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Reading

HORIZONS



Summer 1969

Reading **HORIZONS**

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Editorial Comment

GESTALT THEORY AND READING

Reading can be defined as a purposeful process of identifying, interpreting, and evaluating symbols, words, and ideas in terms of the experiential background of the reader. Without mental content resulting from experience, symbols, words, and ideas are meaningless. Gestalt theory can explain reading as a unified process in which every part-activity such as identifying, interpreting, and evaluating lose their identity and go together to form a new whole much as two parts of hydrogen and one part of oxygen go together to form water.

Perception, a term widely used by therapists and reading specialists, is, according to Gestalt theory, an act of the total organism which results from excitation of sensory receptors and interpretation in terms of the experiential background of the organism. It is unique and personal in nature and involves integration of previously understood "parts" into new "wholes." This integration is creative and, like a watch, is more than the accumulation of "parts."

Gestalt theory is helpful in the remediation of individuals who have difficulty in the perception of form and direction. It aids the therapist in the treatment of children who are unable to associate meaning with printed symbols. Knowledge of Gestalt theory can aid the teacher and therapist in focusing their attention upon the "whole" individual in his environment as he, in a goal oriented process, attempts to make effective use of his books. Furthermore, therapists will be more apt to understand how interest and emotional states are resultants of experiential background. Knowledge of Gestalt theory can determine not only how reading will be explained but how it can be taught.

Homer L. J. Carter

Editor

LITTLE RED RIDING-HOOD

Louis Foley

BABSON INSTITUTE

The fairy-tales which are most deeply embedded in our "English" literary tradition are the handful that came by translation from French at the beginning of the eighteenth century. They were included in a little volume published in Paris in 1697 under the title, *Histoires et Contes du Temps Passé*. Not yet at that time had the French language firmly adopted the *p* (never pronounced) of the modern form *temps* (time), added to mark its derivation from Latin *tempus*. It is like the *b* in our *debt* and *doubt*, alluding to Latin *debitum* and *dubitare*, inserted by scholars centuries after the words had come into English respectively from French *dette* and *doute*, or the silent *l* in *salmon*, from French *saumon*, as a reminder of Latin *salmo*.

The sub-title, "Contes de ma mère l'Oie," was the real beginning of Mother Goose, though it may not have been what really settled the name in our tradition, for it appears that there was a Mrs. Goose, mother-in-law of Thomas Fleet who published "Mother Goose Melodies" in London in 1719. This may have been only a coincidental reënforcement of something that was already started. As sub-title for the original *Histoires et Contes* (stories and tales) the phrase seems to imply a modestly deprecating attitude, a suggestion that these stories were not to be taken too seriously.

When this little book was published, its author, Charles Perrault, was 69 years old. A member of the French Academy, he was one of the most distinguished gentlemen in France. His long poem, *Le Siècle de Louis le Grand*, had started the literary quarrel between the ancients and the moderns known as "the battle of the books." He was for the moderns. He had retired to his castle and was devoting himself to writing his *Mémoires* and a long poem on "Adam, or the Creation of Man." From his point of view, the small book of *Contes* must have been a slight by-play. Though he was generally known as the author, he published it under the name of his young son, who could not possibly have produced it. We can be sure that he never bothered to read the proof, for there are glaring typographical errors. Yet it must have been partly intended for the edification of his own children, to judge from the *moralités* which are regularly omitted in English translations.

At the time when this collection appeared, a vogue of fairy-stories was at its height at the Court of Versailles. It was not destined to last much longer, and these are virtually the only examples anyone

remembers nowadays. This unpretentious volume had an immediate success and was soon reprinted in numerous editions which circulated all over Europe and beyond. Shortly after 1700, it was translated into English by a certain Guy Miège, a little-known Swiss who made an obscure living in London as a private teacher of French. As a linguistic performance his translation was nothing wonderful, and subsequent efforts have not greatly improved upon it, but at least he apparently had the wit to recognize something that would not fail to make a permanent place for itself.

Undoubtedly the best-known story in the collection (though most distorted and least understood) is that of "Cinderella." Essentially the background of that tale has the atmosphere of the royal court at Versailles where Perrault was perfectly at home. His descriptions of costumes and *décor* correspond to the most reliable historical evidence that we have for that period. The "fairy" element, not basically essential to the story, seems mostly a concession to the taste of the time. Other stories in the volume, however, are very different in their flavor. "Sleeping Beauty," which he called *La Belle au Bois Dormant* (the beautiful lady in the sleeping forest), has a kind of timeless other-world charm. In the one which must be next-best-known after "Cinderella," *Le Petit Chaperon Rouge*, "Little Red Riding-Hood," the atmosphere is clearly medieval.

Because it is familiar to everybody from childhood, no one thinks about the quaint translation "*riding-hood*." There is not the slightest indication that the girl ever rode horseback; she walked. *Chaperon* meant a short cape which protected the neck and shoulders, and included a hood which could be pushed back when not needed, like that of a conventional monk's habit. It was a kind of garment commonly worn by both sexes during the Middle Ages. An article of clothing developed in later times which *was* specifically designed for riding was the form of coat which survives in our day in evening dress, with "tails" which would fall on each side of the saddle instead of rumpling up behind. The French name for it, *redingote*, came from English "*riding-coat*." But this of course had nothing to do with *Petit Chaperon Rouge*.

Like the other tales in Perrault's collection, the story begins in the classic manner: "Il était une fois . . ." "Once upon a time there was . . ." It is a masterpiece of sobriety of style; not a word is wasted. It has the living quality of oral narration. There are the old-fashioned expressions a grandmother might use in telling to a child a story that had passed down through generations by word of mouth, the way

traditional folklore was preserved and carried on. Yet there is real art in the creation of vivid scenes with the utmost economy of means. The build-up to a climax in the remarks back and forth between the little girl and the disguised wolf is the sort of pattern on which the most memorable of the old ballads were constructed and which has much to do with their being so unforgettable.

A remark made in the story apparently launched what was to become a proverbial expression. The grandmother's answer, telling how to open the door, was: "Tire la chevillette, la bobinette cherra." We might translate it, "pull the pin, and the latch will fall." Having heard her say it, the wolf repeats it when the granddaughter arrives. Though by no means often heard nowadays, it could be used figuratively to express the inevitable result of a certain action, or perhaps to say that you have only to do the simple right thing to get what you want.

In the background, of course, there is the heritage of medieval legendary lore of animals which combine the characteristic traits of their species with canny human wisdom and complete possession of language. Every creature had his place in the scheme of things in the traditional folk-tales of the Middle Ages, though some were more interesting than others. Particularly outstanding were the cock and the fox. In all sorts of imagined circumstances we see the various creatures engaged in a recurring battle of wits in which the triumph of the more astute illustrates the old French proverb, *Mieux vaut engin que force*, ingenuity is worth more than brute strength. The final flowering of all such legendary lore appears in the matchless *Fables* of Lafontaine, who like Perrault was a member of the French Academy in the seventeenth century. The delightful originality and exquisite grace of these "fables" make them a timeless achievement of literary art.

A few years ago, a quip was going the rounds: "Little Red Riding-Hood had it easy; she only had to deal with one wolf in the forest, not one on every street-corner." Now really, apart from the flippancy of tone, this implies the same figurative meaning of "wolf" which appears in Perrault's *moralité* following the end of the story. In very neat verse he advises children, and especially beautiful and well-brought-up girls, not to listen to all sorts of people. Not all "wolves," he says, are of the same sort, and some might not be recognized as such. There are some who seeming courteous and gentle follow young ladies into houses and into private alcoves; these are the most dangerous of all.

