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Reading

HORIZONS



SUMMER 1966

Reading **HORIZONS**

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Editorial Comment

AN INCREASING NEED FOR COLLEGE-ADULT READING COURSES

In our world in which junior colleges are trying to become four-year institutions and four-year institutions are trying to become universities, there is an increasing need for instruction in reading which will show students how to make more effective use of their textbooks and reference materials. Junior colleges are increasing in our land and teachers of Adult Reading will be required in large numbers. In a recent publication of the *Michigan Association of Colleges and Universities*, it is stated that "in the next ten years higher education may have to assume responsibility for educating large numbers of students from the lower 25 per cent of the high school graduating population or even students who did not complete the high school program." What courses in Adult Reading can we recommend for these students? Where can well prepared teachers of reading be found?

In the socialization of education and the politicalization of educators, colleges and universities are required to assist state and federal government in many roles unrelated to teaching and research. In the many governmental projects, skill and aptitude in reading instruction at adult levels is much in demand. Resource people in reading are being sought in the by-ways and highways of our nation. Teachers of reading are recruited from every available source.

In the educational world of today, we need reading consultants, reading clinicians, and reading tutors in addition to classroom teachers of reading. It is obvious to many that tomorrow the need will increase many fold. Will the schools of education stand idly by and fail, as they have in the past, to recognize this need? The time to act cannot come too quickly.

Homer L. J. Carter
Editor

PARENTS, TEACHERS, AND THE PRIMARY READING PROGRAM

Judith Johansen

Educators are aware of the importance of good home and school relations in achieving the goals of education. Parent-teacher cooperation is emphasized as an essential factor in effective guidance of children and youth. Dawson and Bamman write:

. . . parents are very much a part of the educational processes which we, as teachers, attempt to foster in the classroom.

. . . most parents are both interested in the child's progress and eager to aid the school in furthering that progress.

. . . The happiest and most successful teacher in the school is most often the one who regards parents as helpmates and friends of education. (2:297-298)

The Value of Parent-Teacher Cooperation

In the elementary grades teachers often work very closely with parents. The contributions of both are necessary for a comprehensive understanding of the child, his needs, and his development. The teacher cannot carry out the entire educative process alone; she needs support and help from parents. If the aims and efforts of the teacher and parents are harmonious, the educative process will be enhanced. The parents are the child's first teachers and, probably, the most important. The habits, attitudes, appreciations, skills, and knowledge learned in the home are difficult to alter; and the most zealous teacher cannot fill the voids caused by an inadequate home background. If there is understanding and cooperation between the parents and teacher it is likely that the child will experience greater consistency in his life. He will not find one set of expectations at home and a different set at school. At the pre-school, kindergarten, and primary levels children are especially close to their home and parents; therefore, the efforts of parents and teachers should supplement each other particularly at these levels.

Parents and teachers are concerned with the child's work in all areas of the curriculum, but when he is in the primary grades, both seem especially concerned with his progress in reading. Most parents realize the importance of reading and desire their child's success in this area. They realize that reading is the heart and the foundation of the entire curriculum. However, they do not always understand how

the modern classroom operates, how reading is taught, and what is expected of children at various levels of development. Whether they know it or not, they actually help prepare the child for reading before he enters school, and their influence continues to be an important factor in the child's reading progress. The teacher who has the co-operation of the parents in connection with her reading program is fortunate, indeed, because parental reinforcement will surely expedite her efforts.

The Attainment of Good Home and School Relations

In order to have good home and school cooperation, a warm, friendly relationship must be established between parents and teacher. Usually the teacher is the one who must exert a special effort. She must make arrangements for conferences and home visits, and she must encourage parents to visit the classroom and attend special programs and parents' meetings at school. She may participate with parents in child study groups or parent-education programs. Mutual respect is a vital part of parent-teacher cooperation, and it can be attained only if the teacher shows that she respects the parents. She must accept them as they are and never make accusations or in any other way cause them to feel inferior or inadequate. Since the parents' attitudes toward the teacher are influenced considerably by their child's attitude toward her, good pupil-teacher relations facilitate the teacher's work with parents. In all of her contacts with the parents the teacher should show a genuine interest in them and in their child, and she must make the parents feel that they are partners with her in education.

Parents must have confidence in the teacher and in her method of teaching reading, and this confidence is developed, in part, by an understanding of her reading program. The teacher may explain and discuss her reading program with parents at individual parent-teacher conferences or at group conferences, or meetings, involving many parents. She may discuss certain aspects of reading, explain the methods she employs, and show some of the materials which she uses. Also, the reasons for and methods of grouping during the reading period may be presented. Parents frequently ask questions about phonics. They wonder if it *is* being taught and if it should be taught. The teacher should explain that phonics is one part of the reading program and that other techniques and methods are also being used. Parents should be helped to understand the new methods of teaching reading and the value of these methods.

Parent-Teacher Conferences

The teacher contacts parents in another important capacity, that of reporting pupils' progress. Grades and report cards are one means of reporting to parents, and the parent-teacher conference is another means. Frequently, the teacher uses both. The conference affords an opportunity for parents and teacher to become better acquainted. Through such meetings, parents gain a greater understanding of the school, the organization of the classroom, and the teacher's responsibilities. At the same time, the teacher gains a fuller understanding of the child's home situation and his parents' attitudes toward the child, the school, and reading. The progress report at the parent-teacher conference can be quite thorough, and sufficient time should be allowed for the conference so that the parents and teacher do not feel hurried. The teacher should discuss positive aspects of the child's progress as well as areas in which there may be difficulty. She may present school records, samples of the child's work, test scores, anecdotal records, and other material to support her report and recommendations. Whatever material and methods she employs, the teacher must be as honest and objective as possible in reporting the child's progress to his parents. She should not dominate the conference but, rather, must encourage the parents to contribute and to ask questions. The teacher should answer each question as honestly, simply, and specifically as possible, avoiding "talking down" to parents or using vague terminology. Together, the teacher and parents should formulate suggestions which the parents can follow to help their child. This will help the parents realize that they play an important part in his education.

Greater Insight Concerning Children

In order to guide and help children effectively, parents and teachers must continually ask, "Why?" They must search for reasons. The parent-teacher conference provides an opportunity for a joint investigation of this type. When discussing the child's growth and development, scholastic progress, and behavior, the teacher and parents must pause frequently and ask, "Why?" "Why is Jack unable to read well orally?" "Why is he inattentive during the language arts period?" "Why does he respond to directions at home but not at school?" The *why* questions frequently are difficult to answer, but the answers lead to a better understanding of the child and his problems. Those who work with children must realize the importance of dealing with the causes, not merely the symptoms, when problems arise.

Sometimes the teacher may guide parents in understanding certain concepts of child development which are related to their child's progress. For example, the teacher of beginning reading may lead parents to understand that all children have different rates of growth. Some children walk at an earlier age than others; some cut teeth before others; and, likewise, some begin to read sooner than others. Furthermore, each child progresses at his own rate. Thus, the teacher can help parents understand that some children will be ready to begin reading before others but that this does not mean that children who are not in the first formal reading group are "dull." Also, parents should be led to realize that their child's rate of growth and development may fluctuate. At times he may advance very rapidly, but then at other times his progress may be extremely slow. If parents understand this aspect of the child's developmental pattern, they are less likely to become overly concerned when such fluctuations occur.

