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*Reading*

# HORIZONS



WINTER 1968



# *Reading* **HORIZONS**

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## *Table of Contents*

Editorial Comment—What Band Wagon Next? . . . . .	55
Homer L. J. Carter	
Which Way Is It Pointed? . . . . .	57
Louis Foley	
Books Are for Reading . . . . .	63
Fannie Schmitt	
This Is How It Is . . . . .	72
Neil Lamper	
Has Anyone Seen Melvin? . . . . .	75
Emma Jane Marek	
Echoes From the Field . . . . .	79
Lois VanDenBerg	
Did You See? . . . . .	80
Dorothy J. McGinnis	
We Suggest . . . . .	82
Eleanor Buelke	
Round Robin . . . . .	85
Dorothy E. Smith	
Ten-Second Reviews . . . . .	90
Blanche O. Bush	
Announcement . . . . .	104



## *Editorial Comment*

### WHAT BAND WAGON NEXT?

Some educators have a way of flitting from one panacea to another. Any theory designed to explain reading disability which is reported to be new seems to be accepted without question. These teachers do not wait for data resulting from well-designed and well-controlled research. In 1947 Strauss and Lehtinen contributed much to the understanding of the brain injured child. Doman and Delacato in their diagnosis of reading disability have stressed the importance of neurological organization, and Money and Kephart have emphasized perceptual difficulties. Various forms of treatment have been suggested and apparently have been used successfully by these therapists *with some children*. Teachers are saying that if a little training of a sort is good, more is better. There is no proof of this assumption. Many teachers without a systematic and careful study of the child are prescribing "patterning" for all children with or without reading disabilities. Perhaps they believe that they can "change human potential . . . and the very nature of man."

Some individuals are actually attempting to improve "neurological organization" of their children by having them spend hours on the floor crawling and creeping. Parents comment, "What a strange way to teach reading." First and second grade children are given visual "perceptual training" varying in form from "patterning" to "eye exercises." These teachers have become "experts" in the diagnosis and treatment of "perceptual difficulty." Such approaches have been attempted without a fundamental background in the basic sciences, in physiology, and in psychology.

For some time it has been disconcerting for psychologists and physicians to stand by and observe inadequately trained educators practice their expertise in the diagnosis and treatment of reading problems. Protestations are now being heard. Freeman of Temple University Medical School questions the claims of Doman and Delacato. Robbins of the University of Toronto shows that the reading skills of a group of children in the second grade had no relationship to their ability to crawl and creep.

In the professional world educators must guard their image and, like cobblers, stick to their last. They must separate the wheat from the chaff. They must show a scientific attitude and question all claims until they have been proven beyond reasonable doubt. They cannot afford to be naive and gullible for their colleagues in other disciplines are asking, "What band wagon next?"

Homer L. J. Carter  
Editor





# WHICH WAY IS IT POINTED?

*Louis Foley*

BABSON INSTITUTE

The etymology of the word *punctuation* leads us back to its remote ancestor, the Latin *punctus*, a “point” in the sense of the dot which we now call a “period” because it marks the *end* of a period. Latin did not require punctuation as our modern languages do, because the forms of words kept their construction clear independently of word-order. Even the period did not seem necessary until fairly late, since the termination of a sentence was shown by the verb which came regularly at the end.

From *punctus* evolved the word *point*, which is used in French for what we call the “period” at the end of a sentence. In the eighteenth century, and even later, punctuating was commonly called “pointing.” So that was naturally Benjamin Franklin’s name for it. In his *Autobiography* he tells how he and his friend Collins, being fond of argument, carried on debates with each other in the form of letters. When Ben’s father happened to come upon his papers and read them, he found that Ben “fell far short in elegance of expression, in method and in perspicuity,” but observed that he had the advantage of his antagonist “in correct spelling and pointing (which I owed to the printing-house).” Franklin’s parenthetical comment here is significant. Punctuation grew up largely through the usage of printers. As practical-minded people they appreciated its usefulness, whereas authors were traditionally inclined to regard it as mere mechanics beneath their notice. Interestingly enough, by coincidence the term “pointing” may be considered applicable in another sense, for punctuation *points* to the ways in which words are grouped, as we have to see them in order to read intelligently.

A great deal of misconception of punctuation has been displayed, and even systematically taught, by people who either have never bothered, or else stubbornly refuse, to understand its purpose and function. This seemingly willful attitude is remarkably represented by a recent article in an educational magazine. The author considers “how we might work with punctuation—and particularly with the comma, the most difficult punctuation mark to learn. In most classrooms it is taught by means of grammar; you know, ‘A phrase in apposition is set off by commas’—that sort of thing. If commas *were still used to indicate structural relationships* [italics ours], there might be some justification for this, but *they have not been so used since*

*the last century*. Punctuation now indicates speech patterns.”<sup>1</sup> Historically this assertion could hardly be more wrong.

The old idea of punctuation as a means of marking “pauses” for rhetorical effect appears typically in an example which that author cites, with evident disapproval, from a “once popular novel *Eric* (1871)” to represent “antique punctuation”:

“The simple truth was, that poor Mr. Lawley was a little wrong in the head.”

Now this is precisely a representation of “speech pattern,” the marking of a pause which a public speaker would be very likely to make. For the modern rapid silent reader it is merely an arbitrary and annoying separation of a subject from its predicate.

Hewing steadily, however, to the old line, which he seems to think is a brave new conception, our theorizer says that “we ought to be more concerned with sound than with structural relationships. We should tell our young writer to forget the rules and put in commas where he would naturally pause if speaking the sentence.”

It will be no problem for our young writer to forget the rules; he probably never learned them. The ones which do stick in some people’s minds are such things as outdated, complicated rules about semicolons, or statements in certain permissive handbooks that the proper punctuation of a series is “optional.”

In our age of widespread disorder and sloppiness, there seems to be a common tendency to rebel against “rules,” in punctuation as in other things. To some extent this attitude may be understandable, and even justifiable—though generally the rebellion is for the wrong reasons. For the most part at least, the compendia of rules for punctuation to be found in dictionaries and other standard books of reference are accurate and dependable. What is “wrong” with them is that they do not constitute a method of *teaching*. In the lists where they stand, they look as if they were all supposed to be equally important, as is far from being the case. They have been composed by people who were aiming at scientifically precise statements, with no more concern for being *interesting* than a writer of dictionary definitions. The fact that they go together to form an orderly system—quite distinct from the old notion of marking “rhetorical pauses”—is not made clearly apparent. They do not show *why* they are true.

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(1) John Rouse, “How to Manufacture Tin Ears,” *Media & Methods*, 134 N. 13th St., Philadelphia, Pa., September 1967, p. 18.

Instead of denying the authority of well-established rules, or even thinking about “rules” at all, a more realistic and practical approach is to examine the small number of typical situations and see what they logically require. We may begin by considering the use of *and*. Far more often than otherwise, it is simply joining two words. Of course we need not take “words” too literally; two unified phrases—“in the city and on the farm”—or two predicates of the same verb amount to the same thing. For many centuries the English language has seemed to be peculiarly fond of using words in pairs: this and that, thick and thin, up and down, in and out, north and south, east and west, old and new, hither and yon, black and white, cup and saucer, salt and pepper, bread and butter, sugar and cream, day and night, men and women, hat and coat, shoes and socks—the list could go on endlessly. Quite naturally then, the innocent reader expects that *and* is being used in this commonest way unless it is preceded by a comma. Without that signal it will seem to be plausibly joining the word before it to the word after it, when actually it is doing something quite different. Eventually the reader will discover his mistake, but he will have been needlessly led astray and obliged to backtrack to understand the sentence. This simple matter of marking the true function of *and* covers a large area of punctuation. The same principle applies to *or*.

As in the case of a compound sentence, this relationship between a comma and *and* appears clearly in the proper punctuation of a series. The *and* which brings up the last member of a series is *not* joining the last two members to each other, but joining the last member *to the series as a whole*. This is a point which goes to the very heart of what modern punctuation is “all about.”

For many years, rules for punctuation in standard textbooks have called for a comma before the *and* at the end of a series, and it has been interesting to observe the steadily increasing recognition of the principle in printed matter of various sorts. Yet it still seems to be the situation which is more misunderstood or handled more carelessly and inconsistently than any other. Most newspapers and some widely-circulated periodicals are systematically lax about it, or even appear to be stubbornly unwilling to conform. In each case we may suspect that the practice results from a decision of some editor who had somehow imbibed the notion that *and* and a comma are interchangeable. This is a curious idea indeed; while “and” *joins*, a comma *separates*. The only conspicuous newspaper which regularly punctuates series correctly is *The Christian Science Monitor*—in keeping with its recognized

position as one of the best-edited papers in the United States.

No doubt many people have been influenced by commonly negligent punctuation of various cut-and-dried series such as “first, second and third,” “this, that and the other,” “men, women and children,” or “morning, noon and night.” Of course any reader, seeing at once what is coming, will read such a phrase correctly in spite of its illogical punctuation. With any really new series, however, omission of the comma before *and* is very likely to be at least temporarily misleading as to relationships.

Often in the same sentence one may see the difference in effect between *and* with a comma before it and *and* without the comma.

“Education, air and water pollution, transportation, and economic development are problems that do not respect state boundaries.”<sup>2</sup>

“Novel methods of transport, local customs, trade practices and equipment, local celebrations, local fairs and processions, and local or national oddities . . .”<sup>3</sup>

“These readings report research, discuss theory and philosophy, and analyze trends and issues pertaining to the self as a theoretical construct.”<sup>4</sup>

“The élite group includes the many millions of educated office-workers and technicians, professional people, the literary and artistic set, and scientific workers.”<sup>5</sup>

One of the places where a comma is most clearly needed is the end of an adverbial clause at the beginning of a sentence. Without that signal, the reader will often think he is still in the introductory clause after he has passed through it and into the main statement. When such a clause *follows* the main clause, however, usually a comma would be superfluous because the conjunction introducing it (*after* in the sentence preceding this, *because* in this sentence) shows the reader unmistakably where he is.

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(2) *The New York Times*, editorial, October 29, 1967.

