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Reading

HORIZONS



Spring 1966

Reading **HORIZONS**

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Editorial Comment

CAN WE MEET THE CHALLENGE?

Recently numerous sources of federal aid to education have been made available. The last Congress enacted over twenty measures concerning education, most of which affect in one way or another the public schools. Of special concern to teachers of reading are *The Elementary and Secondary Education Act*, *The Vocational Education Act*, and *The Economic Opportunity Act*. Large sums are to be expended for books, trade books, and instructional materials, for mechanized devices, for recordings, filmstrips and storage equipment. Even larger sums are to be spent for teachers, supervisors, consultants, librarians, and principals. These opportunities provided by the government for helping individuals at various levels to improve their reading skills present to all of us a repeated challenge. How well prepared are the teachers for these responsibilities? What will the answer be?

The teacher, in any instructional program, is the most important factor. He must *stimulate*, *inform*, and *guide*. The teacher of reading must view his student from a physical, psychological, and sociological point of view. He must be an experienced teacher who knows the field of reading and be able to instruct at any level. He must be well acquainted in the language arts and love both books and children.

Where can such teachers be found? In one mid-western university alone over four hundred requests were received asking for individuals who *could* serve as reading consultants, reading clinicians, and reading tutors. Only five such persons could be recommended. This challenge has not been anticipated by our universities.

Some school officials preparing to submit requests for government aid have well-designed plans for the preparation of reading specialists. They are not content to assume that if an individual can read he can teach children and adults to read. They, with the cooperation of colleges and universities, are making it possible for experienced teachers to secure a background in psychology, sociology, and educational practicum. These courses even at this late hour can be helpful. Perhaps the challenge can be met—in part.

Homer L. J. Carter
Editor

IT DOESN'T LOOK RIGHT

Louis Foley

Sometimes a little acquaintance with a very different language can give us a new or deeper insight into the nature of our own.

For us of the western world, no kind of writing could seem more “foreign” than the complicated characters of Chinese. These are largely used also in Japanese and Korean with similar meaning though the *words* they suggest may be quite different. These ideograms represent a conception of written communication which those of us who have not grown up with it can probably never completely understand.

We recognize, of course, that Chinese writing is truly a form of art, and we may enjoy the “atmosphere” created by its use as decoration even though we are utterly unable to decipher it. What we do not appreciate is the relationship of this artistic quality to the *meaning* as it is intended and understood. “Any cultivated Oriental reader,” says a knowledgeable commentator, “appraises writing for its effect on the eye as well as as the ear.”¹

The reviewer from whom we have just quoted was reporting an interview with the distinguished Japanese author, Yukio Mishima. In the course of the conversation, Mr. Mishima explained the several ways of writing which are used in Japanese.

“When there is a double way of reading Kanji [the Chinese character]—that is, when the character has two different meanings—we explain the meaning intended by an entry in the margin, in a script called Furi-kana. We also use Hira-gana, which is a phonetic script, and Kata-kana, which is always used for foreign words.” As he talked, he wrote “New York Times” in Kata-kana.

Mr. Mishima was asked what naturally seems to us an obvious question. Why could not Hira-gana, which fairly accurately reflects the pronunciation, be used for foreign words, instead of complicating things with a third script? His answer disposed of the matter with finality: “It doesn’t look right.”

Even more categorically he ruled out Romaji, or the writing of Japanese in our Roman alphabet. This is taught in the schools, and is used in telegrams, but it is often confusing because the context may not show which of many possible meanings a mere phonetic

1. Robert Trumbull, “How to Write in Japanese,” N. Y. Times Book Review, September 19, 1965.

spelling of a sound is intended to represent. "Romaji is awful," said Mr. Mishima. "The visual effect of a Chinese character is very important."

So we begin to see something of the sophistication of Oriental writing as compared to ours. Losing nothing of what is communicated by actual speech, it leads on into realms from which we could "translate" only crudely and clumsily. It is the product of an ancient civilization which long ago learned to combine intelligence with aesthetic sensitivity and achieved a high degree of finesse in human relationship. The complete acceptance of visual values in writing, which transcend the "meaning" of the mere *sounds* of spoken words, surely represents an advanced stage of culture, whether one considers it justifiably profitable or not. In reality, however, we ourselves have unconsciously moved a certain distance in the same direction. To be sure, we give little thought to making our handwriting artistic; the beautiful calligraphy which was cultivated a few generations ago has become literally a dead letter if there ever was one.

It is understandable that handwriting should come to seem to us less important than it used to be. Nowadays a far greater proportion of all that most people read is printed or at least typewritten as a matter of course. And anyone who has had any connection with publishing knows that much careful attention is given to the appearance of a printed page. New styles of type, for instance, are being continually invented, and changes of format designed, not so much to make the reading easier to understand as to make its physical form more pleasing to the eye. What seems to be not sufficiently realized, however, is the importance of the pictures produced by the way words are spelled. Though we do not face the fact so frankly as do the Orientals, in our language also a word needs to "look right."

Perhaps too much reliance on the "look-and-say" method of teaching reading has sometimes formed habits of noticing only the rough general contour of words rather than seeing them in sharp focus. On the other hand, a purely "phonetic" approach has its limitations. While of course our system of spelling was originally designed to portray the sounds of actual speech, as we have become more visual-minded often the written word has come to have a life of its own.

The way our attitude toward language has evolved into visual-mindedness is demonstrated, in a small way but unmistakably, by our care for alliteration. Since as far back as there was anything that could be called English, the language has had a peculiar passion for joining or keeping close together words having the same initial sound.

More and more, however, this has seemed to be thought of as a matter of *spelling*; the very term “alliteration”—very modern by comparison with the phenomenon itself—puts the emphasis upon *letters*. Merely to bring together words that begin with the same letter, we see words strained in meaning, or changed in spelling, or used though the all-important initial letter happens to be silent. Slogans and trade-names are continually furnishing new examples.

For a reader who is really literate in English, misspelled words are distracting because they do not look right. Commonly they show a lack of feeling for our well-established system. “Necessary” and “sucess,” for instance, reveal unawareness that before *e* or *i* the letter *c* necessarily has its “soft” sound, and that with a double *c* (or *g*) in such position the first is “hard.” In another kind of situation, “occured” or “omited” betrays ignorance of the way doubling or not doubling the consonant, in an accented syllable, marks the quality of the preceding vowel.

Spelling does not have to be “unphonetic” in order to look wrong. “Misspelled” or “roomate” or “bookeeper” represents the real pronunciation well enough, but distorts the components which we need to see clearly for the appearance to be satisfactory. The fact that complete pronunciation of both elements is impossible is irrelevant, as it is in so common an example as *bus stop* or the *man’s socks* or *foreignness*. Various trade-names, coined in order to have proprietary rights in them, may represent perfectly the sounds of the words as spoken. Such is the case with *servicenter*, *realemon*, *scenicruiser*, or *handiapt* (candles). Yet they would surely be puzzling at first if pictures or physical surroundings were not there to illustrate them.

