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# *Reading* **HORIZONS**

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## *Table of Contents*

Editorial Comment—Drop-Outs Can Achieve . . . . .	49
Homer L. J. Carter	
Reading Is Also Involvement . . . . .	50
Malcolm Robertson	
Who Has the Best Methods for Beginning Reading? . . . . .	55
C. Hap Gilliland	
Fostering a Healthy Self Image in the Young Child . . . . .	61
Carolyn Houdek	
Did You See? . . . . .	68
Dorothy J. McGinnis	
We Suggest . . . . .	69
Eleanor Buelke	
Echoes from the Field . . . . .	71
Lois Robinson	
Round Robin . . . . .	72
Dorothy E. Smith	
Ten-Second Reviews . . . . .	74
Blanche O. Bush	



## *Editorial Comment*

### **DROP-OUTS CAN ACHIEVE**

Thomas Edison left school while in the sixth grade chiefly because, as his teacher reported, he was unable to profit from instruction in the classroom. Mrs. Edison, a former teacher, responded quietly that she would look after Thomas' education. Thomas tinkered with chemicals and "experimented" with electrical equipment. His contributions are well known to every school boy in our land.

Henry Ford had difficulty in completing the seventh and eighth grades, and his knowledge of academic affairs as an adult was decidedly limited. After his success as a designer and manufacturer of cars was well established, he set forth a plan whereby young men could work for a half day on an assembly line, learn a trade, and attend school in the afternoon. Unfortunately the possibilities of this plan have never been fully realized. It would be beneficial to potential drop-outs.

Abraham Lincoln was a "drop-out" of the educational system of his time. From his mother he learned the value of books and reportedly walked twenty-two miles to secure one. He read the Bible, Aesop's Fables, and Pilgrim's Progress after work in the forest and fields. He did "sums" before an open fireplace hours after his family was asleep. It was a long road from this environment to the Presidency.

What characteristics did these "drop-outs" have in common? There were two. Each youth learned the value of hard work, and each young man had a desire to amount to something. These "drop-outs" became involved in a drive toward their goal and profited by the hard, stark discipline of their world. There were no coffee breaks, no fringe benefits, no forty-hour weeks, and no governmental subsidies. Each man was "on his own," and group participation and group thinking were unknown. Some critics of this "rugged individualism" will label the world in which these "drop-outs" lived as a primitive society. This may be true, for in Guatemala today a child of seven years has learned to take his place alongside his parents in providing for the sustenance of his family. Primitive society? Perhaps. Are we teaching our youth the value, dignity, and necessity of hard work? Are we showing them that achievement over and beyond that which is expected of them is essential to their success and inner satisfaction? An honest day's work, a family well reared, friendship bestowed when needed are but simple examples of worthy contributions in our world. Are we making it easy or difficult for our "drop-outs" to appreciate these values.

Homer L. J. Carter  
Editor



# READING IS ALSO INVOLVEMENT

*Malcolm Robertson*

Twenty years ago, mental health personnel talked and wrote much about man's aggressive impulse and the subtle and not so subtle ramifications of this impulse in various areas of human existence. They deplored man's aggression toward man. However, during the last decade the concern has shifted from man's aggression toward man to man's indifference toward man. Many times we can do something about people hurting one another, but what can you do when people simply don't care what happens to their fellow human beings. How often do we pick up the newspaper and read an account of how "law-abiding" citizens, who wouldn't think of hurting someone, turn their back on some individual whose life is in serious danger. They always have the same explanation. "Well, I just didn't want to get involved." It is as though they are saying, "I have my problems, I don't want yours; I don't want to venture out of my comfortable little world, because I'll get involved and somehow or other this getting involved may do things to my life that I won't like." Of course, the more shocking acts of indifference are highly visible in our society. Much less visible are the milder, more subtle symptoms of non-involvement, non-caring, which strike far more people than we realize, old and young, men and women, the well-educated and the little-educated.

At this point the reader may be murmuring to himself, "Yes . . . Yes, this indifference does seem to be a problem today in our society . . . but what does this have to do with reading?" Well, I believe that this attitude of non-involvement, this non-caring orientation toward the world, is likely to have its effect on something as basic as reading. Reading is one important form of encounter with life, one meaningful way of interacting with the world. Yet, many college educated adults as well as adults in the process of being college educated show an unbelievable indifference toward what they read—a lack of caring about what they read, how much, or even why they read what they do read. They read, but they can't or won't get involved in the experience. Their actions seem to say, "I'll read it as long as it doesn't affect me in any significant way, as long as I am not required to invest something of myself, as long as it isn't really going to count in any important way."

This attitude of caring or involvement determines not only whether one reads, but also what one reads, how much one reads, and more importantly why one reads. People who feel compelled to read either by external pressures of a job, school, or by a guilty feeling that they ought to read this or that, do more "serious" reading, often seem to go through the motions of reading. Their "head" is not in it, much less their "heart." There is no real encounter between their thoughts and those of the author, and the experience is an empty one. How many times have we heard phrases like, "Yes, I read that, I've been reading a little bit on the subject, well, it's different, I'll say that, he does seem to have some good points, he really does . . . I don't exactly remember what they are because I read it hurriedly, or, I'm not much good at remembering details, only the general idea." But very often they don't have even a general idea, or as the British would say, not even the "foggiest"—perhaps some amorphous impression, some faint echo of the author's emotional tone. As Virginia Voeks puts it so well in her book *On Being An Educated Person*, they would have to remember at least some of the pertinent details, because the details give the ideas meaning.

I think it is significant that generally people who live in the country read their local news more intently than those in small towns, and people in small towns read their newspaper more intently than those in large cities. It is also apparent that people living in the country or small towns, however much they value self-reliance and self-sufficiency, are more involved with one another, care more about what is happening to those around them, than people in large urban areas.

The reluctance to become involved in reading may be expressed in several ways. For example, some insist that others read for them: "Oh, you read it and then tell me about it"—a form of vicarious living through other peoples' reading experiences. Or one's reading interests gradually narrow and contract. Others surround themselves with reading material, most of which has been carefully selected to conform to what they already know or believe, which of course makes reading a very comfortable experience. It is comfortable because the familiarity of the material requires little effort or concentration on their part, while at the same time they have the "warm" feeling of being right without having to examine the correctness of what they believe. It may also take the form of reading the "right" books, the "right" periodicals, or maybe what the "right" people read, whoever they are. But since they are reading the right things for the wrong reasons, they read superficially, inattentively. Again, Virginia Voeks

gives a nice example in her book. If you ask the person about an editorial they have just finished reading, they may reply, "Well, someone said some senator did something wrong." Who said it, what senator, what did he do that was wrong, why was it wrong, and how does the writer know it was wrong? Now, how involved can you be, how much can you really care, if your encounter with reading can be summed up as "someone said some senator did something wrong."

This indifference, this reluctance to become involved may take a subtle, even whimsical form. I am reminded of a conversation I had one day with a Peace Corps trainee. He was trying to decide how he could transport all his pocketbooks overseas. I commented that this should not be too much of a problem, since pocketbooks are small and light. He replied, "But what if you have 250 pocketbooks to air freight overseas." Somewhat taken back but still trying, I asked, "Well, how many of these have you read? I mean, couldn't you just take the ones you haven't read?" At this juncture, I can't recall his exact answer, but it went something like this. "But I haven't read most of them. When I do have time for reading, I go downtown and spend a few hours browsing around bookstores, and I usually end up buying half a dozen or so new pocketbooks. You see . . . by the time I get through browsing and buying, and buying and browsing, and then building additional book shelves, I really don't have time to read."