(3) *The Christian Science Monitor*, April 29, 1967.

(4) *Reading Horizons*, book review, Spring 1966, p. 107.

(5) *The Christian Science Monitor*, headline, November 1, 1967.

Exceptions are easy to understand. The conjunction *for* needs a comma before it to distinguish it immediately from the much more common preposition:

“He still worked for the same company, for no one else would hire him.”

Similarly *since* in the meaning of “because” needs to be marked as different from its ordinary time sense:

“I had not seen him since we were boys.”

“Despite our misgivings we will undertake the experiment, since that is your wish.”

Though what we have seen about *and* (applicable likewise to *or*) explains part of the general rule for punctuating compound sentences, it does not quite take care of all of it. The case of *but* is different. The comma in that situation sets off *but* as a conjunction, not the preposition as in “nothing but the best” or “everybody but me.”

The rest of the business of using commas is practically covered by the situation of “intervening” phrases or clauses, more or less parenthetical elements not vital to the coherence of the main statement. Nowadays the tendency is not to set off phrases which the reader can easily take in his stride; we avoid cluttering up sentences with commas not really helpful. Of course one should *not* set off “restrictive” clauses which are essential to the meaning of the main clause:

“He would do nothing which would embarrass his opponent.”

“We must have employees whom we can trust.”

Quite different is the relative clause which comes in parenthetically:

“That house, which had been built a generation before, was beginning to seem too old-fashioned for modern living.”

The writer with whom we took issue about “speech patterns” at least deserves credit for recognizing the importance of the comma, though when he calls it “the most *difficult* punctuation mark to learn,” that can only be because, as we have seen, it has several distinct uses. The next most important mark, the semicolon, operates very simply by comparison. More and more exclusively in modern practice, it is

used where a period might be used so far as grammar is concerned, between complete sentences closely related in thought. Characteristically, on the two sides of the semicolon, we have the same basic idea expressed in different ways as a means of emphasis.

“He felt sure that he could handle the situation; he had been through such things before.”

“Excuses don’t amount to anything; it’s results that count.”

“When the time comes, do not distress yourself; you will have done all that is possible.”

The mere *length* of a sentence has nothing to do with the matter one way or the other.

There still are, to be sure, certain special contexts in which the old system of punctuating for “rhetorical pauses” has some justification. We see it fully carried out in the Psalms in the Bible and in The Book of Common Prayer. No doubt in such places it serves a useful purpose in keeping a congregation together when they read in unison. Nowadays, however, writing is no longer thought of as primarily intended for reading aloud.

# BOOKS ARE FOR READING<sup>1</sup>

*Fannie Schmitt*

FLORENCE STATE COLLEGE

Surely there has never been another time in which it was so important for people to be able to read—and to read—as it is today. Reading is, or should be, a part of nearly every experience of children, young people, and adults. Valuable though the other media of communication are, they are necessarily inadequate for full coverage: of reporting events, of expressions of opinion, of findings of investigations, of descriptions, of recounting of experiences. Only in books are we likely to find the inclusive, extended coverage necessary for adequate analysis, interpretation, and application. Never before have we been confronted with such need to know so much so quickly, to communicate so clearly and thoroughly, and to be able to interpret so accurately.

Reading must, therefore, become an integral part of every instructional experience which the school provides for its young people. For example, as the boys and girls in our public schools and the young men and women in our colleges learn the facts of well-documented historical accounts, they must learn also to read fiction, biography, drama, and poetry, for these serve to clothe the skeletal structure of history with the attitudes, the beliefs, and the ways of life of the people who created the history. Literature describes the ways in which these people thought and felt and had their being—how they brought about these events and movements, and how, in turn, they were affected by them and how they reacted to them. So learning how to read, and reading, the fiction, the biography, and the poetry becomes a necessary part of learning to read history, to understand how the present relates to the past, and to the future. The themes, the content, of imaginative literature include all that man has dreamed, hoped, thought, felt, loved, feared, created, and destroyed.

We have said so often that “every teacher must become a teacher of reading,” that the concept is sometimes in danger of being lost in the trite words. Certainly it is true that reading—reading of pictures, of charts, of maps, of many types of graphic presentations, and reading of words and phrases and paragraphs must be an integral part of the teaching and the learning of all curriculum areas. And learning to read the graphic presentations of thought and the verbal symbols representing thought must be just that—learning to read the symbols

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(1) Reprinted with permission from *The Michigan Reading Journal*, Fall, 1967.



in order to read the thoughts, to understand concepts, and to analyze and to interpret and apply them.

This we are not likely to find refuted. But acceptance of this point of view cannot amount to much unless it is applied and followed by careful, skillful, continuous attention to teaching young people the various types of printed material which is inherently a part of the various subject areas, and unless there is attention to teaching them to read in terms of the purposes of the authors whose work they read as well as in terms of their own purposes. Reading poetry is quite different from reading fiction, and requires different types of reading attitudes and skills. So it seems to me that we must teach, in each curriculum area, the types of reading attitudes and skills necessary in that area as a means toward the achievement of the accepted goals for teaching and learning in that area. The teaching and learning of reading must not be an end in itself. Reading is a very functional thing—unless I have reason for reading, a reason which I accept, there really is little value in my learning to read.

If one asks a prospective first-grader what he will learn when he goes to school, he almost certainly will reply that he will learn “how to read.” When this youngster goes to school, we build him up so that he feels that when he is able to read, the world will be his. And indeed the world will be his, when he learns to read; but not when he learns only how to read. When a child has learned enough words and has caught the idea that words open windows to a wider world, what do we give him so that he can move into that wonderful world?

Well, sometimes, I’m afraid, we give him material which surely will not motivate him to want to continue to learn to read better—for it is neither interesting, provocative, nor stimulating. Recently, one of my capable, creative students brought me her frustrations on this score. She had become immersed, saturated, in fact, with many of the truly fine books for boys and girls, books by imaginative, skillful, literary artists such as Elizabeth Enright, Laura Ingalls Wilder, Carolyn Haywood, Robert Lawson, Elizabeth Speare, E. B. White, and many more. Now, in another curriculum area, she was examining a great many textbooks for elementary grades, including some readers. She called me one night, saying “Listen to this,” and she read to me a story from a reader—a story without logical plot leads, without valid characterization, and certainly without evidence of creativity on the part of the writer. But the bibliography of titles listed in that text as suggestions for further reading by the children included some of the

finest books in the whole of children's literature. Here were titles by Eleanor Estes, Miriam Mason, and others just as excellent.

Now, reading is a process of thinking; there is no reading without reaction from the reader to the material read. I once heard Mary Ellen Chase say that a creative writer must have a creative reader if his book is to fulfill its destiny—if the communications process is to complete the cycle. Without reaction of the reader to the concepts expressed in the book, and without his reaction to the ways in which the concepts are expressed, there can be only word-calling, not reading.

The teaching of reading and all reading guidance must have as the central objective helping the learner to become increasingly able to analyze and interpret what is read, not to memorize words—to read ideas, not words alone. As an article published in the *Reading Teacher* of January, 1967, says: "The ultimate aim of teaching children to read, it would seem, is to make it possible that they encounter literature and respond to it throughout all their years." But we all know that, in spite of our laws to keep children in school and presumably, therefore, reading until they are sixteen years old, many grow up without finding that "bequest of wings in books" of which Emily Dickinson wrote. And we know that, although we are continuously extending and improving public library service and school library service, many boys and girls become adults without finding in books the realms of gold that would extend their horizons and enrich their personalities, without encountering and responding to literature which might provide for them experience and understanding, that might stimulate, or excite, or move them,—or in any way enrich their lives and their experience. Young readers will come to know and to enjoy good books and to continue reading them, because they have had many enjoyable experiences with them. I believe that this is the only way in which they will learn to read, to develop the habit of reading, to become discriminating in choosing what they will read. Perhaps the most dangerous pitfall in teaching children to read is failure to analyze for ourselves, and for them, the reasons why they should learn to read. When we as adults read, we are usually seeking answers to questions, solutions to problems, or seeking torches to lighten the darkness which obscures our vision or seeking escape from the humdrum routines of our everyday lives, so that we do not see clearly ourselves and our fellows and the situations in which we move—we're seeking reading to serve us as runners on the mountain tops. Young people, if they are to learn to read, also must have experiences with books which will serve these ends.

Too often, in the urgency of our efforts to teach children the mechanics of reading, in our haste and our compulsion to teach them how to read, we forget, or even impair, the motivation to read. So we have many members of our society who can manipulate the mechanics of reading—they have learned how to read, but they do not read. And, of course, the man who can read but doesn't is no better off than the man who doesn't know how to read. And there are many other of our former pupils who can read and do read—something, anything, sometimes, chiefly periodicals, but who do not know what to read, how to choose the best for themselves.

Our objective for the young reader must be the development of a love of reading, and learning to read to enjoy, to understand, to interpret, so that the reading does help the reader to have deepened and broadened insight into human nature—his own and his fellows'; so that the reading does help him to develop a sense of the past and of the future, as well as the present; so that the reading does help him to develop his own code of values and standards; and, most of all, so that the reading does take him "lands away," does give great personal enjoyment and satisfaction.

Unless we achieve this, we cannot hope to help boys and girls to become increasingly discriminating in their reading, and increasingly appreciative of the best in literature. When we are helping middle-grade children to learn with Wanda Petronski the satisfaction of achievement through creation, and to realize with her classmates the importance of the individual personality, we are using golden opportunities to teach reading. When we are giving younger children the opportunity to share the loyal friendship of Charlotte and Wilbur and to know the fulfillment of Charlotte's destiny, sad as the moment of her going might be, we are using valid purposes for teaching reading. Books like these will help us to teach a child to become a reader—a real reader—because they do satisfy so many of his psychological needs, especially because they give enjoyment and therefore are likely to lead him to read more; and because, while they entertain him and enable him to identify with the heroes, they also are building into the very fabric of his personality values which can last a lifetime. For example, perhaps one of the most dramatic moments in *Charlotte's Web* comes when Wilbur finally escapes from the barnyard to the complete, uninhibited freedom which he had not the courage to take for himself for such a long while. Now, having achieved it so easily and through so little effort of his own, he knows not at all what to do with it, so that he immediately returns to the security of the fenced-in barnyard.