The teacher should help parents realize the importance of the role they play, and have played, in their child's reading progress, and she should stress the fact that she needs their assistance and support. Not all parents will be able to help their children to the same extent. Factors such as educational background, financial status, home situation, employment situation of both parents, and size of family may determine the degree to which parents can help their child. Although some will be able to do more than others, all parents can be led to understand the importance of their role and to find specific ways in which they can help the child.

A Healthy Self-concept

In order to learn to read and make satisfactory progress in reading, the child must feel good about himself, see the importance of reading, have a genuine desire to learn to read, and have a wealth of experiences to bring to his reading. Parents play a vital part in each of these areas, and it is through these areas that they can contribute greatly to their child's reading success.

In order to feel good about himself, or have a healthy self-concept, the child must have love and security; he must feel that he is worthy and adequate, and he must experience success. Thus, the type of home in which the child lives affects his reading performance. A home which is pleasant and peaceful and free from undue pressure, tension, and commotion is conducive to success in reading. The child feels secure in this kind of home, and such an atmosphere encourages reading activities. The type of discipline in the home is another factor which

affects the child's reading performance. Discipline which is consistent, kind, and firm is conducive to satisfactory progress in reading. The child should always feel that he is an important part of the family. Parents should never do or say anything which might create the impression that he will no longer be accepted if he does not succeed in reading. When the child enters first grade or begins formal reading instruction, they should not put undue emphasis upon his reading. Such pressure may make him feel that he will lose parental acceptance if he does not quickly learn to read and make rapid progress. Parents should not attempt to teach the child to read, nor should they drill him in reading. Such activities may confuse the child and put excessive pressure on him. There are, however, many things that parents can do to help prepare their pre-school child for school and help develop his reading readiness, and much incidental learning in the area of reading may occur in the home before and after the child starts to school. The teacher may suggest activities that the parents can carry out to promote their child's reading readiness and progress. The child should be encouraged, but not forced, to participate in these activities, and it must be remembered that all reading activities should be carried out in an atmosphere which is free from tension and pressure.

The child's feeling of worthiness and adequacy is another factor which affects his reading performance. In order to succeed in reading, the child must feel that he is capable of succeeding. He must feel competent. His individuality must be respected, and he should not be made to feel inferior or "different." Therefore, he should never be compared with his brothers or sisters or with other children. If the child's progress is not satisfactory, punishing him, pressuring him, drilling him, or removing his privileges will only aggravate the situation. When such techniques are employed, the child will not feel very good about himself or about reading. His security is threatened, and reading becomes something to fear and dislike. These feelings may carry over into his other studies and affect his entire attitude toward school. If the child's reading problems are such that the teacher recommends a special reading class, help from a reading specialist or other professional, or consultation in a reading clinic, the parents should cooperate in every possible way. Both the teacher and parents should help the child understand that such techniques are being employed to help him and that he *can* improve his reading ability. They must stress the fact that he is not a failure. Although the child should realize the importance of reading, he must understand that

other things are important, too. Every child can succeed in some area, and the parents and teacher would do well to emphasize the areas in which the child has experienced success.

All those who work with the child should help him experience success as frequently as possible. The child must learn to cope with failure, but he meets ample failure in his daily life; therefore, parents and teacher must provide him opportunities for success. If he succeeds in reading activities, not only will his feeling of adequacy be enhanced, but also he is likely to enjoy reading. If he enjoys it, he will probably engage in considerable reading; and the more he reads, the better his reading ability and his chances for success will become. Thus, success builds upon success creating a spiral effect.

Parents can do a great deal to help their child succeed in reading. One of their most important contributions is that of providing conditions which will promote his physical and mental well being. The child's general health and the condition of his eyes and ears play a vital part in his reading performance. Another way in which parents can contribute to their child's reading success is by providing opportunities for the child to acquire verbal and communication skills. From the time the child is an infant, his parents should talk to him. He should have the joy of becoming acquainted with words, stories, and poems. As he grows older, his parents should encourage his curiosity, give him plenty of freedom to investigate, and take time to answer his many questions. They can help him become aware of things around him and observant of details by encouraging him to listen and look carefully. His parents should listen attentively to the things he tells them. Then, when the child begins to read, they should encourage him to read aloud to them but not force him to do so. They should listen enthusiastically as he reads and praise him highly. It is important that they let him know he has succeeded. If the child hesitates or makes errors in his reading, parents should correct his mistakes very tactfully, if at all. He must not feel that he is losing their approval. They should help him when he needs and requests assistance, but all their help should be given in a manner that will increase the child's self-confidence and not jeopardize it. Encouragement from his parents will help the child succeed in reading; criticism will not.

A Realization of the Importance of Reading

Another factor which will help the child progress satisfactorily in reading is that of realizing the importance of reading. There is

much that parents can do to help their child see the value of reading. One of the most essential and enduring contributions they can make is that of setting an excellent example. If there are books, magazines, and newspapers in the home and if these are read and discussed frequently by the parents, the child will sense the fun and value of reading. He will want to imitate his parents when they read. If the entire family frequently enjoys a reading time together, the child will feel that he is very much a part of the family and will desire to make his contribution. Such reading hours can strengthen family bonds, create genuine interest in reading, and substitute for radio and television programs. Members of the family should make use of reading activities and reference books when they want to discover answers to their questions or find out something of interest. The child will thereby learn that much exciting information is contained in books, and he will want to unlock that information himself. The child and his family should visit the public library together regularly so that he will learn about the library and have access to a wide variety of reading material. The parents' attitude toward reading and their reading interests and tastes are very important models for the child. In fact, they shape his own attitude toward reading and his reading tastes. In many ways, then, the parents' example affects the child, and parents should be aware of this.

Parents should not only set a good example, but should also provide many books for the child and help him learn to enjoy them. If the child becomes acquainted with stories and poems from the time that he is an infant and if he has books of his own and a place in which to keep them, he will learn to value, enjoy, and care for books. Books make excellent birthday and Christmas gifts and need not be expensive. However, those purchased for the child himself to read should be appropriate to his reading level so that he can read them successfully and, thus, not become discouraged. Parents know their child's interests and should provide books for him which are related to those interests. His teacher can suggest books dealing with his interests and written on his level. Many parents find that reading to their child at bedtime is relaxing and pleasurable for both themselves and the child. Older brothers and sisters often enjoy sharing reading activities with a younger member of the family, and these may be outstanding learning situations for all the participants. Alert parents can use television as a means of generating interest in reading, and even the irritating comic books may be used to create interest which can be transferred to better quality reading material. It requires effort for the

parents to supply their child with good books and to help him learn to enjoy reading, but the results are invaluable.

