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*Reading*

# HORIZONS



Summer 1970



# *Reading* **HORIZONS**

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## *Editorial Comment*

### **CERTIFICATION BY AND FOR READING SPECIALISTS**

A new breed of educators is in the process of developing. Reading teachers, therapists, and clinicians are preparing themselves for the gigantic task of improving the reading skills of elementary, high school, and college students in our country. Many believe that this goal can be accomplished best by professional organizations and reading guilds with power to select their membership and outline prerequisite training. The American Medical Association, with a unity of purpose set forth by the Hippocratic Oath, is an excellent example of what can be accomplished.

The Reading Guild must protect not only the individual under remediation but the organization as well. It is equally important to determine whom the organization includes and whom the organization excludes. Competency, professionalism, and loyalty demand rigorous standards essential to maintaining a position of strength and authority among the professions. The reading organization or guild must have control over certification and accreditation. Various professional organizations and labor unions who exercise this control in other areas have demonstrated the strength and power which can be exercised in our society.

Control over certification of reading teachers, therapists, and clinicians will involve selection and preparation of students for the profession. Courses for certification and apprenticeship programs must be "farmed out" to only accredited institutions of higher learning who have been approved as suitable centers for professional training. Competency and leadership in the field of reading must be maintained by a dynamic organization of adequately prepared individuals.

Homer L. J. Carter  
Editor





# ASPECTS OF READING INSTRUCTION IN MATHEMATICS

*Wilma H. Miller*

*Illinois State University*

Many secondary school students of mathematics experience great difficulty in the reading of verbal problems. Even a number of otherwise able readers have difficulty in reading verbal problems effectively unless provision is made by the mathematics teacher to help them master the special reading skills of mathematics.

This article explores some special reading skills needed to interpret verbal problems effectively and some ways in which a mathematics teacher can best provide for the individual reading differences of his students.

## **Specialized Reading Skills in Mathematics**

Secondary school students of mathematics must understand a number of reading skills if they are to be able to interpret verbal problems most effectively. Perhaps the most important of these reading skills is the ability of the students to interpret correctly the specialized vocabulary and symbolism used in mathematics. Sometimes this skill is difficult to attain because a number of mathematics textbooks contain their own vocabulary which may be somewhat different from that used by other textbooks.

Reading in mathematics is very intensive, and each word often must be inspected with great care. Mathematical reading usually is careful and analytic. The reading should be done in a word-by-word manner and usually rereading is required before students have sufficient grasp of a verbal problem to be able to solve it correctly. Mathematical reading usually is slow.

Students of mathematics should be able to read and follow directions accurately since such directions often must be carried out in correct sequence if a problem is to be solved correctly. They also must be able to pick out the most important details in each verbal problem as this will aid them in solving it. Further, students must be able to visualize a problem in their minds before trying to find its solution.

Students of mathematics should be critical readers; they should be able to evaluate what they read. In mathematics critical reading requires that students be able to judge the relevant data for the solution of a problem. They also should be creative readers or able

to apply what is read for problem-solving. Obviously, correct problem-solving ability is the ultimate goal of mathematical reading.

#### **Providing for Individual Reading Differences**

A mathematics teacher can greatly help secondary school students in developing their ability to read verbal problems by giving assignments while also considering the special reading skills of mathematics. A more effective way can be found to assign verbal problems than the following: "Do problems 1, 3, 4, 7, and 9 on pages 16 and 17."

One good way to help students effectively interpret verbal problems is by the use of an adaptation of the Survey Q3R study technique designed by Robinson of Ohio State University(1). Each teacher of mathematics can vary this study technique in the way that he wishes to do so, but the following is one way that it can be used in reading verbal problems.

- (1) *Preview*—Skim the entire problem to get a general impression or idea of what the problem is about.
- (2) *Question*—Pose three questions before the problem is carefully read. These questions either can be posed silently or written down.
  - (a) What is the question or questions being asked for?
  - (b) What facts are needed for solution?
  - (c) What order of steps is necessary for the solution?
- (3) *Read*—Read the entire problem very carefully with the three questions in mind. After reading, write down the answers to the questions that were posed. Read to clarify the question, identify the facts needed for a solution, and determine the steps needed in solving the problem.
- (4) *Review*—Reread the problem quite carefully to check on the understanding of it and to insure awareness of all the factors influencing the answer.
- (5) *Reconstruct*—Retell the problem in one's own words making sure of what was asked for. The solution for the problem can also be estimated.

In general, teachers of mathematics can give additional help to their students in reading verbal problems by following some method of presentation. The teacher first can introduce the new vocabulary and symbols that are needed to interpret a problem effectively. Students can write the term or symbol in a vocabulary notebook with a group-formulated definition. The teacher can relate new concepts

in the assignment to previously learned materials. The teacher also can illustrate examples of the kind of problems that the students will be expected to solve and help them to visualize the problems. The teacher further can show the relevance of the problems to the students' own lives.

A mathematics teacher undoubtedly will experience some difficulty in providing for the individual reading differences of the students in a class. However, there are some ways in which the teacher can best help all readers to achieve success in reading verbal problems.

In many instances mathematics textbooks are not graded in reading difficulty; therefore, it may be impossible to use an easier reading textbook in some mathematics courses. Occasionally, however, the same concepts are presented in higher or lower level textbooks. In such instances, an excellent solution to the problem of individual differences may be found in their use.

Able readers can rewrite difficult verbal problems for slower readers. Students with reading difficulties often may be able to solve these problems correctly since they are written with simpler sentence structure and somewhat less technical terminology. Group work also can be employed effectively with abler students leading groups which contain slower readers. Occasionally an able student can demonstrate a verbal problem quite effectively. The mathematics teacher sometimes may formulate mimeographed worksheets which cover the same basic concepts. However, different students can work problems with different sentence structure and symbolic language.

### **Summary**

The reading of mathematical verbal problems is very difficult for a number of students. Many otherwise good readers are disabled in reading verbal problems. Some specialized reading skills in mathematics are the understanding of vocabulary and symbolism, the ability to read analytically, the ability to follow directions correctly, the ability to visualize the problem, critical reading ability, and creative reading ability.

A mathematics teacher can give help to secondary school students in the solving of verbal problems by the use of an adaptation of the Survey Q3R study technique. This technique directs students to preview the problem, pose questions to be answered, read the problem carefully, review the problem, and retell the problem. Some consistent method for the presentation of verbal problems by the teacher also may help students to solve them more effectively.