This sounds a bit like the old "busy work" dodge. One's time is spent in making endless preparations to do something that is important, that really counts, but never gets done. If you spin your mental wheels long enough, you can make a pretty nice rut for yourself. A more familiar tactic is procrastination. For instance, while visiting someone you may notice one or two interesting books displayed on the table. When you comment on the book or books, your friend replies, "Oh yes, I have been meaning to get to them for some time now," and then their voice trails off, "I usually try to catch up on my reading on the weekend." Well, we know what weekends are like for most of us. We try to accomplish in two days what by even the most generous estimate could not be done in less than four days. By the time Sunday night comes around, and we know how fast it comes around, we are so emotionally exhausted that when we slump into that easy chair or couch, we wonder just how we are ever going to get up.

While it is always easier to describe a problem than to offer a solution, I think my solution would have to consider the following points. First, we have to accept the fact that involvement, whether it

be with a book, a person, a cause, can be risky. If we open ourselves fully to what we read, try to put ourselves in the shoes of the author, to understand what he is really trying to tell us, we may be changed by the experience. We are unsure of what we may lose in the process or what we may gain. Change nearly always mobilizes some anxiety, because it touches some part of our sense of security. Consequently, to become involved means to be willing to tolerate some additional tension and anxiety in our lives. The important point is not the fact of anxiety or tension, but the attitude that we decide to take toward it. Depending upon our attitude, it can give our lives an added sense of zest, or verve, or on the other hand, a feeling of discouragement, of pessimism.

A second point has to do with the example we set for our children. Children have to learn how to become involved, how to care deeply about what happens around them, and in the formative years they take their cues from their parents and teachers. Some of the important cues come from observing the significance that reading has in our lives. Other important cues come from the manner in which we react to their reading experiences. For example, children sometimes become quite absorbed in a story they read, often because it introduces them to experiences that are larger than their own life. Rather than toning down their excitement and enthusiasm by a remark such as, "Now, you have to remember, it's *only* a story," we can encourage this involvement by sharing with them their enthusiasm and excited curiosity.

A final point is one that an Existentialist might make: "Whatever you do, do it with passion, with intensity, or don't do it." It really matters little how often you read or how much, but how you read when you do read. For instance, a person may go through a museum or art gallery ten times in a perfunctory manner, putting in time so to speak. Or he may go through once with a sense of purpose, with a genuine openness to whatever the experience may evoke in him. In other words, the important question is what happened to him while he was there. To return to our concern with reading, what did the person do while he was there with the author. If he is going to be there with the author, then let him be there with passion, with intensity, or don't be there.

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Malcolm H. Robertson is an Associate Professor of Psychology at Western Michigan University. He has written extensively in his field and has developed an interest in the psychology of reading.

# WHO HAS THE BEST METHOD FOR BEGINNING READING?

*C. Hap Gilliland*

Who has the best reading methods? As we watch children learning to read in other parts of the world, it makes us wonder! In South America they are taking primitive Indians who have never before seen a book and in two to three years they are reading well enough to read the Bible. In New Guinea, primitive people who have been head hunters can learn a new language and learn to read it in a year. In London four-year-olds are learning to read.

People hear about these things, and they say "What is wrong with us? Why don't we do these things? Let's take a little closer look at what some of these people are doing." I spent my summer this year in the jungles between the Amazon and the Orinoco, 700 miles from the nearest civilization, with a tribe of completely primitive Indians. These Indians have had, until the last five years, absolutely no contact with the outside world. These are Stone Age Indians. They have no metal, no tools of any kind, wear no clothing. They are a happy, cheerful group of people and very friendly and nice to visit, as long as you go alone so they know you're not a raiding party.

Two missionaries have gone there and put the language into writing. They are trying to teach the Indians to read. They found that in a period of three years, they can teach them to read the Bible. The system they use is the old phonetic system. They have a picture of a parrot which in Guika is *ala* so they put up a picture of a parrot for the sound of "a." Then they have a picture of *basko*, the spider monkey, and put *ba*. Other words represent *ca*, *da*, *ma* and so forth. They have made a chart with all the syllables in the language. The first column lists all the consonants followed by *a*, the second followed by *e*, and so on. After about three years of this, they can sound out and read any word in their language. The missionaries use this system instead of the system we use for several reasons. First, the language recently has been put into writing so they have written it completely phonetically. It is not like English in which about 80 per cent of our words are fairly phonetic. We have many sounds for some of the letters, and many different ways that we represent certain sounds.

Their language is completely phonetic because they planned it that way. Don't you wish we could do that with English?

For another thing there are no primary materials. They have no stories like we have for teaching beginning reading. Since there is no simple material to read, they have to practice on these syllables to try to put them together into words. The only thing that has been translated into the language is the Bible.

I asked one of the missionaries, "Why don't you write some simple stories like we have for primary reading? Write about their experiences and write them in very simple language and start out with these."

He said, "They don't like stories."

I said, "Oh, all people like stories. Surely they have legends and stories they tell."

"Oh sure," he said, "If you tell stories about raiding other villages, they'll listen all day. They just love this. But we're trying to teach them not to go on raids."

I suggested that there were lots of exciting things going on all the time. "There are all those poisonous snakes around, and they are always meeting jaguars. Write about them."

He said, "We tried that. We wrote a story about a man being attacked by a jaguar, and we wrote one about someone just narrowly escaping a deadly poisonous snake, but the Indians weren't interested. They were no more interested in that than we would be in a story about somebody crossing the street and stepping in the way of a car. It happens every day."

Another reason the missionaries use the phonetic system is because they are teaching adults. The system they are using is similar to the system that Laubach has set up for adult reading instruction in 101 countries. The adult knows he wants to read and keeps this in mind even if he has to practice on syllables for a year in order to start. He knows that eventually he is going to read. Would you like to try to motivate a child for a year before he got any fun out of reading?

Even with these differences, they might not be satisfied with this system of teaching if they expected all the people to learn to read. One of the things that is different about their teaching is that they only expect about one third of the Guika Indians who start their classes to learn to read. The other two-thirds give up and quit. Would we be satisfied with teaching only a third of our children to read?

This system of teaching all the sounds and then building them into words works fine if you have no other reading material to use, if you have a completely phonetic language, if you are teaching adults,

and if you don't care how many of them drop out. But there are some real problems if you are trying to use this system by itself to teach children.

I spent some time in New Guinea a few years ago with some of the people who were just changing over from being head hunters. Here again I saw what the missionaries were doing, and it is really remarkable.

You can take one of the native languages of New Guinea and put it into writing and in three years you can teach that tribe to read their language. The only trouble is there are over 700 languages in New Guinea, and very few of them have anything written in them. You could teach them English in which there are many materials, but they first would have to learn English and then learn to read it. This takes about six years. So the missionaries have settled on another solution; they teach Melanesian Pigin English. You can teach people who have never heard the language to speak pigin and read it in about a year. In from one to two years, people who have never heard the language before can learn to read anything that is written in that language.

Why can they do that when we can't do that with English? In pigin English there are only 150 words. They never add a new word so all you have to do is teach 150 words, and teach them how to put them together to make a language. For this they are using a strictly sight vocabulary. They can learn 150 words of sight vocabulary and then read anything that is written in the language. So they translate the Bible into pigin and read the Bible in one year. Translate anything into the language and they can read it. But it is different with the English language. You know how fast we add new words. They have a different system. If they need a new name for something, they simply add a new description. When you want to say elbow in Pigin, you say screw below arm. Knee is screw below leg; hair is grass belong head. You just describe the thing you're talking about. When you want to say piano—well, piano is a box. A box in pigin is bokas, so piano is big—fello-bokas-you-fight-im-teeth-belong-im-now-bokas-he-cry. That is one word! All these parts are in their 150 words, so there is never an addition of a word.

