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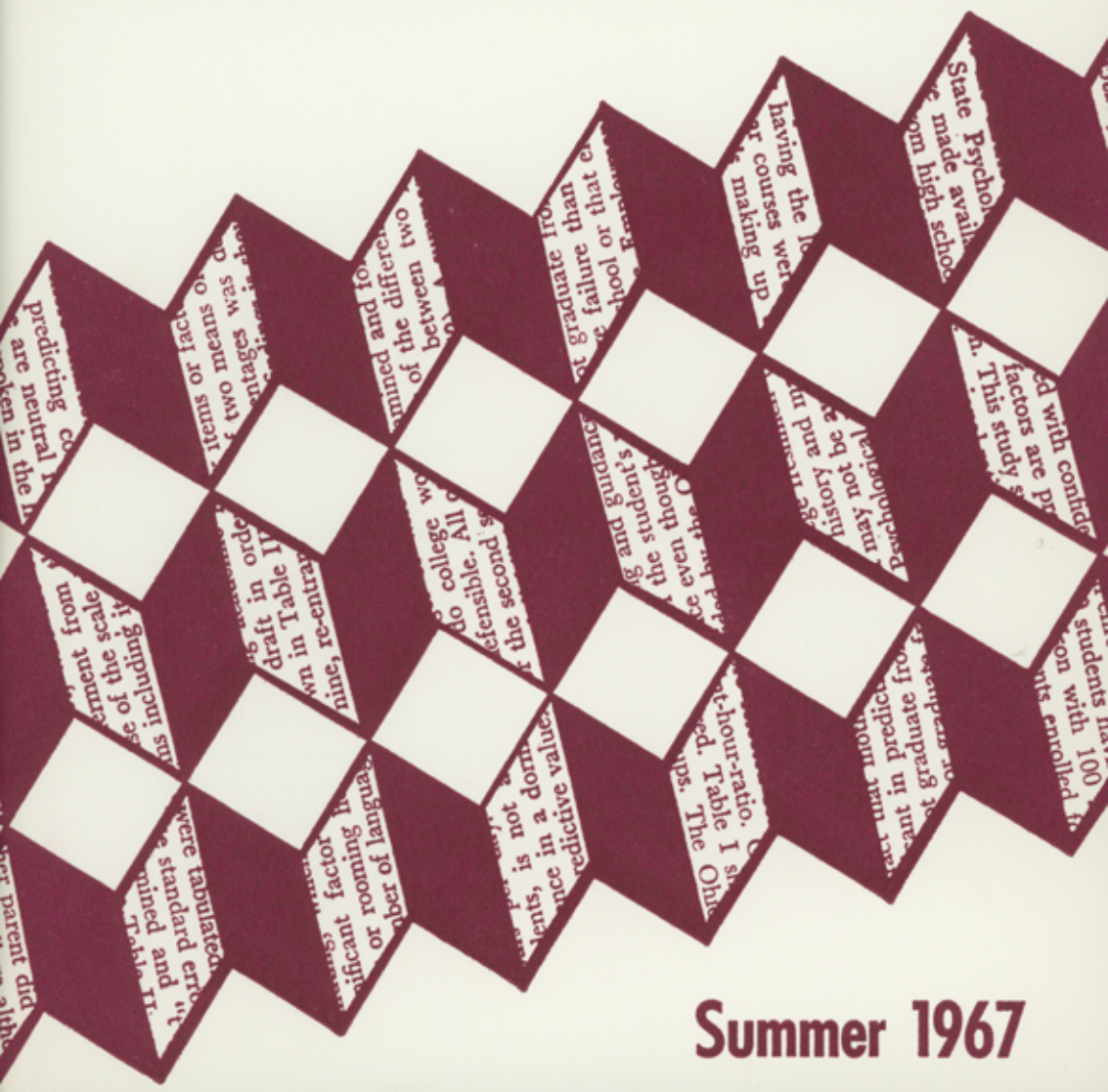
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Reading

HORIZONS



Summer 1967

Reading **HORIZONS**

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Editorial Comment

READING DIAGNOSIS: WHAT IS IT?

Is diagnosis, as applied in reading, the function of the teacher or is it the responsibility of the consulting psychologist who has specialized in the study of reading maladjustment?

The diagnosis or interpretation of reading disability can be made at any one of four levels. The first and lowest is merely *identification* of the nature of the problem. For example, a child having difficulty in the classroom may be diagnosed as a non-reader. The second level makes use of tests and results in *classification*. A disabled reader, for example, in the fifth grade scoring at the second grade level on a reading test is diagnosed as a secondary reading problem because he is severely penalized academically, socially and emotionally as a result of his deficiency. The third level of diagnosis requires the *determination of reading needs*. Informal inventories, observations, objective measures and academic history may suggest that an individual needs, for example, to acquire more adequate skill in reading for main ideas and for the purpose of learning what to accept and what to reject. The fourth level involves *determination of causal factors* which may be found by a team of specialists in such disciplines as physiology, psychology, sociology and medicine. At this level a clinical study is made of the individual in his environment.

The experienced teacher can diagnose reading disabilities at levels one, two and three and can serve as a member of a team of specialists to function at level four. The responsibility of diagnosis and treatment of causal factors, however, is the legal function of the certified consulting psychologist or psychiatrist. The teacher has neither the training, facilities nor the legal right to function at this level on her own.

Homer L. J. Carter
Editor

ANOTHER LOOK AT READING AND THE TEACHING OF READING

Melvin L. Miller

KALAMAZOO PUBLIC SCHOOLS

In recent years a continuous process of searching, experimenting, exploring, evaluating and revising has been pursued in an effort to achieve a better understanding of and performance in respect to reading instruction. This state of dissatisfaction with the teaching of reading and its achievements is appropriate. This is not because present day methods are inadequate and that present day achievements in reading are insufficient. Possible future developments suggest that our efforts should be even more adequate and the returns even greater; that is, a state of higher expectations in reading instruction should be maintained at all times. Perhaps these expectations should not be unlike those that Somerset Maugham says that American women have for their husbands. In his book, *The Razor's Edge*, Maugham observes that American women look for the perfection in their husbands that English women only expect to find in their butlers. Such a search for perfection in respect to reading instruction should be interpreted as a recognition of the importance of reading to the further education of and in the life of the child.

Unfortunately, some of the present effort to improve reading instruction is characterized more by its fervor than by its perspective. In some respects a salvation through innovation complex prevails. Ill-defined problems, partial solutions and exaggerated claims are not unusual. The distinction between claim and proof is not clearly made. Change is equated with betterment. "New" and "different" by some queer semantics have become synonymous with "better." A running battle between competing positions—positions that are based on differing and conflicting philosophies, psychologies and methodologies—generates more heat than light. The situation may well be explained by an observation of Bertrand Russell to the effect that opinions are never so strongly defended as when the holder is not sure of his position.

Within the local school systems, the conception and operation of the reading program must be kept under constant study and evaluation. The responsibility and problems associated with developing and maintaining a strong program in reading cannot be ignored. Otherwise, the "pat answer," the "ready solution" or the "firmly held opinion" may

usurp local professional responsibility in this respect. Anchors may need to be dropped and compasses brought into play; otherwise, the choice may be to be driven in various directions by shifting winds and currents.

DEVELOPMENT OF AN INCLUSIVE THEORY OF READING

Is our attention to the total field of reading being too much distracted by this vigorous activity on the fringes? If a theoretical base is non-existent or incomplete, suggested solutions proliferate the fringes. Perhaps the first and foremost need is to develop a clear cut, contemporary understanding of what reading really is. This may be the first step to establishing a more accurate perspective of the true and complete goals of reading instruction and the means by which these may be achieved.

The recent accomplishments in mathematics and science had their beginnings in such a setting. Scholars of these fields identified the elements of and established a theoretical construction of the discipline of these fields. In the interest of clarity and efficiency, reading specialists should develop a reading theory comparable in rigor to that of these disciplines. The task will be neither simple nor easy. The complexity of the human individual, the nature of reading, and the many factors which impinge on growth in reading guarantee such. However, such a construction should be forthcoming; otherwise, confusion and desperation in the field of reading may obscure and overcome reason and direction.

This construct of the theory of reading will have to address itself to, among others, at least four matters. Clear, defensible and first positions will have to be taken in these areas:

- | | |
|---------------|--|
| Products | What are the main competencies, results or goals which should be achieved by reading instruction? |
| Processes | What are the defensible processes for the teaching of reading based on knowledge of the nature of children and their growth, the nature of reading and the psychology of learning? |
| Prerequisites | What factors underlying what can be achieved and the way in which it can be achieved must be recognized and accommodated in the organization and operation of the reading program? |
| Procedures | In view of the three above-mentioned areas, what procedures are satisfactory for attaining the goals of reading instruction? |

The redefinition or establishment of this theoretical construct of

reading would provide a context badly needed at the present time. The efficacy and validity of varied innovative practices would be enhanced and gain wider acceptance if they could be related to and incorporated within this larger context. The premises and assumptions underlying present claims might become more apparent. The results of reliable research activity could be fed back into the larger area of reading and thereby become available and usable in the ongoing program. The field of reading would benefit from and at the same time provide direction for such activity.