There are several good methods to provide for the individual reading differences of mathematics students. If possible, graded textbooks can be used very effectively. Rewritten verbal problems, specially formulated verbal problems, and group work can also help to meet individual reading needs.

1. Robinson, Francis P., *Effective Study*, New York: Harper and Brothers, 1946.

# READING AND UPWARD BOUND— ANOTHER LOOK

*Bruce A. Lloyd, Diane Griewank,  
and Henri Carter*

*Western Michigan University*

The major purpose of summer Upward Bound instructional programs is to assist those high school students who have the potential for succeeding in a college or university, but who otherwise would probably not be given the opportunity to enter an institution of higher learning. The generally low academic achievement of many of these students is often due to a variety of factors including poor and ineffective teaching(1), lack of motivation(8), and an environment which is far from conducive to scholarly or academic pursuits. In sum, typical school activities tend to be less than relevant for many of these bright young men and women. The Upward Bound programs are usually designed to aid participating students in overcoming their adverse reactions to learning so that they will be better prepared to further their education.

It is noteworthy that all too often high school students lack many of the basic communication skills fundamental to clear thinking, effective speaking, and critical reading(9). The absence of these skills, coupled with an environment that frowns upon learning, together with a society not yet mature enough to accept men for what they are and can do, provides a frame of reference that ultimately leads the locked-in to be locked out. This causes a detritus syndrome which leads to feelings of hopelessness and frustration. Upward Bound is an educational effort designed to break the cycle and end the detritus syndrome.

The 1969 Upward Bound Summer Program on the campus of Western Michigan University brought together some one hundred ten high school students from the surrounding geographical area and was so oriented as to strengthen the academic skills of all students. Although there were many excellent instructional programs taking place in the several disciplines during the eight weeks that the students were on campus, the present discussion is limited to the developmental-corrective reading program carried out by the authors of this report.

## **Procedures**

All Upward Bound teachers had been briefed regarding the im-

provement of reading skills in their special disciplines. This was carried out by the senior author during several pre-program seminar sessions. Developmental reading was to be an integral part of the total instructional effort.

Decisions had to be made as to which students would receive special developmental-corrective reading instruction. To this end, pretests were administered to all first year students. These included (1) The American School Reading Tests for Senior High Schools and College Freshmen—Grades 10 through 13, Form A, and (2) the Lorge-Thorndike Intelligence Test, Non-verbal Battery, Level 5, Form A. The existing records were also examined so that a profile of greater depth could be obtained for each student.

Selections were made on the basis of the relationship between high intelligence test—low reading test performance scores(3). Students whose I.Q. scores were high and whose reading scores were low were selected first. As it turned out, almost two-thirds of the group of first year students were in a position to participate in the special reading program. A number of second year students were selected to participate as well.

There were two afternoon sessions of about an hour each. Fifteen students were assigned to each session and classes met on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays and late afternoons each day were open to those who wished special help.

The basic thrust of each instructional session was aimed toward general reading improvement, but specific effort was directed toward increasing students' perceptual speed, perceptual span, vocabulary understandings, and reading for comprehension(4). Many different media were utilized to help students increase their performance in these reading skills.

Perceptual speed and perceptual span development activities were exercised through the use of devices such as the controlled reader and a special experimental reading program developed by the senior author of the present discussion. Although the efficacy of the special experimental reading program has yet to be demonstrated, pilot study results seem to be positive(5).

Reading comprehension skills were also developed through the use of the controlled reader technique as well as the special experimental reading program. Further efforts to increase student comprehension were focused on the use of vocabulary cards(2) and Latin prefixes and roots(7). Moreover, every effort was made to reinforce and complement the nature of and need for better reading skill and this

was carried out through the use of a series of sixteen millimeter films designed to acquaint high school students with reading improvement techniques.

A final but vital aspect of each reading instructional session consisted of directed free reading wherein assistance was available on request. In this activity, students were permitted to read in programmed self-instruction texts as well as to read the texts and execute the assignments from the courses they took in the mornings. When problems or questions arose, the teachers were there ready to assist as needed.

#### **A Sample Lesson**

A typical reading instructional period began with student review of their vocabulary cards(2). This was done individually or students could pair up and work together. After several minutes of such vocabulary review, students put away their cards and prepared to participate in the special experimental paradigm program(5). The digital perceptual speed-span sheets were distributed, headed, and then turned face down. When all students were ready, they turned the sheets face up and began tracking. At the end of one minute they were told to stop, and the checking took place. They then scored their own sheets and entered the score on a graph devised for that purpose. This activity became progressively more difficult as the weeks passed and students went from sheets containing three digit patterns to four digits, and then on to five and six digit patterns.

The digital sheets were then collected and the vocabulary sheets were distributed, headed, and turned face down. When students were ready, they turned the sheets face up and began the activity. At the end of one minute they were told to stop, and the checking then took place. The correct answers (the most appropriate synonyms) were read off by the instructor and students checked their own work. Whenever questions arose regarding definitions, students were requested to use their dictionaries. Moreover, if a student had a different answer, but could defend his choice and it made sense, *he was allowed to count his response as correct*. Appropriate entries were made on their graphs and the vocabulary sheets were then collected. This aspect of the lesson also became progressively more difficult for students as the weeks went by. The vocabulary items were of an increasingly higher order as students progressed through the series of lessons.

Comprehension paragraph sheets were then distributed, students made the proper entries, and turned the sheets face down. When all



were ready, they turned their sheets face up again and proceeded to execute the directions as given. At the end of five minutes they were told to stop and check their responses. Each step was noted on the chalkboard and students could determine where they made their errors. Subsequently these scores, the number of correct steps, were entered on the individual record graphs and the sheets themselves were then collected. These activities also became more difficult as students progressed through the series. The last comprehension paragraph consisted of some twelve separate steps, but the time (five minutes) remained the same.

Typically on Monday of each week one of the films in the "Reading Improvement" series was shown to the students and time was allowed for discussion as well as questions. On the other days, more time was devoted to vocabulary learning and independent study.

