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*Reading*

**HORIZONS**



**Summer 1965**



# *Reading* **HORIZONS**

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## ***Editorial Comment***

### **Flexibility Yes. Speed No.**

Although not as popular as it once was several years ago, some college students and adults still ask for classes in "speed" reading. What do these individuals really want? The answer is ability to read more effectively.

It is true that good readers can read rapidly, but they do not always do so. They do, however, know when to read rapidly and when to read slowly. This shifting of rate up or down to meet changes in difficulty of materials and modifications of purpose is a characteristic of effective reading and involves *flexibility*. The flexible reader selects and skims off that which he needs. In skimming, the reader quickly identifies, interprets and evaluates ideas in order to secure a general impression as, for example, an *overview* of a chapter or a *preview* of a book. In this process no one can read faster than he can think. The essential skills are complex and represent one of the most difficult acts of reading. Physical, psychological and environmental factors contribute to flexibility of reading and these are not easily modified by mechanized equipment and skill-drill procedures. Rapid reading is a concomitant of effective reading. The emphasis should be placed upon flexibility and not speed.

How fast should one read? This question is similar to the question: How fast should one drive a car? The rate at which a car is driven should depend upon the condition of the car, the skill of the driver, the hazards of the highway, and the purpose for which the trip is being made. In like manner, the rate of reading is determined by all the factors which affect the efficiency of the human organism, by the nature of the material being read, and by the reader's purpose. Flexibility is the answer. Speed never.

Homer L. J. Carter  
Editor





# SOME CRITICS AND THE VULGAR ERROR

*Charles Allen Smith*

Everyone who has ever been enchanted by the written word—and this surely includes everyone who has ever attempted to teach it—has given at least a passing thought to the question: Wherein lies the difference between the language of poetry and the language of prose?

Late in World War II a three-star general landed with his staff in a B-24 at one of our island bases on a two-day inspection tour. The base was being used as a depot where retired planes were disassembled and stored as replacement parts for planes still in service. Two days later the general came back from his tour, ready to fly back to Washington and turn in his report. But he found that there would be a delay. Temporarily, at least, he was grounded. In his absence his personal B-24 had been mistaken for a retiree and given the treatment. It was now stored all over the base in a thousand bins, all neatly numbered, labelled, and recorded in quadruplicate.

I've always liked this story. There is a small boy in most of us who enjoys seeing tacks placed on the seats of the mighty. I get a vicarious thrill out of imagining what the general said when he found his plane had been methodically dismantled. I churn with pity and fear, as Aristotle said tragedy should make me do, as I think of the base commander trying to explain to the general why they had taken his airplane apart.

But most of all I like the story because it points up our chronic compulsion—especially potent in the academic fraternity—to break things down and file them away in categories. We can't feel really comfortable and secure until everything is reduced to components and neatly labelled. Give us five minutes alone with the general's plane and we'll have it in bins.

For a long time critics have felt a need to set up hard and fast criteria for drawing a distinction between the language of poetry and the language of prose. There is a feeling that the more obvious distinctions between poetry and prose—the fact that poetry may be in rhyme and prose may not be, the fact that the rhythms of poetry are obvious enough to scan and those of prose are more sophisticated—are not enough. There must be a basic difference in their diction and their imagery. To speak of a "poetic phrase" or a "prosaic statement" must really mean something. There must be a bin labelled "Language of Poetry" and a bin labelled "Language of Prose."

Percy Bysshe Shelley has warned us against such word-sorting. In the *Defence of Poetry* he says, "The distinction between poets and prose writers is a vulgar error." I cannot think of an easier way to remain ignorant of the nature of poetry than to refuse to read Shelley's *Defence*.

In another of the most significant critical documents in the language William Wordsworth agrees entirely with Shelley. In the "Preface" to the 1800 edition of the *Lyrical Ballads* Wordsworth says:

. . . it would be a most easy task to prove . . . that not only the language of a large portion of every good poem, even of the most elevated character, must necessarily, except with reference to the metre, in no respect differ from that of good prose, but likewise that some of the most interesting parts of the best poems will be found to be strictly the language of prose when prose is well written . . . we will go further. It may be safely affirmed, that there neither is, nor can be, any *essential* difference between the language of prose and metrical composition. (7)

But in the wake of these knowledgeable testimonies the attempt to categorize language into what is suitable for poetry and what is suitable for prose goes solemnly on.

For instance, T. E. Hulme settles the matter with withering scorn. "Prose," he says, "is. . . the museum where the dead metaphors of the poets are preserved." (4) As I reflect upon this, a prose passage from Henry David Thoreau comes to mind:

Time is but the stream I go a-fishing in. I drink at it; but while I drink I see the sandy bottom and detect how shallow it is. Its thin current slides away, but eternity remains. I would drink deeper; fish in the sky, whose bottom is pebbly with stars.

It seems to me that these metaphors are very lively "dead" in an uncommonly vital museum.

George Rylands decides that "Poetry should be simple, sensuous, and impassioned." (6) This would shut out the intricate sophistries of John Donne and the cold gemmology of Emily Dickinson. And, of course, it would shut out George Crabbe, who is as sensuous as a marble bust of Frances E. Willard.

Lascelles Abercrombie thinks that a sound theory of poetry is to be found in Shakespeare's description of the poet's eye "in a fine frenzy rolling." (1) But Joseph Addison wrote poetry and he never had a frenzied moment. (On his deathbed he called his nephew to witness

how an English gentleman should die.) Yet some of our prose-producing news commentators reside in perpetual tizzies.

The use of metaphor in prose, says J. G. Jennings, is “analytic and classifying. . . purely logical, rationalistic, or scientific.” This use “has nothing to do with poetry, the essential characteristic of which is its emotion, as opposed to logic and reasoning.” (5) George Rylands says about the same thing when he claims that ornamentation is calligraphic in poetry, while in prose ornamentation is functional. (6) And Richard Fogle finds that the individual image in poetry has more artistry and more emotion expended on it than the individual image in prose. (3)

All of these able critics are quite simply ignoring the fact that there have been two well defined styles in English prose—the plain and the ornate. What Jennings, Rylands, and Fogle say of prose is perfectly true of the plain style. It would fit, let us say, a sermon of Urian Oakes or an essay of Francis Bacon. But what they claim for poetry is just exactly as true of the ornate style in prose. It would be concisely descriptive of John Donne’s use of the image of the tolling bell in his prose “Meditation XVII” or of Sir Thomas Browne’s use of a number of images in his prose “Hydriotaphia.”

Jennings further indulges in proof through selectivity when he says that “typical prose cools the mind to the temperature of pure reason; poetry fires all the emotions as does life itself.” (5) John Milton also spoke of “the cool element of prose.” And Cleanth Brooks says that prose is “intellectual rather than emotional, clever rather than profound, rational rather than divinely irrational.” (2) But by the same process of selection one might use William Jennings Bryan’s “Cross of Gold” speech, Chapter VII of Steinbeck’s *The Grapes of Wrath*, and the latest blatherings of Robert Shelton, Imperial Wizard of the Ku Klux Klan, to show that prose is white-hot, rhapsodical, or completely irrational.

