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*Reading*

**HORIZONS**



**SPRING 1965**



# *Reading* **HORIZONS**

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## Guest Editorial

### STATURE

One hundred years ago on April 15, 1865, Abraham Lincoln passed into history. He is a part of the heritage which has made the United States a tremendous force in modern civilization. His greatness will live in us forever.

Lincoln grew up in a family which symbolized our country's weaknesses and strengths. There was very little in his background which would presage his greatness. As everybody knows, he lived in a log cabin with hardly any physical comforts and where the children were expected to work rather than to waste time in school. It was a hard life, but Lincoln did have a mother who somehow imbued him with the excitement of books and learning. Lincoln read, by firelight, the *Bible*, *Aesops Fables*, and a biography of George Washington. He read those books and any others he could find and they helped shape him into what he became. What he became was unique, incomparable.

Once I read an advertisement which, speaking about Lincoln, said: "He was everyone grown a little taller." I like the phrase; it has a meaningful sound, pithy and apt. There is only one thing wrong with the phrase; it's untrue.

Abraham Lincoln was not a large sized everybody. He was himself, unique, great. There was not even any other *one* person who was like Lincoln in a smaller edition.

Lincoln was world-wise, world-weary, and naive. He had an earthliness that made the telling and hearing of impolite jokes fun. He had a facility for the *bon mot*. He was kind and clever, capable and courageous.

But most of all Abraham Lincoln, for all his practicality, was an idealist. He was a politician in its grandest sense. He knew expediency, and perforce, he used it, but he also had the genius to carry the whole country on his back toward our ideal. He fired people up: made the right of every man to be free seem not only the ideal, as written in our Constitution, but the practical, as a way of life.

Abraham Lincoln was *not* everybody, grown a little taller. He was a giant, but peculiar to himself. He was a goal for everyone to aim toward, but a goal only a genius could approach.

We all hope for a genius who can show us again how to fight for an ideal, but when we do, that genius won't be another Lincoln. He will be himself, just as Abraham Lincoln was himself.

Dorothy E. Smith





# THE DRAMA OF TEACHING READING THROUGH CREATIVE WRITING

*Eleanor Buelke*

Creative guidance and teaching in the classroom can lend a sense of drama to any part of the teaching-learning process. They can activate living relationships between teachers and pupils which vitalize both teaching and learning.

## **Creative Teaching: Real-life Drama**

Several definitions of drama may be equated with creative methods of teaching. Two of these are found in a recent book by Kenneth Thorpe Rowe. In one he says drama may represent "a way of looking at life for truth to be found there and revealed." (2:139) In a second he refers to it as "material of life experienced through the temperament and ordered by the mind." (2:232) The *Webster's New World Dictionary* gives this definition, among others, of drama: "a series of events so interesting and vivid as to resemble those of a play." Creative classroom procedures can dramatize the learning process and help children to establish consistent, persistent ways of organizing experiences so that they may find the truth they seek throughout life.

## **Learning Processes: Stage Settings**

Teachers who view learning to read as a functional process and the teaching of reading as one of many stage sets for creative guidance involve themselves and their pupils daily in the use of spontaneous, flexible, creative procedures and materials. Teachers who believe that learning is most effective when learners are aware of their roles in the learning processes and of the way they feel about these roles and processes, use intuitive methods for teaching. These become the general procedures for teaching and learning all the communications skills. Teachers who know that skills and knowledge in any area are perfected and extended as they are used and interrelated in other areas provide learners with many stage settings and numerous "communities of the mind" in which to enact varied roles. Teachers who live with awareness that life is active experience in which it is the receptive and appreciative players who receive the most satisfaction from their roles supply and intensify many experiences in which learner's perceptions are sharpened and deepened.

## **Creative Writing: Role Interpretations**

With a skillful, imaginative teacher as director, the presence and increase of these four conditions: involvement in activities, insight of self, interplay of ideas, and intensity of experiences, light the classroom

and prompt a good performance from each pupil. All of these four conditions can be promoted through a well-organized, dynamic, pertinacious creative writing program. Such a program is a propulsive factor toward voluminous, skillful, and pleasurable reading. It implements learning of reading skills in a number of specific ways.

The program helps teachers to understand pupils and their feelings by providing opportunities for them to articulate such feelings without fear or reprisal, criticism, or loss of self-respect. It helps children to understand themselves and to build an adequate and satisfying self-concept. Research concerning the ways in which children learn indicates that they learn best when they possess satisfactory images of themselves and when they feel comfortable and amiable in their relationships with others and their environments. One writer expresses it this way:

For a person to have the courage to do, what he is at the present moment must be respected. To insist that he be other than he can be at the moment may cheat him of his sense of trust of himself, his initiative, his independence, his self-control. (1:239)

Encouragement and frequent opportunities for expression support children in their desires to verbalize and share their feelings. A boy who has experienced reading and spelling failures in the early elementary grades writes this when asked to write about trees:

If I were a tree  
I would be a sequoia.  
Then I might be famous.  
I would be twice as high as other trees!  
I would be able to see around the United States.

Writing about the world of people whom they know best, and view much of the time with objective clarity, this is what two second graders say:

My dad's name is Mr. Sanders. He works for Continental Can. He is five-feet-nine. Sometimes he's mad! He takes us to movies. He hunts for deer. He's big! He's handsome and smart!

My mother's name is Mary Summer. She makes Tom's and Chip's bed. My mother makes cakes. She smokes cigarettes. She watches Dr. Kildare. I like my mother because she bakes cookies!

The morning after a severe storm of near-tornado strength second graders in one community arrive excited and bursting with these stories:

It was muggy and wet out. All the trees were down. I felt sorry for all those trees being knocked down. They were just beautiful!

We drove around the neighborhood. We wanted to see the damage the storm did. Some of the big, beautiful oaks were blown down by their roots. I felt terrible! All that money wasted!

I saw a big tree right on top of our car. I felt sick! I was sick!

Relating and reacting comfortably with each other and their teacher, in a non-threatening climate, children are becoming ready to assume a greater share of responsibility for academic learning.

The program involves children directly in the planning, structuring, and organizing of social studies and science units. Purposeful, wide-level, broad-interest, individualized reading is triggered from here. Reading related to himself is a stepping stone for the child in broadening and deepening the content of subject fields. Probing children's feelings and knowledge in an area of learning provides answers to:

- A. Where do pupil interests lie?
- B. What do they already know, or believe?
- C. In what areas is teacher guidance needed for reading and what materials are required to fill in gaps and broaden knowledge?
- D. What are some legitimate bases for grouping children for cooperative study, projects, and reporting, which in turn, involve more reading and writing?

Some examples of writing done by second grade pupils during the initial development of a unit of "workers of our world" center around pupils' wishes and thoughts about adults' workaday world:

Someday when I grow up I would like to be a teacher. A teacher teaches children. A teacher needs to know how to read. A teacher needs tools, like a pen and a pencil. A teacher works inside. She helps the children to learn. Being a teacher is nice work. To be a good teacher I would have to go to school five years. I would be paid well. I think I would be happy this way.

When I grow up I want to be called a prima ballerina. All ballerinas dance. A ballerina needs ballet slippers. A ballerina does her work on a stage. She has to do exercises. I love to dance!

I would like to be a policeman. A policeman protects people. He has to know how to use a gun. He has to be

a good fighter. He works outside. He helps others by protecting them. It is hard! He is paid well. I would like it!

This unit is then structured, justifiably and easily, around study by five groups of pupils, each of which gathers and reports information about one of five categories of world workers: professional, skilled and business, unskilled, government, and production workers. Near the conclusion of the unit pupils write their reactions to the question, "If you were going to be a pioneer in a new land and could choose five workers to go with you, what would your choices be?"

If I were going to be a pioneer in a new land, I would like to go to a land not too sandy, not too noisy,—and peaceful. I would like to take a teacher along, because if there were children there the teacher could make a class and teach. I would take a nurse because I might get injured. I would take a newspaper man because we might run into interesting things he could report, and I would take a writer to write. I would not like to go there, really, because it's lonesome.

If I were going to be a pioneer I would go to a land far, far away where no people live—a peaceful land. I would take a doctor, nurse, scientist, cook, and carpenter along. They could study things there, keep me well, build houses, and cook my food. Yes, I would like to be a pioneer in a new land. It would be different, and exciting!