To increase student understanding of vocabulary and to aid them in independent word attack, lessons in Latin prefixes and roots were undertaken(7). Most of this work was carried out through the use of the chalkboard and students subsequently made appropriate notations. In order to help themselves become more familiar with the nature and function of Latin as related to English, students were required to make pertinent entries on 4 x 6 index cards. It was suggested that they carry these cards with them at all times and make use of odd moments of free time by studying the entries on the cards. In this manner the concept of spaced learning was brought out and it was hoped that there would be a significant carry-over in the use of this procedure when the students returned to their regular studies in the fall.

To augment perceptual speed-span skill development, all students participated in the controlled reading aspect of the program. Typically, students perused the comprehension check questions prior to reading the story(6). The vocabulary pertaining to it was then discussed and questions were posed regarding what students might realistically expect the story to be about. Upon viewing the selection at a predetermined speed, students executed the comprehension check. Afterward they corrected their responses and made the appropriate entries on their reading progress charts.

In the time that remained during each of the reading instructional periods, every effort was made to have students study and learn on their own and to receive individual assistance from the teachers. To this end, students were requested to bring their textbooks and assignments from their morning classes and time was given to let them pro-

ceed with the execution of these activities. Some students preferred to increase their reading skills by working with self-instruction lessons in reading for meaning and for other purposes. It was during this time period that each student was contacted individually and a mutual appraisal of his reading progress was made. Instruction was given where needed and adjusted reading skill goals were agreed upon. This effort at individualizing reading instruction continued throughout the program.

### **Results**

Objective data were obtained from the American School Achievement Test-Reading. Form A was administered as a pretest and Form B was administered as a post test during the last week of the program. Although the results are not spectacular, they are encouraging.

Pretest scores on the Vocabulary sub-test gave a mean of 40 percentile points and post test scores gave a mean of 43 percentile points. Pretest scores on the Rate sub-test gave a mean ranking at the 49th percentile and post test scores ranked students at the 61st percentile. Pretest scores on the Comprehension sub-test gave a mean ranking at the 10th percentile and post test scores ranked students at the 15th percentile. Pretest scores for the Total Test gave a mean of 33 percentile points and corresponding post test scores gave a mean of 40. It would appear that reading comprehension was the greatest problem experienced by these students because, as a group, they ranked lowest in this cluster of skills. Appropriately enough, reading speed seemed to enjoy the greatest gain and it would appear that the special reading program was most effective in this area. Vocabulary knowledge seemed least affected by the program.

### **Evaluation**

These brief data seem to indicate that, on the average, the reading program was successful in that progress was made in all three areas of concentration; speed, vocabulary, and comprehension. The greatest gain was made in reading speed, then comprehension, and finally vocabulary. Reading for comprehension is still the greatest problem faced by these students and remains the skill area to be stressed in their educational activities. Yet it must be recognized that eight short weeks of instruction is far from enough to overcome deficient reading skills in particular and negative attitudes toward learning in general simply because these habits have been built up over a period of many years of failure and frustration. Reading improvement is a

long term developmental process that must be nurtured by all professional educators throughout the academic life of the student. This takes time.

Subjective observation of student classroom behavior indicated a definite positive trend in most instances. From a "show me if you can" attitude exhibited initially by many students, there was a gradual shift or change to a posture which can be best described as "help me." Unfortunately no objective measures of this subtle change was available, but it is the considered opinion of the authors that the students did indeed behave differently toward the end of the program and that the changes were positive in nature. It is hoped that these changes will be nurtured by the regular high school teachers when these students return to their classes in the fall.

#### **Recommendations**

The reading instructional program did not always function in the manner planned by the teachers. Because these classes were held in the afternoon, a number of conflicts with other activities arose. The major recommendation to be proffered from this experience is the suggestion that developmental-corrective reading be scheduled for the morning. This would keep the afternoons free for individual help as the occasion warrants.

Because the eight week summer period was far too short a time for students to make dramatic reading progress, the reading instructional period should be extended throughout the school year. Such augmentation should take place in each and every high school classroom. The regular classroom teacher is in an ideal position to teach reading skills and to do so through the use of the regular textbook materials in the several curricular areas. It is recommended that high school teachers follow through and teach reading skills in conjunction with the subject matter of their special disciplines.

#### **Discussion**

Objective and subjective evaluations of the reading program described above seem to indicate that progress was made by many students during the eight weeks they were on campus. The carryover effect, which could result in better grades for the coming academic year, remains to be determined. But whatever happens, one point must be emphasized: *these students can learn*. If they are given the right kind of help in overcoming their individual reading problems, they can succeed in their course work. They can become better stu-

dents. Hopefully the academic progress of each student will follow the pattern of the stone dropped into a still pond. Ripples can be created where none existed before. Perhaps these ripples can lap upon the shores of academic success and sweep away the debris of faulty thinking so that subsequently these students may take their rightful place in society.

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# DOES THE TAKING OF READING IMPROVEMENT RI-100 HAVE A LASTING EFFECT ON A STUDENT'S ACADEMIC SUCCESS?

*Donald L. Ferguson*

*Ferris State College*

At the end of the Fall Quarter (1969) we analyzed the grade point averages (GPA's) for the 444 students completing the Reading Improvement RI-100 program at Ferris State College. Following is a summary of the findings for the 444 students enrolled, regardless of the number of credit or clock hours of work carried:

## FALL QUARTER 1969

GPA'S	No. Students	% of 444 Total	
0.00-0.99	46	10%	} 115 or 26%
1.00-1.50	69	16%	
1.51-2.00	110	25%	
2.01-2.50	117	25%	} 329 or 74%
2.51-3.00	74	17%	
3.01-3.50	24	5%	
3.51-4.00	4	1%	
Total	444	100%	

Our problem was to see if the students who had completed RI-100 at the end of the Fall Quarter (1969) could or would put into use their newly acquired reading and study skills to increase the probability of success in college. In reviewing the data which follows we must keep in mind that, except in a very few cases where a student sought help voluntarily, these students were counselled into RI-100 because they recorded reading scores of less than the 15th percentile, Ferris norms. Few of the students came into the program willingly and few were eager to improve their reading and study skills.

Unfortunately 78 students completing the program at the end of the Fall Quarter dropped out of Ferris State College and did not re-

turn for the Winter Quarter (1970). Therefore all data on the pages following are based only on the 366 students who did return and finish the Winter Quarter.