Since earliest times the lunatic, the lover, and the poet have been regarded as phenomena apart, and it has been expected of them that they speak a special and ecstatic language. The facts that they are often not in a disturbed state and that they have no monopoly on ecstasies anyway must, of course, be ignored by those who insist upon tidy categories for language. By picking and choosing among the evidence it is easy to show that the language of poetry differs from the language of prose.

Some time ago I spent an evening and a night in a hall bedroom whose offerings in the way of literary edification and delight consisted

of a worn, leather-bound copy of something named *Memorial Volume. Dedicatory and Opening Ceremonies of the World's Columbian Exposition*, edited by "The Joint Committee on Ceremonies of the World's Columbian Exposition," Chicago, 1893. As I was unable to attend the World's Fair of 1893, one may well imagine that I seized avidly upon this opportunity to visit it vicariously.

I found my time well spent. Here, for example, is a clear-cut gem of straightforward prose from the chapter entitled "Mr. Ferris and the Wheel":

Thirty-six cars are suspended from the wheel. The cars are 27 feet long, 13 feet wide and 9 feet high, and are hung at equal distances around the wheel on a steel pin 6½ inches in diameter, passing through the roof of the coach to each side of the outer rim. The frames are of steel, covered with wood, and the occupants can look in any direction through the windows, of which there are five on each side, consisting of large panes of plate glass, which can be lowered at will, each guarded by an iron grating intended to prevent people from falling out.

Now this is prose, and nobody can argue the fact. It is simple, analytic, unimpassioned, logical, and as cool as a sliced cucumber. There isn't a metaphor in it, except for such petrified and unrecognizable ones as *suspended* and *hung*. It is obviously designed to serve the reader's understanding. This is prose as the categorizers like to find it.

Unfortunately for the categorizers it is identical in approach, tone, and method with:

I've measured it from side to side;  
It's six feet long and three feet wide.

Yet this is poetry, inasmuch as it certainly isn't prose. In both selections the author has something to say, and nothing got in the way of his saying it.

Now the author of "Mr. Ferris and the Wheel," carried away by his enthusiasm for Mr. Ferris's great work, also gives us this—still remaining in what must be admitted to be prose.

Its superior excellence as a conception of the human brain has been acknowledged by the greatest thinkers of all the world's continents, and Mr. Ferris has been placed upon such a pinnacle, that when the future historian comes to survey the character of his work, he will find it rising above the undulating plains of humanity like a huge mountain in the desert, and like the orbs of those who walk in the Midway, he will have to lift his eyes

high toward heaven to catch its summit. It is such a masterful stroke of genius, so carefully conceived, and so successfully executed, that intelligence, viewing the creation from any standpoint, must do it homage.

It is obvious that something has happened in the mind of the writer between this coloratura ovation and the simple, analytical, unimpassioned, logical, and cool description quoted earlier. No longer are we asked to estimate the achievement of Mr. Ferris in terms of steel pins 6½ inches in diameter, iron gratings, large panes of plate glass which can be lowered at will, and fraternal solicitude for careless people who fall out of Ferris wheels.

Now we see the achievement of Mr. Ferris relieved of mechanical minutiae and projected into association with—even identity with—huge mountains in the desert, “rising above the undulating plains of humanity.” And Mr. Ferris himself has been lifted from his drafting board and blueprint paper and seated upon a pinnacle, doubtless near the mountain, where he can watch and take satisfaction in the upward rolling orbs of humanity.

Why have Mr. Ferris and his work been illuminated with such verbal pyrotechnics? If Jennings, Rylands, Brooks, *et al.* are right in their conception of “the language of prose,” then it must be for purposes of the understanding. But for purposes of the understanding no such pinwheels of rhetoric would have to be touched off. A simple statement like, “The Ferris Wheel is regarded by the world’s greatest thinkers as an outstanding engineering achievement, and future generations will regard Mr. Ferris’s work as immensely important” would cover the same ground and be much more readily understandable to any reader. The writer’s aim is to fire the emotions of the reader just as much as they would have been fired if the reader had joined his orbs to those of the Midway crowd who saw the phenomenon on the spot. There is nothing analytic, classifying, or logical about it. And I think it’s a bit irrational, though I wouldn’t say divinely so. Yet, I repeat, it must be admitted to be prose.

Bearing in mind Mr. Rylands’ statement that metaphor is calligraphic in poetry and functional in prose, I should like to produce another gem from the *Memorial Volume*. The Honorable Henry Waterson delivered the “Dedicatory Oration” at the Exposition of 1893. He operated strictly in prose, and one of his sentences follows:

No one who has had the good fortune to see the models of this extraordinary work of art can have failed to be moved by the union, which it embodies of the antique in

history and the current life and thought; as beginning with the weird mendicant fainting upon the hill-side of Santa Rabida, it traces the strange adventures of the Genoese seer from the royal camp of Santa Fe, to the sunny coasts of the Isles of Inde, through the weary watches of the endless night, whose sentinel stars seemed set to mock, but not to guide; through the trackless and shoreless wastes of the mystic sea, spread day by day to bear upon every rise and fall of its heaving bosom the death of fair fond hopes, the birth of fantastic fears; the peerless and thrilling revelation, and all that has followed, to the very moment that beholds us here, citizens, free-men, equal shareholders, in the miracle of American civilization and development

Note that if the Honorable Watterson had been bent upon conveying a thought to the understanding he could have said, "Everyone is impressed by seeing, at the Exposition, the juncture of the past with the present"—and covered the ground adequately.

Note, also, that he does not seem particularly intent upon arousing emotion. Calling Columbus a "weird mendicant" and a "Genoese seer" in the same sentence would be a preposterous attempt to arouse fear, pity, contempt, awe, respect, and trust—all for the same object at the same time. There would be no point to such a verbal banzai charge.

No, Mr. Watterson is only being ornamental, fancy, rococo. There is no more solid purpose in the glittering embroidery of this sentence than there was in the curlicues and birds with letters in their bills which old time masters of penmanship used to ornament their signatures with in Mr. Watterson's day. He is simply being calligraphic—in prose.

To attempt to differentiate between the uses of metaphor in poetry and the uses of metaphor in prose—between the language of poetry and the language of prose—is only to run into contradictions and exceptions at every turn. And finally to try to over-leap them by arbitrary decisions which are vulnerable from a hundred directions.

As Shelley said, "The distinction between poets and prose writers is a vulgar error."

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Charles Allen Smith, an Associate Professor of English at Western Michigan University, is co-author of "The Metropolitan Transportation Dilemma," published by the Society of Automotive Engineers. He wrote the script for an award winning industrial movie, and his weekly radio show was selected for a national award as one of the top ten in its class in radio and television. Mr. Smith is also a popular after dinner speaker.



