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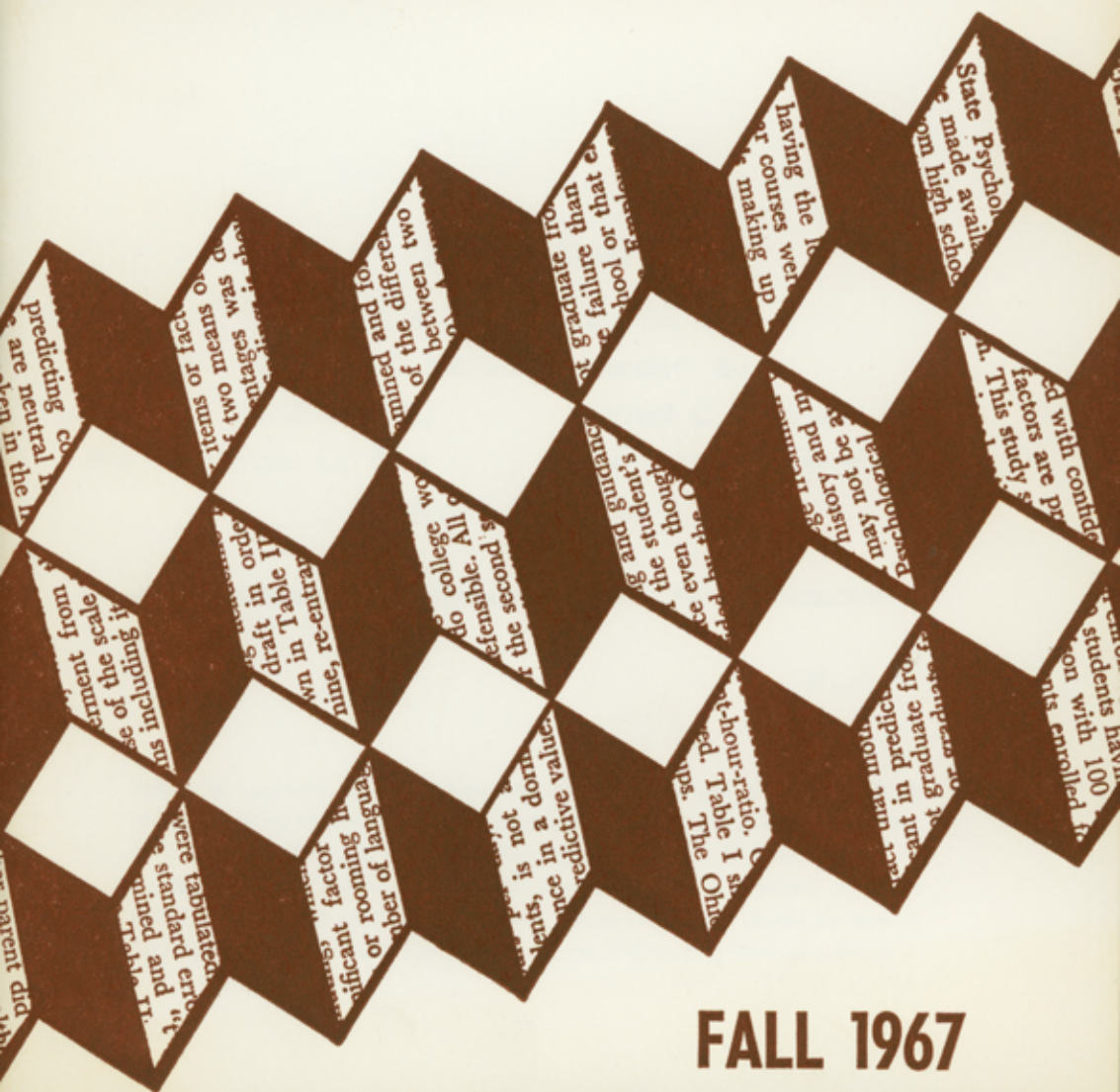
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*Reading*

# HORIZONS



FALL 1967



# *Reading* **HORIZONS**

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## *Editorial Comment*

### THE TEACHER'S RIGHT TO STRIKE

Many thinking people in our world are reconsidering and revising their concept of the right to strike. Some individuals believe that the strike is a selfish act of force committed by some workers against the rest of the workers in our society. What happens to a living organism if, for example, the digestive or circulatory systems, for one reason or another, fail to perform their function? Our social order is very complex and is becoming even more so. What affects one element affects all. "For none of us liveth to himself, and no man dieth to himself."

Do all workers have the right to strike? Is this weapon the privilege of only a few? Do farmers, physicians, nurses, teachers, clergymen, policemen, and firemen have this freedom to get what they want when they want it? Do our fighting men in Viet Nam have the right to strike for more pay and better working conditions? If our boys overseas do not have this privilege, how do the workers at home who provide their supplies and equipment justify their right to use such a dangerous weapon?

Is the strike necessary? In our society dedicated to democratic principles of law and order is there not a better way to secure more adequate wages and better working conditions? Do we really believe in democracy? Can we expect to right our social wrongs only by means of force, loss of wages, and destruction of productivity? Why should our people suffer in order to secure the objectives of those who strike? Why not work out a plan to bring about economic and social righteousness by judicial means? Jurisprudence is *not* dead!

Homer L. J. Carter  
Editor





# THE ROLE OF THE READING TEACHER IN THE JUNIOR HIGH SCHOOL

*Jennie Schneider*

KALAMAZOO PUBLIC SCHOOLS

This paper has been written to set forth some of the functions of the reading teacher at the junior high level. There are many demands which such a teacher must meet. Some of these are of a predictable nature and can be dealt with in a prescribed manner. Other functions are more difficult to predetermine because much depends upon the students who are involved in the reading program. The size of the classes is intended to be very small, numbering not more than five students per class. It is expected that the students selected for participation in the reading program would be those who have the ability to learn but are much below grade level in reading.

Reading is a complex process. It cannot be extracted or isolated as a separate part of an individual. The ability to read is integrated with the whole individual. His personality, environment, experiences, health, economic status, and self-image are all factors. To be effective at the junior high level, a reading program must encompass a broad spectrum related to the individual and must reach out in many directions. In a remedial reading program attention needs to be given to the reasons for failure in reading, and these need to be dealt with at the same time as the actual reading problem.

## **Factors Affecting Reading Performance**

Reading instruction should center around the student and his needs and problems. If this is to be done, the teacher must begin by making an appraisal of the child. A beginning point is the investigation of physical factors which have interfered with or delayed achievement in reading.

For most children the refinement of the ability to see clearly is a developmental task accomplished without an actual awareness of its occurrence on the part of the individual. However, some children do not achieve this refinement, and are often unaware of it. One who has never had the experience of seeing objects clearly does not have a way of knowing that a person can have visual acuity which is any better than his own. Early diagnosis and correction of visual difficulties are important. Schools try periodically to check the changing vision of children, but it is the duty of the parents to follow through on any

recommendations made by the schools. Parents do not always take the necessary action. This is usually due to economic reasons, neglect, or vanity on the part of the child. If visual defects are not corrected, a reading problem can result. Untreated poor vision also reflects itself in undesirable personality changes. An individual does not respond correctly to the expression of a blurred face. He is likely to miss social clues which a person would ordinarily notice. A child who lacks depth perception will be sometimes considered dull or clumsy because he cannot judge a ball coming at him. Uncomplimentary attitudes of others can result in a poor self-image. The teacher of reading in the junior high school should investigate health records to see what action has been taken in the past. If there has been no recent eye examination, arrangements should be made. The school nurse or other qualified person could conduct preliminary examinations for all such reading students. If vision is at fault, concentrated reading instruction will not be of benefit until the physical difficulty has been improved. The reading teacher must become personally concerned and see that suitable measures are taken where vision is discovered to be defective. Even the economic barrier can be hurdled for some students through the school and local agencies.

Faulty hearing can have a detrimental effect upon reading. The child does not hear correct pronunciation because he may not hear some sounds at all. Here again, early detection of a hearing difficulty offers the best solution for the child. Many schools, with the aid of the Constance Brown Society, periodically check the hearing of students. The reading teacher should be aware of these tests and any significant data recorded concerning reading students. Since childhood illnesses can result in a hearing loss, it usually cannot be determined by checking records whether a hearing loss has occurred since the most recent hearing test recorded. If it is possible, the best procedure would be to arrange hearing tests for all reading students. If this is an impossibility, the reading teacher can sometimes make discoveries through careful observations of the child. The student might turn his head to the side to favor the better ear, or he might listen with a tense facial expression. While inattention and the ignoring of clear directions may be symptoms of other things, these can also indicate a hearing loss. The teacher might also use an informal whisper test. Seated across the room from the teacher, an unimpaired student should be able to write down, along with other students, words which the teacher speaks in a soft whisper. The teacher might experiment with both volume and pitch of voice sounds.

Speech difficulties, which result from many causes, can contribute to difficulty in reading. Confusion occurs when a child does not interpret what he sees and hears into correct speech sounds. Severe speech difficulties should be referred to a speech therapist. A well-meaning but untrained person can compound a student's difficulty by inappropriate activities. In some cases such as speech habits and pronunciation related to cultural speech patterns the reading teacher might successfully improve speech and reading skills at the same time.

