like to read about what someone else has done.

Film Strips with Coordinated Records

The most rewarding media used during the year were the film strips with coordinated records. These were treated as a "Special Event" and were scheduled every Thursday afternoon. Since early elementary children hear women's voices so much at school and at home it is useful to use records that have an ample sprinkling of men's voices. The music and sound effects on the records also add to the children's enjoyment. A series of records were used called Music Stories from the Society for Visual Education. Typical titles were: "Peter and the Wolf," "William Tell," "Hansel and Gretel," and "The Nutcracker." Another series of films were used from Coronet Films with their accompanying records: "Aesop's Fables," "Just So Stories," "Stories About Colors," and "Let's Listen." The "Let's Listen" is a record of farm and city sounds with the film strips showing pictures of the animals and vehicles making the sounds.

The best series used were from Weston Woods Studios.(3) Weston Woods technical skill has brought about films and records that cover outstanding books and Caldecott Medal Winner. This leads to an increased interest in really good children's books. Examples are: "The Snowy Day," "Millions of Cats," "The Happy Owls," "Chanticleer and the Fox," and "Frog Went A-Courtin'." Two that coordinated well with the Ginn Basal Readers were "Mike Mulligan and His Steam Shovel" and "Stone Soup" because parts of these stories appear in *We Are Neighbors*.

Creative Art and A Class Motion Picture

During the year Art Activities were related directly to our reading and language activity with the children drawing from film showings and creating stories in art form on paper. Near the end of the year we embarked on a culmination project for the year. The project was called "Bring A Friend from a Book to Life." Each child drew his "Friend from a Book" on manila paper and colored it in the actual colors to determine the colors of paint needed when it would later be done of papier-mache. Each child started his figure from a 2 quart milk carton which he covered with newspaper strips wet with wheat paste. The only time teacher assistance was needed was in bending wires around the cartons to make the frame for legs, arms,

ears, and tails. These wires were then covered with papier-mache strips and the entire body painted. Each child made a different and unique character. There were soon thirty-two "Friends." To name a few: "Little Black Sambo," "Sleeping Beauty," "Winnie the Pooh," "Moby Dick," "Pinocchio," "Snoopy," "Black Beauty," "Patchwork Girl of Oz," "The Pink Snail from Dr. Doolittle," and "Peter Rabbit." When the project was all finished, the children posed with their book, their papier-mache Friend, and their name card for a Bell & Howell Super 8 Movie Camera and an 8 mm film was made. The movie was shown the last day of school and is now stored in the school archives to show future classes as a homemade multi-media communication.

Summary

The children of today are a film and television generation. By using multi-media approaches to reading, books can come alive to them. Students do get excited about books, they read them with pleasure, and they learn to love them. It is an exciting way to teach.

Bibliography

1. A.L.A., N.E.A., *Standards for School Media Programs*. Washington, D.C.: 1969, pp. xv, xvi.
2. Mayer, Martin. *The Schools*. Garden City: Doubleday, 1961, pp. 214-215.
3. Weston Woods Studios. Weston Woods, Connecticut.

ECHOES FROM THE FIELD

Joe R. Chapel and Ronald A. Crowell

Two years ago a group of reading teachers at the college level met for the purpose of discussing current problems in helping college students read better. As a result of this meeting, the Michigan College Reading Association was established. The basic purpose of the organization is to serve as a channel of communication between people in the field so that members can get acquainted, discuss ongoing programs, exchange ideas and information, and investigate issues of mutual concern. Through this association members hope to encourage reading programs at the college level as well as to improve their own programs and teaching skills.

On November 14, 1969, the Annual Fall Conference of the Michigan College Reading Association was held. In the morning there was a panel discussion entitled, "Methods and Procedures of College Reading Programs." The luncheon speaker was Homer L. J. Carter, Professor and Director Emeritus of the Psycho-Educational Clinic, Western Michigan University. He spoke on "College Reading Programs—Past and Future." The Keynote Address was delivered by Robert Wilson, Professor of Education and Director of the Reading Center, University of Maryland. He is President-Elect of the College Reading Association. His topic on November 14 was "Problems of the Community College Reading Program."