It's a little hard to express some things in Pigin. Suppose you want to say, "How far is it to the next village?" They don't measure time, and they don't measure distance, and they don't count, so what you want to say is, "If I start here at noon, where will the sun be when I get to the village?" Only they don't have all those words. "Kai-Kai" means food, so noon is "bell-o-Kai-Kai." What you actually have to



say is “S’pose im place ’ere long bell-o-kai-kai, sun ’e stope where, me come up alongside place-belong-Kanaka?” In a few months you could learn to speak fluently and read it.

Sight vocabulary alone is fine—that is if you only have 150 words in your language. It takes an estimated 10,000 word reading vocabulary to read the *Reader’s Digest*. They estimate about 35,000 words to read *Scientific American*, and nearly 30,000 to read the Sunday edition of the *New York Times*. That is to read it with understanding. We need more than a sight vocabulary.

I observed some first grade classes in the Philippines, and I thought, “Well now, here is the answer! If we only had a language like they have in the Philippines, this would be wonderful.” Tagalog, the national language, is an absolutely phonetic language. I used to go to church in the Philippines and they used to ask me to read the scripture, not because I was a leader of the church, simply because of the fact that they thought it was unusual that an American could read in Philippine. I didn’t have to have the slightest idea of what it said. All I had to do was take this material written in Tagalog, and read it to someone before the meeting so they could tell me if I emphasized the wrong word. I didn’t know what these words were. I didn’t need to know. There is only one sound for each letter; each letter has only one sound. You can’t misspell a word because all you do is put down the letters that represent the sounds. You can’t say a word incorrectly if you see it written because those letters tell you what to say.

With a language like that, it should be simple to teach reading, shouldn’t it? So about five years ago, I was very interested when two Americans went to the Philippines to help set up an experiment. Part of the object of this was to show what could be done. These men were very convinced that if we had a phonetic language we could teach reading phonetically, and this would be simple. I felt the same way. I’ve always said I just wish we had a language like this. Just think how simple it would be to learn to read. So I followed the experiment with great interest.

In Cazon City they divided all the first graders into two equated groups. They equated them for IQ and for socio-economic background. They even equated the teachers on the amount of experience and the amount of education. Half of the first graders were taught by the completely phonetic method. The other half were taught by the combination system, commonly used here.

Of course all of us were waiting to see the results of how the phonetic system worked when you have phonetic spelling. Maybe

we could even promote the idea we should have phonetic spelling of English! The phonetic groups started off much faster than the others. The system worked fine at first. At the end of three years, when these children finished the third grade, we were all a little surprised to find that the group who had started with a small sight vocabulary and added phonics as fast as possible—the combination system that most of you use in teaching beginning reading—were far ahead of the group who had started out by learning sounds and putting them together in words—even in a language in which every word is spelled phonetically! I think I was somewhat pleased to hear it though, because at least it should have shown that we were on the right track. Even where a situation is ideal our system works best.

I'd like to give you one more example, and tell you about a boy and a girl that I had in a fourth grade class. These two children both tested tenth grade reading level.

One of these was a boy who knew phonics. For science he got college textbooks and made his reports from them. He could sound out any word that could be sounded out. He read everything he could get his hands on, mostly high school and college material. He knew his phonics thoroughly, but he was a slow reader. He sounded out every word. He couldn't spell. When he wrote a report everything was spelled phonetically. He spelled it just like it sounded. You had no trouble reading it because you could sound it out as you read it.

The girl was the opposite extreme. She was an exceptionally fast reader. She had no idea of phonics whatsoever, but, when she came to a new word, she would figure out the new word by context alone. If she couldn't figure it out through context, she would come and ask what the word was. She would never ask the word again. She read at a very high speed because she had learned this way. She could spell anything that she could read because she knew what the word looked like. Therefore, if she wrote it down incorrectly, it didn't look right to her.

As I said previously, on a reading achievement test, both of these fourth graders rated tenth grade level. They had gone through kindergarten, first, second, and third grades together, always in the same group. They had had exactly the same reading instruction. Neither of them had been absent from school more than two days since they started the first grade so neither one of them had missed any instruction. Now, one of them was a phonetic reader, one was a sight reader. Most children are a combination, as you already know. What would have happened if the teacher had taught by phonics only, to

these two children? What would have happened if she had used a sight approach and let it go at that? All children are not alike.

Let's use a combination of methods that will give every child a chance! We can give them some sight vocabulary. Yes, and we can give them some phonics, and we have some individualized reading. If we have some programmed materials, let's use them. When we have a child who doesn't learn by our usual system, let's find something else. When they can't remember what a word looks like, let's do some tracing and let them learn kinesthetically. Let's use everything we can, and not expect that there is any one panacea for all the reading problems. There is none.

We can start with a small sight vocabulary. Nearly all children can build a few words by sight. Then as soon as we have three or four words that begin with the same letter, we can teach them the sound of this particular letter, and they learn it in relation to the word. As they go along we can add other helps. When we find a child who doesn't learn by our usual methods then we can try something else.

The experimental evidence shows that this combination of methods is needed if we want all children to learn. If we recognize this, we won't fall for the propaganda of those who claim to have a cure-all; such as a man who recently made a fortune on a book in which he says, "I taught reading to a sixth grade boy who didn't know how to read. If you'll use the phonetic system they were using 60 years ago, all children will do fine." All of us have taught one child to read who couldn't read before, but this doesn't mean we have the solution for every child.

I hope some of you will experiment with the new programmed materials and with the new initial teaching alphabet. When somebody comes along with a new idea, if it's good let's adopt it as a part of our reading program, but let's not throw out everything we ever knew about reading, everything that has been learned in 50 years of experimentation. Let's adapt and adopt whenever we can. Let's experiment and test. Let's use discretion and common sense in assimilating new ideas into our teaching.

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We wish to thank C. Hap Gilliland, Professor of Education and Director of the Reading Clinic, Eastern Montana College, for permission to reprint this article from the summer 1965 issue of *Reading in Montana*.

# FOSTERING A HEALTHY SELF IMAGE IN THE YOUNG CHILD

*Carolyn Houdek*

How do we learn? Modern psychologists have discovered that the self concept or image we hold is so important that it conditions nearly everything we say and do. The self concept or self image acts very much like a quota for an individual. What a person believes about himself establishes limits as to what he can and will do. It is the writer's purpose to examine briefly the nature of the self image and those experiences which make decisive contributions to its development. After defining the self image and evaluating the impact of society and the teacher on its formation, we will consider bibliotherapy and the beneficial effects one may achieve through its use.

## **The Formation of the Self Image**

The human infant is born into a settled and organized society. The people in this society are engaged in a perpetual effort to satisfy their needs and desires. This society is responsive to the demands of its members, but it also enforces upon them its own peculiar framework of rules and limitations. From the very beginning the infant senses and responds to the socially acceptable pressures and ideas of his society. The young child learns to define the world about him in terms of the culture into which he was born. As he matures, he will soon apply the accepted experiences and labels of his culture as a part of his real self just as he has accepted the values and moral concepts of his culture.

It is through this interaction with the world about him that the child develops a self concept. This feeling is an accurate reflection of the treatment he receives from those who surround him in daily life. As Snygg points out, "the child can see himself in terms of his experiences and in terms of the treatment he receives from those responsible for his development." (6:83) Therefore, the self is an outgrowth of one's experiences with society, and one's behavior is conditioned and molded by personal experiences which themselves bear labels which his group or community have placed upon them.