The term *bus* shows how irresponsible slang clipping of a word can get us into permanent trouble. There is no way to spell its plural that can look right. Words ending in *s* are regularly pluralized by adding —es, but “buses,” with its single *s* between two vowels, naturally looks as if it would rime with *refuses*. To be sure, when employed as nouns as *bus* is, some words can keep the “s” sound with only one *s*, as do *uses* and *abuses*, but the *u* keeps its “you” sound, and “buses” suggests the same pattern. Finally, to represent the intended sound by writing “busses” would be to employ the very different word *buss*, an old-fashioned name for a kiss. So there is no really satisfactory solution. Whereas the original word *omnibus*, pluralized as *omnibuses*, caused no trouble at all; *bus* was not the accented syllable, and its “u” hardly existed as a real vowel.

The quaint form “monies” as a plural for *money* has had wide-

spread currency, but it is displeasing because it violates a principle that goes all the way through our spelling. When a final *y* is preceded by a *vowel*, we simply add *s* as in *donkeys*, *monkeys*, *honeys*, or any number of other examples. Only when it follows a consonant does the *y* change to *i* and add *—es*. So deeply is this a part of our orthography that it applies independently of grammar, whether we have to do with noun plurals or with verb forms; it appears in *tries*, *carries*, *worries*, or *empties* as naturally as in *flies*, *bodies*, *enemies*, *opportunities*, *canaries*, *companies*, or *subsidies*. Conversely, not only *e* but any preceding vowel keeps the *y*: *buoys*, *Sundays*, *destroys*, *delays*, and so on.

There is sad evidence that even people professionally connected with education may have only the vaguest notions of how words *ought* to look. This word-blindness was demonstrated when great numbers of Texas schoolteachers followed the urging of their association and bombarded the state capitol with letters concerning a proposed across-the-board increase in wages. Besides grammatical atrocities, many of the letters displayed such unbelievable misspellings as *apprecate*, *appreicate*, *captoil*, *eleminate*, *perticler*, *equatable*, *ensifficent*, *proposial*, *purposal*.² With such deep and many-sided ignorance of language on the part of *teachers*, there must be great numbers of schoolchildren who have small chance of attaining literacy.

Several years ago at one of the larger universities, two doctors, whose duty it was to review the medical histories which entering students had to write about themselves, kept account of the distortions of spelling which they came upon continually. From the long list which they compiled, a few samples will suffice to show the generally illiterate quality. While many students described their health as “excellent,” some merely claimed to be in good “phisicul” and “mentle” condition. The many misspelled maladies included “bronicle namonia,” “rumatic feavor,” “asma,” “accute apendisidus,” “heart mummers,” “stummach truble,” “toncilitas,” “goider,” “hemrodes,” and other “atacts.” Among the causes of deaths in their families were “harding of the artarees,” “cansur,” “applepplx,” “serebrul hemrige,” “sorosis of the liver,” “hartatacts,” “tuberculousis,” and in a few cases “susidide.” Medical terminology was no more roughly handled, however, than common everyday vocabulary. Thus a student reported his “accedent” on an insurance-claim blank: “Riding a ‘hoarse’ when the saddle ‘sliped’ and I hit my ‘angle’ on anothers riders ‘sturip.’”

2. *Newsweek*, March 8, 1965; quoted in C. B. E. *Bulletin*, May 1965.

On this the doctor could not forbear commenting: "How lucky! He might have been 'throne' from the 'hoarse,' and 'exrayse' might have shown that he sustained a broken 'elbo' or 'nee' injury."

As remarkable as anything else was the inability of many students to write the name of their religious persuasion. Every known faith got misspelled to some extent, but the widest possibilities of variation appeared in 7 ways of writing Catholic, 8 for Baptist and Episcopal, 9 for Lutheran, 20 for Presbyterian, 23 for Methodist, and no less than 53 ways of spelling Protestant.³

Yet such displays of illiteracy may seem somewhat less discouraging if we view them in perspective. When we examine old books in their original texts, not modernized as they are reprinted now, we begin to see English spelling in a somewhat different light. A good example in point is Governor William Bradford's *History of Plimoth Plantation* (down to 1647). The forms of countless words as Bradford wrote them seem ridiculously misshapen; without their context many could hardly be recognized at all. For a few of the more striking specimens we may notice *shuch* (such), *peeeces*, *muskeeto*, *bewtie*, *gunes* and *bulits*, *capten*, *katle* (cattle), *perticulers*, *peirst* (pierced), *hott climats*, *devission*, *spetiall*, *pretious*, *brethern*, *ploted*, *hops* (hopes). Moreover, words shift from one spelling to another as we find them in different places. Every rule or principle of spelling in our system as we know it is violated in every conceivable way. Yet the author was by no means an uneducated man. Whenever he quotes Latin in legal discussion, or uses Biblical names, his spelling is quite orthodox.

The simple fact is that at that time people did not feel that the spelling of English particularly mattered. Not until more than a century later was there a real dictionary of our language, and "correct" forms were not yet established as such. Words did not *need* to "look right" at all. With respect to concern for its appearance, English writing was many centuries behind languages which through long tradition gave importance to the way a word looks on paper. So in spite of the corruptions which still take place, it is only realistic to recognize that we have come a long way.

While newspapers are often guilty of poor sentence-structure or misuse of words, they are generally remarkably accurate in spelling as we ordinarily think of it. Frequently, however, they go astray in the compounding of words, and produce forms which cannot "look right" to anyone sensitive to the nature of our language. When *teen-ager*

3. Ohio State University *Monthly*, March, 1958, p. 3.

(not a very apt coinage from any point of view) is written solidly as “teenager,” that form logically suggests a mispronunciation and a false relationship with words like *manager*, *tanager*, or *dowager*; a basic part of the word is made to look like a mere grammatical ending.

When a phrase which would naturally come *after* a noun is placed in front of it, we make the relationship immediately clear by hyphenating the phrase. So “the view over all” becomes “the over-all view.” Writing the prepositional phrase “overall,” as if it were a compound, distorts it into the sound and suggestion of an *overgarment*, like an *overcoat*, a quite different construction. Similarly *under way* is a prepositional phrase, with the accent falling naturally on the object *way*. Spelled “underway” it seems to fall into the pattern of *underwear*, *undershirt*, and the like, where the “under” was an adjective from the beginning and never was a preposition.