DEVELOPMENT OF THE LOCAL READING PROGRAM

With this theoretical construct available as a working context, the local school system can better face up to the responsibility and problems associated with providing and maintaining a strong program in reading. Three questions are suggested which may be given initial and continuing attention in establishing and maintaining any strong local reading program:

1. To what conception will the system subscribe in its approach to reading instruction?
2. What are the basic considerations in determining the nature, organization and operation of the system's program in reading?
3. What needed and continuing emphases will be supplied and supported to help each teacher attain her highest professional artistry in the teaching of reading?

In respect to the first question, recognition should be made of the fact that the process of reading is composed of both a perceptual and intellectual component. In some cases, reading is too narrowly conceived as "how to read" and, as a result, is considered only as skill-building and skill-getting. To stop at this point is to deny the pupil the benefits that accrue from the ability to read. Reading is to be further conceived as the process of putting the reader in contact and communication with ideas and of developing the ability to deal with these ideas. Reading should become a vital intellectual tool for the child. Motivation, interest, application and thought must be considered as integral and important to the process of reading. It is not enough to judge the school's program on its ability to enable children to read, as important as this may appear. The program must also be judged on its ability to make reading vital and serviceable in the life of the child, in school and out of school. Through reading he should find satisfaction for his personal, intellectual hunger and be able to use reading to open up the world of ideas, a never-ending

repository.⁷ Perhaps the end results of such a conception will not be unlike those proposed by Aldous Huxley in his contention that "Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant and interesting."

Each school system, within the conception of the meaning and nature of reading, must make its own determination of the appropriate and correct program in respect to its nature, organization and operation. It is questionable whether incidental or spontaneous programs have as much promise of contributing to either pupil growth or the development of teacher competence to the extent that a direct, planned program of instruction has. Structure and sequence is provided in this planned program to assure the development of necessary skills, their practice and application and to achieve true independence in the use of these skills so as to make reading a serviceable instrument in processes of study and thought. This planned program will assure the needed consistency among the school staff, grade levels and school levels so that a supportive and complementary effort and effect will result. A clarity of purpose will exist, a plan of operation will be defined, and a system of priorities established so as to guarantee that student's opportunities for growth are at the maximum and that some protection is afforded to him from the discontinuities that exist and operate negatively in his reading development.

Among other matters that the system will need to consider in determining the nature, the organization and the operation of the reading program, the following may be worthy of attention:

1. Is there a clear and accepted conception of the purpose of reading instruction?
2. Is there a workable plan for relating materials, organization and methods to the purposes of instruction and the operation of the reading program?
3. Does the plan recognize and accommodate the variability and individual nature of a student's capacity and rate of progress in reading?
4. Does the plan provide for the organization for direct reading instruction, for differentiating instruction and for enriching reading instruction?
5. Does the plan provide for the relating and the carrying of reading into all activities of the school day and the school's curriculum?

Variability in capacity and achievement is the inescapable reality of reading instruction. Variability in achievement in reading is in-

evitable; furthermore, good teaching has the effect of increasing the variability of performance. Competency and efficiency in reading instruction is attained by recognizing, accepting and accommodating these facts. If such is the case, teachers must be helped to see the importance of differentiating and enriching instruction. These begin with the assessment and accommodation of a child's capacity for and rate of growth in his developing ability in reading. Readiness and pacing are two of the important and necessary elements of instruction concerned with adjusting the reading program to individual differences and needs. The strength of the reading program and the competency of the teacher will depend on her disposition and ability to make necessary adjustments in materials, methods and organization to such obvious differences as:

Differences in levels of pupils' ability within the subject;

Differences in pupils' rate of progress;

Differences in students' grasp of component skills and the need to reteach to assure their attainment.

Concurrent with adjustments to the variability within individual students there should be an emphasis on the enrichment of reading instruction to insure that it shall attain the larger ends to which it should be directed. This enrichment of reading instruction is concerned with making learning in reading important and useful; that is, carrying learning to the level of application. Pupils are encouraged to use reading as a tool of learning and inquiry, as access to and entry into the world of ideas, to be challenged by them, and to gain increasing control over them. In this context, reading has become at the same time a means to learning and part and parcel of it.

THE TEACHER, THE IMPORTANT PERSONAL ELEMENT IN READING

Good teaching of children is dependent upon more than clear goals and well-organized programs. The teacher is the important personal element which makes the difference. Through the understanding, commitment and performance of the teacher in her best role, conception and program are transformed into fruitful learning for individual children. Perhaps the greatest challenge in the field of reading instruction is to imbue all teachers with a sense of importance of the area, to provide them with the necessary and proper support in their good efforts, and to assist them to grow in understanding and performance.

There is a need to assign the highest priority to the teaching of reading. Good teaching of reading has the most to contribute to the achievement of human potential. Poor teaching of reading results in

a tragic waste of human resources. Good teaching of reading must be a goal for which all teachers strive and by which they are willing to have their competency determined. Continuous personal assessment of efforts in seeking answers to particular questions will reveal the teacher's estimate of the importance of reading in the life of the child and his contribution to the child's best growth:

1. Can children for whom I am responsible read at their optimum level and in an adaptable, purposeful and thoughtful manner?
2. Do children read with interest, zest and as a matter of personal choice?
3. Are the children's choices of materials made at significant and high levels in respect to types and qualities of reading materials?

By consistently and persistently analyzing her performance in the teaching of reading in these respects, the teacher assesses her professional attainments, the possibilities for improvement and the appropriate adjustments to be made in the teaching of reading. Through such a process, she refines and improves her understanding and performance.

The quality of reading programs on the local public school level is, in the final analysis, largely dependent upon the effectiveness of the individual teacher. A great deal of time and effort are usually necessary to develop strong teachers of reading. The pre-service education of teachers in reading, if sufficient, relevant and coordinated, can make a large and initial contribution to this effectiveness. Mary Austin's investigation of the nature and pertinency of pre-service programs for preparing teachers in reading indicated that the quantity and quality of the preparation varied greatly from institution to institution.

Progress in remedying this situation is apparent. More course work in reading is being required. These courses are more realistic in respect to what is happening and will happen in the teaching situation in which the prospective teacher will operate. They are better designed to be preparatory and supportive to the student moving into his student teaching experience with the necessary background and proper perspective. In effect the pre-service program is conceived as an important part of a continuum of preparation and induction of a professional person in which professional courses in reading and the student teaching experience make an initial contribution to the depth of understanding and the skillful performance required for good teaching of reading.

The improvement of reading instruction will continue. Past gains

will be stabilized; new opportunities and approaches will be available for consideration, evaluation and, if feasible, incorporation into the program. A clear, distinct conception of reading and reading instruction will provide the proper environment for such improvement. Local school systems will continue to restudy, modify and refine their programs of reading instruction. The individual teacher will improve her understanding and performance so that her direction of and relationships to children in the learning situation will become increasingly productive and effective. Not only will children be able to read but also children, reading and books will be brought together in meaningful, productive relationships. Reading will become for the child an intellectual tool, available for use in the process of inquiry and learning.

SUGGESTED PLAN FOR ORGANIZING AND CARRYING OUT A SCHOOL- WIDE STUDY SKILLS PROGRAM

Ruth G. Viox

KENMORE PUBLIC SCHOOLS

Because instruction in study skills involves all teachers of all subjects at all grade levels, the teaching of these skills should be regarded as the responsibility of the entire faculty of a school. Research points out that many pupils do not transfer reading and study skills to their content subjects. Therefore, the subject matter teacher must work on these skills which are *pertinent to his subject*.¹ A program in a school which includes work on the needed study skills in the content subjects as well as in language arts and reading classes can result in raising the general academic level of the school and can also make teaching more effective for the teachers and learning more meaningful for the students.

School systems have reported in literature a variety of successful plans which brought about significant improvement in students' marks and attitudes when all teachers worked together. Although there is not one master plan which will work for all schools, the plan which is suggested in this article has been prepared for the Kenmore schools, keeping in mind that it is better to organize such a program slowly and well rather than to attempt innovations too quickly. Therefore, a three year period of preparation is recommended—one year for exploration, one for orientation, and one for putting the program into action.

THE EXPLORATION YEAR

I. First Year: *Organizing the Program*

A. Step 1: *Determining Leadership*

1. A person who is in charge of curriculum in the school and who has the authority to serve as the director of the program would assume the leadership. He would work closely with the other administrators, area consultants, department chairmen, and teachers and would undertake the responsibility of carrying out a continuous program each year.