The senses are the most obvious physical factors to be investigated in reading students, but there are other health problems which could contribute to reading difficulties. Anything from malnutrition to glandular irregularities could sufficiently interfere with energy and drive so as to create a severe problem over a period of time. The difficulty in reading can be further complicated by discouragement and disinterest. Physical difficulties should be treated before the student is expected to make progress in reading. More should be done to benefit students who need this kind of help. The most severe cases usually do receive some attention from schools, or privately, but the physical problems of many students go unattended. It could be arranged for the same school physician who checks students for the physical education programs to give reading students a more thorough check-up and arrange for the necessary follow-through to help eliminate this source as a causal factor in reading difficulty.

Emotional factors are responsible for many of the deviations in personality development which affect reading. The reading teacher can sometimes help some of the conditions, but there are types of disturbances which the teacher should recognize as needing more specialized help than he should attempt to give. Extremes of anxiety, excessive feelings of guilt, sadistic fantasies or efforts to suppress them are found in disabled readers. Students showing these tendencies should be referred to someone who can give them the kind of help they need. In many cases emotional difficulties must be solved before help in reading will be of benefit to the individual.

A child's self-concept is a factor in a reading problem. If a child sees himself as someone who is inferior to others, he is not able to recognize his own assets. The reading teacher should try to understand the part which reading plays in this image which the child holds. The teacher also needs to know what the child thinks of himself as a reader and what reading success means to him. The attitude of the reading teacher is important. Understanding and sensitivity must be shown if the student is to make changes in behavior or attitudes toward

himself and reading.

As the reading teacher studies the background of the student, he should investigate the environment from which the student comes. The surroundings in which a student lives has much influence over the attitudes of the student toward himself, his attitude toward learning and his ideas of what the future might have to offer him. In an environment where reading is not valued as a means of communication, the child will be influenced to feel the same way. If education is not considered an asset, the child will reflect this thinking. If books and magazines are not a part of the home environment, the child will usually grow up without the reading habit.

Closely tied to the environmental factors is the economic status of the family. The child from a low income family will grow up in a culturally deprived situation. This is reflected in an absence of ideas and experiences upon which much educational growth depends. Even if the parents show positive attitudes toward education, they will not be able to provide for the child in the same manner as those who are financially more able. However, it should be noted that cultural deprivation is not always limited to low income groups. Even though the economic factor is not a problem, the attitude of the parents greatly influences the quality of incidental and planned experiences of the child. If parents in this group do not promote the values of education and reading, the children are not likely to see the need for learning or understand the pleasures to be gained from reading.

The whole area of family relationships can have an effect on the educational development of the child. The attitude of the parents toward the child, toward each other, or toward other siblings in the family can be reflected in what the child is, what he does, and how he sees himself in relation to others. While the environment, economic status of the family, and family patterns are factors which the reading teacher cannot alter, they should be a part of his working knowledge of the student. Such information will aid the teacher in a better understanding of learning difficulties.

While it is usually considered dangerous to generalize, there are some traits which poor readers are prone to exhibit. It is wise for the reading teacher to be aware of them. The inferior reader is likely to display some extremes of personality such as aggression or complete lack of it, concealed aggression, inferiority, or extremes of fear or anger. For example, a poor reader may be one who withdraws from social contacts. He may prefer to be by himself or to lead a rather inactive life. Loneliness may be preferable to the risk of failure in an

active situation. If he is unable to be alone, he may try to escape his surroundings by daydreaming. He may be inattentive and lack persistence when confronted with a task to accomplish. A poor reader may be timid and bashful and show an unusual lack of poise, or he might be stubborn and tend to throw tantrums when frustrated. Sometimes a student with reading difficulties shows an inability to get along with others.

#### **Methods of Studying the Student**

The reading teacher must make use of several ways of finding out about students. Most obvious is the cumulative record. This teacher can discover much from records of health, past performance, anecdotal record, records of testing, and pertinent family information. More current information might be obtained by consulting the school nurse, teachers, counselor, or specialists who have worked with the child. A personal interview with the parents, if it could be arranged, would be very helpful to the teacher in further understanding the child. Further information might be obtained from an autobiography written by the student.

The reading teacher will need to add to the accumulated information the results of tests which have been administered for specific reasons. Some types of test results would be already available from past records, and these tests need not be repeated by the reading teacher. Usually included are group measures of mental ability, achievement tests, and occasionally personality tests. Other tests which the reading teacher should give would include a general test of reading and a diagnostic reading test. Tests of this nature would yield the present reading status and specific reading needs of the individual. An interest test might be added, if needed, to discover student interests. If the teacher is qualified to give it, an individual intelligence test which yields both verbal and non-verbal performance scores could be added to the survey of tests. A projective test is another type which might be helpful in some cases. Testing should be done in a selective manner. All students do not need to be given all tests that the teacher knows how to administer. Testing should be for a purpose.

One of the best ways of finding out about a child is to observe him. As he reacts to the various situations in which he finds himself, the teacher can discover much about the child. The teacher can learn how the student feels about himself and those with whom he associates. How they feel about him is often revealed. Attitudes toward school, class work, and reading can be discovered in this way. Some reading difficulties can also be determined. As he works with his reading

teacher, the student reveals such things as the types of words with which he has difficulty, word attack skills, the extent of his vocabulary, his degree of fluency in reading, and left to right orientation. The teacher can tell whether the student can read for meaning, understand an author's organization of material, find various sources of material, and organize thoughts and ideas. While watching students read silently, the teacher can note the rate of reading, attention span, frowning, lip movements, or fingerpointing. A student's casual comments often reveal his interests, home conditions, and attitude toward reading.

#### **The Junior High Reading Program**

The core of an effective reading program is the individual student and his needs. The purpose of the careful investigation by the reading teacher is to become thoroughly acquainted with all aspects of the child. This information can then be used in working skillfully with the child in learning situations. It is only as the teacher of reading uses all that he knows about each student in helping to construct satisfying learning experiences that progress in reading will come about.

With the results of the preliminary appraisal clearly in mind, the reading teacher should begin to individualize the reading program for each child. Students who reach the junior high level suffering from reading difficulties have developed a strong resistance to reading, especially that which is imposed upon them. Reading is not pleasurable because to them it is both uninteresting and too difficult. In a remedial reading program much emphasis should be placed on how to interest the child in improving his reading. The methods used in the past obviously failed. More skills as such will not change the problem. The child needs to be involved in reading in a different manner. One solution is individualized reading experiences which begin at the level of the student and capitalize on his interests and the positive aspects of his personality.

Individualized reading does not "start with procedures, but with a creative teacher—one who believes children want to learn; who thinks with children rather than for them; who basically respects the individual behavior of every youngster; who works with children in orderly ways." There is no one method with rigid steps to be followed. It is a general approach which permits many variations. This type of reading ceases when "procedure replaces perceptiveness; routine supersedes reflection; things take over for thinking; custom curbs creativity."

A basic part of an individualized program is the self-selection of books. A poor reader will not improve greatly unless the material he is asked to read is of interest to him and has some meaning for him.

A teacher cannot force a child to enjoy something he does not want. One of the main purposes for learning to read is for pleasure and satisfaction. Even reluctant readers can learn to like reading better when they choose their own books. A reading teacher must use the information compiled about the child in acquiring appropriate materials for his use. Within the classroom the teacher should have several books per child from which each may make selections. The available library facilities should be used often.

The teacher must use every means possible to discover the reading interests of the students with whom he is working. A student's interest brings with it a readiness. It opens a closed mind and elevates motivation. By the time a reluctant reader reaches the junior high level he has had much reading material pushed at him which he has rejected. Sometimes this process of rejection is fixed as a habit. This barrier is not an easy one to overcome, but it must be lifted.

The interest of students is selective. There are certain types of books which junior high students often prefer. For example, boys like adventure, sports, mysteries, animal stories, science, biographies, stories centering around cars, and how-to-do-it books. Girls like books about teenage girls and their problems, family life, school stories, boy-girl relationships, and biographies. However, these should not be the only types of materials available. Even a joke book can help a teacher make a beginning in building up a desire to read.

The teacher's own attitude toward books and reading must be pleasurable if he is really going to influence children to enjoy reading. He must reflect a love of reading and the satisfactions that reading can bring to an individual. The teacher must be able to share this kind of feeling in a very subtle way so that students are not consciously aware of the reasons behind these actions.

Interest and pleasure in reading material aid in memory and comprehension. The reason is simple: the individual has a desire and a need to know. It also follows that reading material closely related to the individual's experiential background will be easier for him to read. Because he has something upon which to build, he is more likely to remember longer that which he reads. There is real satisfaction for the student to be found in better understanding of that which he reads.

Children need to learn how to choose materials which are both challenging and satisfying, and they need a chance to practice doing this. Children learn best by doing. They need to be involved in a gradual pattern of growth. As they try out books, they learn to make



judgments about what is best to read at a given time. Not all books selected by the child will be read from cover to cover. Some books are not intended to be used that way. Other books may contain only sections which will hold the child's interest for any length of time. The teacher can work to extend gradually the interests and reading experiences of the child.

The teacher needs to help each child develop his own purposes for reading. These purposes should be of genuine interest to him. Purposeful reading leads to a better understanding of the reading material, and a greater degree of enjoyment.

The pace of an individualized program is that which a child sets for himself. He may go as fast or as slowly as his needs permit. The student is in competition with no one but himself. The prospect of frustration and tension over trying to assume the speed of someone else is removed. With this block taken away, reading is allowed to fit more comfortably into the educational growth pattern of each child. Successful reading experience is the goal of the reading teacher.