Not many literary works of several centuries ago are so well known to everyone that allusions to them are instantly recognizable and the point is immediately understood. Again and again, with both serious and humorous intent, without any mention of the name, Little Red Riding-Hood and the wolf have been used in cartoons to present symbolically a variety of situations, including relations with Russia and Vietnam. An example in lighter vein showed the wolf driving a car and stopping beside the girl carrying her basket. He looks rather nonplussed, while she is smiling with a slightly mocking air. Underneath the picture we read: "Grandma moved. She's spending her sunset years in the senior city at Brentwood interchange on 195."¹

In another humorous scene the grandmother is pictured in a modern-looking setting, standing in the doorway to welcome the little girl approaching with the basket on her arm. She greets the child with the news: "Wow, dearie, did you miss the action! A wolf was bugging me, so I gave him a shot of Mace, karated him, and called the fuzz."²

As a final demonstration of the story's universal familiarity, we may notice its employment to bring out an interesting truth connected with phonetics. Without its being so well known, the experiment could hardly work at all. Here we have a collection of words, each a genuine word in itself, which taken literally make no sense whatever and do not add up to any intelligible meaning. Yet if one reads them aloud, pronouncing each word as it is but rapidly and with the right grouping and intonation, no one who listens could fail to recognize the story at every point. This cannot be done, however, without considerable practice.

LADLE RAT ROTTEN HUT

(Hairs annulled furry starry, toiling udder warts,
warts welcher alter girdle deferent firmer once inner
regional virgin.)

Wants pawn term, dare worsted ladle gull hoe lift wetter murder
inner ladle cordage honor itch offer lodge dock florist. Disc ladle gull
orphan worry ladle cluck wetter putty ladle rat hut, end fur disc
raison pimple caulder ladle rat rotten hut. Wan moaning rat rotten
hut's murder colder inset: "Ladle rat rotten hut, heresy ladle basking
winsome burden barter and shirker cockles. Tick disc ladle basking

1. *New York Times Book Review*, May 14, 1967.

2. *The New Yorker*, September 14, 1968, p. 129.

tudor cordage offer groin murder hoe lifts honor udder site offer florist. Shaker lake, dun stopper laundry wrote, end yonder nor sorghum stenchs dun stopper torque wet strainers."

"Hoe-cake, murder," resplendent ladle rat rotten hut, end tickle ladle basking an stuttered oft. Honor wrote tudor cordage offer groin murder, ladle rat rotten hut mitten anomalous woof.

"Wail, wail, wail," set disc wicket woof, "evanescent ladle rat rotten hut! Wares or putty ladle gull goring wizard ladle basking?"

"Armor goring tumor groin murder's reprisal ladle gull. "Grammars seeking bet. Armor ticking arson burden barter end shirker cockles."

"O hoe! Heifer blessing woke," setter wicket woof, butter taught tomb shelf, "Oil tickle shirt court tudor cordage offer groin murder. Oil ketchup wetter letter, and den—O bore!"

Soda wicket woof tucker shirt court, end whinney retched a cordage offer groin murder, picket inner widow an sore debtor pore oil worming worse lion inner bet. Inner flesh disc abdominal woof lipped honor betting adder rope. Zany pool dawn a groin murder's nut cup an gnat gun, any curdle dope inner bet.

Inner ladle wile ladle rat rotten hut a raft attar cordage an ranker dough ball. "Comb ink, sweat hard," setter wicket woof, disgracing is verse. Ladle rat rotten hut entity bet rum end stud buyer groin murder's bet. "Oh grammar," crater ladle gull, "Wart bag icer gut! A nervous sausage bag ice!" "Buttered lucky chew whiff, doling," whiskered disc ratchet woof, wetter wicket small. "Oh grammar, water bag noise! A nervous sore suture anomalous prognosis!" "Buttered small your whiff," inserter woof, ants mouse worse waddling. "Oh grammar, water bag mousey gut! A nervous sore suture bag mouse!"

Daze worry on forger nut gull's lest warts. Oil offer sodden throne offer carvers an sprinkling otter bet, disc curl an bloat Thursday woof ceased pore ladle rat rotten hut an garbled erupt.

Mural: Yonder nor sorghum stenchs shut ladle gulls stopper torque wet strainers.³

3. Published without known authorship, *WORD STUDY*, May 1953.

DISCRIMINATING READERS ARE CRITICAL THINKERS

Patricia J. Cianciolo

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Critical thinking is usually described as a part of problem solving and of creative thinking. Critical thinking usually implies appraisal in terms of some standard or value.¹ And, according to the reports of research conducted at the University of Buffalo in their Creative Education Foundation, as one gains facility in critical thinking skills there also occur significant gains in personality traits such as confidence, self-reliance, persuasiveness, initiative, and leadership potential.²

Critical thinking is a high level intellectual process. In order to carry out this high level thinking process the individual must inspect and compare the facts. He must then arrive at some conclusion, making some judgment about the relevant facts or opinions. Critical thinking utilizes varied "experiences" that are somehow related, combined and applied to the thoughts being appraised.

In general, critical thinking has been found to be relatively independent of general intelligence and knowledge of subject matter. Yet it is readily understood that a reasonable amount of intelligence and knowledge of the subject must be considered minimum essentials for the process of critical thinking. Of considerable importance are two other essentials to the process of critical thinking, namely, the command of the techniques of evaluation and the willingness to be objective. It is through example, reminder and direct teaching by the mature and intelligent adult that the acquisition of both of these essentials are facilitated. Research has demonstrated that some critical thinking abilities can be improved only by direct and systematic instructional guidance.³ This planned instructional program must allow for extensive exposure to the kind of learning experiences that will enable the student to practice the various critical thinking skills. The learning experiences must afford considerable practice in such critical thinking skills as anticipating outcomes, distinguishing fact and opinion, establishing cause and effect, finding information to

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1. David H. Russell. *Children's Thinking*. Boston: Ginn and Co., 1949, p. 13.
 2. Sidney J. Parnes. "Can Creativity Be Increased?" *A Source Book for Creative Thinking*. Sidney J. Parnes and Harold F. Harding, editors. New York: Charles Scribner's Sons, 1962, p. 189.
 3. E. M. Glaser. *An Experiment in the Development of Critical Thinking*. Contributions to Education, No. 843. New York: Bureau of Publications, Teachers College, Columbia University, 1941.

prove or disprove a statement, forming an opinion, interpreting language ideas which are implied not stated, and recognizing emotional reactions and motives.

The writer mentioned above that the student who is to engage in the evaluative process must be willing to be objective. This is by far the most difficult essential for the teacher to provide for or with which to equip each learner. But it affords us a reason why educators must realize that direct instructional approaches in teaching critical thinking must be used. By and large, the indirect or manipulative approach that is so often advised in the educational methods books for all subjects is ineffective in providing for two of the four essentials to the process of critical thinking (command of the techniques of evaluation and a willingness to be objective).

