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Reading

HORIZONS



FALL 1968

Reading **HORIZONS**

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Editorial Comment

TEACHER POWER

A massive, militant drive for power by teachers has become apparent. The National Educational Association and the American Federation of Teachers are blacklisting cities, imposing sanctions, and recommending the use of the strike. Eventually this drive for power will spread to every school district in the country, and strikes will increase manyfold. Apparently teachers are "up in arms" and really intend to fight for what they want and believe they deserve. They no longer want to be the optimistic Pollyannas and the dedicated Uncle Toms.

Is this drive for power a good thing for teachers, schools, and children? Will it lead to a higher degree of professionalism on the part of teachers? Will unionism and collective bargaining help to raise professional standards and provide better teaching? Do nurses, physicians, policemen, and military personnel have the same right to put on a drive for power? These questions require careful consideration on the part of the American people.

Surely, there are better solutions to the injustices and apathy on the part of school boards. American fathers and mothers are interested in the education of their children and undoubtedly will work out collective bargaining laws with adequate penalties which can prevent strikes. Compulsory and binding arbitration can become a protection of all the people against the power plays of some of the people. Teacher power, like white power, student power, and black power, cannot exist for itself alone.

Homer L. J. Carter
Editor

LINGUAL DEVIATION, VISUAL PERCEPTION, AND READING ACHIEVEMENT

Dolores Warner
UNIVERSITY OF CALIFORNIA

Progress in reading instruction depends to a great extent on perception and cognition. Perception depends upon the performance of sensory organs, quality of the circumstances attendant to the act of perception and the attitudes and predisposition of the perceiver which affect the quality of his perceptual performance.

Perceptual acuity commences during the first hours of life. Curiosity regarding the environment and the extent and depth of interaction with his environment profoundly affect the perceptual development of the individual. Language usage is a method by which interaction with the environment is achieved and curiosity is assuaged. Later language permits an individual to formulate and express emotions and ideas and in this way to acquire information about and a relationship with other people and his environment.

Oral Language

Strickland, Hildreth and Frasier stressed the importance of oral language in reading readiness and reading achievement. Sofietti advocated an instructional program in reading, spelling and writing in which there was much vocalization. He contended that it is in the vocalization of language that meaning is triggered for the individual. With regard to the importance of oral language, Lefevre recommended that learning of the graphic system should proceed by analogy to the prior learning of the spoken language. Lado concluded that learning to read and write implied that the language is known and that what is being learned is a graphic representation of that language. According to Fries, learning to read involves developing rapid recognition responses to graphic shapes. However, the relationship between the patterns of oral language underlies the understanding of the graphic patterns in reading. Fries concluded:

The process of learning to read is the process of transfer from the auditory signs for language signals which the child has already learned to the new visual signs for the same signals.

Lingual Deviation

However, when the oral language which the child speaks differs

from that which he will learn to read, the transfer from auditory to visual symbols may be hampered. Such lingual variation results partially from bilingualism and/or from the use of dialects which are deviations from standard English usage. Zintz and Noel found that parent and family lingual usage has a strong impact on the child's language and that cultural factors are a significant factor in lingual usage. McCarthy as well as Beck and Saxe concluded that the geographical location of the home and its similarity to, or difference from, those in the larger environment will have a bearing on the lingual pattern used by children. McCarthy pointed out that as the child grows and his environment expands beyond the home and family, the influence of the child's peers exerts increasing influence on the lingual patterns which he uses. She concluded that peer influence is very strong and pressure for conformity is always present. Worley and Story concluded on the basis of their research that socioeconomic status is a significant variable with regard to the level of lingual ability. Siller reached similar conclusions on the basis of his investigations, also focused on language and socioeconomic level. Templin has reported that speech development, especially with regard to sentence length and complexity, is related to socioeconomic status. He further indicated that lower-class children demonstrated less lingual development and ability than did middle or upper-class children. Deutsch found that children in lower socioeconomic groups had less capability in areas of abstraction. This could certainly influence the amount and type of language which such children have at their command. In turn, this could have an influence on their progress in developing skills in reading and language arts.

In addition to this, it is vital to explore the effect that lingual deviation may have on other modes of perception. For example, audition may be affected due to the masking of sounds which the individual does not use in his own oral language. Also, does lingual deviation affect visual and auditory discrimination?

Criteria

With regard to the criteria which should be applied in designating standard, acceptable English usage, Chomsky cautioned that "grammaticalness is only one of the many factors that interact to determine acceptability." He also pointed out the importance of recognizing the points of connection between syntax and semantics. According to Lefevre, there is a sentence pattern which is related to the function order for word groups. This word or function order in sentence patterns is most important due to the structure in American English

sentences. Lefevre also pointed to phonetics as an important criteria. Fries mentioned meaning derived from grammatical structure as a function of the signalling pattern which is inherent in language. Thus, criteria mentioned by linguists as criteria for establishing what is considered standard English usage include: grammar, syntax, vocabulary, phonetics and meaning.

Thus, there is a consensus among linguists and educators as to the importance of oral language and its role in the development of skills in reading. It is important to explore the effect of lingual variation upon reading in connection with covariates which apply such as age, sex of pupil, intelligence and socioeconomic level. It is also important to control for the influence of the interviewer on the lingual pattern used by the pupils. Love's study with French-speaking children demonstrated the significant influence which the identity of the interviewer had on the lingual pattern of pupils. Chall and Feldmann have cautioned, as a result of their research, that among the shortcomings of many studies concerning language has been the failure of the investigators to account for that very effect. In addition to the foregoing considerations, the influence of lingual usage should be explored in connection with visual perception as well as reading achievement, controlling for all of the covariates mentioned.

Because such a study appeared to merit attention, a proposal was submitted to the Research Committee of the UCLA Academic Senate for funds to support such a project. Support was granted.

The Study

Method

Permission was obtained from Santa Monica Schools for third and fourth graders in two schools to participate in the study.

Lingual Deviation

A structured interview previously used in a pilot study was used individually with pupils in order to determine the extent of lingual deviation. This structured interview utilized a check sheet which included the following criteria:

I. Grammar:

- 1.0 Sequence
- 2.0 Agreement
- 3.0 Tense

II. Vocabulary:

- 1.0 Transition
- 2.0 Auxiliary

III. Pronunciation:

- 1.0 Vowel
- 2.0 Consonant
- 3.0 Initial Omission
- 4.0 Terminal Omission
- 5.0 Intonation

For the purpose of this study, sequence referred to the order of words within sentences; agreement implied the agreement in number between subject and verb; transition was used with regard to one part of speech being used for another, e.g., “cool” an adjective used as a verb means calm down; auxiliary referred to the use of auxiliary verbs. The first four areas under pronunciation were all concerned with the proper pronunciation of entire words. Each time an error was made in any of these categories the researcher indicated this using written notation on the check sheet. Intonation referred to cadence and expression used in speaking.

Visual Perception

Visual perception was explored in terms of the ability to perceive letters in series of three, six and nine and to (1) reproduce the letters and (2) determine any pattern with regard to their placement, i.e., alphabetical. Analysis was made for responses with regard to accuracy in initial, medial and terminal position. Reproduction refers to the ability to reproduce what the pupil had perceived on the exposed slide. Identification referred to the ability of the pupil to determine when alphabetic sequence was being used. The latter skill was checked by randomly exposing among slides which were in alphabetic order, a special set which were in alphabetic order except for one letter referred to as the deception. While reproduction focused on perceptual skill and memory span, identification focused on the same skills plus the ability to apprehend or comprehend the logical pattern and the illogical deception within it. Only children with normal vision participated.

The set of slides and timing for exposure were developed in a prior pilot study. Time exposure was as follows:

- slides with three items: three seconds
- slides with six items: five seconds
- slides with nine items: seven seconds

An interim of five seconds was provided pupils between slides in order that they might transcribe their responses.

Emotional Reaction

The emotional reaction of the pupils with regard to their participation in this study was determined by using a check sheet and rating scale ranging from one through nine. Criteria established for this evaluation of pupil reaction involved amount of verbalization on the part of the pupil, interest in the interview, degree of cooperation, etc. The nine-point scale provided gradations ranging from 1-none, 3-little, 5-moderate, 7-considerable, to 9-extreme, with regard to the evaluation of pupil ease during participation in the study. This feature was included in the study since attitude or set on the part of the subject is known to affect perceptual and/or lingual proficiency.

Hypothesis

The study was designed to test the Null Hypothesis of no difference between pupils of four ethnic groups with regard to reading achievement, lingual deviation and visual perception, with intelligence, sex of pupil, age, grade level and socioeconomic level held constant.

The Sample

One hundred and sixty pupils participated in the study, which was designed to explore the extent of lingual deviation, perceptual acuity and reading achievement within four ethnic groups, Caucasian, Mexican-American, Negro and Oriental. Participants in the study included: 40 Caucasians, 40 Mexican-Americans, 40 Orientals and 40 Negroes. One school was in a lower middle class area and the other in an upper lower class area. Ages ranged from seven years to ten years, three months with a median group age of nine years, three months. Intelligence ranged from 77 to 144, while the median intelligence quotient for the group was 130.6. Eighty-six boys and seventy-four girls participated, of which 88 were fourth-graders and 72 were third-graders.

Scope and Delimitation of the Study

The study involved boys and girls of four ethnic groups: Caucasian, Negro, Oriental and Mexican-American at third and fourth grade level in two schools—one in a lower middle class socioeconomic area, the other in an upper lower class socioeconomic area. Lingual deviation, visual perception and reading achievement were under consideration.

Procedural Steps

A pilot study was conducted to determine the criteria for exploration of lingual deviation and visual perception. A standardized check

sheet was developed for use in structured interviews with pupils to explore lingual deviation. A series of slides was prepared involving letter patterns in order to explore visual perception for placement—initial, medial and terminal letters and also visual memory span.

School administrators were contacted and permission obtained for the study. Prior to the start of the study, scheduling was arranged for interviewing and visual testing. All interviews were conducted at the schools during the school day within the time span of a few weeks. Format of interviewing and testing was randomized and each child was interviewed and tested during a time span of specific duration. Information concerning age, sex, intelligence and reading scores was obtained.

Control Procedures

All of the interviews were conducted by a single researcher and all visual perceptual testing was conducted by a single researcher. Interviewing and testing were done in random order for ethnic groups. Time required for all interviewing at each school was six school days. Each interview and test of visual perception lasted ten minutes with each phase taking five minutes. Exposure times for the slides in the visual perception phase were as follows: group one with three items, three seconds; group two with six items, six seconds; and group three with nine items, seven seconds. Exposure times had been established in a pilot study undertaken prior to the present research, as had procedure for interviews exploring lingual deviation.