Individualized reading is not a "soft, unstructured, unplanned use of time and materials." It is not a casual or impulsive program which flows out aimlessly in any direction. As a child demonstrates weaknesses in skills, these should be strengthened. The teacher must have a good background in the skills of reading so that he can intelligently observe the child and make decisions about his needs. The results of any standardized tests which were given would also be useful at this point. Each child should work on his own difficulties as they become apparent to the teacher. This means that all children in the same instructional group will not be involved with the same skill at the same time using the same materials. That which is good for one, is not necessarily good for all. Even if several students in the same class share the same reading problem, different materials might be used for each child depending upon interests and level of ability of each.

In individualizing a program the reading teacher must spend a portion of time on a planned basis with each student. This is a time when the student has the teacher's undivided attention. A situation such as this presents the teacher with an excellent opportunity to develop rapport with the child. An understanding relationship is especially important in reading. A child can be made to feel that someone is truly interested in him and what he is doing. Some of the tensions of learning can be erased if the student feels at ease and is able to discuss his problems more freely. The child can learn to recognize his own needs.

During conference sessions the reading teacher can do much to improve the self-confidence and security of the child. Sincere praise and commendation should be given often. Students who have seldom felt the pleasure of reassurance experience a lift of motivation and put forth renewed efforts. It should be noted that students recognize praise without sincerity as empty, and they do not receive satisfaction from praise which they feel is undeserved.

Both the teacher and the student have responsibilities in the reading conference. The child may have specific questions about a word, a meaning, or a concept in his reading. Student questions and comments often can provide leads as to the course a conference should take. Other times the teacher might choose a specific purpose. At different times the teacher could use the time to discover such things as the word attack methods used by the student, or the use of context clues. General and specific questions might be asked related to the child's current reading. The teacher could find out how the child interprets main ideas or important details of an episode. This is the time when a teacher may listen to the child as he reads to gain further understanding of his problems. As the teacher listens to the child read privately, no one else needs to be aware of the particular difficulties experienced unless the child himself wishes to share them later.

The conference time also could be used to evaluate together the progress of the child in any skill development or work which he is undertaking. Plans can be made for further reading and activities. Plans which are made cooperatively will come closer to fulfilling the needs of students than plans which are entirely teacher-made. As a student becomes involved in the process of planning his own schedule of activities, he is better able to understand his reading difficulties. It is only when a child recognizes that he has a problem and is willing to work on it that real progress can be made.

At the junior high level some of the planning in the conference should include the problems of reading in the content areas. The types of skills needed in subjects where the student is particularly weak should become a part of his activities. The improvement of these skills is an important consideration. As a student feels himself making gains in his classes he becomes a more enthusiastic reader. His self-image is also improved by successes in other classes which have been made through better reading habits. The reading teacher should check closely at various conference times to see that skills once established are maintained by the student.

There are times in a small reading class when the group might benefit from the cooperative selection of a topic which all members in the group find of interest. With the help of the teacher, each student would choose materials at his level which follow his interests. This kind of activity would give each child an opportunity to contribute something of his reading to a topical discussion. Each could learn the satisfactions of successful group participation. If the group is too diversified for common agreement on a topic, the teacher can still provide audience situations for students by using as a basis any books or reading material which students wish to share with each other. This provides a time to show the pleasures of reading and also reading accomplishments. The general sharing of information adds to their own knowledge. Children can often interest each other in books through their own recommendations.

Individualized reading should lead the student to a functional use of reading skills. Work should be directed toward a better understanding of ideas and information and the ability to put them to use. Students also need to acquire the ability to think critically and solve problems. The development of their own points of view and ideals is an important reading goal. As reading skills develop, so should the ability to evaluate themselves realistically. Through reading they should gain a better understanding of themselves and others. They should have a broadened view of the culture in which they live.

Adequate records need to be kept of each child and his accomplishments. These should include an orderly account of the pertinent information which the teacher will accumulate in making the appraisal of the child as discussed previously. Any communications between the teacher and parents or other faculty members regarding the child should become a part of this file. An anecdotal record or diary written by the reading teacher might be helpful in noting progress. Samples of the student's writing which reveal insights of noteworthy accomplishments might be saved. The results of evaluations and some conferences might be notes to offer guidance in future planning. Records should indicate how the child is functioning in reading and the continuity of experiences. Above all the records kept should be of value to the teacher in working with the child. They should not become so complicated and involved that the teacher feels smothered by them.

Continuous evaluations should be carried out by the reading teacher. This lends focus to the reading program. Evaluation should be in the light of each student, what he is, and what accomplishments have been set as goals. That which seems to gain desired results should

be kept in practice for a given individual. Anything which seems to be losing its effect should be changed. Some evaluations will take the form of observations. These observations might include some made by the teachers who have the reading students in regular classroom situations. If the student can show gains in another subject which involves reading, the teacher can be reasonably sure that the individual is benefiting from the reading program.

The changes in habits and attitudes of the reading student can also be used in the process of evaluation. A higher level of interest in reading is a positive indication. Signs of increased self-confidence and the ability to work more independently are good manifestations of progress. Communications from parents sometimes show that the student has made changes which are significant enough to make an impact upon them.

Another source for evaluation is the student's work folder. Not only his pencil and paper work should be counted. His reading record should also be important. If the student is reading books and enjoying the process, he has made gains in reading.

If the teacher needs to make a more objective appraisal of progress, standardized tests should be used for comparison with earlier scores. For these purposes any test given should be a different form of the one with which it is to be compared. It should be kept in mind that tests of this nature can only measure certain types of gains. It is also true that some students react emotionally to test situations so that the results of the tests for some may not indicate the real changes which have taken place.

To fulfill the many requirements of the role of a reading teacher, careful plans must be made to attend to the details of carrying out an effective program. Both long range planning and daily planning need to be worked out to meet the needs of students. The teacher must set aside time for the necessary record keeping. Background information from cumulative records should be obtained at the beginning of the school year before the teacher meets with the students for the first time, if possible. There must be time for any necessary consultation with other staff members as the need arises. If parent conferences are to be a part of the program, these too must be planned. The selection of materials should not be left to chance opportunities. Each individual needs careful guidance, and the teacher should have time for necessary preparations. Much of the planning will center around the provisions for individual reading conferences between the student and the teacher, the development of reading skills needed, group discussions,

and the sharing of stories.

It should be expected that difficulties will develop. An individualized reading program does not offer the complete solution to every type of problem which the reading teacher will encounter. It does, however, provide a way of working with students to which reluctant readers usually respond.

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# BRICKS FOR BUILDING THE SELF CONCEPT OF THE DISADVANTAGED CHILD

*Gloria I. Dixon*

GARY PUBLIC SCHOOLS

Poverty, unemployment, illiteracy, school dropouts, and the necessity for public welfare are not new social problems in our society. At the present time great national effort and much money are being spent to attack many social ills through antipoverty programs. These programs are receiving attention at this time because the increased industrialization and urbanization of today have widened the gap between our American ideals and practices. More people are aware of the resulting inequalities. And people are also aware that society has the power and ability to do something about it. Currently, one of the complex problems facing the United States is putting into practice the ideal of educating all of the children of all of the people. As a group the children of the poor have not profited from public school education. One effective method of attacking a social problem is through prevention. As a result of this knowledge great emphasis has been placed on improving the schools in the disadvantaged areas.

Who are the disadvantaged? Disadvantage is a relative term. The child who is disadvantaged has a disadvantage relative to another child. The socially disadvantaged child has a disadvantage for living competently in an urbanized, industrialized, democratic society. He is a child who has been denied "normal" experiences that other children have. The experiences that this child has in the home does not transmit the necessary cultural patterns for the type of learning that goes on in the schools or society in general. The experiences that the disadvantaged have in the home frequently contribute to the development of an inadequate self concept.

What does this have to do with school or reading? The child with a low self concept frequently has difficulty learning to read. Perhaps, if the teacher helps the child build a positive self concept, he will be able to learn to read—learn to learn.

There are many activities that go on in the early primary grades which can serve as bricks to construct an adequate self-concept house for the disadvantaged child. On the first day of school each child can have his own name card prepared beforehand. The fact that the name card is already there when he walks into the room lets the child know

that he was expected. The teacher is able to call him by name when the card is placed on top of his desk. The name cards can also serve as the basis for a game to help the children learn each other's names. Any child will feel important when his teacher and classmates remember him by name.

Early in the school year the teacher can take pictures of the children in the classroom or school situation. These pictures make an attractive bulletin board. What child's ego will not be inflated as each new visitor to the room goes over to look at his picture in living color? If their teacher were to ask the child to bring a picture from home, the child whose ego needs inflating the most might not have a picture to bring.

Often, primary children can be asked to illustrate their families. This art activity can serve as a foundation block in the self-concept house. The teacher must keep in mind the fact that frequently disadvantaged children come from extended families and "broken" homes. She must accept the family as illustrated by the child. She can also find stories that have children from "broken" homes and extended families with which the child can identify. These stories should bring out the positive aspects of their home life. The child should never be made to feel that something is wrong with his family situation.

The child should be given many opportunities to think and talk about himself. He could write an autobiography. The first time he does this the teacher might help him by giving him a general outline of things he could include. The child might want to make a self portrait to go along with his story. So that every child can tell his own life's story, the teacher might have to become the secretary and let the child be the boss who dictates the story. The "boss" might have the "secretary" read the story when it is time to share the finished product with the rest of the class. Sometimes as a variation on this activity, the child might write or illustrate what he would like to be.