The suspense and drama of the story at this point provides adventure for the young reader; he is likely to realize the philosophy much later and enjoy it all over again. I am reminded of another illustration of this way in which reading enriches the young reader immediately, and later on. One Monday morning, one of my students came in to let me enjoy with her an experience of her weekend. She had overheard her fifth-grade brothers as they discussed a member of the community, with patent disapproval. Suddenly, one of them said, "Oh, well, every-one knows he's a 'bear of small brain'."

But none of the many values which reading can and should contribute to the reader will be derived unless the actual reading experience is enjoyable and satisfying. I cannot really believe, for example, that a great many junior high school boys and girls who are now in classes in which all members are required to read *Great Expectations*, are likely, as a result of this experience, to choose another novel by Dickens for vacation-time reading, just for fun, or even to choose one set in the same time and place, or with a similar theme. As one young teacher who with her students was required to follow that pattern, said, "The best readers read the whole story within a few days after we started it in class; the least mature readers have struggled with it, many of them with little or no enjoyment." We say that the two ingredients which the teacher must have if he is to succeed in any program of reading guidance are: (1) understanding of the individual reader (his needs, interests, ambitions, hopes, frustrations, past successes and failures, his past reading experiences, his reading abilities); and (2) wide and deep knowledge of books. And we say, also, that our primary objective in all programs of reading is to help boys and girls to become readers—persons who read widely and deeply because life would be incomplete without reading, who are continuously growing in their ability to distinguish among those books which are truly fine and timeless; those which are timely and interesting and enjoyable and useful now, but not likely to become a part of our heritage of remembered treasures in literature; and those which are trash, which are unworthy of the time necessary to read them. And I do believe that in reading, as in everything else, each individual is always in a process of becoming.

And if we want our young people to set their feet upon the road of becoming enthusiastic readers of the best, we must provide them with books which are, indeed, the best for them at the very time we are working with them, guiding their reading. The best definition I have ever heard for a good book is this: "A good book is a book

which is good for a particular reader at a particular time." So I should prefer to see those elementary-grade readers given the opportunity and the careful guidance to read some of the fine books by authors like Carolyn Haywood, Eleanor Estes, Miriam Mason and others who are listed in the bibliography in that reader, instead of having them waste time and dull their powers of perception of that which is truly good writing on the trivial, unsubstantial story which upset my fine student. And instead of seeing all junior-high youngsters required to read *Great Expectations* at the same time, I should prefer to see many of the fine titles now available in paperbacks made easily available to them, and introduced to them in ways to help them to read, first of all, with great enjoyment, and then with increasing ability to analyze and interpret and evaluate—to read in-depth, as well as extensively.

There has been much talk in recent years about a thematic approach to reading, and this seems to me to hold great promise as a means of leading young readers to read widely books of many kinds; to read deeply in order to identify the author's purpose and his theme; to analyze the ways in which he has developed his theme; and to evaluate the validity of the theme and the literary craftsmanship of the author. If the general theme or problem around which reading is centered is one of real concern to the young people, and if there are many books of many kinds easily available, and if there are opportunity and encouragement for individuals to try out on the classroom teacher and the librarian and on their fellow-students their own reactions to what they read, there is little doubt that there will be much reading, that it will be broad and deep, and that it will be enjoyable.

So, I should say that the selection of books to be given to boys and girls, and from which they should be allowed and encouraged to make many of their own choices—the selection of the titles to be made available and to be introduced to them is the first and perhaps the most important consideration in any program of reading instruction or reading guidance. And the selection must depend upon the teacher's and the librarian's understanding of the individual reader, and their deep and wide knowledge of books. Teachers and librarians must read, read, read, and read some more. If we believe that reading is a functional skill and that the process of reading is a very functional one, and that the only valid purpose for teaching young people (and adults) how to read is to help them to use that skill to live more fully—to know themselves and their fellows better, to accept themselves and other people, to become more insightful into human nature, to understand and appreciate better the physical and sociological world in

which they live; if we believe all this, then we cannot ever be satisfied if a pupil is content to say simply that he likes or does not like a book. We can be satisfied that our young learner is becoming the creative reader whom Mary Ellen Chase says the creative writer must find, only when we know that he is gradually, with careful, skillful guidance becoming a reader—one who finds joy and satisfaction in truly reading, one who is increasingly aware of and increasingly finds pleasure in the subtleness, the vividness, the economy and the simplicity, the honest sentiment devoid of sentimentality, the proper balance, the freshness and originality of concepts and expression, the movement and action, the accuracy and thoroughness, the sincerity and integrity which characterize good writing. When we see a boy move away from the Hardys to Stephen Meader and Jim Kjelgaard and then perhaps to the Nordhoff and Hall adventures, and then perhaps to Cousin's *Dr. Schweitzer of Lamberenn* or even to Paton's *Cry the Beloved Country*, or dozens and dozens of other titles that I'm sure you are remembering just now—when we see this kind of becoming in process, we know that we are teaching, and that our young people are learning both how to read, and to read.

This indicates that at the very heart and core of the reading program there must be the library—a well-selected, well-stocked library administered by librarians who understand the purposes and processes of teaching and learning reading, who understand the elements necessary to success in the undertaking, and who are able to work with classroom teachers, guidance counselors (all other teachers, in fact) and with boys and girls to make books and reading truly “realms of gold” for them. Books Are For Reading. If our boys and girls continue to read at all when they leave us, they will read books, magazines, newspapers, pamphlets—not machines and not just textbooks.

The only valid reason for increasing reading speed is to be able the better to enjoy, to interpret, to appreciate the very best of writing. I have been much frustrated to hear that some school systems have appointed special reading teachers in schools in which there was practically nothing in the way of real library service. How can a special reading teacher work at all without adequate library service? Indeed, how can the regular classroom teachers teach reading without it?

If this be true—that library service which is worthy of the name is necessary to the teaching and the learning of reading what kinds of books must the library provide, for use within the library, in classrooms, in homes—wherever the children are? And how shall we select

them, how evaluate them? Our basis for all selection must be, of course, what we know about the nature of the boys and girls at varying developmental levels, and what we know about our individual boys and girls within these levels. We know, for example, that children are tremendously interested in real-life stories at about third and fourth grades, and that if we nurture this interest well, they become readers of fine biography and historical fiction. And so we include in our libraries books by Clara Judson and Jeanette Eaton and Genevieve Foster and Katherine Shippen and Elizabeth Speare and Armstrong Sperry, and on and on. We see that our boys have a chance to sail on a whaler with the *Sea Bird*, and to join Johnny Tremain on that exciting night in Boston harbor, and to join Juan De Pareja in learning painting from the great artist and the slave's master, Velasquez. We give our girls the opportunity to stand in Kit's shoes as she is accused of witchcraft along with the other witch of Black Bird Pond, and we let them share the struggle between the old and the new in an ancient culture as the younger ones join Sue-Msi in defending her father's wheat crop. We let the older girls share the loneliness and the triumph of the young heroine of *Let the Hurricane Roar*, and with Abbie Deal, feel the searing winds which parched her skin and the fields which she and Will had worked so hard to cultivate, and with her, too, grow in personal strength and courage and loyalty, and face the struggles of pioneering with good sense and a sense of humor. We show our boys and girls, through Elizabeth Yates's description of Amos Fortune, the meaning of self-respect and industry and resourcefulness and human kindness, and rejection of the vindictiveness which so often impairs integrity.

We know that the major undertaking of every young person is self-identification, and that this becomes especially urgent in adolescence. Let's give our young adult books to help with this, books about people worth identifying with—books depicting the courage of the young men of Kon-Tiki; the fear and the tenacity to overcome it of the young hero of *Red Badge of Courage*; Jade Wong's respect for the tradition of her parents' culture coupled with the determination to find her own destiny in modern America. And books to help them wonder about the meaning of life, with all the other readers of *Portrait of Jennie*, for example.

These are among the kinds of books we need, along with many others to provide chuckles like those we share with Mr. Wilmer in Robert Lawson's book, and with Papashively in *Anything Can Happen*, and many, many, others.

And, having provided the books, how shall we stimulate and guide our young people to read them?

I am always immediately frustrated, rebellious, and discouraged when I hear an adult say a certain child is a non-reader, or that another child won't read, for I believe that any child who has the usual physical and emotional and intellectual equipment can become a reader, and will become one if the adults who are responsible for him, know and love him, know and love books—many books—and are enthusiastic about both, and feel that books can and must help the child to fulfill his destiny, to achieve his best potential. When such an adult brings the book and the child together, an alchemy results, and it cannot be prevented.

But how to bring them together? Well, there are many books describing many techniques for reading guidance—reading records, book talks, group discussions, dramatic play, reading menus and other types of lists—on and on—. They all may be summarized, I think, by two statements: (1) A love of good reading is more likely to be caught than taught; (2) The only ceiling on effective ways of bringing books and people together is the creative imagination of the adult who is the guide. And so—Books are for reading.



# THIS IS HOW IT IS

*Neil Lamper<sup>1</sup>*

*WESTERN MICHIGAN UNIVERSITY*

We lived in the house now for only three months but already the children come. We are careful, living in India, because we are not prepared to battle the diseases strange to our bodies and so we must sometimes inhibit our love for the children until we are stronger. We are strangers to the country but not to the hunger and yearning on the faces of the children. The children are all from one family, and our favorite is the wild little five-year-old girl named Sakri. But aside from this slight preference we laugh and run with her two older brothers, Ramchander and Deysha, and the older and beautiful sister, Mutelly. The tiny baby, Thumpully, doesn't count but only bounces along first on one hip, and then another. This is a family of Untouchables and although the constitution makes them equals the Laws of the Heart do not as yet.