1. From the New York State Education Department Position Paper, "The Teaching of Reading," 1964.

2. This person need not be a “reading specialist” although he should be vitally concerned with the academic achievement of the pupils and with curriculum.
- B. Step 2: *Forming an All-School Planning Committee*
1. One person from *each subject area* plus a representative from the guidance department and the library would serve on this Planning Committee.
 2. The first year the *department chairmen* would be asked to serve, but the positions could be rotated the following years. Where there is no department chairman for a subject (art, music, industrial arts, homemaking, business, reading and physical education) an *interested* teacher would be asked to participate.
 3. The members of the Committee would report back to the teachers in *their* respective departments during the year to obtain suggestions and to interest as many teachers as possible. Through this sharing of ideas, communications within the school might also be improved.
 4. If possible, meetings of the Committee should be *on school time*.
- C. Step 3: *Preparing for Action*
1. The program leader and the Planning Committee would spend the remainder of the first year “preparing for action.” The following procedures might be used:
 - a. Each member would assume the responsibility of finding out what the teachers in his department are already doing to develop good study skills and would report this information to the Committee. A brief questionnaire might be sent to the teachers to obtain this information or it could be done through department meetings. The Committee members would also report on the types of reading and study problems which the subject matter teachers encounter in their classes.
 - b. Small study groups would then be formed to decide upon the responsibilities of the content area teachers to develop and/or improve study skills. These could be determined by—
 - (1) Studying current reading test scores
 - (2) Reviewing literature in the content areas
 - (3) Asking teachers to submit their suggestions

- c. The members would then report their findings, and together the Committee would make recommendations of the *types of skills* which should be emphasized in each subject area. A master chart might be the outcome of this first year's planning, thus avoiding unnecessary duplication or preventing omissions of necessary skills.

II. Summer Workshop: *Preparing Materials*

- A. A "Guide" (or some other type of material) for subject matter teachers might be prepared by certain members from the Committee who would be paid for this work during the summer. This "Guide" would include practical teaching suggestions with sample lesson plans.
- B. If possible, some of this material would also be included in new courses of study as they are being prepared.
- C. The Committee would then decide upon a plan to put the program into action in the fall.

THE ORIENTATION YEAR

I. Second Year: *Introducing the Program*

A. Step 1: *General Introduction to Teachers*

- 1. An outside speaker might be brought in to stimulate teachers to see the need for this type of program.
- 2. Or the principal or curriculum leader with the Committee could provide the initial "kick off."

B. Step 2: *In-service Work with Teachers*

- 1. *Departmental study groups* could be set up to meet periodically throughout the year *on school time*. A variety of topics could be covered such as:
 - a. The value of working on study skills in each subject.
 - b. How to construct and use an informal test based on the textbook to determine the study skills which will need emphasis.
 - c. How to use the text with pupils who have learning problems.
 - d. How general reading test results might help a content teacher. (Also the limitations of these tests)
 - e. How to develop specific study skills.
- 2. Later *demonstrations* might be arranged if time permits.
- 3. Teachers would be urged to try the suggestions in the "Guide" and to modify or add to them.

C. Step 3: *Evaluation of Program*

1. This would be done toward the end of the year.
 2. Results would be used in revising the "Guide."
- II. Summer Workshop: *Revision of Materials* (if needed)

THE TEACHING YEAR

- I. Third Year: *Putting the Program into Full Action*
 - A. Step 1: Presentation of revised materials to all teachers in department meetings.
 - B. Step 2: In-service work with all *new* teachers during the year *on school time*.
 - C. Step 3: Individual help or demonstrations upon request.
 - D. Step 4: General in-service *course* for content teachers in the system with state aid for local credit, bringing in outside people.
- II. Following Years: *Continuation of Program*
 - A. Step 1: In-service work with all *new* teachers
 - B. Step 2: Continued evaluation and modifications as needed

SUMMARY

"Perhaps the person most responsible for the success of the program is the junior high school principal or his representative. This crusader-diplomat must provide leadership, if it is not to be found or evoked elsewhere on the staff. He is responsible for obtaining books, pamphlets, consultants, standardized tests, and films in whatever order they may be desired. He must supply stenographic help and duplicating facilities. He must supply in-service training programs if they are required. Most important, he must provide *time* within the school day for study, meetings, and the work which must be done in connection with the developmental program. The administrator needs to *know* and to remember that whatever sacrifices he makes in other programs in order to improve reading and study skills will more than compensate for temporary inconveniences to faculty and students. He, too, must know that there is no other single program which will have as far-reaching an effect on the improvement of the total teaching-learning situation in the school. And he should realize that in a schoolwide developmental program he has a most effective public relations program."²

2. From "How Can a Junior High School Staff Get a Schoolwide Developmental Program Underway?" by Carl J. Freudenreich, *Improving Reading in the Junior High School*, U. S. Department of Health, Education, and Welfare, page 44.

RAISING READING RATES IN FOREIGN LANGUAGES

Julia Florence Sherbourne

FLORIDA PRESBYTERIAN COLLEGE

I have long been interested in applying rate-reading techniques to the reading of foreign languages. At one time a student who had made an excellent record in Reading Workshop brought her French books into the reading laboratory and succeeded in raising her French reading rate. But I had my first opportunity to apply these techniques to a group during our 1966 winter term. Although we were handicapped by a lack of material and by my own inexperience in working with languages other than English, results were encouraging.

During the 1967 winter term we adapted common methods for increasing reading rates. Briefly, this is what we did: Each student, no matter how far advanced, started with grade-one material. He used the Shadowscope to force his rate—and I mean *force*. He read his Shadowscope selection at approximately 300 WPM. If he did not understand it at that rate, he read it over until he did. Immediately after he had read a selection in the Shadowscope, he read another by the clock. After he had read a few selections in this manner, he read a selection he had just read by the clock in the Shadowscope. This made further rereading unnecessary, increased his understanding of what he had read by the clock and, more importantly, enabled him to carry over the momentum he had achieved by the Shadowscope to his following clock reading. All clock reading was sight reading. Occasionally the student varied his method of Shadowscope reading.

Since the student had no other work beside this project and since he spent a rather long time in intensive drill, it was necessary to guard against fatigue. Consequently, though the student reported for drill around 9 o'clock and drilled until 11:30 approximately, he was allowed two ten-minute breaks, which he took at any time he chose during these hours. In the afternoon he was on his own, but was expected to spend some time studying vocabulary, which he selected from what he had read previously, doing some timed reading from books he had not used during the morning, and writing in a daily journal. At night he came back for more laboratory drill.

The stated purpose for a student doing this work was twofold: first, to increase his reading rate in the language of his choice and, second, to observe and evaluate the methods employed to secure this increase. My students, naturally, were primarily concerned with the

first purpose, raising their reading rates. But, as I have pointed out, each one kept a daily journal and, on the basis of this journal and his rate-record cards, wrote his term paper. In this term paper he evaluated and criticized results he achieved, whether or not these results were increased rate or something else.

Ten students signed up for my project—five for French, four for Spanish, and one for Latin. One Spanish student did not complete his work. The Latin student's project turned into a research project in teaching methods. Hence this report deals only with the results of the five students who studied French and the three who studied Spanish.

Here is a summary of these results:

Rate

French

First Student

Daily Work

This first-year student increased his reading rate of first-grade material from 73 WPM (clock rate) with comprehension unrecorded to 395 WPM with satisfactory comprehension (not always measurable by percentages).

Test Results

On one test¹ near the end of the term this student read first-grade material at 230 WPM with a comprehension of 64%.² On a second³ test he read first-grade material at 300 WPM with a comprehension of 87%.

Second Student

Daily Work

This first-year student increased his reading rate of first-grade material from 145 WPM with good comprehension to 480 WPM with good comprehension.

-
1. The French tests were administered and graded by a student helper assigned to a professor of French. She tested the students on selections they had not read earlier and used a stopwatch for timing.
 2. Whenever percentages are given, they refer to grades on test questions following the selection read.
 3. Most second tests were given on the same day as the first, Friday, January 27th. A few second tests, however, were given the following Monday, January 30th.

Test Results

On one test at the end of the year this student read first-grade material at 231 WPM with a comprehension of 87%; on a second test he read first-grade material at 230 WPM with 100% comprehension.

Third Student

Daily Work

This first-year student increased his reading rate of first-grade material from 77 WPM with poor comprehension to 297 WPM with fair comprehension.

Test Results

On one test near the close of the term this student read first-grade material at 318 WPM with a comprehension of 60%; on another test he read 360 WPM with a comprehension of 80%.

Fourth Student

Daily Work

At the beginning of the term this second-year student read first-grade material from 200 WPM to 250 WPM with fair comprehension. At the end of the term she was reading third-grade material at 458 WPM usually with 100% comprehension.

Test Results

On one test at the end of the year this student read first-grade material at 575 WPM with 100% comprehension. On a second test she read second-grade material at 560 WPM with 100% comprehension.

Fifth Student

Daily Work

At the beginning of the term this fourth-year student read first-grade material at 250 WPM with a comprehension of 90%. At the end of the term she was reading fourth-grade material at 570 WPM with a comprehension averaging 90%.

Test Results

On one test near the end of the term this student read third-grade material at 400 WPM with a comprehension of 90%. On a second test she read fourth-grade material at 560 WPM with a comprehension of 80% (there were only five questions at the end of the selection used).

Spanish

First Student

Daily Work

This first-year student increased his reading rate of first-grade material from 111 WPM with a comprehension of 60% to 476 WPM with a comprehension of 80%.