Recently there has come into wide use the term *drop-out* for a student who leaves school before finishing. When this is written as one word “dropout,” it goes counter to one of the clearest principles in our system of spelling. Here the *o* would sound as in *hope*; to retain the intended value the *p* would need to be doubled as in *hopping*. In all these examples it is easy to see definite reasons why the distorted form does not “look right.”

In the representation of compound words, both run-of-the-mine “usage” and the “authorities” of dictionaries and handbooks are utterly inconsistent. There are involved, however, some clear-cut principles which are not difficult to demonstrate. The question whether a given compound should be hyphenated or may be written solidly can be decided by how the result *looks*.

Many common compounds are written solidly with no objectionable effect whatever, as *baseball*, *football*, *churchman*, *salesman*, or *businessman*. No such happy visual impression can be produced by writing “cutthroat” for *cut-throat*, “flattop” for *flat-top*, or “filmmakers” for *film-makers*, as some newspapers have tried to do. A striking example of such indiscriminating unification was a reference to a woman journalist as “the top *newshen* in Washington.”⁴ In a modern novel, described on the cover as “an American masterpiece,” this abuse of form is carried to such lengths that it becomes continually noticeable as a quaint mannerism.⁵ While *waterline*, *guncrew*, *goodlooking*, or *palmtree*, for instance, may pass without offense, when we come to such items as *paperlittered*, *rawmaterials*, *sunsetpink*, *bananabunches*,

4. *Time*, April 21, 1952. p. 57.

5. *Nineteen-Nineteen*, by John Dos Passos, 1937.

machinegunfire, or *tobaccocolored*, this style pointlessly attracts attention. Some queer sort of other word is suggested by *gasstove*, *brasshats*, *messtable*, or *tomatocan*, and one might well be momentarily puzzled as to the meaning of such specimens as *hangerson*, *teathings*, *riversmell*, or *redrimmed* (eyes). There can be no doubt that hyphenation would have made all of these easier for anyone to read.

The various would-be reformers of our spelling who attain publicity from time to time appear to hold a conception of language which is too narrow and pedantic. In their zeal to have everything spelled “phonetically,” according to their notions of what that means, they seem not to have a very realistic idea of what the process of reading actually involves. For one thing, it is quite arbitrary to assume that being “phonetic” should always limit us to only *one* way of representing a given phoneme. Like other languages, English can very well represent the same sound in different ways. Instead of being a fault, *this is a great advantage*.

Basically, of course, writing represents speech, and should always carry with it as much as possible of the living quality of spoken words. It has, however, a different job to do. It has to make up for the absence of all manner of physical aids which we may not think of as “context” or even consciously recognize at all, but which are continually operating to make oral expression intelligible. Thus for instance the differentiation in spelling of our so-called homonyms puts the literate reader instantly in the proper ambiance, which may be worlds away from what would be suggested by another way of representing the same sound. It would be making a senseless fetish of “phonetics” to spell as if they were “the same word” such coincidences of pronunciation as *seen* and *scene*, *fare* and *fair*, *sail* and *sale*, *cymbal* and *symbol*, *right*, *write*, *wright*, and *rite*, or *sight*, *site*, and *cite*. The simplified spelling enthusiasts seem to have completely ignored the great help to the silent reader which is afforded by this flexibility in our spelling.

So within much narrower limits, and almost apologetically instead of wholeheartedly and understandingly, we have been relying upon devices somewhat like those that Oriental languages have depended upon traditionally. Chinese and Japanese are full of examples of words of similar sound—but different meaning—which are represented by entirely different written characters. Thus their writing is characteristically more unmistakably clear than the spoken tongue. With English rather the reverse is too often the case.

By carelessness, inconsistency, simple ignorance, or stubborn re-

fusal to recognize the orderly *system* which our written language has effectively worked out, the reader is often obliged to understand what he reads in spite of its graphic form rather than by any aid it gives him. We could gain much immediate clarity in our writing if we realized more fully that “the way a word *looks*” is important.

Louis Foley, Professor Emeritus of English at Babson Institute, Massachusetts, is interested in the teaching of modern languages and has written extensively in this field. Professor Foley was a member of the faculty of Western Michigan University for twenty-four years.

READING: THE OTHER SIDE OF THE COIN

Evelyn B. Thornton

Among college students from culturally deprived backgrounds the problem of communicating ideas in writing is indeed a real one. It hampers their progress in most of their academic courses and, in numerous cases, forces them to give up their goal of becoming college graduates—a decision which jeopardizes their chances of achieving their maximum potential.

Among other factors, their inability to write clearly and effectively stems largely from (1) inadequate vocabularies, (2) a dearth of knowledge from which to draw ideas about which to write, and (3) inadequate command of accepted usage patterns and mechanics of the language. To the college reading teacher it is immediately obvious that each of these problems may be overcome through diligent contact with the printed page.

Unquestionably, reading extends the student's fund of words, the basic tools of communication. Through his reading he comes in contact with new words in a meaningful relation with other words, thereby developing an awareness of their connotative as well as their denotative meanings. He is less likely, therefore, to think the fireman pregnant because he leaves a burning house "carrying a baby," as the well-known first grader assumed.

A second deterrent to writing effectively, a paucity of knowledge from which to draw ideas, too, may be overcome by reading widely. One discusses with greater ease those topics on which he is well versed. Books, then, by broadening one's acquaintance with facts, may become an important ally in his struggle to communicate in writing.

The value of reading widely as an aid to vocabulary building and to broadening one's fund of knowledge is a widely recognized concept of long standing. A somewhat newer concept is the fact that careful reading can help one to eliminate sub-standard usage patterns. This by-product of reading is perhaps more important than the aforementioned attributes, for such media as television and radio make significant contributions in these areas. One may exhibit a remarkable degree of sophistication in discussing an idea he has heard on the radio or television, but only the printed page presents to him a model by which he may learn to join words in meaningful discourse.

Beginning with the rudimentary problems of subject-verb agree-

ment, capitalization, punctuation, and spelling, through the more complex techniques of organization in composition, the careful reader may observe the points at which his practices differ from those of established writers. He may find on the printed page a solution to most of the problems in writing which confront him by imitating the manner in which expert writers treat them.

Recognizing the fact that reading is the key factor in helping students to improve their writing skills, the reading teacher is also cognizant of the fact that many of the factors which concern teachers of composition may also shed light on the reading process. She is further aware of the fact that students from deprived backgrounds generally do not read widely because they do not read well. Here, then, is a revolving problem, whose solution might hinge upon a revolving approach.