# THE MAKING OF READERS

*Helen E. Master*

In considering the process of developing anything, we must have in mind a clear concept of the end product we are hoping to attain. In considering the developing in children of an appreciation of literature, we are aiming at producing life-time readers, children and ultimately adults who will turn with confidence to books (using a general term) for information and pleasure. Now in the day of relatively cheap printing, and hence, an overwhelming amount of inferior material, we must qualify the word "books" with the word "good." And though such a description is woefully open to a carping kind of "What do you mean?" criticism, I am fairly sure that most *readers* know what we mean. To add the term "of literary value," only weakens the position to me. I can but repeat that what we are trying to do in presenting good books to our young is make readers of as many of them as possible—readers in the same general sense as a ballet mistress aims to make dancers of her pupils, or a track man to make runners of his. The end in all three cases involves a high standard and a discipline that scarcely has to be defined. There may well be several steps to note in the making of readers.

## **Begin Before the Beginning**

It has always interested me to contemplate the trust that planters of spring bulbs must have as they place the bulbs in the ground in the fall. The first flowers of spring are the result of plans and plantings made many months before blooms can be expected. Planting bulbs requires a faith in the ultimate flowering that must remain strong and unfaltering through a period that shows no results at all of one's labors. Indeed, conditions seem made to frustrate all our plans,—cold, snow, long months of dull, sunless days. Yet, bulbs do flower in a rewarding colorful way when their time comes. The situation is parallel, it seems to me, to that encountered in developing an appreciation of books and reading in children, an appreciation that will carry over into their lives as adults. We must plant these bulbs, so to speak, in the minds and imaginations of children long before we expect them to flower, having a strong faith that a love of the best and most worthwhile in story and poem, indeed, in the special and artistic use of *words* will flower to glow with color and to delight with spicy fragrance. Plant words in the patterns of poetry or in the rhythms of rolling and melodious prose in the ears and muscles and awakening minds of children long before you expect any reaction to them. How shall we

do this? By reading aloud, chanting, emphasizing the rhythms of words and phrases to babies and young children in pieces where words are expertly and memorably used, demanding little or nothing of meaning, but making rhythm and sounding fit the occasion. Try to do this in as many of our activities with the child as possible. Use nursery rhymes, simple little accumulative stories, with their varied but oft repeated phrases. Use the Psalms, the soliloquies from Shakespeare's tragedies, the graceful songs from the comedies or the Queen Mab speech from *Romeo and Juliet* with its lilting, tripping pace, or the great orations with their rolling periods—not expecting what you say to be understood, but expecting the patterns of *how* you say it to become familiar and ordinary.

Many writers of distinguished prose acknowledge their debt to Biblical passages read to them in childhood. They were often forced to listen, but nevertheless they were washed about in the sound and energy of the words strikingly used, and quite unconscious of the power at work in them. Here is a fixing of taste and a sense of the potential that such word-sounds have, a “standard” even for the very young that will not be satisfied with mediocre or cheap imitations. Of course, if mediocrity comes first through failure to select on the part of adults, mediocrity may, alas, have set the taste and pattern. For so universal is the delight that human beings find in rhythmic sound that children exposed exclusively to insipid song and trite slogans of radio and TV, for example, will turn to these when they begin to get sense and meaning from words, and so find their delight in the slipshod and the banal because it is instinctive for us human beings to find delight in *words* and their use, whatever they may be. The importance of establishing patterns of excellence in the developing minds and personalities of the young should be obvious to us.

Let me give a few examples. Any reader could give dozens more even if limited to quotations heard from the playgrounds of his experience. I start with the Mother Goose or nursery rhymes, not because I associate them with nursery children but because they present perfect and easily available material. The unfailing rhythm, the sturdy “matching” words, many of them with double rhyme, assonance and alliteration stress sound and relieve the user of any attempt to supply meaning. To ask for meaning is to negate the purpose of these little verses. Movement and sound, these are the values.

“Doctor Foster went to Gloucester  
In a shower of rain . . .”

“Jack and Jill went up the hill  
To fetch a pail of water . . .”

“Diddle, diddle dumpling, my son John  
Went to bed with his stockings on . . .”

“Ride a cockhorse to Banbury Cross  
To see a fine lady upon a white hoss . . .”

“Little Miss Muffet  
Sat on a tuffet . . .”

Saying these involves the whole person; the foot taps, the fingers drum, the hands clap. And note the many strange, unknown and sometimes meaningless words. This makes no difference; this is unimportant. What is important is the expert use of words in a sturdy pattern of sound, for of course, we say these little rhymes aloud; fortunately, there is no other way.

The most successful of the modern writers of verse for young children have used the style and devices of the nursery rhymes, some with more attention to meaning, but others, especially the writers of modern nonsense verse, with insistence on that elusive quality of words arrestingly used.

“And the lion  
Had a green and yellow tie on  
In Johnny Crow’s garden . . .”

“James James Morrison Morrison Weatherbee George  
DuPree  
Took great care of his Mother though he was only  
three . . .”

Almost anything from Milne, Ciardi, the earlier Dr. Seuss, or Walter De la Mare,

“Slowly, silently, now the moon  
Walks the night in her silver shoon . . .”

Robert Louis Stevenson,

“O Wind a-blowing all day long,  
O Wind that sings so loud a song . . .”

All are specifically marked by memorable word combinations and mouthfilling sounds.

The examples are many. Nor must we depend on verse only. Beatrix Potter’s “Flopsie, Mopsie, Cottontail and Peter,”—what strikingly adequate use of words for rhythm, sound, and pattern. Also the nursery tales, from their standard opening and closing formulas—

"Once upon a time," and "They lived happily ever after," to their characteristic style of telling—"And they went along and they went along and they went along, and presently they met, etc." Or "I'll huff and I'll puff and I'll blow your house in"; "Grandmother, what great big eyes you have"; "Back we go again for you're not the bride I seek." Such prose tales have their modern equivalents and imitators, too. Kipling's *Just So Stories*, Robert McCluskey's *Make Way for Ducklings*, Elsa Minarik's *Little Bear Stories*. The point is that children are experiencing their first literature in a beautiful joy and delight that is truly literary appreciation, natural, happy, and full of potential, without force or constraint. Children thus "tempered" are bound to demand the same in all the stories and verse given to them; they are on the way to becoming readers.

#### **Present the Values of Literature as Many-sided**

As the *sounds* of words and their patterns of use have been the first important means of establishing an appreciation of literature, so let these devices continue as the process matures and broadens. Add meaning; add emotional involvement; add the delight in "finding out about things," i.e. building up a fund of information, but make every effort to keep some of the literary experience *oral*.

As children grow older the oral character may be kept by two practices: story-telling and reading aloud. Story-telling is the natural next step beyond the emphasis on sound discussed above. When meaning begins to count, when the words begin to fit together to reveal what is happening, sound can still function in story-telling. The child is rare who does not enjoy listening to a story. "Tell us a story," they say and settle down to listening eagerly. Story-telling is more appropriate for younger children; the stories told are shorter than longer and carry a sense of finish, conclusion so that the youngest say, "Tell it again," and the older ones say, "Tell another one!"