Instruments

Reading achievement was obtained on the basis of the *California Achievement Test*. Interviews for lingual deviations and slides used in testing for visual perception had been designed and tested for effectiveness in previous pilot studies. Socioeconomic status was determined according to occupation of parents and use of census tract data with residence address.

Statistical Procedure

Analysis of Covariance was used to analyze the interaction between variables, the independent variable being intelligence, dependent variable being reading achievement and the covariates being socioeconomic level, sex, grade placement, age, emotional reaction to the interview, lingual deviation and visual perception.

Stepwise regression was then used in order to determine the rank according to significance of variables which demonstrated a strong

relationship to reading achievement. Within established degrees of freedom, hypotheses were examined at the .01 and .05 levels of probability. Because stepwise regression deals with only continuous variables which are covariates, grade placement, socioeconomic status and ethnic groups could not be included. Discriminant analysis was done to determine rank order of significance of variables according to ethnic group.

Hypotheses

The hypotheses formulated for this research were considered in terms of the Null Hypothesis of no relationship with regard to reading achievement for the following variables:

Hypothesis

- 1.0 Ethnic group
- 2.0 Intelligence
- 3.0 Socioeconomic level
- 4.0 Sex
- 5.0 Grade placement
- 6.0 Age
- 7.0 Emotional reaction to interview
- 8.0 Lingual deviation
- 9.0 Visual perception

Findings

Analysis of Covariance revealed that grade placement and intelligence had a stronger relationship with reading achievement (.01) than did perception (.10) or lingual deviation (.15). Comparisons of the latter two variables appeared to indicate that perception was more strongly related to reading achievement than was lingual deviation.

The use of stepwise regression revealed that the rank order of variables which interacted significantly with reading achievement were: intelligence, conversational tone, those perceptual, cognitive and retentive skills involved in reproducing a visual pattern of nine letters and identification of the medial deception in the pattern, degree of transitional tendencies and use of incorrect tense in grammatical usage, lack of precision in consonant pronunciation and lack of ability to identify and reproduce nine items in a logical sequence.

Listing of Hypotheses as Validated

Hypotheses

- 1.0 *Ethnic group.* No significant differences were found between

ethnic groups with regard to reading achievement when intelligence was held constant.

2.0 Intelligence. Significant differences were found between ethnic groups in reading achievement. However, when intelligence was held constant, there were no significant differences between ethnic groups with regard to reading achievement.

3.0 Socioeconomic level. No significant difference was found between ethnic groups in reading achievement with regard to socioeconomic levels (lower middle and upper lower levels).

4.0 Sex. No significant differences were found between ethnic groups in reading achievement with regard to sex of pupils.

5.0 Grade placement. A significant difference was found between ethnic groups in reading achievement with regard to grade placement.

6.0 Age. No significant difference was found between ethnic groups with regard to reading achievement on the basis of age.

7.0 Emotional reaction to the interviews. No significant difference was found between ethnic groups in reading achievement on the basis of emotional reaction to the interviews.

8.0 Lingual deviation. A significant difference was found between ethnic groups in reading achievement with regard to lingual deviation in terms of pronunciation of vowels.

9.0 Visual perception. A significant difference was found between ethnic groups in reading achievement with regard to visual perception in terms of perception and discovery of logic in sequence of six and nine letters arrays in which there are alphabetic deceptions.

The step-wise regression indicated that the rank order of variables of significance with regard to reading instruction included visual perception, intonation, pronunciation and intelligence (table 1).

Conclusions

Intelligence appeared to be the variable most related to reading achievement within a comparison of four ethnic groups. Grade placement was also a significant factor as was lingual deviation in terms of pronunciation. The aspects of visual perception which proved to be significant with regard to reading achievement also involved aspects of intelligence, since cognitive ability was required to identify the pattern in which the letters were arranged; discriminative skills were involved in order to determine deception, if any, and memory span was important, in order to recall the letter pattern in reproducing it on paper.

Aspects of intelligence most significantly related to reading achieve-

ment appear to involve skills of identification and discrimination as well as memory span.

Recommendations

The vital role of intelligence with regard to reading achievement has been recognized. The results of this study indicated that there are aspects of intelligence which influence the ability of pupils to make progress in reading. The ability to understand the concepts involved in making discriminations and memory span are two aspects of intelligence which affect reading achievement. Therefore, ability grouping which typically involves the use of intelligence quotients in reading group organization is not sensitive to the effect of those cognitive skills so closely linked with intelligence. Due to many factors, such skills are developed in a most individualized manner; and such development is contingent on many variables, so that satisfactory or higher intelligence quotient is not consonant with their optimum development.

It would be helpful for teachers to have information concerning the development of such cognitive skills as are involved in memory span and the ability to make discriminations. Teaching techniques and related instructional materials could be used in encouraging the development of such intellectual factors which are apparently reading-related skills.

With regard to ethnic group, the results of this study indicated that when intelligence was factored out, there were no significant differences between ethnic groups with regard to reading achievement. Therefore, reading instruction which included consideration of such intelligence-linked sub-skills should be emphasized with all pupils, regardless of considerations of ethnic identification. That is, on the basis of this study, there would appear to be no support for an emphasis on instruction with regard to particular ethnic groups, but rather an instructional program in which all pupils participate which focuses on the development of such reading-related skills as memory span and the ability to make discriminations.

Appreciation is extended to Santa Monica Schools for their cooperation and to principals Mr. Henry Behrens and Dr. Vincent Correll.

TABLE 1
STEPWISE REGRESSION: RELATIONSHIP OF VARIABLES
TO READING ACHIEVEMENT IN RANK ORDER OF
SIGNIFICANCE

<i>Hypothesis</i>	<i>Variable</i>	<i>F Value</i> (.01=6.63) (.05=3.84)
9	Perception: 6 item repro.	29.8**
2	Intelligence	16.6**
8	Intonation	11.3**
9	Perception medial identification (9 items)	6.8*
8	Lingual deviation transition (grammar)	3.9*
	consonant (pronunciation)	3.4
	tense (grammar)	3.2
9	Perception identification/reproduction 9 items	1.9
	9 items and repro.	1.3

** significance at .01 level

* significance at .05 level

TABLE 2
DISCRIMINANT ANALYSIS

<i>Variables</i>	<i>F Score</i> (.01=6.63) (.05=3.84)	<i>Means</i>			
		Caucasian	Oriental	Negro	Mexican-American
Intelligence	10.4**	107.29	107.42	97.02	102.50
Perception					
9 item-medial	7.3**	5.05	3.60	2.97	4.32
9 item-intial	5.6**	5.55	4.62	5.35	6.80
medial (all)	5.8**	19.50	20.59	20.22	18.34
6 item-terminal	7.7**	4.57	3.37	3.20	3.87
Lingual deviation					
vowel pronunciation	5.6*	1.25	1.37	3.15	1.47

** significance at the .01 level

* significance at the .05 level

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PRINCIPALS MUST FACE THE ISSUES AND MEET THE CHALLENGES OF IMPROVING THE READING PROGRAM

Joseph B. Tremonti, C.S.V.

LOYOLA UNIVERSITY, NEW ORLEANS, LA.

The principal has a vital interest in the reading program in today's school. The complexity of our social order, coupled with parental anxiety about reading, has forced the principal to become deeply involved in a knowledge of the purposes and techniques of reading instruction. More than ever before the community wants to know what happens in its school.

They are concerned about their children's chances for success in school; some of these have cause for concern. According to a study conducted by the University of Illinois, 48 per cent of American high school students are seriously handicapped by poor reading. The National Council of Teachers of English reports that 4,000,000 elementary pupils have reading disabilities. In the early grades, poor reading causes almost 100 per cent of school failures.

A recent study by the American Personnel and Guidance Association on School Failures and Dropouts stated that the way to dropping out is paved with failures. Particularly significant is failure to learn to read; three times as many poor readers as good ones leave school before graduation.

Recent studies show the following findings:

1. As many as 16 million Americans are functional illiterates. They cannot read above the 4th-grade level.
2. Eight million adults over the age of 25 cannot read the equivalent of a daily newspaper.
3. Twenty-seven per cent of army draftees fail the mental examination because they are disabled readers.
4. Fifteen per cent of our high school graduates are seriously handicapped readers.
5. Twenty-five per cent of the students in the elementary grades cannot read as well as their potentials would indicate they should.

Certainly it is easily agreed that reading is the most important, the most useful of all learning tools in the school. In fact, it has been estimated that 80 to 90 per cent of the study activities in the average school require skill in reading for successful achievement. The average

school student can learn to read actively with both speed and intelligence, only if we will help him.

Points for Consideration by Principals

Principals must remember that reading skills are the very heart of the school program. The reading program is composed of many skills which are woven together for the benefit of the student. There are four growth areas in reading skills—word identification, speed, meaning or comprehension, and study skills. Each area entails many skills and sub-skills.

The principal must keep an open mind and withhold judgment in regard to all the innovations; there are many methods and materials coming out concerning the reading skills, and the principal should be slow to choose. He should use extreme care and much careful thought before he goes to one method or the other.

Work for more adequate training of teachers; the in-service education program should be adopted to increase the knowledge and improve the performance of the teachers in the school. Television and audio-visual devices and demonstrations should be used. The employment of a special reading teacher to go to various rooms and demonstrate the skills that are used in subject matter areas is recommended. Also, a committee of teachers to examine any new literature that comes from the press should be appointed.

Perhaps a few cautions against misuse of the basal reader are in order. Flagrant misuses include these: considering the basal reader itself as the basis for the whole reading program; using one grade level of the basal reader with an entire class regardless of the different instructional levels of the children (for instance, everyone in the second grade reading the second grade reader when some should be reading in the third grade reader and some in the primer); setting up the goal of having children cover all pages in a certain reader as the end point objective of a semester; insisting that the children not work with a reader higher than the grade represented in the classroom in order that that particular book would be fresh for the next teacher; permitting children to keep their basal reader in their seats or desks or taking them home thus providing an opportunity to become familiar with all the material before the teacher develops it; using the teacher's guide either as a prescription to be followed doggedly or ignored entirely; confining reading instruction largely to reading stories from the reader without a sufficient number of interspersed periods of practice devoted to the skills; using workbooks indiscriminately with all children; requiring purposely the rereading of books, using the

content of readers which is mostly literature as the basis of developing all of the study skills needed in the different study fields.