The children have no school and so they have no English. We cannot speak Hindi, Telegu, or Urdu but it doesn't seem to matter because we all get along on our looks. Once a month Sakri's mother washes her in a pail and picks the lice from her wild hair before she greases it and then sends her up to our house on the rock so Sakri can smile and show off. At first all the children came to beg when we walked by because ancient tradition would not permit them anywhere near either us or our house. When people have had no dignity, or worth in the family for thousands of years, you do not build such exquisite temples in one generation. And so Sakri and her gang smiled and waved from a distance but we could not resist her excitement. Soon my own children had them all by the hand and now, in three months, they are at the house.

They came to beg but such transactions are one-way and there is no worth involved. Personal price is not fixed with a coin and you cannot buy people, not even the little beggar, Sakri. We have a small lawn, and many potted plants, and we pass out bowls and pails to this tiny mob and they water our patch of garden for us. They set Thumpully under the outside faucet so she gets cleansed with each watering and thus she is the cleanest of the children. Ramchander is the oldest

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(1) Dr. Neil Lamper has recently returned to the campus of Western Michigan University after a ten-months stay in India.

boy and he fills the bowls and the others line up and then carry the pails on their heads to where they dump them on the grass. When the work is done, we pay them each a few paise and now they know how to work for a living, and you can *read* the new feelings on their faces.

This is the best reading of all but we wondered about the other, even though these children will never go to school. The government has schools but these Little Ones are lost in the press of five hundred million others and it is something of a miracle that they even live. That they do live is more the result of small, unscheduled fractions of human contact than of any government plan. Somehow Sakri's family is a small unit of humanity huddled under rags against a wall in central India; and somehow we have flown halfway around the world and live in this house perched on a rock alongside this same wall. Whereas we see it as a miracle they see it as God's will. Well, we are not given to argue either with miracles, or God's will, and when Sakri comes with her gang to our door there is nothing to do but to resign ourselves to the beauty and excitement of such an accident of friendship.

Sakri will not come alone into the house and I take her by one hand and she drags in the chain of the three others. Thumpully bounces along in-between anywhere she can ride for free. If we try to take Sakri alone, her eyes fill with fear and she whimpers and pulls away, and then gallops out of the house in full flight like some kind of escaped gazelle.

There is no friendship without trust and after the watering is done we wonder if something more can be done with the trust. Sakri found a rubber ball and bounced it and nothing like this ever happened in her life and she squealed and looked at the ball with a kind of reverence. When I saw the awe on her face, I saw how maybe religions begin and I suppose a ball is as worshipful as anything else. But then my children pushed a small table into the middle of the room and on the table they put huge sheets of paper. They bring with them from our culture an ecstasy of crayons, and colors and they write stories to each other and make little books. And Sakri and her followers stood around ranged in a half-circle, and on their faces was the envy of being left out. Then my oldest daughter smiled and made a place for them and the four brown bodies fell to and filled the sheets with the same kind of thing, and they did it all with an ease and exactness that puzzled us. We thought how even imitation may be a kind of gross learning, and we could hear these children pick up the sounds of our voices and in one day use words like, "bucket,"

“water,” and “grass.” We gave each one a pencil, there, and in less time than the telling they copied and spoke whole sentences and now we stood amazed in a half-circle. The world is filled with picture-vocabularies and words are pictures and here were the children writing whole sentences in cursive script, and then learning to read them and use them in scraps of conversation the next day.

If you ask me about the mystery I must stop and think. From my rooftop all Hyderabad spreads out to the edge of the world. Each night the sun streaks the sky with bright red and soft purple sarees, and these lines of God’s linen are hung from the tips of the four dark minarets of Charminar, poked dark up into the wealth of sky-cloth. From this rooftop we look down into the well of our neighbor’s yard, the well built in the time of Abraham and we watch the servant grind the spices with a rock roller on a slab of stone. Down around the corner of the wall of the compound Sakri plays now with her brothers and sisters, and it is from their voices that the answer comes to me.

Sakri and Ramchander and Deysha and the Beautiful Mutelly have excitement. No matter what they do they bring to it everything that they are. They run and bounce and roll and laugh and call out and they are fixed firmly to the earth. They have a freedom to be that is not inhibited by any standardized process seeking to hammer them into anything other than what they are. This is the beginning of wisdom, of all knowledge: to live in a universe that affirms them. If later the children wish to change, to learn new habits and ways of living, such coin will be the interest paid on back savings inherited and carried in the safety deposit boxes of their genes. This excitement and verve is infectious and if others around them handle it with care everything is possible. Sakri is pretty, and I tell her so and the first words in English she learns to speak are, “Pretty Sakri.” She writes them large with a blazing, red crayola from America, and this is the best of foreign aid. None other is of any value, either to nations, or individuals and even Mutelly blossoms gently into a woman under the warm eyes of those who love her and think her beautiful. Like God, these children begin with I Am, and then everything else possible to man can be added unto them. If you seek first the kingdom of the heart all other things follow and that is the basic mystery.

And I learn it all from my rooftop bathed in Indian skies and when I call down, Sakri raises her face and laughs and her white teeth flash and we both know about these things, and that’s how it is. And it is all a gift to me.

# HAS ANYONE SEEN MELVIN?

*Emma Jane Marek*

MUSKEGON PUBLIC SCHOOLS

"Hi! I'm Melvin. Miss Riley sent me to see you. Gosh, I was scared. I thought I was in real trouble this time. I thought she sent me because I knocked that paste jar on the floor. Boy, what a mess. Made a lot of noise, too. I don't make much noise in the room. If you keep still, the teacher forgets you're there. Jimmy says he acts up in reading class so Miss Riley will get mad at him, and then she won't make him read. I like to have my turn, but I'm not very good at it. You know every time she calls my name, I can feel a great big ball right here in my throat—it gets stuck right here. Even the words I know don't come out right. I guess I'm just too dumb to read right. My sister can read pretty good, but my mom says I'm just dumber than she is.

"Yes, I'm nine. My birthday is in November. November 26. My mom was afraid I wouldn't be able to start school with my sister. You know what? She's ten months older than I am, but I'm bigger than she is. Mom says the principal let me start though, 'cause he said mom had enough to do all right with my three little brothers. No, she works at home. My dad didn't like having my mother work at night in the factory. He said it was bad enough him coming home at midnight without having my mom leaving then. He made her quit right after Christmas.

"Yes, I liked kindergarten. My teacher was nice. She didn't holler at me or anything. We played games and went for walks. She taught us some funny poems and things you do with your fingers while you're talking. She let us have lots of music. I like to sing. My sister can't carry a tune, but I'm the best singer in my room. It's kind of hard, though, when you can't read the words. The other kids by my seat get mad if I say the wrong words. They say I get them all mixed up. Miss Riley gives us those song sheets, you know. I just kind of mumble the words now. She thinks I can't sing. I'll bet she'd be surprised if I sang one of those songs I learned from W.T.R.U. You know, they play that one I like a hundred times a day. No, I don't want to sing it for you.

"No, I don't play baseball much. I like to pitch, but they won't let me. I always bat pretty good but I can't run very fast. They call me 'fatso' and 'butter-fingers' on the playground, but I don't care.

"I like to jump rope with the girls, but they don't want me to.

You know what I do? I run in and take a turn when the girls aren't looking. They get awful mad and tell the teacher 'cause I always get all tangled up in the rope. I never learned how to jump very well, I guess. My dad says that's for sissies anyway.

"No, I didn't like the first grade. I had a mean teacher. I just know she was mean, that's how. She never let me do anything. She made us sit still all the time. I guess maybe not all the time. We did get to go to the bathroom if we had to. Gee, I sure spent a lot of time in that bathroom. When the other kids were reading, you always had to sit still and be quiet. If you forgot to get your books and paper to start your work, you were in real trouble. I can't see why a guy can't have a little fun when he finishes his work. I guess I never did finish my work. Everytime I thought I was through, she would pass out another work sheet. I sure was a dumb first grader. She was a dumb teacher, too. She always pats me on the head on the playground and says I'm a nice boy, but she doesn't fool me.

"I sure was glad when they put me in second grade. Didn't look like I was going to make it for a while. You see I didn't finish that last book. You know, the hard one. The last day, after Mom went over and yelled at her, she put me in second grade. All those teachers are afraid of my mom when she yells.

"No, second grade wasn't bad. Not the first time. I got through that old first grade book and I read the two for second grade, too. My mom helped me every night after supper. I can remember—I didn't get to play outdoors or watch any T.V. until I finished the book. And then you know what happened. She didn't pass me. I flunked! She said that I didn't fail, but she didn't think I was ready to go into third grade. She said I wasn't a good enough reader and I didn't write very well. She thinks I'm not too smart, I guess. Well, I'm probably not; but I know some things I won't tell at school.

"I found a bird's nest this morning on the way to school. Well, I guess I didn't really find it. I climbed way up that old tree to get it. You know what Miss Riley said? Well, I'll just tell you what she said. She said, 'Melvin, put it on the table in the back of the room. We'll look at it some other time. I've got enough trouble with thirty children in this room without you and your bird nest. Now sit down!' Well, I guess she was pretty busy with all those lunch tickets and all that milk money. Every Monday morning she gets so cross.

"Gee, you ask a lot of questions!

"No, I don't mind talking. No one ever listens to me much. I guess it's because I don't talk very good. The speech teacher said that

he thinks I'm doing so good that I won't need to come to see him much longer. Mom says I talk worse than a four year old, but I can't help it.

"Say, if I don't have to go to the speech teacher, can I come in here and talk to you? Oh, you want to talk to me about my reading. Well you want to know something? I can't read. I don't tell everyone. Please don't laugh. I didn't think you would, but some of the kids do.

"Yes, sure I know my letters. Only thing is, I get the 'b' mixed up with the 'd.' Sometimes I'm not sure if this one is a 'p' or 'q.' I can say them though. I learned them in the first grade. Miss Riley says it's too bad that I can only say them if I start with 'a,' but that's the only way I remember.

"Well, I know the sounds some of the letters make, the easy ones, I guess. No, nobody taught me; I figured them out for myself. The vowels, now, I know the vowels all right. Miss Riley always makes us say 'When two vowels go walking, the first one does the talking.' I remember that all right. How do you know what the first one says though, is what gets me.