How can the self be defined? It has been defined by Jersild as "a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is." (3:9) It is the summation of all that he can call his very own.

Included in the self is a set of attitudes, commitments, ideas, and values. The self is a knower and a thing that is known as well. It can perceive ideas, attitudes, feelings, and values. The self is both constant and changeable; constant by nature, but changeable due to time and space. Jersild accepts the view that the self is composed of "reflected appraisals." (3:12) The molding of the self begins with the child's earliest experiences—experiences with people. His initial feelings of self-appraisal are provided by those who surround him, especially the "significant people." Obviously, one's "personality can never be isolated from the complex of interpersonal relations in which the person lives and has his being." (3:12) Furthermore, it has been suggested "that the attitudes and feelings of significant people can be communicated to the child by a process of empathy before the child is able to perceive and consciously recognize what is taking place, but at a later stage when the child is able to understand language and comes up against restraints of his freedom which as a young infant he had not clearly recognized as such, the self system evolves." (3:12) Thus, self unfolds over a period of time, it is not ready made. The development is influenced by the child's relationship with other people. The evolution of self is conditioned by the child's powers of perception. As the individual matures, he finds himself able to form larger concepts, he develops an appreciation of a system of values, and he becomes willing to take a stand for or against an idea or cause.

As Jersild points out, "A very important feature in the development of the self occurs when the child begins to recognize or to think that he recognizes differences between his own purposes and intentions and the intentions of others who deliberately or unknowingly further or oppose his intentions." (3:17) Moreover, "once the child has achieved the ability to attribute purpose and intention to the acts of others, this ability will have profound and pervasive influence on the development of the self system." (3:17) According to Redl and Wattenberg, psychologists and psychiatrists give support to the contention, "that during the first five years of life, the foundations are laid for many later personality traits. During those years a person's deepest attitudes toward himself and other people are developed, and the pattern for the control of impulses is largely established." (5:89) As the individual and his self are developing, there is an effort to maintain self. The individual strives, guided by his self-image, to be himself. This can be seen in his attitudes and actions regarding himself despite society's judgment of them. Thus, a person's behavior stands as an expression of an effort to maintain his evaluation of self.

Even though the self is an evolving thing, growing and changing, it contains a built-in mechanism designed to halt selected growth and change. A person wants to maintain his selfhood even though it may not be correct. A person commands many techniques for maintaining his self concept. Among them are such various behavior patterns as rationalization, self denial, suppression, projection, and defense through the opposite, to name but a few.

Thus, in his relationships with others, the individual seeks those reactions which make him feel important and wanted, give him emotional and physical security, assure him that he is loved and can love, help him feel accepted by the world around him. When the desirable relationships with others exist and the above-mentioned psychological needs are met, approval of one's self image follows. When a person disapproves of his self image, his feelings are negative and he often learns with difficulty.

Cronbach points out that "success in any area of living can act as an emotional tonic. No single incident or no single type of failure destroys the self concept, but when the child encounters criticism over and over again, either because he does poorly or because adults hold up high standards for him, he then begins to sense a feeling of incompetency." (1:112) Therefore, it becomes very important for one to have a healthy outlook on himself, to feel that he is developing the potentials of his "real self," i.e., using them to best advantage. A healthy concept of self allows for the acceptance of others and the establishment of meaningful relationships with them. On the other hand, the person who lacks good mental health has failed to develop his potentialities to his best advantage. He has been unable to assimilate his experiences in life so as to be able to accept others and the sometimes harsh realities of everyday living. He is at odds with himself and has not established any workable standards of his own; he has played false with himself by living with an image that bears no relationship to reality.

#### **The Role of the Teacher**

Now that we know a little more about the self image, what can one do as a teacher to help the child in his struggle to build a healthy self concept? In seeking to understand her children better, the teacher can utilize her powers of observation. A listening ear and a seeing heart can tell you a great deal. In order to make her observations more meaningful, the teacher must use her knowledge of those characteristics common to six-year-olds. In some ways the similarities

within this age group outweigh the differences. The child who varies from the norm may appear to be quite normal in the eyes of his teacher, but owing to his self image he may think of himself as a freak.

A previous teacher may be of great help by pointing out some behavior patterns or experiences that will aid your efforts to gain a better understanding of a child. She may remember that Bill "took it hard" when a new baby arrived in his home, reverting to immature behavior marked by a loss of toilet habits and displays of bad temper. Parent-teacher conferences may furnish other clues to a better understanding of the child and the environment from which he comes. Likewise, cumulative school records provide some insight into the mind of the child, through test scores, health records, and the marital status of his parents. Often anecdotal records are preserved along with cumulative records and such descriptions of behavior may furnish some clues to persistent and unhealthy personality traits. Perhaps after using such resources the child's self image may be somewhat clearer to his teacher. But how adequate is the information gleaned from the above-mentioned records? For the most part we are looking at the child through the eyes of others and not through the eyes with which he views himself. The best available substitute (and here we must settle for a substitute) is the leisurely conversation—the one-to-one relationship. Obviously, this is not always possible, and so the teacher must be satisfied with and use the less adequate traditional sources of information with the proper caution.

When the child has confidence in himself, he is ready to learn, to cooperate with others, to behave as a responsible individual. Therefore, the teacher should concentrate her best efforts on the building of self-confidence in each child. It is imperative that the children be encouraged to see themselves as liked, wanted, acceptable, and worthy. There are many means by which teachers may build self-confidence and the desirable kind of self image in their children. For example, the proper classroom atmosphere may be used to this end. In warm and friendly surroundings the children's fear of failure, rejection, or harsh criticism may be reduced. A child also needs to feel that he has some importance as an individual in his own right. Each child needs some skill that can become his speciality, be it ever so insignificant to an adult. Every child should be able to bask in the glow of recognition for his particular trick, skill, or talent. Success in his speciality is food for his ego and necessary for the building of a healthy self image. His willingness to increase his skill in a given area

is strengthened by his experience in an area where he does enjoy success.

The teacher's handling of discipline in her room has an important bearing on the molding of a child's self image. Does the discipline contribute to the development of self control and emotional stability? Is it meted out in a consistent, reasonable, fair and firm way? Is it the type of discipline that tolerates one day what it disapproves of the next day? Such conduct on the part of the teacher makes it difficult for her children to build stable behavioral values. The way you accept each child each day is of utmost significance for the building of a healthy self image. Friendship, love, and understanding are basic to the needs of all children, yet so many children are literally starved for such attention. In many cases the school is the child's only source of the affection and understanding that is so essential to their emotional development. Affection and friendship are expressed in many ways in the classroom. It can come through playing games, reading poems and stories, planning activities, working, or enjoying a party. As she goes through her daily routine the teacher must treat her children with the same kind of respect and affection she expects to receive from them.

One must develop responsibility within the group. The feeling that one is needed also contributes to the growth of a good self concept. Doing something useful with the group (carrying his fair share of the group's responsibilities) develops a sense of belonging and builds a child's ego. The teacher should not be reluctant to praise a job well done, be it ever so trivial. Simple tasks such as watering plants, keeping books and supplies in order, and caring for the class pets help to develop a sense of responsibility.

#### **Reading as a Therapeutic Technique**

Another technique for bolstering the self image involves the use of books. Clinically speaking, the use of books for this particular purpose is known as bibliotherapy. "Bibliotherapy is reading designed to give the child the specific experiences he lacks to satisfy basic psychological needs. The use of stories and books in therapy implies a healing process. Used therapeutically, reading gives a child an opportunity to be one with a book character in needs, conflicts, motives, and experiences which are similar to his own." (4:4) The teacher need not be a specialist in this area, for as she evaluates the child's needs she may, through the medium of books, be able to influence his self image by providing a vicarious experience for him through



his reading. The teacher can show the child that other children have the same emotional responses and that they are not unnatural. She can lead the child to see his little brother or sister as a lovable and amusing member of the family rather than as a pest. Hopefully, she can bring him to realize and accept his limitations (physical, social, mental, or economic) through books that show how others with similar limitations were able to become useful and happy persons.