A Desire to Learn to Read

The child's desire to learn to read and to progress satisfactorily in reading is closely related to his perception of the importance and enjoyment of reading. Therefore, parents can foster their child's desire to read through the previously emphasized means, such as: exposing him to a wide variety of interesting material, promoting his curiosity, encouraging him in his reading, and enjoying reading themselves. Since children love words, have vivid imaginations, and enjoy dramatizing, it should not be difficult to delight them with reading and create in them a desire to read.

A Rich Experiential Background

If the child is going to learn well the entire reading process, which, according to Carter and McGinnis, involves identification, interpretation, and evaluation (1:7), he must have a rich background of experiences. Parents are the principle individuals who supply these experiences. Trips, outings, shopping, and visits to museums and zoos are a few of the important things that contribute to the child's "mental content," or storehouse of experiences, which he brings to his reading. (1:15) They give him something to think about and talk about, something to which he can relate his reading, and, thus, something which gives his reading fuller meaning.

In many ways, then, parents play a vital role in their child's reading performance. The impact of their role extends from the child's pre-school years, into the period of beginning reading, and through the remainder of his entire life. Since their influence is so great, the teacher cannot afford to be without their help and support. She must help them understand their role more completely and guide them in finding ways to help their child. Concerning the parents' role, the teacher should remember and might advise parents that:

Helping your child in reading requires your *time*, your *encouragement*, your *understanding* and your *help*. All of these you have to give. Be exceedingly generous!
(7:64)

A united endeavor requires much effort on the part of both teacher and parents, but the parents' contribution is vital since it greatly facilitates the child's reading success and his entire education.

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A MOTHER LOOKS AT READING

Joan Archambault

Every mother wants her child to read. In addition to providing a means of entertainment for him, easing his adjustment to school where reading is learning, enriching every personal experience, the reading skill is highly valued. It is very "In."

Pick up a newspaper. See how often you find feature stories about reading . . . new reading . . . speed reading . . . "Johnny Can . . ." "Johnny Can't . . . Why?". See how many articles deal with the troubled reader, the slow reader, the reader who fails because of language disability, poor physical condition, or emotional immaturity. Notice the cover-story approach to good and bad reading in popular magazines. Switch on your radio and listen to a discussion about reading today, and reading tomorrow; someone might even mention reading yesterday. Now that TV logs have left westerns and quiz shows by the wayside, they have turned to the more intellectual concerns of "talk" shows. The subject of reading is among the most popular topics of conversation. And so . . . we are reading-conscious. At least, many of us are. We take time to be. Some others, too caught up with earning a living, fighting fears of financial or social deprivation, or battling real physical hardships, "could care less."

For those who do care, there is great concern with reading. Parents of all ages, with children of all ages, search today for a good reading "recipe." Those of us with children just entering school, kindergarten or first grade, feel the pressures of giving our children the "right start." We feel we must not make a mistake. There is one right way. We must find that way, or doom our little ones to life without written color, imagination, or learning; life without reading.

We have the answer in our own homes. Our children indicate the direction to take . . . and each child may choose a different path. Many parents may say they did not plan the arrival of their children . . . yet none would give them up. Therefore, parents love each child for the individual he is. If parents can show their feelings, the child is aware of this love. He takes it for granted. He spends time looking for new interests, because he has no reason to need constant reassurance of his personal security. As each new interest claims his attention, his mother observes. She sees what excites, what absorbs, what fascinates him. If Steve likes wires and tubes and sound, let him take a radio apart. If Wendy likes other children, let her seek them out. If Leslie loves bugs and worms and animals, take her to explore for herself. See that Joey, who lives for speed and wheels, gets a chance

to talk to the garage man and learn how things work! Sooner or later, when mothers and fathers can't provide the answers, children discover a reason for pictures and books.

The experts tell us the first child is handicapped, because he IS the first. They show us how tense we are with this beginning baby. They point out the "middle child" is often left to his own devices . . . so much so, he develops his own pattern of insecurity because the youngest in the family is so little, and so loved, (and so spoiled.) Well, the experts may point these things out, but there still has to be that first child, and very probably the second and then the youngest. So what can a mother do . . . but love and watch each as he comes along . . . discovering what kind of a person he appears to be . . . and encouraging him along his natural lines of inclination. A child, growing in this warmth of genuine interest, is more nearly ready, surely, for the "giant step" of reading, when he is asked to take it.

Perhaps a child from a happy, busy, household finds it easy to adjust to school, though his home may not have a book in it! Maybe Mama and Papa don't speak English easily; but Mama and Papa love son Juan, and he knows it. He learns early that being naughty means punishment. He sees every day how proud his Mama is of him. She doesn't spend her waking hours trying to get away from him. He never hears her complain the "kids drive me crazy" . . . because they don't. She likes them. Juan may spend part of each day in a nursery because his Mama has to work . . . but when she is with him SHE IS WITH HIM: and she LISTENS to him.

Could it be there is a feeling that comes before reading readiness? Could mothers actually provide the climate for it . . . by doing the best they can to be interested, active, MOTHERS to their children? Could this feeling be described as reading willingness?

I believe we are lucky to be reading-conscious. We are fortunate to have reading experts to help solve the very real reading problems that plague readers of all ages. Mothers aren't experts, and don't want to be. Who has the time? But if we do what we are supposed to do for our children, (and this comes naturally, doesn't it?) with our love, our guidance, and our real interest, perhaps we can set the wheels in motion. The teachers can take it from there.

Mrs. Joe Archambault is a graduate of Michigan State University and a mother of four children. She has specialized in speech and household economics. Her "reading family" are lovers of books.

CHURCHILL'S "ANGLO-SAXON" WORDS

Louis Foley

When someone who has been astonishingly successful, whether in building an immense fortune or in some other form of activity, tells us the "secret" of his success, we may do well to take what he says with a grain of salt. It is not that he does not mean to tell the truth; no doubt he does. He may, however, have been guided by a sure instinct for the right thing to do, without really understanding why. When he attempts to explain it, his guess may be quite mistaken.

During World War II, some of Sir Winston Churchill's friends were comparing his manner of speech with that of Madame Chiang Kai-Shek. Anyone who paid attention to that distinguished lady's addresses must have been struck by her remarkable mastery of erudite and recondite terms which most English-speaking people never learn. It would have seemed unusual for a very well-educated American, to say nothing of a foreigner. In contrast, however, Sir Winston was quoted as saying: "My method is simple. I like to use Anglo-Saxon words with the least number of syllables."*

Now that great statesman's superb and extremely effective command of English is of course universally recognized. Nevertheless this statement of his involves some fundamentally false ideas about our language. They are merely conventional notions which carry on from year to year, though their inaccuracy is easy to demonstrate.

One of these is the uncritical supposition that short words are intrinsically more direct and easier to understand than long ones. Another is the idea that so-called "Anglo-Saxon" words are somehow more truly *English*, and therefore more forceful and effective, than other kinds of words in our language can possibly be.