The next meeting of the Michigan College Reading Association will be at the Michigan Reading Association Conference in the Spring in Grand Rapids.

DID YOU SEE?

Dorothy J. McGinnis

The announcement of several IRA study tours to be conducted during the summer of 1970? For more information see page 93 of *The Reading Teacher*, October 1969, or write to Study Abroad, International Headquarters, P.O. Box 1505, Escondido, California 92025.

Elements? This is a new monthly newsletter published by the staff of the Department of Elementary Education of the University of Alberta, Canada. It is designed to bridge the gap between current research and its implications for teachers. Art, music, language, mathematics, reading, science, social studies, and physical education are areas to be featured. The subscription fee is \$2.00 per year.

Teaching Black Children to Read? This book is edited by Joan C. Baratz and R. W. Shuy and is published by the Center for Applied Linguistics, Washington, D.C. Reading specialists will be particularly interested in the paper by Kenneth S. Goodman which emphasizes that the more divergence there is between the dialect of the learner and the dialect of learning, the more difficult will be the task of learning to read.

The announcement that the Fifteenth Annual Convention of the International Reading Association will be held in Anaheim, California, from May 6 through May 9, 1970?

Sesame Street, the television program designed for pre-school children? It is an experimental series of daily programs to help prepare 3-to 5-year olds for school. This two-year experimental program was produced by the Children's Television Workshop and has the financial support of the U.S. Office of Education, the Ford Foundation, and the Carnegie Corporation. Encourage children and parents to watch it.

WE SUGGEST

Eleanor Buelke

Postman, Neil, and Weingartner, Charles
Teaching as a Subversive Activity
New York: Delacorte Press, 1969. Pp. xv + 219.

Dear Teacher: Are you a good "crap detector?" Do you suffer from "future shock?" Are you caught in the "rear view mirror syndrome?" Do you teach by "teacher-proof" programs and methodologies? Are you a "Lamplighter," a "Gardener," a "Personnel Manager," a "Muscle Builder," or a "Bucket Filler?" Are you and your students "meaning makers?" Are you willing to become engaged in a subversive activity?

In their book, *Teaching as a Subversive Activity*, Postman and Weingartner state that society today is faced with an increasing number of threatening problems, as yet unsolved. They are suggesting that the chance for solution, toward the end result, the survival of man, lies within the American public school system, providing its leaders and teachers act in positive, subversive ways to secure the "new education." The authors have attempted, here, to propose survival strategies relevant to current reality, usable in today's schools, by today's teachers.

The purpose of the "new Education" would be to produce young people who can deal effectively with change, its frustrations and challenges. It would aim toward growth in students of a perspective which would allow them to be a part of their own culture, and yet to recognize its reality. One's attitude toward language, the knowledge that this symbolic system molds, constrains, and manipulates one's perceptions, is crucial to the whole thesis of this book.

Agreeing with what is indicated by conclusions in much of the psycholinguistic research today, the writers point out that perception is apt to be a function of the linguistic categories available to the perceiver. They would like to see the study of language, of all "language activity," as they term it, taught in the relationship of language to reality. Some awarenesses they would like to see developed are: that meaning is "in" people, not "in" words; that words are symbols of things, not the actual things they refer to; that words vary in degrees of abstraction, according to correspondence to a referent; that directions of word meaning shift between *intensional* (subjective, personal, connotative) and *extensional* (objective, social, denotative) meanings; and, that language can produce a "photographic effect,"

tending to fix bits of information, resulting in prejudice and stereotyping. "Because the process of knowing is inseparable from "Languageing," in the new education, language, (i.e., all forms of symbolic codification) is regarded as a mediator of all human perception and is used as a unifying and continuing focus of all student inquiry."