Maturation levels should be considered in reading. There is much pressure from parents and other groups and organizations to teach children to read while in kindergarten, because they have heard or read about various programs where three and four year old children are being taught to read and want this done for their children and in their schools. There is no question but that this can be done, as has been proved by recent research, but the question is should these two, three and four year old children be taught to read? Specialists have wondered whether the child is mature enough to be taught. Will these skills still be with him when he is old enough to practice them again in school? If he is able to pronounce the words, is he able to grasp the content of what he is reading? All these things have to be taken into consideration.

Another consideration for principals is to develop a better taste for reading worthwhile material. They should take a strong stand for the kinds of materials they provide and waken enthusiasm in teachers in trying to overcome this problem. Instructionally we have made excellent progress in increasing the amount of reading, but are we making equal progress in regards to what they read?

Principals should put thought into what the student is encouraged and taught to read and like. A recent survey shows that students (high school and college level) and adults as well are reading comics, way-out science fiction, police and crime stories, sports and so on in preference to good literature.

Problems Facing the Principals

The challenges or problems that are before us if we are to have a sound reading program are these.

First challenge: The need for a systematic program of professional stimulation, study, and teacher growth within the school. It is to be noted that the most gains in this program have been made where the principals have been working behind the scenes to stimulate, guide and direct a program of professional growth on the part of their teachers. Greatest gains are made where teachers are working as a team for professional improvement and toward specific goals. These goals for improvement are sought in all areas.

Another method which can help is for the principals to encourage the teachers to look into past data concerning information on ability, adaptability and so on in an effort to make an honest appraisal. This will inform the teacher where the strengths and weaknesses are and

they will know better where to put forth more effort or try a new technique.

One goal a principal might have is for all to work together in some specific area where there is a need.

How Well Do Principals Help the Reading Program?

There are four parts to any reading program in a school. The first part consists of the regular developmental reading which teaches the basic reading skills of word recognition and comprehension. The second part is the remedial reading program which is necessary for the child who simply did not achieve to his capacity in the developmental program or missed it entirely, and it is necessary and essential for him to have this work. Reading difficulties can sometimes be remedied by a little extra effort. The third part is the application of these skills in all the content subjects, whether they be math, science, English, history, or literature and done by a single teacher in elementary school or by subject area teachers in junior and senior high school. The fourth part of the reading program is supplementary reading that is provided for through access to an extensive number of text books as additional reading to basic studies as well as a varied supply of library books that are used in connection with the content subject as background and as unrestricted free reading. This practice should take into account the books in the local public library as well as the books the child has access to at home.

Do principals help this program? In mentioning some points on both sides of the question, I will first take a negative stand. They often have teachers who are poorly prepared and who do not have good techniques; and the principals do not help when these teachers do not have adequate help to improve themselves. I think that any teacher can become a better one with proper help from the administrator, principal, supervisor, or superintendent.

Another way in which I think principals hurt the reading is when they require a teacher to teach outside his field of preparation. Often an English teacher is asked to take charge of the reading program even in junior and senior high school though he is not prepared to do so; while another teacher who is competent and has had training in the reading program is not given the opportunity. Of course, if principals do ask for and assign reading teachers to supervise and carry out the reading program and give them the help and assistance that is necessary for a successful reading program, they will indeed help the reading program.

Another abuse occurs when administrators pinch the budget and

refuse to approve money for the materials which are necessary for a basic reading program, or when they waste money on expensive machines or gadgets instead of getting the necessary books and materials which the reading teacher has asked for. Too often these machines wind up collecting dust in the basement and the money spent on them does no one any good. Every school, elementary or otherwise, needs a library that contains a wide variety of books as well as sufficient number. Where this library is available and accessible, children will read books in connection with the reading course and other books as well; they will thus broaden their outlook on other subject areas.

Another failure in building an adequate reading program occurs when principals buy a specific system for teaching reading that teachers cannot teach, that is not adapted to the age and kind of children who come to the school. Some of these systems that are being sold have the teacher doing thus and so on the first day and thus and so on the second day and so on in a simply impossible sequence. Children are individuals and have to be taught and respected as such. The reading program has to be geared to their speed, intelligence, and ability to carry it out.

The foremost way in which the principal can help the reading program is by providing a time and place for teachers to teach. While this prerequisite sounds like something that is taken for granted, it is not necessarily so. With the crowded conditions of today, the place for teaching may not be the principal's fault, but the time may be. There are continuing interruptions: someone comes in with a message, a child needs to go some place for speech correction or music instruction, or the loud speaker blatantly says "now hear this." The teacher should have an uninterrupted period of time in order to put across the point she is trying to make. Other things such as the drive for funds for various campaigns, taking care of lunch money, taking care of milk money, etc., should be handled by someone other than the teacher. She should have her time taken up by teaching if we are to get proper benefits from her program. Only principals can alleviate this situation.

Principals can also help if they have the knowledge of the methodology of how reading is taught. Principals who merely think they know how to teach reading do not actually help the reading program. Those principals help the reading program who get themselves qualified by taking courses on reading, or by reading research, or by asking their teachers who know how to give them the necessary information.

Another way in which principals can help their school and thus the reading program is not to allow pressure groups to run their

schools. When principals protect the teachers, they protect professional standards.

The principal can help the entire school program by backing up the teacher's method of teaching and discipline so that students, parents, and community will know that complaining to the school board about a teacher will not help them. Otherwise the teacher is placed in an untenable position, and principals will see the result in lowered morale and internal strife.

Principals who allow teachers to attend meetings are helping the teacher to help himself; or allowing the teacher to attend a session at another school that will help him in some particular aspect of his work. Assistance such as this not only helps the teachers, but allows for a much closer relationship between teachers and principals by which both mutually benefit.

Here are some questions that each principal needs to answer. First, are you completely sold on the importance of reading in an age of mass media? Or, do you believe that it is foolish to spend so much time on a skill that will be outmoded in another 20 or 30 years? The literary experience is one of the most profound in the life of man. It keeps cultures alive, makes instruction from such books as the Bible and famous philosophers possible; it joins the minds and times together for the better management of our world today.

Do you believe that it is necessary for reading to be taught at all levels, elementary, junior and senior high school by qualified instructors? Is it not just as important to keep abreast with the reading program as it is the math or science program? After all, a good reader will better understand all other subject matter.

Do you believe that all subject area teachers have a responsibility to teach reading as it affects their subject?

When the teachers in the school are not qualified, do you believe that the school should provide an adequate in-service program for them?

Do you believe that effective reading programs are predicated upon a sound grouping policy?

Do you believe that adequate materials must be provided?

Do you believe that special reading classes should be staffed by reading specialists for children with reading problems?

These are some of the questions that principals should ask themselves when thinking about the reading program in their school.

Some Answers to the Problems

Here are some steps that have been taken by principals who have successful reading programs in their schools.

1. The principal, superintendent, and teachers should acquaint themselves with the various types of programs, materials and techniques that are available. Then a study should be made of the children in the school to determine the learning habits of the students and their present capacity to read. The results would possibly determine the type of program for the particular school. Most tests will show that the reading problem is an all-school problem and an all-school developmental program would best help this situation. This would enable the slow, normal, and gifted students to all become better readers.
2. Everyone needs to become interested in reading: the parent, teacher and the principals. We need to keep stressing the fact that every teacher is a teacher of reading until this fact becomes a reality and reading becomes, in fact, the concern of all—the teacher, the pupil, the parent and the community. Developmental reading is not the same as remedial reading. It is for all students regardless of ability because it helps to improve reading skills. One thing that must be remembered is that students are individuals. As such some will be below, some at, and some above the academic level. And the need is to develop a concept of teaching that adapts to differences in reading and in capacity to learn.
3. The principal must evaluate his present program with the help of his staff to discover the areas of success or failure and to discover the teachers who are leaders in the reading program.
4. The principal must set up a program of in-service education of teachers. Lack of professional preparation in reading at the pre-service level on the part of many teachers enrolled at elementary, junior and senior high school levels is evident. The amount of training in reading provided by school systems at the in-service level needs expanding. While most teachers have had some training to teach reading, they often feel inadequately prepared to teach reading effectively. Unless help is provided they become confused and discouraged. Also teachers who received their training many years ago need help in the new methods of teaching reading.

For the principal to promote better learning: We should try to the very best of our knowledge and ability to educate children in the elementary school by, first, placing about 20 pupils, not more than

25, with the best-educated teachers we can find; we should provide a learning materials center in the school that would be a joy to behold; we should provide consultant help for the teacher, specialists who could help them with particular children and with particular instructional problems; specialists in teaching remedial reading and in teaching other things as well as specialists in teaching in all areas encompassed by the school program; but the classroom teacher should be the basic organizer and planner for the group and the individual in the class. This radical plan will cost money, it may even double current expenditures for education. I am prepared to state that I believe Americans will pay their share of the cost because they believe that our children today have to have a better education than that promised by other countries across the sea, who are working for our downfall. I think that the education of today's children is much more important than getting to the moon first.

We need to replace teachers who after a year or two of trial are obviously not qualified by background of culture, educational level, personality, drive and dedication to be members of a highly qualified professional team. We need to do so even if they do have husbands living in the community.

We should employ in every elementary school an instructional secretary to serve the teachers. While principals need secretaries also, it is more important for teachers to have secretaries. A secretary should not be assigned to more than 12 teachers. Professional persons need highly trained assistants. That is to be noted in the validity of the teacher aide idea.

We need to group children on a multi-age, multi-grade plan, the placing of about 7 or 8 six-year-olds, 7 or 8 seven-year-olds, and 7 or 8 eight-year-olds in a classroom with a teacher. We need to organize two-teacher schools in other words, thus children would stay with the same teacher for three years. In this arrangement, they make more progress. Even if the task is harder on the teacher, it is better for the children.

We need to provide the basic classroom teacher with other kinds of assistance and materials such as audio-visual aids, taped T.V. shows that could be used by small groups as well as large ones, listening tables, models, space and equipment so that several different groups or individuals can proceed simultaneously.

In my opinion there is great validity to the self-contained classroom in the elementary school. If we do not overload the classroom with too many children, if we provide consultant and resource help for

the teachers, if we employ well-educated, interested, cultured, professional persons as teachers, if we quit trying to pinch pennies at the most crucial point in our national survival, the education of our children will reap the benefits.