Involving children's minds and hearts directly in study areas with which they have identified their personal interests diminishes problems of motivation, participation, and assimilation.

The program stimulates children's interests in and reactions to events of current interest in the world. Often the relationship between practices in the classroom and experiences outside the classroom are vague and obscure to children. This condition increases the likelihood that education, for many, may become static and terminal, rather than dynamic and perpetual. Events of national and international importance may affect even young children quite deeply. Seven-year-olds express their feelings about the tragic weekend of November, 1963, as follows:

I am sorry that the head of our state is dead. On T-V they said all flags were to be lowered. People from all over the world came to Washington. Most people are crying because of Oswald. People are very sorry that the president is dead. And we are going to help!

I was doing my Weekly Reader when I heard the sad

news. I listened to the sad music on T-V when I was home. We watched the funeral cortege in Washington, D.C. I cried all Friday, and Saturday, and Sunday, and Monday. My daddy and mommy cried, too.

Such articulated thoughts, ideas, and emotions aid children in critical evaluation of further reading about related happenings and circumstances.

The program allows for, and encourages, the use of an uncontrolled vocabulary which raises the ceiling for word recognition. Vital meaning of words in context aids such recognition and the retention of learning. Teachers can help children learn at “thirty” different levels within the time allotted to teach at only one level of instruction.

The program familiarizes children with varied literary styles and forms. In wide, critical reading of favorite kinds of literature second grade pupils uncover features of style and form common to these forms of writing. They incorporate these characteristics in their own writings as in this example of an original fairy tale:

Once upon a time there lived a king. The old king had three sons; their names were Paul, Jeff, and Tim.  
(Traditional beginning)

They had a magic horse named Prince. Prince could kiss the ladies and bow to the men. Prince could disappear and the king could not see him. (Characters with magical properties)

They told the people and the King that this was a magic horse that had saved them from the dark woods.

They all yelled and clapped, and loved the Magic Horse! (Traditional “happily ever-after” ending)

Frequently, children of this age find that the poetic form is convenient for expression of their delightful imagery:

I feel like a colored leaf  
Falling,  
Falling,  
Falling,  
Falling,  
Slow motion;  
Turning,  
Dropping,  
Twisting,  
Stopping,  
Sleepy, big leaf.  
The ground looks like whipped cream;  
The snowflakes are paper cut-outs;  
The ice

Is a mirror, where people are skating;  
 And the hills,  
 Where people are sliding,  
 Are dips of vanilla ice cream.

Some second graders have found that one of the best ways to communicate with their classmates about the information and concepts learned in a study unit is through drama and role playing. Writing, directing, staging, and producing their own plays and puppet shows are among the most popular and rewarding group presentations. If they are given adequate background experiences and information about the subject, plus knowledge of the form and format, children write plays almost as easily as stories. Reading of these plays calls for a high degree of concentration and interpretation by all children involved. Desire to participate in drama of this kind often sets higher goals of aspiration and determination for pupils with lower achievement levels.

Most children enjoy animal stories. Some young authors create fairly lengthy, fanciful sketches which can then be produced in illustrated, book form for pleasurable reading by others. "Mrs. Busy Beetle" is a representative example:

*Page 1:* Mrs. Busy Beetle is busy with her twenty children. She is busy feeding her children. (Illustration: Mrs. Beetle and a number of her children)

*Page 2:* She is busy going to the store and back. (Illustration: Mrs. Beetle, carrying packages; store in the background)

*Page 3:* Today Mrs. Busy Beetle is getting ready for a birthday party for one of her children. She is baking a cake. (Illustration: Mrs. Beetle with the cake)

*Page 4:* The twenty children are helping her. Now they are all busy. (Illustration: All twenty little Beetles)

*Page 5:* They are glad that Mrs. Beetle isn't too busy for a party. (Illustration: Five young Beetles with happy faces)

*Page 6:* It is Sally Beetle's birthday. She is five. (Illustration: Sally Beetle with her birthday cake; five candles are on it)

*Page 7:* After the party is over, Mrs. Beetle has to clean up, and her children help her. (Illustration: Mrs. Beetle, with two of her children helping her)

*Page 8:* She finds that with so much help she isn't so busy after all. (Illustration: Mrs. Beetle, seated in an easy chair, watching T-V)

Ability to understand sequential development of ideas and competency to report occurrence of incidents in some logical order are promoted through the reading and writing of mysteries, biographies, and autobiographies.

Reaction to recognition and reading of many kinds of good literature raises the curtain on an extension of enjoyment and appreciation in almost all areas of the arts. It develops an awareness of the events, discoveries, and trends which make the child's kaleidoscopic world of today ever-demanding in its need for new solutions to problems.

The program provides for applied, meaningful phonetics, improved oral reading, and more rapid, comprehensive silent reading. Youthful writers find a meaningful application of understandings and rules concerning such things as root words, prefixes, suffixes, and compound words. Both inductive and deductive reasoning become a matter of individual learning and a means to self-help as children work out the changes they wish in a root word to express their original ideas. In writing stories about a circus parade these words are used: laugh, laughing, laughed, and laughter. In the unit about world workers these words are needed: drug, drugstore, and druggist; teach, teacher, teaches, teaching, and schoolteacher. The stories about the big storm include: storm, storms, stormy, storming, and windstorm. In developing mysteries children make use of: mystery, mysterious, mystified, and mystifying.

Familiarity with the context of his own writing and his urgency to communicate his own ideas assist the learner in further establishment of habits of correct pronunciation and precise enunciation. In turn, correct pronunciation of words in a known context helps in development of word analysis skills. Further, precise enunciation calls for attention to sounds of letters and their placement in words. Writing and reading their own thoughts in natural speech patterns help children to read other materials in thought patterns and ideas, rather than in isolated, unrelated words.

The program develops skill in using varied kinds of sentence structure, correct punctuation, and good language usage. In order to express their concepts adequately children discover that certain kinds of sentences, punctuation, and word usage are more effective than others. As they reread and check to make sure that their writing tells precisely what they wish it to say, they engage in purposeful practice in editing skills.

This program deepens, widens, and intensifies meanings of words



and phrases. Effective reading involves infinitely more than physical responses to written symbols. In it children relate themselves to a world of ideas expressed by these written symbols. In true reading processes in the classroom, children and teacher explore ideas and emotions together. The written symbol, like the symbolic character in a drama, comes alive when pupils discover that their peers have similar feelings of sympathy, fear, hate, and love that they do.

Exploration of certain scientific, or sociological, concepts can stimulate a child's imaginative, creative thinking and help determine the intensity of his awareness, the depth of his perceptions. In response to the question about how they can be "good citizens" seven-year-olds write:

On the playground I don't pick the flowers. I don't knock people down. I don't push people in line. I obey the teacher. I listen when the teacher talks.

I try not to cheat in games I play in gym. I try to follow the rules. I try not to fight on the playground. I try to do my work independently and not to cheat. I try to obey the teachers.

I have not cheated in any games this year. I have worked independently in the work I have done. Robin and I have picked up junk from the playground. I have helped other people when they were hurt.

In regard to their concepts about time and space these children write the following definitions of something "too far away:"

When I was a baby, my grandmother said that Florida was too far away to go. But now I can go to Florida in a car if my mother or my father takes me.

This summer I will be going to Florida with my family.

Up north is too far away because I'm excited when we go. And I keep asking, "Are we almost there?" My mother will say, "No, we will not be there until twelve o'clock."

Humans are motivated by desires to explain questions dealing with their environments. If we repeatedly intimate and practice "omniscient instruction," providing all the answers, these desires may be satisfied just as well by inaccuracies as by accuracy of explanations. It is the willingness to deal with the unknown, the unpopular, the divergent, the novel, which leads to human progress. (3:439)

Learning enthusiasm diminishes, satisfaction decreases, and human progress declines, as more and more stereotyped answers and definitions are provided for pupils. Such provision closes the curtain and

writes finale on many ideas with great potentiality. In contrast, provision for individual, creative interpretation can be a prologue for patterns of thinking for enhancing life for mankind.