Reading aloud, on the other hand, presents an interest of longer duration. Reading aloud can be a family activity and used to be just this. A novel of Dickens, Stevenson, Conan Doyle, Kipling would last all winter. The modern historical novels for young people of Rosemary Sutcliffe, or the stories of Jean George, Esther Forbes, Joseph Krumboltz, to name a few of the many, will serve the same purpose. Time is a helpful element in creating enjoyment; a sense of suspense is built and the mind and imagination works away at what is happening even when the reading is not actually going on. All this means a deepening of experience which is a potent factor in developing appreciation.

Naturally a widening of the appeal of literature comes with the growing importance of meaning and of emotional involvement. But if a standard of taste has been set up, the young reader will demand that the meaning be logical, reasonable, justifiable, and "true" in the large sense, not necessarily factual. He will feel betrayed by a plot that is overdrawn, impossible, contrived. He is not to be moved by a sensational tearing at his emotions or by a maudlin sentimentality. Such traits will bore and disgust him.

We should show him that books are to be turned to for facts and information as well as for entertainment. He is ready to appreciate informative books about his surroundings, about people like himself or unlike himself, about the world of science, about the world of nature. These facts must be given in fitting style; he turns away from the didactic, the fairy tale approach. The facts should be there as such; the information presented in an interesting but objective, direct report-writing style. When a child turns to books to answer such a need and one that is in every child, he has become a reader, he has achieved a goal.

Let us be ready to show the appeal of books as many-sided, as a means to different ends. Such an awareness can and should be developed in children by a conscientious effort on the part of adults. We all should be willing to make this effort when we realize how books become the answer to many searchings and problems in children as they grow into maturity.

#### **Keep Books in Evidence**

Insist on the presence of the book itself, of books. Let the child realize as soon as he can sense it that the pleasure of what he is hearing is for him to renew for himself and to share with others. A successful story-teller keeps the book in hand. He may never refer to it while he is telling his story, but in addition to giving him a confidence that he will not forget, it will give the listener a conviction that the book is a means of revealing and preserving the story he is hearing. How obvious this is when reading aloud is being done; whoever is doing the reading says, "Get the book,"—ah, happy preface to the satisfying hour to come.

The importance of buying books for children should be stressed in this discussion. When you wish to take a present to a youngster, take a book, of course a "good" book! Bring home a book as a surprise. Build up that shelf of books in a child's room. Encourage the child to use his school library; take him to the public library or bookmobile

wherever he is. Be sure he has the knowledge of the process of borrowing books. See that he returns the books he borrows when they should be returned. Impress upon his mind the value of books and insist that any book he uses, his own or a borrowed one, be treated with the care and respect that all books should have.

Finally see that the adults and young people in a family are readers, too. Have all kinds of books around the house—books that are obviously not of interest to a child, but books that appear to be of great and vital interest to others, and hence, of potential interest to him. Discuss books at mealtime; discuss the books that you are reading; encourage children to talk about the books they are reading.

These, then are three concerns that should be of help in developing an appreciation for literature in children: Establish the oral patterns of words, excitingly and arrestingly used; keep the experience of reading many-sided; and keep books about, add to them and cherish them as things of value. Here is a start at the delightful task of making readers of our children.

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Helen E. Master is Associate Professor Emeritus of English at Western Michigan University. She is remembered by her students as an excellent teacher of Literature for Children.

# BASIC READING SKILLS

*Gwen Horsman*

Deriving meaning from the printed page in a high school situation requires the ability to use a great variety of reading skills. Some of these skills are developed in the first grade. During each school year they are extended and refined and new skills are acquired. By the time a student enters high school he should have at his command the knowledge of and the ability to apply a vast variety of reading skills when attacking the printed page. Only then can he understand, use and enjoy ideas presented in written form.

Because materials on this level of learning present new difficulties there is a need for the development of additional reading abilities if the student is to experience successful reading activities. The act of reading has now become a highly technical process and continues so throughout a lifetime. It is obvious, then, that continued guidance in the expansion of reading skills must be provided. The regular classroom teacher in any area is the one best prepared to give this instruction since it so closely parallels instruction in the subject matter under consideration.

However, the teaching of reading skills on a high school level presents several major problems. In the first place, many high school teachers have not been trained in the teaching of reading. They have acquired a rich background in their respective content fields with little or no training in the methods of presenting it. Secondly, they are faced with the problem of teaching students where there is a wide discrepancy in the reading abilities found in a single classroom—anywhere from fourth grade reading levels through university levels. A third difficulty is that of obtaining enough mature reading materials on simplified reading levels to accommodate the slower learners, since advancement in reading ability must start at the level where the student left off in reading fluency.

Still another problem is that of *teaching* these several levels of learning during the same classroom hour. Challenging the accelerated learners, guiding the average learners, and helping the retarded group all at the same time place severe demands on the teacher. However, if a teacher accepts the challenge and faces the responsibility, the teaching of reading can be a satisfying and enjoyable part of the classroom procedure as the teacher observes individual student growth.

Because the so-called mechanical reading skills are more or less

familiar to teachers, this paper will deal with the teaching of the interpretive reading skills. Teaching or applying these skills during the study of a literary masterpiece in a literature class will not harm the development of an appreciation for the selection; it will, rather, *enhance* the literature while advancing a deep and lasting appreciation of an author's work. For instance, in Pearl S. Buck's story, *The Frill*, there are numerous opportunities for the teaching and application of basic reading skills which will enlarge a student's vision, deepen his sympathetic understanding, and generate an enduring appreciation of this kind of literature. A brief review of the story will help in identifying some of the areas for skill development.

Mrs. Lowe, the postmaster's wife, settled herself with some difficulty into the wicker rocking chair upon the wide veranda of her house, saying, "My dear, the only way to manage these native tailors is to be firm." She was a large woman who had had little exercise over the ten-odd years she had spent in a port town on the China coast. She spoke to her American friend, Mrs. Newman, who looked at her hostess with admiration.

The Chinese manservant announced the arrival of the tailor. The tailor, a middle-aged man, clothed in a long clean robe of blue, patched neatly at the elbows, entered and bowed. From under his arm he took a bundle wrapped in white cloth, untied it, and carefully shook out a half-finished dress. Mrs. Lowe surveyed it coldly, then announced in a loud voice that she had asked for a frilled collar, not a flat collar. The tailor reminded her that she had first mentioned a frilled collar but had changed her mind in favor of a flat collar. Mrs. Lowe denied this, accused him of lying, and waved him away.

The tailor suggested, certainly, that since he had more cloth he would make a frilled collar. He was ignored, then rudely reprimanded, and finally told to make the frilled collar and return with the finished dress the next day if he wished to receive pay for his work. The tailor, upon leaving, asked in an agony of supplication if Mrs. Lowe would advance him two dollars to help purchase a coffin for his dying nephew. Because it was the third time he had made such a request, Mrs. Lowe, genuinely aghast, refused the loan. The nervous tailor wiped his lips furtively and turned in cold despair to leave. She called to her manservant to watch the tailor as he left the house to see that he did not take anything. Then she turned to Mrs. Newman and said, ". . . I don't believe a word of it. Probably wants the money for opium or to gamble. They all gamble . . ."