Following is a summary of our findings for the 366 students who completed the Fall and Winter Quarters of the 1969-1970 school year, regardless of the number of credit or clock hours of work carried:

FALL QUARTER 1969			WINTER QUARTER 1970			
GPA'S	No. Students	% of 366 Total		No. Students	% of 366 Total	
0.00-0.99	23	6%	} 70 or 19%	34	9%	} 97 or 26%
1.00-1.50	47	13%		63	17%	
1.51-2.00	92	25%		112	31%	
2.01-2.50	105	29%	} 296 or 81%	93	25%	} 269 or 74%
2.51-3.00	72	20%		40	11%	
3.01-3.50	23	6%		20	6%	
3.51-4.00	4	1%		4	1%	
Total	366	100%		366	100%	

If we analyze the GPA'S for students carrying over 8.5 credit hours or over 170 clock hours we find the following scores:

FALL QUARTER 1969			WINTER QUARTER 1970			
GPA'S	No. Students	% of 366 Total		No. Students	% of 366 Total	
0.00-0.99	18	5%	} 60 or 16%	30	8%	} 89 or 24%
1.00-1.50	42	11%		59	16%	
1.51-2.00	81	22%		111	30%	
2.01-2.50	91	25%	} 258 or 70%	92	25%	} 266 or 72%
2.51-3.00	62	17%		40	11%	
3.01-3.50	20	5%		20	5%	
3.51-4.00	4	1%		3	1%	
Total	318	86%		355	96%	

For the 293 students (80% of the 366 enrolled) carrying over 12.5 credit hours or over 250 clock hours at the end of the Winter Quarter, as compared to only 175 students (49% of the 366 total) at the end of the Fall Quarter, we find the following accomplishment:

FALL QUARTER 1969			WINTER QUARTER 1970			
GPA'S	No. Students	% of 366 Total		No. Students	% of 366 Total	
0.00-0.99	7	2%	} 25 or 7%	24	7%	} 70 or 19%
1.00-1.50	18	5%		46	12%	
1.51-2.00	54	15%		90	25%	
2.01-2.50	43	12%	} 150 or 42%	74	20%	} 233 or 61%
2.51-3.00	35	10%		36	10%	
3.01-3.50	15	4%		20	5%	
3.51-4.00	3	1%		3	1%	
Total	175	49%		293	80%	

Past research has demonstrated that there is generally a substantial regression in gains made in reading improvement programs once the student is left to apply his newly gained skills on his own initiative, upon completion of formal instruction. However, the 366 students who took the Ferris State College Reading Improvement, RI-100, Program during the Fall Quarter (1969) and completed the Winter Quarter (1970) registered only a 7% regression, if we consider the number having GPA'S below 1.50 as our criterion. During the Fall Quarter 70 students or 19% registered GPA'S of less than 1.50, as compared to 97 students or 26% at the end of the Winter Quarter. Or, expressed in another way, 296 students or 81% of the Fall Quarter students earned a GPA of over 1.50 upon completion of their work in Reading Improvement while 269 students or 74% earned a GPA of over 1.50 while working on their own without the benefit of formal reading instruction during the Winter Quarter.

We begin to see the carry-over value of the Ferris Reading Improvement Program when we review the data covering the students carrying over 8.5 credit hours or over 170 clock hours. Of this group of students we note that during the Fall Quarter 258 students or 70% earned a GPA of over 1.50 while taking the reading program as compared to 266 or 72% at the end of the Winter Quarter.

However, the significant gains or benefits from having taken the Reading Improvement Program is brought out in the group of students carrying over 12.5 credit hours or over 250 clock hours. Although not a full schedule this class load might be more realistic and advisable for students needing reading help, until such time as they become more skilled and mature readers. At the end of the Fall Quarter 150 or 42% of the total of 366 students involved in this study earned a GPA of 1.50 or higher. However, at the end of the Winter Quarter, while working on their own without the benefit of formal reading instruction, 223 or 61% earned GPA'S of 1.50 or higher.

Based upon these data it appears that there is a direct carry-over value to be realized when a student takes a Reading Improvement Program such as Ferris' RI-100. It is planned to continue this study until the students either graduate or withdraw from Ferris State College.



# ECHOES FROM THE FIELD

*Joe R. Chapel*

The 13th annual meeting of the College Reading Association was held March 19-21, 1970, at the Marriott Motor Hotel on the outskirts of Philadelphia, Pennsylvania. The theme of this year's conference was "Reading—Relevancy to Today's World."

Features of this year's meeting were informal sessions with leading reading personalities on topics of college reading teacher education, classroom problems, reading specialists, and professional interests. There were seminars, question-and-answer sessions, symposiums, and talk sessions. There were representatives from all across the nation.

The College Reading Association is a national organization intended to promote professional standards of competency and ethical practice among reading personnel; to improve administration, diagnosis, and teaching procedures in reading; and to stimulate and promote reading research at all levels.

The College Reading Association was initiated by a group of college teachers who met in 1958 to discuss the feasibility of organizing a professional group for those concerned with the teaching and administration of college reading programs. Out of this discussion grew the first conference, held at LaSalle College; participants from Pennsylvania, Maryland, Delaware, and New Jersey attended. The following year a formal constitution was drawn, and officers were elected at the second Annual Meeting. The first annual volume of conference proceedings was published in 1961. A newsletter begun that same year became a quarterly magazine in 1962, *The Journal of the Reading Specialist*. In 1963 the College Reading Association was incorporated as a nonprofit professional organization. Today membership extends across the continent.

# DID YOU SEE?

**Dorothy J. McGinnis**

The three new annotated bibliographies now available from IRA?  
They are:

*Issues in Language and Reading Instruction of Spanish-  
Speaking Children*  
*Critical Reading: A Broader View*  
*Reading and the Denied Learner*

Each bibliography contains an informative listing of pertinent references. Copies may be obtained from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 for a nominal fee.

The series of four paperbacks for culturally disadvantaged junior and senior high school students published by Allyn and Bacon? They are written on a mature-interest, low-ability level and feature biographies, tales of suspense, adventure, and accomplishment. The titles are: *Winner's Circle*, *Beyond the Block*, *This Cool World* and *The Big Ones*.

*Linguistics: A Revolution in Teaching* by Postman and Wein-gartner? The authors discuss the new grammar, usage studies, semantics and lexicography and show how these processes of inquiry can be translated into classroom activities.

*How Children Fail* by John Holt? This is a deeply moving account of the effect of failure on children and the strategies children use to meet demands they can't fulfill.