"You want me to tell you how many of those words I can read. All of them—I can read all of them! Well, maybe I'd better tell you the truth. I don't know anything at all about words. Well, yes, sure I know those you have. But they've got pictures. Anybody can tell those that are by the pictures. Sure, but that is not reading. It is? Well—you'd better not let Miss Riley hear you say that. Yes, I can keep it a secret. You bet I won't tell Miss Riley. She won't believe it anyway. If you can't do all her words and do them fast, you can't read! Wow! With pictures. You sure you are a teacher?

"Spelling! I can't spell a single word. I can write a few words but I can't spell. The ones I write all the time are the ones I found in my bird book at home. That's a good book—lots of pictures and the names of some of those birds. They sure have funny names. I can't tell them all, but some of those birds hang around right out there in my yard. I put oranges out for the oriole. My dad showed me his name in the book. Now every time I look at that picture, I see oriole. Want me to write oriole on the board for you? Yes, I know orioles have a pretty song. There. There's oriole.

"You think I write nicely? Oh, some of the kids do better than that in my room. Jimmy says I write better than he does 'cause I had two years to practice. It sure wasn't my idea of fun to stay in Miss

Handy's room for two years, but they didn't ask me. Yes, I guess I do write pretty good. My pictures aren't bad either. I draw lots of pictures. Just throw them away, why? You really want one? Well—I'll bring you one after school.

"If you're through talking to me, can I look at some of those things over there? Golly you've got a lot of books. No, I'd better not take one home. Last time I took one Mom said she wasn't going to pay any more fines. Okay, if you're sure. I guess I'd like this one. It's got such funny pictures. Look at this! Whoever saw green eggs and ham?

"Yeah, I'll come back tomorrow. I guess I've got time. You sure are different. Are you sure you're a teacher?"

# ECHOES FROM THE FIELD

*Lois VanDenBerg*

The Cassopolis Public Schools Reading Ranger Program, developed by Paul S. Wollam, Superintendent, serves poor readers in grades two through twelve. The program makes use of about thirty teacher aides to assist classroom teachers. It is funded through special state aid programs. Mrs. Mary Lou Corbit, Administrative Assistant, coordinates the program with Mrs. Jean Crapsey and Mrs. Barbara Smith as consultants. A physical education instructor and a vocal music teacher also participate.

The referred child is tested, his problems diagnosed, and therapy outlined. To serve all schools with the latest equipment at a reasonable expense, the Clark Cortez was designed as a mobile reading laboratory. The reading program is continuously evaluated and revised.



# DID YOU SEE?

*Dorothy J. McGinnis*

"Remedial Reading for the Disadvantaged" in the November 1967 issue of the *Journal of Reading*? Nason E. Hall and Gordon P. Waldo of Ohio State University describe the setting, the students, the procedures, and the reading materials used in the Youth Development Project which is a school-based delinquency prevention program. The article also provides an evaluation of project efforts at delinquency prevention and reading improvement.

*Teaching Language as Communication to Children* by Frank B. May? This 1967 publication of Charles E. Merrill Books, Inc., takes the position that the school can have a significant influence on the development of language skills. Of special value are the sections on the structure of American English and the impact of language on behavior.

The article by Darlene W. Mood entitled "Reading in Kindergarten?: A Critique of the Denver Study" which appears in the February 1967 issue of *Educational Leadership*? She raises a number of questions regarding the Denver research and encourages educators to exercise caution when reading and evaluating research reports.

*Progress and Promise in Reading Instruction*? This publication contains papers presented at the twenty-second annual conference on reading held at the University of Pittsburgh. Such topics as the nature of comprehension, the culturally atypical child, and adult education are discussed. A review of significant research findings in the language arts is included.

The critical report attacking the theoretical basis of patterning advocated by Doman and Delacato? This article based on two reports in the *American Medical Association Journal* can be found on pages 98 and 99 of the November 13, 1967, issue of *Newsweek*. We urge you to read it.

Mary C. Austin's description of her U.S.O.E. funded nation-wide survey of Title I reading projects which appears in the *Ohio Reading Teacher*? She discusses the Columbus and Albany, Georgia, programs as well as such problems as (1) obtaining qualified personnel; (2) the selection of pupils for instruction; (3) failure to use a multi-disciplinary approach to diagnosis; and (4) failure to involve the total faculty in reading improvement.

The proceedings of the annual conference on reading held at the University of Chicago in 1966? This volume, edited by H. Alan

Robinson, contains the ten most significant papers presented at earlier conferences. In addition, Nila B. Smith prepared a theme paper especially for this conference which marked the seventy-fifth anniversary of the University of Chicago. This *Supplementary Educational Monographs*, 96, is the last of its series.

# WE SUGGEST

*Eleanor Buelke*

Redl, Fritz

*When We Deal With Children*

New York: The Free Press, 1966, Pp. xi + 511.

No matter what educators may be teaching, they have most impact upon children when their teaching comes to grips with pupils' real lives. In a challenge to educators' concepts and theories about this impingement and mental health in the classroom, Fritz Redl makes this statement:

. . . the process of learning weaves cognitive, instinctual, and affective events into an impenetrable design . . . much is yet to be learned about their unique interweaving and about the optimum given if constructive learning is to take place in the classroom group.

Addressing himself to one important segment of all those who "deal with children," Dr. Redl calls teachers to account for their management of group behavior and the cultivation of group atmospheres that support children in their tasks of learning and growing. He suggests that behavioral-management techniques, planned and executed with awareness that all parts of a pupil's psychology sit in on the classroom scene, and capable of promoting wholesome growth and character formation, may be moving within the realm of attainable goals for educational personnel. Further, he points out the need for increasing the push for knowledge about *which* of the environmental givens do *what* to the child. Given this knowledge, teachers may learn to respect and to analyze the milieu factors with which they have to cope.

Part Three of this book, "And What About Groups?" dealing with concepts designed to develop democratic discipline, rather than demoralizing, defensive behavior in children, is fascinating reading, far-reaching in its implications for classroom teachers. In particular, the section about discipline in classroom practice can be of real value to those who seek increased insights for intelligent group leadership.

Throughout the book the author reminds those who deal with the young that child behavior is complex. Gently, he chides those faced with group teaching and management who insist that dichotomies exist between individual and group benefits, between managerial

manipulation and attitude change. Without pretending to give encapsulated prescriptions for answers to the enigmatic problems faced by teachers, he proposes and cites examples to illustrate some workable systems for helping both individuals and groups in the complicated tasks of human development and learning.

Genuinely concerned, informed teachers who constantly note reliable research reports in their own particular curriculum area may find something familiar in the guideposts this distinguished psychologist suggests for classroom management:

1. Don't develop undue admiration for organizational tricks or "gadgets;" rely a little more on yourself, your "person," in thinking, planning, loving, and understanding.

2. Don't overwork the "mystery of personality" either; remember that children have considerable need for regularity and predictability in their expectations.

3. Don't expect certain successful techniques to work under all circumstances; some problems may need varying adaptations or translations of such techniques, or more planning.

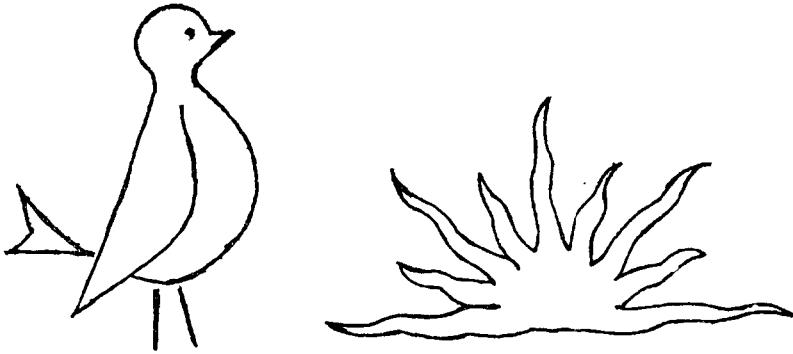
4. Don't underestimate the complex nature of children; learn about their "texture and elasticity" before applying various "tools and machinery" to them.

5. Don't be afraid to laugh at yourself and your mistakes; "real" respect and leadership are only enhanced, not destroyed, through laughter and "real" humor.

6. Don't expect to be omnipotent, almighty, and perfect; it takes long-range planning, respect for the time element, and acknowledgement of personal limitations for even the most conscientious, scientific guidance of human beings through growth turmoil.

The teacher of beginning reading is often one of the very first observers and manipulators—leaders, most likely, of the early impact of the school learning environment upon the young child. Understanding of what can happen to children during the learning process, plus methodological equipment for leadership, can determine quality and quantity of pupil growth. Upon the classroom teacher rests "one

of the most tangible tasks of teaching—the task of establishing group-psychological rapport with classes and of creating group-psychological atmospheres most favorable to the educational process.” Some essential concepts and techniques applicable in accomplishing this task may be found in this new book, directed to all “when we deal with children.”



## ROUND ROBIN

*Dorothy E. Smith, Editor*

In the Summer issue of *Reading Horizons* Louis Foley wrote an article, "A New Look at Longfellow's Evangeline," and in the Fall issue Charles Smith wrote a letter discussing some aspects of the article. Now, below, we have a "response to the response," as it were. 'Round and 'round she goes . . .

Dear Editor:

It is indeed heart-warming to a teacher to receive such a testimonial from a former student as Charles Smith's letter in your Fall issue. I can only be humbly doubtful whether I really deserve his generous praise. If I find it surprising that he should recall so vividly our associations of a good while ago, certainly I remember him as one of my outstanding students at Western. He was the kind who not only did his homework but thought beyond it and made original contributions to a class, the kind who would come up with unexpected questions which oblige an instructor to search his mind and think fast to answer satisfactorily. To quote an expression of one of my former professors in France, such students are "les plus beaux fleurons de notre couronne."