Sometimes the day's reading lesson can, with a little teacher-direction, cast a different light on a child's problem or inadequacy. For example, the child who selfishly begs for new toys or things for himself will discover in "A Surprise for Father" in *The Little White House* the joy and satisfaction of thinking about another person. The boy who has to make do with old toys while his friends parade before him with new ones may learn that old things can gain prestige when he reads about Tom's old sled winning the race in "The Old Sled" in *On Cherry Street*. The child who feels at times that mother is not doing her best for him will find in *Little Bear* by Else Homelund Minarik, that all mothers have something in common, they never forget and they never will. The new boy in the room will find a clue to solving his loneliness when he reads *Who Will Be My Friend?* The child who would like to leave home may find, in *My Own Little House*, a release for his feelings. Some books which are well designed to help a child to adjust to the new experience of a baby in the home are *A Baby Sister for Francis* by Russell Hoban, *Judy's Baby* by Sally Scott and *A Tiny Baby for You* by Nancy Langstaff.

It is natural for the six-year-old to harbor jealous feelings towards a brother or sister. However, he need never feel severe pangs of guilt after hearing about the girl who, in *Giving Away Suzanne* by Lois Duncan, traded her little sister for a goldfish. The joys of having a brother or sister are so nicely presented in *Have You Seen My Brother?* by Elizabeth Guilfoile, *My Sister and I* by Helen Buckley, and *The Quiet Street* by Lois Dubkin. *The Very Little Girl* by Phyllis Krasilovsky relates simply, with few words and many every day comparisons, how a tiny child grows and grows until she outgrows her chair, table, and bed and becomes quite big enough for the wonderful surprise of being "big sister" to her tiny new baby brother.

It is very important that the child have a sense of growing and growing up. To grow taller, to know more, and to do things on his own is essential to the child's self image. Dorothy Brown Thompson's

poem *Bigger* points up the advantage of having grown up to be six-years-old.

The Cow is big. Her eyes are round.  
 She makes a very scary sound.  
 I'm rather glad the fence is tall—  
 I don't feel quite so weak and small.  
 And yet I'm not afraid. You see,  
 I'm six-years-old—and she's just three. (2:38)

The first stanza emphasizes three very prominent features of the cow: her size, her eyes, and her noise. Without great elaboration and with childlike directness, she gives reasons for finding protection and reassurance in the "tall" fence. In the final stanza the child convinces himself that he is not afraid, and with the last line the child senses the importance of age; i.e., that age and size are relative, but that age probably has some advantage over size.

Thus, it is of utmost importance that the teacher do all that is possible to provide the atmosphere, love, and guidance necessary to the development of a healthy self image. Every personal and social adjustment the child makes is determined by his self image. Even the way a child reads a story is influenced by his ideas about himself. Therefore, teachers need to find simple and practical keys with which to unlock the hidden self image of the young child.

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# DID YOU SEE?

*Dorothy J. McGinnis*

“Intensive Phonics vs. Gradual Phonics in Beginning Reading: A Review” which appeared in the April 1965 issue of *The Journal of Educational Research*? This review presents 22 comparisons between intensive phonics instruction and gradual phonics instruction. It differs from standard reviews in two respects. First, it restricts itself to comparisons meeting certain rigorous statistical criteria and gives specific reasons for excluding various less rigorous studies. Second, instead of quoting the conclusions of various investigators, it tabulates their findings in terms of significant differences. The reviewers found that 19 comparisons favored intensive phonics, three favored neither method, and none favored gradual phonics. They concluded that early and intensive phonics instruction tends to produce superior reading achievement.

*Phonics for the Reading Teacher* by Anna D. Cordts? This book, published by Holt, Rinehart and Winston in 1965, provides the teacher with a background in the science of phonetics as a crucial foundation for effective instruction in reading and the language arts. The author's treatment of the problem of pronunciation in our country and the syllabication of words in the reading vocabulary are noteworthy. The history of phonetic instruction in the schools from the days of Noah Webster to the present is an interesting story, very well told. This book, a scholarly presentation of a technical subject, is readable and instructive.

*Phonics and the Teaching of Reading*? This book written by Dolores Durkin, Associate Professor of Education, Teachers College, was published by the Bureau of Publications of Columbia University in 1965. Its purpose is to give teachers at all grade levels more complete knowledge of our language and of phonics. Most readers will find the chapter entitled “Linguistics and Reading” of special interest.

*Phonics in Proper Perspective*? Here is another book on a much-discussed subject. This one is written by Arthur W. Heilman of Pennsylvania State University and is published by Charles E. Merrill Books, Inc. Concrete practices which may be followed in teaching the various “steps” in phonic analysis are given. What do you think of them?

# WE SUGGEST

*Eleanor Buelke*

Mazurkiewicz, Albert J., Editor  
*New Perspectives In Reading Instruction*  
New York: Pitman Publishing Corporation  
1964, Pp. xviii 574.

In a recent article, "Why I Am Not Going To The Moon," J. W. Krutch makes the statement that, in science, ". . . many of the ends we pursue cannot be justified except by saying that, after all, these things can be done and these ends can be pursued."<sup>1</sup> *New Perspectives In Reading Instruction* is an impressive and intriguing presentation of things that can be done and ends that can be pursued in the teaching of reading. The editor, Dr. Mazurkiewicz, has had excellent experiential background and wide contact and confrontation with people and problems in this area. Contributors to this anthology represent faculties of teacher training institutions and liberal arts colleges; classroom teachers, supervisors, and administrators of public schools; teachers in private schools; experts in educational research; writers from the contemporary literary world; and advisors in local, state, and federal educational affairs.

Readings in this book are organized in twelve parts. Part One concerns the present state of reading instruction. Part Two examines linguistic bases and complex aspects of the reading process. It also establishes the relationship of this process to reading instruction and to the total curriculum. Parts Three through Eleven present varied opinions on major areas of concern in reading instruction. Some of these readings are disputive and controversial; some are supportive and reciprocal; some are objective and practical. Part Twelve reviews various instructional procedures which have provoked interest and inquiry in recent years. Ideas inherent in these methods merit consideration because of their influence upon the direction taken by current literature and practices concerning the teaching of reading. Part Thirteen summarizes findings, implications, and recommendations of the vast body of research about reading. Positions taken in this section suggest both strengths and limitations in this area of experimentation and measurement.

This book offers much of value for instructors in teacher education,

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1. Krutch, J. W. "Why I Am Not Going To The Moon." *Saturday Review*, XLVIII (November 20, 1965), 29-31.

for experienced classroom teachers, and for those preparing to teach. The key word, “perspectives,” in the book’s title can also become the key word to its value and utility. Some precise study and creative thinking about this word leads to discovery of its possible, varied meanings. Literally, a perspective can be different things: a device that shows objects in the right position; one of various devices for producing a fantastic effect or optical illusion; a picture, or figure, that looks distorted except when viewed from some particular point; or viewing things in their true relations, relative importance, or in the proper pattern of relationships as to value, importance, or other basic quality. Conceptually, the philosophies and practices emphasized and explained here can be utilized in different ways. Sporadic reading of certain sections alone, or spot reference to particular points only, can lead to distorted, perhaps prejudiced, interpretation, and implementation. Thorough reading of the book in its entirety can serve to place emerging trends in contemporary reading instruction in their proper pattern of relationships to the nature of the reading act, to instructional goals for our schools, and to valid findings in basic, scientific research.