# WE SUGGEST

*Eleanor Buelke*

Carter, Homer L. J., and McGinnis, Dorothy J.

*Diagnosis and Treatment of the Disabled Reader*

London: The Macmillan Company, Collier-Macmillan Limited, 1970.

Pp. vii + 370.

In this new book, authors Carter and McGinnis have addressed themselves to all those professional persons who, for one reason or another, are interested in identifying, understanding, and dealing with children with reading difficulties. In clear, concise, forthright fashion they have so arranged the format and ideas of the book that its meaning is unmistakable. Emphases in approaches, techniques, and procedures for diagnosis and treatment of disabled readers appear to be directly and consistently related to the writers' educational philosophy, and to their definition and concept of the reading process. They believe that, "Growth has many dimensions . . . Reading is an act of the total organism, and is an inseparable aspect of it."

Logically, Chapter I introduces the reader to this philosophy underlying the authors' points of view concerning the main thesis of the book. Subsequent chapters deal with identification and selection of disabled readers; two major approaches to the problem; causes of reading disabilities; use of observation, interviewing, and evaluative techniques for studying individuals; diagnosis of difficulties; treatment; and appraisal of remediation. In the concluding chapter, suggestions for prevention of reading maladjustment are practical, timely, and of value for all who help children benefit from multidisciplinary cooperation.

Suggested guided activities, questions and references at the conclusion of each chapter reinforce and complement ideas and information presented. These may be especially valuable when the book is used as a text for college classes. Any reader may find the Glossary an aid to understanding; for some, it may be essential. Classroom teachers, and particularly, specialists in the reading field will appreciate the materials presented in Appendices A, B, and C. Considered as a whole, *Diagnosis and Treatment of the Disabled Reader* views, in meaningful fashion, the positive features of an all-school attack on this ubiquitous problem of national concern. As such, it contains much of worth for the entire school teaching and administrative personnel, and parents, as well.

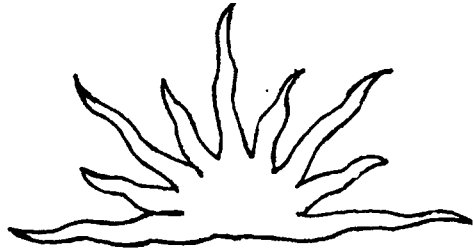
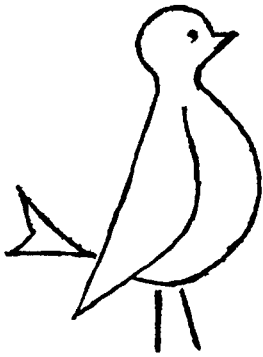
With sincerity, from a background of knowledge and experience, the two authors remind readers that:

1. Meaning in reading comes from the reader, not the printed page;
2. The treatment designed to remedy, cure, or mitigate a disability is only part of the whole school program devoted to the development of readers;
3. The relevancy of facts about individuals is understood only in relationship to the whole personalities of the individuals studied;
4. Programs leading to growth, as well as reports of pupil progress, are most effective when tailored to fit children's problems which are shared by their parents and assumed by their teachers; and
5. Appraisal of growth needs to be done in light of behavioral change/patterns; it should include consideration of children's proficiency in self-appraisal of their attitudes/performances.

Wisely, throughout their book, Carter and McGinnis seem to be saying, "that improved reading is the result of improved teaching, and in that pursuit many of us have a major stake."<sup>1</sup>

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1. A. Sterl Artley, "The Teacher Variable in the Teaching of Reading," *The Reading Teacher*, 23 (December, 1969), 248.



## ROUND ROBIN

*Dorothy E. Smith, Editor*

"Beware of the liberal . . ."

He's a big polka-dot,  
Cause he can't decide if he's for black or not.  
He always implies, "You can trust me."  
But you'd be wise to just wait and see.

"Sure I like Negroes," he begins.  
"One of my best buddies . . ." he finally ends.

"And yes, Negroes live right next door to me, ain't that a smash?"  
So you decide to move in and he's accepting cash . . .  
for his house before he misses his chance  
to uh . . . travel to Spain and maybe France.

"We had a Negro baby-sitter once, as you know,  
But we uh . . . had to let her go.  
She was telling the kids all kinds of lies  
About Cleaver, H. Rap and THEM other guys."

"Oh no, I didn't mind that so much, but it could  
frighten the children, you see.  
We'd like to tell them about THESE people ourselves, just  
my wife and me."

“Oh your naturals are so nice!  
Yes, I agree, but aren't they some form of militancy?  
Folks won't like them. They won't hire you.  
I'm only being helpful. You'll thank me too.”

Watch out for the harpoon.  
YOU'RE vulnerable.  
If it penetrates your heart your trust will show.  
Just a little subtle praise and you think you're in,  
You're accepted, you've made it and found a white friend.

But wait my brother! Sideways! Turn!  
What is that sticking through you from bow to stern?  
A harpoon of deceit has found its mark and is drilling  
A hole in your fleshy bark.

How silly, how dumb, how foolish of you,  
You just let a liberal run you through.

—Op Davis

# TEN-SECOND REVIEWS

*Blanche O. Bush*

The pursuit of excellence in books for children is a basic responsibility of all who work with children.

—Ruth Hill Viguer

Bryant, John E., "Listening Centers: A Sound Investment in Education," *Journal of Learning Disabilities* (March, 1970), 3:156-159.

This paper suggests that the use of listening centers with earphones for teaching listening skills may actually be depriving some young learners of crucial auditory experiences. It points out that electronic listening equipment, carelessly used can impair hearing. Suggestions for preventing accidental acoustic trauma and for correcting temporary conductive hearing deprivation caused by collapsed auditory canals under earphone listening are given.

Burnett, Richard W., "The Classroom Teacher as a Diagnostician," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:1-10.

The author emphasized that teachers should not limit themselves to looking for "how-to-do-it" recipes or last word solutions. Teachers should grow in professional competency by looking at new materials and programs and by reading new research and journal reports related to improved methods of reading instruction. But new approaches must be translated into our own teaching situations, weighed against our own understanding of the reading process, measured against our own personality and teaching style and only then applied and formally evaluated.

Carter, Homer L. J., "Determining Consequential Factors in Diagnosis," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:17-24.