Test Results

On one test near the end of the term this student read first-grade material at 276 WPM with a fair comprehension. (In this test he encountered vocabulary difficulty.) On a second test he read 395 WPM with good comprehension.

Second Student

Daily Work

This first-year student increased his reading rate of first-grade material from 150 WPM with a comprehension of 90% to 400 WPM with good comprehension.

Test Results

On a test⁴ near the end of the term this student read first-grade material at 520 WPM with fair comprehension.

Third Student

Daily Work

At the beginning of the term this second-year student read first-grade material at 185 WPM with a comprehension around 85%. At the end of the term he was reading second-grade material at 450 WPM with a comprehension averaging 90%.

Test Results

On one test near the end of the term this student read first-grade material at 350 WPM with good comprehension. On a second test he read second-grade material at 250 WPM with good comprehension.

Vocabulary

Though an increase in vocabulary was not a goal in this project, it is not surprising that all the students reported such an increase. One student estimated that he had increased his vocabulary by 75%; another, that he had learned at least 200 new words; a third, that he had learned about 300 and 400 new words. Still another wrote,

4. The Spanish tests were administered and graded by a student helper assigned to a professor of Spanish. He used the same procedures as were used in French.

"I believe it [increase in vocabulary] is the major accomplishment of the program for me."

Literature

A pleasant result, unexpected by some critics, was an increase in the students' appreciation of the literatures of the languages they were working in.

One student wrote, "My pursuit of French literature will be more interesting to me now than it ever would have been before."

And another, "I began to enjoy the stories [Spanish] as stories, and not just as translations."

And another, "My largest gain in the course was the fact that I learned to enjoy the language [French] much more than before."

Other Results

Some other results (however unplanned) are seemingly worthwhile.

One student said that he felt somewhat more confidence while reading Spanish than he had felt before and that he learned to get the gist of a passage when he could not translate it word for word without the aid of a dictionary.

Two students said they had gained insight into the way they read; one of these said she wanted to put this knowledge to use in her reading of English.

Still other results are illustrated by the following quotations:

"My concentration while reading has become intense."

"I again find myself thinking in Spanish." The student who wrote this had two years of Spanish in high school, but was not taking it currently.

"Just knowing that language can be read as I have [read] Spanish will make so much difference in my attitude toward any language."

"This experience . . . will be for me the beginning of increased confidence and fluency in the spoken language." This comment was made by a fourth-year French student.

Comments

Though the situation was better than in 1966, one of the difficulties that I and my students faced was the lack of carefully graded and abundant material so arranged as to be suitable for the work we were attempting to do. We also lacked good tests. One of the results of these lacks is shown by the varied ways I have reported rate gains. Nevertheless, such gains as I have reported in this paper, together with those made in the 1966 project, do indicate that students can learn to read foreign languages at a reasonable rate.

Some of the other results reported may possibly have been brought about not by increases in reading rate but by concentrated exposure to the languages studied. Even so, these other results surely must indicate that the comprehension and enjoyment of a language is not hindered by a reasonable reading rate.

Is it not possible, therefore, that instruction designed to increase reading rate would be a helpful addition to foreign-language programs?

A NEW LOOK AT LONGFELLOW'S "EVANGELINE"

Louis Foley

BABSON INSTITUTE

It seems a thoroughly safe opinion to believe that among French-speaking Canadians nothing in American literature has greater celebrity than Longfellow's *Evangeline*. In Canada it is doubtless considered unquestionably the poet's chef-d'oeuvre, the authentic and moving account of the tragedy of a people, the dispersion of the Acadians in 1755.

What does the average American of today think of the poet Longfellow—if he ever thinks of him at all? Probably, as an off-hand opinion, he would be inclined to classify that poet as a rather stodgy conservative. Yet from some points of view at least, such a notion is utterly unrealistic. Not merely for his own time, but for any period, Longfellow should be recognized as a daring innovator. He set out to do things in poetry which had never before been seriously attempted in the English language, and which on the face of them would have seemed impossible. They were things which apparently had never before occurred to any capable maker of verse in English. And he succeeded almost unbelievably well.

For one thing, he was certainly the first American ever to succeed in writing poems of considerable length. Of course we do not forget Poe's dogma that "there is no such thing as a long poem," but Poe had in mind only poetry of lyric intensity. The long poem is a different form of art. It does not deal merely with momentary ecstasy of emotion which obviously cannot endure, but represents, as it induces, a calmer esthetic enjoyment which may continue indefinitely. It requires a different kind of "inspiration" from that which Poe envisaged; it calls for patience and sustained power, untiring energy and artistry such as comparatively few poets have ever had at their command.

As a poet Longfellow was ambitious; he was determined to be a *great* poet. In the course of a letter written to his father before his graduation from college, December 5, 1824, he said: "I most eagerly aspire after future eminence in literature; my whole soul burns most ardently for it, and every earthly thought centres in it." He was sufficiently earnest in this desire that he was willing to go through a long period of preparation, and to devote himself tempor-

arily to non-literary occupations, never losing sight of the goal while working toward it only very indirectly.

Now it is traditional, from Homer down, that in order to stand as a great poet one should produce an epic poem. Yet the epics which have timeless existence as literary landmarks were not created out of hand. The materials for their construction had gradually accumulated through oral tradition, in ballads and folklore in general, during many generations from primitive ages to a time when a race or nation was becoming conscious of its identity. Coming at the proper moment, the epic poet fused these materials into a coherent, unified form which of course bore the stamp of his personal genius but was made possible only by the myriad preparations of countless others who had gone before.

Longfellow, however, was a poet in a new country, a nation which simply did not have a past such as epics require. There was no background of evolution of a race from the dawn of its civilization; America was settled by people who were products of civilizations already developed far beyond any point at which anything like an epic poem could evolve in the old way as a "natural" outgrowth. What, then, could the poet do? In truly modern spirit, he boldly took short-cuts. He seized upon the folklore of the Indians, the native inhabitants whose way of life *had* been developed upon American soil. From this material he constructed what most critics consider his greatest work, *Hiawatha*, which was actually accepted as genuine by the Indian people themselves. And this he was able to do, not by virtue of any first-hand acquaintance with Indian life, but merely by reading books about it, chiefly the accounts of the pioneer Schoolcraft. *Hiawatha* appeared in 1855. Meanwhile, in 1847, he had produced *Evangeline*, the poem which concerns us here.

Evangeline also was inspired by a background of reading, with no personal experience or observation whatever of the regions in which the action of the narrative had taken place. It seems to have been considerably influenced by the descriptions of American scenery in the works of Chateaubriand, which Longfellow was enthusiastically reading about that time. There is evidence that he obtained some helpful information from a former Harvard law student living in Louisiana, concerning the Acadians who were exiled there and the nature of their new home along the Mississippi. The story of the two lovers which forms the central thread of the narrative was related to him by a friend of Hawthorne's. Both Hawthorne and Whittier had considered using the story for literary purposes, but relinquished it

in favor of Longfellow, who was evidently more eager for it, and whom they felt to be the better man to handle it.

It is in the *form* of his long poems, however, that Longfellow shows his remarkable originality. For through the long history of poetry in English, it had been virtually axiomatic that any *long* poem—as well as most shorter ones—had to be in iambic pentameter, whether unrimed as in Shakespeare's plays or Milton's *Paradise Lost*, in the "heroic stanzas" of Dryden, or in the rimed couplets of Pope.

This is not an arbitrary notion; it seems to fit in with the very nature of the English language as it happens to be. The iambus, a "foot" composed of an unaccented syllable followed by an accented one, corresponds to the inevitable stresses of so many word-combinations in English: prepositional phrases, nouns preceded by articles, verbs preceded by pronouns, nouns preceded by short adjectives, and countless situations less obviously separable from phrasing as a whole. As for the five feet of a pentameter line, that seems to be just about the average mouthful of words, approximately the "right" length for an ordinary clause, long phrase, or complete sentence in English.

Now Longfellow had the courage and linguistic ability to carry through successfully a most astonishing *tour de force*. He wrote long poems in metrical patterns to which English was not habituated and yet made these unaccustomed rhythms seem quite convincingly "natural." For *Hiawatha* he adopted the metre of the Finnish epic *Kalevala*, which by coincidence rang true as appropriate for the Indian legend. For *Evangeline* (as later for *The Courtship of Miles Standish*) he used classical dactyllic hexameter. Riming, of course, was out of the question with such form for any but a short poem of humorous intent. Likewise of course, the last foot of each line had to be a trochee rather than a dactyl, else it would seem unfinished, and many feet along the way had to be trochees also. The "weight" of these feet of fewer syllables is generally compensated by their length, or at least somehow they achieve an air of being as "standard" as their technically dactyllic counterparts. Always the metrical pattern fits naturally as it should; there is no forcing of intonation such as we find in the lines of unskillful versifiers. If you read the words as they simply have to be said, you follow the established pattern inevitably; *This is the forest primeval*. The *murmuring pines* and the *hemlocks*

Yet in connection with the story which the poem has to tell, and the "atmosphere" which that story logically implies, the metrical form in which Longfellow saw fit to cast it is indeed a curious paradox.