Another way a child can become better acquainted with himself is to listen to his own voice on the tape recorder. He might just want to sing a song, say a nursery rhyme or poem, or read a selection. Of course, he will say his name first.

Frequently it is difficult to get the parents of the disadvantaged child to participate actively in the school's program. Reward the child with praise whenever his parent does something special for the class such as: 1) visiting the classroom, 2) making a cake, 3) going with the class on a trip, or 4) attending a P.T.A. meeting. This will make the child feel great.

Every child should have his own job. This builds responsibility and

the self concept too. He could be chairman, librarian, book monitor, or any one of the dozens of jobs familiar to all who are in school or have ever been to school.

While building the self-concept house, the child's birthday can serve as the cornerstone for his building. That is his day! The class should sing the birthday song to him. He might lead a march or game. He must do something special because it is his birthday.

The disadvantaged child, like all children, loves to give presents to his parents on special days like Christmas or Mother's Day. The teacher can lay another brick in the house by helping the child select projects that he can do by himself. Let the child decorate his own wrapping paper. It could be a fingerpaint or sponge design. He can also make the name tag and card to accompany the gift. The child feels very proud of himself when he takes a gift home that he, not the teacher, has made.

Because many disadvantaged children come from large families, it is a good idea to plan some activity or learning with which the child can impress his older sister or brother. The child's spirit can be crushed very easily if every time he takes something home or tells about an activity the older siblings can remark that they did that last year. The child should learn something really different. At Christmas time the early primary child gets a thrill out of singing a carol in a foreign language. Or the child could have an art project that has not been done before in the school. The teacher must not teach the same thing each year.

In every area of the curriculum the teacher must look for ways to build the child's self concept. In music the child, who wants to, can sing a solo. Every child should have an opportunity to play the musical instruments. They can all help with the orchestration of original pieces. Tape recording "their" song will make them feel important. When the children are learning to play the musical blocks, they can accompany the class as they sing. Teach everybody how to play at least one song. Watch the children's faces beam as they play and the class sings.

Another brick in the self-concept house can be laid through dramatizations. The disadvantaged child can begin by role playing. He can act out how to cross the street. He can act out many concepts he might not be able to verbalize easily. Later when the children are presenting songs and plays, encourage them to select a play where one-half or one-third of the class can be in the drama. The teacher should jot down the names of those in this informal production so that



the next cast will include the other children.

Children's self concepts can be enhanced when they do choral work too. The child who has a special part is thrilled. Selections should be chosen which will allow several individuals and small groups to have special parts.

If the school district is wealthy enough, the students can all be stars on television via the video tape machine. If you cannot afford the real thing, let the class construct a television set from grocery boxes. Each child can be a TV commentator.

The disadvantaged child has frequently not had an opportunity to go on a trip. It is during the planning of the trip when another self-concept brick can be laid. The trip can be in the building or the nearby neighborhood. It could be a trip to the store, zoo, museum, or bakery. As the child plans the trip, takes the trip, and participates in the follow-up activities he feels important.

The teacher must remember that the term disadvantaged cannot be equated with any group or religion. The disadvantaged group includes those living in the city and rural areas. Much attention has been called to the slum dwellers of the city because of their great numbers. Because of their special problems the children of the migrant workers, the Negroes, the Appalachian whites, and the Spanish speaking Mexicans and Puerto Ricans have received special attention. These facts must stay with the teacher. If she is working with any of these special groups, the children must be made to feel proud of their background. For example, if the school is located in a Negro neighborhood, the children must be aware of the history of the Negro in America. What Negro child would not beam with pride to know that the stoplight, that is such an integral part of his daily life, was invented by a Negro? He needs to know that the first heart specialist to do open heart surgery was a Negro. Even peanut butter was discovered by a Negro scientist. A study of the true history of our country which includes all of the contributions of the Negro would be a huge brick in the self-concept house for the child.

As the teacher selects materials for the school to buy, the background of the child should be kept in mind. The multi-ethnic materials now available are a boon in this area.

To culminate a unit of study, the teacher in the disadvantaged area could again bring her camera to record the activity. To make slides or to take a movie of the children at the end of some fascinating unit will make each child feel ten feet tall. The slides or movie could be the basis of sharing the unit with the parents or other children of

their grade level. This is just another way of telling the child that he is important.

While helping the children construct a positive self image, the teacher must not forget that the most important brick in the house is her attitude toward the child. If the teacher accepts and respects the child, the house is being built on a solid foundation. When the child understands and accepts himself, then he is ready to learn in school.

One ideal Americans advocate is the education of all of the children of all of the people. In the past, the child from the lower socio-economic level has too often been neglected by the public schools. Today, steps are being taken to educate effectively the disadvantaged child. The first step is to help the child develop a positive self image. The teacher must accept and respect the child. Through creative teaching, she can help him understand and accept himself. The survival of our democratic society is dependent upon providing in reality what the American dream promises—the opportunity for each individual to develop to the maximum of his potential.

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# MEETING THE READING NEEDS OF CHILDREN BY AIDING THE NEW ELEMENTARY TEACHER

*Margaret Millard*

PAW PAW PUBLIC SCHOOLS

The first day of school has come. Orientation days are over for the new teacher, and the children have arrived. Thirty or more little faces smile back at her when she says "good morning." It had all seemed fairly simple during the student teaching days, but suddenly there was no one to fall back on when things went wrong. The entire responsibility for the education of these children rested with her. True, she could ask questions of other teachers, but they seemed so busy. The principal has offered to help, but the opening days of school are hectic for him, too. To add to the confusion, the books are different than those used during student teaching. Some of the books have been misplaced during the summer while others are still on order. Parents want to meet the new teacher. Johnny has his milk money to give to someone. The books that are in the room don't seem to fit the mold or the theories that had seemed so practical during college days. Hopefully, by the second week things will have improved.

These problems are familiar to almost any new teacher. The person who is going to help the new teacher through the maze and on the path to teaching success should remember these perplexities.

## **Some Basic Principles**

There are some underlying principles that seem reasonable for any helping teacher to take into consideration before attempting to aid the newcomer.

### **Establish rapport with teacher**

Establishing rapport is one of the most important factors in any human relationship. It is extremely important in any situation and particularly essential when one person is attempting to guide or aid another individual. When rapport is not established or a breakdown in rapport occurs, there is a great likelihood that the best of suggestions will go unheeded. Important questions may go unasked and therefore unanswered.

### **Get to know the teacher**

The helping teacher should become thoroughly acquainted with the new teacher as rapidly as possible. In so doing, observation of the

teacher's needs may be made. Some teachers may need just a few suggestions or aid in locating materials. Others may have found the bridge between theory and practice so difficult to cross that they are truly floundering and will require a great deal of help and support. Some teachers may have very little background for the classroom in which they find themselves. Still others will have come from a school system that was so completely different that they will need aid in interpreting the present situation. While getting to know your teacher, you can determine what background and experience she has had to bring to the classroom.

#### **Meet the needs of the children and the teacher**

The children and their needs are the first consideration. The classroom teacher must execute any program that is planned, but she has needs too. If she is uncomfortable, the children will be uncomfortable. It will be necessary to plan a program that the teacher can handle and that will insure progress from that point.

When aiding in the selection of materials, attempt to find things that will fit the needs of the child. At the same time, keep in mind that the teacher will be the guide in the learning process. She must feel adequate in her ability to use the chosen materials. A teacher who says, "I chose this book for Johnny and Suzy because it looked about right," will probably need a great deal of structure in the beginning.

Another teacher may ask for material on the second grade level, with additional material for vocabulary development. She has determined that Joe can handle materials at this instructional level but needs help in a specific area. Her problem is probably one of having found the shelves bare of interesting materials for the sixth grader. Few school systems are able to afford a large supply of such materials.

#### **Maintain an atmosphere of continual growth and learning**

The helping teacher should guide the new teacher so that she grows in ability and knowledge. At the same time, the helping teacher should be growing and learning too. Through continued search for better understanding and more knowledge, we can better educate our children.

#### **Aiding the New Teacher in Establishing a Reading Program**

Many problems face the new teacher immediately. Thirty children with different abilities, levels of achievement and needs are sitting in their seats. Where does the teacher begin? Obviously, one must start somewhere. Each school day is at least six hours long, and children are

not noted for their ability to sit still.

The author had occasion to ask a group of student teachers some questions concerning their knowledge of the teaching of reading. Their answers indicated that their understanding of the reasons for grouping was good, but they didn't know how to group under any plan. They seemed to know what constituted an individualized and basal approach to reading, but they didn't know the basic sequence of reading development. They knew that each child had individual needs, but they didn't know how to determine them.

One beginning teacher was overwhelmed by the many series of books available, but she didn't know how to determine the level of the book. Another beginning teacher stated that she felt she had a pretty good sense of direction in most academic areas, but she was confused about teaching reading because it was so complex.

These statements do not necessarily indicate poor preparation. They do seem to indicate the need for continued guidance and in-service training as the teacher attempts to bring knowledge and practice together.

With these things in mind, and keeping in mind the individual teacher, we shall consider some of the practical problems that face the new teacher in the approximate order she may face them.

#### **Grouping and ascertaining reading levels**

There are many plans for grouping students. A grouping plan should be selected that will meet the needs of the children and the teacher. Several factors should be taken into consideration before selecting a plan. Some of these considerations are: teacher preparation, range of reading levels in the classroom, materials available, schedules and patterns of the school system and teacher control of the classroom situation.