New media of our time are considered to be new languages. Being literate in the new media is to understand how they work and what they do, to our world, and to us. Being illiterate in their processes and forms is to court manipulation by persons who control them. Inquiry, flexibility, activity, liberality, tolerance, creativity, and, above all, relevance and meaning-making, must be the tools of those learning how to learn. If, indeed, teachers and students are to live at all, they must develop and use concepts most appropriate to the world in which they must live.

Dear Teacher: Will you be a donor to "dreams deferred?"

What happens to a dream deferred?

Does it dry up
Like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
Like a syrupy sweet?
Maybe it just sags
Like a syrupy sweet?
*Or does it explode?*¹

Are you a teacher of "tangibles" only?

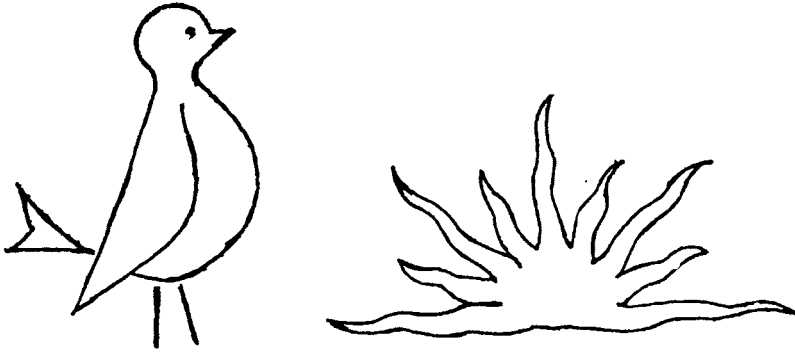
To him who needs the tangible, give all
His hands can hold, of course,
But if one dreams of Pegasus
Shall we betray him with a wooden horse?²

Or, with positive subversion, will you so teach that the epitaph for the race of man will never say he "dropped upon his shadow without a sound," but that, in spite of "twisted face," he made for shore with his "pocket full of seeds?"³

1. Langston Hughes, "Harlem."

2. B. G. Bullington, "Plea for the 130-150 I.Q.'s."

3. Edna St. Vincent Millay, "Epitaph for the Race of Man."



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Editor,

Below is a draft of selected "Basic Understandings Necessary in Teaching Reading to Children," which was developed via committee work by some of my students recently. Your readers might be interested. To teach children how to read, these basic understandings are necessary:

1. We, as teachers, must be knowledgeable, flexible, alert, and ready to select or pool the elements of the various approaches in teaching reading to better meet the individual needs of the students.
2. Reading for the individual in this rapidly changing world is very important and we must be able to help children realize the advantages of reading as a vital communication tool as well as a vital "self-development" tool.
3. In order to read effectively, teaching plans must consider the many areas of growth that are highly correlated and dependent upon one another. (Emotional, intellectual, perceptual, physical, experiential.)
4. Developing worthy interests and tastes in reading is a multiple assignment requiring the cooperation of the teacher, librarian, administrator, and parents.
5. Whatever is done to help children grow in reading proficiency should not only be fitted into growth sequences, but projected into life-related experiences which challenge, engage, and validate aspiring endeavors.
6. Teachers must become increasingly aware of the experimentation

- and research in reading and be challenged to find solutions to the unique reading problems of their pupils.
7. The development of effective reading skills is a continuous process with each new step dependent upon the success of the previous one and with the knowledge that individuals vary in their ability to progress from step to step.
 8. Helping children develop significant purposes for reading is necessary if they are to learn the basic comprehension and study skills, the ability to adjust rate to what is being read, and to adjust methods of reading to the type of content being read.
 9. The rapid pace in the development of books, machines, educational television, films, filmstrips, tapes, and programmed materials to aid children in learning to read demands that teachers need to explore, examine with care, and use carefully selected criteria in evaluating the new media.
 10. Reading is an exceedingly complex process and this learned skill lays the foundation for much of one's success in school and on the jobs of tomorrow.
 11. Reading is a highly individualized process and therefore demands a wide use of individualized materials, individual conferences with the teacher, and independence in applying learned skills.
 12. The teacher's ability to teach reading effectively is directly related to the teacher's reading interests and skills and the ability to communicate effectively.
 13. Evaluation in reading is a continuous process based upon the purposes to be accomplished.
 14. Grouping for instruction is based upon the findings from the evaluation processes. (Needs)

