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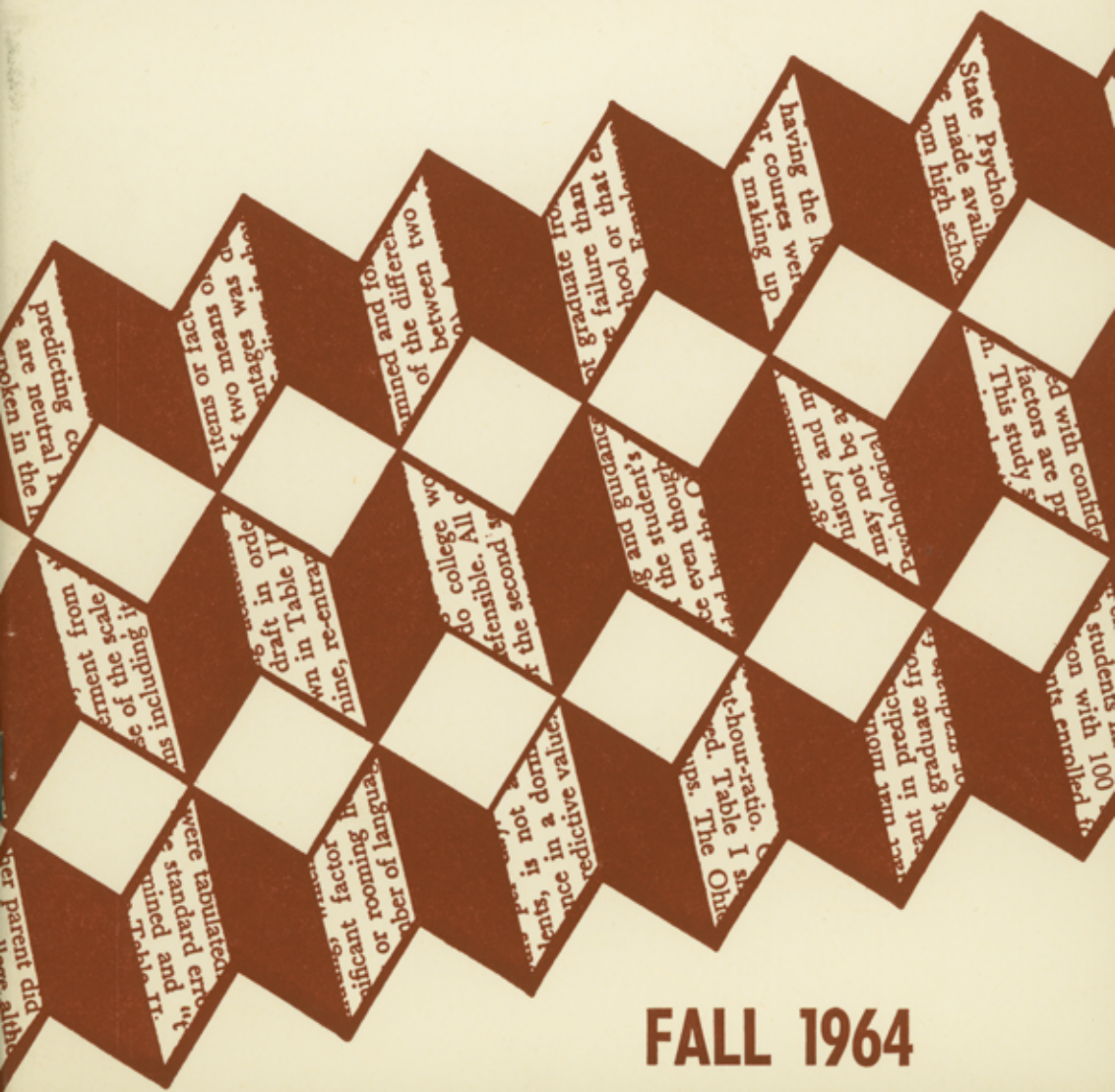
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Reading

HORIZONS



FALL 1964

Reading **HORIZONS**

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Dorothy E. Smith

Editorial Comment

Reading, Understanding, and Poverty

President Johnson has declared war on poverty. Against whom is the battle to be waged? Henry George proclaims, "The more progress we have the more we suffer from poverty—that is, some of us. Great riches seem nearly always to bring extreme poverty." Would our President take from the wealthy to build up the poor? How long would this remedy suffice?

Is it not advisable to consider some of the causes of poverty? Who are the poor whom we always have with us? Are they high school graduates? Are they emotionally mature and emotionally stable? Do they have work which they enjoy doing? Can they secure a job and maintain it? Do they worship God and respect mankind? Are they interested in the problems of our time? Do they enjoy reading a good book? The answer to most of these questions is no!

These people are a product of our world and a by-product of our society. They need more than money, more than jobs and even more than training for jobs. They need a new way of life. We and our society have helped to create this need. Worthy institutions such as the home, the school and the church have been busy with things other than with the real issues of life. In many homes, for example, parents are more concerned with money, things, social prestige and pleasure than in being teachers of their children. Their boys and girls are neglected. In our schools we teach about learning and have not stimulated and incited our students to think and act creatively. We stress the superficial such as diplomas, sports and fraternities. In many congregations of church and synagogue there is a bee-hive of activity exploited by social climbers and only a meager interpretation of ancient dogma into living principles of human behavior. For many, socialization supersedes Holy Communion.

Our society should work, study and strive for a renaissance, a transition from the materialistic to a higher way of life. Poverty of understanding can contribute to physical need, and a lack of money and even food can be a hearty challenge to greater endeavor. There is much written for our learning. "Grant that we may in such wise hear them, read, mark, learn and inwardly digest them" so that we

can put first things first. This is reading and this is learning. Adjustment through learning is the duty and responsibility of the individual who should not be made dependent upon the state. We need teachers and leaders who understand and love their fellow men.

“Greeting his pupils, the master asked:

What would you learn of me?

And the reply came:

How shall we care for our bodies?

How shall we rear our children?

How shall we work together?

How shall we live with our fellow men?

How shall we play?

For what ends shall we live? . . .

And the master pondered these words,

And sorrow was in his heart, for his own

Learning touched not these things.”

Homer L. J. Carter

Editor

LITTLE THINGS CAN MAKE READING EASIER

Louis Foley

In recent years, specialists in linguistics have become increasingly aware of a fundamental reason for poor reading. That is the reading of words one by one, instead of promptly recognizing their grouping, the patterns in which they are joined, or in other words sentence-structure. The way a person reads orally seems to be a reliable indication of how he reads silently, for as a leading authority has remarked, "it is not likely that a word-caller in oral reading will read silently by language structures."* so it should be easy to determine in any case whether this basic fault is the explanation of a person's lack of skill in reading.