Probably the grouping plan that is the most practical for the new teacher is that of grouping according to reading levels. At any rate, it is a place to start and leaves opportunity for flexibility as the teacher gains additional insight into both the children and the situation.

The new teacher wants to know how to accomplish such grouping. There are many tools that can aid the teacher in this process. Often former teachers will have provided information concerning the placement of the children. This may take the form of a list when groups are moved as a unit. Cumulative folders will sometimes have cards on which the books and materials used by the child in previous years are recorded. Standardized test scores are also recorded in the cumulative folder. Frequently a great deal of interpretation of these scores

is needed to avoid their misuse. Another tool that can be introduced at this point is the informal inventory. The helping teacher can supply information concerning the administration and uses of this inventory. The inventory may be introduced at this point as a device for grouping and determining independent and instructional levels. The helping teacher can also lay the groundwork for the use of this instrument in determining the needs of the individual student. With all of this information available, an attempt can be made to form groups for reading instruction. As the teacher gains control of the situation and her knowledge increases, these groups can become flexible and individualization of the program or portions of the program can begin.

#### **Selection of materials**

Selection of materials is another problem that faces the new teacher immediately. Of course, if she happens to be in a system where one set of basal readers is available per classroom, the element of choice may be eliminated. Frustration would have to be dealt with. A thorough foundation in the sequence of reading development would be needed as rapidly as possible. The teacher could then supplement the program with additional materials according to the needs of the children.

Many schools today have additional materials available to use with children who are above and below grade level. With the information about the children that has been gathered during the grouping process, materials may be selected that will aid the children. Every effort should be made to obtain materials that the children have not used before. The new teacher should be guided to make selections that are not so easy for the child that no growth takes place, nor so difficult that he is frustrated. Again, the results of the informal inventory may be utilized. Every effort should be made to locate books that will be of interest to the child and still be on his reading level. As the teacher grows in her own knowledge of the "learning to read" process, more variation in materials may be used.

Many times the teacher's manual seems to be among the missing. The author once taught in a system where there was no basal reader, many series to choose from and no manuals for the teacher. With this situation, a teacher must again have a thorough understanding of the developmental reading process. The helping teacher should maintain files of her own so that she will have readily available additional materials to fulfill specific reading needs.

#### **Sequential development in reading**

All too often new teachers appear to have reading terminology

in mind but seem unable to fit it all together to form a developmental picture. Thus, word attack skills become an end goal rather than just one phase of an integrated process.

Independent reading is a desirable part of a reading program. Unless the teacher understands the developmental process, she may expect children to take off on their own long before they have reached that stage of development.

Without knowledge of reading development, the teacher will find it difficult to work with individuals above or below the level with which she becomes the most familiar. It will also be difficult for her to determine the individual needs of her students. She will have little mental content to help her decide when a child is lagging in one phase of development or to ascertain which learning pathways are the best for the individual.

The reading process may be divided into stages of development. Certain skills are introduced at each stage. Each succeeding stage maintains and further develops these skills. Many school systems have curriculum guides that give a broad overview of the reading program. The teacher's manual will frequently have some guidelines for the overall reading program. Professional books may contain such a guide. By utilizing many of these sources, the new teacher can be guided in a growing understanding of the overall picture of reading development.

#### **Summary**

All suggestions made are designed to be open-ended and can be evaluated and revised as the teacher finds her way. As the year continues, additional suggestions can be made to enable the teacher to meet the changing needs of individual children.

# THE STORM

*Lucille B. Reigle*

Had this fluttering element  
    A way of knowing  
I wished to be enchained briefly  
    To be free!  
I had locked the door  
    In the evening  
But I need not as the White Giant  
    Gently leaned against it  
Holding me captive without a key.

As I gazed upon my neighbors  
Marooned in his enormous white sea  
    I think he tried to say:  
    "Could you with pen  
    Or friends with brush  
    Create a facsimile of this?"



# ECHOES FROM THE FIELD

*Lois VanDenBerg*

The Homer L. J. Carter Reading Council, International Reading Association, at its April meeting elected the following slate of officers:

Blanche O. Bush, President, Kalamazoo Public Schools  
Jennie Schneider, President-Elect, Kalamazoo Public Schools  
Virginia Phillips, Past President, Gull Lake Community Schools  
Betty LeRoy, Secretary, Gull Lake Community Schools  
Ronald Crowell, Treasurer, Psycho-Educational Clinic, Western Michigan University  
Leona Hefner, Membership Chairman, Portage Public Schools  
Gretta Ryan, Publicity Chairman, Gull Lake Community Schools  
Lois VanDenBerg, Publicity Assistant, Education Department, Western Michigan University

## Advisors

Dorothy J. McGinnis, Director, Psycho-Educational Clinic, and  
Homer L. J. Carter, Director Emeritus, Psycho-Educational Clinic,  
Western Michigan University.

The term of the officers according to the revision of the by-laws as of April 1967 shall be one year.

The *nature* and *purposes* of this professional organization are:

This council shall be a professional organization for persons residing in the Western Michigan University area who are concerned with the teaching of reading at all levels.

The purposes of this organization shall be:

- (1) To encourage the study of reading problems at all educational levels;
- (2) To stimulate and promote research in developmental, corrective and remedial reading;
- (3) To study the various factors that influence progress in reading;
- (4) To publish the results of pertinent and significant investigations and practices;
- (5) To assist in the development of more adequate teacher-training programs;
- (6) To disseminate knowledge helpful in the solution of problems related to reading;
- (7) To act as a clearing house for information relating to reading;

- (8) To sponsor conferences and meetings planned to implement the purposes of the association; and
- (9) To promote mutual understanding and cooperative work among educators in the elementary grades, junior high, high school, special areas, college, and leadership positions.

The year's program centered around the theme, "Broadening Our Horizons in Reading," includes demonstrations of a psychological approach, clinical techniques, perception, and a workshop on materials. A potluck supper and the annual dinner meeting will also be held.

Programs are planned for all areas of reading, beginners through secondary. Meetings will be held at Sangren Hall.

Members and guests are urged to plan to come early and meet their friends with a through-the-line tray dinner in the Student Union preceding the meetings. A table will be reserved for their convenience.

# DID YOU SEE?

*Dorothy J. McGinnis*

At the Tenth Annual Convention of the International Reading Association the delegates adopted a "Buyer Be Wary" resolution. The entire April issue of *The Reading Teacher* was planned to "reaffirm this warning." Of special note is the lead article by Roma Gans entitled "Misspent Funds and the Consequences." We urge every school administrator and teacher to read the April 1967 issue of *The Reading Teacher*.

"Explorations of the Reading Process"? In this article which appears in the spring 1967 issue of the *Reading Research Quarterly*, Ruth Strang discusses four doctoral dissertations which deal with the process by which individuals of different abilities and background comprehend and interpret what they read. Numerous descriptions are provided of methods that teachers may use in learning about the reading process of their own students.

*Read*, the inexpensive student magazine which is published twice monthly from September through May by Education Center, Columbus, Ohio? The magazine's content includes thought-provoking articles at a reading level for upper elementary and junior high school grades. Many of the sections can be used for the development of specific reading skills.

The exploratory study by Kingston and White which attempts to establish the relationship between personality factors and the self concept of readers to the qualities seen in the protagonist of a reading selection, *Reading Research Quarterly*, Spring 1967? Their findings suggest that as readers approach the meaning of behavior of symbols, models, or main characters in a story, the interpretation is influenced by personality and self concept variables as well as by reading level and more rational, cognitive factors.

"Eight Steps to Successful Reading" by Critchlow, appearing in the January 1967 issue of the *Catholic School Journal*? The article describes how one elementary school worked with children who were retarded in reading. Particular emphasis is given to that part of the program which involved the children's parents.

# WE SUGGEST

*Eleanor Buelke*

Mackintosh, Helen K., Editorial Chairman

*Children and Oral Language*

A Joint Statement of the Association for Childhood Education International, Association for Supervision and Curriculum Development, International Reading Association, and National Council of Teachers of English, 1964, pp. vii-38.

As a user of language, man is unique among all living creatures. Man's language makes it possible for him to be involved constantly in processes of social interaction. Involvement in interaction processes contributes to his growth toward maturity in all phases of development—physical, social, emotional, and intellectual. Oral language is the primary medium for such social interaction. Skill in its use is prerequisite to skill in use of its refinements, extensions, and abstractions, entailments of the processes of reading and writing. In this concise, yet comprehensive, paper-bound edition, *Children and Oral Language*, four major organizations in education, each individually committed to the improvement of teaching and learning in elementary schools, have cooperated to promote effective teaching of oral language.

As a whole, this publication is addressed to the objective of the development of a balanced program for teaching total oral communications skills at all levels, clearly defining the goals, and explicitly stating means for achieving them. In particular, its main sections are concerned with (1) examining basic characteristics of listening and speaking, (2) helping children to learn to listen and speak, and (3) determining further action that needs to be taken by all adults responsible for educating children in oral language.

In examining the characteristics of listening and speaking, Dr. Ralph Staiger states that *listening* is a learned receptive skill, while *speaking* is a learned expressive skill. Listening differs from hearing, a physiological process, because it involves interpretation and selection of appropriate meanings. Speaking communicates meaning to others. Efficient use of both helps one to develop and clarify his thinking. Muriel Crosby identifies relationships of oral language to personal development, to social development, to thinking, and to learning. She believes that concepts of self and the world are interwoven with speech patterns and usage; that speech is fundamental to formation and satisfactory growth in human relationships; that words are tools of thinking; and that listening and speaking, rooted in experience,

furnish a rich background of mental content for written and printed symbols.