Esther Schroeder
Professor Emeritus of Education
Western Michigan University

TEN-SECOND REVIEWS

Blanche O. Bush

To give a child a book is suddenly
To move a mountain from before his eyes
And show a world he never knew to be.

Then he will find new stars in his old skies,
Roads going on which he had thought to end,
Seas, and new continents about to rise.

To give a child a book is like a friend
Opening, for the first time, a secret door
Which opens into others, without end;
And he goes forth, still hungering for more.

From ELEMENTARY ENGLISH

Adams, Phylliss J., "Primary Creative Reading," *Reading and Realism* (J. Allen Figurel, Editor), International Reading Association, Newark, Delaware (1969), 13:119-122.

Primary teachers should be greatly concerned about developing creative readers. Creative reading requires the reader to produce fresh, original ideas; develop new insights; and respond imaginatively. If students are to grow in their abilities to read creatively, numerous opportunities must be provided in the school program. The teacher plays the key role in structuring the program in such a way that creative reading abilities are developed.

Andersen, Oliver and Leonard Courtney, "Integrating Reading Instruction With Subject Matter," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 106-111.

Among his many responsibilities a subject-matter teacher at the higher academic level has three basic obligations: (1) lead his students to an understanding of the important concepts of his speciality, (2) help the student relate these concepts to the universe, and (3) give instruction in the area of reading comprehension. The purpose of this paper was to present a tool to aid the teacher in these tasks.

Bagford, Jack, "The Role of Phonics in Teaching Reading," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:82-87.

In this paper it is assumed that phonic analysis is best used in conjunction with other word identification techniques for the purpose of unlocking words which are known in their spoken form but unknown in their written form. Teachers are encouraged to know the research relating to methods and materials and to utilize their knowledge in adjusting their procedures to the individual needs in their own classrooms.

Bigaj, James J., "A Reading Program for Gifted Children in the Primary Grades," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:144-148.

Education today faces an all important challenge in providing for the reading needs of gifted students in the elementary grades. Essential principles of instruction include: Emphasis on individualizing instruction, self directed learning, flexible reading assignments, guidance in critical and creative reading skills, constant challenging, development of confident happy readers, emphasis on quality not quantity of reading, inductive rather than deductive instruction, and diversified reading materials.

Booth, Vera Southgate, "Structuring Reading Materials for Beginning Reading," *Reading: A Human Right and A Human Problem—Second World Congress on Reading, Copenhagen*, International Reading Association, Newark, Delaware (1968), pp. 73-79.

The advantages to be gained, when the emphasis in beginning reading is on pupil learning rather than teacher instruction, are so great that one should continue to explore this line of development, which can be seen to be working well in certain British infant schools. In order to create an ideal learning situation one needs to consider the use of regularized media, materials and equipment of every kind which will lend themselves to heuristic methods of learning and organize the arrangement of all the material in such a way as to ensure the child gradual progress without sacrificing the motivation engendered by freedom of choice.

Brennan, Joseph T., "Selecting Appropriate Materials for Disadvantaged Junior High School Students," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:198-200.

The task of selecting materials for the disadvantaged Junior High school student is a difficult one for both student and teacher. It is more than assigning required reading lists or recording interests by the use of standardized scales. It is a task which is individual by nature and eternal by degree. To oversimplify, it is putting the appropriate materials in the hands of the receptive learner at an opportune moment—not an easy task.