The fundamental necessity of reliable sentence-sense of course does not imply that the individual words can be neglected. In any kind of disciplined expression, every word counts for something or it would not be there. Consequently correct reading involves simultaneous recognition both of the values of the words in themselves and of the coherent patterns in which they are put together.

Often a single word, seemingly quite unimportant in itself, can make all the difference in the import of an entire sentence. Compare for example, "There are few men who could do it," with its negative suggestion that perhaps no one could, and "There are a few men who could do it," with its implication that after all there might turn out to be a considerable number. To recognize this difference one must grasp the sentence promptly *as a whole*.

Popular discussion of reading often sounds as if "literacy" were an open-and-shut affair, as if the ability to "read" meant being able to read anything that might appear in print. Actually, of course, any piece of writing takes a good deal for granted concerning the reader. As writing becomes sophisticated or "technical," it may assume his possession of a considerable body of special knowledge. Naturally he is supposed to be already quite familiar with the language as a whole,

* Carl A. Lefevre, *Linguistics and the Teaching of Reading*, New York, McGraw-Hill Book Company (1964), p. 5.

and to recognize at once the meaning of every word, not merely in general but in the context in which it appears.

Now, in all fairness, any material to be considered as a test or exercise in reading, a criterion of the reader's skill, should be well written. It should put no *unnecessary* obstacles in his path. This does not mean merely that the sentences should be soundly constructed, as of course they should be, and the words chosen to be as unequivocal as the writer can make them. It calls for enough gracefulness in the placing of word-groupings that the word-order helps to keep the construction plainly in view. It also involves smooth transition from one sentence to the next. Ease in reading depends not only upon the intelligence of the reader but upon the quality of the writing.

We spoke in the beginning of the fact that poor reading is principally caused by not seeing words in coherent groups. It does not seem to be sufficiently realized how much this prompt recognition is aided by proper punctuation, or hindered when the punctuation is either lacking or inaccurate. For the modern silent reader, the function of commas is not to mark "pauses" but to keep the structure of the sentence clear as one reads it for the first time, not knowing what is coming. In carelessly punctuated material, of which there is all too much, many a sentence is bound to have its structural pattern thrown out of focus at least temporarily. As far as the reader can be expected to see up to a certain point, a word looks as if it fell in one grouping while it really belongs in another. Patient backtracking and analysis will most often enable him to figure the thing out, but why should he be obliged to do it?

There are, however, even simpler and perhaps more fundamental aids to reading which are too often neglected. These have to do with a profound peculiarity of English, the extent to which meaning is affected by the stress put upon individual words or parts of them.

The matter of "intonation," about which the specialists in linguistics have so much to say, does not seem to be very important so far as modern American English is concerned. In contrast to other languages in which there is much movement up and down the scale, our speech mainly plows along on a monotone, and depends largely for its meaning upon the effect of stress or *accent de force* on certain words, or more exactly on certain syllables. Shift of accent from one syllable to another can give very different implications to an entire sentence. So the meaning may be not so much in the words as in how they are said.

Now, to a very large extent, this innate difficulty can be anticipated

and avoided by more careful choice of words or more graceful phrasing. Often indeed, mechanical devices of writing and printing can mark the manner of utterance which is required to convey the intended meaning. Particularly in transcription of colloquial speech, the under-scoring of certain words (*italics in print*) will be necessary to show the manner of speaking which makes all the difference. Frequently an apparently simple statement can be made to imply about as many different situations as there are words in the sentence. Consider for instance the latent possibilities in the innocent words: My father gave me a book.

My father gave me a book. (*Your* father didn't give *you* any.)

My *father* gave me a book. (My mother didn't.)

My father *gave* me a book. (He didn't just lend it.)

My father gave *me* a book. (He didn't give one to my brother.)

My father gave me *a book*. (Not several books.)

My father gave me *a book*. (Not a gun.)

Various colloquial or slangy expressions become such merely by distortion of normal accentuation. "I'll *say* so (whether I believe it or not)," takes on an entirely different tone when it is changed to "*I'll* say so!" "He would *do* that (in given circumstances)" implies a sarcastic description of character when it is twisted into "He *would* do that!"

An amusing example appeared in a hotel advertisement in connection with the New York World's Fair: "Your youngsters are on us." Now, as English is naturally spoken, when the object of a preposition is a *pronoun*, the accent goes on the preposition. So in the ordinary way this sentence would read: "Your youngsters are *on* us." That suggests a scene of an invading army of children running through the place, clambering over everything. What was meant, of course, was "on *us*," free of charge, as when someone says, "The drinks are on *me*."

An unusually long-lived advertising slogan is the one used for many years with the scouring-powder Bon Ami, accompanying the picture of a newly-hatched chick: "Hasn't scratched yet." It is a clever play upon words, but impossible to read aloud because it cannot be read in two ways at the same time. With reference to the chicken just out of the egg, one would say "hasn't *scratched* yet," with the expectation that it will start scratching very soon. The claim for the powder, however, is that it "hasn't scratched *yet*," with the confident assumption that it never will.

One of the most widespread misquotations from Shakespeare is

the phrase, "the milk of human kindness." It did not have to do with "kindness" in the sense of being benevolent or gracious to others. As becomes clear when it is written "*humankindness*," it meant the quality of being only human, subject to human frailty and undependability.

Many printed or painted signs which taken literally are quite incoherent nevertheless convey their message clearly enough because obvious physical surroundings furnish an unmistakable context. SLOW CHILDREN CROSSING, for instance, has to be recognized as two independent elliptical sentences, one imperative and the other declarative justifying the first.

In a certain city, the Post-Office had back of it a very large paved parking-lot, more than adequate for the needs of mail service. During World War II, the postmaster offered the use of part of the space for the convenience of a nearby headquarters of the Women's Army Corps. On one side of the lot was a conspicuous sign: No Parking Reserved for WACS. Taken literally as a single statement, this would mean that parking was *not* intended for those people, even though it might be kept for others.

In such surroundings the lack of punctuation, to mark the end of one fragmentary sentence and the beginning of another, would probably cause no difficulty for anyone familiar with our language. Much more important in the interest of immediate clarity is the regular signaling of compound words. Neglect of such indication may be merely amusing in the case of street-signs where show-windows provide the context:

Ready to Wear Clothes (We've been naked long enough!)
Hearing Aids (Indeed it does.)