The program provides a source of exciting, captivating, meaningful reading materials for group participation, individual pleasure, and bulletin board displays. Children who have good feelings about themselves and their classroom relationships with each other esteem and enjoy what others in their group say and write. When these expressions are made into displays, collections of stories and poems, and books, illustrated by the young authors, they are read, and re-read, eagerly, with understanding, gratification, and appreciation.

The program diminishes the gap between our "ideals" of democracy in classrooms and the actual practices therein. Values stressed and held in high regard in a creative writing program are the same values generally regarded as characteristic of the good citizen paragon in a democracy. Emphasis is upon progress of individuals according to their own, innate growth patterns, independence in thought and action, whole-hearted commitment to concepts under study, security in self-concept, openness to perception, possession of theoretical and aesthetic values, and the conviction of the worth and significance of creative effort.

#### Classroom Behavior: The Critical Review

In the classroom, sensitivity to children's interests and needs results in concern for all pupils. Concern for all engenders a climate conducive to involvement by all. A genuinely successful creative writing-reading program is marked by the day-to-day, spontaneous, enthusiastic, excellent reading by the pupils who are taking part in it. Learning processes become more important than some vague end-product; they are life, itself, being lived now, dynamically and dramatically.

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Eleanor Buelke teaches in the Milham Elementary School of Portage. During the summer session of 1965 she will be a staff member of the Psycho-Educational Clinic, Western Michigan University.

# THE MYSTERIOUS BUMP

Every night my mother'd hear  
    A tread and a thump,  
And at the foot of my bed  
    She'd find a funny-looking bump!

It happened every night  
    For 'bout half a week,  
Mom decided to investigate  
    And take a little peek.

Well, she crept down the stairs,  
    And hid behind the sink,  
She gave a tiny gasp . . .  
    As jumped down 'lil' Jinks!

Jinks gave a small meow,  
    And crept softly up the stairs,  
Mother followed Jinks  
    Dodging tables, lamps, and chairs.

Mom crept softly up the stairs  
    And peeked around the door,  
Now she knows the little bump  
    Isn't mysterious any more.

Robin Koch

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Robin Koch is eleven years old and is in the sixth grade of the Parrish School in Owensboro, Kentucky. The publication of her poem has been made possible by her teacher, Mrs. Charles J. Ehresman.

# A NOSE IN A BOOK BY HOOK OR BY CROOK

*Pearl Sarno*

In any community, the children are like the sand dunes of Lake Michigan, blown about by the lake winds. During a winter, the dunes may move to a different location and the face of the shore line appears different each spring. A bit of beauty may have been buried or destroyed, roots of trees may be exposed to threaten its life but green, tough grass does appear each year, saplings spring up and survive a few years, even here and there a few forest-edge flowers and vines grow and spread. However, to be productive and produce more than chance beauty and breath-taking stateliness in tall straight trees reaching to the sky and unplanned patches of spring flowers or clumps of tall dune grass waving in the summer breeze, the ingredients of sand, rain and sun are not enough.

Many children have been moved in and out of the community and school situation by the winds of our times. The faces in the classroom may look different each year, but the needs of all children are there to be met. Some children may ride the tide and show no ill effects. Others may be hurt and destroyed by the storms of prejudice, resentment, and loneliness. Here and there may be found beauty in a bright child or the tallness of a child displaying courage in truthfulness or in meeting disappointment.

The agriculturalist has the soil analyzed and adds the proper ingredients to make it produce the kind of crop he needs. Children also need to be studied, and the proper ingredients added because the youth of today have a changing world to face and the task to make them as productive as they need to be is a challenge.

## **Parents' Role**

Millions of teenagers are still seriously limited by the amount of education their parents received a generation ago. Despite our claim that we offer universal education to all youngsters, no matter what their circumstances, illiteracy and poverty are still inherited. The census findings dramatize facts long suspected but, until recently, not backed by hard, nationwide statistics. They are finding that home environment, family income and parents' educational levels are crucial factors in the child's educational prospects and economic future. The tradition of under-education must be broken. (8)

Every time parents read aloud to the child, every time a visit is

made to the library or books are read by them, they are exerting an influence on the child's reading. He sees by their action that they are interested in reading and he realizes this is a pleasure available to them. In this receptive state of mind, the child learns more easily and quickly at school. The influence continues, whether it is planned that way or not. (5)

Parents could and should develop in the home an educational and emotional climate which would encourage not only reading but an ever-widening interest in our world. Generally, children who make rapid progress in learning to read do so because of their interest in books and their desire to share in the experiences of others. (3)

#### The Children

Picture, if you will, the kinds of "sand dune children" that appear each fall in my classroom. Children with one parent receiving Aid to Dependent Children or a "new" father every few months is one kind of background. Many with working mothers, because of family need, seem to lack the home touch of mothering care. You find them hurried off to school with uncombed hair, unwashed faces, their clothing untidy and soiled and often times not dressed properly for the weather. For the most part, they have a mere subsistence income and there is little left for books, magazines and newspapers. Some are Negro children, who have arrived in the last few years from the south or a segregated section of a city. These children are shy and self-conscious at first. They are unsure of their reception and need to feel consistent acceptance before they become natural and trustful. All of these children reflect the feelings and values of their parents. Some of the parents cannot read and write and it is difficult for these children to compete with a child whose parents have many years of schooling.

Because our community has the largest area in the world of cultivated blueberry plantations, this locale attracts about 1,000 white migrants each year from the southern states and each year a few more families have stayed to make this their permanent home and to find employment. The social and educational underprivileges of the migrant are being relieved but they have no real status and the children of these families are often lonely and need friends. They, too, are economically deprived, and their clothing, cleanliness and food habits show this. Their achievement is retarded because their school attendance has been irregular and they have not been in school for consecutive periods.

Can parents of these children provide interesting experiences to

talk about when often times their experiences are meager and unspoken because they are unaware of what to be aware? Can these parents provide books for children to look at and give them the idea that reading is important when frequently they are unable to provide even school books? Can these parents pronounce and tell them the meaning of words in their environment which children want to know when the parents themselves are unable to read and write? Can they provide their children experiences with things, people and places when they are self-conscious, shy and defensive at times? Can these children have a feeling of security in the parental relationship when there is no relationship there? Can these children talk about their day-to-day experiences and feelings when parents are not in the home?

The answer to these questions is “no” and in this community most of the children fit this bleak picture. How, then, can the “soil” in this classroom be developed to break the tradition of parents’ under-education?

Good teachers know that a brain never comes to school alone. Brains and bodies, thinking and feeling, living and learning, the past and the present, the home and street and school all mix together in every child and ever stay mixed. (4)

How can a reading willingness as well as a reading readiness be established? How can they be inwardly motivated and become willing to gain from the school environment an interest and desire to read at any cost as Lincoln did?

#### The School Program

The incidental information obtained in the course of school activities and contacts is probably the first tool used to study the children in order to find their individual needs and it is not done in one or two sessions. Private conversations, listening during play periods, informal inventories, interest inventories, incomplete sentence tests of “I wish . . . ,” “I love . . . ,” “My mother . . . ,” film and filmstrip discussions, group discussions, and trips are worthy approaches and their utilization and interpretation depend much upon the individual teacher’s skill and insight. (2)

Standardized tests early in the school year in reading and spelling are used to measure reading achievement and to find where the child needs help, but these tests need to be used discriminately because they are based on the vocabulary of middle-class culture.

Each child is provided a book in a series for reading, a basal reader with an accompanying workbook, a spelling workbook, two

number workbooks, the Weekly Reader and Phonics workbook. The school has been slow in buying supplementary books to be used in the classroom. There is no elementary school library where the children can borrow or browse.

There is a storeroom, however, where a limited number of books in other series and grade levels are available along with copies of out-dated series that can be used. A few beginning-to-read books are sometimes at hand. In the room, the library corner has a few story books and some out-dated, old textbooks. For our use, we have a film and filmstrip projector with some filmstrips and films.

The basal reader and suggestions from the teacher's guide are followed more or less in sequence because there is security in knowing that a well-balanced and sound program of instruction is being utilized. A different series, however, is used for each reading group so that each group does not come "trailing behind" reading the same stories.