Our brief quotation from Sir Winston should be almost sufficient in itself to demonstrate the inaccuracy of what it says. All the strength of its meaning is precisely in the words *method*, *simple*, *use*, *number*, and *syllables*, all of which came into English from French. As for the term "Anglo-Saxon" (improperly applied here, of course), it represents a purely *Latin* method of forming international adjectives, one which is often convenient nowadays in combinations like Franco-American, Greco-Roman, or Russo-Chinese. That peculiar manner

* Reported e.g. by Leonard Lyons, *Detroit Free Press*, May 26, 1943.

of compounding is not an Anglo-Saxon thing. But perhaps the best way to see the nature of the element in English which is arbitrarily called “native” will be to remove from Churchill’s two short sentences everything *except* the Anglo-Saxon words. All that we have left is: “My — — is — — I like — — to — — words with the least — — of — —” In contrast to this vague and incoherent jumble, it will be perceived that the five French words, taken by themselves, *almost* suffice to express clearly and completely what the speaker wished to say: “Method simple—use (small) number (of) syllables.” If one were sending a telegram, even the “of” might be dropped out. Moreover, though “of” is an old Anglo-Saxon word, this *use* of it clearly reflects a French idiom which our language had not yet acquired in Anglo-Saxon times.

Lest it be imagined that this statement was not typical of Churchill’s style, we might examine a few other sentences, taken from some of his most celebrated public speeches. These will be chosen simply as outstanding and memorable utterances, important for the ideas which they effectively express. Consider for instance the first sentence of his address of June 25, 1940: “The House will feel *profound* sorrow at the *fate* of the great French *nation* and *people* to whom we have been *joined* so long in *war* and *peace*, and whom we have *regarded* as trustees with ourselves for the *progress* of a *liberal culture* and *tolerant civilization* in *Europe*.” Here it is surely plain enough that the essence of the thought is practically covered by the italicized *non*-Anglo-Saxon words. Then in the short sentence immediately following, the burden of meaning is borne by the four French words: “There is no *use* or *advantage* in *wasting* strength and time upon hard words and *reproaches*.”

In this sentence from the address of September 17, 1940, it is apparent that the idea resides in the three words from Latin and the five from French: “There are some *matters connected* with our *arrangements* under *air attack* which I should *prefer* to *discuss* in *private*.” For a more concentrated but by no means unrepresentative example, we might turn to a short passage near the end of the speech of June 18, 1940: “I *expect* that the *Battle of Britain* is about to begin. Upon this *battle depends* the *survival* of *Christian civilization*.” Indeed it is characteristic of his style, as it is rather characteristic of good English generally, that most of the real thought is expressed by words that came to our language from French, along with an occasional one from Latin. Only very rarely does one find a statement like this, which clearly says something almost purely in Anglo-Saxon

words: "If we can stand up to him [Hitler], all Europe may be free, and the life of the world may move forward into broad, sunlit uplands." Of course *Europe* and *move* are not Anglo-Saxon, but here they happen to be not particularly important to the meaning.

If one desired, however, to make out a case for Churchill as a user of Anglo-Saxon vocabulary, one might think of what is perhaps the most famous phrase associated with him: "blood, sweat, and tears." All four of these words are as definitely Anglo-Saxon in origin as any that we have.

In the speech as originally given, the phrase was "blood, toil, tears, and sweat." As is shown by plenty of evidence, Churchill was given to revising, revising, and *rerevising* his writings. Before each revision he insisted upon having printed proofs of the previous text, no doubt in order to judge it more objectively. *Life* (January 29, 1965) has told of the complications involved in the publishing by that magazine (1956-1958) of 14 installments of his monumental work, *A History of the English-Speaking Peoples*. Each contribution went through a series of revampings, each of which had to be set in type and returned to him for further alteration. Versions would come labeled "Provisional Final" or "Almost Final," and once even a "Final" text was followed by another labeled "Overtake." So it was quite in keeping with his method of composition that his original phrasing should evolve into the definitive form which he used as the title of the volume of his wartime speeches when it was finally published: *Blood, Sweat, and Tears*.

Evidently with thoughtful attention he saw clearly how his wording could be made more effective. The idea of *toil* was already symbolically represented by "sweat," so that the former word was redundant. He purified the poetic parallelism by simplifying the phrase to the three fluids which inescapably suggest elemental phenomena of human life. And "tears" comes appropriately at the end to represent the sadness, the sense of irreparable loss which comes *after* the heat of action and the immediate pain which keep us too busy for reflection.

This phrase is worthy of careful study, for it involves matters which go deeply into the nature of language, our own in particular. English words of Anglo-Saxon origin have certain typical qualities, and they tend to fall into rather definite classes. The commonest kind, those which immediately rise to the top in any word-count, are the mere grammar words such as articles, prepositions, conjunctions, or the colorless verbs which we repeat constantly as at most little more than auxiliaries. All these are words which stand

for nothing conceivable in themselves, but only help to mark direction or relationship of other words which do carry intrinsic significance. They are simply the general equipment which every language must provide for itself in one way or another, and the peculiar handling of which goes far toward giving to any language its idiomatic character, its own special system for combining ideas.

Otherwise, for the most part, our Anglo-Saxon words stand for primitive, elemental actions or things. They are generally rather loose or vague terms, anything but sharply defined. They vary widely in their meaning according to their combination or the circumstances in which they are used. What is more to the point is the fact that their value often depends very largely upon the tone or intonation with which they are uttered, or with which one speaks a sentence as a whole. Especially as regards its Anglo-Saxon components, the meaning of an English sentence is often not so much in the actual words as in how they are said. So our Anglo-Saxon words, to a very large extent, are much clearer in speech than in writing. They may be commonplaces of everyday talk, and attract no attention, or from the lips of a fervid orator they may stir up profoundly indeed. Since their content is often rather emotional than intellectual, they do not always carry over very reliably into cold print.

Now how about "blood, sweat, and tears"? Their emotional quality requires no pointing out, but their force was surely due in considerable measure to a particular occasion, to the effective voice of a great orator, and to the whole speech which built up a meaning for them and which they summarized. But this is not all.

It seems a reasonable guess that the word of this phrase which anyone would choose as most typically "Anglo-Saxon" is *sweat*. Ordinarily it is a commonplace, unattractive word, sometimes colorless and sometimes repulsive. Here it obviously acquires its impressive value by being lifted into a symbol and grouped with *blood* and *tears*. Its depth of meaning is largely the result of that unexpected combination, an unusual but telling arrangement of words such as only a gifted speaker has the insight to find. And there is a further lesson to be learned from this phrase. *Blood* and *tears* do not owe their power to being "Anglo-Saxon." They are truly classical, as they stand for timeless symbols which have belonged to the human race since as far back as we have any knowledge. They contain an appeal which can be readily translated into any language. Though, once more, their force is largely in their combination, and the content is emotional rather than intellectual, here we do have words of unmis-

takable meaning.

One is tempted to say that Churchill chose them because they were *not* characteristically "Anglo-Saxon" in anything but the mostly irrelevant etymological sense. Nor does such a conclusion seem at all implausible as we look at the *titles* of the fifty-two speeches included in the volume, *Blood, Sweat, and Tears*, and notice that virtually every title depends for its essential meaning upon a word or words from Latin or French.