In *ready-to-wear* and *hearing-aids* the ideas are made unmistakably clear by the simple device of the hyphen, though not in the same way in both cases. In the first we see coming ahead of the noun an adjective phrase which would more naturally follow it, "clothes ready to wear," when of course no special indication whatever is required. It is the kind of situation we have in "a well-dressed man," "a hit-and-run driver," "a once-and-for-all decision." Without foreseeing the phrasing as a whole—which is more than should be asked of any reader—the relationship of the words would very likely be momentarily puzzling. At the same time such phrases do not form compound words in any real sense. The absolute difference appears

in the fact that the individual words composing the hyphenated phrase do not change from their ordinary meaning or pronunciation.

Hearing-aids is quite something else; it is a true compound formed on a characteristic pattern. The system by which we keep endlessly making up compound words in English involves a special manner of treatment. The meaning is no longer that of one word plus another as if they were separate. Their grammatical relationship is definitely changed. As they are naturally spoken, the accent goes strongly on the first element, while the second tends to lose its distinctive character, as if almost taken for granted, and subsides into something like a mere grammatical ending.

In such expressions as "a going concern," "an entering wedge," or "the reading public," we have a present participle used like any adjective, with the emphasis on the noun. In "*stepping-stones*," "*parking-lot*," "*bathing-suit*," "*swimming-pool*," or "*dining-room*," the first element is a verbal noun, like the object of an implied preposition: stones for stepping, a lot for parking, and so on. In speech this distinctive grammatical construction is naturally shown instantly by the stress on the initial element. No doubt various compounds already thoroughly familiar to everybody may be read correctly with no particular difficulty though their nature is not properly indicated. As was long ago pointed out, however, by Professor Otto Jespersen, world-authority on English during his lifetime, the lack of proper hyphenation can make phrasing dangerously misleading. In the neglect of necessary hyphens we have a most conspicuous exhibition of the sloppy inconsistency which makes us understand many statements, if we do, in spite of the apparent distortion of their written form.

If the prompt recognition of word-groupings is vital to skill in reading, the helpfulness of signaling this most firmly unified sort of combination should not be overlooked.

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A PRECIOUS LEGACY

Louise J. Walker

One of the blessings of my childhood was the utter freedom in which I was left to explore, sample, and lose myself in books. Almost as soon as I could handle a book, my parents taught me how to open and use one properly. Books have become a part of me. I would be lost without them. They are a way of life for me. I wish this same freedom for all children today!

Naturally, my favorite gift in childhood was a book. No birthday, no Christmas nor holiday was completely satisfactory unless my family and friends gave me several books. I treasured them and kept them in a book case in my own room. When my parents had callers or guests and I wished to be hospitable, I would take these friends by the hand and conduct them to my room to show them my library. Of course, I didn't have the beautifully illustrated editions in colors of Perrault's, Grimm's and Anderson's *Fairy Tales*; Andrew Lang's *Green, Red and Blue Fairy Books*; *Pilgrim's Progress*; *Greek Myths*; Bible Stories; *Beautiful Joe*; *Black Beauty*; *Treasure Island*, the Alcott books and the like that are available for youngsters today, but I showed my treasures then with as much pride and satisfaction as I would now if I were the owner of a Turner, Titian, or a Rembrandt. One Valentine's Day, I received a beautiful book plate with my own name on it. Nothing else could have pleased me so much for here was the proof that the books belong to me.

In many towns, years ago, public libraries did not have a special room with quantities of beautiful books for children, nor small reading tables, on which children's magazines invitingly lay, as they have now. Today, gay and attractive draperies, appropriate pictures, flowers, and the presence of a pleasant and understanding librarian act as a magic carpet to encourage a youngster to take a thrilling journey into a land of fact and fancy.

Yet I often wonder when I'm in a library whether parents fully appreciate the advantages of such a room, and the help it can be to their children in making books their unfailing friends. Of course, every member of the family should have his own library card. Recently, I heard a small girl ask her mother why she couldn't have a card so that she could take a book home. Her mother snapped, "Because you can't! Now stop fussing while I find the book that I want." Later, the librarian asked the mother why she didn't give her daughter permission to get a book. "Oh," she shrugged, "my daughter has so

many books at home now that they are all over the place." Another mother standing near the desk complained, "John never thinks to bring his books back on time. I could almost buy them with the money that I pay out in fines." Of course, such attitudes on the part of parents are short sighted. If John watches the librarian stamp the return date on the card, he will most likely remember to take the book back on time. He can be cautioned to return the book promptly for some other youngster will be waiting to read it. If John returns the book on time, he should be praised; if he does not, his parents should make him pay the fine out of his allowance.

A child can widen his world, increase his vocabulary, learn to use the English language accurately, and store up general, useful information by reading as many good books as he can be lured to read.

Children who are read to from babyhood, beginning with the Mother Goose jingles, are likely to become the best, natural readers. The youngsters whose parents enjoy reading and find time to read regularly and who discuss the books they love, are likely to find that their children with a little encouragement will follow their example and enjoy talking about their own books. However, in too many homes today books have been relegated to the attic, put away in boxes or behind closed doors; but when books or magazines are near at hand, children are likely to spend idle time in leafing through or reading them. Leaving a few books around the house which have been chosen because of the pulling power of the subject matter based on the particular interest of the children has often proved to be a satisfactory lure and has helped to develop the reading habit.

Television programs which could be profitable and delightful experiences in appreciating books and, sometimes are, often, alas debase and coarsen instead. Wise parents select the television programs that their children see with the same painstaking attention that they give to selecting their children's clothes and shoes. Few parents would deliberately feed their children harmful and inferior food, but the same parents by their apathy and preoccupation with their other interests allow their children to sit or lie on the floor by the television screen, hour after hour, absorbing the cheap, lurid, and debasing.

Parents who wonder how to entice their children into enjoyable educational activities will find it necessary to work out within the family a time schedule and a program for combining recreation and mental stimulus. If a family activity is abruptly substituted for a television program that their children have come to think of as "a must," then the activity had better be a winner.