After the student becomes aware of the crucial nature of his problem, he looks for the quickest way to overcome his deficiencies in communication skills, for time is quite a factor with him at this point. The technique of relating the teaching of reading directly to the teaching of writing—the other side of the coin approach—immediately appeals to him. Analyzing the structure of sentences takes on new significance to him, for now he is no longer concerned with identifying subjects, verbs, and other sentence elements simply for the sake of recognizing them; he is now primarily concerned with interpreting meaning through his knowledge of the function of the sentence parts. This procedure provides a tangible approach for the student who has difficulty in reasoning abstractly. He can see readily that the arrangement of the words in the sentence, “The car struck the tree,” suggests a mental image that is altogether different from that suggested by the sentence, “The tree struck the car,” simply because two words changed places in these sentences.

Proceeding linguistically from the sentence, to the paragraph, to the whole essay, the student is taught to write in standard form his interpretation of what an author has said. When he is interpreting sentences, he is encouraged to vary the patterns by which he communicates one idea. If, for example, the sentence with which he is concerned is written in the subject-verb-object pattern, active voice, he learns to convert it to the passive voice, where the object becomes the subject of his new sentence. In addition to the obvious practice in writing this procedure affords, varying his method of expression also helps the student to clarify or to sharpen his impression of what the author has said.

When analyzing the paragraph, the student writes an interpretation of the topic sentence when one is given, and he formulates one when it is implied. In addition to developing a thesis statement of an essay which he has read, the student may also learn to develop a sentence outline by which this essay could have been written. In other words, he unravels the author's work in order that he may learn to put together ideas of his own.

Essays covering a wide range of subjects and presenting a liberal sprinkling of new words are chosen for this project. An evaluation of the ideas expounded as well as of the structure of the work is a basic facet of this approach. In fact, such discussions usually provide topics from which the student may develop themes.

When the usual precautions of selecting materials according to the interests and ability levels of the students are taken, the teaching of reading and writing can be coordinated, effecting mutual benefits to instruction in both areas.

Evelyn B. Thornton is a member of the faculty of Texas Southern University at Houston. She has assisted in the work of the Psycho-Educational Clinic at Western Michigan University.

THE BEGINNING OF A SPECIAL READING PROGRAM IN A SMALL SCHOOL

Hilda Edgar

This article has been written to tell simply how one school district inaugurated its special reading department. The writer has been asked to share with "Horizons" readers some of the considerations and courses of action which went into the formation of the special reading program.

A major consideration in the establishment of this program was that of "preventive maintenance." While there was a group of elementary children with reading deficiencies that were to be helped, most of the time and energies of the special teacher were to be spent with the child at the very onset of trouble.

To achieve efficiency in this program, there needs to be a maximum amount of communication between the classroom teacher and the reading teacher. Help in providing the classroom teacher with special materials for the individual needs of her students is a preventive measure that pays dividends and is one provision for the accelerated student. Just discussing the needs and problems of individuals helps to give a clearer insight to possible solutions. The special teacher should have sufficient time in her schedule occasionally to sit in on the classroom performance of the child with a reading need.

Students to Participate in the Program

One of the first problems to be solved was that of how to choose the students for this help. A good classroom teacher knows and understands her people better than anyone else could, so the prospective students were referred to the special reading teacher by her. The next step seemed to be to get the cooperation of the students. With second and third graders this was easy. An attractive reading room, small classes, a reading game, some individual attention sold them on the advantages of going to this special room, but the older ones needed a little different approach. After the records had been studied, tentative plans were made to meet the needs of each one. Each individual was interviewed and then he was asked if he felt a need for help and, if so, in what area. He was told just how special reading would be planned to meet his needs. He was then given a

chance to register for this special reading course. He could reject it if he wished, but there was 100 per cent acceptance.

It seemed best to work with each one alone for a short time so that an Informal Inventory could be given and the right material found that would interest, as well as help, each one. A week or two later, after instruction had begun, several could come to class at the same time. There is always the problem of what will be missed in the regular classroom while the pupil is in special reading, so a schedule has to be worked out that is acceptable to the classroom teacher.

Daily Program

Work needs to be varied. Sometimes a gimmick for motivation helps to stimulate, but there is always the danger that some will work fast but carelessly just to try to get ahead on the chart. A thirty-minute period every day worked out quite well. If some special event involving all students took place, these people were always excused from special reading so that they could participate.

Grades Involved

The first grade became involved in this program quite early in the year because of a few late entries. It was felt that if these people could receive individual help to catch up at once, problems would be avoided. Sometimes absences would be made up in this way, too. By the middle of the year the first grade classroom teachers were referring some for special help who seemed to need more drill or a different approach.

When progress occurs, tests are given to demonstrate growth to the student and to the classroom teacher, but the determining factor in the termination of special reading is achievement in the regular classroom. As soon as possible, special help is removed so that the child will not become dependent.

Parental Involvement

It has proven wise to talk with the parents about the special help given. They are usually relieved to know that the problems are to be dealt with. If they understand the methods to be used, there can be reinforcement at home through encouragement and a healthy attitude. There are those few who do not admit to a problem on the part of their children.

Reading Materials

Materials were chosen slowly as the need arose. A fine school library is a big help and can be supplemented by books purchased especially for the reading room. Games chosen wisely help and in some instances can be loaned out in the same manner as library books. Boxes of sight words are necessary. A flannel board with material on vowels and consonants is a good visual aid, and much can be done with a blackboard. The more manipulation done by the student, the more he becomes really involved. A projector adds to the variety of presentation, by using films which coordinate with many reading systems. A hand-operated tachistoscope costs little and, if manipulated by the child himself, may help to develop a sight vocabulary.

The Scholastic Teacher reading materials are good for multilevel purposes. Programmed reading seems to have a terrific appeal and children show much enthusiasm. It is good for the more able student, too. A Controlled Reader has been added to the inventory and is an excellent addition.

Testing Materials

In many instances it is wise to have an individual measure of mental maturity. The Stanford Binet and Wechsler are, of course, well known. The Peabody Picture Test takes only 15 minutes to administer and gives an idea of the pupil's understanding vocabulary. Gates Survey is a good instrument to use, from third grade to twelfth. The Botel Inventory is easy to administer and shows phonetic skills and vocabulary. Gray's Oral Reading Test is helpful. An Informal Reading Test devised by the teacher and given individually shows the student's problems.

In Conclusion

Our program has been functioning for nearly five years and, as the pupil population increases, the special teacher has to look with a very critical eye at each aspect of her work to be sure that each minute is used to the fullest. It is hoped that there will always be time for some "one to one" experiences, as well as the "small group" approach.

Hilda Edgar is a special teacher of reading in the Golden Valley Schools of Minneapolis, Minnesota.

THE CHILDREN

Lucille B. Reigle

To break the miasma of maturity's discipline
There appeared an aura of light and pink froth.

It was bound by supple limbs, fair skin and
Wispy hair and seemed if embraced too tightly
Would crush, dissolve, never to appear again.
It danced to music, jumped rope, climbed trees
And laughed joyously at simple things.
It collected firecrackers or detergent bottles
Things we call junk and cached them away.