The stories in the series do not really fit the children in this classroom, but most of the situations can be given meaning during discussions. It is generally recognized that difficulty experienced by many children in multicultural neighborhoods is primarily a language problem. Many children lack ability to speak grammatical sentences, to use descriptive adjectives and to develop their ideas beyond a noun or phrase. Their speech patterns are those of the culturally disadvantaged. (6) The problem then is to produce meaningful materials they enjoy and understand.

#### **Teacher Aids**

An early-in-the-fall project is the use of the chalkboard covered with tablecloth paper and the outline of a dream house sketched on with felt pen. The children look for pictures to fill the dream house from magazines and the items are labeled as they are pasted on. Interesting conversation comes from other findings as they look through the magazines. Often they will ask to have pictures identified as questions and discussions follow some of their findings. Later, this may be changed to such topics as dogs, pets and food. Available resource books are utilized as needed. Holidays also have their turn. Thanksgiving finds them looking for "thankful" pictures while at Christmas time use is made of all the catalogues as well as magazines. Interest in words runs high as they write letters to Santa Claus.

An activity, started early in the fall and carried all year in a variety of ways, is a written chart called "Our Daily News." To begin, it is usually a sharing time, but it is used to discuss the date,

days of the week, month and year. Weather is noted, the thermometer used and findings recorded by a different child each day. News from the radio, television or newspaper is gradually introduced. Interesting articles, usually pictures from the newspaper, begin to come in and new articles are posted each week. The highlight of this is a newspaper of their own, mimeographed, with a copy for each child.

Every morning, a poem or a story, and later their own stories are printed on the chalkboard with three questions to answer. This is a printing exercise too, for how can you learn to print unless you print. Sentence structure, context clues, vocabulary, reading for meaning, phonics and punctuation can be brought to the whole group's attention.

To motivate children to write stories, a picture is displayed and together, a story is written. Later this is typed on a large size typewriter and displayed on a folding screen bulletin board with illustrations. These are put in booklet form later for children to re-read. Toward the end of the year, the more able children are writing their own stories.

A paper boy and girl doll which have been magnetized for the magnet board say short sentences. This is written in comic book style and has safety rules or holiday facts or health rules. As the sentences are changed, each child likes to be the one to read them first.

Games with a purpose are used and are intended to give incentive for and practice in some of the reading skills. Word Bingo has been a favorite and is made up of words from spelling lists and words with which they have difficulty. Two sets were made, an easy set for beginning and a more difficult one for use later in the year.

Trips in the community to such places as the fire department, bank, library, grocery store, dairy and post office are taken for background experiences. Simple science projects are carried out, usually in connection with the Weekly Reader and some paperback science books. The filmstrip projector has been an excellent means for building mental content with these children.

Evaluating the day's work is important and with a few planned minutes at the end of the day questions are asked: "What have we learned today?" "What should we try to improve tomorrow?" "What did we enjoy most today?" Answers frequently provide a sense of accomplishment for both student and teacher.

An independent work-study type of reading was developed in a group last year and proved so successful that it is being tried again.



One series of books had questions after the stories. Some of the children wrote these questions and answers and the papers were corrected. A record was kept and interest became apparent as a gold star was put after the name of successful participants. A file of stories and questions clipped from juvenile magazines was added to our materials. From these activities we went into the Reader's Digest Series. There was a limited quantity of these so questions and answers had to be written on paper. Enthusiasm was keen and promotion to the next book was an event. Sometimes, turns were taken to read orally to the whole class when an especially interesting story was prepared for audience listening. This stimulated the uninterested readers and they became ready to participate. With this activity, time is available for the less able children. A program is planned so every child has a chance to read a book of his choice to the teacher alone.

It has been pointed out that to develop reading proficiency, children need a variety of experiences. They need to listen to stories of a higher interest level than they can, at the time, read for themselves. Through listening to the teacher or parent read, children will "glimpse the delight that lies between the covers of books." They will gain many types of information and may develop new interests. They will learn to listen and use ideas gained this way. (7) A continued story is read each day. Often, favorite story books or new ones are brought to school to be shared. Television is a window to look out on a new world and many programs have stimulated children to become interested in having the story they have viewed read to them.

At conference time, the parents are acquainted with inexpensive books that can be purchased. Some of these books are ordered by our children with hard-to-come-by change, but it is like Christmas when they arrive and interest runs high. When several have chosen the same book, a reading group is formed. When they finish, they exchange them with another group until all who are interested get a chance to read them. Often part of a new book is read to the children and they are left with the challenge to finish the book. This has created a desire to be the first to learn the outcome.

Coming from homes where reading material is scarce, a plan of letting children take easy-to-read books and magazines home was devised. Envelopes and cards were put in the books and magazines. One was allowed to be checked out overnight. It had to be returned before another one was borrowed. One book is selected from the returned ones the next day, and the child who read it reports on it to his classmates or he may read it to the group if it is a short one.

This has been a rewarding experience and although the books are shabby, finger-printed and worn, only one has been lost. New ones are added each month. *At least a nose is in a book.*

Certainly not all of the possibilities have been tried to make reading as meaningful as possible, but it is fairly certain if we persist, we can find ways to help these children. One reason for making them good readers today is that tomorrow they will be parents of children who will need their help.

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Pearl Sarno is a teacher in the Covert, Michigan, public schools.

# GROWTH FOR CITIZENSHIP

*Winifred Winn*

Education today must be concerned with the values in citizenship that should be developed early in the child's life. Value, being defined as something we prize or cherish, involves deliberation and choice. In many communities children are being over-protected or under-supervised, thus leaving to the schools the training of their children in the way they should go. Therefore in the best interest of schools and society, citizenship values must be incorporated into the school program.

If the schools are to take on some of the responsibility, how is it to be done? Let us consider some of the concepts that would promote better citizenship for the individual and society such as: (1) be yourself, (2) be aware, (3) be respectful, (4) be responsible, (5) be healthy, (6) be alive and thinking, (7) be loving, (8) be creative. A teacher of the primary grades must begin by relating any learning to the child's world and his experiences in it. She must always be alert to implement these suggestions whenever and wherever possible for reinforcement is necessary for retention by the young child.

## **Be Yourself**

Basic to all values is the value of knowing one's self, his perceptions, his aspirations and his direction. Since all behavior is purposive, a child must understand why he behaves as he does and to what end activity is directed. A teacher's duty from the day the child enters school is to help the child understand himself and to develop realistic goals in the light of his ability. Thus the teacher must accept the child as he is, help him to have faith in himself as a human being and to develop and grow in a way that is consistent with truth and honor. This perception of one's self encompasses the family constellation in all its ramifications. The interactions within the family have a direct effect on a child's behavior and his perception of himself. The child's concept of himself in relation to his family or his favorite activities or desires may be made manifest in his early drawings, particularly if asked to make a book of pictures of himself, his family, where he sleeps, what he eats for breakfast, what he wants for his birthday, how he goes places, his best friend and his favorite activity.

The school tends to reinforce the idea that certain traits of behavior are acceptable and others are undesirable. The desirable traits may change as the child matures. However, research has shown that

the most outstanding characteristics in children in early school life continue to be outstanding at the college level. It is, therefore, important that we build upon children's interests and project forward in a developmental way. Each child is unique and the factors that affect his thinking are dependent upon sensory imagery developed during his pre-school years. To the over-protected or culturally deprived child the school will need to provide those experiences that give him percepts and a basis for imagery so that he may form concepts upon which to grow and develop.

**Be Aware**

After the first few years of a child's life his awareness of the surroundings is often lost sight of in the maze of family activities. It is the child's awareness to sight and sound that a good parent and teacher look for in determining his capabilities. From the day a child enters school, teachers spend many hours and use many devices to sharpen a child's concept of likenesses and differences. A child's use of puzzles, shapes and sizes, colors light and dark, sounds loud and soft, objects big and little, movement fast and slow, city and farm life, feelings of happiness and sadness, senses of taste and smell, all start the child on the path of creative thinking. Thinking prepares one for the act of doing something, to produce new meanings and to build concepts that reinforce rational belief. Concepts emerge out of perceptual experiences, memories, images and are the product of imaginative thinking. Thinking is a requisite for adjustment in our changing world. For the elementary school child thinking is an act of using words, sounds, pictures, numbers, symbols and signs to secure new meanings and achieve new purposes. It is the act of manipulating symbols representing concepts and objects which are not present to the senses.