The process of discriminating reading. The process of discriminating reading is identical to that called for in critical thinking. The variance being that in discriminating reading one is evaluating the written word rather than the oral word. Critical thinking is a high level intellectual process. But it is one that even three year olds can carry on to some degree! In order to carry out this high level thinking process the individual must inspect and compare the facts that he reads. He must arrive at some conclusion, making some judgment about the relevant facts or opinions. He must use his background of experiences for the critical thinker must utilize the varied experiences that are somehow related, combined, applied to the thoughts (oral or written) that are being appraised. Thus we see that an effective discriminating reader examines the verbal materials in light of related objective evidence, compares the statement with some norm or standard, and concludes or acts upon the judgment made.⁴ The reader can employ the various discriminating skills as he reads informational material, persuasive writing and literature.

The reader will have to think critically and read discriminately if, as he reads the following publications, he compares and contrasts *Wanderers of the Field* by George Harmon Smith with *Blue Willow* by Doris Gates and *The Big Road* by Tom E. Clarke. In all three of these junior novels the migrant farm workers are the topic of concern but in each case the focus is different. Another interesting group of books which would call for the use of discriminating reading skills are those which pertain to the problem of race relations in the United

4. David H. Russell. *Children's Thinking*. New York: Ginn and Company, 1956, p. 301.

States. The discriminating reader will notice that the problem is given slightly different emphasis in Peter Goldman's *Civil Rights, The Challenge of the Fourteenth Amendment* when it is compared with Emma G. Sterne's *I Have a Dream*, Milton Meltzer's *In Their Own Words: A History of the American Negro: 1865-1916* and David Bowen's *The Struggle Within: Race Relations in the United States*. Interesting also to the discriminating reader would be a study of how the book characters in the following novels deal with the problem of poverty: Charlene J. Talbot's *Tomas Takes Charge* compared with Aimee Sommerfelt's *My Name is Pablo* and Tyler Whittle's *The Spinning Tops of Naples*. The setting for each story is New York, Mexico City, and Naples, respectively. Each story character faces similar problems under different circumstances. Each copes with and resolves his own problem in a different way. All three stories would provoke much thoughtful reading about setting, characterization, and plot development.

The discriminating reader described. A discriminating reader likes books and is able to gain real pleasure from them. But children have to be taught to want books; they have to learn how they can gain pleasure from them. This does not happen unless the child is read to a great deal by the parents at home long before he starts to school and is read to by the teacher when he is in school and read to by his parents at home long after he has begun to attend school. If the reader is to learn to like books and is to gain pleasure from them, he must experience emotional identification with the book characters or situations. The reader must be able to affiliate some real or fictional character in literature with himself or his associate. A story like Emily Neville's *It's Like This, Cat* masterfully portrays the feelings harboured by most early adolescents. It is a novel that lends itself well to emotional identification on the part of the reader. It exemplifies a publication that would help the young reader realize that he could gain real pleasure from a well written book. It readily evidences all of the components of quality literary fiction.

The young reader must learn that a discriminating reader also uses books (informational and fiction) to get explanations of his world. Thus an informational book like *Jewels for a Crown* by M. K. Freund can be used to introduce the young readers to the painting of Chagall, the stories in the Old Testament, and the technique of using symbolism in the fine arts, be they in literature or painting.

From his first junior book onwards the discriminating reader uses books to find out something of what people and places are really like.

Whether he actually met with poverty and tenement apartment living or not, whether he has observed family strife and quarreling or not, stories like *Jazz Man* by May Wiek will help him to better understand human emotions and human frailty. This story is simple and true and direct. The hunger and family conflicts as well as the family's closeness were included because it is a part of life the author was writing about. It is not a depressing story, it is expandable. It opens windows to the world and through these windows children will see more and more each time they read it. It gives them knowledge about people. It is only too easy to underestimate the understanding of the young. What we give them must be strong and honest. Books today cannot be criticized for their repressions and omissions. Books should tax and stimulate the reader. Books should help the reader view some moral and social values. This, the *Jazz Man* does.

The books that are read to the child or made available for him to read on his own should encourage the child to be thoughtful about his reading. Parents and teachers should encourage him to express these thoughts. He should be given numerous opportunities to discuss or interpret in some way his thoughts and feelings about the happenings of the book's characters. He should express some reaction to the theme or the messages of the books that he reads. A discriminating reader would certainly respond to the thoughtful message stressed by Marie Halun Bloch in *The Two Worlds of Damyon* in which the democratic way of life is glorified and communism is denounced. Few readers would miss the strong theme in Andre Norton's science fiction story of *Steel Magic*, that one can overcome his fears.

Stories like *Twins of Space* by Ralph O. Shankle and *The Time Traders* by Andre Norton would challenge the young reader to distinguish fact from fiction, the real from the fanciful. A comparison of the details in two biographies about Andrew Johnson, namely, *In Lincoln's Footsteps* by Bill Severn and *Impeached: The President Who Almost Lost His Job* by G. Allen Foster will remind the student he must distinguish fact and opinion as he reads, he can use the printed word to prove or disprove a statement and perhaps form an idea about some controversial topic which he has read or heard about.

The discriminating reader will not only select informational material and fiction to find out about his contemporary world, but he will select literary material that will help him to understand and appreciate his cultural heritage or the heritage of others. Thus he must read, enjoy, and use selections from historical fiction, biographies and autobiographies, folk and fairy tales from various national groups.

Folktales of China by Wolfram Eberhard, contains seventy-nine Chinese folktales. Some of these tales were in existence before 1937 but some are newly translated from Communist China and have been included to illustrate the propagandistic uses of folktales. A publication such as this constitutes excellent sources for the young student of culture and literature.

A discriminating reader is capable of appraising the books he reads. He will be knowledgeable about the constants of quality literature. He will know the criteria for each literary form and will appraise each book accordingly. He will read many kinds of literature—fiction, adventure, biography, science, poetry, and essays. Yet his reading interests and habits will be truly indicative of his unique personality.

The most valuable quality a child can have as a discriminating reader is curiosity. Easily squashed, it is as easily encouraged by the provision of books varied in style and content. If our children can advance into the world of adult fiction and non-fiction with an intense curiosity about human relations, about the position of a man in the world, about the technique of writing, they will not go far wrong. They will have grown up with good will towards reading and view it as a necessity of life and one of its major pleasures.

Teaching children to be discriminating readers. Presently the tests for measuring and appraising critical thinking abilities of young children are slim in number. "The Gans Selection Rejection Test" measures the ability of intermediate grade students to detect relevancy and irrelevancy. Sections of the "Ginn Basic Reading Tests" include ideas for interpreting the author's suggestions and recognizing propaganda devices. Critical interpretation of a limited number of science ideas are presented in Maney's "Intermediate Reading Test" and critical interpretation in a limited number of social studies ideas are presented in Sochor's "Intermediate Reading Test." "The Ohio Thinking Check-UP" (Department of Education, Ohio State University, Columbus, Ohio, 1944) tests such errors as interpreting through personal judgment, evading the issue by "name calling," believing a superstition, and generalizing from insufficient evidence. "The Watson-Glaser Critical Thinking Appraisal" and "Kay's Critical Reading Test" evaluate the critical thinking abilities of junior and senior high school students and adults. Children seldom evidence facility in critical thinking on the above named tests unless they have had some instruction and practice in critical thinking activities.

What can be done by the teacher to nurture critical thinking and discriminating reading in the elementary school classroom? First and

foremost, the reading assignments that he asks of his students must call for critical thinking. These activities must give the students numerous opportunities to engage in some aspect of the evaluative process when they study. If possible, application of the conclusion they reach as a result of their reading the books, periodicals or newspapers should occur. Assignments that call for the mere memorizing and the recalling of facts or more random interpretations of the printed word will not provide the evaluative skills that are involved in critical thinking.