It is common knowledge that Longfellow was a professor of modern languages, particularly French. Since the study of *modern* languages in college was a new thing in his day, he even had to prepare his own textbooks, including a French grammar and a book of French readings. That he had done very extensive *reading* in French cannot be doubted. Having spent about eight months in Paris (1826-27), he was supposed to have "acquired a good practical knowledge" of the language. With whatever brilliance of intelligence and persistent effort, however, he could hardly escape the ineluctable consequences of constructing all the foundation of one's "knowledge" of a living language on a purely bookish basis. Certain intrinsic qualities of the spoken tongue, in which the whole thing is profoundly rooted, must always have somewhat eluded his grasp. Otherwise how *could* he have done just what he did with this poem, and felt right about it?

Could he have fully realized the simple, fundamental fact that French words cannot be written in "metre"? Was he quite aware—English-speaking people so seldom are—that in French all syllables are practically equal in force, so that as soon as you put French words in metrical "feet," they cease to be French? One wonders how he would have read French orally! At any rate, the metre of *Evangeline* absolutely obliges the reader to distort, that is to anglicize, the pronunciation of every French name that appears therein. Try pronouncing these names as in French, in any line where any of them occurs, and you immediately throw the dactylic pattern out of joint.

Perhaps the most discordant note of all is the very title, the name of the heroine, *Evangeline*. Any currency that name may ever have had in French is so slight as to be quite negligible; the poet appears to have invented it. As a theoretical French name, phonetic principles would require it to be *É-van-gé-line*. Of course everyone calls it "i-VANGE-uh-lun," in accordance with the way modern English is naturally pronounced, and with the metre of the poem, in every line where the name occurs.

On November 1, 1951, *Evangeline* was presented dramatically over the network of the Columbia Broadcasting System, with Joan Fontaine reading the title-rôle. Mr. James Hilton, who presented the program, called it "a story which is part of our history." It was based upon textual quotations from Longfellow's poem.

In view of what we have been considering, the pronunciation of proper names in this poem presents a real problem to the oral reader. It is not surprising that the handling of it in this instance was something of a hodge-podge. *Grand Pré* was usually pronounced approxi-

mately as in French (sometimes simply English “grand”) though Longfellow’s rhythm requires the un-French accentuation of *Grand*. The name *Bellefontaine*, as enunciated by various actors, was robbed of its feminine form and given a pseudo-French pronunciation of “Bellefontain,” whereas *Felician* came out as “Felicianne.” The name of *Gabriel* sounded usually about as in French, though that character himself always said “i-vange-uh-lun” as in English. Perhaps as strange as anything, for a linguistically sensitive listener, was hearing “Evangeline,” supposedly a French girl, speak with the British diphthong of “o” and suppression of “r” which have had a certain vogue in American theatrical circles since World War I! Maybe the problem was simply insoluble. But for those of us who dislike incoherent mixtures of dialect, it would have been better just to read the whole thing as plain, straightforward (but good!) American English.

How important are such matters anyhow? Is it pedantic to take these details seriously? Well, that depends. If it be read without any preoccupations, the poem must impress anyone with the harmonious music of its well-chosen words. No doubt it “rings true” to the reader, because its narrative was sincerely imagined, vividly seen and felt in the poet’s mind. It must have won a good deal of sympathy for the cruel misfortunes of the exiled Acadians whose sad fate it typifies in the moving story of the tragically parted lovers.

Yet we may as well face its limitations. How *can* one read it comfortably, if he is aware of how French names sound, so that they seem “natural” to him only in their true form? How can anglicized reading of such names—including some which have no anglicized form—or reading anything in this metre—be reconciled with the French “atmosphere” which belongs with the story?

There can be only one conclusion: the poem is *not* written for bilingual readers. The esteem in which it has been held in French Canada shows that French-speaking people can read it with pleasure, doubtless because they are not sufficiently at home in English to recognize the rhythm as the poet wrote it. Most Americans read it before they learn any French (if they ever do) and probably never go back to read it again. So it escapes criticism on both sides. Maybe this is all for the best.

There is no need to belittle Longfellow’s achievement in writing this poem, which is a wonderful piece of work in any case. Yet for the serious student of literature there may be a “moral” in these flaws of *Evangeline* as we deem them to be. No matter how intelligent or industrious, an author can never avoid the danger of making

egregious blunders, if he “knows” very little of his subject through real life but is acquainted with it only through books—books which, in the full-toned sense of reading a living language, as it is read by one who naturally speaks it, he could not perfectly read.

ECHOES FROM THE FIELD

Lois VanDenBerg

Recently, the Kalamazoo Valley Intermediate School District organized a reading conference to help local school districts improve instruction.

The conference entitled the Southwestern Michigan I. T. A. (Initial Teaching Alphabet) Reading Conference was held May 23 and 24, 1967, at the Portage Northern High School Auditorium with Mrs. Fran M. Baden, Elementary Consultant, as director. It is reported that three hundred first grade and remedial reading teachers attended the conference from Indianapolis, Detroit, Benton Harbor, Bay City, Muskegon, and the Upper Peninsula.

Sir James Pitman, a designer of the i/t/a alphabet, was keynote speaker. He reported the following:

- * Six million children in the English speaking world need to learn to read each year.
- * These children learn to read by traditional methods about 350 printed words in the first grade.
- * First graders gain a command of about 2,000 words with i/t/a.
- * Reading materials are freed from the straightjacket of traditional vocabulary control with i/t/a.

Another authority and co-author of the i/t/a "Early to Read Series," Dr. Harold Tanyzer, particularly mentioned that:

- * The whole language arts program is influenced by the students coming out of i/t/a classes.
- * i/t/a "can't make a genius out of a dunce," but it is an exciting way to improve education.
- * Children make giant steps forward in a complete language arts program.
- * Teachers are challenged to keep children on this creative course begun with instruction in the forty-four sounds of the English language.

The second day of the conference was devoted to demonstrations of teaching techniques used in achieving i/t/a results in the classrooms.

DID YOU SEE?

Dorothy J. McGinnis

Vistas in Reading? This publication, Part I of Volume II of the Proceedings of the 1966 Convention of the International Reading Association, contains the papers presented by national and international leaders at the Dallas Convention. The first section contains the presidential and other major addresses; ten "Sequences" on different facets of reading follow for reading depth; general and professional concerns are covered by the section on "Sessions"; and the last section includes papers presented in the co-sponsored meetings.

The Individualized Reading Programs: A Guide for Classroom Teaching edited by Lyman C. Hunt, Jr.? This publication by the International Reading Association is designed to aid teachers and school personnel who are seeking ways to individualize reading instruction. The book makes a sincere effort to show the classroom teacher "how to do it," how to initiate and develop an individualized reading program within the typical classroom situation. The various chapters of this publication are as follows.

1. The Individualized Reading Program: A Perspective
2. Initiating the Individualized Reading Program: Various Transitional Plans
3. The Conference in IRP: The Teacher-Pupil Dialogue
4. Classroom Organization: Structuring the Individualized Reading Period
5. Individualized Reading: Focus on Skills
6. Individualized Reading and Creative Writing
7. Evaluation for Pupil Effectiveness
8. Evaluation for Program Effectiveness
9. Developing and Supervising An IRP on a School-Wide Basis
10. Of Stars and Statistics

In each of the chapters the focus is on the role of the teacher. Careful study of this booklet should enable a teacher to incorporate many of the worthwhile features of the individualized reading program into her own classroom reading instruction.

New Directions in Reading edited by Ralph Staiger and David A. Sohn? This Bantam publication is intended to clarify both the problems involved in the teaching of reading and the exploration of new reading techniques. It contains a collection of outstanding articles by reading specialists who have spent their lives seeking ways in which

children and adults can learn to read more effectively. The following topics are discussed: Introducing Reading, The Preschool Period and the Kindergarten; Reading in the Elementary School; Becoming A Student in the Upper Elementary and Secondary Grades; Reading in the High School; Building Lifetime Readers; On Becoming A College Student; the Speed Reading Controversy; Promising Programs in Reading Instruction; Physical Problems in Learning to Read; Reading for Culturally Disadvantaged Youth; Remedial Reading; and The Period of Expanding Knowledge and Technological Revolution. This book appears to be an excellent one to recommend to parents.

WE SUGGEST

Eleanor Buelke

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

Reading, A Key To Academic Success

Dubuque, Iowa: Wm. C. Brown Company Publishers

1967, Pp. vii-156.

The appearance of this new book with its "broad approach to the building of reading performance at the college level" is a paradoxical cause for concern and consolation. The need for such a book to be written for use in our institutions of higher education is cause for concern. The writing and publication of this text by two authors with years of successful experience in educating graduate and undergraduate students, as well as in-service teachers at different levels, is reason for reassurance.