**Be Respectful**

One assumes there has been respect for someone or somebody in the home, but all too often there seems to be no carry-over to the school situation and public places. The respect for parents, teachers, schools, law officers and public officials is a basic value of citizenship. It involves some critical thinking and an awareness of a purposeful individual. As the child enters school certain behavior patterns are set in motion to develop respect for himself, for his school, for his teacher and his own behavior in relation to others. Even the smallest child can be made to understand that certain things belong to others and that he doesn't touch them without permission, while some things

he is allowed to use at his convenience. A child can be taught to respect someone else's ability to do something without impugning his own abilities. The freedom to develop his abilities to the optimum of his capacities is the basic right of our Constitution. Early in education a child should learn a respect for the flag and the country for which it stands. He should be assisted in an understanding of the lives of our great leaders and their struggle to conceive this democratic way of life and thus build a sense of national pride to protect it.

In the child's eagerness and excitement of early school experiences a teacher can develop a respect for knowledge and a purpose for inquiry, discovery, and solution. While it is clear in the developmental process that purposes change, children need to have some self-direction to their activities if they are to gain meaningful mental content. When a child understands what he perceives in various situations, he develops certain concepts which may be interlocking and interacting with other concepts. Thus the values of citizenship are interactive and interlocking one with another. In a changing society of many cultures being meshed together, the teacher has a big responsibility to help children understand the plus values of another race or religion. The teacher can enrich children's lives greatly by an appreciation of different cultures in their respective communities and ways of working together and enjoying each other.

#### **Be Responsible**

As a result of over-protection or neglect many children develop the projective behavior technique early in life which misguides them all through life. First of all, a child must be responsible for himself and his actions. He must develop responsibility in respect to the things that belong to him and their care, as well as those that belong to others. Being responsible would encompass understanding and thoughtfulness toward others. Courtesy and consideration in the classroom, through self-control during activities in which he is not taking part, develop responsibility. If a child has respect for his home, his parents, he will be loyal to those people. This, then, enhances his self-respect and his self-concept.

#### **Be Healthy**

It is evident that health is a basic value and interlocks with all the other suggestions. For if a child has some impairment, be it physical, emotional, or psychological, he can not develop to his optimum. Since physical examinations for all youngsters are a prerequisite in most school systems, it is, perhaps, the teacher's responsi-

bility to discover the emotional and psychological aspects of a child's behavior. Observation of children, as they come to school, how they play in the school and on the playground, will reveal many clues to a child's conduct. Many fears and misconceptions can be alleviated by helping children interpret their home relationships and to discuss likes and differences and the reasons these likes and differences exist in their family situation. Often parents are so busy they do not see the child's view and his frustration resulting from interaction in the family. Harboring such frustrations may lead to an emotionally disturbed child. There are many health and social study books that can help the child interpret home and family living. Children should be helped to understand that it is healthy to disagree some of the time, that each individual has a right to his opinion so long as it does not interfere with the rights of others. Gradually as they grow and develop, their opinions may change. Teachers have too long left this aspect of mental health to chance. A young child has limited scope of activity and cannot be expected to know that his family situation may be very different from others. This kind of comparative study is well within the grasp of the first grader. This critical thinking can be applied to safety factors of the child's life and give meaning and purpose to the safety rules.

The reasons for enough sleep, play and proper food become the focus of a child's responsibility and help him to live within certain limits at home. The child should be given some definite responsibilities.

Too many children are lacking in emotional maturity. Parents must assist the school in developing attitudes for work and play. It seems that many parents have slipped into a lethargic attitude in regards to attitudes of children as they begin school. It is possible that parents need some help in appreciating their place in respect to understanding growth patterns and the disciplines involved.

#### **Be Alive and Thinking**

Reading specialists agree that the extent to which a child brings mental content to his school subjects is most important. How does a child perceive his surroundings in the community? No doubt he needs some help in interpreting and evaluating what he sees. In this way he can form concepts about his community and these concepts will determine his behavior and attitudes in the home, on the playground and in the classroom. If a home has books and magazines that are used and treasured, he will likely feel that same way toward his books. If there is discussion of ideas and events, he, too, is likely to form some

concepts from his reading. If there is free interaction in this discussion, he will be able to find release from doubts and fears and be eager to inquire and discover without fear of reprisal.

From the first day in school teachers must be very careful not to destroy this inquiring spirit while still keeping it within the constructs of school society. With children of many cultural backgrounds the climate of a classroom must be skillfully handled. Here again, there should be allowance for interaction of ideas and an understanding of why each person feels as he does. The teacher must be aware of the verbal fluency and sophistication of knowledge which many children develop today as a result of television. Children need to be encouraged to investigate why certain conditions or facts exist and whether they are valid truths in today's world. The value of the experiences a child has is dynamically related to his human aspirations by which he extends himself toward further fulfillment. As his values become internalized, his interests and concerns shape his personality. Goal striving is the essence of personality. There is growing evidence to substantiate the belief that mental growth does not always proceed at a fixed rate but spurts and stalls as part of the unfolding growth patterns. Intelligence is a result of interaction between the child's heredity and his environment and must be fed and nurtured to develop to its fullest capacity. The critical reader must be able to visualize content and relate it to his own experiences, to draw inferences and predict outcomes. For the primary child this could mean the interpretation of a picture, what preceded it and what could happen next.

#### **Be Loving**

The feeling of pride and respect represents love in a family situation. That love must contain disciplines for the good of the recipient. The love for a pet does not mean that he is given all the food he wants. When mother says no, she is probably showing her love for a child in a protective sense. Parental love must allow the individual to develop his own abilities through purposeful experiences suitable to his level of attainment. Parents should expect children to take certain definite responsibilities within the home setting to build a cohesive and secure relationship. It is through this love that children should learn appreciation for their family, for their schools, for their churches and for the freedom to enjoy these aspects of our society. So often in the hustle and bustle of everyday experiences people forget to enjoy the wonders of nature and the opportunities about them.

**Be Creative**

Democracy matures and flourishes on the creative efforts of its people. The task of the school is to provide a climate where creativity will evolve from a need to experiment. Creativity will enhance the child's self-concept and might possibly lead to the discovery of a new concept for the child or classroom. It involves exploring, responding, perceiving relationships, making choices, taking risks and giving expression to developing ideas. Many a child has found the purpose for reading and thinking deeply from the need to create. A child, however, does not have to produce something to enjoy creativity. From little seeds big acorns grow.

A perceptive teacher will be sensitive to the creative needs of children. It may well be the necessary release of tensions for many children, but it cannot take place in a tightly structured classroom. A child will not attempt to be creative if he is doomed to failure before he starts.

Since aesthetic experience begins with and depends on the sensory perception, the alert teacher will encourage the children to develop a sensitivity for their surroundings, to enjoy something for the sheer joy of the experience.

It is quite evident that all people are going to have more leisure time. How are we helping children to use this leisure? Leisure is defined as something one does for the joy of doing it. To enjoy many leisure-time activities, one must read, evaluate and make choices. People enjoy doing something in which there is an accomplished skill or ability. The individual who is well stocked with ideas is not apt to be bored. The manipulation of ideas resulting from purposeful living and from extensive reading can provide pleasure and real enjoyment.

The writer has attempted to describe some of the basic values of citizenship and what place it must have in our schools. Certainly parents have a basic responsibility to participate actively in these values and to show an appreciation for implementing them in society. The public too has a responsibility to support education in protecting our freedoms, "for freedom is something to be won, achieved, lived through and always about to be born," states Ribicoff.

Thinking is a requisite for adjustment in our changing world. Each individual must find satisfactory answers to his problems of time, ability, money and health through reading, learning experiences and the thinking processes.

These values, self-concept, awareness, respect, responsibility, health,



active thought, love, and creativity must be taught through experiences as well as verbal lessons, through active participation as well as study.

There are signs of dynamic concern for growth on the part of teachers in schools. "Those who are professionally concerned about teaching and learning, go on learning, using their reading, their contacts, their problems and their experiences as a challenge and resource for further development," says Zirbes.

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Winifred Winn is a teacher in The Learning Center, Oakton School, Evanston, Illinois.

