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## Round Robin

Dorothy E. Smith

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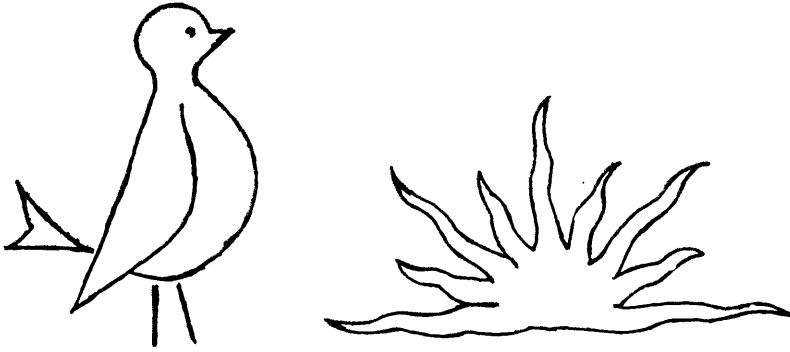
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## ROUND ROBIN

*Dorothy E. Smith, Editor*

Bouquets are always welcome and when one comes from as far away as Norway it is especially appreciated.

Dear Friends:

I am happy still to be on your mailing list, and the *Reading Horizons* still crosses the Atlantic bringing old memories and new ideas. Mr. George Egland's article in the last issue was especially interesting to read for a Norwegian speech therapist, since we combine speech and reading therapy. Thus many of the procedures we use in speech therapy we also apply in remedial reading, and we have many times experienced that reading also helps restore speech.

I still hold the same position as I had before I took my M.A. at Western Michigan University in 1962. Last year the remedial reading program was intensified. Silent reading tests were given to all first and second grades in May, and the object was twofold, (1) to help teachers individualize reading instruction and apply group work in reading, (2) to identify the ones who were lacking the basic skills. An individual diagnostic reading and spelling test was administered to this last group. Since few of the teaching staff are especially trained for educational therapy in reading, individual teaching programs have been set up for every pupil based on the individual test with recommendations of textbooks, and special techniques, exercises and procedures. These children are now receiving reading therapy,

and we are eager to see what we have accomplished next summer.

Best wishes for all of you for 1965.

Yours,  
Alf Preus

In the Fall, 1964, issue of *Reading Horizons* there was an enlightening article by Dena Heynen, called, "Challenging the Curious Mind." It dealt with the burgeoning problem of stimulating critical thinking and creativity in growing children. There is a tendency, Miss Heynen suggests, to stifle a child's interest in "why" and "how" questions and instead, for convenience sake, to concentrate on his interest in the "who," "what," "where," and "when" aspects of a problem.

To quote her article (page 18); "Many teachers and educators have acted and still, too often, do act upon the . . . assumptions . . . that the child goes to school to acquire knowledge and that knowledge is something that has existed for a long time and is handed down on authority; that subject matter, taken on authority, is educative; . . . that the answer to the problem is more important than the process . . ." She goes on; "Education must be a means for the teaching of problem-solving . . . we cannot solve (the child's) problems but should teach him ways to reach his own conclusions."

This viewpoint is gaining more and more favor with the experts, but it must be admitted that the acceptance is not universal. Consider the following letter from a man who does not claim to be an expert except in his own field of chemical engineering.

Dear Editor:

You suggest that it is more important to learn the process of solving a problem than it is to get the answer.

Once there was a man who built a bridge. He worked very carefully from each end toward the middle. He understood the *theory* of bridge building. He knew the *process*. But his structure lacked three inches of meeting in the center of the span. His *answer* was wrong.

There are many short-cuts in solving problems and creative people can come up with really unexpected short-cuts. I think this is good so long as their *answer* is right. Let's teach children

to get the right answer. Let's let them arrive at that answer in their own way.

J. Robert Strohm  
Chicago

Below are two letters on the same subject:

Dear Editor:

I am of the opinion that one cannot make a distinction between fact teaching versus process teaching. Both methods have their purpose and both are employed in teaching.

V. Burns

Dear Editor:

Two people use two different words. Each word is a good word as it is used. One wants to guide children as she teaches her fifth grade. She is responsible in her school situation. It is unique. Another wants his children to be creative and find right answers. Each is teaching individuals to lead worthwhile lives—"Each in his own way a star,"—and each in a different orbit, I think. Both have the same problem of individual variations. In the school-room the teacher is not free to let each child do as he pleases. The word education is from the Latin "educo"—to lead. With teachers today it implies that the child learns the basic skills and can use them.

Mary E. Cryan