In the first chapter, Carter and McGinnis state that two of the main reasons students fail to complete college are *poor study habits* and *inability to read*. This appears to be true even though present standards for college entrance have been up-graded to provide bases for higher selectivity among student applicants. Further, these authors continue, the ability to read is a factor which often differentiates superior and inferior students who remain in college. Authorities in other fields similarly recognize the grave importance of effective reading skills. Conclusions reached in a readability survey conducted recently by personnel of forty-seven newspapers represented in the Associated Press Managing Editors Association cause some leaders in the communications media to question the ability of the college-trained, so-called "literate" public to understand and to absorb the true meanings in printed news coverage. Inherent in this lack of ability are concomitant dangers to democratic society. It is a little frightening to realize the lack of understanding in those who are described as:

. . . not sixth-grade drop outs or illiterate laborers unused to the daily reading habit, but people for whom the printed word has long been as much a part of their routine as brushing their teeth or driving their automobiles.¹

The authors of *Reading, A Key To Academic Success* believe that college students can learn to read effectively to become successful in their academic lives, their personal lives, and their lives out in the modern world.

1. *Saturday Review*, May 13, 1967, p. 83.

Examination and study of this book suggest that its creators view reading not merely as a technical skill, or a professional tool, but as an art. In the total organization of the book, in the precise, unmistakably clear language of the text of each chapter, and in the well-coordinated study exercises for each subject, is concurrence with Fromm's statements concerning the learning and mastery of an art. An art requires both *knowledge* and *effort*; the process of learning an art can be divided conveniently into two parts: the mastery of an art is a blending of the results of theoretical knowledge and practice; the art must be a matter of ultimate concern for the one who is striving to become proficient in it.² Contents of the book are devoted to knowledge of practical procedures, presented in a direct, specific manner. Guided activities, requiring the student's involvement and effort, and providing meaningful, related practice in these procedures, are included for each of the topics stressed. These topics cover skills such as identification of main ideas, knowing what to accept and what to reject, skimming, and adjustment of rate and comprehension. They also include techniques for learning to read different kinds of literature and content material effectively. A final, significant chapter explores and expands upon ways to read creatively.

Philosophies here expressed, then delineated and integrated into patterns to help students work out satisfactory and unique solutions for themselves, also seem to agree with that set forth by the retiring editor of *The Reading Teacher* in his final editorial:

On the instructional front, all teachers must understand how reading as a cognitive process is akin to thinking.³

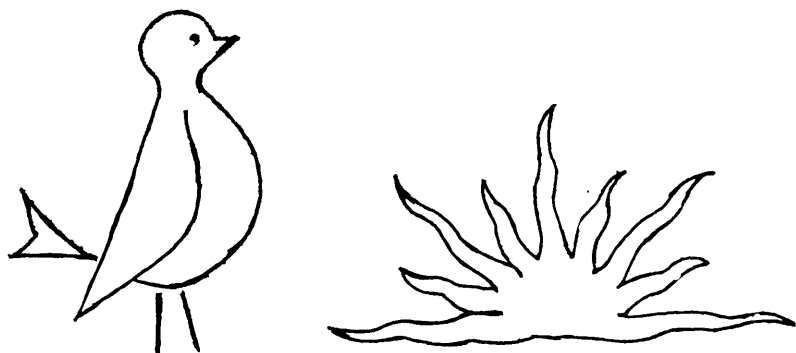
Carter and McGinnis say:

Ask *why* and *how*. Maintain your objectivity. Be sensitive to problems. Ideas are important if they can become your property, your tools, and your treasures.

This book should prove to be of value to teachers of reading in institutions of higher education. Perhaps, it will prove most valuable for the reader who recognizes his own need for reading improvement, and who makes the mastery of the art of reading his ultimate concern. He may find in his own possession that key to academic and personal success.

2. Erich Fromm, *The Art of Loving*, p. 5. New York: Harper & Brothers Publishers, 1956.

3. Russell G. Stauffer, "Time for Amendment," *The Reading Teacher*, May, 1967, p. 685.



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Editor,

It is my hypothesis that children who are grouped according to their frustration level in reading have a less adequate self concept than those grouped according to their instructional reading level.

Classroom teachers, in my opinion, tend to group children according to their frustrational level. This seems to cause more frustration for the child and less for the teacher. Of course, it seems easier to have three reading groups instead of four. Why not push those four or five slow readers into a group with children who are a little better readers. It saves time and a lot of effort. But wait, if each child reads at his instructional level he will experience success instead of failure. He will also progress much faster than if he were in a constant state of frustration. The classroom teacher would feel much more accomplishment also because she would recognize the new reading enthusiasm of the children.

Of course, practical considerations must enter into our method of teaching reading. Our time is limited and there are many other activities demanding our attention. My own personal experience has proven this to me. At the present I am teaching only half days because we are patiently awaiting the completion of our new school. It is necessary for us to share a school temporarily. Our class consists of 26 second graders. Out of these 26 children, five are reading in a second grade reader. Five read in book one, nine read in the primer and five read in a pre-primer. There are also two non-readers in the class. At the beginning of the year I gave an informal reading in-

ventory to each child. Vocabulary as well as comprehension were considered in grouping. Each child showed a very definite instructional level. I have been teaching four groups and, when spare time arises, help is given to the non-readers. My reading program is very time consuming, but with the help of a reading consultant the program is moving along smoothly.

At one point in the program I tried to join my two low groups. The "pre-primer" children were asked to read a few stories in the primer. They were asked first to read silently and then aloud. Their vocabulary as well as their comprehension skills were noticeably lacking at this level. I also noticed a lull in their ordinary enthusiasm. I felt an urge to remove the source of their frustration immediately and to apologize for the injustice. Instead I told them how well they did and that soon they would have a new book. They are now progressing with ease at their level.

It seems to me that reading at one's frustration level is harmful to a child's self concept as well as being harmful educationally. I feel it is time for the classroom teacher to re-evaluate her reading program. She should not group according to standardized tests since these merely show the child's frustration level. A child who misses five or more words out of 100 words is reading at his frustration level. Are you guilty?

Rosemary Leahy
Wayne Public Schools
Wayne, Michigan

Editor's Note:

The foregoing brings to mind the lesson we are being taught by the behavioral psychologists; that "positive reinforcement enhances learning." This is the jargonistic way of saying that success breeds success. If a child can see that he is really reading, it will make him that much more capable of reaching up to the next step.

TEN-SECOND REVIEWS

Blanche O. Bush

Growth THROUGH reading is the ultimate goal of instruction while growth IN reading is the means to that end.
—A. Sterl Artley

Alexander, Duane and John Money, "Reading Disability and the Problem of Direction Sense," *The Reading Teacher* (February 1967), 20:404-409.

The authors conclude that defective direction sense and defective space-form perception may be implicated in the etiology of some cases of reading retardation because of the effect in preventing modification of the Law of Object Constancy (perceiving an object regardless of change in directional orientation). The authors state that it is possible that the differentiation of direction sense and territoriality may be more complex and more liable to failure in boys than in girls and thereby be indirectly responsible for the greater proportion of dyslexic boys.

Ames, Wilbur R., "The Development of a Classification Scheme of Contextual Aids," *Reading Research Quarterly* (Fall, 1966), 2:57-82.

The main purpose of this study was to obtain a better understanding of the process of the use of verbal context as an aid in determining word meaning. The results of the study indicate that it is possible to place the types of contextual aids that are useful in helping readers derive the meanings of unfamiliar words into a classification scheme having substantial reliability.

Anapolle, Louis, "Visual Training and Reading Performance," *Journal of Reading* (March, 1967), 10:372-382.

The aims of visual training, as expressed by Anapolle, are to teach the student the art of improved visual efficiency through better eye coordination, increased fusional range, improved accommodation facility, greater convergence flexibility, and accelerated speed and span of perception to enhance reading performance. In conclusion he quotes Ward Halstead, "Clear and efficient vision . . . is one of the highest functions

of the human brain: Let us make certain that the eye as the great window of the mind, is properly cared for at all professional levels."

Anastashow, Nicholas J. and Duncan Hansen, "Criteria for Linguistic Reading Programs," *Elementary English* (March, 1967), 44:231-236.

In brief the linguistic approaches base their programs on linguistic criteria involving the structural nature of the phonological and syntactic system of English, while the conventional programs, according to the authors, involve the criteria of word frequency; experiential familiarity, demonstrability (pictorial nature of the vocabulary) and story content. A test was constructed by the authors to serve a research project in Palo Alto Schools. The subtests were designed specifically to measure those aspects of the decoding process pertinent to the beginning reading program regardless of the method of instruction. The early results are encouraging and merit further development.

Atkinson, Richard C. and Duncan N. Hansen, "Computer-Assisted Instruction in Initial Reading; The Stanford Project," *Reading Research Quarterly* (Fall, 1966), 2:5-25.

The purpose of this paper is to describe a computer-based system and curriculum for teaching initial reading completely under computer control. The system and curriculum are organized in such a way that instruction is on an individual basis with each child progressing at his own pace through a subset of materials designed to be best suited to his particular aptitudes and abilities.

Bailey, Mildred Hart, "The Utility of Phonic Generalizations in Grades One through Six," *The Reading Teacher* (February, 1967), 20:413-418.