Cameron, Jack R., "Syntax and Semantics in Reading," *Reading and Realism* (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:93-98.

The descriptive approach to language places a greater responsibility on the teacher who is obliged to become an observer and recorder of language in the world today. The methods used to teach students to read must reflect the actual demands of the contemporary culture. If students are to be efficient, intelligent readers, they must be trained to handle the syntactic and semantic problems that will face them in adult life. If much of their reading education is not focused on the realities of daily practice, the program is not descriptive, does not reflect the demands of popular usage and is, therefore, open to the kind of attack currently aimed at the prescriptive teaching of grammar and usage.

Cushenbery, Donald C., "Building Effective Comprehension Skills," *Reading and Realism*, (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:100-103.

If one is to help children with comprehension skills, the relationship of certain factors to this body of skills must be understood. These are physical and mental factors, background experiences, word recognition skills, and purpose of reading. Comprehension must be thought of as a combination of several facets—Reading for details, reading to secure main ideas, reading to differentiate between fact and opinion, reading to

follow directions, reading maps, graphs, and charts, reading to predict outcome, reading to follow the writer's plan and intent and reading to summarize and organize.

Dietrich, Dorothy M., "Developing Reading Comprehension, Ages 8-11," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 56-60.

Dietrich constructed an outline of procedures to be used by the teacher in developing comprehension skills. She emphasized that comprehension does not develop unless guidance is provided with all types of reading materials in a most consistent fashion such as: (1) The introduction of unfamiliar word forms and concepts, (2) Review and discussion of pupil's experiential background on the topic, (3) Presentation of purposes for reading, (4) Discussion, (5) Application.

Emans, Robert, "Use of Context Clues," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:76-82.

This paper shows the importance of helping children develop skill in the use of context clues in word recognition and makes suggestions as to how to teach these skills. There are at least four uses of context clues in word recognition. (1) Context clues can help children remember words they have identified earlier but forgotten. (2) Context clues may be combined with other word-analyses clues (phonics and structural analysis) to check on the accuracy of words tentatively identified by the use of other clues. (3) Context clues help in the rapid recognition of words for all readers by helping one to anticipate what a word might be. (4) Context clues are required for the correct identification of some words.

Farr, Roger and Nicholas Anastasiow, "Tests of Reading Readiness and Achievement," *Reading Aids Series* (Vernon L. Simula, Editor), International Service Bulletin, International Reading Association, Newark, Delaware (1969), p. 51.

This book is intended primarily for classroom teachers and other personnel who work directly with teachers in selecting

reading readiness or achievement tests. It is designed to review the major issues that should be considered before a test is chosen as the one to be used in a classroom.

Feitelson, Dina, "Training Teachers of Disadvantaged Children," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 141-146.

In the forties, Allison Davis in his classic works described the problems arising out of the discrepancy between the home background of large segments of pupils and the school. Unless teachers-in-training are introduced to these differences via a well-planned program including first hand field experience, there is little hope that necessary changes will be achieved in the near future. A well-planned preservice training based on anthropological theory combined with intensive field experience in families and community institutions seems the most hopeful approach for breaching the cultural gap between teacher and pupil.

Frazier, Elizabeth, "Teaching Listening in the Elementary School," *Reading and Realism* (J. Allen Figurel, editor), International Reading Association, Newark, Delaware (1969), 13:67-71.

Although this paper does not include the "how-to's" of teaching the listening skills in the elementary grades, all teachers need to start by first improving their own abilities as listeners. Also one must always keep in mind that teachers set the pattern of listening which will be copied by students. Teachers must be certain that the topics utilized for the development of listening skills will evoke an interest within the listener to insure that he will listen. Also teachers must ask questions which demand more than understanding and comprehension but require evaluation and critical listening.

Guszk, Frank J. "Questioning Strategies of Elementary Teachers in Relation to Comprehension," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:110-116.