The scene changes, showing the tailor walking silently and swiftly



to his own section of town. Mrs. Buck describes vividly and in detail the Chinese quarters.

The tailor entered the home of his nephew who was lying on a bed, with a gangrenous leg swollen to the size of his body. A young, grief-stricken wife was seated on the ground beside the bed, her baby and two older children close beside her. After promising his nephew that he would take care of his wife and children, the tailor remained by the bedside until the nephew died. At twilight he went to his own home where he spent most of the night working on the dress and making the finely pleated frilled collar. At dawn he rose, completed the dress, and returned through the hot streets to the home of the American. After a grumbled acceptance of the dress Mrs. Lowe grudgingly paid the tailor five dollars for his work. Later, when Mrs. Newman admired the dress with its frilled collar, Mrs. Lowe said with satisfaction, "Yes, it is nice, isn't it? I am glad I decided to have the frill, after all. And so cheap! . . . It's as I said—you simply have to be firm with these native tailors."

After reading Mrs. Buck's story the students of a particular class agree, unhesitatingly, that it was interesting but the majority felt that it needed an ending! When asked what purpose they felt Mrs. Buck had in writing the story, one student paralleled Mrs. Lowe's treatment of the tailor with the treatment of China by the other world powers.

Another student carried the skill a step further when he stated that aggressive nations have either ignored, misunderstood, overpowered or dominated lesser nations and that understanding is essential to world peace.

The students were asked to characterize Mrs. Lowe in order to pin-point the observations made by these two students. Some of the character traits suggested were: selfish, domineering, stupid, abominable, cruel, ruthless, untruthful, and stout.

Each student who contributed the name of a character trait was asked to

Ability to grasp the general meaning or significance of a passage.

Ability to find the underlying meaning.

Ability to characterize from direct description, action, or conversation.

Ability to locate information; ability to jus-

read the sentence orally which justified his opinion.

When no member of the class could recall where the text said that Mrs. Lowe was untruthful, they were asked to reread until they found conclusive evidence that she had lied. One of the slower readers located and read orally, "I am glad I decided to have a frill, after all." Asked to give only the two words which proved the point, he immediately responded, "after all."

When the class challenged the student who placed "stout" on the list of character traits, his confident response was, "It is there because stout people dominate. Mrs. Buck was wise to choose a stout person to represent the domineering nations." A girl immediately accused him of making an unfair generalization and of asserting that Mrs. Buck made such an implication. She informed him that her mother was a very stout person and the most gentle, non-aggressive and unassuming woman she had ever known. Another girl took exception to Mrs. Lowe's statement, "They all gamble." She said it was an unfair generalization made of a nation.

After the one student was convinced that the word "stout" belonged under a different classification, the characterizations fell under two headings: character traits and physical traits. Under physical traits were placed the terms stout; large, red-faced; square, hard-fleshed face; round, hard, gray eyes; dead-brown hair; loud voice; buxom.

The slower readers did an excellent piece of work when asked to describe the Chinese town.

The students in the average ability

tify statements; ability to read orally.

Ability to draw an inference from an implication.

Ability to recognize a generalization.

Ability to classify.

Ability to note detail.

group made a list of facts true of China, being careful not to state facts true of the Chinese people in this story alone.

The accelerated students were asked to write a few sentences explaining the ironic significance of the title, "The Frill." Several students dramatized the new vocabulary by pantomiming, "he wiped his lips furtively" and "asked in an agony of supplication." One student repeated the words in the introduction to the story by stating that he felt, indeed, that it was the epitome of the world's injustice.

When asked why Mrs. Lowe doubted the excuses offered by the tailor for requesting an advance of money, several of the students came quickly to her defense by stating reasons why she was justified in her attitude. In their judgment any person would have a right to doubt one who offered the same excuse three different times.

Because the students expressed their opinions on the "poor" ending of the story, they were asked to write an ending which pleased them. Without exception each student created a situation in which the American woman learned of the tailor's pathetic plight and of the fact that he had spoken the truth. Justice reigned in each conclusion as the Chinese tailor and the American woman became fast and loyal friends.

The final remark by one student, after hearing a few of these endings read orally, was, "Our story endings are happy ones, but they do not carry out the author's purpose. They give us no reason for thought. Mrs. Buck wanted us to consider the dangers of the situation she depicted."

And so through a careful and consistent attack on the teaching

Ability to discriminate.

Ability to extend and enrich vocabulary.

Ability to appraise critically and fairly.

Ability to predict, or create, an outcome.

Ability to identify the author's purpose or viewpoint.

of basic reading skills to students in the senior high school, they grow and mature as they are guided in the interpretation of what is read. The act of reading extends their visions and deepens their understandings.

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Gwen Horsman is Supervisor of Reading for the Detroit Public Schools. Her article, "Fundamental Principles Underlying Good Teaching of Reading," was published in the Winter, 1965, issue of *Reading Horizons*.

# DID YOU SEE?

*Dorothy J. McGinnis*

"A Comparison of Ten Different Beginning Reading Programs in First Grade" by Emery P. Bliesmer and Betty H. Yarborough which appears in the June, 1965, issue of *Phi Delta Kappan*? This article was chosen from among more than 100 papers delivered at the February, 1965, meetings of the American Educational Research Association in Chicago on the basis of its wide interest and significance for teaching.

The March, 1965, *Elementary School Journal*? It contains several articles of interest to reading teachers, especially

"To Read or Not to Read—in Kindergarten," by Nicholas P. Georgiady, Louis Romano and Arthur Baranowski

"Pre-Reading Skills in Kindergarten: A Second Report," by Robert L. Hillerich

"Children Learn Words from Commercial TV," by George E. Mason

"Listening and Reading," by Sam Duker

"A Test of Visual Discrimination," by Paul S. Weiner, Joseph M. Wepman and Anne S. Morency

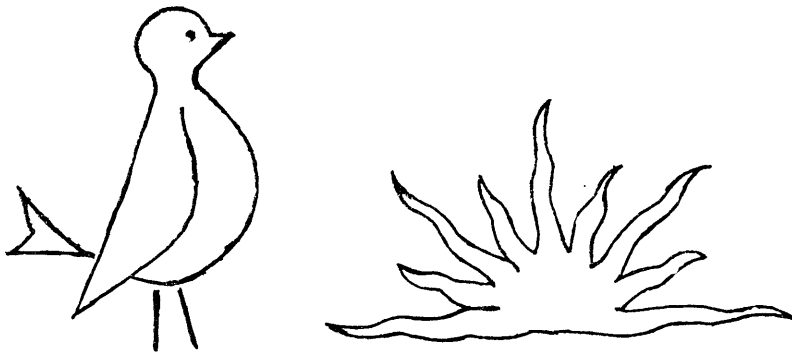
*The Story of the Initial Teaching Alphabet*? This book by Maurice Harrison was published in 1964 by the Pitman Publishing Corporation of New York.

Richard P. Sawyer's article, "Better Speech for Better Reading" which is published in the April, 1965, issue of the *Elementary School Journal*?