The acts of diagnosis presented in this paper aid in the determination of relevant, material and consequential factors in a clinical study. The clinician who follows through these acts thoughtfully and with a knowledgeable background of research findings in the field of reading will be better able to identify,

interpret and evaluate cause-effect relationships. These acts which are not necessarily sequential are restated as follows: identification, assumption, rejection, acceptance, discovery, explanation, prediction and verification. The clinician with this model in mind will be able to determine more objectively that which is only relevant, that which is material and that which is consequential. Insignificant details can be swept aside and a clear-cut sequence of factors leading to the disability can become apparent. All of this should be completed before treatment and instructional measures are initiated.

Conklin, Norma K., "Identifying the Disabled Reader," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:11-16.

Every teacher must be aware of the many factors that have a tremendous effect on the child when he is trying to learn the skills needed to read. Some of the causes of reading difficulties are physical limitations, health, environment, emotional factors and individual differences in mental ability. There are certain goals the teacher should strive to achieve for the benefit of every child. Every child should be challenged to work and learn to the best of his ability, have successes, be respected by teacher and classmates, and be happy in learning.

Cramer, Ronald L., "The Language Experience Approach to Beginning Reading Instruction," *The Michigan Reading Journal* (Winter, 1970), 4:9-14.

The language experience approach to beginning reading instruction is an attempt to use the child's ability to communicate his experiences through oral language (speaking and listening), written language (creative writing), artistic ability (drawing and painting), and dramatic ability (creative dramatics). The group experience story, individually dictated stories, learning a sight vocabulary, word analysis skills, language experience and the total language arts program including libraries, creative writing and directed reading are discussed.



Criscuolo, Nicholas P., "A Multi-Media Program for Reluctant Readers," *Journal of Reading* (December, 1969), 13:212-214.

A six week film unit included in a reading improvement program made students want to come to school. The students said that they enjoyed viewing the films because it was better than reading, was better than simply listening to the teacher, made them want to come to school and made discussions interesting.

Dale, Edgar, "The Future of Reading," *The Reading Teacher* (December, 1969), 23:205-216.

An almost certain prediction of the future of reading is that we shall shift our perspective on the role of reading in the school and the role of the teacher of reading. We shall increasingly think of reading as a system in a related hierarchy of systems, all of them classified under language. As we think about a basic system for developing and mastering language behavior we realize that we do so in a social setting. No matter how well we read, listen or observe, experience must be provided for such reaction. The future of reading is closely bound up with the future of writing. Better reading depends on better writing. We must see vocabulary development as one of the responsibilities of the teaching of reading. The learner who must obviously be an independent reader must be skilled in reference reading. The future will be rough but also very exciting.

Davis, William Q., "Functional Use of Standardized Reading Tests," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:78-85.

Once you know "why, how and when" to use the tests, it is equally important that you use the results. This is the function of testing. Some of the uses of test results are: (1) Aid in classroom grouping when initial instruction begins. (2) Help to compare groups locally and nationally. (3) Help to screen and to make tentative semi-diagnostic "guesstimates." (4) Can be diagnostic. (5) Reveals reading level, usually taken to be frustration level. (6) Should reveal instructional objectives. (7) Guide for parents. (8) Give a student instant insight, first that he has a problem and more specifically the nature of his reading problem.

De Hirsch, Katrina and Jeanette Jansky, "Kindergarten Protocols of Failing Readers," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:30-42.

This paper represents an attempt to describe the kindergarten functioning of three groups of children identified by their reading and spelling scores at the end of the second grade. The three groups were (1) Children who at the end of second grade excelled in reading and spelling were called "high" achievers. (2) The children who had not "caught on to" reading and spelling at the end of the first grade, but who managed to pass achievement tests at the end of the second year were named "slow starters." (3) The children who failed all tests at the end of second grade were named the "failing" readers. The focus of interest was of course, the failing children.

Dietrich, Dorothy M., "Challenge in Reading," *The Reading Teacher* (December, 1969), 23:260-272.

The author asks, "What challenge to whom?" First: To classroom teachers, the responsibility for the major role of instructing today's youth with necessary skills and for building a desire to read. Second: To secondary level teachers, who are expected to apply good reading techniques as a means of helping students to read course-related materials. Third: To the reading specialist whose duty is to work and to supplement the teaching and the knowledge of the classroom teacher.

Downing, John, "How Children Think About Reading," *The Reading Teacher* (December, 1969), 23:217-230.

Research on young children's thinking indicates five important conclusions about teaching reading. (1) Children's thoughts about reading, their conceptions of its purpose and nature present the most fundamental and significant problems for the teacher of reading. (2) The beginner's ways of thinking are much different from those of adults. (3) The logic of young children cause two serious difficulties in teaching them to read and write. They have difficulty in understanding the purpose of the written form and they cannot readily handle the abstract technical terms used by teachers in talking about written or spoken language. (4) Teaching formal rules, such as phonics or grammar, is unnecessary and may cause long term

reading difficulties. (5) It is important to provide individually relevant language experiences and activities which orientate children correctly to the real purpose of reading and writing and to enable them to acquire an understanding of the technical concepts of language.

Elbert, Clara, "A Diagnostic Approach to Reading Difficulties" *Reading in Montana*, Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, Eastern Montana College, Billings (C. H. Gilliland, editor), (Fall, 1969) 7:6-8.

The author emphasized that most reading specialists really work in the capacity of a learning disability specialist. Along with their interest in the child's I.Q. and reading level they are concerned with the total progress of the child including his emotional adjustment. The only sure cure for reading disorders is prevention. In the area of diagnosis we refer to the child's difficulties as developmental, corrective, remedial and a learning disability. This specification of the problem will indicate to the trained and experienced diagnostician the type of remediation needed.

Ellingsen, Lloyd, "Teaching of Thinking Strategies in the Elementary School," *Reading in Montana*, Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, Eastern Montana College, Billings, (Fall, 1969) 7:13-17.

The late Dr. Hilda Taba studied the relationship between the questions teachers asked and the development of cognitive processes in a child. She identified three cognitive tasks and designed the strategies that could be used by teachers to give children opportunities to practice and develop these processes.

Farr, Roger, "Reading Tests and Teachers" *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:49-54.

In order to determine whether reading tests are being used effectively it is important to examine the reasons that tests are administered. The primary purpose is to provide the instructor with feedback information regarding student progress toward goals. A second major reason for administering tests is to

evaluate student strengths and weaknesses so an effective instruction plan can be developed.