In my childhood after our Sunday evening lunch, our parents, my two brothers and I gathered around the fireplace for our weekly reading circle. At first, Father, who read very well, used material that was particularly suitable for the season or the holiday. O. Henry's "Gift of the Magi"; Dicken's *Chimes* or *Christmas Carol*; Lincoln Steffen's "A Miserable Merry Christmas" and Van Dyke's *The Other Wiseman* were a few of his choices that I still remember. Sometimes, he might choose favorite lines from one of Shakespeare's plays after he had read the plot from Lamb's *Tales of Shakespeare* to us or had given us the background material. Lest we tire of too much serious material, Father would often surprise us with a chapter from *Peck's Bad Boy*. How we would chuckle when the bad boy outwitted the grocery man! "The Jumping Frog," *Huckleberry Finn*, and *Tom Sawyer* were not forgotten on father's literary menu. Mother liked poetry and biography. She often chose to read some narrative poems from Tennyson's *Idylls of the King* or from Kipling's works. We heard *David Copperfield* and *Oliver Twist* from her lips. I shall not soon forget how sympathetically she introduced us to Booker T. Washington's *Up From Slavery*. I cannot recall when we first started receiving *The Youth's Companion*. I do remember that most of the spats that I had with my older brother originated over who would first open that magazine. Every week, we waged a battle royal until Father came home unexpectedly one day. After that disconcerting experience, we became not only auditors in the reading circle, but also found ourselves drafted participants in the programs as well. Father quickly assigned articles from the magazine for each of us to read on Sunday night. No one could misunderstand his directions. We were expected to do our best to entertain the other members of the family by making careful preparations. No one was to be bored. Of course, it was necessary for each of us to practice reading privately, and to be sure that we could pronounce all the words correctly. We were honor bound not to read someone else's assignment until after the circle meeting. For other, later programs, we took turns giving oral reports about books that we had recently read or magazine articles that we liked. When we were given the center of the floor while the rest of the family listened respectfully, the opportunity to speak unhampered could hardly fail to serve as an incentive. A time limit which we were expected to respect was set in advance. Often a spirited discussion followed the reading of the magazine articles or the book reports. A bowl of nuts, a batch of fudge, or apples and popcorn, which mother had previously prepared, made culture not only tolerable but lively

and enjoyable. In fact, nine o'clock came all too soon.

Through the years, the family reading circle has been one of my cherished memories. Yes, books and libraries may be and are a new world for many children—one that can give them something that war, misfortune, and poverty can never take away. Let us encourage and help them to find it through their very own books or from a well stocked children's library.

Louise J. Walker is Associate Professor Emeritus of Western Michigan University. Her students praise her many skills as a teacher. Louise Walker is the author of *Legend of Green Sky Hill*, *Red Indian Book*, and *Woodland Wigwams*.

CHALLENGING THE CURIOUS MIND

Dena Heynen

Is the education you are providing for your students real? Is it effective? Is it challenging the curious mind? There is a great concern today about what is happening in our schools and about how the youth of today will face the future of tomorrow.

Why challenge the curious mind?

Our late President, John F. Kennedy, displayed a direct, forceful and candid personality. He presented to the world a picture of his own youthful vitality. At the time of his death "there were many who felt . . . that the torchbearer for a whole generation was gone; that an era was over before its time; that with him died idealism and hope and what was clean and best in all of us. But the hope that President Kennedy kindled is not dead but alive . . . The torch still burns, and because it does, there remains for us the challenge to light up the tomorrows and to brighten the future." (5)

The young people of today must be prepared to meet an unknown world, to solve unforeseeable problems, and to adapt their skills, their intelligence, and their knowledge to new situations which are developing with lightning speed. In other words, it is our task, as educators, to train minds as tools that can be used a lifetime; inquiring minds, curious minds, seeking, constantly refueling their ideas and their information. (7)

The child of today will be called upon to make decisions which reach far beyond his playground and neighborhood. It is, therefore, vital to every American community that each child is equipped with a knowledge of himself and of his world. This only can come as the result of a good education.

In a world of ferment, a world which is shifting and changing its course, often without direction, we need the full use of all the brain power we have. (7) We cannot afford to have any potential talent or ability dulled to apathy by unimaginative thinking—by a lack of training in specific skills—by a failure to see the mind as a tool for finding more information.

We must train these curious minds to keep on thinking. The *minds* must be trained, rather than the memory. The mind must be forged as an efficient working tool, so that education will not be capped by a mortar board or stifled with a diploma.

How the home can challenge

We must begin to challenge the mind while the child is young. The little child is infinitely curious. No matter how young he may be, or how immature, the child does think. Four and five-year olds are ready to explore anything and everything. They stick their noses into closets and boxes. Like Rufus M.,⁽³⁾ they want to know why the bean seed does not bring forth its "expected" fruit in a day or two. No matter how exasperating, this natural curiosity must be fostered. It is a child's way of seeking information and broadening his horizons.

Psychologists are thoroughly convinced that the early years, months, and days of a child's life go far to establish the qualities and attitudes which determine not only his human relations, but also his study and work habits.⁽²⁾ The home atmosphere is of overwhelming importance to the mental health of all children. Positive feelings of love and affection must be expressed in the family. Positive feelings of love and affection must be expressed toward peoples of different races, religions, social and economic status, of different ideas, and of other nations.⁽⁶⁾

The child must feel that he is loved and that his parents are proud of him in order to gain a feeling of security and to build a wholesome personality. One component of a wholesome personality is a sense of independence. He must perform the tasks assigned to him; he must learn to assume responsibility at home. He must have opportunities to share pleasurable experiences with friends of both sexes.

The child learns most of his vital lessons from watching his parents in their daily activities. Knowing where father works and what father's work is, seeing father and mother read, watching mother work and sew—these help the child grow in resourcefulness and in responsibility.

The child must be introduced to a world of books long before he can read. He must have the opportunity to share picture books with his family and friends. He must have books of his own. He soon begins to look at books as enjoyable things. Books, such as encyclopedias, atlases, dictionaries, story books, and educational games are all essential parts of a learning program at home. In the purchasing of these materials, we, as parents, must be selective. We must remember that culture does not come in carefully wrapped packages. An excellent guide prepared for parents by Nancy Larrick is entitled, *A Parent's Guide to Children's Reading*.⁽⁷⁾

Family trips to museums, libraries, concerts, art galleries as well as beaches and playgrounds are aids to challenging the curious mind. The extent to which children share in some family decisions, the ways

in which they are disciplined, and the degree to which they are accepted as children will in turn condition their acceptance to the challenge of learning as they enter school life.

A set of diaries kept by a mother of three bright children furnished material for a study of bright children.(2) The diaries were unique because they gave day-by-day records of the early development of three individuals who have since amply demonstrated their superior intellectual endowment by outstanding academic and professional achievements.