The Proceedings of the Annual Conference on Reading held at the University of Chicago in 1964. It is entitled *Meeting Individual Differences in Reading* and is compiled and edited by H. Alan Robinson.

*Reading and Curriculum Development* edited by Marjorie Seddon Johnson and Bruce W. Brigham of Temple University?

*This Is Reading* by Frank G. Jennings? This book published by the Bureau of Publications, Teachers College, Columbia University, provides a clear and precise account of reading in its historical, sociological and educational setting. It is not devoted to methods of instruction. Neither does it provide *the* answer to problems nor does it place blame on anyone. It is, instead, a book which will give direction to parents and will awaken the apathetic teacher.



## ROUND ROBIN

*Dorothy E. Smith, Editor*

In our very real concern for the inadequacies, the frustrations, the problems of the teaching of reading we tend to lose sight of the tremendous strides forward which have already been made. Counting our blessings instead of our woes might give us a rewarding change of perspective.

These thoughts were brought forcibly to mind when reading the following from Gerald Janousek, principal of the College of West Africa, in Monrovia, Liberia. The College of West Africa is a secondary school, comparable to our junior and senior high schools.

Dear Editor:

In most emerging and underdeveloped nations, reading is a major educational problem. The students of the College of West Africa, which includes grades seven through twelve, were given a reading test. It was found that the average Liberian student above the primary level has a reading comprehension score at the 2.0 grade placement level. Possibly even more alarming, the *teachers* in the elementary schools, those teaching from kindergarten through the sixth grade, were given the same reading test, and their median score was 3.0 grade placement level.

Of the many contributing factors to this problem, one of the most important is the language itself. Although English is the national tongue most people habitually use their tribal dialect, learning English as a second language. There are twenty-eight different dialects and in most cases there are no similarities between them.

Historically in tribal life there are no written records. Therefore, tribal law and history were, and still are in many instances, passed

on from one generation to another through oration. The only reading or writing that is customarily used by most Liberians is a purely phonetic approximation of English which they have worked out for themselves. This makes it even more difficult to teach the reading of proper English.

Another of the major factors which contribute to the problem is the matter of health. It has been estimated that ninety percent of the population has one or more ailment such as malaria, parasitical disease, faulty eyesight, or dysentery. The great majority of children eat one meal a day, usually late in the afternoon, after the school session. This one meal consists mainly of rice and a gravy, called "soup." Protein in any quantity is infrequent.

Inadequate and crowded school facilities with little or no equipment and few libraries also take their toll. The teacher in the classroom may find as many as one hundred students per class and no materials with which to do the task. Even such basic necessities as a chalkboard are seldom provided. It is not unusual to have a father and son in the same class, or an eighteen year old sharing a desk with a ten year old.

The home, which is such an important factor in a child's growth, adds to the problem. Children often can be found trying to study under a street light since most houses do not have electricity nor any means of artificial lighting. Added to this is the paucity of mental content provided in the home. Parents and children alike are innocent of experiences with the outside world which would enrich their lives.

Psychologically the people find themselves in a state of frustration and anxiety. Materialism, secularism, nationalism and competition from outside forces are beginning to replace old tribal ways and the communal security. From whence is to come direction? What goals are there? Where to turn to find a foundation in this new life?

The last graduating class at the University of Liberia produced two teachers out of a class of thirty-three. Most of the educated persons understandably prefer employment by business or the government. There is a very small but growing group of dedicated people in education. There are strides being made, but they take so long.

The problems are complex, and many. The one bright hope is education. Although the process is agonizingly slow, it is inexorable. It will come to pass.

Sincerely,  
Gerald Janousek  
College of West Africa  
Monrovia, Liberia

# TEN SECOND REVIEWS

*Blanche O. Bush*

Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours. So far as we apprehend and see the connection of ideas, so far it is ours, without that it is so much loose matter floating in our brain. —Locke

Adams, Hazel, "The Changing Role of the Elementary School Library," *The Reading Teacher* (April, 1965), 18:563-566.

This article points up the continuity and strength of cooperation between teachers and librarians in the reading program. The teachers, the librarians and the reading consultants see the library as the center of multi-level materials, as a research center, and as a training ground for advancing the reading skills of students.

Artley, A. Sterl, "The Reading Specialist Talks to the Public," *The Reading Teacher* (May, 1965), 18:645-648.

Artley discusses several ways by which the public may be informed about reading. Various media such as newspapers, Service Clubs, PTA's, magazines and books were discussed. Each method has merit, he states, but each needs to be used more extensively so that teachers and parents are thoroughly apprised concerning reading and its implications.

Balow, Bruce, "The Long-Term Effect of Remedial Reading Instruction," *The Reading Teacher* (April, 1965), 18:581-586.

This paper summarizes the results of three separate investigations concerning the effect of intensive remedial instruction for severely disabled readers. The conclusion reached by the author is that severe reading disability is probably best considered a relatively chronic illness needing long term treatment.

Barton, Alice and George Slinger, "Reading Improvement and the Prospective Teacher," *Peabody Journal of Education* (March, 1965), 42:292-297.

The purpose of this study was to determine whether prospective teachers who are enrolled in a course of methods of



teaching reading would significantly improve their own reading skills if additional reading training were provided during the course. One of the conclusions reached was that there is a need to extend the scope of the study in order to test the influence of reading ability and other variables such as motivation.

Betts, Emmett Albert, "Structure in the Reading Program," *Elementary English* (March, 1965), 42:238-242.

The chief purposes of the article are (1) to identify some of the evidence of the structure and sub-structure of that process called reading and (2) to delineate a design for learning within the general structure of directed reading study activities, both individualized and grouped.

Bloomer, Richard H. and Andrew J. Heitzman, "Pre-Testing and the Efficiency of Paragraph Reading," *Journal of Reading* (March, 1965), 8:219-223.

This study was designed to examine the relationship between information presented to the student in short selections and his comprehension of the material. From the results of the investigation the authors believe that pre-testing is not a good procedure for use in short articles, and that paragraph reading materials should be presented without pre-test but should be followed by post-test material.

Bryant, N. Dale, "Some Principles of Remedial Instruction for Dyslexia," *The Reading Teacher* (April, 1965), 18:567-572.

Specific severe disability in word recognition (dyslexia) is usually resistant to standard remedial procedures. Bryant presents five principles which are a partial framework on which effective remediation can be built. Successful remedial instruction of dyslexia, he believes, will be influenced by the extent to which the teacher can couple the richness of previous teaching experience with skill in identifying the cause of the child's difficulty at any point in the lesson and then working upon only the most basic difficulty until that is solved.

Byers, June, "Using Poetry to Help Educationally Deprived Children

Learn Inductively," *Elementary English* (March, 1965), 42:275-279.

From limited experimentation with daily choral verse reading the author observed that such practice has a tendency to help children to (1) increase their feeling for and knowledge of the intonation of our language (2) expand their vocabularies, (3) use context clues, (4) read for meaning, and (5) become more skillful in using oral and written language. The author reported that there is no conclusive evidence to substantiate her claim that such choral reading helps children inductively but she points out that such practice may be effective in helping those children whose language patterns differ from the ones used in our schools. The so-called culturally different child tends to learn more readily by inductive than by deductive approaches.