Fearn, Leif and Amelia Martucci, *Reading and the Denied Learner*, International Reading Association, Newark, 1969 (Pamphlet).

This bibliography offers references for the development of teachers and children. It is organized under categories which appear to be significant to the teacher of children in the reading curricula sphere. The whole sphere of reading instruction is given attention as is the role of language development as an influence upon reading. Materials for teachers, literature for children, and other available bibliographies are included. These references are merely representative of that which is available to the teacher and the children.

Finder, Morris, "Comprehension: An Analyses of the Task," *Journal of Reading* (December, 1969), 13:198-202+.

Finder offers a task analysis of "comprehension" which sheds light on a vague term in the lexicon of reading instruction. This analysis makes explicit what good readers and good teachers know and do.

Frederick, E. Coston, "Motivation in Reading," *Reading in Montana, Effective Teaching—Efficient Learning—Reading Achievement*. The Reading Center, East Montana College, Billings (Fall, 1969), 7:7-9.

Motivation seems to be one of those educational words full of sound and fury but signifying nothing. Suggestions for what it is and how to get it accomplished are as follows: (1) As motivation is an implied psychological state within the learner it makes it possible for him to be aware of a given stimulus and provides some reason for him to believe that a satisfactory response will follow. (2) Since motivation takes place within the individual the teacher must rotate his thinking from teacher activity to learning activity. (3) Motivation seems to be an intellectual activity in the classroom rather than pedagogical. (4) Motivation is temporary and personal. (5) Motivation comes from the personal experiences of the individual.

Gates, Arthur I, "Teaching Reading Tomorrow," *The Reading Teacher* (December, 1969), 23:231-238.

We in education have been slow compared to several other professions to capitalize upon the products of technology. Although the most powerful educational influence is the environment, meaning by that the social as well as the physical features, the school teacher will continue to play an indispensable role. To promote reading and other language arts we should take vigorous steps to provide more sagacious management of children during the years from one to seven.

Glock, Marvin D., "Reading Tests: Past, Present and Future," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:55-64.

Reading tests are not ends in themselves. Rather, they are instruments which should aid in learning to read. In this context, the impact of reading tests on the improvement of instruction in reading was discussed. Reading tests in the past were far less sophisticated than some of the better instruments available today. They provided only one score, they were not analytical. An important contribution during the present time is that measurement specialists have attempted to clarify educational objectives. Future tests must cope more effectively with the problem of rate.

Goldberg, Herman K., "Ocular Motility in Learning Disabilities," *Journal of Learning Disability* (March, 1970), 3:160-162.

Improving ocular motility has become a widely discussed technique of assisting children who have learning disability. It has been assumed that learning difficulties in some cases were due to lack of binocular coordination.

Guider, Hazel, "Motivation for Reading," *Reading In Montana, Effective Teaching—Efficient Learning—Reading Achievement*. The Reading Center, Eastern Montana College, Billings (Fall, 1969), 7:9-12.

The definition used by the author of motivation is, "The need or desire to know what to do." It is a process that can lead students into experiences in which learning can occur. It can energize and activate students and keep them reasonably

alert. It can help keep their attention focused in one direction at a time. In final analysis learning and motivation are affected not only by things as each person perceives and values them but also by the way he sees himself.

Hartung, Joseph E., "Visual Perceptual Skill, Reading Ability and the Young Deaf Child," *Exceptional Children* (April, 1970), 36:603-608.

The purpose of this study was to evaluate visual perceptual skills of beginning readers. Greek and English trigrams were presented tachistoscopically to deaf and normal hearing children to test their ability to recognize single symbols and recall trigrams. The performance of the two groups of children was essentially the same on recognition tasks but the normal hearing children performed significantly better on the recall tasks. Both deaf and hearing groups showed better performance for pronounceable items.

Hill, Margaret Keyser, "Testing Needs of the Future," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:65-67.

In order that test results be more useful to the teacher, norms which approximate realistic reader levels need to be established. There is a need for development of pairs of tests which are intended to test listening comprehension as reading potential and reading achievement as pupil growth. It is essential to educate teachers about the purposes of testing and how to use the results to plan better learning situations for pupils.

Johnson, Laura S., "The Newspaper: A New Textbook Every Day," *Journal of Reading* (December, 1969), 13:203-206+.

This article presents the results of using newspapers in reading classes. In most instances students having learning problems are poor readers and until their reading improves the other school work will not improve. Like any skill, reading will not improve except with practice and practice won't come from older students until they initiate it. They are willing to do this when they like what they are doing and when it seems to be accomplishing something for them. The newspaper seemed to be the means for getting students to read.

Johnson, Terry D., "A Bibliography For Self-Directed Practice in Reading," *Journal of Reading* (February, 1970), 13:370-378.

One of the areas of concern in college and adult reading instruction is follow up. This self-directing "package" is an index to thirty-six texts and workbooks published for college and adult reading improvement and study skills programs.

Kirby, Clara L., "Using the Cloze Procedure as a Testing Technique," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:68-77.

This study was designed to determine whether scores derived from a cloze test would differ significantly from scores derived from selected silent and oral reading tests. Findings indicate that the Cloze Test, Gates Reading Tests, Gilmore Oral Reading Test and Gray Oral Reading Test do not appraise equivalently the reading attainment of elementary school children in grades one through six. Generally the four instruments identify comparable reading levels for pupils in grades five and six and for sub readers. The findings of this study indicate that the use of a cloze test by classroom teachers for determining instructional reading of children is a promising technique.

Ladley, Winifred C., "*Sources of Good Books and Magazines for Children*," Pamphlet, International Reading Association, Newark, Delaware, Revised, 1970.

This bibliography is a selective one with emphasis upon tests compiled within the period 1960-1969. The pamphlet includes general book lists, books about Children's Literature, magazines containing annotated lists of current material, lists of specialized materials and a directory of publishers.

Leggitt, Dorothy, "Preparing Reading Clinicians in a Summer Session," *Journal of Reading* (February, 1970), 13:355-362.

This summary of a successful summer program for public school reading clinicians details objectives and procedures adaptable to in-service as well as campus courses. Syllabi for remedial reading courses and for practicum in clinical reading are included as well as a discussion of the instructional program.

Levine, Jane B., "Anticipated Development in Research on Dyslexia," (Research, Wesley Schneyer, editor), *The Reading Teacher* (December, 1969), 23:273-275.