How the school can challenge

The schools, also, must take advantage of the tremendous drives possessed by children. The little child who enters school is infinitely curious, but as he grows older he portrays an increasing attitude of indifference to us. Many teachers and educators *have* acted and still, too often, do act upon the following assumptions. We assume 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 best way to set out subject-matter is in unassociated patterns or parcels; that these patterns are the same to both learners and teachers; that education is not, in itself, living, it has no social implications; that the teacher can and should furnish the purpose needed for the acquiring of knowledge; that working on tasks devoid of purpose or interest is good discipline; that the answer to the problem is more important than the process; that it is more important to measure what has been learned than it is to learn.(4)

As educators of today, we must be thankful for the new trend which allows us the freedom to enrich our programs with activities that provide purpose and bring meaning to the program of instruction. Education must be a means for the teaching of problem-solving. How do I solve the problems of my personal life? What vocation should I pursue? Then there are problems of finance, of government, of economy, of religion. The list is endless. A person's successes and failures in life will depend upon how effectively he has learned to solve the problems that he faces in life. We cannot merely accept the solutions handed down to us from the past because the child of today lives in an entirely different world. Also, each individual's problems are unique because of his individuality. Thus we cannot solve his problems but should teach him ways to reach his own conclusions.

Much of our challenge, then, as educators, lies in teaching the student to read and to think effectively and critically. We must stimulate him to ask **WHY** and **HOW**. We must encourage healthful discussion. Pupils must be active in the learning situation. Many adequate materials adjusted to the child must be provided. He must be taught to recognize problems and then learn to solve them by stating the problem accurately and concretely, by finding the cause of the difficulty often by a “hunch” or series of “hunches,” by the discovery of facts and an explanation of the bearing of these facts upon the problem to be worked out, by predicting its final outcome and then verifying this prediction.

The teacher is the “source” person providing stimulation which can lead to activity. This activity may result in difficulty and a need for aid. This problem-solving situation can be met by the teacher and, on many occasions, by students in the group. Success will lead to further stimulation and more reading activity. The teacher assists in the development of skills sequentially and psychologically paced to permit success. Focus is placed upon strengths and assets. The interest of the student is utilized to energize instruction.

As educators, the challenge awaits us! We must arouse, stimulate, and incite that curious mind. The child must want to get inside that book because he knows pleasure awaits him there. He must be prepared to solve problems and to meet the criticism of life. He must be fearless in his curiosity.

Bradford's reply to people who hesitated in Holland before risking the great adventure into the unknown in the Plymouth colonies was—There never has been safety. There never has been security. No man has ever known what he would meet around the next corner; if life were predictable, it would cease to be life, and it would be without flavor.

The answer to fear is not to cower and hide; it is not to surrender feebly without contest. The answer is to stand and to face it boldly. Look at it, analyze it, and in the end, act.(7)

With action, confidence grows. I am convinced that one of the reasons why our young people today feel uncertain is that they are not being taught to ask questions, to decide for themselves on a plan of action—and then to act. Frequently the result is that they become victims of unfortunate circumstances.

A truly great teacher is one who is able to arouse curiosity, to stir excitement, to generate ideas, to open wide the windows on new vistas and the doorways on new pathways!

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AH, WILDERNESS

George Egland

In the movement toward greater and greater specialization which is so popular these days, we can find growing tendencies for the members of new branch-professions to operate in ways which discourage interprofessional cooperation. In much the same way as adolescents strive to establish distinct and secure self-images, so the various branches of the educational profession are seeking separate identity and status, and they are choosing routes which remove them as far as possible from their neighbors. This exclusiveness is pointed up dramatically by the very labels and distinguishing lingo which the new specialties are adopting.

Consider the young field of speech correction, my own specialty, which has struggled not only to wean itself from parental and allied professions but which also has been developing further dichotomies and factions within itself. The allied speech and hearing specialties, jointly represented by the American Speech and Hearing Association, have conducted a long and inconclusive search for titles which will not only suit the needs and divergencies of our self-images but which will also not infringe upon titles already preempted by other professions. Some of the suggested labels reflect a move toward unity, but many more of them indicate an urge toward a dichotomy—communicologists, phonologists, speech clinicians, speech correctionists, audiologists, speech therapists, and on and on.

It is, however, both amusing and very revealing to consider that, regardless of what we may elect to call ourselves, the majority of us who serve in the public schools will probably continue to be called "speech teachers" by the pupils, by the parents, and by the classroom teachers. In view of the many obvious similarities found in the goals, methods and materials shared equally by speech "teachers" and teachers of reading, for example, it is not at all surprising that they are given this label. It might be noted, however, that there is a vein of reluctance in the American Speech and Hearing Association to become too closely identified with education. Perhaps this reflects our leaning toward identification with the medical profession, which in turn has its reservations against calling us "therapists."

It does seem obvious and proper that all aspects of language education should be handled inseparably. Too often we teach sounds and articulatory skills without enough regard for their function and adoption in communication. Speech therapists who are inclined to be

too narrow, who specialize in speech sounds and patterns to the exclusion of language, would gain from knowledge of the many opportunities in the broader orientation followed by teachers of reading. More coordination between speech therapists and reading therapists, and with other teachers of speech and other language matters would surely upgrade the work of all of them.

Because of the labels and lingo which are devised to set us apart and identify our new specialties, we create serious handicaps of interdisciplinary ignorance, misunderstanding and poor communication. Our gobbledygook may even serve to obscure the fact that the tenets of a branch-profession are really not significantly different from the old principles of other professions.

A survey of the items commonly used by the regular classroom teachers of reading will reveal that speech therapists and teachers of reading have more in common than they may realize. Classroom teachers in Michigan have variously expressed their important common aims and practices in the teaching of reading, spelling and speech. Several teachers agreed that "phonics" aimed at teaching children "to listen more carefully to the spoken parts of words, to perceive their similarities and differences, and to associate sounds with their corresponding written symbols and their meanings." Projects on the learning and use of plurals, suffixes, and prefixes were meant to improve speech as well as spelling and language use. What the speech therapist calls "ear training" and "phonics" were variously referred to as "word-analysis," "recognition of rhyming," "the ability to listen for and recognize specific sounds and to enunciate them clearly and correctly," "the ability to 'work out' the recognition, pronunciation and meaning of new words," "word-study," "word-form analysis," "structural analysis," "sounding out words," and so on.

Whether they recognize it or not, both the classroom teachers and the "speech teachers" are in essential agreement that auditory and phonetic training are mutually important for reading, speaking and spelling. We can only hope that the adoption of esoteric titles and phraseology does not provide the wedge for driving apart specialties which in truth belong together.

George Egland is Assistant Professor of Speech Pathology at Western Michigan University. In his teaching he stresses the need for greater interdisciplinary understanding and cooperation.

DID YOU SEE?

White Squaw? It is a fascinating true story of Jennie Wiley who was captured by Indians many years ago and with tremendous odds against her, finally escaped and returned to her own people. *White Squaw* is written by Arville Wheeler of George Peabody College for Teachers and is published by Eastern Kentucky Publishers, Inc., 76 Main Street, Paintsville, Kentucky.