I feel particularly complimented by Professor Smith's agreement with me concerning some rather fundamental things about Longfellow's poetry, which I am sure he knows as a whole better than I do. His remarks about the "Psalm of Life" are delightful. His humorous interpretation of "footprints on the sands of time" is a possibility that had never occurred to me. The mixture of metaphors which

I had visualized was quite different. Considered by itself, I think the line is beautiful, and it is as unforgettable as any could be. Its author must have loved it. It connected vaguely in my mind with fossil footprints of animals in what was once sand and then through geological ages hardened into rock. It strikes me as possible that without the poet's realizing it the image was suggested by the human footprint found on the shore by Robinson Crusoe, and its understandable emotional impact. What had really seemed ridiculous to me was the idea that the "forlorn and shipwrecked brother," who is "sailing" (apparently still on shipboard), could see the footprints on shore, and that "the sands of time" should take on an air of eternal duration, when the next tide would obliterate them completely.

I must move on, however, to the principal object of discussion, Longfellow's "Evangeline." Obviously the poem shows great skill in versification, as I have said. It carries the conviction of a story that must have been sincerely and vividly imagined. One must be hardened indeed to read it without emotion. Nevertheless it combines incongruous elements which I think can hardly quite "jell." In describing the country, as appears from his letters, "he had Swedish scenery in his head." (New York Times Book Review, May 28, 1967, p. 6) The linguistic limitations to which I have called attention are to my mind merely conspicuous symptoms of an "atmosphere," an informing spirit, which could not give the flavor of Acadian life as it was lived. Undoubtedly Longfellow was "scholarly." Inasmuch as his poetry was so largely based upon library research, the way he was able to rise above bookishness is remarkable enough. Perhaps I was too severe in taxing him with "egregious blunders." I have in mind, however, that he was a professor of French; as such he should bear the responsibility of a specialist.

Some years ago I discussed the handling of French names in *Evangeline* with a French friend of mine (now deceased) who was completely bilingual and well acquainted with English and American literature. He was entirely in agreement with my feeling about the matter. Later, in a letter replying to my question as to what he thought of the name, he wrote: "I have never heard the name mentioned except in connection with Longfellow's poem. I have always believed that Longfellow created the name; it probably sounded more poetical than either Angélique or even Angéline, which were occasionally used in the country districts."

For my part, I doubt if the name has ever been used in English except as it might have come from the influence of this poem. As is

well known, the real name of the girl whose story it tells was Emmeline Labiche. I am inclined to suspect that "Evangeline" suggested itself because it would fit easily with dactylic rhythm. Presumably Longfellow wished to avoid the girl's real name, which would be a perfect dactyl as pronounced in English, as a more common name might be, Joséphine for instance. With "Evangeline" I think he was getting off to a bad start.

I had pointed out that French words simply do not lend themselves to "metre" as we are accustomed to understanding that term. Professor Smith goes on to conclude that, according to my theory, "there can be no use of French words in English poetry," and consequently "English poetry must never deal with French personages, French places, or French subject matter," lest it "offend the ears of bilingual readers."

Now I do not think there is necessarily any implication to be carried nearly so far as that. It was particularly to the *kind* of metre used in this poem that I was objecting as unsuited to French words. It was already a *tour de force* to use dactylic rhythm (ending each line with a trochee) for a long poem in English. The easier and more natural iambic metre would not encounter such strong conflict with French intonation. This is true because, in good verse which is not "sing-songy," the stress on accented syllables varies in force and may sometimes be so light as to be scarcely noticeable.

Charles Bruneau, renowned professor at the Sorbonne, used to say in his course in the history of grammar that the "typical" French word is a word of two syllables. His favorite example was *martyr*. *Amour, désir, plaisir, français*, or any number of others might have served equally well. I think any such can be used in iambic verse in English (as has certainly been done) without shocking a sensitive reader. When, however, in *Evangeline*, to cite only one example, we are continually confronted with "Grand Pré" as an inevitable trochee, I think the distortion is too great to be acceptable.

Then let us distinguish between genuinely French words and *our* names for French places or other "French subject matter." The mere fact that a word came into English from French does not prevent it from becoming eventually as truly "English" as any other. Of course anglicization will change its sound though it may keep the same spelling, like *France, Paris, or champagne*. Virtually all of our commonest masculine Christian names, and many feminine ones, were adopted from French beginning in the eleventh century. Of course they were long ago completely anglicized in pronunciation. Some have



retained their identical French spelling, or kept very close to it, as Charles, Robert, Henry, or George; others such as William or John have been considerably modified. In any case they are now an integral part of our language. So are various geographical names which came into English from French, sometimes becoming slightly altered in orthographic form, as Italy, Egypt, or Alps, sometimes continuing to be spelled the same (aside from accents), as Rhone or Pyrenees. These are undeniably English words. It is possible, therefore, to deal with "French subject matter" without necessary recourse to "French words" in the sense of words really foreign to our tongue.

Now how about a "bilingual reader"? As has been demonstrated psychologically, any language that a person truly knows is like a separate register of the mind, distinct from any other. No matter in how many languages a person can easily and naturally read, he reads in only one at a time. For the many Italians who speak French with the greatest of ease, France is France, Paris is Paris, Rome is Rome, Venise is Venise, Florence is Florence, and *allemand* is *allemand*, when they are using French, not *Francia*, *Parigi*, *Roma*, *Venezia*, *Firenze*, or *tedesco*, as they are when one thinks of them in Italian. Similarly an Egyptian who is really at home in English will find it perfectly natural, in speaking or reading our language, to think of his country as Egypt rather than as "Misr," as we might transliterate its name in his native Arabic. Anyone for whom this is not true is simply not really "bilingual." So I think Professor Smith's quotations from English poetry do not bear upon the point. They involve no mixture of languages but use only words thoroughly established as part of the English tongue.

As I see it, the great fault of our anglicization of names is not so much that it "may be carried too far" as that it is so utterly inconsistent. In California, for instance, La Jolla and the name of the Franciscan missionary Junipero Serra have to be pronounced as in Spanish, while Los Angeles is distorted into something not in accord with any system at all. People who consider themselves cultured may ridicule those who pronounce Goethe otherwise than as what they think is correct German, whereas for Straus and some others they make a sort of compromise. Don Quixote is "correctly" pronounced about halfway between Spanish and English, but *quixotic* is treated just as anyone ignorant of Spanish would naturally expect. The name of the French opera *Faust* is pronounced as in German, and the French opera *Carmen* becomes simply "KARmn." While Romeo keeps the Italian spelling with changed pronunciation, Giulietta is

metamorphosed into Juliet. The whole business is completely hit or miss.

I still think I am right in principle about the effect of linguistic details in *Evangeline* upon a bilingual reader, though I may have overemphasized it. The trouble is, I believe, that we are talking about a sort of person who for practical purposes just isn't there. As I said in my article, probably most Americans read the poem before they ever have much feeling for French, and never go back to read it again. What goes farther to make the discussion merely academic is the rather evident fact (which it was careless of me not to bring up before) that the overwhelming majority of French Canadians read "Evangeline" (as they read Shakespeare if they do at all) only in translation.

Sous le ciel d'Acadie, au fond d'un joli val,  
 Et non loin des bosquets que bordent le cristal  
 Que déroule, tantôt sous les froides bruines,  
 Tantôt sous le soleil, le grand Bassin des Mines,  
 On aperçoit encor, paisible, retiré,  
 Et loin de ce qu'il fut, le hameau de Grand Pré.  
 Du côté du Levant, de beaux champs de verdure  
 Offraient à cent troupeaux une grasse pâture.  
 Ah, cette jeune fille, qu'elle était belle à voir,  
 Avec ses dix-sept ans, son front pur, son oeil noir . . .  
 Lorsqu'elle s'en allait à travers la prairie,  
 Avec son corset rouge et sa jupe fleurie . . .  
 On la voyait venir le long de la bruyère,  
 Tenant dans sa main blanche un livre de prière.

Et ainsi de suite. It is of course a "free" translation. I doubt if any other kind could be made tolerably readable.

Louis Foley

# TEN-SECOND REVIEWS

*Blanche O. Bush*

A love of good reading is more likely to be caught than taught; the only ceiling on effective ways of bringing books and people together is the creative imagination of the adult who is the guide. And so—  
Books are for reading. Fannie Schmitt

Ausubel, David P., "Cognitive Structure: Learning to Read," *Education* (May, 1967), 87:544-548.

Ausubel analyzes the cognitive processes involved in learning to read and concludes that from a psychological point of view the phonetic method of teaching children to read is preferable. He emphasizes that the phonetic and wholistic approaches need not be mutually exclusive procedures, either in theory or in practice. Advocates of the phonetic method ordinarily teach whole-word recognition of some of the more common words as a means of making possible earlier reading of simple meaningful text, and thereby enhancing the beginning reader's interest, self-confidence, and motivation. "Look-say" advocates typically introduce varying degrees of phonic analysis after their pupils acquire some reading fluency.

Belok, Michael V., "Noah Webster's Speller and the Way to Success," *Phi Delta Kappan* (October, 1967), 49:85-87.

Noah Webster of Blue-Backed Speller fame aimed for much more than language conformity and a sense of national unity. Pioneer America demanded thrift, self discipline, hard work—the "laborious virtues" as opposed to the "easy vices." As one of the first self-improvement books, Webster's speller told young Americans that "They alone were responsible for what they became."

Berger, Allen, "Increasing Reading Rate With Paperbacks," *Reading Improvement* (No. 3, 1967), 4:47-53+.

Would you like to double the reading rate of your students in one session? Here is a simple method—and it works according to the author for nearly every student. Following a pretest of rate and comprehension, the students should record their scores preferably on a graph sheet, so they may chart their progress. At this point it might be valuable to explain a bit

about fixation, recognition span, vocalization, sub vocalization, and regression and their relationship to the reading process. Emphasis might also be given to the concept of flexibility which involves the purpose and experiential background of the readers and the material being read. Paperbacks used were selected with particular consideration to a relatively easy readability level.

Bigge, June L., "Out of the Classroom—Expected Learning Often Comes Through Unexpected Teaching," *Exceptional Children* (September, 1967), 34:47-50.

Because of the unique characteristics of certain children, teachers are often most successful when they use completely unexpected procedures to accomplish commonly expected learning. Child innovated ideas, uncommon use of common material, building concepts through daily experience, adapted phonic techniques and unusual use of television are discussed.

Bilenker, Ruth M., "Learning Through the Five Senses—Hand Them A Frobish," *NEA Journal* (October, 1967), 56:30-31.