Secondly, the elementary school teacher or librarian must be certain that the students are fully aware and appreciative of the importance of learning to do critical thinking. They should realize that this is a major objective of elementary schools in the United States. Thus, we might emphasize that, in large measure, survival of democracy may depend upon the ability of its citizens to evaluate critically the many contrary ideas and issues that are presented in the reading materials and through the mass media today. We might emphasize that in addition to critical appraisal of reading materials and viewing media the citizens of today must be able to carry out self-learning. They must be able to gain the knowledge that is so rapidly being uncovered from numerous sources, such as library books, periodicals and newspapers instead of depending solely on attendance in organized courses or instead of limiting their sources for gaining knowledge to the use of a basic text or a single learning experience. We would have intermediate and upper grade students be fully aware of all the components of critical thinking. They must know of the varied and specific skills and attitudes involved in this kind of thinking. They would be well aware that the learning experiences which are provided them are in actual fact especially designed to help them gain facility in critical thinking and discriminating reading.

The teacher himself must evidence a high degree of facility in critical thinking and must exemplify the ideal critical thinker and discriminating reader. He must be knowledgeable about the many forms of children's literature and he must know which titles can be used to gather information about some specific topic. He must be familiar with and understand the techniques in persuasive reading materials. He must be aware of the literature about controversial topics and he must know of the wide variety of informative or expository type printed matter. Thus we see that something can be done to nurture discriminating reading in the elementary school classrooms. All of our elementary school students can be helped to develop questive and

curious minds. All can be helped to be independent and careful thinkers. They can be taught that they will gain much pleasure from their reading of good literature.

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TO TOUCH A SOUL

A new friend is such a
wonderful thing,

Because friends are
beautiful.

Sometimes I reach out
to people——

And my hand touches
nothing . . .

More often I don't
reach out at all,

Afraid of the emptiness.

Sometimes I reach out,
very slowly,

And grasp another hand.

Ellen Vanderslice

EMERGENCY TEACHING

Ronald Sharp

WESTERN MICHIGAN UNIVERSITY

Ken Macrorie has for years been campaigning for the prohibition of instructors' "blood in the margins" of their students' freshman themes.¹ His admonition that marking all the weak points can easily discourage a student came immediately to mind when I was reading my first set of freshman papers this fall. One paper was so marred with fundamental stylistic errors that had I bloodied it with chicken-scratches the paper would have been almost completely red. There would have been at least fifty marks and the paper totalled only about 500 words.

It was not long until I discovered that although this particular girl's problem was exceptional, there were quite a few other students in the required writing course who clearly needed special attention. For a number of reasons, mostly administrative, the idea of establishing a regular remedial program complete with testing and tracking had already been dismissed. It occurred to me that if we could find three senior English majors to work four hours a week and three instructors to volunteer just two hours a week, we could begin immediately to offer near-tutorial instruction for about twenty-five students.

For some strange reason, I felt deeply obligated at this point to invest the whole project with an educational rationale which would be not only cogent and appropriate but all-inclusive. Fortunately, before I wasted a lot of time formulating a theoretical umbrella, another faculty member who had initiated a similar project a decade ago described its operation to me.

Her clinic had operated on the assumption that the real learning occurs not after the student has completed a piece of writing but while he is actually working on it. Instead of calling a student to your office and discussing his paper, you do the talking and explaining while he is writing. To the student, that means you are not accounting for errors in a finished product but guiding him through the resolution of specific problems he encounters in the *process* of trying to express himself. The approach has numerous advantages.

First, because you are not working with a paper which displays the battle scars of evaluation, you at least postpone (if not entirely avoid) the common complications of wounded pride or simple frus-

1. Ken Macrorie. "To Be Read," *The English Journal*, LVII (May, 1968), 688.

tration. Instead of defending both the grade and the comments written in the margins, the instructor can speak directly to specific problems, elaborating when the student still seems confused and shutting up when the student seems to understand. So often I have written lengthy explanatory comments on the assumption that the student did not understand something, only to discover that the problem was the result of a typing error or an accidentally omitted word.

Especially for students who have not just a few but many, many writing problems, it is important to maintain this flexibility. If an instructor is not on hand to provide direction, the student can easily lose all sense of proportion and simply become overwhelmed by the number and range of his problems. The instructor's job is to say, "Look, this isn't clear because you've put two completely different thoughts into one sentence. Let's forget paragraphing for a few minutes and talk about sentences." If the problem is severe enough, perhaps the instructor will want to spend an hour or two explaining the idea of a sentence and having the student work on appropriate exercises. On the other hand, both may discover that after a two-minute explanation the student has caught on. At that point, they can go on to paragraphs. What is important is that solutions are found in the process of writing and in the presence of an instructor who is working not as an interpreter and defender but as an advisor and teacher.

This was as much rationale as we needed and the idea seemed workable: writing is a skill and you learn a skill by practicing. To guide the practice we hired two senior English majors and one graduate student. Three instructors volunteered two hours a week to bolster the staff and we opened the clinic that same week. Because it was an experiment, only seventeen students participated first semester, but because it operated twelve hours a week, the student-teacher ratio was nearly one to one. Instructors would recommend students in their classes who needed remedial work in addition to, not in place of, the work they were doing in their regular College Writing classes. The students would then schedule a one to four hour block and simply come to the classroom and write. Although most instructors can afford to spend a half hour or an hour here and there with a student, very few can regularly set aside a two hour period during which they do nothing else but remain available if the student needs help. We therefore arranged the clinic's schedule not merely to accommodate the student but to cater to him. Twice a week sessions ran from six to ten at night and once a week from two to six in the afternoon.

Attendance was not at all required but very few students missed any sessions. A number of them would often practically beg the instructors to remain an extra half hour or hour and one person actually spent four hours every Thursday night writing in the clinic.

One simple and revealing explanation for the enthusiasm is that many of the students felt they were getting extra help, something for nothing. Exactly. And why not? Many of them would work on the paper due in their College Writing class that week. The only difference between working at the clinic and at home was that at the clinic they had a guide, a helper. It is irrelevant to suggest that they were receiving partial treatment; they needed it ! ! !

Moreover, students seem to be much more gratified by a word of encouragement *while* they are writing than by written praise in the margin of the finished product. Most of these students really needed encouragement and while it was never offered falsely or as a substitute for practice and concentration, it proved the best protection against easy discouragement. It is not hard to imagine the frustration of a freshman who is required to produce a 500 word paper each week and can scarcely put a sentence together. Syntax, pronoun references, diction—these mean nothing to him. His needs are much more fundamental and cannot be ignored.

The experiment proved a great success, far greater than I had ever imagined. The girl in my class who could not write a sentence the first week of her freshman year of college was writing B+ papers by the end of the semester. Not everyone improved so dramatically, of course, but every student who attended made genuine progress, some by leaps and bounds and some gradually. I am convinced that they all improved their writing more than they could have without the extra help. The students and instructors who staffed the clinic considered the experience extremely valuable and very informative. One senior even volunteered to tutor again this semester without pay. But above all, the experiment demonstrated that a successful remedial program can be initiated and efficiently administered with a minimum of red tape and time. And in a large university in 1969, that's saying something.