Any modern language is naturally and necessarily a very complicated affair, like the complex human life which it expresses and reflects. Sweeping statements about such a subject must therefore always make allowance for exceptions here and there—which are usually quite understandable if one looks into them. Nevertheless certain generalizations stand out clearly as soon as one takes the trouble to consider our English language the least bit analytically. Its three important elements—Anglo-Saxon, French, and Latin—contribute their different functions to a united whole. The Latin element, which is indeed useful but remains the least indispensable, serves in the main to express impersonally intellectual abstractions. It is the vocabulary of scholarship which came into our usage from the study of books. The French element is more deeply imbedded in our tongue because it consists mainly of words which centuries ago came in orally as living speech. They represented definite ideas from continental Europe, advanced for their time, which the then more primitive English had not developed the means to express, or at least to express so exactly. The Anglo-Saxon part of our language is largely a matter of grammar and emotion. No one of the three main elements, however, in so far as its words really belong to our language, is either more or less truly "English" *now* than either of the others.

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.

DID YOU SEE?

Dorothy J. McGinnis

The Winter 1965 issue of *Reading Research Quarterly* published by the International Reading Association? It is devoted to a summary of investigations relating to reading compiled by Helen M. Robinson, Samuel Weintraub, and Helen K. Smith of the University of Chicago. In this review, the research is classified under six major topics: 1) Summaries of Specific Aspects of Reading Research; 2) Teacher Preparation and Practice; 3) The Sociology of Reading; 4) The Physiology and Psychology of Reading; 5) The Teaching of Reading; and 6) The Reading of Atypical Learners.

Lillie Pope's article, "A Reading Program for School Dropouts," which appears in the May 1966 issue of *Journal of Reading*? It describes the work of the Bureau of Instruction of JOIN (Job Orientation in Neighborhoods) in New York City. The article describes the clients of JOIN and the problems encountered in providing them with reading instruction.

A Guidebook for the Teaching of Reading by George B. Schick and Bernard Schmidt? This book, published by Psychotechnics Press of Chicago, is aimed at providing reading instruction from junior high school through college-adult levels. It should prove to be a useful source of data for reading specialists.

"The Meaning of Reading Tests" by Emans, Urbas, and Dummett in the *Journal of Reading* for May 1966? It attempts to show with a research project some pitfalls in evaluating the results of reading research. Teachers interested in evaluating reading improvement will find this article of interest and value.

Edmund J. Farrell's "Listen, My Children, and You Shall Read," published in the *English Journal* for January 1966? The author presents evidence that reading literature to youngsters is educationally sound and necessary. He suggests various ways to communicate effectively with children as well as ineffective ways of presenting literature.

Bases for Effective Reading? This book by Miles A. Tinker which is published by the University of Minnesota Press presents conclusions based on numerous studies of the basic psychological and physiological aspects of reading. Teachers will find of interest the discussion of factors underlying many reading problems and difficulties.

WE SUGGEST

Eleanor Buelke

Stauffer, Russell G., Editor

Dimensions of Critical Reading

Newark, Delaware: The Reading-Study Center, University of Delaware, 1965, Pp. v-169.

In our democratic culture, we cannot afford for one moment to become careless about critical reading and reflective thinking. Pupils free to think and evaluate are also responsible for proof and sound decisions.¹

"Critical reading" is a pedagogical term that has been used by teachers and reading experts for a long time. Many have agreed that it is a basic consideration in reading instruction. Similar agreement has been found among teachers in some of the content fields as well. However, as more has been discovered about how cognition occurs in learners, recent emphases concerning critical reading have differed.

Thinking, writing, and research about the nature of creativity, the heuristic method of learning, the theoretical construct of self, patterns of teacher-pupil interaction, and the hypothesis that reading instruction is fundamentally instruction in concept development have extended the more familiar dimensions of critical reading and added some new, related entities. In turn, these have given rise to more, related thinking, writing, and research. *Dimensions of Critical Reading*, a collection of scholarly articles by those who know and practice expertise in the area concerned, suggests and reports valuable reflection and research in this field.

Set forth in this volume are some of the factors which may modify, affect, or limit the levels of readers' critical thinking and their maturity of choice. Also included are suggested teacher behaviors which might evoke spontaneity of thinking and maximum use of children's intellectual powers.

One of these factors affecting reader performance or achievement is curiosity. Several writers in this book have written concerning the place of curiosity in critical reading and thinking, how it is related to cognitive processes, and how it may be fostered and tested. A second factor is that of variations in attitudes. These include the reader's attitudes toward content of reading material and toward his own

1. Russell G. Stauffer, "Critical Reading At Upper Levels," (a mimeographed paper), p. 10. Newark, Delaware: The Reading-Study Center, University of Delaware.

reading performance. A third factor is the focus, or range, of interests of the reader. A fourth factor, motives, is one about which comparatively little is known, or understood. Consequently, the relationships of motives to reading appear to be complex, subtle, and speculative, at best. More investigation is needed in this area. A fifth factor, creativity, has received much attention by investigators and writers in recent years. In this book identification is made of some of the ingredients common to both creative reading and critical reading.

Another facet of the book which has real significance for the classroom teacher is the delineation of types of teacher behavior which will help to develop and to direct the kind of critical reading that will transfer from the classroom into life outside the school. These behaviors include the persistent, consistent (1) use of varied, appropriate materials for reading; (2) organization of materials so that students need to make decisions as to their acceptance, or courses of action to pursue; (3) fostering of discussions which reflect differing views; (4) questioning, calling for critical evaluation; (5) requiring pupils to produce evidence for decisions or solutions; (6) willingness to allow time to develop evaluating criteria to weigh the evidence; (7) determination of cause-and-effect relationships, through formulation of a null hypothesis and suspension of judgment until sufficient data warrant a conclusion; (8) planning for interaction of pupils, flexibly relating ideas and assumptions to each other; (9) acceptance of the child's right to freedom and spontaneity of thinking and expression; (10) sensitivity to suitable group experiences; and (11) creative experimentation with methods and techniques, such as pupil-planning, group-structuring, and original production of instructional materials.

Reading and study of this publication should prove timely, challenging, and illuminating for those who wish to view critical reading in its proper, possible, dimensional proportions, clearly, and with responsibility.

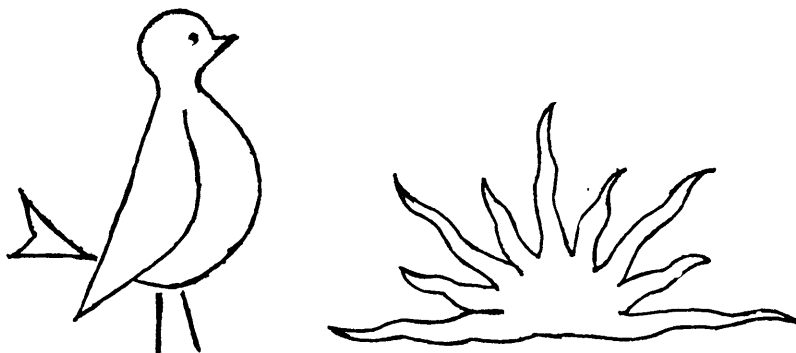
Under proper teacher guidance pupils will learn to have the strength of their convictions and the courage to deal with ideas. They will not be fearful, but courageous; not blind, but discerning; not hasty, but deliberate; not deceitful, but honest; not muddled, but articulate; not acquiescent, but militant; not conceited, but modest; not imitative, but original.²

2. *Op. cit.*, p. 10.