If, indeed, as Lorene Fox suggests in Part Seven, reading is a personal affair, and “much of the process simply has to go on inside the head of the person doing the reading,” then, conceptualization by the reader can affect, actually create, his perspective. Through use of an italicized foreword at the beginning of each reading, but, without intrusion in the reader’s “personal affair,” the editor subtly helps one to view each article in its relative importance to the subject of reading.

For some who read the book, a portion of the content may seem so familiar that it bores, or fatigues. For some, part of the content may seem so new that it disturbs, or threatens. For all professional readers, it is possible that there may be sections, such as those dealing with “The Nature of Reading” and “Comprehension: Thinking,” that stimulate thinking and provoke ideation toward their own new perspectives in reading instruction. Thus, may educators do the “things that can be done” and “pursue the ends that can be pursued”—with justification.

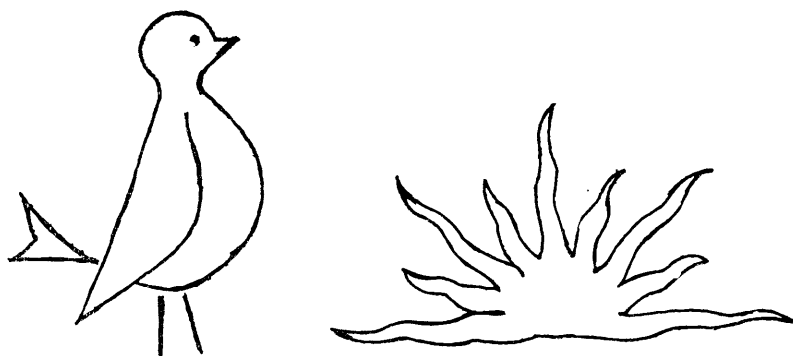
# ECHOES FROM THE FIELD

*Lois Robinson*

The Portage Public Schools have initiated a Reading Improvement Program. The basic philosophy underlying this program emphasizes a cooperative approach to developmental reading. The reading consultants assist the classroom teacher in analyzing the severe reading difficulties some children experience. These children then receive corrective instruction.

To help children relate the printed word to the spoken word teachers in the first grade at Lincoln Community School, Kalamazoo, Michigan, are using tape-recorded stories. Children look at the book or duplicated sheet while listening to the story from ear-phones.

Children who have difficulty learning to read often have different speech patterns than are found in printed reading materials, therefore, they cannot guess adequately at words or phrases printed in the books they are asked to read. At Lincoln Community School the children of low reading ability are writing their own stories which are typed and all who attend the Lincoln Reading Center read them.



## ROUND ROBIN

*Dorothy E. Smith, Editor*

As you know, Round Robin is intended as a way-station of ideas among our subscribers. It occurred to us that we all might be the richer for sharing our favorite quotations about reading. A couplet which appears in Jacques Barzun's *TEACHER IN AMERICA* seems eminently quotable:

"The substance of what we think,  
Though born in thought, must live in ink."

Following are the favorite "inky thoughts" of some of our readers: Nila Banton Smith, Distinguished Service Professor at Glassboro State College, Glassboro, New Jersey, sent this:

There is no frigate like a book  
To take us lands away,  
Nor any coursers like a page  
Of prancing poetry.  
This traverse may the poorest take  
Without oppress or toil;  
How frugal is the chariot  
That bears a human soul!  
Emily Dickenson

Dorothy J. McGinnis, Director of the Psycho-Educational Clinic, Western Michigan University, added this:

There are four kinds of readers. The first is like the hour-glass; and their reading being as the sand, it runs in and runs out, and leaves not a vestige behind. A second is like the sponge, which imbibes everything, and returns it in nearly the same state,

only a little dirtier. A third is like a jelly-bag, allowing all that is pure to pass away, and retaining only the refuse and dregs. And the fourth is like the slaves in the diamond mines of Golconda, who, casting aside all that is worthless, retain only pure gems.

—Coleridge

Marylou Hilden, Patterson, California, said, "I do hope this is not too flippant for a scholarly journal. It is, at least, a very true observation, don't you agree?"

"The length of time it takes to clean an attic often is in direct proportion to one's ability to read."

*The Modesto Bee*, Modesto, California,

October 18, 1965

Uberto Price, Director of Reading Services, Appalachian State Teachers College, Boone, North Carolina, gave us:

"... It is idle for the pupil to read faster than he can think."

—Thorndike

"The world cheats those who cannot read."

—Eighteenth Century Chinese Poet

"It is not our business to train bookworms who would only bore through pulp."

—D. Holbrook

"I did not discover I could not read until after I had left the University."

—Mortimer J. Adler

And then there is a professor of English who shall be nameless and who surely must be apocryphal, who came up with:

"Books are good enough in their way but they are a mighty bloodless substitute for life."

—Robert Louis Stevenson

"Of making books there is no end, and much study is a weariness of the flesh."

—Ecclesiastes

Objection, anyone? In our opinion, evocation is the essence of communication. Have we called forth enough images to stimulate a response from you?



# TEN-SECOND REVIEWS

*Blanche O. Bush*

The more competent readers a society has, the greater will be its capacity for doing good to itself. — Frank Jennings

Brody, Barbara G., "For Reading Enrichment Appeal to the Five Senses," *The Instructor* (October, 1965), 75: 96-101.

When a child's imagination is stimulated he becomes absorbed and develops a desire to express himself in various ways. Through deliberate planning, as described by the author, an appeal can be made to the five senses resulting in a better understanding of material read.

Caudle, Fairfid M., "Prereading Skills Through the 'Talking Typewriter,' " *The Instructor* (October, 1965), 75:39-40.

This article is intended as a description rather than an endorsement of the talking typewriter. Caudle cautions the readers that it is still too soon to draw specific conclusions about the contribution the talking typewriter may make to education.

Cawley, John F., Jerry Chaffin, and Herbert Brunning, "An Evaluation of a Junior High School Reading Improvement Program," *Journal of Reading* (October, 1965), 9:26-29.

The results of this study indicate that a reading improvement program conducted by teachers who concentrate their efforts on reading and who structure a program adjusted to the needs of students can yield significant improvement on the Junior High School level. This was not an investigation of the effectiveness of specific materials nor of the appropriateness of the procedures used.

Crosby, Muriel, "Reading and Literacy in the Education of the Disadvantaged," *The Reading Teacher* (October, 1965), 19:18-21.

The child who learns to read deeply, with satisfaction and pleasure, and who finds in reading emotional and spiritual satisfaction is likely to become the adult who is economically self-

sufficient—the adult who tries life on for size and finds that it fits with a few alterations here and there. This is what education must help the disadvantaged child do for himself.

Durkin, Dolores, “Beginning Reading—When and With What Materials?” *Children Can Learn to Read—But How?* Rhode Island College Reading Conference Proceedings, Coleman Morrison, ed., 1964, pp. 7-17.

Durkin summarizes the very essence of the topic of reading and young children under the heading of individual differences among children of the same chronological age. For the schools these differences have created both challenges and problems that will take many years to resolve because as new adaptations and solutions are found, new and more subtle differences among children will be identified.

Fried, Estelle B., “An Individualized Reading Program for the Junior High School,” *High Points* (May, 1965), 48:63-66.

The keys to learning, according to Fried, are interest and teacher motivation. The English teacher on the junior high level can make an individualized reading program more meaningful if the reading interests of the class are surveyed and an attempt to share the students’ interests is made by reading some of the books that appeal to young people. While great literature may not be found, some of the foundation stones on which to build an enduring interest in reading may be discovered.