The heart of the educational process is the interaction between human beings, the teacher and the pupil. What we need to do if we want to improve education is to improve the possibility and quality of the action: better teachers working with fewer children.

Education of high quality costs money, lots of money. Good teachers, teaching a maximum of 25 pupils, backed by good and substantial materials, with a good secretary, still offer the best means of providing a good education, particularly at the elementary-school level.

In summary, the answer to our original question depends upon whether or not principals hire teachers who can teach; furnish adequate materials in order to teach children how to read; support methods based on sound principles; provide adequate libraries; arrange for adequate space and time to teach the basic aspects of the reading program; maintain an open mind about methods of teaching reading, and make judgments on the basis of information, not opinion; withstand irresponsible pressure groups; support teachers in their methods and discipline; and provide an in-service program for the improvement of reading based upon what the teacher needs. The result will be a constant and enriched reading and learning atmosphere for the children.

WHERE DID MY COUNTRY GO?

Janet Peters

Where did my country go?
The one I loved so.
Where I could walk unafraid
The one where plans could be made.
The one where all are free
To be what they want to be.
Where one and all could grow
To heights only God could know.
It grieves my heart to see it die.
Even those who do it know not why.
Each American black or white
Must join together and do what's right.
Lay down your clubs and join your hands
Show the world for what America stands.

READING AROUND THE WORLD

Wilhelmina Faunce

Several years ago while driving through Scotland, I saw boys and girls neatly dressed in their school uniforms with book-bags over their shoulders, obviously on their way to school. The thought occurred to me that it would be very interesting to know how children in other parts of the world were being taught. This year when my husband was invited to direct an alumni world tour during the spring term, I decided this was the chance of a lifetime to incorporate into the trip a study in comparative education.

Acting on the advice of Dr. Dorothy McGinnis, I wrote to Dr. Dorothy Kendall Bracken of the International Reading Association, for names of persons interested in reading, whom I could contact in the countries included on our trip. The replies from most of the people I wrote to were prompt and enthusiastic, dates were set and final arrangements for interpreters were completed.

Armed with eight basic questions regarding the teaching of reading, and a new camera, I started out for my first visitation in Tokyo, Japan. Through the courtesy of Mr. Takahiko Sakamoto, Director of the Department of Reading Science of the Noma Institute of Educational Research, I was met at the hotel by his associate Miss Kazuko Takagi, who was to be my hostess and interpreter for the day. Racing through the crowded streets of Tokyo in a taxi is an unforgettable experience. After the initial shock of innumerable close calls, I was able to collect my thoughts and ply Miss Takagi with questions I had about education in Japan.

Today the elementary schools of Japan are much like those in the United States with the exception that more time is spent learning to read and write because the language is far more difficult. Children are required to attend school for at least nine years and the government pays most of the cost of their education. Six years are spent in elementary school and three years in junior high. After this period they are required to take examinations to enter high school. Senior high school is a three year course of study. The percentage of students going to junior and senior high schools is second only to the United States.

The school year begins in April and there are three "main vacations." In most schools children attend classes five and a half days a week. During summer vacations they are expected to do homework assignments. Another interesting fact is that both boys and girls are required to take domestic science in the fourth grade. Children enter

school at the age of six, however some have gone to private kindergarten before entering public school. Many children can read before entering school because Japanese parents place a high value on education and they feel that it is their obligation to prepare their children for the school experience.

The taxi stopped in front of the Den-en-chofu Elementary School, a large building with an enrollment of 1200 students and thirty classrooms with about forty children in each room. We were met at the front entrance by Mr. Sakamoto, my host, and Mr. Usui, the principal of the school, and ushered into the front hall where we removed our shoes and put on woven grass slippers. All of the children follow the same procedure except that they put on white rubber-soled slippers with a strap over the instep and their outdoor shoes are placed in lockers by the door. I could not help thinking how much our school custodians would appreciate this custom.

Mr. Sakamoto had preceded us to the school so that he could arrange with the teachers a time schedule for visiting the rooms in order that I might see reading classes in session. We were shown into the principal's conference room where we were served tea until the exact time arrived to visit the first classroom. Mr. Usui, the principal, did not speak English so any questions that I wished to direct to him had to be interpreted by Mr. Sakamoto.

As we walked into the second grade classroom we were greeted by the teacher and introduced to the forty children, who had risen to their feet when we walked in. They remained standing until we were properly seated at the rear of the room. The classroom was equipped with wooden desks and chairs, a television set to be used with their educational television programs, and a public address system. Hanging on the back of each chair was a large book-bag. The man teacher was preparing to introduce the story of "Five Chinese Brothers," and each two children shared a large paper-back copy of the book. The second grades have five sets of storybooks similar to this one. The teacher was using an excellent set of chart pictures to accompany the story for purpose of analyzing the plot and the characters. Reading is always taught to the class as a whole, on the theory that the slow readers learn from class discussion.

Japanese books are printed, as we would say "from back to front," their front cover would be our back cover. Writing and printing is in vertical columns from right to left. The children use ballpoint pens and pencils for writing, but for handwriting class they use a brush and

powdered ink mixed with water for practice in the formation of formal characters.

We visited a third grade where the teacher was using a portable chalkboard which she set over the stationary chalkboard so that she could preserve the experience story for the next reading lesson.

We observed a fifth grade where the teacher's aim was to help the children understand in depth the main idea of the author and how he developed the characters in the story. The children read fluently and all of them seemed eager to participate in the discussion. When the teacher asked a question many hands went up and the children said something that sounded like a chorus of "Hi-hi-hi." This was rather unexpected in a highly structured classroom atmosphere but it was explained that they were saying "I know the answer."

There are no retentions and a child always remains with his own age group. In early elementary grades the girls learn the reading skills more quickly than boys, but in grades four, five and six, the boys seem to catch up. In upper elementary, girls excel in handwriting and this, according to Mr. Sakamoto, is attributed to the fact that girls like to do artistic things, while boys at this age are more interested in physical activity. At the end of the year standardized tests are used for comprehension. Mr. Sakamoto is very interested in this phase of education and the tests used in the Den-en-chofu School are a product of the Noma Institute, of which he is Director of Reading Science.

Mr. Sakamoto's father Dr. Ichiro Sakamoto is a professor of educational psychology and children's culture at Japan Women's University and president of the Japanese Society for the Science of Reading. Dr. Sakamoto presented a paper on "The Scope of Reading in Japan," at the First World Congress on Reading in Paris in 1966.

Hong Kong—Kowloon

Mr. Ng from the Department of Education in Hong Kong was my host and interpreter for the visitation to the Fuk Wing Government School in Kowloon. As we drove from the hotel to the school he had many interesting facts to help brief me for the visit.

Twenty percent of the students receive free tuition. This is provided by the government for children whose parents cannot afford to pay the \$8.00 a year for tuition. There are one-half million primary school children in the Hong Kong-Kowloon area between the ages of six and twelve and the government finances tuition for approximately 100,000 of them. Many of these children come from the floating sampan population of Aberdeen and the families are very poor. There are 102 school units and most of the schools are operated on double

sessions, with two sets of children, two sets of teachers, and two heads of school. The morning session goes from 8:00 to 1:00, and the afternoon session from 1:30 to 6:30. School starts in September and there are two hundred days of school, with seven weeks of vacation. There are many Mission Schools supported by religious groups and some schools are built by non-profit organizations which are subsidized by government agencies. These are called "Subsidized Schools."

We went to the office of the Head Teacher, Mrs. Tai, who spoke English very well. There she served us tea while making arrangements for us to visit the classrooms.

The forty-five second grade children stood as we came in but as soon as we were seated they became so involved in their reading lesson that they forgot we were there. All of the children were dressed in white blouses, dark short pants and skirts. Mrs. Tai explained that the parents do their best to provide the children with these uniforms but many children are so poor that they have only one outfit and it gets very dirty. The parents of some of the children are illiterate hawkers selling their wares on the streets.

The Chinese characters are logograms with one sign for each word. There is no alphabet as each character is an entity in itself. The children write beautifully but their reading is very laborious at the second grade level. They are taught to read first and to recognize characters later. Reading is in vertical columns from right to left. It is interesting to note that when advanced students are taught English, they recognize the whole word as they have learned the Chinese language.

Early elementary is called Junior 1-2-3. The children are not allowed to take books home because they are so eager to have "a book" that they would never return them. Many homes do not have a single book. As in Japan, there is no grouping in the teaching of reading—it is taught to the whole class.

The buildings are not heated and sometimes get quite cold as the temperature gets down as low as 40 degrees. The average temperature is 60 degrees in winter and 83 degrees in summer.

Bangkok, Thailand

Unfortunately school did not open in Bangkok until the week following my visit, so I was unable to see the children in school, however, through the courtesy of Dr. Leo Fay of Indiana University, I had the pleasure of visiting a friend of his, Dr. Seela Chayaniyayodhin, a professor of Education at Prasarn Mitr in Bangkok, Bangkok. Dr.

Seela has written a curriculum for the language arts in Thailand and is particularly interested in the field of reading.

The law, in effect since 1921, states that education is compulsory for children from age seven to fourteen, although some children do not start until age eight. The lower elementary is from the first to the fourth pratom and the upper elementary is from the fifth to the seventh pratom. The law making the fifth to seventh pratom compulsory is not yet in effect in the entire country, but has been expanding since 1966.

The Thai language is complex in alphabetic structure and also in the fact that, other than in the very beginning stages, all of the words are connected in writing. As a result of these complexities there is a high failure rate in the first year of school. There are 44 letters in the Thai alphabet, of which 27 are vowels. Children learn to write their own name first, and in the new type of schools the whole word and meaning is taught, whereas in the old days children learned the alphabet first. There is a great need for remedial reading, but as yet the need has not been recognized. Reading from the fifth pratom on is directed toward a study of literature.

Children are considered literate after lower elementary is completed, at about age eleven. The literacy rate as of 1965, is about 67.7 percent. The school year goes from about May 17 to August 17, and August 27th to the King's birthday on December 5, then from the middle of December to March, which is the time for annual exams.

New Delhi, India

Through a chance meeting on the plane to New Delhi, a well-educated Indian industrialist provided me with some very interesting facts about education in India. At the present time education in India is not compulsory, but on the new five-year plan which will start in 1969, it is hoped that this will be included. Many children go to private kindergarten at ages three, four and five, and they start public school at the age of six. The children who have had the advantage of kindergarten are usually able to read by the time they start the first grade. There is no readiness program in the public schools and the children start to read as soon as they enter the first grade.