Forgive our night—What ask they of us
But to sing with them whatever song
They're singing.

DID YOU SEE?

Dorothy J. McGinnis

The October 1965 issue of *The Reading Teacher*? It explores the responsibility of the teaching profession for reducing mass illiteracy through adult education and teaching retarded readers in the elementary grades. We urge you to read it.

The Teachers College Journal for October 1965? Walter Moore discusses ways to meet the needs of children requiring a compensatory language arts program, particularly in the reading area. Paul Koester presents the role of the classroom teacher in working with disadvantaged youngsters.

The Language of Elementary School Children? This research report by Walter D. Loban is published by the National Council of Teachers of English. It should be of particular interest to administrators and teachers involved in the planning and implementing of educational programs for disadvantaged children.

The article by Anthony P. Witham entitled "It Will Take Innovation, Teachers With Understanding" which appears in the February 1966 issue of the *Michigan Education Journal*? It is well worth reading if your school is considering using funds from Title I of the Elementary and Secondary Education Act of 1965.

"Operant Conditioning of Reading Rate: The Effect of a Secondary Reinforcer" by Raygor, Wark and Warren? This research study reported in the *Journal of Reading* for January 1966 indicates that operant conditioning can produce significant gains in the speed with which an adult reads.

In the same journal is an article by John H. Matthews, "Some Sour Notes on Speed Reading!" Have you read it?

Teacher's Manual for the Michigan Successive Discrimination Reading Program developed by Donald E. P. Smith and Judith Kelingos Smith of the University of Michigan? It received the second highest rating of any published program in a survey of programmed materials conducted by Columbia University's Institute of Educational Technology.

WE SUGGEST

Eleanor Buelke

Hamachek, Don E., Editor, *The Self in Growth, Teaching, and Learning*, Englewood Cliffs, N.J.: Prentice Hall, Inc., 1965, Pp. xi-576.

What reader, at some time, has not felt, with Ralph Ellison, that he ached with the need to convince himself that he does exist in the real world, that he is, "a part of all the sound and anguish . . .?" Who has not agreed with the thesis which says, ". . . without the possibility of action, all knowledge comes to one labeled 'file and forget' . . .?" He is, indeed, fortunate who has convinced himself of his reality and has discovered the potentialities of involved action. Then, with the "Invisible Man," he can say, ". . . my world has become one of infinite possibilities . . . the world is just as concrete, ornery, vile and sublimely wonderful as before, only now I better understand my relation to it and it to me."¹ *The Self in Growth, Teaching, and Learning* may help openly perceptive individuals to be able to say just that.

Selections in this book have been chosen and compiled with a view to their relationship to an examination of "the self as it is influenced by growth, teaching, learning, and perception." These readings report research, discuss theory and philosophy, and analyze trends and issues pertaining to the self as a theoretical construct. They are arranged in nine parts: the self as a frame of reference; theoretical issues and the self; perceptual processes and the self; how the self is formed; personality development and the self; growth processes and the self; teaching and the self; learning and the self; and toward understanding self. Each part contains a group of readings, each one by a different author, or authors, although a number of writers have articles in more than one part. In each part, at the conclusion of the readings, is a list of "Questions for discussions." These might serve equally well to stimulate individual thinking and cognition, or to provoke group discussion and ideation.

Where research has been described, important implications for readers, especially teachers, have been noted. In Part IV, self-concepts in early childhood are found to be the forerunners of self-concepts of adolescence and maturity. In many cases this means that negative self-

1. Ralph Ellison, *Invisible Man*. New York: The New American Library of World Literature, Inc., 1952.

concepts deteriorate with the approach of maturity, while positive self-concepts improve. A plan whereby *irresponsible* adults can *enforce* morality in their children is unnecessary. Rather, *responsible* morality on the part of adults, paired with an *informal* attitude toward development of moral values in children, becomes imperative. In Part VII, other variables in the learning situation are discovered, besides skills, knowledges, attitudes, and appreciations commonly expected as outcomes of teaching. One of these variables is probably self-concept. Consequently, teaching goals and methods should be modified to include awareness of significance of self. Such significance of self is produced in group situations. Goals expressed in terms of the self appear to lead to as good academic results as goals expressed in terms of subject matter emphasis. In Part IX, it is contended that an individual's understanding and acceptance of himself and a reality situation is a valid predictor of his future adjustment and that the most powerful determinant of a person's behavior lies in the attitudes of the person himself. These findings lead to the implications that there need to be revision of methods of dealing with problems of learning behavior and more direct approaches in education, as in society as a whole, to the problems of changing children's attitudes toward themselves and their social adjustment.

If the teacher-reader of this book is essentially interested in and intrigued by the "gamesmanship" aspect of teaching, in parallel with Berne's "gamesmanship" of human relations, the scholarly and creative efforts of the authors will have little or no meaning for him. If he possesses a compulsion for playing such classroom, pseudo-pedagogical games as "Gold Star Pasting," "Robins, Bluebirds, and Sparrows," "If You'd Only Try Harder," "Sit Down and Keep Quiet," "I Want You To," or "Quote Me," he may already, in a great measure, have rejected his own self. He may have lost the ability to regulate his own emotions, unable to develop or release the three capacities which lead to personal autonomy: awareness, spontaneity, and intimacy.² There is little likelihood that these articles will provoke thought, or raise questions, in minds cluttered with reasons to avoid confrontation with reality, to conceal hidden motives, to rationalize behavior, or to escape genuine personal involvement in life—and teaching. For, as Moustakas says, "The real self is the central core within each individual which is the deep source of growth."

2. Eric Berne, *Games People Play*. New York: Grove Press, Inc., 1964.

ECHOES FROM THE FIELD

Lois Van Den Berg

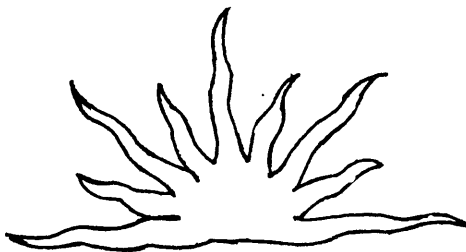
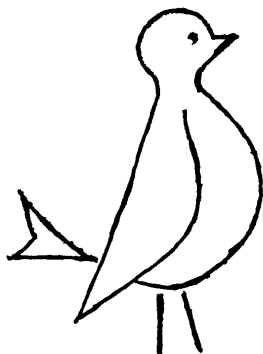
The Portage Public Schools are now in the second year of a three-year program aimed at developing a balanced high school reading program. The first phase of the program began last year with a *corrective reading program* geared to those students whose reading ability was no more than three years below grade level and who were of average or above intelligence. The students selected for the program also showed some disparity between their verbal and non-verbal Lorge-Thorndike scores. The corrective reading classes (fifteen to a section) met five days a week in a reading laboratory for intensive reading instruction.