"Please hand me the frobish." You won't understand this request since you have never had any experience with frobish; you can't bring any meaning to the word. A word, whether spoken or written, has no intrinsic meaning, it is we who assign meaning to it. And the only meaning we can bring to a word is that which we first learn through experience. Language learning is nourished through many experiences and with the words that label them. Visual and auditory perceptiveness, touch, smell and kinesthesia are vital to learning to read.

Brinkman, Albert R., "A Worried Look at Workbooks," *The PTA Magazine* (April, 1967), 61:8-10.

Good teachers can find many good uses for good workbooks. What is worrisome is not only poor workbooks but their misuse by poor teachers. In the hands of a good teacher, the workbook can be a constructive, productive teaching tool. Such a teacher knows better than blindly to assign the workbook, or the textbook for that matter, from cover to cover. Nor is he likely to commit the unpardonable error of using a workbook to teach new material. Instead, he uses it to reinforce or strengthen learning of the new work.

Bond, Guy L., and Robert Dykstra, "The Cooperative Research Program in First Grade Reading Instruction," *Reading Research Quarterly* (Summer, 1967), 2:5-142.

Data used in this study were compiled from the 27 individual studies comprising the Cooperative Research Program in First Grade Reading Instruction relevant to three basic questions: (1) To what extent are various pupil, teacher, class, school, and community characteristics related to pupil achievement in first grade reading and spelling? (2) Which of the many approaches to initial reading instruction produces superior reading-spelling achievement at the end of the first grade? (3) Is any program uniquely effective or ineffective for pupils with high or low readiness for reading? The instructional approaches evaluated included Basal, Basal plus Phonics, i.t.a., Linguistic, Language Experience and Phonic Linguistic.

Brodinsky, Ben (ed.) "Teaching Technology: Research Evaluates Use of Reading Machines," *Education Summary*, August 15, 1967, p. 7.

Machines that teach reading comprehension are gaining popularity in the schools. Dr. Robert M. Guinivan reviewed available research findings on the subject and noted that they were contradictory. Among his findings were: (1) The machine approach is no more effective than less complicated but sound, classroom procedures. (2) The machine approach has some motivational value. (3) The machine approach causes an undue emphasis on reading rate per se. (4) Devices which compel the reader's eyes to move at an even speed will in the long run destroy flexibility of reading skills. (5) The machine approach may be successful because the machine contributes to improvement in habits of perception and organization or the reduction of cues needed for word recognition.

Criscuolo, Nicholas P., "Are We Developing Critical Readers?" *Reading Improvement* (No. 3, 1967), 4:41-42+.

Critical reading is an area which has not received the attention of reading instruction it deserves. This is due, in part, to the uncertainty among educators concerning the nature of critical reading as well as lack of agreement regarding the most propitious time to introduce skills associated with critical reading. Definite provision for their teaching must be made. The

author believes that if this is done we will have more assurance that we are producing critical and discriminating readers.

Davis, O. L., Jr. and June Jenkinson Slobodian, "Teacher Behavior Towards Boys and Girls During First Grade Reading Instruction," *American Educational Research Journal* (May, 1967), 14:261-278.

This study explored 238 first grade children's perception of interaction, as reported by questionnaire-interviews and actual teacher-student interactions as measured by a new reading observation record (ROR) to determine whether teachers discriminate against boys. In addition reading achievement scores of boys and girls were compared. Results indicated that children perceived that teachers discriminated against boys and favored girls in the situation of reading instruction. On the other hand an analyses of observation of actual teacher-pupil interaction revealed no differential treatment. Boys' and girls' achievement did not differ significantly.

Docking, Robert, "Ungrading a High School," *Michigan Journal of Secondary Education* (Winter, 1967), 8:36-40.

Ungrading a high school is not the difficult task it appears to be, if administrators and teachers focus on the critical issue of reading ability of the students involved. As a word of encouragement, according to the author, ungrading at the secondary level has seldom, if ever, failed. The question is not really whether to do it, but how to do it. Some of the suggestions presented were meant to help in ungrading a part of the school, and as a result, to help meet the needs of the students as they learn.

Donald, Sister Mary, S.S.N.D., "The SQ3R Method in Grade Seven," *Journal of Reading* (October, 1967), 11:33-43+.

The purpose of this study was to determine the effect of using the SQ3R method of study to increase reading and social studies achievement in Grade Seven. Within the limits of this study, the pupils at the junior high school level benefited from the organized study method introduced in the SQ3R (Survey, Question, Read, Recite and Review) approach. The use of this method resulted in a significant difference in the factual type of knowledge of content material. Test scores

showed that this method developed better powers of organization, association and critical thinking. Teacher observations indicated that the SQ3R method resulted in the development of better study skills and gave security in attack when confronting content material.

Downing, John, "What's Wrong with i.t.a.?" *The Education Digest* (May, 1967), 32:6-9.

The fundamental error made by teachers is the association of i.t.a. with any one teaching method. Perhaps in the future, according to Downing, after appropriate experiment and research, teaching methods in i.t.a. classes will be modified but until then i.t.a. should be regarded as a writing system which is available for teaching by any methodology. The most important things wrong with i.t.a.'s accretion are: (1) extravagant claims, (2) ambiguity about copyright status and consequent lack of competitive programs, (3) false notions that i.t.a. comes in a package along with outmoded formal phonic drills. Other wrongs such as teachers' indoctrination in i.t.a., instead of education about i.t.a., are considered.

Froelich, Martha, Florence Kaiden Blitzer, and Judith W. Greenberg, "Success for Disadvantaged Children," *The Reading Teacher* (October, 1967), 21:24-33.

This article describes some of the facets of the beginning reading program at Finley School. According to the authors the diverse approaches to instruction, the emphasis on oral language development, the great variation allowed for in both levels and rates of learning, the interrelationship of reading with other curriculum areas, and classroom activities, the encouragement of individual responsibility, the frequent evaluation, and intensive pupil-teacher-parent involvement have contributed to greater progress for each child.

Fry, Edward, "i.t.a. A Look at the Research Data," *Education* (May, 1967), 87:549-553.

Fry reported the findings of several investigations into the effectiveness of i.t.a. which has been one of the most widely publicized and controversial developments in reading in recent years. The weight of research seems to be leaning towards the

conclusion that there is very little difference between the reading abilities of children taught to use the traditional alphabet and those taught to use i.t.a.

Goodman, Kenneth S., "Word Perception: Linguistic Bases," *Education* (May, 1967), 87:539-543.

Goodman discusses the vital role that is played by language structure, or syntactic or structural context as opposed to semantic context, in making language comprehensible. Perhaps the most significant insight from this research is that children can literally teach themselves to recognize unfamiliar words as they read. They do this by regressing, by going back and gathering more information when they have made an error so that they can read it. If we understand language structure as it relates to reading we may be able to help children teach themselves to read.

Goodman, Yetta M. and Kenneth S., "References on Linguistics and the Teaching of Reading," *The Reading Teacher* (October, 1967), 21:22-23.

This listing is a selection from a bibliography soon to be published by IRA.

Hanson, Earl and H. Alan Robinson, "Reading Readiness and Achievement of Primary Grade Children of Different Socio-Economic Strata," *The Reading Teacher* (October, 1967), 21:52-56+.

The purpose of this article was to describe differences in reading readiness and achievement in reading which were found among a small number of advantaged, average, and disadvantaged kindergarteners, first, second, and third graders. The authors concluded that the intelligence, reading readiness, and reading achievement scores attained by the advantaged subjects are significantly higher in each grade than those attained by the disadvantaged. Differences in the performances of advantaged and average subjects on the tests administered are generally smaller and less uniform. It follows that specific factors related to socio-economic status which affect progress in learning to read should be identified and their impact upon reading readiness and achievement be measured. Curriculum and instructional provisions designed to help children overcome socio-economic barriers to academic learning appear to be essential and immediate needs.



Hawkins, Michael L., "Changes in Reading Groups," *The Reading Teacher* (October, 1967), 21:48-51.

Several conclusions might be noted with different aspects of the changes in reading groups. These conclusions are based on the data presented but they also reflect the qualitative evaluations of the writer and the teachers involved in the study. Evidence of the teachers' using formal procedures for determining when to move a child from one reading group to another is lacking. The teachers, using the resources available to them, were not able to identify specifically the strengths and weaknesses of their pupils that would warrant a change in reading groups. Since the reasons for moving a child are so indistinct, classroom teachers are in need of formal guidelines. Research is needed to determine and test workable guidelines for reading group movement.

Kerfoot, James F., "Reading in the Elementary School" *Review of Educational Research* (April, 1967), 37:120-133.

This article reviews significant research on reading in the elementary school from July, 1963 to June 1, 1966. Studies in elementary school reading are discussed under the headings of bibliographies and reviews, methods, U.S. Office of Education, First Grade Studies, early reading and readiness, factors in success and failure, in-service programs and evaluation, and interests and tastes. An extensive bibliography is presented.

Koziey, Paul W., "The Optimum Grade Level for Reading Study," *Reading Improvement* (No. 3, 1967), 4:58-60.

Two specific questions were asked in a study designed to provide more information on this topic: (a) At which grade level, 7, 9, 12, does a course in developmental reading result in the greatest improvement of reading efficiency? (b) At which of these three grade levels is the retention of reading efficiency the greatest after a lapse of six months following the completion of a developmental reading course? Results were interpreted as follows: (a) Students in the seventh grade were not sufficiently mature to cope with the high degree of psychological pressure used for motivational purposes. (b) The 12th grade students were more set in their reading habits. (c) Students in the 9th grade seemed to possess the attitudes and temperament neces-

sary to cultivate mastery of the skills needed for effective reading.

Lee, Dorris M., "Secondary Level Reading Aids," *The Pointer* (1967), 11:42-43.

In working with reluctant teen-age readers, the author suggests that they write their own material. The most important task is to develop the self concept of each student, and to make him feel that he is a person who can read. A practical source of material is available in student periodicals and weekly papers.

LeFevre, Carl A., "Reading: Intonation and Punctuation," *Education* (May, 1967), 87:525-530.