The purpose of this study was to investigate the utility of phonic generalizations in reading instruction through application of recommended generalizations to a list of words representative of words encountered in reading in grades one through six. The findings of this study emphasize the need for the supplementation of future research to establish the value of phonic generalization in reading in the elementary grades.

Berg, Paul C. and Victor M. Rentel, "Guide to Creativity in Reading," *Journal of Reading* (January, 1967), 10:219-230.

While a single, categorical delineation of creativity is impossible to make, its relationship to other potentials, including intelligence, personality and other aptitudes, are discussed as background to its possible relationship to reading.

Black, Millard H., "Problems of a Big City Consultant," *The Reading Teacher* (March, 1967), 20:500-504.

Problems related to teaching personnel were accorded first place by respondents to a questionnaire on supervisory problems sent in November, 1966 to reading supervisors in 65 of the largest cities in the United States. Among the problems included were inadequately prepared teachers, personnel turn over, large reading classes with extremely wide ranges of achievement, inability of secondary teachers to fit instruction to the pupil at his achievement level, reluctance of teachers to apply principles of learning as they teach, and lack of reading enjoyment often shown by teachers.

Bracken, Dorothy Kendall, "The Reading Clinic as an Educational Service," *The Reading Teacher* (March, 1967), 20:532-536.

Bracken states that the purposes for which reading clinics are organized and for which they operate are varied and many. It appears to Bracken that these services may be offered in a clinic on wheels.

Brzeinski, Joseph, M. Lucile Harrison and Paul McKee, "Should Johnny Read in Kindergarten? A Report on the Denver Experiment." *NEA Journal* (March, 1967), 56:23-25.

A study of 4,000 Denver school children sought to learn whether beginning reading could be taught effectively in kindergarten. Children followed from kindergarten through the fifth grade were assigned by their school to comparable control and experimental groups. Some of the findings indicated that beginning reading can be effectively taught to large numbers of typical kindergarten pupils and that the gains made by experimental groups could be maintained by following up with an adjusted teaching program in subsequent grades. No evidence

was found that early instruction in beginning reading affected visual acuity, created problems of school adjustment or caused a dislike for reading.

Cohen, S. Alan, "Some Conclusions about Teaching Reading to Disadvantaged Children," *The Reading Teacher* (February, 1967), 20:433-435.

Cohen presents two hunches and 12 conclusions about teaching socially disadvantaged children to read and write. Hunch 1: Many psychosocial characteristics associated with socially disadvantaged youth are, in fact, characteristic of adolescents in general. Hunch 2: Suburban children sit still, read "Look, Jane, Look," get in line in a hurry, and do their homework no matter how meaningless the task. Slum children are not as acquiescent, unless the work is really meaningful and they are less likely to play according to school rule. Among the conclusions included are that compensatory programs for socially disadvantaged children have not proved successful, socially disadvantaged retarded readers tend to be visual rather than auditory or phonic readers, children must be taught individually with materials fitting their needs not more of the same, and the culturally deprived child depends upon the school for language development.

Collier, Marilyn, "An Evaluation of Multi-Ethnic Basal Readers," *Elementary English* (February, 1967), 44:152-158.

The purpose of this study was to evaluate the multi-ethnic basal readers published before May, 1965. The evaluation of texts and illustrations were made on the basis of seven major considerations. The author stated that more improvement is needed in order for the multi-ethnic basal readers to meet the needs of culturally disadvantaged children and of non white children in all communities. However, educators and publishers have made progress in providing American children with basal readers which present the multi-ethnic society in which they live.

Covington, Martin V., "Some Experimental Evidence in Teaching for Creative Understanding," *The Reading Teacher* (February, 1967), 20:390-397.

This research is primarily concerned with the development of curriculum programs to foster creative thinking among elementary school children. The author emphasizes that comprehension in reading is fundamentally a high-level cognitive activity. Because of this intimate connection between insightful, thoughtful reading and the higher order cognitive processes the research of the Berkeley Creativity Projects holds a number of implications for the teaching of reading. Two different kinds of reading comprehension are proposed, passive understanding which is understanding of material read and creative understanding which requires searching for an explanation of what has been experienced.

Denberg, Robert and Charles Jones, "Critical Reading in a Developmental Reading Course," *Journal of Reading* (March, 1967), 10:399-403.

An experimental reading course was given at the Randell School in Denver to seventh and eighth grade students and another in Boulders, Colorado, to test the hypothesis that improving and extending the structure of logical and critical thinking results directly in improving critical and integrative reading ability. It was found that in all cases improvement in critical reading ability and in critical thinking was made. As was expected, the carry-over of critical reading into the academic classroom situation was somewhat less than that evidenced during the reading course.

Dietrich, Dorothy M., "Standards and Qualifications for Reading Specialists," *The Reading Teacher* (March, 1967), 20:483-486.

Minimum standards for the professional training of reading specialists developed by the Professional Standards and Ethics Committee were approved by the Board of Directors of the International Reading Association in 1961 and were revised in 1965. Five categories of reading specialists were decided upon: Reading teacher, consultant, coordinator, clinician, and college instructor.

Emans, Robert, "The Usefulness of Phonics Generalizations Above the Primary Grades," *The Reading Teacher* (February, 1967), 20:419-425.

Most modern authorities of reading advocate the teaching of phonics in some form. The consensus is that children need visual and auditory clues in word recognition. Phonics is one of the helps in providing these clues. Nevertheless, the issue of phonics remains cloaked in an aura of controversy. This investigation has left unstudied the problem of which generalizations should be taught. Future studies need to be conducted to develop procedures for teaching generalizations and to try the procedures under controlled experimental conditions.

Emans, Robert and Gladys Mary Fisher, "Teaching the Use of Context Clues," *Elementary English* (March, 1967), 44:243-247.

The purpose of this study was to develop a series of exercises for teaching the use of context clues in word recognition along with phonetic and structural analysis. Context clues provide one of the best means for achieving the recognition of a word. Authorities such as Nila B. Smith, Arthur W. Heilman, Emmett A. Betts, Homer L. J. Carter, Dorothy J. McGinnis and many others agree to the importance of context clues in identifying words.

Emans, Robert and Gloria Patyk, "Why Do High School Students Read?" *Journal of Reading* (February, 1967), 10:300-304.

This study involves motivation for the reader. Two questions were raised in the study: (1) What are the motives that the high school students say they have for reading? (2) How do intelligence, social class, sex and age influence motives for reading?

Fasan, Walter R. and Helen F. Isbits, "Reading Activities Using Newspapers, Working with the Disadvantaged," *The Instructor* (January, 1967), 76:24 and 49.

Teachers who work with disadvantaged pupils in the Chicago area schools have found newspapers to be a successful technique to supplement textbooks. These pupils who use newspapers do not seem to tire as easily of newspapers as they do of books and use them to develop the skill of oral reading. Vocabulary building and word attack skills, as well as techniques of organization are developed through the use of newspapers.

Papers, enough for each pupil in the class, are delivered each week. They are rotated from teacher to teacher so many pupils can work with them in all subject areas.

Graubard, Paul S., "Assessment of Reading Disability," *Elementary English* (March, 1967), 44:228-231.

Using formal and informal measures of assessment the classroom teacher can sharpen her skills and become more systematic and effective in her teaching. She can refer children who can be helped by specialists with greater dispatch and through assessment of strengths and weaknesses can construct a remedial program that is appropriate for an individual and within the competency of her discipline. Teachers should look for these correlates of reading disability: auditory acuity, auditory perception, blending ability, visual acuity, visual perception, differentiation, physical energy and emotional handicaps.

Kendrick, William M., and Clayton L. Bennett, "A Comparative Study of Two First Grade Language Arts Programs," *Reading Research Quarterly* (Fall, 1966), 2:83-118.

The present study was designed to determine the relative effectiveness of the Experience Approach to the teaching of the language arts as compared with the traditional method. To make this comparison, four areas of the language arts were separately measured: reading, writing, listening, and speaking. In addition, an index of development in reading interest was taken and pupil attitude toward reading determined.

International Reading Association, "Code of Ethics," *The Reading Teacher* (February, 1967), 20:439.

The code of ethics and minimum standards for professional training of reading teachers are presented.

Jones, Ernest A., "A Specialist in Workshop Institutes and In-Service Programs," *The Reading Teacher* (March, 1967), 20:515-519.

Jones summarizes that in most circumstances the role of the reading specialist seems to be that of consultant, learning materials expert, text evaluator, and children's literature expert.

Of all these roles, the one of demonstrator of workable materials and techniques seems to be most in demand and the most effective.

Keener, Beverly M., "Individualized Reading and the Disadvantaged," *The Reading Teacher* (February, 1967), 20:410-412.

The author believes it is time to re-think the ways in which reading is taught to disadvantaged children. Although the individualized approach has yet to gain wide-spread acceptance as an effective way to teach reading, the possibility of its use with deprived youngsters deserves consideration. Inherent in this method are the selection of reading materials by the student himself, based upon interest and appeal, and the teaching of reading skills when a need is shown for them rather than at a moment arbitrarily selected by the teacher. Another source of material is the students themselves.