Carter, Homer L. J., "A Study of Attitudes Toward Certain Aspects of Reading Expressed by Parents of Inferior and Superior College Readers," *The Philosophical and Sociological Bases of Reading, Fourteenth Yearbook of the National Reading Conference*, pp. 188-195, 1965.

This study shows that mothers and fathers of superior college readers express attitudes which suggest that (1) they emphasized the importance of reading, (2) they encouraged the development of language skills, and (3) they fostered the development of experiential background to a greater extent than mothers and fathers of inferior college readers. This study emphasizes the importance of background and mental content on the part of the college student in both a listening and reading situation.

Dale, Edgar, "Researching our Potential," *The News Letter—Bringing Information to the Teacher About the Film, the Press and Broadcasting* (April, 1965), Vol. 30, no. 7.

In order for a person to reach his potential, Dale states that he must be aware of his own strengths and weaknesses, thoughtfully practice good work and study habits, continue a planned program of education after leaving school, have a strong motivation, and have excellent models ever present to imitate.

Dalglish, Alice, "Spring Books for Young People," *Saturday Review* (May 15, 1965), p. 39.

An interesting list of biographies, picture books and classical books are presented for the young, intermediate and older children.

Darling, David W., "Team Teaching," *NEA Journal* (May, 1965), 54:24-25.

In the Wisconsin Improvement Program which involves a number of school districts in the state, the author looks upon team teaching in the elementary school as a means for organizing instruction in terms of what we know about society and the way young children learn. The first criterion of team teaching involves a distinct group of teachers who assume joint and simultaneous responsibility for planning, executing, and evaluating an educational program for a group of pupils. Having one teacher teach all arithmetic to two classes and another teach all the reading to the same classes is not team teaching. Team teaching is sharing, not dividing, responsibility. The second criterion is that considerable time be given for cooperative planning. Team teaching is not the same as "hitching two horses to a plow."

Daughtery, Louise G., "A Purposeful Language Arts Program," *Education* (April, 1965), 85:481-485.

The author describes efforts being made by the Chicago schools to overcome factors that prevent below-average children from realizing their potentials. The program is outlined in a guide which presents the scope and sequence of the required language arts program, provides the foundation and structure of the program and aims to stimulate the imagination of the teacher.

Duker, Sam, "Listening and Reading," *The Elementary School Journal*, (March, 1965), 65:321-329.

Duker suggests that when all who are concerned with the teaching of reading take into account how important listening is to reading, reading instruction will almost certainly be more advantageous to the learner.

Edwards, Thomas J., "The Language-Experience Attack on Cultural Deprivation," *The Reading Teacher* (April, 1965), 18:546-551.

The author discusses the problems of the culturally deprived learner and suggests the Language-Experience Approach.

Georgiady, Nicholas P., Louis Romano, and Arthur Banarowski, "To Read or Not to Read in Kindergarten," *The Elementary School Journal* (March, 1965), 65:306-311.

This study sought to determine whether kindergarten children in one school were maturing more rapidly because of a changing environment and hence became ready for earlier initial reading experiences. While this study did not produce any conclusive evidence to support the original premise the authors felt that it stimulated thought relative to the purpose of the kindergarten program as it relates to the nature and needs of young children.

Healy, Ann Kirtland, "Effects of Changing Children's Attitudes Toward Reading," *Elementary English* (March, 1965), 42:269-272.

The longitudinal study of the effects of changing children's attitudes toward reading revealed that favorable attitudes produce significant achievement and more reading. An analysis of initial reading experience indicated that many reading failures on the part of boys could be traced to visual-perceptive immaturity and too early forced reading and writing instruction. Changes in attitudes persisted in Junior High and influenced achievement in reading.

Hildreth, Gertude H., "Experiences-Related Reading for School Beginners," *Elementary English* (March, 1965), 42:280-297.

In teaching beginners to read, the author emphasizes that the primary concern is not whether to proceed by "look and say" or by "phonics," but how to make the learning process meaningful and linguistically relevant.

Krippner, Stanley, "Materials and Methods in Reading," *Education* (April, 1965), 85:467-473.

Krippner discusses various approaches to the problems as-

sociated with teaching disadvantaged children, and lists certain conclusions that he believes may be drawn relative to materials and methods from a study of these approaches.

Lackey, George H., Jr., and Doris Rollins, "History and Current Events: A Time and Place for Critical Reading," *Journal of Reading* (May, 1965), 8:373-377.

The authors in this investigation attempted to transform the teaching of critical reading and analysis from a nebulous concept to a definite operational procedure. Although the results are tentative, they indicate that this is a practical and promising approach.

Lesnik, Jean M., "Problems in Developing a Reading Program for Retarded Educables," *Elementary English* (March, 1965), 42: 249-254.

A reading program for retarded educables, as reported by Lesnik, has to encompass the whole field of language arts. In developing a reading program some of the questions that must be answered are: Is the material in the realm of their knowledge? Will it hold their interest? How will they best remember?

Lloyd, Helene M., "What's Ahead in Reading for the Disadvantaged?" *The Reading Teacher* (March, 1965), 18:471-476.

The author suggests eight avenues of attack in meeting the reading needs of the socially disadvantaged child. These are (1) new types of tests which would give a more valid picture of the disadvantaged child's capacity to learn to read, (2) encouraging earlier language development, (3) development of urban-oriented materials, (4) improved pre-service and in-service education of reading teachers, (5) more and better reading in disadvantaged areas, (6) more stabilized reading records for children who move frequently, (7) more and better research studies in beginning reading for all children, and (8) stretching the school day and year to provide the required reading instruction time for socially disadvantaged.

Marchbanks, Gabriette and Harry Levin, "Cues by Which Children

Recognize Words," *Journal of Educational Psychology* (April, 1965), 56:57-61.

In this study although almost all subjects followed the pattern of using the first letter as the most salient and the last letter as second most important cue, there were some who did not follow this pattern. Theories which propose that beginning readers recognize words as wholes by their shape have not been supported in this study. Rather, this study indicates that recognition is based on individual letters.

Marcus, Marie S., "Three Charlie Brown Blankets in Reading Instruction," *Elementary English* (March, 1965), 42:247-248.

In 1963 Austin and Morrison reported that after visits to 65 systems, observation in about 2,000 classrooms and interviews with approximately 2,500 school personnel, the research staff concluded that present-day reading programs were mediocre at best and not currently designed to produce a future society of mature readers. The three "Charlie Brown blankets" according to the author are (1) the over dependency on the basal readers, (2) inadequate and inflexibility of grouping, and (3) overuse of psychological terminology without application or understanding by the teachers.

McGinnis, Dorothy J., "A Comparative Study of the Attitudes of Parents of Superior and Inferior Readers Toward Certain Child Rearing Practices," *The Philosophical and Sociological Bases of Reading, Fourteenth Yearbook of the National Reading Conference*, pp. 99-105, 1965.