# DID YOU SEE?

*Dorothy J. McGinnis*

"The Human Dimension in Teaching" by Ernest R. Hilgard, Professor of Psychology at Stanford University? This thought-provoking article was published in the *College and University Bulletin* of the Association for Higher Education, March 15, 1965. We heartily recommend that present and future teachers read this discussion of teaching and another, "What Does It Mean to Teach?" by Edgar Dale, *The News Letter* of Ohio State University, March 1965.

"A Confidential Question" by W. Somerset Maugham which appears in the April *NEA Journal* for 1965? Read it and see if you agree with his definition of reading.

The article by Sam Leaton Sebesta entitled "Artificial Orthography as a Transitional Device in First-Grade Reading Instruction," *Journal of Educational Psychology* for October 1964? One group of first graders were taught reading with the traditional system of spelling. Another group was taught by means of traditional spelling and by means of new spelling devised from traditional symbols having letter-sound consistency. The boys who were taught both systems performed better than boys who were taught only the traditional system of spelling. Girls taught both systems did no better than those taught traditional spelling.

"Current Approaches to Teaching Reading" edited by Helen MacIntosh? This pamphlet contains brief, objective descriptions of approaches to teaching reading: Language experience, phonics, individualized reading, linguistics, ITA, words in color, basic series, and S.R.A. Each description has been prepared by persons closely associated with each approach. The booklet can be purchased from the Department of Elementary-Kindergarten-Nursery Education of the N.E.A.

The article by Dr. Clarence W. Wachner which appears in the November 1964 issue of *Elementary English*? Dr. Wachner reports on the reading improvement program for culturally deprived children in Detroit schools.

"High School Reading—1963" by H. Alan Robinson and Allan F. Miskopf, *Journal of Reading*, November 1964? It is the sixth in a series of annual summaries of the professional literature on junior and senior high school reading.

Walter Pauk's excellent article, "Scholarly Skills or Gadgets," which appears in the March 1965 issue of the *Journal of Reading*? He speaks out against reading accelerators, tachistoscopes and reading films. He recommends the EVOKER system. For a full description of this system see *The Reading Teacher*, November, 1963.

# TEN SECOND REVIEWS

*Blanche O. Bush*

Some read to think, these are rare; some to write, these are common; some to talk, and these are the great majority.—The first page of an author not unfrequently suffices all the purposes of this latter class, of whom it has been said, they treat books, as some do lords, inform themselves of their titles, and then boast of an intimate acquaintance. —Colton

Allen, Robert L., "Better Reading Through the Recognition of Grammatical Relations," *The Reading Teacher* (December, 1964), 18:194-198.

In this article a new approach to grammar is discussed. Some research, according to Allen, suggests that the ability to recognize sentence-units and the relationships between such units may help students become better readers.

Archer, Marguerite P., "Building Vocabulary with a Fourth-Grade Class," *Readings on Reading Instruction*, Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 250-252.

The author discusses the procedures used by a fourth-grade class for building varied and interesting vocabularies. The group discovered 104 synonyms for the word "said."

Barrett, Thomas C., "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement," *The Reading Teacher* (January, 1965), 18:276-282.

This extensive and well-designed study is the first report of a series of investigations of readiness factors which the author has undertaken. The study provides a statistical analysis of the relationships and the predictive value of many of the visual-readiness variables in current readiness tests.

Bateman, Barbara, and Janis Wetherell, "A Critique of Bloomfield's Linguistic Approach to the Teaching of Reading," *The Reading Teacher* (November, 1964), 18:98-104.

Investigations by the authors reveal that interest in the linguistic approach to teaching reading is high but that most applications have used modifications of the Bloomfield System. The objections raised to the method are discussed and evaluated.

Botel, Morton, "What Linguistics Says to This Teacher of Reading and Spelling," *The Reading Teacher* (December, 1964), 18:188-193.

Botel explores intonation, sentence pattern, and spelling patterning which are the areas that linguists believe have important applications for the teaching of reading and spelling. He states that if we do not understand the nature and significance of the structures that carry meaning, we will not fully understand the meaning itself.

Cammarota, Gloria, "Word Groups in Speech and in Reading," *The Reading Teacher* (November, 1964), 18:94-97.

In this article certain words which serve as signals for word groups are discussed. The relationship of these words to the teaching of reading is considered and several specific classroom procedures which may merit experimentation are proposed. The suggestions in this paper stem from information patterns which linguists are making available to us.

Carrillo, Lawrence, "Progress Report: The Chandler Language Experience Readers," *College Reading Association*, Clay A. Ketcham, ed., Easton, Pennsylvania (Fall, 1964), 5:67-70.

The Chandler Language Experience Readers are designed for urban multiracial children and present situations that are real to these boys and girls. They are developmental in nature and provide success and motivation at each level. Experimental editions have been sent to various schools.

Cleland, Donald L., and Harry B. Miller, "Instruction in Phonics and Success in Beginning Reading," *The Elementary School Journal* (February, 1965), 65:278-282.

According to the authors, research on phonics is characterized more by quantity than by quality. Because results are inconsistent, it is possible to quote research to support any position on any aspect of phonics instruction.

Clymer, Theodore, "The Structured Reading Program," *Readings on Reading Instruction*, Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 134-139.

Clymer discusses the characteristics of an effective, structured reading program. The major dangers in this program, the

problems in an individualized program, and research findings relative to these two approaches are presented.

Cohn, Stella M., "Upgrading Instruction Through Special Reading Services," *The Reading Teacher* (March, 1965), 18:477-481.

The program and goals adopted by the Special Reading Services for the child, the parent, the classroom teacher, the school, and the community are presented. The results of Special Reading Services in 11 clinics with 2,900 children during the 1963-64 school year are discussed and evaluated.

Downing, John, "The i.t.a. (Initial Teaching Alphabet) Reading Experiment," *The Reading Teacher* (November, 1964), 18:105-110.

Included in the report on the first two years of the i.t.a. experiment are claims that the "standard of creative writing has improved almost beyond comparison." These claims are at present under objective investigation at the Reading Research Unit and already have some support from the research by Southgate who has reported that free writing appeared more spontaneous and prolific with such children. The author concludes that although caution must be exercised in respect to the findings to date, the results of the i.t.a. experiment in Britain indicate that a fruitful line of inquiry has been found.

Drake, Charles, "Reading; 'Riting and Rhythm," *The Reading Teacher* (December, 1964), 18:202-205.

From six years of testing, observation, and research, Drake reports that it has become apparent that the development of rhythm is intimately related to the acquisition of reading, writing, and spelling skills.

Elkind, David, Margaret Larson, and William Van Doorninck, "Perceptual Decentration Learning and Performance in Slow and Average Readers," *Journal of Educational Psychology* (February, 1965), 56:50-56.

In this study 30 slow readers, and 30 average readers were matched with respect to age, sex, and a nonverbal measure of intelligence. Results showed that slow readers attained significantly lower pre- and post-training scores and took significantly more trials to reach criterion than was true for the average readers. The results were interpreted within the

framework of Piaget's decentration theory of perception as it applies to reading.

Fry, Edward, "Teaching a Basic Reading Vocabulary," *Readings on Reading Instruction*, Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 212-217.

Because 63 per cent of all words used in the first three years of reading consist of just 300 basic words, Fry points to the desirability of stressing a fundamental vocabulary so that these words may be recognized instantly. A number of methods used successfully in teaching these words was presented.

Frymier, Jack R., "The Effect of Class Size Upon Reading Achievement in First Grade," *The Reading Teacher* (November, 1964), 18:90-94.

In terms of reading achievement the author reports that first grade students in small classes are significantly higher than students in larger classes. He feels that further attention should be given to (1) the effect of class size upon reading achievement in classes of less than 20 and more than 30, and (2) the cost of reteaching youngsters who are retained one year or more for lack of achievement in too large a class.

Furst, Norma and Edmund Admidon, "Teacher-Pupil Interaction Patterns in the Teaching of Reading in the Elementary School," *The Reading Teacher* (January, 1965), 18:283-287.

The purpose of this study was to determine the kinds of teacher-pupil interaction patterns present in elementary school classrooms. By applying the Flander's Interaction Analysis procedures to lessons in the content fields and reading, some major behavior differences of teachers and pupils at the various grade levels have been revealed.

Gabler, June, "Which Program for Kindergarten?" *Michigan Education Journal* (March, 1965), 42:17.