In a four month period the average gain in reading level, based on the Iowa Silent Reading Test, was two years and five months. Ninety-four percent of the students made some gain and 67 percent gained more than two years and achieved grade level.

This year a *developmental reading program* was instituted for all college bound juniors. In addition, *remedial instruction* is now offered for those who are reading far below their potential.

The total program will be in operation next year when *elective courses* in developmental reading will be offered as part of the *English curriculum*. With the introduction of the elective developmental courses, reading activities will be available in the Portage secondary schools for all students—from the very best readers to the greatly handicapped readers.

Another program at Portage involves those students who are behind academically at the time they make the transition from the elementary school to junior high school. This program is especially concerned with those students who have average or above average IQ scores but who are behind in reading and language development. Many of these students who could do much better in school with some encouragement and special help are being seen on a one-to-one basis, two to five times a week. In the near future they hope to have interested high school students working as tutors to augment the present programs. This will make it possible to see and help more students.



ROUND ROBIN

Dorothy E. Smith, Editor

Dear Editor,

Some time ago some unknown soul must have subscribed to **READING HORIZONS** for me and with each issue I receive I promise myself I *will* write to compliment you on what I have found to be one of the most splendid of publications now available.

Countless times I have referred to it and numerous times have followed through on your Ten-Second Reviews. May you continue to publish this and may others find it equally worthwhile. God bless you.

Sr. M. Catherine Elizabeth, R.S.M.
College Misericordia
Dallas, Pennsylvania

Dear Editor,

At the banquet at Temple University's Reading Conference, Kalamazoo meant **READING HORIZONS** to one of the guests. . . . I am proud to be a fan of yours, too!

Leona Hefner
Kalamazoo, Michigan

Dear Editor,

READING HORIZONS is an excellent source for the exchange of ideas, it seems to me. We at West Branch are changing over from a "Remedial Reading" program to a "Reading Improvement" program. Many teachers and parents thought of the original department

as a dumping ground for the “bottom readers.” Now we are working toward reorientation in order to involve the children, the teachers, *and* the parents. Our goals are: individualization of instruction, fusion of all of the language arts, and the instructional materials approach.

Kenneth Cooper
West Branch Public Elementary
Schools
West Branch, Michigan

Dear Editor,

I notice that Dr. Sara Swickard is on the editorial board of your magazine. She once suggested something to me which works so well that I thought others might be interested in trying it. For fifteen minutes every day my third graders have a free reading period. They are allowed to read anywhere in the room that they choose, and they choose some unusual places. Today one boy was stretched out on one of the bookshelves, another boy was lying on the floor under my desk with his feet up on my chair, and there were two girls reading together in a corner of the room.

I have talked to some of the other teachers here and it is their opinion that this works best in the third grade. The second graders get too restless and the fourth graders sometimes seem bored. But my children love this period, and I think it helps them love reading.

Barbara Dance
Portage Elementary School
Portage, Michigan

TEN-SECOND REVIEWS

Blanche O. Bush

Reading and conversation may furnish us with many ideas of men and things, yet it is our own meditation that must form our judgment. —Dr. I. Watts

Aaronson, Shirley, "Changes in I.Q. and Reading Performance of a Disturbed Child," *The Reading Teacher* (November, 1965), 19:91-95.

This paper describes the kind of remedial reading help that was offered a disturbed child and the changes that were realized. According to the author the child's progress in reading was rather uneven and slow but the change in his attitude was quite dramatic.

Allen, Dwight W., and Richard E. Gross, "Microteaching," *NEA Journal* (December, 1965), 55:25-26.

A program of real though scaled-down teaching experience called microteaching was recently developed at Stanford University. Graduate students in secondary education have the responsibility for teaching two full sized classes and are paid a regular salary for their work. At the same time the participants are involved in microteaching they pursue regular course work leading to an M.A. degree and a secondary school teaching credential. Candidates are accepted in English, modern languages, physical education, mathematics, music, art, and social studies.

Allen, R. V., A. Sterl Artley, Charles C. Fries, Dorothea E. Hinman, Willard C. Olson, Don H. Parker, Sir James Pitman, and Charles E. Wingo, "Current Approaches to Teaching Reading." Adapted from *Current Approaches to Teaching Reading*, Department of Elementary-Kindergarten-Nursery Education, NEA Department, Helen K. Mackintosh, ed., *NEA Journal* (December, 1965), 55: 18-20+.

Aware of the need to solve the reading problem, reading specialists have originated new methods of teaching reading and modified old ones. Each method has its own particular value for one may be better suited to a certain group of children than another. Teachers should become familiar with various methods and adapt their instruction to meet the unique learning needs

of the pupils in their classrooms. These experts have given a capsule description of eight methods.

Balow, Bruce and James Curtin, "Reading Comprehension Score As A Means of Establishing Homogeneous Classes," *The Reading Teacher* (December, 1965), 19:169-173.

The sectioning of relatively bright, high achieving pupils into classrooms on the basis of reading comprehension scores in hope of obtaining homogeneous achievement groups is not supported by this study. Groups established on the basis of reading scores would appear to show differences between means in most other achievement areas as well. The authors stated that research is needed to go beyond this investigation and to study the results of actual, not hypothetical grouping procedures.

Boutiler, Mary E. T., Mary J. Quinn, Sybil Wiberg, and Anne M. McParland, "The Wilmington Story," *The Reading Teacher* (November, 1965), 19:106-109.

This program has been successful due to the deep educational commitment of the people of Wilmington. At least 91 per cent of the students who entered the junior and senior high in 1964 were reading with ease and competence at seventh grade level. All will continue to receive planned, sequential, individualized instruction in vocabulary, comprehension, speed, and general reading skills.

Boyd, Verna, "Personal Experience Records as A Method of Reading Readiness," *The Reading Teacher* (January, 1966), 19:263-266.

A good readiness program, according to the author, is one which develops all the skills connected with reading without actually engaging in formal reading. The writer suggests experience charts for they record what the child actually says and help the child make the connection between oral and written language. The method helps the child to realize that reading is related to him.

Buelke, Eleanor, "The Drama of Teaching Reading Through Creative Writing," *The Reading Teacher* (January, 1966), 19:267-272.

A genuinely successful creative writing-reading program, as described by the author, is marked by the day-by-day, spontaneous enthusiastic reading by the pupils who are taking part. Learning becomes more important and personal.

Dalglish, Alice, "Autumn Books for Young People—A Matter of Integrity," *Saturday Review* (November 13, 1965), pp. 51-62.