ECHOES FROM THE FIELD

Lois VanDenBerg

The Gull Lake Community Schools have been engaged in consolidating services and curriculum into eight buildings from five former school districts. Title I of the Elementary Secondary Education Act has given incentive and funds for the teachers to work cooperatively to develop worthwhile programs to benefit students. A steering committee helped to appraise the needs as identified by the staff. Working within the framework of this act, the staff members unanimously agreed that individual or small group instruction in the language arts and mathematics would be beneficial for those children with correctable academic deficiencies. It has been recommended that academic, cultural, and social experiences for certain children be provided. As a result of this report, a summer program in certain fundamental skills has been planned with reinforcement by counseling and library services. Experienced teachers have received in-service training in teaching techniques, diagnosing learning difficulties, selecting appropriate materials, and in evaluating learning experiences and methods. Adequate skills centers have been established for an on-going program in reading and language arts in needed locations throughout the system for the next academic year. Since this has been a joint effort of the school staff, the administration hopes to have established the groundwork for better programs of readiness and developmental reading within the whole school system.



ROUND ROBIN

Dorothy E. Smith, Editor

What special qualities should a good teacher of reading have? What behavior characteristics should be avoided at all costs? Most of you probably have answered these questions long ago but we thought it might be interesting to hear what people who are about to begin teaching think. Here are some of their answers.

What is the single most important quality a teacher of reading should have?

He should not have a preconceived unchangeable idea, received from test scores, etc., that encourages him to place the child in a learning group and leaves him there.

Preston Storms
Southgate, Michigan

Understanding—an understanding of the students' needs concerning reading.

Pam Wallberg
Muskegon, Michigan

I think if you had asked this last year I would have said knowing the proper approach to teaching phonics, comprehension, and the other skills of teaching reading, but now I feel that patience and understanding are more important than knowing facts.

Pat Dillon
Paw Paw, Michigan

The teacher must be able to recognize in a fairly short time the abilities of the individual student . . .

Linda Brooks
Mattawan, Michigan

... the ability to make reading an enjoyable experience for children.

Kathy Michels
Livonia, Michigan

The teacher's own attitudes and feelings toward reading are going to determine her effectiveness or ineffectiveness as a reading teacher.

Linda Titman
St. Joseph, Michigan

What should the teacher of reading avoid at all costs?

Requiring a child who stumbles over a page to reread this page over and over again.

Pat Dillon
Paw Paw, Michigan

Making a child write out, twenty-five times, a word that is unknown to him.

Eleanor Busby
Flint, Michigan

The worst thing is to stick to absolutely rigid grouping.

Margaret Hess
Detroit, Michigan

To tell a child that he cannot learn to read and there is no use in trying.

Sherry Taylor
Niles, Michigan

To make a child read in front of the whole class if he makes an error in reading. I had to do this for twenty minutes once, and naturally I made more and more errors as time went by.

Suzanne Miller
Paw Paw, Michigan

Although I can see merit in looking up unfamiliar words, my teacher gave vocabulary quizzes that were so detailed we couldn't even enjoy the stories because we were so busy making sure we knew the definition of every word.

Becky Belson
Lansing, Michigan

The worst thing for a teacher to do is to lower his self concept by really giving up on him herself. Children are quick

to sense such attitudes. A good teacher may get discouraged but she should never admit defeat to herself or to the child involved.

Linda Titman

St. Joseph, Michigan

Forcing all children to stay together as one group and to make reading extremely boring for some and extremely difficult for others.

Pam Wallberg

Muskegon, Michigan

To aim the lesson at the middle group and ignore the two outer groups.

Preston Storms

Southgate, Michigan

TEN-SECOND REVIEWS

Blanche O. Bush

Not sound films, nor educational comic books, nor all the audio-visual aids in the world can lure a student from his sweet repose, unless these devices are used as learning aids rather than teaching aids . . . Teachers can plead, beg and tempt, but real learning springs from the student.

—Ralph E. Gauvey

Aaron, Ira E., "In-Service Help on Word Analysis Techniques," *The Reading Teacher* (March, 1966), 19:410-414.

A part of any in-service program aimed toward helping teachers become more proficient in teaching word analysis techniques must be devoted to broad guides. Aaron suggested these guides: (1) Word recognition is only the means to the ends of understanding, interpretation and appreciation. (2) Appropriate techniques must be selected by the child for unlocking the particular unknown word. (3) Sequential teaching of word attack skills is important. (4) Repetitive practice is necessary. (5) On the spot help when the child encounters an unknown word is most valuable. (6) Teachers must know word analysis skills in order to teach them effectively.

Artley, A. Sterl, "Implementing A Developmental Reading Program On the Secondary Level," *Perspectives in Reading—Reading Instruction in Secondary Schools*, International Reading Association, Newark (1964), 2:1-16.

The particular concern in this paper was the consideration of the questions and problems involved in getting a reading program established and under way on the secondary level. Artley emphasized that if an all-school program is introduced it would be advisable to build it on a firm base of faculty interest, support and competency.

Austin, Mary C., "In-Service Reading Programs," *The Reading Teacher* (March, 1966), 19:406-409.

Austin emphasized that colleges should not be expected to shoulder the entire burden for the improvement of classroom reading instruction. Local school systems must assume at least a fair share of the responsibility through viable in-service activities. She recommends (1) that in-service programs, continuous from year to year, be designed to increase the knowledge and performance of teachers; (2) that released time be allowed for

teachers to attend meetings; (3) that participants play a more active role in program planning; (4) that the size of the group be limited to permit active participation of those in attendance; and (5) that use be made of case studies for the purpose of developing theoretical concepts in realistic situations.

Barrett, Thomas C., "The Relationship Between Measures of Pre-reading Visual Discrimination and First Grade Reading Achievement: A Review of the Literature," *Reading Research Quarterly*, International Reading Association, Newark, 1:51-76.

Accumulated research which deals with the relationship between various types of visual discriminative abilities and first grade reading achievement is reviewed. The relative predictive power of visual discrimination of letters, words, geometric designs, and pictures when these abilities are studied individually and in combination is reported. A need for investigations that employ statistical design utilizing multivariate analysis is indicated.

Berg, Paul Conrad, "Methods and Materials in College and Adult Reading Programs," *Perspectives in Reading—College-Adult Reading Instruction*, International Reading Association, Newark (1964), 1:27-44.

In summarizing the literature on the present use of methods and materials in the adult program it was found that instructional techniques are selected to include the broadened objectives of vocabulary building, diversified reading and comprehension, flexibility, better writing, speaking and listening, and better management of time. There has been a marked trend, according to Berg, away from the indiscriminate use of mechanical aids toward materials to fit individual needs. Training personnel now ask, "Where can we get a good instructor?" rather than "What equipment should we buy?"