A principal stumbling block in studies of dyslexia has been the delimitation of the problem, which is so closely related to underachievement in reading and various other disorders that separating them is difficult. It is easy to understand why studies entitled "dyslexia" and "reading retardation" have focused on similar phenomena or similar population as have studies using the terms "learning disabilities," "minimal brain dysfunction" and a number of other names. Another source of confusion stems from lack of agreement on the definition of dyslexia.

McGinnis, Dorothy J., "Making the Most of Informal Inventories," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:93-99.

The use of informal inventories can be extended to areas other than reading. Observations made during the administration of these inventories produce facts which form the bases of hunches regarding the child's reading disability and why they have developed. These hunches must be integrated with other data before they can be accepted or rejected. This requires evaluation of each inference so as to determine whether it is relevant, material or consequential. Each material and consequential inference will become an integral part of the diagnosis. The combined use of informal inventories and observations can be a valuable addition to the teacher's repertoire of skills in studying the child.

Miracle, Brian, "The Slow Reader—Born That Way or Taught That Way?" *Reading In Montana*, Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, Eastern Montana College, Billings (Fall, 1969) 7:33-36.

Teachers do not teach students. No teacher has ever taught a student anything. All learning is personal. All learning occurs within the person. The teacher simply sets the stage. At times he may become one of the players upon the stage. However, learning itself must, in the final act, happen within the learner. Only through the relationship which exists between the teacher and the student can the student finally participate in the very personal act of learning.



Page, William, "Environmental Context: Key to a Broader Spectrum On the Word Recognition Scene," *The Michigan Reading Journal* (Winter, 1970), 4:17-20.

Environmental context includes those aspects of the environment which modify the thought and expectations of the reader encountering a word. We are touching upon the relationship of language, thought and reading. In combination, these three enigmas represent a set of interrelated structures which are inexhaustible.

Pauk, Walter, "A Practical Note On Readability Formulas," *Journal of Reading* (December, 1969), 13:207-210.

The author raises the question of speed and accuracy in the application of two new readability formulas. Fry's formula revolves principally around two factors, average sentence length and aggregate number of syllables in the sample. McLaughlin's formula, simply stated, revolves around but one factor, the aggregate number of three or more syllables in the sample. After two decades, the Dale-Chall formula is still in use which revolves around two factors, a list of 3,000 common words and the average sentence. It was found that the two new formulas took much less time but were not as reliable.

Quarles, J. M., "Emotional Maladjustment Disability," *The Michigan Reading Journal* (Fall, 1969), 3:49-53.

It can be concluded that no definite statement can be made as to whether or not emotional maladjustment is a cause only, is an effect only, or is only part of the reciprocal relationship. Boise points out that further investigation is needed to determine the exact extent of the relationship. Studies, however, have revealed that in order for a child who is handicapped in reading to improve, he must overcome his sense of insecurity, hopelessness and discouragement. The teacher and other people involved in the child's welfare should seek to root out the cause of the emotional disability be it the home, school or personal.

Reichard, Cary L., and William R. Reed, "An Investigation of Format for Reading Material for the Educable Mentally Retarded," *Journal of Reading* (February, 1970) 13:363-366.

The authors experimented with spacing and marginal ad-

justment to determine how these factors affect readability for mentally retarded pupils. It was found that the use of variable line spacing and right margin verification appeared to have a definite and desirable effect. Further and more extensive research relating to this matter is currently being carried on.

Slobodzian, Evelyn, "Use of the Illinois Test of Psycholinguistic Abilities as a Readiness Measure," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor) International Reading Association, 13:43-48.

Results of individual scores on the I.T.P.A. have practical implications for the kindergarten or first grade teacher. A program for developing readiness for reading can be planned to provide for individual needs. As stated by Monroe and Rogers alert teachers working daily with young children develop a remarkable sensitivity to the language background and potential of each pupil. But even experienced teachers find it difficult to identify and describe the specific aspects of language skills which together make up the individual child's language power.

Smith, Nila Banton, "The Many Faces of Reading Comprehension," *The Reading Teacher* (December, 1969), 23:249-259.

Reading instruction had no comprehension face at all until 50 years ago. The corpus of reading instruction was that of teaching word recognition. Then suddenly a change took place. Standardized tests were developed. In order to use the tests in reading it was now necessary to ask questions on content rather than having children read orally. With the emergence of the present new period in reading instruction under the general educational influences of placing emphasis on the thinking skills, comprehension which first stuck its head above the surface in the 1920's seems to have developed many faces.

Smith, Richard J. and Thomas Burns, "The Effects of Different Instructional Practice on Student Enjoyment and Interpretation of a Ballad," *Journal of Reading* (February, 1970) 13:345-354.

The major findings of this study are that given a particular ballad and certain instructional objectives, the particular instructional practices employed before students read the ballad seem to make a difference in their ability to interpret the ballad

correctly. Students who were given some background information and told which word and word groups to read carefully were better able to interpret the ballad than students who received no instruction, background information and read the ballad orally.

Stebbens, L. Duane and Bernard R. Belden, "Retention of Gains in Reading after Five Semesters," *Journal of Reading* (February, 1970), 13:339-344.

This study was concerned with the ability of university and college students to acquire and then retain reading skills over a three year period of time. Consideration was also given to the effect of academic experience upon the reading skills of college and university students. Although the control group made significant gains in reading skills over a five semester period of time, the gains made by the experimental group were much greater. Academic experience and maturation may account for a part of these gains but it appears that formal training significantly affects reading abilities.

Sullivan, Gerald D., "What's New In the Language Arts?" *Reading in Montana*, Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, Eastern Montana College, Billings (Fall, 1969), 7:1-4.

This article attempted to take a glancing blow at each of the communication skills—reading, speaking, writing, penmanship, spelling and listening. He mentioned some of the pressing items of concern to teachers and administrators.

Tremonti, Joseph B., "The Role of the Home in Promoting Reading," *Reading in Montana*, Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, Eastern Montana College, Billings (Fall, 1969), 7:45-50.

The first teacher of a child, for better or worse, is the parent or parents. Morally and legally the responsibility rests entirely and completely upon their shoulders. The parents can be guided and counseled but they must be prepared to take the credit for success or blame for failure. Educational facilities are provided for all children but these should not be a substitute but a supplement to the parent's own teaching.