The two articles discussing the value of ITA (Initial Teaching Alphabet) which appear in the September 1964 issue of the *NEA Journal*? John Downing and Ivan Rose speak out enthusiastically on behalf of ITA whereas Warren G. Cutts raises questions about its long-range effectiveness.

"The Joplin Plan and Traditional Reading Groups," an article appearing in the October 1964 issue of *The Elementary School Journal*? It summarizes a study designed to determine whether the Joplin Plan produces significantly higher reading gains than the usual grouping plan for reading instruction in a self-contained classroom.

Listening by Stanford E. Taylor? This booklet is a new addition to the "What Research Says" series published by the Department of Classroom Teachers of the NEA. The booklet explores ways in which listening skills can be developed by students and adults.

The story of the Baltimore early school admissions project which is told in the *NEA Journal* for September? This project has been set up to seek answers to the questions: What happens when children from culturally deprived, poverty-ridden homes come under school influences a year earlier than is customary? Does enrichment gained by a pre-kindergarten year increase the chances for successful school experiences?

Anxiety as Related to Thinking and Forgetting by Frederick F. Lighthall? It is the latest member of the "What Research Says to the Teacher" series published by the NEA's Department of Classroom Teachers.

The First R: The Harvard Report on Reading in Elementary Schools? This report by Mary C. Austin and Coleman Morrison is based on careful research. The general conclusion is that present-day reading programs are mediocre at best and not designed to produce a future society of mature readers. Forty-five recommendations for reading instruction improvement are made. The book is published by Macmillan Company.

TEN SECOND REVIEWS

Blanche O. Bush

As a man may be eating all day, and for want of digestion is never nourished, so these endless readers may cram themselves in vain with intellectual food.

—I. Watts

Adams, Mary Lourita, "Reading Activities: Different Purposes," *Education* (May, 1964), 84:521 +

In this article, Adams discusses significant differences between the teacher's purposes in having her children read, and the children's purposes for reading. Teachers who try to discover and understand the goals of the children they teach are better able to guide the reading progress of the children.

Appleton, Edith, "Kindergarteners Pace Themselves in Reading," *Elementary School Journal* (February, 1964), 64:248-252.

In evaluating this program some significant observations were made by the author. (1) The regular kindergarten program was maintained intact. (2) Most of the children who were free to choose activities participated in the reading program. (3) Reading, which was taught individually or in small groups, was adjusted to the needs of the child. (4) Every student who was actively engaged in the program made satisfactory progress. (5) Pupils selected their own activity and decided how much reading they would do. Thus they were given an opportunity to pace themselves.

Artley, A. Sterl, "Readiness for Dictionary Usage," *Elementary English* (April, 1964), 41:348-350.

Readiness, understanding, and other reading skills are the foundation for a program of dictionary instruction. Furthermore, Artley reports, instruction should be as well defined and as systematic as any part of the reading program. As an efficient tool to word meaning, spelling and pronunciation, the dictionary needs to be taught.

Barbe, Walter B., "Meeting the Needs of Exceptional Children," *Education* (April, 1964), 84:476-479.

Exceptional children are first of all children, Barbe states, whose needs are basically no different in kind from those of other young people. However, their social, emotional and educational needs differ primarily in degree from those of other children. Through an enriched reading program, the author believes, the classroom teacher can provide the best opportunity to meet the needs of exceptional children.

Bear, David E., "Two Methods of Teaching Phonics: A Longitudinal Study," *Elementary School Journal* (February, 1964) 64:273-279.

In this study synthetic and analytic methods are compared in reading programs that include all important skills in reading. The synthetic phonic method makes use of drills on letter and sound units in a special period set aside for the purpose. The analytic method involves analysis of whole words. Results of the investigation show that research has failed to give conclusive evidence of the superiority of one method over the other, yet educators continue to take strong positions on the issue.

Betts, Emmett Albert, "A New Area: Reading and Linguistics," *Education* (May, 1964), 84:515-520.

In this article Betts discusses linguistics and shows its contribution to the teaching of reading. Reading instruction, the author reports, is being moved forward today by two interdisciplinary approaches. First, linguists offer concepts regarding the structure of language which provides symbols with which thinking is done. Second, psychologists offer important concepts regarding individual differences, motivation, perception and concept formation. These approaches provide the bases for both differential instruction and methods of teaching.

Blanke, Theodore, "Audio-Visual Devices for Teaching Reading," *Journal of Education* (April, 1964), 146:75-93.

Five lists are presented which give publisher's names, prices, supplementary materials, and brief descriptions of content and methodology. Lists included are Mechanical Devices, Filmstrips and Films, Phonograph and Tape Recordings, Programed Instruction, and Publishers and Addresses. No attempt has been made to evaluate these devices.

Brown, Ralph Adams, "Trade Books," *The Reading Teacher* (March, 1964), 17:422-428.

In differentiating between textbooks and trade books, the author assumes that all materials designated, published, and sold primarily for classroom use in class lots are textual in nature. Other books are labeled as trade books. The author presents five challenges and needs for tomorrow relative to trade books and their use: (1) More reading teachers who know and love books and can develop in their students those attitudes, habits and interests that are conducive to wide reading, (2) More and better libraries, (3) Larger appropriations for trade books, (4) Indoctrination of educational leaders with the importance of wide reading as against narrow learning, (5) Publishers and salesmen who promote trade books as well as textbooks.

Bruce, D. J., "The Analysis of Word Sound by Young Children," *The British Journal of Educational Psychology* (June, 1964), 34:158-171.

This study is concerned with development of ability to make a simple phonetic analysis of the spoken word. It describes the performance of children at different levels of mental development as they analyze word sounds. The results suggest there is a gradual progression toward accurate phonetic analysis.

Chidekel, Beatrice V., "School Wide Program for Language Arts," *Chicago Schools Journal* (March, 1964), 45:277-281.

This article describes the benefits derived from scheduling a uniform time for language arts instruction in a school that serves children from kindergarten through fifth grade. During the first two periods the reading instruction enables each child to work in a class at his achievement and interest level. In-service study stimulates teachers through demonstration lessons, bulletins and techniques for teaching of language skills.

Cranney, A. Garr, "Selected Research in College and Adult Reading, October 1961-December 1962." *Journal of Developmental Reading* (Winter, 1964), 7:77-88.

Research in college and adult reading summarized in this article is limited to three areas: (1) Reading programs, descrip-

tion and evaluations, (2) Reading habits, traits and characteristics, and (3) Skill effects, tests, comprehension and others. For more comprehensive summaries the author refers the reader to the annual reviews in the *Yearbook* of the National Reading Conferences and the *Reading Teacher*.