The findings, reported by the writer, indicate that both formal and informal kindergarten programs are equally effective in promoting reading-readiness growth. There was a tendency, however, for the younger, less able children to benefit from both programs to a greater extent than the older and more mature children.

Gowan, J. C., and R. W. Scheibel, "The Improvement of Reading in Gifted Children," *Readings on Reading Instruction*, Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 412-415.

Educators have not been enough aware, according to the authors, of the gains in reading rate by gifted students when remedial methods suited to their ability and interests are employed. As the urgency of this problem becomes better understood and it is more widely realized that developmental reading for the gifted is an important service, expansion of high school and college programs for the reading effectiveness of superior students may be expected.

Hollingsworth, Paul M., "Can Training in Listening Improve Reading?" *The Reading Teacher* (November, 1964), 18:121-123.

Research shows, according to Hollingsworth, that listening does have a positive effect on reading achievement.

Jordan, Laura J., "Verbal Readiness Training for Slow Learning Children," *Mental Retardation* (February, 1965), 3:19-23.

How well a child uses verbal skills may largely determine his success or failure. In primary classes for the educable mentally retarded, the teacher faces a dilemma if he does not take time to build the basic verbal skills which the children really need before starting formal reading instruction. In this study, the performance of two groups of children over a four-year span points up a need for caution in interpreting the results of short-term research with children who learn slowly.

Jungeblut, Ann and Arthur Traxler, "Summary and Evaluation of Pertinent Research at the College and Adult Level," *Perspectives in Reading-College Adult Reading Instruction*, International Reading Association, Newark, 1964, 115-134.

From 1930 through May of 1963, the authors found about 800 citations of published studies which involved college students or adults in some phase of research on reading. Effects of reading programs, factors in reading, and principles underlying reading programs were among the research areas. An excellent bibliography is included.

Karlin, Robert, "Developing Reading Skills in English and Social



Studies," *College Reading Association*, Clay A. Ketcham, ed., Easton, Pennsylvania (Fall, 1964), 5:23-25.

The ideas expressed in this paper are conditioned upon three assumptions: (1) General reading ability is a necessary foundation for reading all kinds of materials, (2) the possession of general reading ability does not assure ability to read all kinds of materials, and (3) special reading abilities are associated with materials in subject areas. The specialized skills in reading social studies and literature are described and guidelines for teaching the study skills are presented.

Larrick, Nancy, "The Library is Your Reading Test," *College Reading Association*, Clay A. Ketcham, ed., Easton, Pennsylvania (Fall, 1964), 5:4-8.

In this, the age of testing, we have reading tests, aptitude tests and dozens more, but the most telling test of your reading program is your library. It testifies, Larrick asserts, to your approach to reading, your conception of what reading can mean, and your effectiveness as a teacher of reading or a teacher of teachers.

Martin, John, "Using Test Results to Improve Reading Instruction," *Readings on Reading Instruction*, Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 114-117.

Diagnosis should always be the keystone for the improvement of any form of instruction. Martin emphasizes that test results properly interpreted can be an invaluable aid in diagnosing learning in reading. Mistakes can be made in teacher evaluation unless appropriate measuring devices are employed and careful analysis is made of the results.

Mazurkiewicz, Albert J., "What Does a Test Battery Tell a Teacher?" *Readings on Reading Instruction*, Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 117-121.

A test battery, the author states, whether it is an achievement battery or a battery of tests chosen by the teacher for specific diagnostic purposes, produces information in direct proportion to that which was fed into it. Test users need to know exactly what the tests are designed to measure and recognize that data obtained from responses provide clues for further action on the part of both the teacher and the learner.

McDonald, Arthur, "Research for the Classroom," *Journal of Reading* (January, 1965), 8:187-189.

Forty-one studies were reviewed by the author relative to rate and reading flexibility. He states that due to the efforts of many researchers, teachers, and other workers, the field of reading improvement has moved far ahead of the simple days of "read faster, comprehend more." He believes that students should be taught how to alternate reading techniques as one or more elements of the reading situations, such as purpose, previous knowledge, nature of materials, change.

McNeil, John D., and Jane Stone, "Note on Teaching Children to Hear Separate Sounds in Spoken Words," *Journal of Educational Psychology* (February, 1965), 56:13-15.

The purpose of this study is to test the hypothesis that children learn to identify sounds in spoken words better through practice with nonsense than with familiar words. Findings indicate that children trained with nonsense words made fewer errors during the training period. On the criterion test they did significantly better in identifying sounds found on both nonsense and meaningful words.

Miller, Edith F., "Stimulate Reading . . . With a Dictionary," *Readings on Reading Instruction*, Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 257-260.

Making a dictionary as a class project provides a valuable addition to the reading program and can be adapted to any grade level. Miller reports that the most important outcome of making dictionaries is that pupils will come to love words and want to know their meanings.

Newton, Eunice Shaed, "Training the Volunteer Reading Tutor," *Journal of Reading* (January, 1965), 8:169-174.

A syllabus for training the volunteer reading tutor was presented. It emphasized that the degree of enthusiasm and dedication of the volunteers, their own skill in reading, the types of client with whom they work, the skills of the director, as well as the availability of material determine the quality and quantity of the training which may transpire.

Piekarz, Josephine A., "Common Sense About Phonics," *The Reading Teacher* (November, 1964), 18:114-117.

The defenders of phonics seem to believe that a rigid set of rules governing the pronunciation of letters is the one true road to success in reading. The opposition seems to believe that there is no point in teaching phonic generalization because there are many exceptions. The author emphasizes that efficient word identification and reading are possible only through the combined use of structural phonetic analysis and other word recognition techniques.

Robinson, H. Alan and Allan F. Muskopf, "High School Reading—1963," *Journal of Reading* (November, 1965), 8:85-96.

This article summarizes professional literature on junior and senior high school reading published in 1963 with a few earlier reports that have been called to the authors' attention.

From their study the authors report that evidence indicates that: 1) The best materials for teaching comprehension skills are the regular textbooks. 2) Teachers cannot afford not to teach reading. 3) A competent reader senses a third-dimensional effect of ideas on a printed page. 4) More life-long readers emerge from satisfying personal reading than from the in-class study of literature. 5) Readers are made, not born. An excellent bibliography is included.

Robinson, Helen M., Samuel Weintraub, and Carol A. Hostetter, "Summary of Investigations Relating to Reading July 1, 1963 to June 20, 1964." *The Reading Teacher* (February, 1965) 18:331-429.

The number of items in the summary reached an all time high this year even though a number of action studies was omitted. Besides the increase in number of summaries the psychology of reading reflects a marked trend toward investigations of learning in which letters, words, and longer selections are used. A lengthy bibliography is presented.

Russell, David H., "Reading Research that Makes a Difference," *Readings on Reading Instruction*, Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 28-32.

Russell describes ten studies which have widely influenced reading instruction over the years. He notes that each of these studies is closely connected to the problems of the day. Russell suggests, as we look to the future, that we ask, "What is relevant

and pressing?" Research in reading has influenced and will influence practice. "Research can make a difference."

Whipple, Gertrude, "What Is A Good Reading Program?" *Readings on Reading Instruction*, Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 17-21.

Eight criteria based on publications in the field of reading and supported by the consensus of judgments of the yearbook committee are presented along with several clues which aid in determining whether a given reading program meets essential standards.

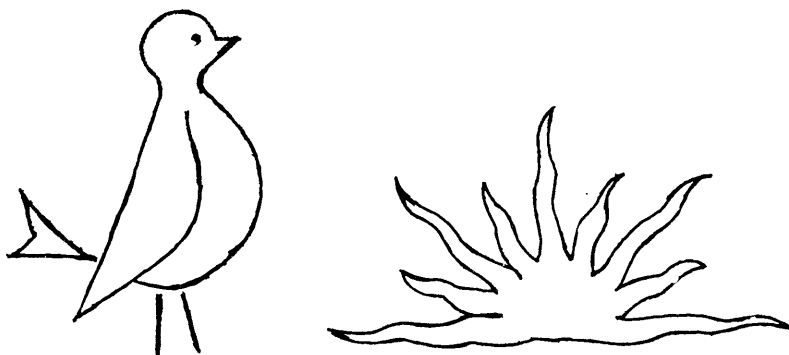
Wildebush, Sarah, "Oral Reading Today," *The Reading Teacher* (November, 1964), 18:139-140.