Integrity, however achieved, is the quality we look for in children's books. This includes integrity with regard both to writing and subject matter. Changes or modifications in ways of thinking are bound to be reflected in children's books as in adult books. Occasionally, the author says, a book may lead the way but that depends on the author's integrity, his vision and his ability to interest and move the reader. A list of books for children of various ages is included.

Fenner, Mildred S., "Editor's Notebook," *NEA Journal* (November, 1965), 54:72.

Some teachers whether assigned students with high IQ or low, privileged or underprivileged, seem to end up with the kind of classes other teachers covet. Their secret of success is, "I expect children to do their best and they do." Expecting children to do their best does not mean, however, setting up unreasonable expectations that make them miserable or desperate.

Gunderson, Doris V., "Reading Readiness: Fact and Fancy," *The Journal of the Reading Specialist* (October, 1965), 5:1-8.

Much research has been conducted to determine the importance of reading readiness. Gunderson summarizes this research by saying that the general consensus is that a period of readiness is necessary before reading instruction is introduced. The length of such a program is governed by the needs of the children. Much research remains to be done concerning readiness for beginning reading. It is possible that the presently available readiness activities are not structured to supply the foundation essential for reading instruction. A bibliography is included.

Gunderson, Ethel, "Can Poetry Develop Taste?" *The Reading Teacher* (January, 1966), 19:260-262.

While the author's main objective in her work with poetry is to delight and amuse, some very desirable fringe benefits appeared such as growth in ability to listen, comprehension of story told in verse, appreciation of the characters described and the apparent need to hear poems read again and again. The author asks, "May we assume then that poetry can and does develop taste in literature?"

Gurney, David, "The Effect of An Individual Reading Program and Attitudes Toward Reading," *The Reading Teacher* (January, 1966), 19:277-288.

This investigation attempted to demonstrate the effectiveness of an individualized reading program in inducing a more positive attitude toward reading on the part of elementary pupils and to determine if any difference in reading level might accrue. Results indicate that positive attitudes toward reading did occur but there were no significant differences in reading levels.

Henderson, Edmund, Barbara H. Long, and Robert C. Ziller, "Self-social Constructs of Achieving and Nonachieving Readers," *The Reading Teacher* (November, 1965), 19:114-118.

This study has explored certain personality correlates of reading disability. Attention was focused upon differentiation, esteem, and individualism as components of the self concept. The principle conclusion drawn from this study is that retarded readers are characterized by a relatively high degree of dependency.

Karlin, Robert and Hayden Jolly, "The Use of Alternate Forms of Standardized Reading Tests," *The Reading Teacher* (December, 1965), 19:187-196+.

This study attempts to clarify some aspects of the use of alternate forms of standardized tests to measure growth in reading over a period of time. The results indicate that many of the arguments upholding the need for alternate forms have questionable value.

King, Ethel M. and Siegmur Muehl, "Different Sensory Cues as Aids in Beginning Reading," *The Reading Teacher* (December, 1965), 19:163-168.

The purpose of this study was to compare systematically the relative effectiveness of different sensory cues and combinations of cues for kindergarten children as they learned to associate printed and spoken words varying in similarity. The study showed that the most appropriate method for teaching sight words in beginning reading varied with the similarity of the words introduced. Further investigations should be made, according to the authors, in this area.

Knutson, Dorothy, "i/t/a/ in Remedial Reading," *The Journal of the Reading Specialist* (May, 1965), 5:80-82.

The author who has used i/t/a for some time is encouraged with results. It is too soon to say whether in the long run it will be more or less efficient than time honored methods. Some students, reportedly, have achieved success where other methods failed. Perhaps some of the success can be credited to i/t/a itself, to its relative simplicity. On the other hand, perhaps a new approach has caused teachers to take a better look at the teaching process itself with ensuing benefits to the learner.

Many, Wesley A., "Is There Really Any Difference—Reading vs. Listening," *The Reading Teacher* (November, 1965), 19:110-113.

The purpose of this study was to determine whether there is any significant superiority in the visual mode of presentation over the auditory mode. The study indicates that children at the sixth grade level comprehend better through the visual mode (reading) than the oral mode (listening). While it is still possible, the author concludes, that children could be given more effective training in listening, it seems reasonable to suggest that it might be more profitable to place greater emphasis on visual presentation.

Mason, Margaret, "Personalized Bibliographies—A New Mithridates," *Journal of Reading* (November, 1965), 9:112-116.

The personal bibliography should be built of favorite books that the student can get increasing value from as he grows older. Mason urges that the bibliography be built of classics and nonclassics, modern and ancient, literary and scientific. With reading guidance—by teachers, by bibliographies, eventually by themselves—these children becoming adults can achieve gradual independence by their reading.

McBroom, Patricia, "Montessori Expands," *Science News Letters* (December 11, 1965), 88:375.

The Montessori method of teaching, controversial even for normal children, is being carefully considered as an instrument for teaching crippled youngsters. The author discusses the environment which provides manipulative apparatus so that the children can learn with their senses and their hands.

McCallister, James M., "Some Implications of Our Changing Vocabulary," Invitational Addresses, Tenth Annual Convention, *International Reading Association*, 1965, pp. 19-31.

The purpose of this paper is to point out some of the implications of our changing vocabulary. The author's points of view are: 1) The influence of growth in understanding the reading process on technical vocabulary; 2) Vocabulary changes due to shifts in emphasis in teaching resulting from social and economic conditions; 3) The expansion of vocabulary through research; 4) The contributions of related fields to reading; 5) The lack of definiteness in our use of vocabulary; 6) Some implications of changing vocabulary for the reading teacher; 7) Some suggestions for usage of technical vocabulary in our professional literature.

Newman, Harold, "Job Counseling and Reading," *Journal of Reading* (November, 1965), 9:106-111.

One of the components of the Job Counseling Center of New York City is remedial reading. The extreme retardation of many of the youths seeking help renders them virtually unemployable. The Job Counseling Remedial Reading experimental program was set up to determine if college tutors under the guidance of a reading specialist could be taught to work effectively to improve the reading skills of youths referred by the counselors.

Otto, Wayne, "Family Position and Success in Reading," *The Reading Teacher* (November, 1965), 19:119-123.

Persisting interest in the behavioral effects of birth order is revealed by the great number of studies that have been done. Theory, Otto states, provides little help in predicting a child's success in reading on the basis of his ordinal position in the family. From existing studies no reliable basis for predicting individual behavior or more specifically reading achievement seems clear.

Pankey, Homer R., "Camp Bobcat: An Experience in Education," *Journal of the Reading Specialist* (May, 1965), 5:89-91.

The Reading Clinic and Physical Education Department at Frostburg State College, Maryland, sponsored Camp Bobcat during the summer. The purpose of the program was (1) to provide laboratory experience in reading instruction and out door education for summer graduate school students; (2) pro-

vide clinical instruction for undergraduate students in teaching of reading; (3) provide remedial and developmental reading service and day camping to the children of the area.