Many big business firms invest in private schools for the children of their staff. The elementary and middle schools are set up like the American schools but the 10th class is called High School. College specialization follows in the 11th and 12th years, which are called Intermediate and the 13th and 14th years are called Graduation. Then

the 15th and 16th years are called Post-graduation when one specializes by studying one subject six days a week.

I had a short interview with a reading consultant at the International School in New Delhi. The children who attend this school are primarily from families of diplomats, the military and government employees. English is the number one language spoken in this school but many of the children are not from English speaking families so the remedial reading teachers are faced with problems much different than ours. Hindii is required for all third graders as a second language and continued until it can be spoken fluently.

Istanbul, Turkey

Mr. Abdulla On from the Ministry of Education arranged for a visit to the Bayazit Elementary School which serves as an experimental school for Bayazit University. Mr. On called for me at the hotel and was a most gracious host and interpreter throughout the day.

There are seven hundred elementary schools in Istanbul, twenty-nine kindergartens connected with the government schools and about one hundred private kindergartens. The children are required to go to school two hundred days a year with about the same school calendar as we have in the United States. School is in session five and a half days a week. Some of the public schools are on a double session with two sets of children and two sets of teachers. The morning hours are from 8:30 to 1:00 and the afternoon hours from 1:00 to 5:30. The Bayazit School is slightly different because it is an experimental school, so the children are there a full day.

Mr. Altan, the principal, did not speak English but he had many questions to be interpreted, about our elementary schools in the United States. Bayazit School has four hundred and forty-six children, eleven classrooms and eleven teachers. We were there just in time to observe the second grade class of forty-five children begin their reading lesson. Again I was surprised to see the children being taught in one large group. The speed of reading seems to be an important factor and each teacher I met proudly showed me the record of progress from the beginning of the year to the month of May. The children were seated at wooden tables covered with white tablecloths. There were about eight or ten children at each table. Each child had his own book-bag hanging on the back of his chair and the bag served a dual purpose of holding pencils, paper and books, as well as a means of carrying homework. The third graders were reading their weekly newspaper called "Sinix Belgisi."

I learned that the Turkish language consists of twenty-nine letters,

of which eight are vowels. Words are completely phonetic and reading is taught by the "new system," which is the whole word approach. The education system is patterned after the French plan, with elementary being five years, secondary is three years, and lycee is three years. In the sixth grade there is a choice of a second language, usually English, French or German, which is then studied for three years.

After lunch we visited a fourth grade where I was invited to play a little game with the children. They pronounced a Turkish word which I wrote phonetically on the board (and because the language is phonetic, the word was usually right). They watched me carefully to see if I would make a mistake, and if I did, they had great fun laughing at me. Then they in turn learned the English word meaning the same thing. I think this might have gone on for the rest of the afternoon had not Mr. On rescued me.

The literacy rate in Turkey is about fifty percent as many of the children drop out at the end of the primary school and for this reason primary education is basic and vital to the citizenship of the future of the Turkish people.

Before taking this trip I asked a friend who had spent a year in Turkey at what age children started school. He laughed and repeated the method the back-country people use to test the child's readiness for school. These people are often just too busy to get around to register the birth of their children, so they are not exactly sure of the age of their children—but if a child can reach over the top of his head with his right arm and touch his left ear, he is old enough to go to school. I haven't tested out the theory, but it will be interesting to know whether it is valid.

Comparative education forces us to look objectively at our own system of education. We may be justly proud of the progress of public education in the last half-century. We are richly endowed with good school buildings, libraries and text books but someplace along the way, our elementary students have adopted a passive attitude toward learning. Education has become a duty rather than a privilege and we face the problem of impressing upon them that "Knowledge makes for better living."

It may be that we need to establish better communication between home and school by involving parents in the teaching methods and enlisting their help to praise and encourage their children. We might borrow from the Japanese who have educated their parents to assume the responsibility of providing a rich background of experiences before the children start school. It is the opinion of the writer that individual-

izing education is a step in the right direction, but we are still looking for practical teaching methods for the classroom teacher to meet these needs.

THE FRUIT

Lucille B. Reigle

As I bit into the cool, sweet
Sun-bloomed plum, I murmured:
Ah, it was not an apple
That toward knowledge of
 Good and Evil
Eve was enticed.
It was a plum.
 Forgive me
If I've judged her
The mother of
Tears, rancor, and distress.
I'd chance all that
For a second plum.

ECHOES FROM THE FIELD

Ronald A. Crowell

The Homer L. J. Carter Reading Council elected the following officers for this school year:

Jennie Schneider, President, Kalamazoo Public Schools.

Leona Hefner, President-Elect, Portage Public Schools.

Blanche O. Bush, Past President, Kalamazoo Public Schools.

Betty LeRoy, Secretary, Gull Lake Community Schools.

Lois VanDenBerg, Treasurer, Western Michigan University.

Jeanne Hightower, Membership Chairman, Kalamazoo Public Schools.

Ronald Crowell, Publicity Chairman, Western Michigan University.

This year's program promises to be one of the best ever and will be highlighted by a visit, at the November meeting, from the president of the International Reading Association, Dr. Leo Fay. The theme of the total program this year is "Creative Adventures in Reading."

The first meeting will be held Thursday, September 26 at 7:30 P.M. in room 215 of the Western Michigan University Student Center. Dr. Richard Percy, Superintendent of the Kalamazoo Public Schools, will speak on "Reading and the Social Scene."

A workshop featuring the actual production of reading aids and materials will be held Thursday, October 24, at Hillside Junior High School. The program will be preceded by a potluck supper at 5:45 P.M. and all people are urged to attend this also. There will be a materials fee of \$2.00 for this program only.

Dr. Leo Fay will speak at the third meeting, Thursday, November 21, in room 159 of the W.M.U. Student Center at 7:30 P.M. His address is entitled "Progress Breeds Problems." This outstanding program will be co-sponsored by the Calhoun Reading Council.

"Camel Halters, Fezzes, and the Tales of the Hodja" will be presented at the February 20th meeting by Gerry Blanchard, Director of the Instructional Materials Center for the Waterford Township Schools. This program will be held in Portage at the North Junior High School Little Theatre.

As in the past, the final meeting will be the annual dinner meeting featuring the President of the Michigan Reading Association, Norma Conklin, from Ferris State College. Her topic will be "It's Later Than We Think." Dinner will be at 6:30 P.M. in room 159 of the W.M.U. Student Center.

DID YOU SEE?

Dorothy J. McGinnis

The August 1968 issue of the *Journal of Learning Disabilities*? It contains an interesting article by David A. Sabatino in which he describes various child behaviors which may be responsible for learning.

"The Treatment of Specific Dyslexia in a Community Mental Health Centre?" This paper, appearing in the same issue of the *Journal of Learning Disabilities*, reports the experience of the first year of operation of the Dyslexia Clinic and analyzes the first fifty completed cases.

Ideas for Teaching Inefficient Learners, Booklet C, an Academic Therapy Publication? This is a collection of specific methods, compiled by an experienced therapist, for practical application in helping children overcome various deficiencies in learning.

Alex Bannatyne's article, "Diagnostic and Remedial Techniques for Use with Dyslexic Children," appearing in the summer 1968 issue of *Academic Therapy Quarterly*? In this article Dr. Bannatyne classifies various causes and types of dyslexia and discusses diagnosis and remedial tutoring.

WE SUGGEST

Eleanor Buelke

Creber, J. W. Patrick

Sense and Sensitivity

London, England: University of London Press LTD, 1965, pp. 253.

The great mammals are extinct or enslaved,
or tranquilized and tagged, then left to wander—
not widely, for now another species,
weak in itself, but having words as its weapon and armor,
swarms everywhere on earth.
It conquers by force of words,
and shields each conquest with words,
and dreams in words of being its own law.¹

A sincere look at the present-day world does, indeed, uphold the truth of the poet's observation. Man, everywhere, uses his language for conquest, for protection, and for dreams of a better world. What a solemn responsibility is entailed for those who teach about language and its use if men are to become masters, not servants, of the dreams their words help to create! Teachers assume part of this responsibility when they help to ensure that a child's language *is* his own, the outcome of his own perception and imagination, not memorized, or copied, to order.

A main premise of Mr. Creber's book, *Sense and Sensitivity*, is that no aspect of language can be taught in isolation, that, ideally, the relationship between language and experience is very close. He maintains that no dichotomy exists between the interests of the pupil and the interests of the subject. Consideration of words is valuable only in reference to an experience to be communicated. If a pupil is to comprehend or communicate the experience, it "must be relevant, so that he may feel some urge to explore it or share it with others."

In Part One of this book, the author writes about systematic training of the imagination and the emotions. He believes such training is actively conducive to a high level of technical competence with language. In Part Two, he explains principles of technical skills in language, and illustrates them by classroom practices and applications in reading and writing. Principles and methods described here deal with the teaching of English in secondary schools; many apply equally well to elementary school instruction.

1. Malcolm Cowley, "Here With the Long Grass Rippling," *Saturday Review*, (August 24, 1968), p. 23.

Teachers may make use of varied stimuli to create "a classroom atmosphere of heightened awareness" in which the training of an active sensibility may take place. Approaches outlined in the book direct the child's sensibility toward even familiar scenes and experiences in a way to awaken his appreciation of the world around him, and to enable him to find expression, inside of school, for part of the enthusiasm inherent in his youthful personality. Following the lessons in learning to perceive, growth of consciousness is stimulated in children by helping them to organize their perceptions. They are encouraged to handle a first-hand experience in a more adult way by communicating and understanding its mood through recognition, selection, and emphasis of related details. Next, the writer aims at deepening and broadening children's insights into other people's feelings and behavior. Here, reading literature which extends sympathies of students by subjecting them to experiences involving imaginative cognition goes hand-in-hand with imaginative composition.

For education of the emotions and imagination to be effective, it must include other creative acts than language itself. Creber suggests the dramatic experience as one more way to help students reconcile the reality of the outside world with their own private worlds. Like the arts of language, it may aid them in coming to terms with themselves. In a background which stimulates and nurtures the child's heightened awareness of his environment, of his personal involvement in his world, and of both his real, and his empathic, human relationships, he can relate linguistic skills to each other, and to the whole business of communicating ideas.