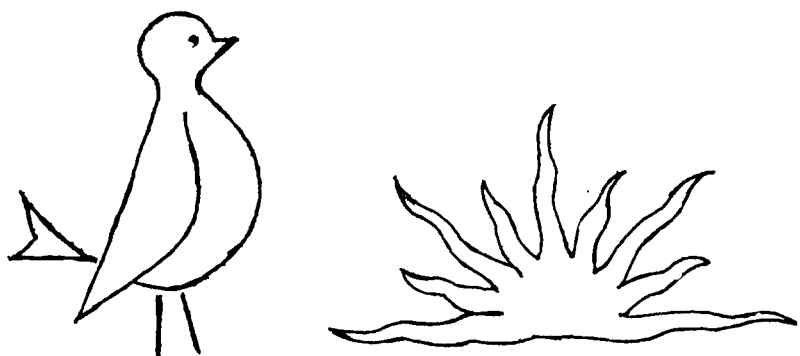
The section dealing with helping children learn to listen and to speak is of real, practical value to the practicing classroom teacher and elementary school administrator. With a constant awareness of language as a human characteristic, its writers discuss competencies children need for effective communication. Research findings and their consequent implications are stated with unmistakable clarity, pointing to goals which have become new standards for skillful teachers in recent times. Some further suggestions for behavior of teachers in their roles as guides, group leaders, and evaluators are given in more specific and illustrative detail. Repeatedly, emphasis is placed upon development of the teacher's own competencies in interaction procedures and upon a *positive* approach in evaluation.

In regard to further action needed by adults concerned with the development of children as more effective language users, Helen Mackintosh, editorial chairman of this bulletin, suggests that the help of a number of key persons is vital. Parents need to recognize that they are children's first teachers. Teachers need to take advantage of "teachable moments." Professional leaders, such as supervisors and administrators, need to encourage teachers to be knowledgeably creative and imaginative. Research workers need to continue to aid teachers in evaluation techniques which provide emphasis upon improvement of individual children.

Parts of this bulletin which lend support to contradictions of some prevalent classroom practices and procedures may give rise to controversial thoughts in the minds of some readers. More common agreement may be stirred in educators' minds as they realize the truth of Dr. Stauffer's statement of the point of view with which the authors approached their writing:

Never before has the need for effective communication been more crucial . . . . Because the effect of oral communication is so crucial, there is need to make careful appraisal of current practices in teaching children to express their ideas orally with clarity, sensitivity, and conviction.

What teacher dares to remain aloof and apart from such justified appraisal?



## ROUND ROBIN

*Dorothy E. Smith, Editor*

Dear Editor:

Over the past few years I have taken a very keen pleasure in reading the articles by Professor Louis Foley that have appeared in *Reading Horizons*. More years ago than probably he and I like to remember I was his student in a Chaucer course. Later Lou and I became colleagues and friends. I don't believe I ever came away from a session with him that I was not very much alive to the fact that I had learned something or gotten a fresh outlook on something—and not because he was a walking textbook, but because he was an original and knowledgeable thinker whose throw-away remarks, even, had gold in them. His philosophy had a 'lived-in' air about it because he was a man of considerable sophistication.

It is hard to disagree with such a man, but there are things in his article "A New Look at Longfellow's 'Evangeline' " (*Reading Horizons*, Summer, 1967) that I gravely question. (I was going to say that my viewpoint differs from his, but then I remembered that he took me to task once for using *viewpoint* instead of the etymologically more faithful *point of view*.) I hope that if you publish this he will come back at me. A dialogue with Professor Foley, even at long distance, is a refreshing experience.

First I should like to applaud his very perceptive remarks on the metrics and the architectonics of *Hiawatha*, *Evangeline*, and *The Courtship of Miles Standish*. It is fashionable to decry Longfellow today among the "in" crowd of critics and professors. This is partly a natural reaction to the excessive enthusiasm for him in his heyday,

partly a phase of our aversion to Victorianism, and partly a healthy rejection of such regrettable effusions as "The Village Blacksmith" and the "Psalm of Life." Like Tennyson, Longfellow seems to persist in fame for the worst things he ever wrote.

Like the little girl in the ditty, when he was good he was very good, and when he was bad he was horrid. The "Psalm of Life" is a reflective poem calling for the stately tread of iambic pentameter. But Longfellow gallops us through it breathlessly on the thudding hooves of trochaic tetrameter, and then leaves us with the painful image of our "footprints in the sands of time"—I say painful because it would be a traumatic experience to ram one's foot into an hourglass.

But Longfellow was a great poet when he was under the discipline of following the sonnet form or of doing translations—or, as Professor Foley points out, when he shaped an epic. The Foley article, I think, goes to the heart of that greatness with perceptive penetration.

But, and here my disagreement with him starts, Professor Foley finds "flaws" in *Evangeline* which in his next sentence he magnifies to "egregious blunders." *Evangeline* is written in dactylic hexameter. And, of course, it is written in English. Yet of a necessity there are French names in it. French pronunciation differs from English in that there is approximately equal stress on all syllables in French. So the reader of *Evangeline* is faced with dilemma. If he pronounces the French names in the French manner, he will "immediately throw the dactylic pattern out of joint." If he pronounces them in the way that will fit the English dactyls, his conscience will hurt him—that is, "if he is aware of how French names sound, so that they seem 'natural' to him only in their true form." The anglicized names will clash with the French atmosphere of the poem.

In his article Professor Foley never extends his objection to its logical conclusion, and it is this logical conclusion that bothers me. The English language is made up of a medley of stressed and unstressed syllables. Therefore English poetry is written in metre. As Professor Foley says, "French words cannot be written in 'metre.'" Ergo, there can be no use of French words in English poetry. Ergo, English poetry must never deal with French personages, French places, or French subject matter. If it does, it will offend the ears of the "bilingual readers" that Professor Foley is concerned about.

But the logical conclusion extends even further. The genius of every language is unique. And so, according to the Foley thesis, anglicizing words from any other language is falsification and, in a poem, destructive of atmosphere. The bilingual reader whose native

language is English need not have French for his other tongue. He may have Hebrew. Then pity his condition as he struggles with Milton's *Paradise Lost*! "How *can* one read it comfortably, if he is aware of how Hebrew names sound, so that they seem 'natural' to him only in their true form?" (I have quoted Professor Foley exactly, except that I have substituted *Hebrew* for his *French*—a substitution which in no way alters his thought.) The moment our bilingual English-Hebrew reader comes to a mention of Eve the atmosphere of the poem is destroyed for him. To him *Eve* is *hawwah*, which effectively destroys the iambic pentameter of such grand lines as:

So spake the patriarch of mankind, but Eve  
Persisted, yet submiss, though last, replied.

Or suppose our bilingual reader's other tongue is Italian. There is that splendid climactic passage in *The Merchant of Venice* where Portia warns Shylock:

But, in the cutting it, if thou dost shed  
One drop of Christian blood, thy lands and goods  
Are, by the laws of Venice, confiscate  
Unto the state of Venice.

Our reader would really be uncomfortable as he tried to substitute *Venezia* for *Venice* here.

And, of course to the English-Italian bilinguist the lines

To the glory that was Greece  
And the grandeur that was Rome

lose much of their punch as *Rome* to his aware ear must always and forever be *Roma*.

As a matter of fact, he won't even be able to take pleasure in singing "Twas on the Isle of Capri that I found her," because in Italian *Capri* is accented on the first syllable, which, as Professor Foley would say, would "immediately throw the . . . pattern out of joint."

I cannot agree with this implied hypothesis that in an English poem only English names (and therefore subject matter) are consonant.

I do agree that anglicization may be carried too far. When Joaquin Miller, a turn of the century American poet, rhymed the name of the German poet Goethe with the English word teeth I think he wandered a bit out into left field. Apparently Henry Cuyler Bunner agreed, for he was moved thereby to write a tribute to Shake-



speare, Moliere, and Goethe which he entitled "Shake, Mulleary, and Goeeth."

On the other hand, we have such ridiculous attempts at fidelity to the original language as are exemplified by what is surely the most ridiculous line in Shakespeare—that passage where Caesar, who has been speaking fluent English all through the play, suddenly yells, "Et tu, Brute" when he feels himself stabbed. What English-Latin bilinguist could possibly feel more comfortable with that line than with the anglicized "And you, Brutus?"

Professor Foley himself admits that among the French Canadians, who are—at least those who would be reading *Evangeline*—certainly bilingual for the most part, "nothing in American literature has greater celebrity than Longfellow's *Evangeline*. In Canada it is doubtless considered . . . the authentic and moving account of the tragedy of a people . . ." Later he says, "French-speaking people can read it with pleasure . . ." (It was Wordsworth who said that the principal end of poetry is pleasure.) But, says Professor Foley, "the poem is *not* written for bilingual readers."

I submit that just the opposite is true. His remarks on the poem's reception in French-speaking Canada are powerful evidence to prove it. Furthermore Professor Foley, who, I happen to know, has had long and extensive acquaintance with the teaching of French, has reason to be more familiar than most of us with the axiom, "When you're using a language, think in that language." The Anglo-French bilinguist who is reading *Evangeline* is thinking in English, because *Evangeline* is written in English. And this includes the pronunciation of the proper names. Whatever adjustments are necessary he is better able to make because he is bilingual. He is familiar with both currencies, and the exchange presents less of a problem.