Crosby, Muriel, "Primary Reading and Needs," *Education* (March, 1964), 84:462-465.

The author evaluates the role of reading in satisfying the needs of children in the primary grades and discusses the mechanics of reading such as vocabulary building, word-attack skills, and work-study skills. Crosby emphasizes that the ultimate goals should be personal development, as well as intellectual attainment, so that children can become self-directing and capable of living satisfactorily with themselves and others.

Durkin Dolores, "Parents, Reading and the Schools," *Education* (March, 1964), 84:415-418.

In this article Durkin considers the role of parents in the school program, especially in the area of reading, and suggests various ways in which they may contribute to their children's progress.

Freeland, Alma, "Intermediate Grade Reading and Needs," *Education* (March, 1964), 84:466-471.

Freeland reminds us that the intermediate years are the "golden years" during which the child is ready to learn to read critically in order to achieve insight and understanding. She discusses some of the intermediate child's needs and gives examples of how books can help to satisfy these needs.

Fries, Charles C., "Linguistics and the Teaching of Reading," *The Reading Teacher*, (May, 1964), 17:594-599.

The linguistics approach to the teaching of reading develops the relationship between word patterns (letter sounds) and spelling patterns (letters). Fries reports that this approach differs fundamentally from phonics. It uses whole words but it differs in basic principles from any of the common word methods.

Graven, Anatasia P., and Marie F. Shires, "Great Books Program for Elementary Pupils," *Chicago Schools Journal* (January, 1964), 45:168-172.

In this article the authors evaluate reading and discussion as a means of developing thinking ability as presented in the Junior Great Book Course. They believe that all basic reader series and many other kinds of elementary texts offer training designed to promote critical thinking, but that highly able readers in the elementary school show need for training at a higher, more demanding level than is generally offered in such materials.

Hanna, Geneva R. "Promoting Adolescent Growth Through Reading," *Education* (March, 1964), 472-475.

The author clarifies the role of reading in satisfying needs and shows how it can help the adolescent child understand and solve problems that he may hesitate to discuss with his elders. The ultimate aim of reading, according to Hanna, is growth toward maturity, especially in the ability to understand and accept oneself and others, and to face and solve social problems effectively.

Sister Josephina, "Actual and Expected Reading Scores of Gifted and Average Pupils," *Peabody Journal of Education* (July 1964), 42:28-32.

In the author's study the disparity between actual and expected performance for the gifted surpasses that for the average, and as pupils advance in grade level, the deviation increases. Reading vocabulary comes closer to the expected level of performance than reading comprehension, but significant differences appear between the various sub-groups, such as age, grade, sex, and ability.

Larrick, Nancy, "For Parents: A Cup of Sweets," *Education* (March, 1964), 84:459-461.

Larrick shows how parents can help the schools provide their children with a "cup of sweets" which is reading that contributes to their personal and social growth. The author presents several lists of books which introduce provocative situations that

could help the child develop a better understanding of himself and others. Suggested guidelines for parents are discussed.

McCord, Halack, "Improving Reading Ability Through Combined Tutoring and Hypnotherapy," *Journal of Developmental Reading*, (Winter, 1964), 7:142-143.

The case of Joe, a twelve year old boy, is unique in that it combines private tutoring in reading with hypnotherapy. In the writer's opinion, the major reason for the favorable change in reading ability shown by Joe can be accounted for by the modification effected in his self concept as a reader. Joe had apparently developed some unrealistic notions about his reading ability. When hypnosis changed these notions, Joe was able to make rapid progress in reading.

McDonald, Arthur S., "Intellectual Characteristics of Disabled Readers at High School and College Level," *Journal of Developmental Reading* (Winter, 1964), 7:97-101.

McDonald investigated the performance of disabled readers of high school age on the Wechsler Intelligence Scale for Children. From his study, the author inferred that, in general, disabled readers show poor performance on subtests that reflect attention, fluency, concentration, freedom from distractibility and school-like learning. He warns reading instructors to be aware of the high degree of variability in patterns of performances and emphasizes the need to consider all available data when adjusting corrective instruction.

Medders, Mae, "Enriched Reading," *Baltimore Bulletin of Education*, 40:10-13.

An adequate school library with books on various levels and covering a wide range of interests is a prerequisite to setting up an enriched reading program. Books in themselves, according to the author, are not enough. Pupils must be sufficiently stimulated by both parents and teachers.

Moorhouse, William F., "Interclass Grouping for Reading Instruction," *Elementary School Journal*, (February, 1964), 64:280-286.

In this study reading level gain of pupils in inter-class groups

was no more than, and sometimes less than, that of pupils learning to read in graded classes. The preliminary evaluation of each pupil which was necessary to determine his placement in an interclass group, however, was very useful. It provided a better understanding of pupil's reading achievement and potential.

Noall, Mable S. and Geraldine C. Cerarolo, "Selected Studies in Spelling, Learning and Reading," *Journal of Education* (Boston University) (April, 1964), 146:3-15.

Eight studies which were conducted and completed in Secondary reading at Boston University since 1960 are described. The authors note that emphasis is on developing self teaching and self correcting materials. This emphasis reflects the need to cope in a new way with growing school enrollments and the heightened awareness that children learn best when allowed to progress as rapidly or as slowly as their individual abilities allow. Another element of common concern to investigators is an interest in ways to develop thinking skills and the effects these skills have on reading power.

Ort, Lorrene Love, "Basal Readers: A Case History and Prognosis," *The Reading Teacher*, (March, 1964), 17:435-441.

In this article Ort traces the history of basal readers from the New England Primer to the present and explains their role in the teaching of reading. Ort stated that she is not so much concerned with basal readers as she is with basal teachers. Teachers, according to the author, must have a thorough knowledge of the sequence of human growth and development, must be versatile, refined and critical readers of adult and children's literature, and must become involved by experimenting with new ideas, by creating original reading materials for their children and by investigating research problems.

Robinson, Helen M., "Cooperative Research on First Grade Reading," *Elementary School Journal* (May, 1964), 64:413-415.

Personnel from major universities and state departments of education throughout the United States are making plans for a co-ordinated research project to determine the most effective means for teaching reading to first-grade pupils. The best

research talent in the field of reading and in related disciplines will be recruited during the next two years.

Schmidt, Bernard, "Mechanical Devices and Reading Instruction," *Journal of Developmental Reading* (Summer, 1964), 7:221.

The author reports there is no evidence that better results could have been achieved WITHOUT the use of mechanical aids. Until such evidence is in, to question the usefulness of aids would seem unsuccessful, idle and even emotional.