Essentially the reported research found that teachers tended

to (a) emphasize recall thinking about reading (b) utilize several controlling actions to cue, clarify, extend or shut off pupils' thinking or answering, and (c) miss many opportunities for putting questions together into clusters that would extend thinking.

Hittleman, Daniel R., "Teaching Reading to the Disadvantaged Elementary Pupil," *Reading and Realism* (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:154-160.

A culturally disadvantaged child is one who comes from a home environment which does not provide him with experiences that transmit the cultural patterns needed for learning and success in the larger society or schools. The language involvement program which is akin to that used to teach a foreign language is described. The benefits of the language involvement program are that the child: (1) responds to questions, (2) passes along information, and (3) acquires basic sentence patterns and concepts of classification. The teacher is in full control of vocabulary, sentence patterns and concepts which are presented and developed. Most important of all, the child with a main purpose to gain knowledge, has no sense of failure because reading is maintained in proper perspective as just one of the communicative acts.

Hollingsworth, Paul M., "Instruction and Instructional Materials—Methodology, Interrelating Listening and Reading," *Reading and Realism* (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:63-67.

With greater emphasis upon listening in the language arts curriculum of the schools even more research studies seem to be concerned about the interrelationship. It has been reported that there are common elements that are similar in both reading and listening and that an interrelationship does exist between these two receptive skills. In listening or reading instruction the steps are quite similar: (1) A goal is necessary. (2) Practice is needed. (3) An evaluation or appraisal should be made of the progress. Reading accompanied with discussion will help in interrelating reading and listening in the classroom.

Huck, Charlotte S., "Teaching Critical Thinking Through Reading," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 48-54.

In this paper, critical reading has been defined as the analysis and evaluation of both the content and structure of fiction and non fiction materials. It is a process involving both knowledge of criteria for evaluation and skill in applying them. The thoughtful reader is not just the result of maturation, he is the product of planned instruction. Teachers can improve the quality of their questioning and so improve the quality of children's reading.

Ives, Josephine Piekarz, "Linguistic Principles in the Elementary School," *Reading and Realism* (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:88-93.

Variations in pronunciation, grammar and vocabulary among dialects and differences in the customs used by speech and writing are important to the teaching of reading in the elementary school, particularly in the primary grades. Linguistic principles related to dialectal variation need to be incorporated into teacher-training programs as well as into instructional materials. Attention needs to be given to dialectal variation in the preparation of materials for children to read in the initial stages of reading instruction.

Janes, Edith C., "Developing Critical Reading Skills in Literature," *Reading and Realism* (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:238-242.

Critical reading or critical thinking is one of the skills of a mature reader. It is developed gradually through instruction and through practice. Children, even in primary grades, should be guided by skillful questions to think about the things they read, see, or hear and to react critically.

Jenkinson, Marion D., "Basic Elements of Reading Comprehension," *Reading: A Human Right and a Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 41-47.

In this study three elements basic to the understanding of reading comprehension are: the nature of comprehension and the factors involved, the measurement of reading comprehension and word knowledge. Though most of the research has tended to stress the cognitive aspect of the process, some attention has been directed to the affective domain which must be part of appreciation.

Kinder, Robert Farrar, "Building on Early Reading Skills," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 61-64.

Whether it be those concerned with the pupil's purposes for reading, method of attack, comprehension of meaning, evaluation of ideas or uses for reading, all reading skills have their roots in early schooling. As the child progresses to the higher levels of education, he continues to need instruction in these skills for he must use them in a more sophisticated manner on reading selections that are more varied, more complex, and more abstract. With an effective reading program at higher levels of education which builds on the skills taught in the early years, a youth stands a better chance for making a difference in the adult world, a difference that is better.

King, Ethel M., "Organization of Reading Programmes," *Reading: A Human Right and a Human Problem*—Second World Congress On Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 95-100.