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# TEN-SECOND REVIEWS

*Blanche O. Bush*

Give a man a taste for reading and the means of gratifying it, and you cannot fail to make him a happy, as well as a better man. You place him in contact with the best society and the best minds in every period of history, with the wisest and the wittiest, the tenderest and the bravest, those who have really adorned humanity. You make him a citizen of all nations and a contemporary of all ages.

—Sir John Hershell, 1830

Ames, Louise Bates, "Is Your Child in the Wrong Grade?" *Ladies Home Journal* (June, 1967), 84:119-120+.

Research shows, Ames states, that at least one out of three youngsters is struggling with school work that is far beyond his capacity. The author emphasizes that parent and school personnel must recognize the importance of total readiness. A child, no matter how bright, can not proceed in school successfully any faster than his physical and mental state of growth permits. A list of danger signs are presented which every parent should consider before needless misplacement sends the child along the school-dropout road.

Arnsdorf, Val, "Selecting and Using Collateral Materials in Social Studies," *The Reading Teacher* (April, 1967) 20:621-625.

According to the author the criteria for the selection and use of collateral materials in the social studies need to be developed in terms of (1) purposes of the social studies instructional program, (2) the students engaged in the program, and (3) the instructor. Each of these variables is in itself important and each becomes increasingly important as it is viewed in its relationship to the others.

Artley, A. Sterl, "Some Issues in the Teaching of Reading," *The Michigan Reading Journal* (Spring, 1967), 1:5-13.

Issues, Artley emphasizes, mean that there are various sides to some questions. In this article issues discussed were early reading, ITA, self-help kits, machines and devices, programmed materials, elementary libraries and phonics. It is suggested that teachers stop spinning wheels over several of these issues and

attack such important questions as further development and financing of elementary libraries, the matter of critical reading, propaganda analyses, reading attitudes and competency on the secondary level, and ways of differentiating instruction so that the needs of all, from brightest to slowest, will be adequately met.

Bachner, Saul, "The Paperback Library," *Journal of Reading* (April, 1967), 10:473.

This article is an account of the author's experiences with a portable library. Bachner believes that the results indicate that portable library units in class are the intermediary between intensive study in the classroom and leisure reading outside.

Berkey, Sally C., "A Successful High School Developmental Reading Program," *Journal of Reading* (April, 1967), 10:442-447+.

Berkey, a reading coordinator, describes the reading and study skills program of Centinela Valley Union High School District, in southwest Los Angeles. Concentrated in the freshman English classes, the developmental reading program is a required course. It is mandatory for every ninth-grade student in the district to spend eight weeks of the school year in the reading laboratory. Before entering the program, a period of motivation and orientation is given. Goals of the program are to increase reading rate, enlarge vocabulary, raise the level of comprehension, and teach the student how to study in all areas.

Blank, Jessie C., "What About the Non-Reader in the Classroom?" *The Michigan Reading Journal* (Spring, 1967), 1:14-15.

All children need to know many ways of learning, including reading. But for children of lower ability and for seriously disabled readers it is important that the teacher provide different ways of discovering information. We need to teach so that school will be profitable enough to induce these children to stay and learn the skills and attitudes necessary for some kind of social independence. The teacher must believe that the non-reader has a right to be in the classroom. He should be taught to use the senses that he is endowed with such as observing, listening, and thinking.

Carroll, L. Patrick, S.J., "Those Pesky Book Reports," *Journal of Reading* (April, 1967), 10:468-475+.

Carroll outlined his solution of the pesky book report problem. His method involves the blending of three important elements: (1) the actual reading of the book, (2) some understanding of the book in depth, and (3) at least some appreciation and enjoyment of the book. A simple objective test to force the reading of the book, some sort of writing involved with the book to encourage intelligent reading, and some previous indication of the merits, style, and beauty of the book to aid appreciation and enjoyment are necessary.

Carter, Homer L. J. and Dorothy J. McGinnis, *Reading, A Key to Academic Success*. Dubuque, Iowa, Wm. C. Brown, 1967, pp. 156.

Throughout the book purposeful thinking and creativity in reading are stressed in literature, mathematics, science and social studies. This book also emphasizes the importance of the experiential background of the reader and the awareness by the reader of the effects of physical, psychological and social factors which contribute to success in reading. A distinctive feature of this book is that its contents are devoted to practical procedures rather than abstract theories about reading. The most effective approaches known to leaders engaged in teaching reading at the adult level are presented.

Cline, Caroline T., "Project: Think!" *The Michigan Reading Journal* (Spring, 1967), 1:16+.

A group of 47 junior high school remedial reading students was selected for an experiment to determine if any evidence of improved thinking could be established by a daily exercise of 5 or 10 minutes devoted to analogies. It was hypothesized that the by-products of this experiment would be improved comprehension, increased vocabulary and some evidence of inductive reasoning. According to the author, there was some evidence of improved reasoning. Reading materials requiring inferences were less formidable and the pupils' approach to all types of reading was more enthusiastic.

Durkin, Dolores, "Phonics Materials: A Big Seller," *The Reading Teacher* (April, 1967), 20:610-614.

A variety of factors account for the special market value

of phonics. For one thing, phonics instruction is often equated with reading instruction. While such an equation confuses a part with the whole, the association has still resulted in assigning to phonics a rather special place of honor. For the market place the confusion has resulted in "a big seller." Another characteristic of phonics that makes it especially enticing to the publishers is that its content can be packaged.

Elder, Richard D., "Detecting the Visually Inefficient Children in Our Classrooms," *The Michigan Reading Journal* (Spring, 1967), 1:17-19.

Visual efficiency, with the related factor of personal comfort, is a crucial readiness factor in the learning process at any grade level. At the present no screening test appears to be as reliable as the observant teacher or parent who watches for symptoms of vision problems. Symptoms include reading inefficiencies such as pointing, confusion of letters, reversals, and vocalizing during silent reading; negative attitudes; poor posture; appearance of eyes, and complaints such as seeing double, blurring, and fatigue.

Fry, Edward B., "First Grade Reading Instruction Using Diacritical Marking System, Initial Teaching Alphabet and Basal Reading System—Extended to Second Grade," *The Reading Teacher* (May, 1967), 20:687-693.

The results of the second-year study comparing children who had beginning reading instruction with (1) the Initial Teaching Alphabet, (2) basal readers with traditional orthography, and (3) the Diacritical Marking System have been completed. Findings are about the same as those of the first-year study; namely, that there are no significant differences between groups on most parts of either the Stanford Achievement Test or the Gilmore Oral. What did seem to make a difference was a good teacher and a child with a high IQ.

Goodrich, Howard B., "Reading Poetry Is Creative Too," *Journal of Reading* (April, 1967), 10:435-411.

Reading a poem, according to the author, is discovering and building. A reader tries to discover the poem in the mind of the poet by building a poem in his own mind, using the poem on

the paper as a guide. The student must build images that have meaning within the confines of the poem. A teacher must not give his own images to his students before they have a chance to form their own, or to restrict their creativity and imagination by the limits of his own or the author's.

Hahn, Harry T., "Three Approaches to Beginning Reading Instruction—ITA, Language Experience, and Basic Readers—Extended to Second Grade," *The Reading Teacher* (May, 1967), 20:711-715.

At the close of the first year children in the ITA and Language Experience groups tended to make higher scores on the various evaluation devices. The pattern of differences in performance among children in the three approaches which was noted in the first grade continued to show at the close of the second grade. According to the author, it doesn't appear that the use of ITA has given children an advantage over those using a comparable instructional approach with traditional orthography. However, ITA-oriented children do not appear to be handicapped by their unique learning experience.

Harris, Albert J., Blanche L. Serwer, and Lawrence Gold, "Comparing Reading Approaches in First Grade Teaching With Disadvantaged Children—Extended into Second Grade," *The Reading Teacher* (May, 1967), 20:698-703.

The Craft Project is one of the 27 cooperative first grade studies that were supported by the United States Office of Education in 1964-1965. A proposal to continue to study the children through the third grade was approved and third grade data are now being collected. This report is a brief summary of the second grade program and the results.

Hayes, Robert B. and Richard C. Wuest, "ITA and Three Other Approaches to Reading in First Grade—Extended into Second Grade," *The Reading Teacher* (May, 1967), 20:694-697+.

The major part of this study attempted to follow the 1964-1965 first grade students, as intact class, into the second grade to determine the results of continued teaching of the approaches used in grade one upon student achievement and attitudes during second grade. These approaches were (1) a basal reader program with its "whole word" ability grouping method, (2) a

combination whole word phonic reading program with ability grouping, (3) the phonic, filmstrip, whole-class approach, and (4) the Early to Read ability-grouping program of ITA Publications, Inc. Results were not always consistent. Longitudinal evidence being collected during the 1966-1967 year may help to answer the question as to which method of teaching beginning reading is best for which children.

Harris, Frances Lane, "Teaching Adults to Read with Teacher Made Materials," *Journal of Reading* (May, 1967), 10:560-564.

Work with adult literacy is a fascinating kind of teaching for it would seem that all of a teacher's ingenuity and resourcefulness can never be quite enough to teach all kinds of students fast enough. Yet the little cumulative successes bring the kind of emotional rewards that make a teacher proud to have persevered. Newspapers and teacher-made stories have several advantages. They have high interest, are short, and are on the reading level of the individual.