Gaudet, Arthur W., “The Reading Capacity and Achievement of Mentally Retarded Children,” *Reading in Montana*, No. 3, Summer 1965, pp. 25-27.

Gaudet emphasizes that mentally retarded children can learn to read. Teachers, however, should not try to teach reading before the child reaches a mental age between six and seven years. The interest level, which is nearer their chronological age than their mental age, should be considered in selecting reading materials.

Glennen, Robert, “Guidance and the Teaching of Reading,” *Reading*

in *Montana*, No. 3, Summer, 1965, pp. 10-11.

In the teaching of reading many guidance practices can be applied. The teacher should encourage and reassure children, build their confidence in their ability to succeed in reading, increase self understanding, dispel their fears about reading, and help them develop new ways of coping with frustrations.

Goodman, Kenneth S., "A Linguistic Study of Cues and Miscues in Reading," *Elementary English* (October, 1965), 42:639-43.

This is a study in applied linguistics from which several implications have been drawn based on the description of the oral reading of children. (1) Presenting new words out of context before new stories are introduced does not appear necessary or desirable. (2) Prompting or correcting children when they read orally appears to be unnecessary or undesirable in view of the self correction through language cues. (3) Regressions are the means by which the child corrects himself. (4) Shotgun teaching of phonics skills to whole classes at the same time seems questionable in view of the extreme diversity of the difficulties children displayed in this study. (5) Children, in this study, found it harder to recognize isolated words than to read them in stories. The author believes concentration on words in teaching reading must be abandoned and a theory of reading and a methodology, which focuses on language, must be developed.

Hansen, Kenneth, "Reading in the Subject Matter Fields," *Reading in Montana*, No. 3, Summer 1965, pp. 33-37.

Reading materials in the subject matter area are marked by a very high degree of specificity. They have an unusual compactness and a highly technical vocabulary which require a technique of triggering the "big" meaning with the "little" word in the teaching of reading.

Hecht, Irvin Sulo, "Should General Students Meet Minimum Reading Standards?" *High Points* (April, 1965), 47:5-8.

Teaching each course calls for a variety of activities among which reading is only one. However, an individual who meets the reasonable requirements of the class must be able to read.

Furthermore, when teachers devote their effort to upgrading the teaching of the subject in all its aspects and avoid tangential and misleading panaceas, a greater degree of success with children will be gained.

Heitzman, Andrew and Richard H. Bloomer, "The Need for Special Remedial Teachers," *Journal of Reading* (October, 1965), 9:30-33.

The purpose of this survey was to determine the extent of the need for specialized assistance and the kinds of preparation which school administrators believe would best equip teachers to handle specialized problems. The greatest lack of special remedial teachers was on the elementary school level in the area of reading. In teacher education, administrators urge that specific method courses as well as courses in psychology of learning, diagnostic and remedial teaching, measurement and evaluation, and practicum in remediation be required.

Hilgard, Ernest R., "The Human Dimension in College Teaching," *N.E.A. Journal* (September, 1965), 54:43-45.

The author presents these suggestions for effective teaching which involves the contagious nature of enthusiasm and involvement with ideas. (1) Don't try to teach in the area in which you are not interested. (2) Don't be afraid of showing feeling. (3) Reward student enthusiasm. (4) Encourage growth toward identity by establishing self criticism based on self respect.

Joly, Roxee W., "Reading Improvement in Subjects Other Than English," *High Points* (January, 1965), 47:22-30.

Various projects to increase the amount of learning from the printed word and thus indirectly improve general reading comprehension in classes other than English were attempted. From the results of this study, the teachers involved and the writer are convinced that further research for better ways to encourage students to improve their ability to learn and enjoy learning from reading is necessary.

Kagan, Jerome, "Reflection-Impulsivity and Reading Ability in

Primary Grade Children," *Child Development* (September, 1965), 36:609-628.

In this study children were administered measures of reading skills and indexes of reflection-impulsivity in grade one and again at the end of grade two. Children who were impulsive, in contrast to reflective, made many errors and displayed fast decision times in reading words presented singly or in prose selections. Kagan suggests that remedial work with children retarded in reading should include specific training in reflection and that training in reflection in kindergarten reading readiness programs be given.

Kaufman, Maurice, "A Follow-up Study on Reading Test Results of Deaf Children," *American Annals of the Deaf* (May, 1965), 110: 420-423.

Forty-two children attending the School for the Deaf who were administered the Metropolitan Achievement Tests, Elementary Form, showed significant gains in reading ability. Eleven children who were itinerants in other schools at the time of the final test but had been pupils at the school for deaf during the initial test also showed gains.

Kean, John M. and Kaoru Yamamoto, "Grammar Signals and Assignments of Words to Parts of Speech Among Young Children: An Exploration," *Journal of Verbal Learning and Verbal Behavior* (August, 1965), 4:323-326.

This investigation was to ascertain the relationships between syntactic signals and word assignments to parts of speech among young children. Results indicate that, regardless of sex, syntactic clues become increasingly important in classification of words as a function of age in young children. Children seemingly use syntactic signals to cue meaning of any new, unknown words and thus expand their grammar system.

LeFevre, Carl A., "A Comprehensive Linguistic Approach to Reading," *Elementary English* (October 1965), 42:651-659.

At present there is no single linguistic approach to reading recognized by the author although several individuals have given their names to spelling and word methods of teaching

beginning reading. LeFevre believes that there is a need for a synthesis that is developed, controlled, and corrected by means of an interdisciplinary attack on reading. Such a synthesis must move beyond spelling and word attack and into reading processes at the sentence, paragraph, and extended passages of exposition.

Liston, James M., "How to Put More Punch in Poetry Studies," *Grade Teacher*, (September, 1965), 83: 154-156.

A collection of classroom tested tips that can help to make poetry sessions more fruitful and fun are presented. These tips include writing, discussing, vocabulary, rhyming, and evaluating.

Sister M. Helen, "Teaching Tips," *Grade Teacher* (September, 1965), 83:85.

Practical ideas that have been successful in the classroom are discussed. Included are practical hints for putting walls to work to help develop study skills.

Marshall, A. E., "Reading Through Drama," *Education Panorama, The Exceptional Child* (1965), 7:8-9.

The energy engendered by drama used thoughtfully, according to Marshall, can be the most useful factor. The teacher has to encourage the emotionally retarded child in his growth towards maturity. The author discusses the procedures used in this school relative to reading through drama for non-readers between the ages of seven and ten years of age.

Martin, John, "Montessori after 50 Years." *Education Digest* (September, 1965), 31:7-9.

The important contribution made by Montessori, as reported by Martin, is that it leads to systematized and total educational programs for the young child. When we learn to perceive children with Montessori's acuteness, use her insight, make and then bring our modern technology to play in creating learning devices more advanced than 1910, we will be taking a step forward in today's education. The emphasis, he noted, on early

childhood education today for slum impoverished is almost a duplication of Montessori's theories of fifty years ago..

McClellan, Jack, "New Roles for School Libraries," *Elementary English* (October, 1965), 42:646-650.

A school library is not a panacea for all the problems facing those who develop curricula, but it has the resources to provide many solutions if use of the library is properly structured into the curriculum. If library skills are learned well, young people will have some of the basic "wherewithal" to meet rapid changes in our culture.

Melton, Emma, "Developing Reading Interest in the Primary Grades," *Reading in Montana*, No. 3, Summer 1965, pp. 38-39.