The relationship between intonation and reading comprehension and between intonation and punctuation are discussed in this article. The author explains that intonation patterns integrate sentences and help to clarify their meanings. In his judgment, intonation is of critical importance to reading comprehension.

Littrell, J. Harvey, "Judging Student Reading Abilities," *Reading Improvement* (No. 3, 1967), 4:45-46.

The author noted that the value judgments teachers make are too frequently based solely on subjective observations because objective evidence is lacking. An attempt was made to determine to what extent teachers' subjective judgment of their pupils' rankings in certain reading-associated traits agreed with objective measurements of the pupils' abilities. The four traits used were: uses wide vocabulary, uses reference materials effectively, reads widely, and takes initiative in exploring new areas of learning.

MacGinitie, Walter H., "Auditory Perception in Reading," *Education* (May, 1967), 87:532-537.

The author stresses the importance of auditory perception in learning to read. He expressed the belief that it has received insufficient study by educational researchers. He does not imply that auditory perception should be the exclusive or even the principal concern of the teacher of beginning reading, however.

McAnarney, Harry, "Why an Increased Emphasis on Guided Reading?" *Education* (May, 1967), 87:558-561.

The author pointed out why the guided or directed reading of textbooks is one of the most practical and productive steps that may be taken to achieve overall excellence in teaching. Directed reading does not involve any bold or revolutionary steps or require the investment of large sums of money.

O'Connor, John R., "What Skills Do Reading Tests Measure?" *High Points* (Spring, 1967), pp. 23-25.

Current emphasis on "reading grade" as the measure of success in school raises the question, "What are the skills that children must possess in order to attain a specific reading level?" The aims in this study were to determine: (1) Which questions were most frequently missed by our children? (2) The specific skills required to answer standard test items. (3) Whether there were marked differences in the abilities of our pupils to use certain skills, depending upon their reading level. (5) Whether the reasons for failure on certain items could easily be assessed.

Patterson, Oliver, "Developing Inferential Reading," *Reading Improvement*, (No. 3, 1967), 4:43-44.

The ability to draw correct inferences from stated details is one of the most difficult skills to teach, and certainly, for the student, one of the most difficult to learn. Part of the difficulty lies in the fact, according to the author, that forming inferences is highly dependent on a great many other skills, including the ability to note details, to form generalizations, to note different types of relationships (cause and effect, time logic), to follow sequence of events, to comprehend central thought, to note tone of writing, and to detect connotative as well as denotative word meaning.

Pfau, Donald W., "Effect of Planned Recreational Reading Programs," *The Reading Teacher* (October, 1967), 21:34-38.

The results of the experimental program described in this study indicate that independent reading material can be obtained for operating a successful recreational reading program in first and second grades. During the "impressionable years"

most children can begin to develop an interest in reading which manifests itself in increased use of the library and greater preference for reading as a school and recreational activity. Teachers expressed the opinion that the experimental program rendered the child more fluent in all aspects of the language arts program by broadening concepts and ideas which facilitated easy verbal, written and creative interchange. As reported in the findings the study did not reveal significant differences between groups in spelling and oral language fluency, however, teachers stated that these areas of the language program appeared to proceed with greater ease and interest in the experimental group.

Pitman, Sir James, "Is i.t.a. Public or Private Property?" *Phi Delta Kappan* (June, 1967), 48:524.

The design and choices of spellings as presented by Pitman are free in terms of their use. However, what has been retained is the right to protect the public from the damage which might arise if the alphabet or spellings were changed by anyone seeking to produce his own version of i.t.a.

Ramsey, Wallace, "Reading in Appalachia," *The Reading Teacher* (October, 1967), 21:57-63.

This study was an attempt to determine the nature of certain organizational and instructional practices which might tend to influence the quality of reading instruction. Variables measured in the study included: the amount of time devoted to formal and to informal reading instruction, the use of single basal or multi-basal readers, methods of caring for individual differences, type of phonics program used, type of school library, nature and extent of special activities, type of school organization, type of in-service program, recent college courses taken by teachers, experiences of supervisors, and experimental efforts designed to improve reading instruction.

Ruckhaber, Charles, "Practical Spelling Techniques," *The Pointer* (1967) 12:34.

A modification of the Fernald technique was presented by the author as follows: (1) Write word to be learned on black-board as word is pronounced by teacher. (2) Students pro-

nounce word two or three times. (3) The teacher discusses the word using visual aids and points to word on board when appropriate. (4) The children write word on paper and study it. (5) Teacher traces over the word on board as child traces with pencil as they say the word aloud. (6) Children write the word on back of paper with their fingers as they pronounce the word aloud. (7) They write word on back of paper as they say it. (8) The teacher writes word on board as she pronounces it and students check their own word. Individual attention may be necessary for some. The process should be repeated if necessary.

Salt, Edna, Mary Dumais, June Handler, Harriet Kavanaugh, Betty Rowen and Adele Schulley, "The Montessori. No!" *The Education Digest* (May, 1967), 32:22-24.

These authors state that if Maria Montessori were alive today she would be appalled at some of the things that are being done in some American schools in her name. In most Montessori schools creative original responses are not encouraged. The didactic materials and procedures used do not foster imagination. Social interaction or group interplay is neglected. The natural exploration of color and line that so often results in exciting paintings in some nursery schools and kindergartens is rarely found. The music program also has definite limitations.

Silberberg, Norman E. and Margaret C. Silberberg, "Hyperlexia-Specific Word Recognitions in Young Children," *Exceptional Children* (September, 1967), 34:41-42.

For children who are successful in reading, it is usually assumed that school will not be a stressful or anxiety-provoking experience. It has been the author's experience, however, that this may not necessarily be so. A number of school children have been encountered who are subjected to certain stresses in school because they can read or rather, because their ability to recognize words is on a higher level than their ability to comprehend and integrate them. Because elementary teachers probably equate word recognition skills with intellectual functioning, the demands put on these children may be greater than they can handle. For this phenomenon of specific word recognition skills the authors coined the term hyperlexia.

Soares, Anthony T., and Ray H. Simpson, "Interest in Recreational Reading of Junior High School Students," *Journal of Reading* (October, 1967), 11:14-21.

This study was undertaken to determine whether differences in liking for short stories existed for junior high school students when they were grouped according to intelligence (high, average, low, grade (7, 8, 9) or sex. Analyses of various results indicated that significant differences in reading interests for short stories did exist when students were grouped according to intellectual ability or grade levels. The greatest differences appeared between the high intelligence group and the low intelligence group, and between the seventh and ninth grades. Further analysis made into the top 15 stories revealed these elements as most significant: realism, suspense, conflict, the narrative type of story, the animal story, the theme of bravery and cowardice, and the main character as a very attractive teenage boy.

Spencer, Doris U., "Individualized Versus A Basal Reader Program in Rural Communities-Grade One and Two," *The Reading Teacher* (October, 1967), 21:11-17.

The purpose of this study was to evaluate the effectiveness of the individualized reading method of Project 2675 for a Year (second). The individualized Reading Method was compared with a Basal Reader Program to answer the following questions: (1) Does the individualized reading program produce results similar to Project 2673 at first grade level when compared with basal reader classes in a second year? (2) Does the individualized reading program result in higher achievement than a basal series system when the pupils follow the individualized program through the second year? (3) In which areas of reading are the major differences at the end of first grade? Second grade? (4) Does one method serve the high ability pupils, or low ability pupils, better than the other? Does either method favor one sex more than the other? When the second grade data were analyzed the individualized reading pupils achieved significantly higher on tests requiring reading comprehension, the grade level differences were greater in favor of the individualized method; girls were higher than boys and the youngest pupils of both groups were significantly superior to the older pupils. Generally, test results indicated that the individualized

method served the second grade pupils as well as the basal reader method.

Tremonti, Reverend Joseph B., C.S.U., and Brother Celestine Algiers, S.C., "Reading and Study Habits in Content Areas," *Reading Improvement* (No. 3, 1967), 4:54-57.

Intelligent reading and studying demand that the student be familiar with specific techniques for the study of literature, social studies, and mathematics. In the study of short stories, and novels, a quick reading or skimming of the selection should precede a complete and thorough reading. In social sciences, a variety of techniques must be used. Reading and study in the sciences require an orderly, systematic approach which includes the ability to classify, categorize, and memorize. Study in the area of mathematics demands order, logic, and systematic thinking.

Weintraub, Samuel, "Research," *The Reading Teacher* (October, 1967), 21:67-71.

Research over the past thirty-five years shows a rather consistent pattern on the part of classroom teachers. One may interpret the findings in several ways. It does appear that teachers do some reading, but the quality of this reading has been questioned by several investigators. Weintraub stated that if we are to develop in our pupils the habit of reading, the desire to read to find answers to their problems, do we not need to set the example? Is it enough to tell pupils to do what we say and not what we do? If the reading teacher is indeed a member of a profession, then his reading of the professional literature, his knowledge of current issues in reading, and his delving into the literature to seek solutions to his own teaching problems must be fostered.

Williams, Joanna P. and Harry Levin, "Word Perception: Psychological Bases," *Education* (May, 1967), 87:515-518.

In this article the authors point out that psychologically the primary task of the reader is making the correspondence between written symbols and the elements of spoken language which they represent. Two major implications are pointed out by the authors for practice. (1) The words to be used in teaching, as well as the sequence in which they are presented, should be

selected at least partially on the basis of spelling patterns.  
(2) Consideration of studies such as those discussed in this article may aid the teacher in her diagnosis of a particular pupil's difficulties.

Wynn, Sammye J., "A Beginning Reading Program for the Deprived Child," *The Reading Teacher* (October, 1967), 21:40-47.

This proposed program which provides for active participation by parents and a wide variety of experiences for beginning readers with interesting, reality-oriented materials embodies many of the good reading practices widely used in the teaching of reading to beginners regardless of socio-economic background. The success of the experimental program indicates that this program offers promise of effectively combatting reading difficulties and low achievement so characteristic of deprived children.



# ANNOUNCEMENT

The Michigan Reading Association Conference will be held in the Grand Rapids Civic Center on March 11 and 12, 1968.