Berks, Jean, "The Child's Language and Written Language," *Education*. (November, 1965), 86:151-153.

In this article the author reminds us that knowledge of the child's own language, particularly his sound system, can be helpful to the reading teacher in anticipating difficulties and giving meaningful explanations.

Bloom, Sophie, "Israeli Reading Methods for their Culturally Dis-

advantaged," *The Elementary School Journal*, (March, 1966), 66:300-310.

Research on six approaches to the teaching of reading in Israel are discussed. The three successful methods which were based on the needs of the children and their particular ways of thinking demonstrated that given appropriate methods and materials, culturally disadvantaged children can learn to read. The resulting data strongly support the position that thinking abilities such as judgment, evaluation, and conceptual foresight have much in common with reading ability.

Chicago Graduate Library School, University of, *Bulletin of the Center for Children's Books*, University of Chicago, Chicago, (March, 1966), Vol. 19, No. 7.

New titles with annotations for children and young people are listed by grade level rather than age. An excellent list of professional readings for teachers by well known authorities in reading is also included.

Cleland, Donald L., "Reading and the High School Principal," *Journal of Reading*, (January, 1966), 9:157-162.

The optimum relationship, according to Cleland, between the school principal and the program of language development involves certain essentials. The high school principal must be aware (1) of the importance of language, (2) that learning to read is a lifetime endeavor, (3) that the reading process requires reasoning and thinking, and (4) that every teacher should be a reading teacher in his subject. Furthermore, he must be continuously cognizant of changes and development in reading materials and methods.

Courtney, Brother Leonard, F. S. C., "Organizations Produced," *Perspectives in Reading—Developing Study Skills in Secondary Schools*, International Reading Association, Newark (1965), 4:77-96.

This paper proposed to investigate practical procedures whereby the teacher could guide his students to attack study materials effectively, whether written or dictated, read or heard, and to record the essential ideas for orderly study and use. As the organizational skills of outlining and note-taking are essential for successful high school work, the responsibility for guidance in this area must be borne by all content teachers on

all levels. These skills, the author reported, when mastered could increase students' confidence in all reading and learning situations and should encourage orderly thinking.

Cushenbery, Donald C., "Two Methods of Grouping for Reading Instruction," *The Elementary School Journal* (February, 1966), 66:267-271.

The success of the Joplin Plan and Cluster grouping has been based on a careful division of pupils to ensure that each child is challenged to improve at his own rate. The Joplin Plan involves grouping of fourth, fifth, and sixth grade pupils on the basis of general reading ability. Cluster grouping requires the division of children of two grade levels according to their needs with one teacher handling group activities and the other, individual and small group teaching. The author suggests that school officials carefully weigh possible limitations as well as advantages before considering either plan.

Dalton, Patrick, David Gliessman, Harriet Guthrie, and Gilbert Rees, "The Effect of Reading Improvement on Academic Achievement," *Journal of Reading* (March, 1966), 19:242-253.

A study conducted in the School of Education, University of Missouri at Kansas City, for three semesters provides further evidence of the effect of reading instruction on academic performance in college.

Darby, Charles A., Jr., "Referred and Self-Initiated Students in Reading-Study Programs," *Journal of Reading* (January, 1966), 9:186-192.

This study investigated the relationship between referred and self-initiated student groups in reading ability, study attitudes and habits, longevity of stay in the reading laboratory, time spent in the reading laboratory, appeal of self-help approach to improved reading and studying skills, and the degree to which students' reading and study skill plans were fulfilled.

Durkin, Dolores, "Linguistics and Teachers of Reading," *Education* (November, 1965), 86:154-157.

Durkin explains in this article various kinds of linguistics and discusses possible contributions that linguistics can make to the teaching of reading. She avers that one of the greatest

contributions is increasing the teachers' knowledge and understanding of language as a means of communication.

Durkin, Dolores, *Reading and the Kindergarten, An Annotated Bibliography*, International Reading Association, 1964.

This bibliography was compiled to encourage objective and unbiased consideration of the wisdom of earlier reading instruction, at least for some children. Durkin has attempted to be both objective and thorough in making selections.

Ellington, Careth, and James Cass, "Teaching the Dyslexic Child: New Hope for Non-Readers," *Saturday Review* (April 16, 1966), pp. 82-86+.

The child with specific dyslexia cannot trust his visual and auditory senses to report and record accurately the symbols of the printed page. Therefore, other senses must be brought to bear in the learning process to supplement sight and hearing.

Ellson, D. G., Larry Barber, T. L. Engle, and Leonard Kampwerth, *Reading Research Quarterly*, International Reading Association, Newark, 1:77-127.

This is a summary report of ten experiments in which the techniques of programmed tutoring applied to the teaching of beginning reading are developed and given preliminary field tests. The data of several experiments indicated that programmed tutoring is more successful when used as a supplement to and coordinated with regular classroom teaching. Used in this way, it produced significant improvement on standard tests which require sight reading, comprehension, and word analyses.

Fillmer, Henry T., "Linguistic and Reading Comprehension," *Education* (November, 1965), 86:158-161.

Fillmer compares the linguistic approach with the traditional approach in teaching reading and shows how they differ in content and methodology.

Gates, Arthur I., "How Can One Tell What Practices Seem Most Promising?" *Improvement of Reading Through Classroom Practices*, International Reading Association, Newark (1964), 9:23-24.

New methods of teaching reading are appearing now with unusual frequency. Gates lists a few ways of deriving some useful hunches about them. (1) Consider one of the soundest principles of psychology—it is unwise to require a person to

learn a procedure that must later be unlearned or disregarded and replaced by another. (2) Make a critical survey of the evidence offered and study all available research data. (3) Study the history of the new method. Most of them have a long ancestry.

Harris, Albert J., "Teaching Reading to Culturally Different Children," *Improvement of Reading Through Classroom Practice*, Proceedings of Annual Convention (1964), 9:24-26.

This paper attempted to survey some of the important questions related to the teaching of reading to the culturally different or disadvantaged. Some of the significant problems considered were: reading readiness; specific approaches advocated such as language experience emphasis versus systematic skills centered; disparity between content of typical beginning material and lives of culturally deprived children; type of program—programmed materials, strong phonetic emphasis, linguistic basis, i/t/a; needs of middle grades and secondary students.

Herber, Harold L., "Teaching Secondary School Students to Read History," *Perspectives in Reading—Reading Instruction in Secondary Schools*, International Reading Association, Newark (1964), 2:73-86.

Herber summarizes his philosophy by stating that history teachers are responsible for teaching their students how to read history material well. They need not sacrifice the teaching of the subject content to do this as both skills and concepts can be taught simultaneously. Such teaching is possible when techniques commonly used at the elementary levels are applied to the secondary, such as vocabulary study before reading and identification of purpose for reading and the skill to be used.

Holmes, Jack A., "Basic Assumptions Underlying the Substrata Factor Theory," *Reading Research Quarterly*, International Reading Association (Fall, 1965), 1:5-28.