The home and school environment are conditioning factors, according to Melton, and the teacher is the key factor in the development of reading interests. She suggests that the teacher begin at the point of interest of the child and proceed to stimulate additional interest through experiences. The final aim is not to attain a specific goal of a certain number of books read or even a specific kind of book read, but the development of a lasting interest in reading.

Michaels, Melvin L., "Subject Reading Improvement: A Neglected Teaching Responsibility," *Journal of Reading* (October, 1965), 9:16-20.

In this article the two equally important teaching responsibilities of the secondary teacher are discussed. The first, which is enthusiastically endorsed by most teachers, is transmitting subject content. The second, which is improving student's ability to acquire subject content independently by reading, however, seems to be accepted by and taught by a small minority.

Miller, Lewis B., "Programmed Materials in the Teaching of Reading," *Reading in Montana*, No. 3, Summer 1965, pp. 16-19.

Miller states that as computers are coupled to programmed instruction greater use through new learning methods of the first grader's potential will be developed. This cannot be

accomplished, however, without the teacher for investigators need from the teachers, a re-evaluation of ideals, higher expectations from the children, and continued empathy not apathy.

Newman, Harold, "A Remedial Reading Program," *High Points* (January, 1965), 47:31-40.

Remedial reading classes were organized in this vocational high school primarily to serve the needs of pupils whose reading disability interfered with their school adjustment. After studying the situation, the author suggests that the remedial reading period be replaced by a communication skills course in which reading would be the core around which a related language arts program could be developed.. Furthermore, he urges that the isolated period of reading instruction be abandoned in favor of a school wide reading program.

Painter, Helen W., "Critical Reading in the Primary Grades," *The Reading Teacher* (October, 1965), 19:35-39.

Children of primary grades can think critically about those situations which are a part of their own experiences or can be related to them. However, the author states, many children will not do critical reading and thinking unless the teacher directs or challenges them. Critical reading calls for teachers who are critical thinkers themselves. Suggestions are presented that can be helpful in developing critical readers and thinkers.

Pleassas, Gus P., and Peggy A. Dison, "Spelling Performance of Good Readers," *California Journal of Educational Research* (January, 1965), 16:14-22.

This article is concerned with an investigation of the spelling performance of selected good readers. From the findings of this investigation it was concluded that good readers are normally good spellers and that children's reading levels usually govern their levels of spelling. The authors concluded that pupils rarely spell correctly words that they are unable to recognize and reading vocabulary achievement correlates significantly with spelling ability.

Rankin, Earl F., Jr., Renny Greenmun, and Robert Tracy, "Factors Related to Student Evaluations of a College Reading Course,"



*Journal of Reading* (October, 1965), 9:10-15.

From this investigation the conclusion was drawn that student evaluation of a reading course tends to be more closely related to evaluations of the teacher than to any measured improvement in reading.

Sister St. Francis Campbell, S.N. D. de.N. "Neurological Approach to Reading Problems," *The Catholic Educational Review* (January, 1965), 63: 28-34.

A new approach to reading problems has been made by a team of men whose theory is based in part on a theory of rehabilitation set down a generation ago by Fay. The whole human organism operates as a single unit physiologically, psychologically, and intellectually. Peripheral activity such as vision, dexterity, phonetics, and various reading techniques are meaningless in remediation if the total neurological organization is defective.

Schulze, Gaynelle Babb, "An Evaluation of Vocabulary Development by Thirty-two Deaf Children Over a Three Year Period." *American Annals of the Deaf*, (May, 1965), 110:424-435.

This study is an evaluation of the written vocabulary of thirty-two deaf children over a three year period. Some observations noted are: (1) As the children progressed educationally their writing became more lengthy and showed a greater number of different words. (2) An approximate four year lag in vocabulary development existed although the number of words in written vocabulary more than doubled. (3) The group's average Stanford Achievement Score increased only 9 months in the three-year period. A good bibliography is included.

Scott, Louise T., and Louise F. Lanford, "Phonics, Month by Month." *Grade Teacher*, (September, 1965), 83:63.

The article is the first in a new series on classroom activities designed to liven up the study of sounds in the early grades. These activities can be adapted to the chalkboard, bulletin board, or flannel board.

Shiefman, Emma, "The Beatles? Yeah! Yeah! Yeah!" *The Reading*

*Teacher* (October, 1965), 19:31-34.

A remedial reading teacher who has recognized the importance and difficulty of securing materials with a high level of interest and a simple vocabulary did some research on the one subject of common interest to most children, the Beatles. She found the Beatles' vocabulary remarkably suited for beginning or retarded readers. Ten songs investigated included a vocabulary of 173 words used a total of 1,072 times. Of these 173 words, 139 appear on Dolch's word list of 684 words of controlled vocabulary for children's reading. The true significance of classroom use of the Beatles or their equivalent is that we make use of some of the experiences of the disadvantaged child—we don't reject everything he brings to school. One objection to classroom use of the popular culture is that it may lead to over excitement in the classroom—but wouldn't you rather have the problem of controlling enthusiasm than combating apathy?

Silverman, Eve, "Senior Made Primer," *N.E.A. Journal* (October, 1965), 54:32-33.

Writing books that would be interesting to first graders was a project of this twelfth grade English class. After interviewing first graders to determine subject matter of interest and studying techniques involved in the teaching of reading, the class wrote, edited, and rewrote primers. Omitting any consideration of this project's impact on present or future first graders, the results of the program indicate that the seniors were able to recognize their own limitations, fears, and needs for success and each student's approach to his own reading problem benefited from a carry over of this understanding.

Skinner, B. F., "Why Teachers Fail," *Saturday Review* (October 16, 1965), pp. 80-81+.

Much that Skinner has to say about the processes of learning bears directly upon classroom practice. He believes that a really effective educational system cannot be set up until we understand the processes of learning and teaching. Human behavior is far too complex to be left to casual experience in the restricted environment of the classroom. Teachers need help. In particular they need the kind of help offered by a scientific

analysis of behavior. Some principles derived from such analysis have contributed to the design of schools, equipment, texts, and classroom practices but these positive contributions, Skinner states, are no more important than the light which the analysis throws on current practices of teaching.

Veatch, Jeanette, "What Research Says About Individual Reading," *Children Can Learn to Read—But How*, Rhode Island College Reading Conference Proceedings, Coleman Morrison, ed., 1964, pp. 94-101.

This paper is devoted to what research says about individualized reading and is limited to those patterns of classroom management that allows each child (1) to choose the majority of his instructional material and to read it at his own rate, (2) to have frequent conferences with his teacher for instructional purposes and, (3) to organize groups to attack tasks unique to the membership of that group at that time.

Wilson, Robert M., "Oral Reading is Fun," *The Reading Teacher* (October, 1965), 19:41-43.

The language laboratory designed specially for foreign language suggested a technique for teaching oral reading to sixth graders using a minimum of classroom hours. The children were placed in a situation which permitted all of the children to read orally at the same time and in relative privacy, and to listen to their efforts for immediate evaluation. At the end of the project the gains in accuracy were as expected, since oral reading stresses accuracy, but the student reaction was more favorable than expected. There was generally an attitude of "Let's not quit yet."

Wright, Elizabeth J., "Upper Graders Learn by Teaching," *The Instructor* (October, 1965), 75:102-103.

The tutor team as described in this article is limited to upper grade students who are nominated by their classroom teacher because of their scholastic achievement and personality. The coordinator trains the tutors in responsibility and the tutors' teachers help them with methods to use in assisting their young charges. The team not only helps the younger children with school work but also provides an older brother-sister feeling. The experiences are believed to be significant for both the tutor and student and have been accepted with enthusiasm by both parents and teachers.