Seligson, Yemena, "Resources for Reading Teachers," *Journal of Education* (April, 1964), 146:31-74.

Resources are provided for professional teachers of reading, consultants, administrators, and classroom teachers. Five sections are included: (1) Professional materials for teachers including a bibliography, helpful reading journals, and references in special areas of reading, (2) Skill building materials in reading including comprehension and spelling, word analysis and vocabulary, (3) Books for retarded and reluctant readers, (4) Guides to children's books, and (5) List of publishers and addresses.

Shores, J. Harlan, "Reading Interests and Informational Needs of High School Students," *The Reading Teacher*, (April, 1964), 17:536-549.

The primary purpose of this study is to find out what high school students are looking for in books, what they want to read, and what they want to find out.

The findings from the investigation indicate that (1) reading interests are not identical with informational needs as young people see them, (2) the interests of youth in the social sciences have been underestimated and their concern with personal and social problems, especially those related to the opposite sex, has been depreciated.

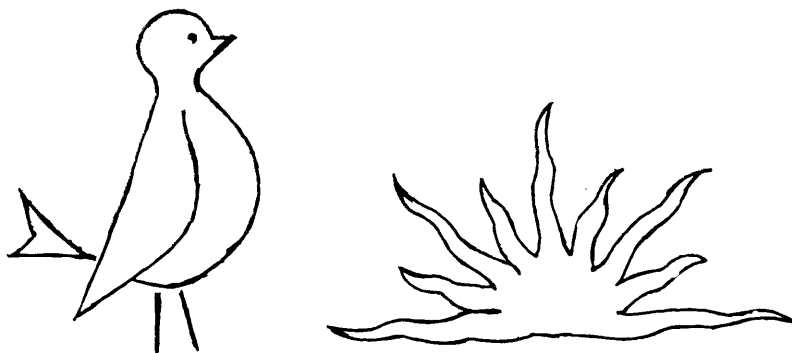
Sutton, Marjorie Hunt, "Listen to the Little Ones," *Elementary School Journal*, 64:297-300.

For some little ones a typical kindergarten program is just right, according to the author. But other little ones, perhaps

a third or more, tell us just as plainly, if we will only listen, that something is lacking. For these children, the kindergarten program only repeats experiences they have been having for years at home, at Sunday School, or in neighborhood play. They are ready for something more demanding. Their eagerness to learn to write and read is readily apparent. Is it possible that the kindergarten of today is about to undergo a healthy change?

Wollatt, Lorne H. (ed.) *A Critical Review of Research and Opinion of Phonics*. The University of the State of New York, The Education Department, Division of Research, Albany, New York, 1963.

This report was prepared to give an unbiased review of the research concerning the two principle methods of teaching reading—the look-say and phonic methods. It is reported that the issues are by no means settled, and that many research “faults” need to be corrected. A good bibliography is included.



ROUND ROBIN

Dorothy E. Smith, Editor

We have often been asked about the people who subscribe to this magazine. Who are they? Where do they live? What connection, if any, do they have with the teaching of reading? We began to wonder, too, and we wrote to some of them who live in foreign countries. The list includes names from as far away as Laos and Norway. From time to time we will share their answers with you. Below are letters from Trinidad, Canada, and Bogotá.

From Mrs. Florence Noble, Port-of-Spain, Trinidad:

In the blue waters of the Caribbean lie two lovely islands, which are the most southerly of all the islands of the West Indies. Trinidad and Tobago make up one independent country, having gained its independence only about twenty months ago, and it is with a deep sense of pride and dignity, that I a citizen of that country, trumpet praise for the rapid progress made in respect of its developments.

My work in Trinidad is mainly with delinquents, and most of my voluntary occupation is centered on unfortunate youth. This is a very challenging field, especially in the case of a new nation, where developments are proceeding in rapid strides, and changes are fast becoming the order of the day. It is an established fact that with changes come its attendant ills, and my sympathies are invoked towards the young people who have to suddenly face these changes. Most of them, because of circumstances, are deprived of parental guidance and proper home influence, and have ultimately become rejects of our society be-

cause of their unsavoury behavior in their periods of emotional tension and stress.

In conclusion, decent, responsible, law-abiding adult citizens cannot sit back in armchairs, and become complacent in the fact that Government will take care of it all. Instead, we enter the arena, in a voluntary capacity with all the zest and fervour required, to combat the ills of juvenile delinquency. This we do, with the hope of keeping our nation clean and progressive, one which will serve as an example to even the larger and older nations of the world.

Dr. Harold Mersereau Nason, Director of Elementary and Secondary Education for the Province of Nova Scotia, Halifax, Nova Scotia, sent the following information on his career:

Before his present position, he was a teacher, principal, inspector of schools, and chief inspector of schools in Nova Scotia. He has lectured in Comparative Education at Edinburgh University and at London University. He has been director and chairman of many organizations concerned with education and reading, one of which was director of the International Reading Association. The Nova Scotia government has asked him to be its representative on several committees and conferences related to teachers and to teaching. Besides being a consultant for the Canadian edition of Ginn Basic Readers, Intermediate Series, he has had many articles published by educational journals.

From Grace McClellan, Assistant Head of the Reading Department of the Child Guidance Clinic of Greater Winnipeg, Winnipeg, Manitoba:

The Reading Department developed from the need for analysis of the academic problems of those children whose school achievement was not in harmony with their potentialities and from a growing demand in the schools for more specific help in dealing with severe reading problems. Any child of school age and resident of the Greater Winnipeg area is eligible for service. This service includes tests and interviews for diagnostic purposes, evaluations of the findings, and suggestions to parents and the schools. Some tutoring is done. Consultant services are provided, and research is being conducted to extend the understanding of causes of reading failure. We also have begun a Field Work program, training selected teachers through workshop activity to handle special tutoring of children.

I feel we have a very interesting and possibly unique organization here and we welcome visitors at any time.

From Judith Alicia Diaz, Bogotá, Columbia

Dear Editor:

As there are few schools that have a North American teaching system in Bogotá, no concrete reading program has been established here. My work includes the teaching of English, Arithmetic and science in 4th, 5th, and 6th grades. It is done mostly in English with few exceptions. The school where I teach is directed by North American nuns who came to Bogotá more than a year ago and established the Santa Francisca Romana School. The school works on semi-North American principles, having a bilingual program. Since the school is attended only by girls, there is nothing to say about coeducational programs.

Very little can be said about my own work, apart from the courses I direct at the school. Reading, and English in general, is not very high since most of the girls attending the school are now only beginning to learn the English language. Because of this, the reading material has to be kept at an elementary basis.