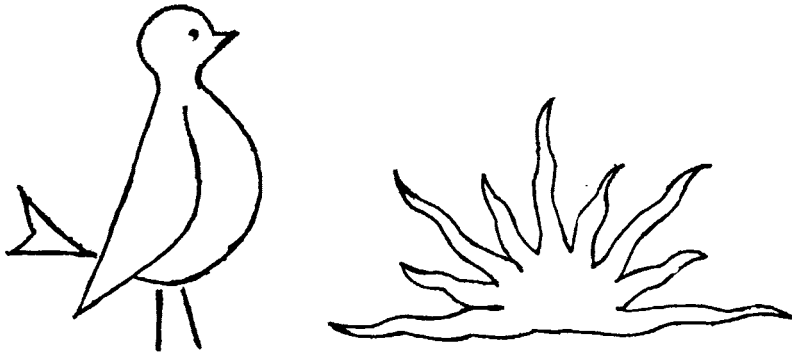
In this volume, Creber has postulated that, through training and use of his senses and his sensitivity, man learns to make his language personal and meaningful. In a similar vein, Hayakawa addresses teachers and pupils alike when he says:

. . . We all tend to go around the world with our eyes shut unless someone opens them for us.

And this eye-opening, then, is the tremendous function that language, in both its scientific and its affective uses, performs.

. . . In the light of the subtleties of feeling aroused in us by literature and poetry and drama, every human experience is filled with rich relationships and significance.²

2. S. I. Hayakawa, *Language In Thought And Action*, p. 327. New York: Harcourt, Brace and World, Inc., 1964.



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Readers,

One of the greatest problems facing a teacher is finding appropriate reading material for her students. It is impossible to have first-hand knowledge of a representative selection of books on the student's reading level and also to keep pace with the scholarly works which are so important to the teacher. There are many bibliographies, some good, some poor, but there are few which are excellent and annotated.

We are fortunate indeed in having someone who read *and* compiled a superior list of books for Junior High School students. This list is broken down into several sections and we will present them one section at a time in this and subsequent Round Robins. Our heartfelt thanks to Mary P. Small.

Dear Editor:

The annotated bibliography which follows is the result of my examination of a variety of materials available for teaching reading to retarded readers in junior high school. The bibliography includes trade books, short story collections, series books, and textbooks and workbooks. A list of the selection aids which I consulted is also included. The range of reading difficulty of most of the materials listed is from fourth grade through seventh grade. I have made no particular attempt to examine materials for the severely retarded reader.

I have reviewed these materials primarily from the point of view of their potential usefulness in an individualized reading program, in which each student selects his own reading materials and progresses at his own rate. I have therefore been most interested in becoming familiar with trade books and with some of the less forbidding collec-

tions of short stories, since these will presumably be the basic materials for such a reading program.

Except for the four books published in 1965 or later, all of the trade books which I read are listed in one or more of the book lists on pages 16-17. The reading level by grade was obtained from these sources and is indicated on the bibliography in parentheses by the symbol *rd*. In addition, all of the titles except for the most recent (*The Outsiders*, published in 1967) appear in the *Junior High School Library Catalog** or in the annual supplements to the *Catalog*. The quality of the books varies considerably, although all of them are acceptable; I have commented in the annotations only on books that in my judgment are especially good. I have also indicated which books are clearly of interest primarily to boys or to girls and which books appear to be primarily of interest to and suitable for older junior high school students. Finally, I have indicated which of the trade books are included in "Favorite Books of Disadvantaged Youth," a list of about 80 titles prepared by the Young Adult Services Division of the American Library Association. Because of their urban settings and realistic portrayal of some aspects of urban adolescent life, I have included four books—*Jazz Country*, *Durango Street*, *The Outsiders*, and *North Town*—too recent to appear on the lists of books recommended for poor readers. I expect that these books are popular with teen-agers, particularly from the eighth or ninth grade on up, and I would guess that the reading level of these books is about seventh grade.

Sincerely,
Mary P. Small
Reading Improvement Teacher
Northeastern Junior High
Kalamazoo, Michigan

Trade Books

Amerman, Lockhart. *Guns in the Heather*. New York: Harcourt, Brace and World, 1963. 191 p. Fiction. (rd 7)

Jonathan Flower is kidnapped from the school he attends in Scotland by ruthless foreign agents intent on preventing his father, an American with a secret government job, from interfering with their operations.

* Shor, Rachel, and Estelle A. Fidell, eds., *Junior High School Library Catalog*. New York: H. W. Wilson, 1965.

Bonham, Frank. *Durango Street*. New York: Dutton, 1965. 190 p. Fiction.

The second day that Rufus Henry is in the Durango Street Housing Project, he is forced to violate his parole and join a gang in order to gain protection against another gang out to get him. (Boys; suitable for 9th grade up. Listed in "Favorite Books of Disadvantaged Youth.")

Burnford, Sheila. *The Incredible Journey*. Boston: Little, Brown, 1961. 145 p. Fiction. (rd 6-7)

A Siamese cat, an old English bull terrier and a Labrador retriever set out on an adventurous 200-mile journey across the Ontario wilderness to return to their master's home. (Especially good; portrays animals sympathetically, credibly, and whimsically.)

Clarke, Tom E. *The Puddle Jumper*. New York: Lothrop, Lee and Shepard, 1960. 191 p. Fiction. (rd 5)

Arne Petersen, the son of a bush pilot in Alaska, flies with his father whenever he can but is too anxious to fly by himself to wait until he is 18 and old enough for a commercial pilot's license. (Boys)

Felsen, Henry Gregor. *Hot Rod*. New York: Dutton, 1950. 188 p. Fiction. (rd 7)

Bud Crayne, who has the fastest car in town, boasts that "Speed will get you anywhere." He learns that there is more to handling a car than just speed. (Boys. Listed in "Favorite Books of Disadvantaged Youth.")

Frank, Anne. *The Diary of a Young Girl*. Garden City, N.Y.: Doubleday, 1952. 285 p. Nonfiction. (rd 5)

Anne Frank and her family, along with another family, spent two years hiding in a "secret annex" during the Nazi occupation of Holland in World War II. The diary Anne kept during this period reveals the fear, the misunderstandings, and the boredom felt by people confined day and night to a few small rooms at the back of an office building and Anne's own feelings and concerns as an adolescent girl. (Excellent; a highly perceptive commentary on human relationships and on adolescence. Listed in "Favorite Books of Disadvantaged Youth.")

Gault, William Campbell. *Dirt Track Summer*. New York: Dutton, 1961. 191 p. Fiction. (rd 5)

Tom and Skipper Ludlow, sons of a famous racing mechanic, and their friend Jose Lopez spend a summer doing dirt-track racing in their rebuilt Crager. (Boys)

Gipson, Fred. *Old Yeller*. New York: Harper, 1956. 158 p. Fiction. (rd 5)

During the summer of 1860, when fourteen-year-old Travis is left as head of the family while his father drives cattle from Texas to Kansas, an ugly yellow dog attaches himself to the family and takes on fighting bulls, thieving raccoons, a bear, and a mad wolf.

Graham, Lorenz. *North Town*. New York: Crowell, 1965. 220 p. Fiction.

David Williams and his family move to North Town, where David finds that although the situation for Negroes is quite different from that in the South, he still has to face many problems. (Listed in "Favorite Books of Disadvantaged Youth.")

Heinlein, Robert A. *Citizen of the Galaxy*. New York: Charles Scribner's Sons, 1957. 302 p. Fiction. (rd 7)

Young Thorby is sold in a slave market to Baslim the Cripple, a beggar, on the planet Jubbul. Thorby finally discovers the secret of who he is and why Baslim bought him. (Boys. Probably too difficult and sophisticated for retarded readers in junior high school.)

Hentoff, Nat. *Jazz Country*. New York: Harper and Row, 1965. Fiction.

Tom Curtis, a high-school junior whose ambition is to be a jazz musician, meets by chance the famous Moses Godfrey. Through Godfrey and his friends, Tom learns what it means to be a jazz musician—especially a white jazz musician. (Listed in "Favorite Books of Disadvantaged Youth.")

Hinton, S. E. *The Outsiders*. New York: Viking, 1967. 188 p. Fiction.

Ponyboy, a "greaser," narrates a story of the conflict between the "greasers" from the wrong side of town and the upper-middle-class "socs" and the tragic results it has for a group of teenagers in a southwestern city. The author is a seventeen-year-old. (Suitable for 9th grade up. A realistic and psychologically subtle treatment of urban adolescence; serious themes dealt with seriously.)

Hunt, Irene. *Across Five Aprils*. Chicago: Follett, 1964. 223 p. Fiction. (rd 6)

When the Civil War begins and the men in the Creighton family go off to fight, ten-year-old Jethro has to take over his father's farm in southern Illinois. The effects of the war on this family are seen through Jethro's eyes as he becomes a man during the five years of the war. (Newberry Medal, 1964)

James, Will. *Smoky, the Cowhorse*. New York: Charles Scribner's Sons, 1954. (First published in 1926) 310 p. Fiction. (rd 6-7)

Clint, bronc buster for the Rocking R ranch, is the only man who can ride Smoky without being thrown. One winter Smoky is stolen from the range and becomes quite a different animal from the spirited horse Clint knew. (The cowboy's vernacular in which the story is told may make reading difficult for some students. Unfortunately, the only real villain is "a half-breed of Mexican and other blood that's darker." Newberry Medal, 1927.)

Kjelgaard, Jim. *Big Red*. New York: Holiday House, 1956. (First published in 1945) 254 p. Fiction. (rd 5)

Dan, a trapper's son, is allowed to train a champion Irish setter. Their adventures in the Wintapi wilderness include run-ins with a wolverine, an escaped prisoner, and Old Majesty, the great outlaw bear. ("A favorite boy-dog story."—Strang)

L'Engle, Madeleine. *A Wrinkle in Time*. New York: Farrar, Straus, 1962. 211 p. Fiction. (rd 5)

Meg, her five-year-old brother Charles Wallace, and a friend, Calvin O'Keefe, discover that there is a wrinkle in time when they are taken by three strange friends to find Meg's father, who has been missing for a year on a secret mission in outer space.

Neville, Emily. *It's Like This, Cat*. New York: Harper and Row, 1963. 180 p. Fiction. (rd 5)

Davie Mitchell acquires a stray cat from an eccentric neighbor and because of the cat meets Tom Ransom, a troubled college student, and Mary, a girl his own age. (Newberry Medal, 1964. Listed in "Favorite Books of Disadvantaged Youth.")