Lerner, Janet W., "A New Focus in Reading Research: The Decision-Making Process," *Elementary English* (March, 1967), 44:236-243.

Recent investigations have dramatized the gap that exists between an "ideal" reading program and the reality of a functioning reading program in an on-going school situation. This discrepancy becomes apparent upon examination of the following four areas: (1) The making of policy decisions concerning reading and the implementation of these decisions, (2) The role of the reading consultant, (3) The wide-spread use of the basal readers, (4) The adoption of reading methods.

Lumley, Kathryn Wentzel, "Mobile Reading Units and a Traveling Bookstore in Washington, D.C." *The Reading Teacher* (January, 1967), 20:319-324.

Mobile diagnostic reading units and a traveling bookstore stocked with paperbacks are rolling up to the schools and adding new dimensions to reading for thousands of students in Washington, D.C. Title I funds are providing these services as well as the teacher aide program which was organized to relieve classroom teachers of some of their routine tasks.

Natchez, Gladys, "From Talking to Reading Without Really Trying," *The Reading Teacher* (January, 1967), 20:339-342.

Natchez concludes that the more we recognize the importance of learning at one's own pace (as we let the baby learn to talk), the more we will see the value of matching instruction to the child rather than vice versa. Add to this, continued pride and excitement at each stage and we will give children a greater chance to succeed in general and to learn to read in particular.

Ray, Darrel D., and Mavis D. Martin, "Gains in Reading Achievement," *Journal of Reading* (January, 1967), 10:238-242.

The purpose of this investigation was to examine groups of differing initial performance to determine relative gain derived from a college reading improvement program. This study indicates that substantial gains were made by both groups and that there was no significant difference between gains made by high performance and low performance groups in any area of reading measured. The investigation also indicates that adjustment to individual differences through grouping procedures, instructional methods, and materials results in a better developmental reading program.

Robinson, H. Alan, "The Reading Consultant of the Past, Present, and Possible Future," *The Reading Teacher* (March, 1967), 20: 475-482.

Robinson, basing his opinions on reviews of literature, says that most reading consultants of the past worked more closely with disabled readers than they did with teachers and the total reading program. The reading consultant of today is not, and should not be, a teacher of developmental or remedial reading. His major role and purpose is to work with the staff of a school to develop, implement, coordinate and evaluate the reading program. The reading consultant of the future should be a well-trained specialist who conceives of the school reading program as permeating the total curriculum, who helps all teachers adjust the program to the individual needs of students, and who is not only concerned with reading skills but is deeply concerned with the development of lifetime readers.

Robinson, Helen M., Samuel Weintraub, and Helen K. Smith, "Summary of Investigations Relating to Reading," July 1, 1965

to June 30, 1966, *Reading Research Quarterly* (Winter, 1966-67), 2:7-141.

The published research reports and summaries of research in reading, the findings of 306 studies reported within the year from July 1, 1965 to June 30, 1966 are presented. The studies are divided into six major categories: (1) summaries of specific topics, (2) teacher preparation, (3) sociology of reading, (4) psychology of reading, (5) teaching of reading, and (6) reading of atypical learners.

Rowland, Howard S., "Plan a Program of Dramatic Readings, Want to Make Poetry An Exciting Experience?" *Clearing House* (March, 1967), 41:410-414.

This article discusses the purposes, conceptions and preparation for an assembly program of dramatic readings.

Schiffman, Gilbert B., "The Role of a State Reading Consultant," *The Reading Teacher* (March, 1967), 20:487-493.

In considering the role of the state consultant nine basic areas of concern that lead to effective reading programs are listed. (1) What is reading? (2) What is a retarded reader? (3) How do we measure achievement? (4) How do we measure capacity? (5) What is the etiology of reading disabilities? (6) Who should teach reading? (7) Who is responsible for the training of the teachers? (8) What are the responsibilities of the different disciplines? and (9) What are the best pedagogical procedures?

Shawaker, Annette, "A Substitute for the Whole-Word Method," *The Reading Teacher* (February, 1967), 20:426-432.

According to the author most children with reading problems seem to have auditory and perceptual disabilities. The methods presented in this article have developed through eliminating procedures which were ineffective and keeping those which were most successful. The method, Shawaker insists, cannot be used without linguistically based books. These books are the only books which start with regular words and work gradually to the irregular words in the language.

Stauffer, Russell G., and Ronald L. Cramer, "Reading Specialists in An Occupational Training Program," *The Reading Teacher* (March, 1967), 20:525-531.

The primary objective of the program described in this article was to improve the teaching skills of the Man Power Development Training teachers of the basic language arts. The subjective appraisals of the consultants and the participants reflected a good deal of satisfaction with the results obtained.

Stephens, Wyatt E., Ernest S. Cunningham, B. J. Stigler, "Reading Readiness and Eye-Hand Preference Patterns in First Grade Children," *Exceptional Children* (March, 1967), 33:481-491.

To assess the idea that mild neurological dysfunctions, as evidenced by crossed eye-hand preference patterns, interferes with the learning of reading skills, comparisons were made of reading readiness test results for 89 first-grade children. Comparison on the basis of sex and eye-hand preferences patterns yielded no significant differences in levels of reading readiness. Findings suggest that minimal brain dysfunction theories may be unsuitable for explaining reading disability.

Summers, Edward G. and James Laffey, "Doctoral Dissertation Research in Reading for 1964, Part IV," *Journal of Reading* (March, 1967), 10:383-392.

This annotated list completes the report which appeared in the December, 1966, January, 1967 and February, 1967 issues.

Tracy, Robert J. and Earl F. Rankin, Jr., "Methods of Computing and Evaluating Residual Gain Scores in the Reading Program," *Journal of Reading* (March, 1967), 10:363-367.

This paper presented two computational methods for measuring residual gain and a short graphical method for estimating such gain for classroom use. In addition, a computational method for evaluating residual gains in terms of derived scores based on the normal distribution curve was described.

Veatch, Jeanette, "Structure in the Reading Program," *Elementary English* (March, 1967), 44:252-257.

The author suggests these central characteristics that should be included in order to give structure to the reading program:

- (1) Self choice of the majority of instructional materials.
- (2) The central roles of normal speech patterns.
- (3) The central role of a variety of literary materials, particularly trade books.
- (4) The meeting of individual differences, purposes, and interests through individual conferences.
- (5) Efficient classroom management through groups organized upon identified tasks.

Wann, Kenneth D., "A Comment on the Denver Experiment," *NEA Journal* (March, 1967), 56:25-26.

The author states that reading programs which teach kindergarten children about meaning in spoken language and the relations of language sounds to the symbols that stand for them, merit careful consideration by those interested in developing modern kindergarten programs. The Denver program, Wann believes, has made a significant contribution by demonstrating that kindergarten children can be taught reading and that using letter-sound association, spoken context, and initial letter sounds and forms are good ways of doing so.

Wardeberg, Helen L., "Critical Reading," *Elementary English* (March, 1967), 44:247-252.

Critical reading is interpreted by some to mean the ability to detect and analyze propaganda techniques. Another definition is synonymous with critical thinking, and a third interpretation is literary criticism. It apparently means different things to different people.

Warner, Dolores, "The Divided Day Plan for Reading Organization," *The Reading Teacher* (February, 1967), 20:397-399.

Divided day scheduling provides a reading period of one hour in the morning with half of the class, while the other half of the class arrives later and stays later to receive its reading instruction after the earlier group has gone home. With a reduced teacher-pupil ratio, a more individualized reading program can be conducted.

Wedeen, Shirley Ullman, "A Two-year Basic Skills Study," *Journal of Reading* (January, 1967), 10:231-237.

The aims of this study were to ascertain whether a six-week training program in a Basic Skills Center produces genuine gains in reading and writing skills and whether gains, if accrued, are maintained over a two-year period. Findings indicate that training in reading and writing skills results in genuine gains which are maintained over a prolonged period of time.

Worley, Stinson E. and William E. Story, "Socio-economic Status and Language Facility of Beginning First Graders," *The Reading Teacher* (February, 1967), 20:400-403.

The purpose of this study was to determine to what degree entering first grade children of low socio-economic status differ in language facility from those of higher socio-economic status. Based upon statistical analysis a difference of over one year was found to exist between the means of the two groups in favor of the higher socio-economic children.

ANNOUNCEMENT

READING DEMONSTRATIONS AND WORKSHOP

Sponsored by

The Psycho-Educational Clinic
Western Michigan University
Kalamazoo, Michigan

GENERAL THEME

Treatment Through Instruction

Date	Topic
Thursday, June 29	Therapeutic Suggestions Based Upon Informal Inventories
Thursday, July 6	Making the Most of VAKT
Thursday, July 13	Utilizing A Visual-Visual-Auditory Approach
Thursday, July 20	Helping Children Create Their Own Reading Materials
Thursday, July 27	Building Concepts Preparatory to Reading for Problem Solving
Thursday, August 3	A Team Approach to the Study of the Individual

The demonstrations are held from 1:20 to 2:10 p.m. in room 2302, Sangren Hall.