The purpose of this study is to determine whether parents of superior readers differ from parents of inferior readers with respect to their attitudes toward certain child rearing practices. Significant differences between the two groups of parents were found. This study suggests that parents of superior readers express attitudes which are less dictatorial and are more democratic than parents of inferior readers.

Newman, Harold, "Vocational Dropouts Evaluate Reading," *Education* (March, 1965), 85:432-436.

The author reports on a study of the effectiveness of a

remedial reading program in serving the academic and personal needs of subsequent dropouts. Responses to a questionnaire by dropouts concerning personal adjustment indicate that self confidence, less tension and anxieties, great hopefulness about improving reading and understanding of reading problems were the aspects of personal adjustment in which there was greater improvement. The most valuable reading activity reported was word attack.

Niemeyer, John H., "The Bank Street Readers: Support for Movement Toward Integrated Society," *The Reading Teacher* (April, 1965), 18:542-545.

In addition to presenting an integrated society to children in all groups, authors of the Bank Street Readers have tried to present content which is psychologically meaningful to all children. The ultimate success of any reading program, the author states, lies in the degree to which it motivates children to read further for understanding themselves and their environment.

Olson, Arthur V., "An Analysis of the Vocabulary of Seven Primary Reading Series," *Elementary English* (March, 1965), 42:261-264.

As a result of this study of seven primary reading series the author reports three general conclusions. (1) The vocabularies of the seven basal readers studied were too diverse to assume that a student, with minimum word recognition skills, could get practice in words already learned in another basal reader. (2) The development of the vocabulary load varies from series to series with a noticeable increase from the third preprimer to primer level. (3) Because of the diversity of words used in the series, teachers can no longer rely on a basic vocabulary list. Olson believes that perhaps Dolch's lists have outlived their usefulness.

Painter, Helen W., "The Teacher's Role in the Development of Lifetime Reading Habits of Secondary School Students," *Journal of Reading* (March, 1965), 8:240-244.

The key to the building of lifetime reading habits, the author

states, lies in a large measure with interested, perceptive teachers who help students in basic reading skills, who have read extensively in both new and old literature so that they can guide young people to books related to their interests, who understand the reading interests of adolescents, who concentrate on the effective presentation of poetry, who help with materials, language, and background to build an understanding of literature of the past, and who strive for varied methods of teaching literature.

Pauk, Walter, "The Art of Skimming: Adjust Speed to Purpose," *The Education Digest* (May, 1965), 30:46-47.

The most productive and versatile of reading skills is skimming. It is highly productive as a tool for searching the pages of a book for an individual or general item. Skimming is not a substitute for reading but is usually a prelude to reading.

Pauk, Walter, "Scholarly Skills or Gadgets," *Journal of Reading* (March, 1965), 8:234-239.

Pauk concluded that reading programs designed around speed reading, rapid reading or developmental reading using various mechanical devices, techniques, systems, and manuals did not help college students much in their academic subjects. However, a reading program emphasizing study skills such as the effective use of a textbook, note taking, and methods of reading imaginative prose, poetry, and drama more nearly meet the academic needs of these students. Oral reading is advocated as the author believes that it helps students comprehend better, especially the more difficult passages.

Putt, Robert C. and Darrel D. Ray, "Putting Test Results to Work," *The Elementary School Journal* (May, 1965), 65:409-444.

The major conclusion drawn by the authors from their investigation is that the classroom teacher should use both standardized and informal tests of reading achievement in a structured manner and the results of the scores collated to provide the most complete group diagnosis possible.

Ruddell, Robert B., "The Effect of the Similarity of Oral and Written



Patterns of Language Structure on Reading Comprehension," *Elementary English* (April, 1965), 42:403-410.

The author's conclusion from his research relative to the similarity of oral and written patterns of language structure on reading seem to warrant that (1) reading comprehension is a function of the similarity of patterns of language structure in the reading material to oral pattern of language structure used by children, and (2) reading comprehension scores on materials of oral language structure are significantly greater than reading comprehension scores on materials that have few patterns of oral language structure. The author presents recommendations for further research in this area.

Rystrom, Richard, "Whole-Word and Phonics Methods and Current Linguistic Findings," *Elementary English* (March, 1965), 42:265-268.

Rystrom reports that current methods and materials have not capitalized on four principles which are basic to an effective reading program. (1) Children already know much about language and how to use it before they begin school. (2) Meaningful materials are learned more easily and quickly than materials which are not. (3) People learn by moving from specific examples to generalizations. (4) Learning is a sequential process. Objections to phonics and to the whole-word method are also discussed.

Sabaroff, Rose E., "Challenges in Reading for the Gifted," *Elementary English* (April, 1965), 42:393-400.

Many schools and the public, Sabaroff believes, are concerned that our bright and talented children be properly challenged. To meet this demand school systems are setting up special classes for the more academically able. Finding teachers for these gifted children is presenting a major problem. The author outlines a basic reading program which she believes would be effective.

Smith, Nila Banton, *Reading Instruction for Today's Children*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963, 594 pp.

The chief concerns of the author in preparing this book

were (1) to acquaint students and teachers with all aspects of current reading theory and pertinent reading research: and (2) to point out possibilities of applying this theory and research to the actual teaching of children in the classroom.

Stevens, Martin, "Intonation in the Teaching of Reading," *Elementary English* (March, 1965), 42:231-237.

A critical awareness of intonation patterns, according to Stevens, is a matter of concern for all teachers of reading. He feels that we need to realize that reading for expression takes its base in the natural sentence rhythms of the language. Rhythm that we use with great ease in speaking should transfer into our oral reading. This intonation approach to the teaching of reading cannot be used to the exclusion of all other methods but should be integrated with other methods.

Utsey, Jordan, "The Diagnostic Attitude in Education," *Education* (March, 1965), 85:421-424.

Utsey makes a plea for a diagnostic attitude on the part of teachers. This involves both acceptance and assessment in order to help each child realize his full potential as a pupil in school. The diagnostic attitude, he states, is a way of believing or a means of education not a specific set of procedures or materials.

Warshaw, Mimi B., "Reading Activities for Substitute Teachers," *Elementary English* (April, 1965), 42:391-392.

Probably the most effective method, the author reports, of conducting a reading period as a substitute is to forget the idea that the children must read, and interpret this time as a part of the entire language arts area. Suggestions which may be adapted to various grade levels are given with a warning to choose a lesson that will be of educational value, not just meaningless busy work.

Wiseman, Douglas E., "A Classroom Procedure for Identifying and Remediating Language Problems," *Mental Retardation* (April, 1965), 3:20-24.

The relationship between language development and mental abilities necessitates a strong linguistic emphasis in cur-

ricula for mentally retarded children. This article presents a model of the language process which, when used in conjunction with activities, should aid teachers in building developmental and remedial language programs for their classrooms.

Witty, Paul A., "Guiding Principles in Reading Instruction," *Education* (April, 1965), 85:474-480.

The author describes the World War II program which was used to teach illiterate soldiers to read. The principles utilized in this program may be used in providing instruction to disadvantaged children today.