In Memoriam

James A. Wright died at his home February 15, 1969. He was principal of the William Donley School in East Lansing and was an active member of the Editorial Board of *Reading Horizons*. His death leaves a sadness on all who had an opportunity to know him. He was an excellent teacher, leader, and thinker who, because of his personal worth and love of people, was appreciated by his colleagues and by his students. May light eternal shine upon him.

ECHOES FROM THE FIELD

Joe R. Chapel and Ronald A. Crowell

During the past decade research in reading has proliferated. An awareness of the complexity of the problems involved in the teaching of reading has resulted in a tremendous growth in the size of projects through the United States Office of Education, and in greater participation of several disciplines in individual projects, and by the emergence of such new sciences as psycho-linguistics and socio-linguistics. From fiscal year 1957 through 1968, the U. S. Office of Education's Bureau of Research has supported almost 200 reading research projects, for which over ten million dollars have been obligated.

Our knowledge of reading has perhaps improved, but there seems to be a need for integrating what we know, and what we hope to discover. The research already conducted has pointed to the need for tenable theoretical statements regarding the definition and the nature of reading, especially as it relates to the other language functions, and to thinking.

A promising technique for planning and managing these complex research efforts has recently become available to educational researchers. The Convergence Technique, developed by Louis M. Carrese and Carl G. Baker for use in the National Cancer Institute of N.I.H., is now being considered for its first application in reading research by the U. S. Office of Education Bureau of Research. It is hoped that this technique will prove efficacious in the solution to the basic question in reading research: What is reading and how does it work?

The Convergence Technique consists of:

- I. A planning session which initially delineates
 - A. The goal to be achieved by the program
 - B. The subobjectives necessary for the achievement of that goal
 - C. The sequence in which those subobjectives logically move to the goal
 - D. The research needed to achieve each subobjective
 - E. The criteria which must be met in order to conclude that each subobjective has been achieved
- II. A chart which displays the five elements tested above
- III. The use of the Convergence Chart in program management for decisions on:
 - A. Specific research projects to be undertaken
 - B. Movement to the next phase
- IV. Updating and possible revision of the Convergence Chart on the basis of information generated as the research program progresses

Convergence Technique planning results in a graphically displayed list of research tasks and objectives, called a Convergence Chart. The Chart is a skeletal, but highly specific, state-of-the-art document which is frequently updated in light of new research findings. It provides a logical framework for communication about the program. Professional criticism of the plan, proposal writing, and management of the research program are all facilitated by the Chart's concrete display of the program's entire scope and content.¹

An attempt has been made to classify the reading projects into four groups: basic research, language development, instruction, and special populations. Those classified as basic research include studies of various physical phenomena which are believed to occur in reading, readability of materials, verbal learning, and information processing. The language development category includes studies which investigate children's acquisition of various language abilities. The instruction projects include those which compare various approaches to reading instruction, studies of reading readiness, and studies of teaching practices. The studies of special populations are concerned with such groups as mentally retarded children, dyslexic children, Mexican-American, Indians, and Afro-Americans.

The actual application of the Convergence Technique in planning research of the reading process began on August 12, 1968, under the direction of Dr. William J. Gephart, Director of Research Services for Phi Delta Kappa, Inc. The initial planning effort is now complete, but the further development and refinement of the research strategy will continue until the program's final goal is achieved.

Anyone who would like to challenge the logic of the plan, or anyone who feels he has a project that will enhance it, is encouraged to submit data to the United States Office of Education, Bureau of Research.

1. Hjelm, Howard, Albert Storm, and Monte Penney, *U. S. Office of Education Support of Research in Reading*. USOE Bureau of Research. February, 1969.

DID YOU SEE?

Dorothy J. McGinnis

The list of institutions being funded by the Office of Education for Fellowships or Institutes in reading for 1969? The complete list appears in the March 1969 issue of *The Reading Teacher*.

The list of Study Tours being sponsored by IRA? There are five.

- (1) The Canadian Rockies and the Pacific Northwest, June 22-July 12.
- (2) New England and Northeastern Canada, June 24-July 9.
- (3) Texas, Mexico City, Acapulco, Oaxaca, Yucatan, June 23-July 16.
- (4) The West and East Coasts of South America, July 21-August 19.
- (5) Europe with the United Kingdom Reading Association annual congress in Nottingham, June 30-August 4.

Write today for illustrated brochure

Dorothy Kendall Bracken
Educational Travel Coordinator, IRA
3230 Daniel Avenue
Dallas, Texas 75205

WE SUGGEST

Eleanor Buelke

Stauffer, Russell G.

Directing Reading Maturity As A Cognitive Process

New York: Harper & Row, Publishers

1969, Pp. xiv + 498.

In a recent issue of the *Saturday Review* the editor makes a plea for people today to understand the fearsome, suicidal shadows they have projected into their own futures. To implement such understanding he proposes a foundation for creation of "ideas to which people can respond in making their world congenial for human life. True, they will have only words at their disposal. If they are the right words, they will be enough."¹

This process, finding and using the right words, through realistic, imaginative, and personalized thinking, to solve a human problem, appears closely akin to the reading process as described and envisioned by the author of *Directing Reading Maturity As A Cognitive Process*. This book has been written for use as a text for graduate students. Its overall concern is to acquaint these students with a philosophy of reading instruction, particularly as it relates to intellectual growth and cognitive development in children and young people. With primary emphasis on process and theory, the well-organized contents proceed from foundations of reading instruction, through sections on group and individualized instruction, beginning reading instruction, the language-experience approach, and teaching of developmental skills, to conclude with attention to the larger developmental phases of reading instruction.

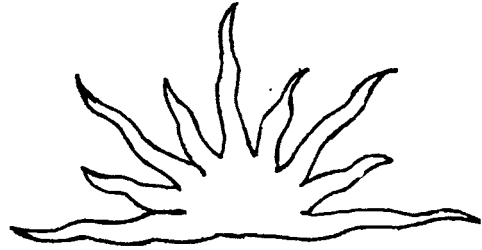
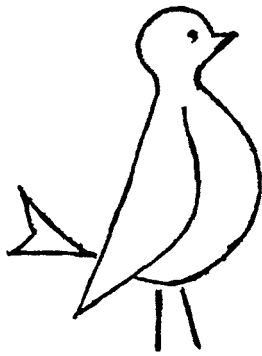
Throughout the clear, detailed description of activities, penetrating all pertinent procedures for skill development, the major premise of the writer is readily discernible. "Reading is a mental process, as is concept development." Children must "be required to do their own learning. Teachers must present children with reading situations in which the children experiment by trying out ideas to see what happens, by manipulating things and ideas by posing questions and seeking answers, by reconciling what they find at one time with what they find at another, and by comparing their findings with each other." In this fashion they "can acquire the rationality and objectivity which only a multiperspective view can offer."

1. Norman Cousins, "Proposal to a Foundation," *Saturday Review*, (April 26, 1969), 26.

Adequate, appropriate, explanatory evidence and documentation support the author's theory and rationale for this way of directing reading maturity. Of particular interest and value are his summary and interpretations of Piaget's research and theories as they relate to educational practice. Dr. Stauffer's personal, practical proximity to classroom practices in actual instruction of young children lends credence to his suggestions for curriculum planning.