Organizational changes in reading programs should be undertaken when there is some evidence that the changes will facilitate progress of the individual. A good reading program provides for the use of books on varied levels of difficulty. There should be large groups, small groups, and individual instruction. Skill development should be assessed at frequent intervals. Diagnosis of strengths and weaknesses should be recorded on an individual basis. The organizational changes discussed are based largely on teacher cooperation in planning, on sharing materials and facilities, on communication among teachers, and on frequent diagnosis and appraisal.

Lloyd, Bruce A., "Helping the Disabled Reader at the Elementary Level," *Reading and Realism* (J. Allen Figurel, Editor), International Reading Association, Newark, Delaware (1969), 13:171-176.

The purpose of this paper was to explain some ground rules for providing individualized reading for disabled readers. First of all, one must identify the pupil who is truly disabled and then diagnose the difficulties and plan an instructional program that fits the pupil. It was suggested that one of the best procedures to use was that of the total team approach whereby pupils help each other. A typical lesson would include: (1) flash card drill to increase the pupils' sight vocabulary, (2) reading for comprehension activities to increase the pupils' awareness of reading for meaning, and (3) specific skill practice such as phonogram substitution for better word attack and subsequent success in the reading act.

McCullough, Constance, "Bridges to Understanding," *Reading and Realism* (J. Allen Figurel, Editor), Proceedings of the Thirteenth Annual Convention, International Reading Association, Newark, Delaware (1969), 13:20-28.

In this paper the author fosters three ideas; that the reading act is a matter of the interaction of concepts, cognitive patterns, and linguistic patterns; that logical analysis suggests the presence of seven or more distinct operations, some of which we are neglecting to teach, that the behavior within any one of the seven operations, as well as among these operations, is a matter of relativity or environment. These elements, considered by the author, should not be taught in complete isolation: word form, sentence order and structure, word meaning, sentence meaning, sentence formation, evaluation and interpretation, and use.

McCullough, Constance M., "The Language of Basal Readers," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 67-72.

This paper explored some of the thinking one must do in order to decide the language to use in a basal reader and to

decide what the child's preparation must be for that language. In the past, when a child was failing to read, the teacher merely worked harder but that recipe did not always work. If a language group is to have only one basal reader series, that series should probably be in the standard form of the group language. Many educators are beginning to see specific steps to take in diagnoses of learning problems and some of those steps must be tailored to the differences between the child's dialect and the reader series.

Parsley, Jerry H., "An Approach to Teaching Inferences — High School," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:123-127.

Making inferences is an important comprehension skill which does not seem to be acquired incidentally by many students. It is therefore the teachers' responsibility to provide direct instruction in this general skill. The high school teacher should be aware of the prerequisite for making inferences. Growth in this aspect of reading proceeds from the simple to the complex.

Preston, Ralph C., "An Appraisal of Medical Research on Dyslexia," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 172-179.

In this paper the writer summarized and evaluated a selection of opinions and findings from the medical literature which typifies matters of importance for the teacher of reading and the reading clinician. The research here reviewed was conducted chiefly by neurologists, psychiatrists, pediatricians and ophthalmologists. About one-third of the studies are reports based on clinical experiences and impressions. Almost as many are diagnostic surveys of children without controls. Next in frequency come diagnostic surveys with controls and cross-sectional clinical studies. Last are reports of longitudinal case histories.

Raciti, Domenica, "Critical Reading Techniques in Elementary School," *Reading and Realism* (J. Allen Figurel, Editor) Inter-

national Reading Association, Newark, Delaware (1969), 13:98-99.

Specific skills of critical reading listed by the author are: (1) drawing conclusions, (2) predicting outcomes, (3) drawing inferences, (4) recognizing cause and effect, (5) making comparisons, (6) distinguishing between fact and fancy, (7) judging skill of author, (8) accepting or rejecting author's facts, (9) understanding need to suspend judgment until more information is known, (10) willingness to accept the ideas of the author if he is an expert, and (11) ability to judge the bias of the author.

Reed, Estella E., "What Do We Look at When We Read?" *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:71-76.