Wildebush states that the time involved in repetitious inflected oral reading today in all grades is wasted. Nothing is gained from it but boredom, interference with the rate of thinking of children, and discipline problems. The author asks, "Shall reading be devoted to vocal gymnastics for oral reading or to the development of silent reading skills for studying?"

Wollner, Mary H. B., "Should Parents Coddle Their Retarded Readers?" *Readings on Reading Instruction*, Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 451-454.

Tests and interviews with children, who show a true pattern of reading and spelling retardation, and talks with parents reveal both turmoil and tragedy.

The author suggests that (1) parental pressure be removed (2) parental example be provided, (3) teachers be objective and help build the morale of retarded children, and (4) home and school discipline be firm and consistent.



## ROUND ROBIN

*Dorothy E. Smith, Editor*

Now that spring has made its reluctant—but inspiring—appearance it is difficult to remember how we felt two months ago when the snow fell. And fell. And fell. It was on February 25 and 26 that the Michigan Reading Association Conference was held in Lansing, Michigan. Sister M. Bernetta who is President-Elect of the association, has written her summary reactions to that convention and, incidentally, the effect the weather had on it. We are most proud to present her report to you.

Dear Editor:

During the worst snow storm in over thirty years for the southern part of the lower peninsula of Michigan, less than one-third of the usual number of people attended the Michigan Reading Association Convention. The five hundred or more who attended were applauded as pioneers and heroes of the storm.

We were informed in Grand Rapids that the impending storm would make it too precarious to travel on the first day scheduled for the meetings and that we must go the night before on the bus. When Sister M. Paula and I arrived at East Lansing Bus Station, it was locked and the storm was raging with a blizzard of snow. The only place to take refuge was in a telephone booth. We called a taxi and they promised to come, but over a half hour passed, and we called again and they promised to come as soon as possible.

This was at 8:30 p.m. and at 9:00 p.m. we were still waiting when a Greyhound Bus unloaded several more people. Among them was a very young child. We invited them in the telephone booth but they did not have the collapsibility of coeds and declined. We invited

the little child and she eagerly came and I tried to keep her from shivering in the cold.

We grew very friendly and she was most outgoing and talkative. "What is your name?" I asked. "Betsy Brzeinski," she replied. "Where are you from?" and she answered, "Denver, Colorado."

Here was the daughter of the man I wished to interview for my introduction of him at the Thursday luncheon of the Michigan Reading Association. I went out of the booth to welcome Dr. Brzeinski and informed him of my desire for an interview. He told me that Betsy would give even more than I needed to know which was true. He was happy that I did not tell all she told me. We have some secrets yet.

Betsy and I had an interesting chat. When I asked what her Daddy did, Betsy informed me that he worked at the University and gave speeches.

Dr. Brzeinski is Director of Research for the Denver Reading Studies and has been since 1957. A very solid scholarly but practical consideration was given by him of the controversial issue of parents teaching the young to read. They not only know that the young can be taught but in the Denver research a searching examination of all the evidence that will help to answer the question: "Should the young child be taught reading?" is being carried on.

Parents are presented special helps and urged to avoid pressure of any kind. The ordinary time table does not exceed thirty minutes per week and probably not more than five minutes a day for reading readiness work. Parents are encouraged to read to their children about an hour a week at very brief requested intervals. The "School of the Mother's Knee" was painted in an attractive manner as well as the benefits of a "one to one relationship." I was skeptical before but am much wiser now. There are so many variables that one lives and learns even at a ripe old age.

Another main speaker was Dr. Bill Martin, Jr., author of the Little Owl Books. He fascinated the audience as a born and grandmother-made story teller. Dr. Martin said his grandmother's anguish and simple pleasures were all part and parcel of her story heritage. The family wore the pages thin of A. A. Milne's, *When We Were Very Young*. In a most delightful and dynamic manner several poems were given such as: "Speak Gently Spring" to contrast with our weather, and "The King's Breakfast."

In fact most every word of Dr. Martin had the unction of poetry. Well did he practice what he said. "The miracle of language should never be separated from the miracle of man." The teacher should

be an appreciator and guide and have a built-in radar to give warning of when one should enjoy and appreciate and when it was time for skills. There are always greater values than the text in the child and the teachers. Generosity of taste and appetite for language will sharpen the taste for work and make reading a joy.

Children are the purest of all linguists. What better ear training than in "Sing a Song of Sixpence." In it there are not only words but real language. "Life lifting language is man's kinship with greatness." Man alone has language.

Teachers need to search our souls for poetry; fill hearts with beauty and get in tune with souls of God's creation: "Life has Loveliness to Sell," "The Lord is My Shepherd."

Mrs. Dorothy Kendall Bracken is President-Elect of I.R.A. and she gave an excellent presentation of "Individual Difference in Reading Development." In taking a historical look at individual differences and the teaching of reading it is not the value of one method such as the revival of individualized reading and self selection versus basal reading. It is as Nila B. Smith says that it is not one or the other that provides most for individual differences but the good of each which becomes better than either.

There are over nine groups of individual differences in reading. Those of normal capacity, high capacity and low capacity can each be divided into those who are moving as they should; second, those who are doing less than they should; third, those who are doing more than it appears they could. Charts of reading scores of grade four showed a range of reading levels from grade two through grade eight. A seventh grade class had the range from grade two to grade twelve. A college group had the range of twenty grades from grade four to the twenty-fourth grade level.

There are other kinds of differences than rates of learning. The environmental differences are vast; so are the physical and psychological differences. Diagnostic tests should be well analyzed for skill differences that do not show up in scores of the same average. In the reaction to various methods there are great differences and we need to be eclectic and inclusive in our methods. It is not a matter of one or another but the teacher should have a repertoire and play it by ear as the child reacts.

Ways of dealing with individual differences are to vary the question given to each child according to his needs; vary the assignments according to group needs; use multi level materials; study many new

materials and use when and where they help. All this and more was given in a very interesting and enlightening manner.

The preceding is but a skimpy resume of the principal speakers from Denver, New York City and Dallas. They were excellent, I thought. Also, our own fair state of Michigan has so many people who are outstanding in the field of Reading and the Language Arts at all levels of instruction. The sectional meetings were of very high quality and were very practical. Because of the limits of space in *Reading Horizons* and time in God's world we will just indicate that all of you participants made it an excellent meeting in spite of the limitations of stormy weather.

Most of all did I admire the skill and adaptability of our fine President of M.R.A., Doctor William Durr. He quickly changed his role to fit in with emergency presentations for the absent snowbound members. The chalkboards were filled with cancellations but a companion board was filled with substitutions. We missed our absent members. Those present said they had a very fine meeting and were repaid for the sacrifices they made in coming.

Please all order better weather for next year. Keep this idea in our prayers. God bless you.

Sister M. Bernetta, O.P.  
President-Elect of Michigan  
Reading Association  
Aquinas College  
Grand Rapids





# PLAN TO ATTEND

## READING DEMONSTRATIONS

Western Michigan University

Kalamazoo, Michigan

DATE	TOPIC
Thursday, June 24	Reading Needs as Shown by An Informal Reading Inventory
Tuesday, June 29	Using Oral Reading as A Diagnostic Tool
Thursday, July 1	The Team Approach in Helping the Disabled Reader
Tuesday, July 6	I. T. A.
Thursday, July 8	The Drama of Teaching Reading Through Creative Writing
Tuesday, July 13	Critical Reading—Its Importance and Development
Thursday, July 15	Reading in Science
Tuesday, July 20	Directed Reading in the Content Field
Thursday, July 22	Play Reading
Tuesday, July 27	Making Better Use of Children's Books

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These demonstrations, which are an integral part of the course, EDUCATIONAL THERAPY IN READING, 587, generally make use of a child or adult. In some instances the parents and teacher participate.

All demonstrations begin promptly at 1:10 and continue until 2:00 p.m. Following each demonstration, a discussion hour from 2:10 to 3:00 p.m. is held. Visitors are invited to both the demonstrations and discussions.

The class also meets on Monday and Wednesday from 1:10 to 2:00 p.m. All meetings are to be held in Room 2303, Sangren Hall, West Campus.