With its underlying emphasis and pervading attention to promotion of learning as cognition, this text warrants examination and study by students, not only in reading instruction, but in all teaching areas. Again, and again, the reader's attention is directed to the consideration of reading in all areas of concern as an active mental process, leading to critical and creative performance. The author's critical concern for "the right words" and avoidance of token deference to certain publicized, but not proven, procedures, or dehumanizing patterns of influence, are among the primary strengths of the book. Somewhat unique to a functional college text, and thoroughly enjoyable, is the rhetorical style in which much of it is written.

Students taught as suggested here might be ready to respond to creative ideas for the world's future. A principal outcome might well be competency in reading "the right words," and using them, too, to "pin down problems," to "identify promising solutions," and to make "the creative choice" for better lives, and a better world.



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Editor:

As you know, Kalamazoo Valley Community College is in its first year of operation, and the year is yet young. Coming up this summer are two academic sessions. One, the Summer Session (June 16-July 25), is traditional in its course offerings; the other, a post summer session (August 4-August 22) offers courses primarily designed to improve one's chances of success in college.

During the Summer Session, the Humanities Division is offering English 250 (Reading Improvement—2 credit hours). This course presents an opportunity to learn techniques to improve reading ability with emphasis on replacing obstructive with effective habits. Emphasis will be put upon purposeful reading rate, vocabulary, comprehension, and study methods to make average readers versatile readers.

In addition to the above course, an additional reading course, Developmental Reading (English 098), will be offered during the post summer session. This course is designed for those students whose past performances and test scores indicate a need for intensive training in the fundamentals of reading. Developmental Reading is not offered for college credit.

Any high school graduate or any person beyond the age of compulsory school attendance who gives evidence of maturity and ability to profit from these courses may be admitted entry into them.

For further information please contact Kalamazoo Valley Community College or yours truly,

Kalamazoo Valley Community College
Anthony E. Smith
Kalamazoo, Michigan 49001

Most colleges and universities offer programs similar to the one described above. The vital need for them is vividly expressed by the following excerpts, written by students in an Adult Reading class at Western Michigan University this spring.

"I need to increase my general reading abilities so that I can face the outside world as a well-rounded student — which implies a confident reader."

A student from Traverse City, Michigan

"I am having problems with reading assignments due to the fact of my being a foreign student from a different part of the world."

A student from Saudi Arabia

"I retain very little of what I think I read very carefully."

A student from Milford, Michigan

"I've never had to do much reading before in school."

A student from Plymouth, Michigan

"It seems to take me forever to read my assignments."

A student from Spring Lake, Michigan

"A graduate student recommended this course. She said that if I put forth the effort I could gain skills that would help me all my life."

A student from Chicago, Illinois

"There is competition in all my classes and the only way to stay on top is to read more and with greater comprehension."

A student from Jackson, Michigan

"I'm a very poor reader and I don't enjoy reading. I want to learn to like reading."

A student from Detroit, Michigan

"I would like to learn how to formulate my *own* ideas, theories, and opinions from what I read and not always believe the author's point of view. This is what I've been doing for years and it's about time I changed my habits if I'm going to improve myself as a college student."

A student from Birmingham, Michigan

TEN-SECOND REVIEWS

Blanche O. Bush

I read for three things: first to know what the world has done during the last twenty-four hours and is about to do today; second, for the knowledge that I especially want in my work; and third, for what will bring my mind into a proper mood. —H. W. Beecher

Arnold, Richard D., "Reliability of Test Scores for the Young 'Bilingual' Disadvantaged," *The Reading Teacher* (January, 1969) 22:341-345.

This study is a small segment of a continuing research project. It was conducted on disadvantaged 'bilingual' children to assess the effects of using tests which were adequate with some populations. This study indicates that the Inter-American English Test of Reading and the Metropolitan Achievement Tests were quite reliable when applied to these particular disadvantaged bilingual children, provided an appropriate difficulty level was administered.

Cadenhead, Kenneth, "Shifting Emphasis in Language Arts Teaching," *Elementary English* (January, 1969), 46:36-39.

The author states that if the elementary school teacher is going to place emphasis on major understandings in the language arts program, obviously, he must be well versed in the language himself. It is mandatory that the teacher not only understand the language but also be able to translate the concept into terms that are understandable to a child. The teacher must be able to see the relationship between spelling and history of language and the relationship among certain sound patterns, spelling, and beginning reading.

Criscuolo, Nicholas P., "Enriching Reading for Pupils of Varied Abilities," *Education* (November-December, 1968), 89:124-126.

Programs for the enrichment of reading should be developed for all children rather than for gifted pupils alone. Some specific enrichment activities are presented.

Dimondstein, Geraldine, "What is Meaning in Children's Poetry?"
The Elementary School Journal (December, 1968), 69:129-136.

What we are seeking with children is a genuine feeling of an experience expressed through a poetic form. Since poetry is a way of knowing as well as a way of feeling, it has both objective and subjective meaning. A teacher can help the child become conscious of his own imaginative style in poetry and help him respond emotionally to someone else's poetry.

Downing, John, "Initial Teaching Alphabet Results after Six Years,"
The Elementary School Journal (February, 1969), 69:242-249.

The results from the British research on the initial teaching alphabet summarized here show quite clearly that three main courses of action are needed. (1) More extensive adoption of the initial teaching alphabet. (2) Research and development to improve the initial teaching alphabet. (3) General and permanent correction of English orthography.

Elmore, Mary Charles and Joel B. West, "A Reading Program Begins," *Journal of Reading* (February, 1969), 12:383-386.

In initiating a secondary reading program, administrators are urged to consider: (1) Strengths and weaknesses of the existing elementary reading program, (2) Teacher involvement in the planning, (3) Need for trained individuals to guide in developing a comprehensive reading program, (4) The responsibility of content area teachers for teaching reading and study skills.

Emans, Robert, "What Do Children in the Inner City Like to Read,"
The Elementary School Journal (December, 1968), 69:119-122.

This study set out to answer the question: Will inner-city children express greater interest in stories in the multi-ethnic series that focuses on a city theme or in stories in a multi-ethnic reader that focuses on a family, friends, pet theme? Contrary to what might be expected after reading much of the current literature on the subject, the children preferred the family, friends, pet stories to the city stories. It must be kept in mind that only the stories were compared. What is done with the stories during reading instruction may be as important as the stories themselves.

Emans, Robert and Raymond Arlas, "Emphasizing Reading Skill in an English Course for Underachievers," *Journal of Reading* (February, 1969), 12:373-376.

The purpose of this study was to test the following hypotheses: (1) Emphasis on reading instruction for underachievers will contribute to greater achievement in reading skills. (2) Reduction of grammar and essay writing as a result of an emphasis on reading will not significantly impede achievement in grammar or essay writing. (3) Children in a course of study adjusted to their needs in reading instruction will express more positive attitudes toward learning than children who are in a course of study that is not so adjusted. Since the first and second hypotheses were supported and the third was not only rejected but reversed, the authors conclude that this course of study adjusted to help the underachiever in reading may succeed with its reading-oriented objectives without damaging students' achievement in grammar and essay writing.

Froehlich, Eleanor, "Creativity and the Gifted Learner," *The Michigan Reading Journal* (Winter, 1969), 3:4-10.

Educators and psychologists prefer to think of creativity not as a product alone or an end result but as a process including much more. The creative spark is often snuffed out by indifference, poorly timed criticism and our habit of accepting mediocrity. We must continue to be more concerned about teaching the child how to think rather than what to think and how to solve problems he will meet rather than to solve ready-made problems provided by a textbook, author, or teacher.