O'Dell, Scott. *Island of the Blue Dolphin*. Boston: Houghton Mifflin, 1960. 184 p. Fiction. (rd 5)

When the rest of her people leave the rocky island of San Nicholas, some 75 miles off the California coast, a twelve-year-old Indiana girl named Karana is left behind and lives alone on the island for eighteen years. Based on an actual event. (Very good, the first-person narrative is simple and believable. Newberry Medal, 1961)

Stolz, Mary. *Who Wants Music on Monday?* New York: Harper and Row, 1963. 267 p. Fiction. (rd 5)

Cassie Dunne, who is often bluntly honest, can't understand her pretty, self-centered older sister Lotta, but she admires her older brother Vincent, a sophomore in college. (Girls, especially 9th grade up. All of Stolz's books are listed on "Favorite Books of Disadvantaged Youth.")

Terhune, Albert Payson. *Lad: A Dog*. New York: Dutton, 1947. (First published in 1919) 371 p. Fiction. (rd 7)

A story based on a real collie—Sunnybank Lad—who lived on the author's estate in New Jersey. ("Terhune's stories of this and other collies are among the most popular of all dog books."—Strang)

Tunis, John R. *Go, Team, Go!* New York: Morrow, 1954. 215 p. Fiction. (rd 7)

The Ridgewood high school basketball team wins the state tournament; but conflict, in which the whole community becomes involved, develops the next year between the over-confident team and coach Hooks Barnum when he puts the B team in after the champions lose the first game. (Boys)

Ullman, James Ramsey. *Banner in the Sky*. Philadelphia: Lippincott, 1954. 252 p. Fiction. (rd 5)

The villagers of Kurtal claimed that the Citadel—the highest mountain in Switzerland—was unclimbable. But sixteen-year-old Rudi Matt is determined to climb the mountain on which his father was killed and joins the expedition of the famous climber Captain Winter. (Boys)

TEN-SECOND REVIEWS

Blanche O. Bush

Flexibility in reading is the product of an attitude and environment that offers the reader a maximum of psychological freedom and safety.

—Paul Conrad Berg

Arnold, Richard D., "English As A Second Language," *The Reading Teacher* (April, 1968), 21:634-639.

Several assumptions were made by the author in considering the most appropriate way to teach reading to disadvantaged children who are learning English as a second language or dialect. To date insufficient empirical data have been gathered to validate these assumptions based on Mexican-American children in Texas. However, the author feels that these assumptions are reasonable. (1) The disadvantaged Mexican children have a different experiential background. (2) The children are undeveloped in visual perception abilities associated with learning to read. (3) The children's knowledge of English is highly inadequate. (4) The auditory discrimination abilities associated with success in beginning reading are grossly underdeveloped.

Blake, Howard E. and Gabriel Cohen, "Innovation In Oral Language," *The Reading Teacher* (April, 1968), 21:647-653.

In the Soloman Schecter Day School, a small private Jewish school in Philadelphia, the children study two languages, Hebrew and English. Efforts on a school-wide basis have provided opportunities for children to experiment with and express language. From these experiences children seemingly better understand the power of the English language and its importance to them.

Burkott, Ann P. and Ambrose A. Clegg, Jr., "Programmed vs Basal Readers in Remedial Reading," *The Reading Teacher* (May, 1968), 21:745-748.

The purpose of this study was to compare two methods of teaching reading in a remedial situation as measured by the behavior of the subjects in silent and oral reading tests and in spelling. No significant differences in the effectiveness of the

two reading methods, programmed instruction and a developmental program, were evidenced.

Butts, Gordon K., "How Effective are Audiovisual Materials?" *The High School Journal* (May, 1968), 51:343-347.

In deciding on the effectiveness of any audiovisual material certain assumptions must be made. (1) Educational efficiency can be measured only in one place—the classroom. (2) The most important element in any school is the teacher. (3) The keys to classroom efficiency are the relationships, the motivations and the strategy that the teacher uses in teaching. Words are still the most potent teaching force we have. Audiovisual materials must help teachers become better communicators.

Criscuolo, Nicholas, "Sex Influence on Reading," *The Reading Teacher* (May, 1968), 21:762-764.

Sex differences and their effect on educational progress have received renewed interest lately. It is advisable that classroom teachers become sensitized to this problem and seek ways in the instructional program to offset the inequality of the sexes particularly as it affects progress in beginning reading.

Courtney, Brother Leonard, "Some Fresh Thought in the Content Areas," *The Michigan Reading Journal* (Spring, 1968), 2:24-32.

Courtney presents fresh thought in the content area by answering four questions: (1) How extensive and effective are existing reading programs? (2) Is it reasonable to expect that improved content area teaching will help to allay our recognized problems? (3) How much reading instruction is going on in the content area classroom? (4) How may we effect better support for reading instruction in the content area?

Cramer, Ronald L., "The Influences of Reading on Spelling Achievement," *The Michigan Reading Journal* (Spring, 1968), 2:36-38.

A close examination of the studies cited indicated that the following conclusions are warranted: (1) There is sufficient evidence to indicate that reading ability and reading instruction can promote spelling growth. (2) Recency of words encountered in reading may aid spelling achievement for good spellers but apparently makes no significant contribution to growth in

spelling for retarded readers. (3) Reading improvement has less influence on growth in spelling achievement for retarded and poorer readers than for good readers. (4) Reading vocabulary appears to be most closely related to spelling success at the elementary level. (5) Word recognition difficulties are closely associated with poor spelling achievement.

Downing, John, "British i.t.a. Research," *The Reading Teacher* (April, 1968), 21:640-645.

British i.t.a. research shows conclusively that T.O. is a major handicap for teachers and students of reading in English. The ultimate solution for the educational point of view would be the correction of the defects in a conventional English orthography. Research should be conducted in the practicability of such reform. Downing stated that i.t.a. is a definite improvement on T.O. but i.t.a. itself is in need of refinement.

Drew, Mary, "Workbooks Make Us Sick," *The Michigan Reading Journal* (Spring, 1968), 2:40-44.

Workbooks can be used wisely for reinforcement of reading skills, for student evaluation and application of these skills, for independent student reading and as a diagnostic tool. Used with these purposes in mind workbooks will enhance the basal reading program for the student and assist the teacher. Do most teachers use workbooks wisely?

Ecroyd, Donald H., "Negro Children and Language Arts," *The Reading Teacher* (April, 1968), 21:624-629.

According to the author there seems to be no question that the Negro children who attend a predominantly Negro school in a neighborhood with a low socio-economic level are not learning to read as well as they should. Recent studies indicate that the problem is at least partly related to the oral language the urban ghetto Negro child brings to school.

Flierl, Nina T., "The Reading Skills Class," *The Reading Teacher* (May, 1968), 21:749-753.

This article focused on the daily reading skill classes which have been carried on for four years, and on the follow up study

of nine original students. On the bases of the achievement of these students the reading skills class is continuing as an integral remedial facet of the developmental reading program in this district.

Fry, Edward, "A Readability Formula That Saves Time," *Journal of Reading* (April, 1968), 11:513-516+.

The purpose of this article was to present a revision of the Readability Graph with directions for its use and to present some validity data which compares readability scores on several different formulas. This Readability Graph is presented as a faster and simpler method of determining readability.

Gallo, Donald R., "Free Reading and Book Reports—An Informal Survey of Grade Eleven," *Journal of Reading* (April, 1968), 11: 532-538.

The tremendous influence of friends on reading and discussion is something that a wise teacher takes advantage of in the classroom. Eliminating the threat of grading, minimizing the amount of required writing, and encouraging free discussions about books ought to produce more enthusiasm for reading. Research has shown that completely free reading does increase the amount of reading but does not necessarily tend to improve the taste for good books.

Geerlofs, Marjorie White and Martin Kling, "Current Practices in College and Adult Developmental Reading Programs," *Journal of Reading* (April, 1968), 11:517-520+.

A gap between theory and practice in teaching reading at college and adult levels has been noted in the literature. However, there are several indications in this survey that the gap between theory and practice might be closing. Encouraging, too, was the evidence of a movement toward more individualized instruction, multiplicity of materials, and diversity of programs.

Glass, Gerald G., "Students' Misconceptions Concerning Their Reading," *The Reading Teacher* (May, 1968), 21:765-78.

This paper attempted to alert teachers to some of the self

defeating misconceptions which students have concerning their reading abilities and responsibilities. Glass stated that it is each teacher's responsibility to talk to his students and listen to what they say about themselves to find out what concerns them and what they feel they are or should be doing.

Goolsby, Thomas M., Jr., "Listening Achievement in Head Start," *The Reading Teacher* (April, 1968), 21:659-662.

The purpose of this study was to explore the technique of oral presentation of reading passages and questioning to train non-reading preschool children to answer questions similar to those found in reading skills tests designed for readers. The tentative outcome of this experiment suggests techniques for dealing with Head Start children with respect to reading and readiness in general.

Heckerl, John R. and Russell J. Sansbury, "A Study of Severe Reading Retardation," *The Reading Teacher* (May, 1968), 21:724-729.

From this study, the authors set up certain guideposts to be followed in group therapy. (1) Groups should be small, no more than six. (2) The group should be as homogeneous as possible in terms of reading level. (3) The remedial therapy should be a daily occurrence. (4) A long term program should be planned as little is accomplished in six months or a year. (5) Minimum returns should be expected from a great deal of time and energy invested.

Hicks, Robert A., "Maralee J. Hicks, Mary Kellogg, and Ruth A. Honnen," *The Reading Teacher* (May, 1968), 21:738-739+.

The purpose of this study was to measure the effects of the number of remedial reading periods per week in the reading achievement of third and fourth grade pupils. The results of this study tend to indicate that time allotments are an important consideration in the development of a third grade remedial reading curriculum. No such relationship was demonstrated for the fourth grade pupils. Two sessions per week seemed to be as beneficial as three or four.

Johnson, Marjorie Seddon and Roy A. Kress, Co-editors, "Programs for Disabled Readers," *The Reading Teacher* (May, 1968), 21:706.

Too frequently in the educational setting, efforts of so-called remedial programs seemed to be directed toward the vain objective of getting all children "up to grade level." Another concern about programs for disabled readers has been the degree to which, at least in some schools, they have taken precedence over the normal developmental program. Programs for disabled readers are and always will be necessary but let us be careful to see that they neither result in wasted energies nor allow attention to be drawn away from the more basic job of preventing the development of difficulties in reading.