The substrata factor theory, as presented by the author, assumes that the acquisition of information and the formulation of new concepts is an extension of earlier learning. Further, it assumes that since acquiring a body of knowledge means the establishment of a preferential organization of associations in accordance with the internal logic of the systems, it must

take the form of a number of functionally stable hierarchies. The assumptions are supported by mathematical, psychometric and neurological evidence.

Johnson, Marjorie Seddon and Roy A. Kress, "Informal Reading Inventories," *Reading Aid Series*, International Reading Association, Newark, 1965.

Only limited benefits can accrue from taking and using a "ready made" inventory. Such an inventory can be used only once with any one child and can only result in a determination of his achievement levels and his specific needs in reading. The authors believe that greater impact on both diagnostic and instructional work is apt to be felt when construction of inventories not merely administration of them is experienced.

Kilanske, Doris M., "The Reading Teacher and An Elementary Guidance Program," *The Reading Teacher* (March, 1966), 19: 429-432.

Even though elementary guidance programs are having either birth or growing pains in many school systems, it is hoped when the final plans are formulated they will call for a high degree of cooperation between the elementary guidance counselor and the reading teacher. It is not unrealistic to suggest that with this kind of cooperation more students will remain in school and continue their education.

Matthews, John H., "Some Sour Notes on Speed Reading," *Journal of Reading* (January, 1966), 9:179-181+.

Speed reading, obviously a valuable skill when used wisely, is not simply another manifestation of our modern hysteria for hurrying. But, according to the author, there are dangers in the ideas behind speed reading techniques, the foremost being the emphasis upon reading as a fact-accumulating experience. Fact accumulation is certainly an important aspect of reading but many things we read do not necessarily merely convey facts. Matthews states that man would be happier and fuller if he learns not simply how to read faster but more richly and commodiously so that his reading itself becomes part of the pleasure of his days.

McNeil, John D., "Psycholinguistics and the Reading Problems," *Education* (November, 1965), 86:162-165.

Neither psycholinguistic scientists nor educators who attempt to apply newer findings about language will solve the reading problem. They will, however, illuminate dimensions of the problems never seen before and give rise to new reading materials and objectives. The application of psycholinguistics, which is a blend of linguistics, statistics, and psychology, sets more problems to be studied and in turn changes reading in other directions.

Nealon, Thomas E., "The Adapted Classic in the Junior High School," *Journal of Reading* (March, 1966), 9:256-262.

The adapted classic unfortunately is in disfavor among some English teachers and librarians who believe that an injustice must be done to a great classic by "toning it down." Granted the original is the best, Nealon asks, "Shall great literary works then be denied to those lacking the ability to read them?" The rigid policies used by most editors and publishers in simplifying a classic are discussed and a list of adapted classics for Junior High School students with third to sixth grade reading levels is included.

Niles, Olive S., "Systemwide In-Service Program," *The Reading Teacher* (March, 1966), 19:424-428.

Since we are caught in a situation in which we cannot possibly wait for pre-service education to develop successful reading programs we have no choice, according to Niles, except to go full speed ahead with imaginative and massive in-service programs. Local in-service training which can be tailored to a particular situation and set up to solve a specific program can be planned to offer both theory and practical techniques.

Rosner, Stanley L., and Gerald Schatz, "A Program for Adult Non Readers," *Journal of Reading* (March, 1966), 9:223-231.

In a special program designed for adults with reading problems at the Reading Clinic at Temple University, instruction was initiated at the level where each individual demonstrated his reading needs. This required teaching at different levels. Two fundamental approaches to the teaching of reading, experience and basal, were used in the program. A specific word learning technique utilizing visual, auditory, kinesthetic and tactile stimulation was helpful in developing word perception and analysis.

Sellin, Donald, "Using a Basic Reading Series with Educable Mentally Retarded Children," *The Reading Teacher* (March, 1966), 19:442-445.

The purpose of this article is to suggest guide lines to the classroom teacher in adapting a reading series to make it appropriate educationally for the mentally retarded. The major assumption of this article is that a basic reading series by its very nature possesses distinct advantages, although it is recognized that experiential and other non-basic reader approaches have value as well.

Singer, Harry, "A Developmental Model for Speed of Reading in Grades Three Through Six," *Reading Research Quarterly*, International Reading Association, Newark (Fall, 1965), 1:29-49.

The major developmental hypothesis of the substrata-factor theory of reading was tested by administering a selected battery of variables to approximately 250 pupils in each grade through the sixth. Substrata analyses of the resulting correlation matrices confirmed the statistically formulated hypothesis that quantitative and organizational changes in substrata factors are, in fact, associated with development in speed reading. A theoretical model which was constructed to depict these substrata factor changes also revealed several developmental trends.

Smith, Nila Banton, "Early Reading: Viewpoints," *Childhood Education* (December, 1965), 42:229-232+.

The author discussed the pressures involved in teaching reading to children of average or below average intelligence and the need to recognize the ability of superior children who are already reading when they come to kindergarten. The bulk of evidence at the present time indicates that pressuring children to read before the organism is ready is of no advantage in the long run and it may have harmful effects.

Strang, Ruth, "Clinical Study of High School Students' Reading," *Perspectives in Reading—Reading Instruction in Secondary Schools*, International Reading Association, Newark (1964) 2:103-116.

The proposed clinical method of studying high school students would recognize the continuing development of the individual's reading, his inner urge to improve, the environmental conditions that are inhibiting or facilitating improvement and his interaction with the clinician and others in the school and at

home. The clinician should begin working with the reading problem as the student sees it, assist him to clarify his perception by means of tests and interviews, teach him learning methods which he can apply to himself, and try to change conditions that inhibit his progress.

Tremonti, Joseph, C.S.V., "Administration Must Improve Reading Programs," *Journal of Reading* (March, 1966), 9:232-237.

Since administrators are responsible for the quality of education in our schools, the reading program, according to Tremonti, will be no better than the kind of leadership provided. The principal, superintendent, and teachers should become acquainted with various types of available programs, materials, and techniques; evaluate present programs; secure teachers who are leaders in the reading area; and establish in-service programs.

Whipple, Gertrude, "Essential Types of Reading in the Content Fields," *Improvement of Reading Through Classroom Practice*, Proceedings of the Annual Convention, International Reading Association, Newark (1964), 9:31-33.

To advance children toward maturity in reading in the content fields, the following points are suggested by the author relative to instruction: (1) Reading should be used only when it is the most effective medium for the purpose. (2) Real reading is idea-centered rather than fact-centered. (3) Real reading can be promoted only if the teacher has a knowledge of the structure of the subject. (4) Various kinds of reading ought to be used to further the goals of the content subjects, as opposed to one or a few patterns of reading.

Wright, John C., "High School Students in a College Reading Class," *Journal of Reading* (March, 1966), 19:238-241.

A comparison was made of the progress of high school students and college students enrolled in a college level reading class. Subjective estimates of daily progress records, attendance, class participation, and interaction suggest no major differences between the two groups. Analysis of objective test data indicated a significant change on the rate subtest for the combined group. In terms of this report, there was no indication of differential effects when high school students and college students participated in the same college level reading classes.