Fry, Edward, "Comparison of Beginning Reading with i.t.a., DMS, and t.o. after three years," *The Reading Teacher* (January, 1969), 22:357-362.

This study was one of 27 United States Office of Education sponsored first grade reading studies which, by agreement of the directors, used common achievement measures and many other common factors of research design. The main finding of no difference between i.t.a. (Initial Teaching Alphabet), t.o. (Traditional Orthography), and DMS (Diacritical Marking System) has been fairly well confirmed by other investigators. It

must be disconcerting for teachers to find that classes of the varying sizes studied did not differ significantly in reading achievement. Teachers, however, can be encouraged by the finding that "good teachers" as determined by teacher-rating devices do make a real difference in reading achievement.

Furness, Edna L., "New Dimensions in Paragraph Instruction," *Education* (November-December, 1968), 89:105-111.

The author presents in outline form, information designed to help students recognize good paragraphs and construct good paragraphs. The author summarizes by stating that teachers can help students improve their paragraphs by developing inductively understandings which are basic to writing. These understandings have to do with the relevance of words, sentences and paragraph patterns.

Gilliom, M. Eugene, "Current Events—Rejuvenating the Vital Program," *The Clearing House*, 4:206-208.

Sensitivity to current affairs does not just happen—it must be cultivated just as inquiry skills must be cultivated. It is the wise social studies teacher who sets aside several days early in the school year to prepare his students for an analytic study of newspapers and television news programs. When students are encouraged to probe and question when analyzing newspapers and television reports and when they are provided the opportunity to assume an active, first person role in the study of significant events of our times, the current affairs portion of the social studies program will reap the reward for which it is designed.

Gilpatrick, Naomi, "Teaching Literature in the Elementary School," *Education* (November-December, 1968), 89:136-141.

The author stresses that for best results children must approach literature with the same spirit of curiosity and wonder with which they would view sights at a world's fair.

Grenda, Edward R., "The Image of Canadian Society in Grades One and Two Reading Textbooks Used in British Columbia Elementary Schools," *The Elementary School Journal* (December, 1968), 69:145-150.

As it appears to the author, rather than being effective devices for socialization, reading textbooks are instruments that, unintended by the authors, reinforce prejudices inculcated earlier, engender additional prejudices and create misleading impressions of the social reality surrounding the child.

Groff, Patrick, "Research on Spelling and Phonetics," *Education* (November-December, 1968), 89:132-134.

Recent research indicates that children who spell well in school generally manifest great sensitivity in auditory discrimination.

Hansen, Harlen S., "The Impact of the Home Literary Environment on Reading Attitude," *Elementary English* (January, 1969), 46:17-24.

This study was undertaken to investigate the influence of the home literary environment on a child's independent reading attitude. This study suggests that the home environment can be studied with more direct measures than social class characteristics and that these more direct measures will be able to identify sub classes of the home environment which social class characteristics are incapable of doing. It suggests that parents might well consider the effect the early environment has on later reading patterns.

Hardy, Madeline I., "Follow-Up of Four Who Failed," *Journal of Reading* (February, 1969), 12:379-382.

From a study which followed the academic, vocational and social adjustment of a group of young adults who had received clinical diagnosis and individual remedial treatment during their elementary school years, four representative cases have been selected for presentation in detail. The follow-up study revealed that the forty subjects could be divided into four broad categories with respect to the outcome of the clinical treatment: (1) those who overcame their learning difficulties (11 cases);

(2) those whose learning difficulties persisted (13 cases); (3) those who experienced severe learning disabilities which persisted and which were probably of neurological origin (10 cases); and (4) those with learning difficulties and social difficulties which persisted (6 cases).

Hardyck, Curtis and Lewis F. Petrinovich, "Treatment of Subvocal Speech During Reading," *Journal of Reading* (February, 1969), 12:361-369.

Development of sensitive recording devices and solid state low noise amplifiers has allowed detection of subvocalization without recourse to surgical procedure. This paper discusses this painless and safe technique for the detection of subvocal speech during reading, outlines an effective and simple method to treat subvocal speech, and presents some preliminary evidence regarding the type of students who do and do not benefit from treatment of subvocal speech during reading.

Haring, Norris G. and Mary Ann Hauck, "Improved Learning Conditions in the Establishment of Reading Skills with Disabled Readers," *Exceptional Children* (January, 1969), 35:341-352.

Learning conditions were individually programmed in a group setting to provide sequential arrangement of reading materials and systematic presentation to reinforcing events to optimize each child's performance. Arrangements of reinforcing events were designed first to accelerate performance rate, then to maintain the high rate. The students not only made more correct responses daily and worked longer but also progressed in instructional reading levels from one and one-half to four years over five months of instruction.

Harris, Albert J., "Key Factors in a Successful Reading Program," *Elementary English* (January, 1969), 46:69-76.

A successful reading program should pay attention to at least ten areas of concern: (1) beginning reading, (2) independence in word recognition, (3) vocabulary development, (4) use of audio-visual aids, (5) provisions for individual difference, (6) richness and variety of materials, (7) training in study-type reading, (8) fostering of interest in reading, (9) evaluating all important areas of reading, and (10) providing for retarded readers.

Holmes, Jack A. and Ivan M. Rose, "Disadvantaged Children and the Effectiveness of i.t.a.," *The Reading Teacher* (January, 1969), 22:350-356.

Although the authors conclude that i.t.a. has been of unquestionable benefit to these disadvantaged children, one must also conclude that neither i.t.a. nor any of the reading methods or materials tested are of much value to the children not yet ready to learn to read. From this statement emerges the obvious need for a reformed prereading curriculum, a curriculum specifically designed to fill in the gaps in children's development.

Langer, John H., "Vocabulary and Concepts: Essentials in the Reading-Thinking Process," *The Elementary School Journal* (April, 1969), 69:381-385.

Reading comprehension is a thinking process. The concepts represented by pupils' vocabularies are the materials on which reading understanding and thinking are based. Teachers must help pupils to become conscious of and to develop both the convergent and the divergent aspects of the reading-thinking process. Only then will pupils become really independent in reading and thinking.

Levine, Shirley, "Teaching Readiness for Reading to the Immature," *Education* (November-December, 1968), 89:121-123.

Immature children can be taught to read through the use of materials which are devised to correct their inadequacies. In summary, the author states that children whose perceptual skills have not fully matured or who are at an early stage of mental growth upon arrival in the first grade, can be trained to read in a developmental text, as early as November of the school year. The methods described are especially used to develop directionality and visual perception.

Lewis, James N., "The Improvement of Reading Ability Through a Developmental Program in Visual Perception," *Journal of Learning Disabilities* (November, 1968), 1:652-659.

This study attempted to evaluate a program of therapy designed to aid youngsters with reading disabilities. The Frostig Program was administered over a ten weeks period to five males

who were exhibiting severe reading difficulties. Although there was a ten point perceptual quotient mean increase on the Frostig developmental test, the gain was not large enough to reach statistical significance.

McConnell, Freeman, Kathryn B. Horton and Bertha R. Smith, "Language Development and Cultural Disadvantage," *Exceptional Children* (April, 1969), 35:597-606.

This article presents preliminary information gathered from the first two years of a research and demonstration project funded by the United States Office of Education. The program described reflected the philosophy that the disadvantaged child needs instruction early in life of a type that differs from that of the traditional preschool. A major objective of this study was to prevent the very common occurrence of school failure in the child from a culturally disadvantaged background. The authors have taken the position that it is the language deficit which constitutes the greatest hazards to later school learning and subsequent life achievement. Superiority of visual capacities over auditory was noted.