Kaufman, Maurice, "Will Instruction in Reading Spanish Affect Ability in Reading English," *Journal of Reading* (April, 1968), 11:521-527.

This article describes a study in two New York City Junior High Schools where Spanish speaking students were taught reading skills in Spanish to determine the effect upon their performance in reading English. The study appears to imply that planned transfer of learning from Spanish to English has some value for improving reading ability in English.

Kilanski, Doris M., "A Reading and Guidance Center," *The Reading Teacher* (May, 1968), 21:754-757.

The establishment of a reading and guidance center can be viewed as a preventive measure. The activity carried out in this center could help prevent children from experiencing constant defeat, from continuing on a down-graded path of futility, from eventually giving up altogether, from inevitable existence on the periphery of a successful life.

Klein, Mabelle, "Motivation for Reading," *The Pointer* (Spring, 1968), 12:19.

Over a period of weeks chart stories were written about each child's animals. The boys and girls not only enjoyed reading their stories but also those of the other children. A variety of games and drills based on the reading chart vocabulary was compiled. Lists of the words frequently used became a part of the children's writing vocabulary.

Lowery, Lawrence F. and William Grafft, "Paperback Books and Reading Attitudes," *The Reading Teacher* (April, 1968), 21:618-623.

Results of this study led to the conclusion that the attitudes of the tested children were significantly affected by the supplemental use of paperback books by fourth grade students. Specific causes for changes in attitudes cannot be determined by this study.

Marcus, Fred, "Rx For Teachers of Literature—The Rewards of Rigorous Reading," *Educator's Guide to Media and Methods* (April, 1968), 4:14-15.

Teachers of literature stand united on three fundamental objectives: (1) They want their students to read with pleasure; (2) They want their students to continue reading independently; and (3) They want their students to learn to make literary judgments.

Meier, John H., "A Program for Children with Reading Disorders," *The Reading Teacher* (May, 1968), 21:712-716.

To launch a program to meet the needs of children with reading disorders, five major activities were planned and implementation of them begun in the Rocky Mountain Educational Laboratory: (1) Regional incidence study of learning disabilities; (2) Training program for specialists; (3) Prescriptive programs to provide appropriate learning experiences for the prevention and remediation of individual learning disabilities; (4) Traveling seminar to acquaint classroom teachers with the visible signs of learning disabilities and techniques for their prevention and remediation; and (5) Parental information program.

Melnik, Amelia, "Questions: An Instructional Diagnostic Tool," *Journal of Reading* (April, 1968), 11:509-512+.

If teachers spend most of their time asking questions, a sure way to improve instruction is to develop the art of questioning. The author concludes that if the effective reader is a questioning reader, more and more opportunity should be given to students to formulate and analyze questions themselves. Perhaps in this changing world of expanding knowledge, it is more im-

portant to learn how to formulate significant questions than it is to memorize all the answers.

Michigan Reading Association Professional Standards Committee, Beverly Chamberlain, Chairman, Jessie Blank, Pierce McLeod and Dorothy E. Smith, *The Michigan Reading Journal* (Spring, 1968), 2:22-23+.

The standards for professional preparation and the description of positions in reading instruction were adopted by the Michigan Reading Association on March 10, 1968. The positions in reading instruction were: (1) classroom teacher, (2) reading specialist, (3) reading consultant, (4) reading clinician, (5) reading coordinator, and (6) college teacher.

Moulton, Paul and Ellen Lamar Thomas, "How Teachers Can Help Toward Better Reading," *Reading Improvement* (Spring, 1968), 5:1-13.

Today the art teacher, the music teacher, the industrial arts teacher, even a popular athletic coach all do their part in "operation grade-wide-reading." The author lists nine suggestions that can be used by teachers. (1) In every classroom use test results that throw light on reading. (2) Be concerned that students learn to adjust speed and method to material. (3) Take practical steps to match materials to individual reading levels. (4) Adjust the assignment in view of abilities. (5) Give step by step demonstrations on how to approach reading assignment. (6) Improve comprehension through a well formulated assignment—one that helps students have a purpose for reading. (7) Use questioning to start the use of different comprehension skills. (8) Strengthen background for difficult reading assignments. (9) Help students master the vocabulary of their subjects.

Nason, Doris E., "Remedial Instruction in Reading," *The Reading Teacher* (May, 1968), 21:740-744.

Remedial instruction can never take the place of a developmental program carried on in all classrooms. Whenever remedial teachers are expected to do the teaching which should and could be done by regular teachers the remedial teacher is severely

limited in his opportunities to do those things for which he is most needed. When a teacher is free to teach only those children with severe problems and to assist teachers in learning how to teach reading to all other pupils, the remedial teacher can play an important role in a truly effective total reading program.

Neal, Carolyn M., "Sex Differences in Personality and Reading Ability," *Journal of Reading* (May, 1968), 11:609-614+.

This study attempted to find rudimentary patterns of relationship between the affective domain and cognition by relating personality characteristics (measured on the MMPI and the Kuder Preference Record) to reading ability. Findings indicate that the quiet, thoughtful, feminine, agreeable woman is a better reader and the quiet, thoughtful, cultured man is the better reader among men. In the cases of both sexes, however, it is not neurosis that relates to ability, but the more positive character traits.

Reddin, Estoy, "Listening Instruction, Reading, and Critical Thinking," *The Reading Teacher* (April, 1968), 21:654-658.

This investigation was concerned with whether instruction in listening which utilized various types of approaches and materials would have positive effects upon the development of reading skills and critical thinking. Specifically, data were sought on these questions: (1) Is there gain in reading to identify main ideas and to note details following a period of instruction in listening? and (2) Is there gain in critical thinking following a period of instruction in listening? Age of students and materials used seemingly had a significant effect on the results.

Reilly, David, "Emotional Word Connotation," *The Reading Teacher* (April, 1968), 21:630-633.

This study utilized the word association technique as a means of studying the possible effects of reading material with emotionally disturbed and non-disturbed children. The author stated that reading material that deals with possible sources of emotional conflict is probably not the best to use with emotionally disturbed children. Word association technique appeared warranted along two lines: (1) as a diagnostic aid in establish-

ing those children who have a reading disability in association with emotional maladjustment and (2) as a diagnostic aid in the prediction of future reading disabilities associated with emotional maladjustment.

Summers, Edward G. and James L. Laffey, "Doctoral Dissertations in Reading in Secondary School and College," *Journal of Reading* (May, 1968), 11:605-608+.

This annotated bibliography includes doctoral research reported in Dissertation Abstracts (Ann Arbor, Michigan: University Microfilms) for 1965. It summarizes doctoral dissertations in secondary, college and adult reading. Annotated listings for 1961-1964 have been published in previous volumes of the Journal.

Wall, Sinclair, "Is Your Science Vocabulary What It Should Be?" *Reading Improvement* (Spring, 1968), 5:14-28.

In a large sense all reading begins with a knowledge of words, especially when words are put together into meaningful phrases and then into ideas. A glossary of scientific terms which are the kinds of words needed to read the daily newspapers and magazines with proficiency is very necessary for all students. A suggested method for figuring out the sound and meaning of unknown words is structural analysis.

Warner, Dolores, "Increased Assistance=Increased Achievement in Reading," *The Delta Kappa Gamma Bulletin* (Fall, 1967), 34:41-44.

In a study conducted in 1966 it was found that increased teacher assistance appeared to be involved with increased achievement in reading for first grade children who were culturally deprived. Since culturally variant children do not naturally see the teacher as a helping person it is important that they develop awareness of the teacher as one who does provide assistance and on whom they can rely.

Weintraub, Samuel, Research Editor, "Factors Related to Reading Rates,"—by Earl Hanson, *The Reading Teacher* (April, 1968), 21:663-669.

This resume of research tends to illustrate the complexity of

the reading act and shows that rates of reading are influenced by many different factors, some of which have probably not yet been accounted for. It appears that physiological and psychological, as well as factors outside the reader, may all be involved in affecting an individual's ability to read rapidly. It is also reasonable to note that all children can not be rapid readers.

Whitsell, Alice J. and Leon J. Whitsell, "Remedial Reading in a Medical Center," *The Reading Teacher* (May, 1968), 21:707-711.

This article attempted to answer such questions as, "Why should a teaching hospital have a remedial reading clinic for children? How does a reading clinic in a hospital differ from a private clinic or one in a public school? What are the special advantages of a hospital reading clinic? Who should be in charge of the remedial reading program in a hospital? What is the best use of such a clinic—for the hospital—and for the community? The authors stated that it appears that the greatest advantage of this setting to remedial reading teachers—as well as to each of the other team members—has been the unique opportunity for mutual education and personal professional growth.

Willson, Margaret F., "Clinical Teaching and Dyslexia," *The Reading Teacher* (May, 1968), 21:730-733.

This article describes an experiment designed to investigate the complex problem known as "associative learning difficulty" or dyslexia. The experiment investigated the relative effectiveness of three clinical techniques applied to children having associative learning difficulty for each of whom the most probable of three possible causes of the difficulty had been identified. The results of this investigation revealed the probability that associative learning difficulty is not a unitary disorder calling for a uniform program of treatment. Continued experimentation is obviously in order.

Wilson, Robert M. and Donald W. Pfau, "Parents Can Help," *The Reading Teacher* (May, 1968), 21:758-761.

Working with parents of troubled readers appears to be an area of concern for educators. If acceptable remedial maneuvers are shrouded in secrecy, it is hardly likely that much good is

attained by asking parents to cooperate. Likewise, it is futile to tell parents they are not teachers, and therefore, should not help their child. Reading teachers must be encouraged to take a fresh look at the possibilities of parental cooperation when working with problem readers.

Wilt, Miriam, "Talk-Talk-Talk," *The Reading Teacher* (April, 1968), 21:611-617.

The writer as well as many educators and researchers believe that the best insurance for later success in reading and writing depends upon the facility children have in using and understanding their language. The author discusses the relationship of the oral-aural activities to the initial and continuing program in reading and writing.

Wood, Judith, "Using the Tape Recorder in Teaching Adults to Read," *Journal of Reading* (April, 1968), 11:528-531.

Sixty teachers of adult Basic Education contributed their ideas for using the tape recorder as an instructional tool. The compilation of their ideas was divided for convenience into these general categories: (1) To teach beginning reading, (2) To improve phonetic ability, (3) To improve oral reading, (4) To improve comprehension, (5) To improve motivation, (6) For diagnosis and evaluation and (7) As a supplemental aid.