What do we look at when we read becomes a complex question that is governed by such factors as age, attitude, and gender of the reader; availability of reading material; and the power to decode.

Sailor, Carl, "Building Reading Skills via Reading the Newspaper," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:127-132.

Using the daily newspaper as material, one can teach all of the most important reading skills. This statement is true whether one is speaking of the simplest skill, vocabulary, or the most complex and highest technique, critical and creative reading. In between are several other important skills—comprehension leading to interpretation and evaluation, fact and opinion differentiation, ability to recognize propaganda devices, and absorbing and acting on editorials and columns.

Sanders, Joe, "Worth of an Indian? Arizona Indians Require Facilities and Services," *Children Limited* (December, 1965), 14:9-10.

George Gist, called Sequoyah, a physically handicapped Indian, used his intellectual powers and developed a syllabary for his native Cherokee language. Sequoyah's talking on paper spread among his tribe like wildfire. Newspapers were printed,

magazines and other educational materials were made available to the 20,000 Indians.

Smith, Donna, "Word Magic," *Reading in Montana* (Summer 1967), 5:18-21.

Primary children use a detective approach to understand that our words come from many different languages. Modern English includes slang, colloquialisms and vulgarities, which are made up of every language under the sun. Primary children should be taught to look for the history of words.

Smith, Kenneth J. and Henry M. Truby, "Dialectal Variance Interferes with Reading Instruction," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:166-171.

Reading teachers are beginning to realize that much of the general difficulty in teaching the so-called "disadvantaged" child could well stem from the fact that the teacher speaks one language and the child, essentially another. This paper is a plea for an awakening in the field of language study, and the primary language target is our own language. There is a wealth of knowledge about language that the student is quite capable of assimilating. Teachers are urged to join in promoting the availability of that knowledge. Do not wait for something to happen—make it happen.

Strang, Ruth, "How Successful Readers Learn: A Global View," *Reading: A Human Right and A Human Problem—Second World Congress in Reading, Copenhagen*, International Reading Association, Newark, Delaware (1968), pp. 15-20.

Both the children's responses and pedagogical research on factors associated with children's development in the language arts, indicate that the teachers of the communication arts should be concerned with the totality of the task, not only with the separate parts. In the global view of reading we first focus our attention on the specific definite behavior or competencies to be acquired.

Sucher, Floyd, "Use of Basal Readers in Individualizing Reading Instruction," *Reading and Realism* (J. Allen Figurel, Editor), International Reading Association, Newark, Delaware (1969), 13:136-143.

Three major topics were discussed in this article: (a) a viewpoint of individualized reading instruction, (b) use of basal readers in individualized instruction, and (c) a review of selected individualized programs emphasizing use of basal readers. From this study it can be inferred that basal readers can be effectively used in individualized reading programs: (1) as a self selection service, (2) as a skill lesson source, (3) as an exercise or application source, (4) as a common source for discussion and skill application, (5) as a program in which to start the child in reading, and (6) as a screening device.

Tinker, Miles A., "Selecting Methods for Evaluating Reading Progress," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 101-105.

This paper was limited to the use of standardized tests, informal reading tests, teacher observation and records. Tinker suggested methods to use for evaluating reading progress through the above media.

Whipple, Gertrude, "Practical Problems of Schoolbook Selection For Disadvantaged Pupils," *Reading and Realism* (J. Allen Figurel, Editor), International Reading Association, Newark, Delaware (1969), pp. 194-198.

This paper stressed three main points (1) that every year the purchase of unsuitable books for disadvantaged children wastes millions of dollars; (2) that the selection results in extensive reading failures; (3) that to overcome such waste of money and human resources, book committees need to employ reliable standards and methods of evaluation which will obtain facts about books and thereby aid in identifying appropriate books for disadvantaged children. Any sacrifice of time and effort is justified to this end. Disadvantaged children respond to instruction only when they are given schoolbooks which are adapted to their needs.