Meacham, Merle L., "Reading Disability and Identification. A Case Study," *Journal of School Psychology* 1968-1969) 7:26-28.

An account is given of how the school psychologists and teachers can utilize parental help in alleviating reading disability when the parents are seen as highly nurturant of the youngsters. The study involved enlisting the parents' help as tutors and then using their reinforcing characteristics to change the behavior of the children. There is, however, disagreement among school psychologists and teachers as to value of using parents as tutors.

Otto, Wayne, "Consensuality of Good and Poor Readers—Word Association with Verbal and Pictorial Stimuli," *Psychology in Schools* (January, 1969), 6:68-72.

The general purpose of this study was to examine further the consensuality of good and poor readers' responses to a word association task. More specifically, answers to two questions were sought. Will poor readers give more idiosyncratic responses

than good readers when the stimuli are limited to concrete nouns? Will poor readers respond less idiosyncratically than good readers when the stimuli are pictures rather than words? Findings indicate that the good readers give more consensual responses than the poor readers even with concrete nouns as stimuli. And there was no tendency for poor readers to respond less idiosyncratically when the stimuli were pictures instead of words.

Rettke, Gordon H., "Psychological Services: A Developing Model," *Journal of School Psychology* (1968-1969), 7:34-39.

The Charlotte-Mecklenberg School System in North Carolina is finding the Psycho-educational Clinic Approach an effective organization for psychological services. Each clinic provides a specialized team of psychologists, reading clinicians, speech clinicians and social workers, based in a psycho-educational center serving ideally one high school, a junior high and elementary schools, made up of approximately 8,000 to 10,000 students.

Samuels, S. Jay, "Research Design in Reading," *The Reading Teacher* (January, 1969), 22:346-349.

The history of research in reading shows several trends. First there is a continued increase in the number of studies produced yearly in reading. Presently the average is about 300 studies a year. Secondly, the last thirty years has witnessed the use of inferential statistics as well as more appropriate use of statistics. It is now imperative to design better studies in reading. The best statistics cannot eradicate the harmful effects of a bad design.

Schell, Leo M., "Informal Reading Skill Inventories," *Education* (November-December, 1968), 89:10:117-120.

Skills inventories when used wisely provide diagnostic information about pupils that cannot be obtained effectively in any other way. The teacher must be cautious in constructing and interpreting the inventory since it is an informal non-standardized instrument. A single item should not be thought to measure accurately a single skill. Interpretation should focus on large skills areas rather than on specific learning within the area.

Shirley, Fehl L., "The Influence of Reading on Concepts, Attitudes, and Behavior," *Journal of Reading* (February, 1969), 12:369-407+.

This investigation was concerned with Russell's fourth level of reading which is related to values that the reader takes "for his own" and which he may incorporate in his emerging life pattern. In this study the individuals were asked to report any changes in concepts, attitudes, and behavior that they had experienced as a result of reading. It was found that adolescents read widely and are influenced positively more often than negatively by both fiction and nonfiction. The findings offer valuable insights into the effects of reading.

Silberberg, Norman E. and Margaret C. Silberberg, "Case Histories in Hyperlexia," *Journal of School Psychology* (1968-1969), 7:3-7.

Children whose word recognition skills are developed to a point significantly higher than expected (expectation being estimated from their general level of intellectual functioning) are called hyperlexic. Several cases are described to exemplify some classroom difficulties which may result, and the need for identification of such children. Hyperlexia resulted in these cases in environmental stress.

Stauffer, Russel G., "Certain Convictions—About Reading Instruction," *Elementary English* (January, 1969), 46:85-89.

A basic tenet viewing reading as a form of thinking is dealt with again and again. This presentation advances certain convictions about reading instruction: (1) that reading process is closely akin to the thinking process, (2) group reading instruction is as essential as individual reading instruction, (3) reading is one facet of language and a means of communication and should from the very beginning of reading instruction be taught as such through a language experience approach, (4) that a school library is more essential to good reading instruction than any basic reading series can ever be, (5) that word attack skills can be taught functionally with attention focused on meaning or context clues, (6) that concept attainment and cognitive structures require early emphasis and take precedence over word recognition, (7) that the major purpose of most reading instruction is to improve comprehension, (8) the mature reader

knows how to adapt his rate of reading to the purpose for which he is reading and the nature and difficulty of the material, (9) that as a person reads and comprehends, new concepts are attained and reality is objectified, (10) that hard to measure outcomes of critical and creative reading must be measured and must replace tests that measure only superficial evidences of reading.

Strang, Ruth, "Student Reasons for Becoming Better Readers," *Education* (November-December, 1968), 89:127-131.

To be better readers is not in itself sufficient motivation for most students. They want to know why they should put forth the effort for effective reading. The most interesting and useful aspect, Strang says, of this study was the quotations from the students. These quotations serve two purposes: (1) to show how aware many students already are of the importance of reading improvement and (2) to supply teachers with reasons expressed by students that might be motivating to other students.

Sutherland, Zena, "A Milestone for Children's Books," *Saturday Review* (April, 1969), pp. 38-39.

The National Book Committee has established an award for a children's book and the first winner is Meindert DeJong for "Journey from Peppermint Street." It is a small news item to most readers but to those who are in love with children's books it is a milestone.

Wagner, Guy, "What Schools are Doing—Improving Spelling Instruction," *Education* (November-December, 1968), 89:183-189.

Correct spelling has a self-reference value because it is measurable and thus can be objectively rated. In a sound program of spelling instruction pupils are given an important tool for expressing their thoughts in writing. Such a program envisages spelling as a challenging road to word power. Thus interpreted spelling instruction moved from the realm of routine memorization to that of effective and meaningful communication. Fifteen guiding principles which will help to increase pupil achievement, 25 practical activities which have inherent motivation and 24 topics for planning a spelling guide, with several pages of bibliography, are included.

Zaus, Robert S., "A Scale to Measure Sophistication of Reading Interests," *Journal of Reading* (January, 1969), 12:273-276+.

This scale to measure the sophistication of high school students' interest in fiction is not presented as a definite measurement of this psychological construct. Rather the construction of the scale indicates that objective estimates of seemingly intangible motivational patterns can be made through making the patterns operational and submitting them to statistical analyses.

READING DEMONSTRATIONS AND WORKSHOP

Sponsored by

The Psycho-Educational Clinic

Western Michigan University
Kalamazoo, Michigan

General Theme: *The Disabled Reader, A Challenge to Our Schools*

Date	Topic
Tuesday, July 1	A Team Approach to the Study of the Disabled Reader
Tuesday, July 8	Determining Specific Reading Needs
Tuesday, July 15	Remediation of Orientation Difficulties
Tuesday, July 22	Remediation of Vocabulary Disabilities
Tuesday, July 29	Remediation of Difficulties in Reading for Meaning
Tuesday, August 5	Materials to Challenge the Disabled Reader

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

All demonstrations begin promptly at 1:20 and continue until 2:10 p.m.

Visitors are invited to both the demonstrations and discussions.

The class meets on Monday, Tuesday, Wednesday, and Thursday from 1:20 to 2:10 p.m. All meetings are to be held in Room 2302, Sangren Hall, West Campus.