Johnson, Eleanor M., "Guidelines for Evaluating New Instructional Programs," *The Reading Teacher* (April 1967), 20:600-604.

In considering new instructional programs in any area for any level, educators need to find answers to certain questions: (1) What are the desired goals of this program? (2) What tested research has been used as guidelines in developing this teaching-learning program? How do the materials and activities of this program improve learning? Does this program provide tested multiple approaches to learning?

Klausner, Dorothy Chenoweth, "Screening and Development of the Remedial Reading Teacher," *Journal of Reading* (May, 1967), 10:552-559.

According to Klausner, the teacher's personality is important to her success in teaching remedial reading, and attention should be directed to the development of such personality traits which are helpful. Mackie and Engle list the following traits: (1) sympathetic and understanding attitude, (2) warm, approachable, and friendly manner, (3) spirit of cooperation and helpfulness, (4) genuine love of and interest in people; (5) faith in the dignity and worth of a person regardless of social position or

handicap, (6) enthusiasm, (7) optimistic, idealistic, yet practical attitude, (8) keen-thinking, intellectually alert mind, (9) emotional maturity, and (10) tolerance, kindness, patience, and tact.

Langer, John H. , "Vocabulary and Concept Development," *Journal of Reading* (April, 1967) 10:448-455.

Langer states that vocabulary has a direct and essential relationship to concept and the conceptual process. Concepts are general ideas, discriminatory in nature which must be symbolized to be effectively communicated. Concept development is a gradual process in which concepts grow from simple to complex mental constructs which are evoked and labeled by signs which are most often words and which serve as guides for behavior.

Mallinson, George G., "Science Learning and the Problem Reader," *Perspectives in Reading-Corrective Reading in the High School Classroom*, International Reading Association, H. Alan Robinson and Sidney J. Rauch, editors, 1966, pp. 88-101.

Mallinson makes six suggestions for working with the problem reader in the social science classroom: (1) Time must be taken to assist the problem reader; (2) The text should be explained; (3) Materials other than the basal textbook should be available; (4) The usage of terms in the context should be discussed; (5) Newspapers' "science corners" should be utilized; (6) Reading should be encouraged through activities involving inquiry and the processes of science.

McLeod, John, "Some Psycholinguistic Correlates of Reading Disability in Young Children," *Reading Research Quarterly* (Spring, 1967), 2:5-31.

Three experiments with second-grade children were designed to compare the ability of disabled readers with a control group to reproduce tachistoscopically presented letter sequences and to discriminate and vocally reproduce auditorily presented words. The author believes that it would be premature and scientifically untenable to venture too far out on a theoretical limb on the basis of the experimental results to date. Perhaps the major practical conclusion is that the use of the techniques which were employed in the three experiments is not only possible



with children, but also with relatively young children with learning disabilities.

Muelder, Richard H., "Helping Students to Read Mathematics," *Perspectives in Reading-Corrective Reading in the High School Classroom*, International Reading Association, H. Alan Robinson and Sidney J. Rauch, editors, 1966, pp. 102-113.

This article is based primarily on the writer's experiences in dealing with high school mathematics students. The suggestions and techniques described have resulted from talks with many people—math teachers, reading consultants, and others. The suggestions are not supported by objective research, but they have worked in mathematics classes, to some degree at least.

Murphy, George E., "And Now—The Package Deal," *The Reading Teacher* (April, 1967), 20:615-620.

Publishers have created package deals for classroom teachers to answer the need of many books for each individual rather than one book for many. However, these package deals are not successful in making readers of all pupils, no more than were the McGuffey readers or the basals. Murphy suggests that we must meet the challenges of present-day youth and of learning and reading.

Ornstein, Allan C., "101 Books for Teaching the Disadvantaged," *Journal of Reading* (May, 1967), 10:546-551.

This list of books was compiled mainly to help teachers plan intercultural and minority-cultural lessons. In most cases, the disadvantaged child is deficient in reading skills. Thus, the books recommended for junior high school students range from fifth- to ninth-grade reading level; the books recommended for high school students start from eighth-grade reading level.

Rauch, Sidney J., "Ten Guidelines for Teaching the Disadvantaged," *Journal of Reading* (May, 1967), 10:536-541.

It is the purpose of this paper to develop guidelines and to suggest materials to help teachers overcome reading problems. The guidelines are: (1) Proceed on the assumption that the students are capable of reading improvement; (2) Provide

materials slightly below their “instructional” level; (3) Give assignments that are brief, concrete and well-motivated; (4) Be alert and sensitive to the reading needs of the group; (5) When possible, avoid standardized reading tests; (6) Clarify word and concept meanings in preparation for reading; (7) Make sure that the reading program involves more than word recognition exercises; (8) Use a variety of approaches and vary the daily program; (9) Content area teachers should emphasize the reading study skills; (10) Remember that the psychology of the learning process includes the four steps of motivation, clarification, application and satisfaction.

Schab, Fred, “Motivation in Remedial Reading,” *The Reading Teacher* (April, 1967), 20:626-627+.

The motivation of retarded readers has been a continuing problem. This article is an account of an attempt to rebuild the interest of students by a process of creative ego involvement.

Strang, Ruth, “Teaching Reading to the Culturally Disadvantaged in Secondary Schools,” *Journal of Reading* (May, 1967), 10:527-535.

Regardless of what specific procedures or reading materials are used, teachers and administrators must take an attitude of “positive expectancy” toward the pupils and focus on their assets rather than their faults. Instruction must be personalized. Each pupil must see the purpose and must feel rewarded by objective evidence that progress is being made toward becoming the kind of person he wants to be. Apathy, diagnoses, and teaching procedures are also discussed.

Summers, Edward G., “Materials for Adult Basic Education,” *Journal of Reading* (April, 1967), 10:457-467.

This bibliography is divided into four sections listing instructional material in reading, written and oral communication; arithmetic; citizenship; and personal adjustment. A fifth section includes a brief listing of professional references for the teacher.

Tinker, Miles A., “Devices to Improve Speed of Reading,” *The Reading Teacher* (April, 1967), 20:605-609.

A summary for the evaluation of machines, gadgets, and

devices used to improve speed of reading is as follows: (1) Many so-called procedures for training eye movements or for controlled reading result in improved speed, however, improvement is not greater than that resulting from motivated reading alone. (2) Experiments concerned with pacing eye movements and controlled reading usually involve other techniques and are never divorced from increased motivation. (3) The use of pacing devices too often becomes a ritual tending toward an over-emphasis upon the mechanics of reading to the sacrifice of adequate attention to the processes of perception, apprehension, and assimilation. (4) The tachistoscope is without value for increasing speed of reading. (5) As long as gadgets and comparable devices are used by those with an inadequate understanding of the psychology of reading we shall continue to have the undesirable emphasis upon oculomotor mechanics.

Von Horn, Arlene and Edith Janes, "A City-Wide Vocabulary Project for Ninth-Grade Students," *Journal of Reading* (April, 1967), 10:476-479.

This study, according to the authors, would seem to indicate that direct instruction to enlarge vocabulary has a definite place in the school curriculum. Research has shown that even the most capable students must meet a new concept many times before it is really learned. The materials used provided an opportunity for students to review, study, and learn the words met in their daily lessons.

Wilderson, Frank B., Jr., "An Exploratory Study of Reading Skill Deficiencies and Psychiatric Symptoms in Emotionally Disturbed Children," *Reading Research Quarterly* (Spring, 1967), 2:47-73.

This study presents clinical and experimental evidence which suggests a general hypothesis that specific reading disabilities are related to symptomatic expression of more central emotional disorders. Factors of reading dysfunction appear as characteristic phenomena associated with factors of other behavioral-emotional symptoms in children. Intercorrelation matrices of reading-related skills and psychiatric symptoms were analyzed and yielded four psychiatric and seven reading deficiency factors. Factor sets showing significant correlations were interpreted and discussed.

# PROGRAM 1967-68

HOMER L. J. CARTER READING COUNCIL  
INTERNATIONAL READING ASSOCIATION

THEME: *Broadening Our Horizon In Reading*

THURSDAY, SEPTEMBER 21, 1967

"The Psychologist Looks at Reading"

Stanley Kuffel, Psychology Department, Western Michigan University  
7:30 P.M., Room 2302 Sangren Hall, Western Michigan University

THURSDAY, OCTOBER 26, 1967

"Structured Observations, A Clinical Technique"

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

Psycho-Educational Clinic, Western Michigan University  
7:30 P.M., Room 2304 Sangren Hall, Western Michigan University

THURSDAY, DECEMBER 7, 1967

WORKSHOP—Materials for Specific Needs

CHAIRMEN—Elementary, Jean Hightower; Secondary, Helen Bassett  
Potluck Supper, 6:00 P.M., Hillside Junior High School

THURSDAY, FEBRUARY 22, 1968

"Secondary Reading in Kalamazoo"

PANEL—Peter Wallus, Chairman, Coordinator of Secondary Education,  
Kalamazoo Public Schools

7:30 P.M., Room 2302 Sangren Hall, Western Michigan University

THURSDAY, MARCH 28, 1968

"Perception in Reading"

PANEL—Carl Komor, Chairman, Supervisor, Special Education, Kalamazoo Public Schools

7:30 P.M., 2302 Sangren Hall, Western Michigan University

THURSDAY, MAY 16, 1968

"Broadening Our Horizon In Reading"

Dorothy J. McGinnis, President, Michigan Reading Association, Western Michigan University

DINNER MEETING, 6:30 P.M., Hillside Junior High School