Pauk, Walter, "Improving Critical Reading," *Journal of the Reading Specialist* (May, 1965), 5:83-88.

Pauk believes that critical reading can be taught effectively by using various approaches. (1) Critical reading may be taught through the use of reading exercises composed of materials especially selected to illustrate as many aspects of critical reading as can be determined. (2) Critical reading may be taught through the incidental use of regular material as one finds it in daily discussion of textbooks. (3) A combination of these methods can be used. (4) A combination of the teaching of critical skills simultaneously with the teaching of comprehension skills.

Pauk, Walter, "Study Skills and Scholastic Achievement," *The Reading Teacher* (December, 1965), 19:180-182.

This paper reports two distinct courses or experiments. One was concerned entirely with study skills. The other provided instruction in both study skills and rapid reading. From the results it appears that the teaching of study skills as a separate course, or the injecting of study skills into a course designed for rapid reading, might help reading improvement programs to achieve the goal for which they were set up, that is, to produce improvement in the scholastic standing of the students.

Robinson, H. Alan and Allan F. Muskopf, "High School Reading, 1964," *Journal of Reading* (November, 1965), 9:75-92.

This is the seventh in a series of annual summaries of the professional literature on junior and senior high school reading. It covers reports published in 1964 as well as earlier reports which have come to the attention of the writers. A comprehensive bibliography includes many references not mentioned in the article.

Smith, Nila Banton, "Influences Shaping American Reading Instruction," Invitational Addresses, Tenth Annual Convention, *International Reading Association*, 1965, pp. 33-47.

The author sketches the influences that have been responsible for changes in American reading instruction from 1607 to 1965 and indicates ways in which these influences have affected reading instruction.

Sonenberg, Charlotte and Gerald G. Glass, "Reading and Speech: An Incidence and Treatment Study," *The Reading Teacher* (December, 1965), 19:197-201.

The purpose of the first part of this study was to discover the incidence of functional articulatory speech defects among a group of remedial readers. The second part of the study was designed to compare the progress in reading of children with functional speech problems who were given both speech and reading therapy with the progress made by a matched group who received only reading therapy.

Spache, George D., and Mary E. Baggett, "What Do Teachers Know About Phonics and Syllabication?" *The Reading Teacher* (November, 1965), 19:96-99.

The extent to which teachers can and do teach their pupils various phonics and syllabication skills is, of course, dependent upon their own knowledge of the underlying principles and conventions. Aaron's study, which is reported by the authors, confirms the need for pre-service instruction for primary and intermediate teachers in phonics and its principles. Secondary teachers whose instructional areas touch upon this skill seem in even greater need of such instruction.

Stauffer, Russell G., "Concept Development and Reading," *The Reading Teacher* (November, 1965), 19:100-105.

Concept development merits a first order rating in the teaching of reading as a thinking process. This is so because concepts are cognitive structures acquired through a complex and genuine act of thought, and they cannot be absorbed ready-made through memory to drill. To instruct a school child, methods must be employed that will require pupils to be articulate about and put to deliberate use such intellectual functions as deliberate attention, logical memory, abstraction, the ability to note likenesses and differences.

Strang, Ruth, "The Reading Process and Its Ramifications," Invitational Addresses, 1965, Tenth Annual Convention, *International Reading Association*, pp. 49-73.

The author outlined the main stages in the reading process, as she understands them, from intake—the stimuli of a printed page or passages—to output in the form of vocal or motor responses.

Strickland, Ruth G., "Language, Linguistics, Reading," *Childhood Education* (November, 1965), 42:143-147.

Linguists, in contrast to teachers and psychologists, focus their attention on language as a system. While they agree that the end to be sought in reading is meaning, they hold that the teachers' definition of reading is in itself an obstacle to systematic and logical teaching of reading, because it includes too much.

Summers, Edward G., "A Suggested Integrated Reading Outline for Teacher Education Courses in Secondary Reading," *Journal of Reading* (November, 1965), 9:93-109.

The outline of reading described in this article was developed to provide a source of integrated readings on various topics as a broad introduction to the field of secondary reading for graduate and undergraduate classes.

Talbot, Dorothy G., and C. B. Merritt, "The Relative Effectiveness of Two Approaches to the Teaching of Reading in Grade V," *The Reading Teacher* (December, 1965), 19:183-186.

The purpose of this study was to determine whether a combination of self-selection with a basal reading program is more effective than a basal reading program alone in terms of the amount of reading done by pupils, the improvement of pupils' attitudes toward reading, and in gains in performance. Findings indicate that the group which was taught by the combination of self-selection and a basal reading program read significantly more than the other group. However, the gains in reading achievement and attitude toward reading made by the two groups are not significantly different.

Tinker, Miles A., "How Children and Adults Perceive Words in Reading," Invitational Addresses, 1965, Tenth Annual Convention, *International Reading Association*, pp. 75-93.

The aim of this paper is to describe how children, as they begin to learn to read, perceive words and how they progress to the more effective perception employed by mature readers on the adult level. The author tried to alert teachers to the precise nature of the ineffective methods most children employ to perceive words as they begin to learn to read.

COMING EVENTS

- Eleventh Annual Convention of the International Reading Association, Dallas, Texas, May 4-7. Theme: Vistas in Reading.
- Summer Reading Demonstrations and Discussions, Western Michigan University, Kalamazoo, Michigan, June 28-August 9. Theme: Paying Attention to the Individual.
- Fifth Annual Summer Reading Conference, Jersey City State College, July 11-22. Theme: Reading Instruction: Focus on Practicality and Flexibility.
- First International Congress on Reading, Paris, France, August 8-9. Theme: Improving Reading Throughout the World.

PLAN TO ATTEND

READING DEMONSTRATIONS

Western Michigan University

Kalamazoo, Michigan

Date	Topic
Tuesday, June 28	Understanding Some Perceptual Aspects of Reading
Tuesday July 5	Determining Causal Factors in A Reading Problem
Tuesday, July 12	Utilizing Informal Inventories
Tuesday, July 19	Acquainting A Mother of the Reading Needs of Her Son
Tuesday, July 26	Development of Concepts Preparatory to Reading
Tuesday, August 2	Making Effective Use of Structural Analysis
Tuesday, August 9	Writing, An Approach to Reading

All demonstrations make use of a child or adult. In some instances the parents and teacher are asked to participate.

The demonstrations are an integral part of the course, Educational Therapy in Reading, 587, which provides either graduate or undergraduate credit. The class meets from 1:20 to 2:10 p.m. on Monday, Tuesday, Wednesday, and Thursday.

All meetings are to be held in room 2302, Sangren Hall, West Campus. They will begin promptly at 1:20 p.m.

