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Reading

HORIZONS



SPRING 1964

Reading **HORIZONS**

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Editorial Comment

Are we teaching students to read or are we merely teaching them *about* reading? Do those we instruct hunger after reading and thirst for understanding "as the hart panteth after the water-brooks?" There is evidence that individuals in our schools from elementary grades to university do no more reading than is necessary. Reading for these young people is a task, a chore to be avoided whenever possible. There are few students in our schools who, like Lincoln, would walk twenty-two miles for a book. Who motivated his reading? Who were his teachers? What did they know about reading methods?

The teaching of reading should begin with *stimulation* and lead to *achievement*. The intervening steps are *Activity*→*Difficulty*→*Aid*. Stimulation provided by the teacher and by individuals in the class must lead to the active process of reading for a definite purpose. During this activity *difficulty* may be experienced. As this occurs, *aid* can be furnished by the teacher and perhaps by students making up the group. This sequential process of teaching or problem solving can lead finally to achievement which in turn can result in more stimulation, more activity, and more reading.

Does our teaching, yours and mine, provide this sequence of activity? Are we so busy with phonics, workbooks, methods of instruction, and gadgets that we fail to inspire our students to read more and more of the interesting, exciting and worthwhile literature of our time? Do our boys and girls make effective use of the library? If the school has one, it may be like a museum in which books are only on display. On the other hand, the library can be like a dynamic, enterprising bank with a steady flow of wealth both in and out. Surely, the utilization of the library is a test of our efficiency as teachers of reading. Perhaps some day it will be used as much as the gymnasium.

Homer L. J. Carter
Editor

THE RETARDED READER

HOW CAN WE HELP HIM?

Dorothy J. McGinnis

One of the chief concerns of any school system is what to do with the underachiever. This paper discusses one type of underachiever—the retarded reader.

Who Is the Retarded Reader? What Is He Like?

The retarded reader is a person whose reading achievement falls significantly below his potential for learning—significantly below his physical, emotional and social development as well as his intellectual maturity. He is the child whose reading performance is below expectations by one or more years. He is the child who is penalized severely for his reading deficiencies—penalized socially, emotionally and academically because he is not achieving in reading. The retarded reader presents to us a serious challenge for if he is not helped, he may drop out of school or become delinquent. Even if he avoids these two pitfalls, the retarded reader seldom contributes fully to society.

Some weeks ago in the Psycho-Educational Clinic we examined a boy who is seriously retarded in reading. John is 12 years old and in the sixth grade. He has normal learning ability. He talks well and he learns a great deal from listening. If his assignments are read to him, he has the ability to participate in the discussions of his classmates. He does well on tests when they are read to him and he can give his replies orally. John dislikes school, however, particularly the periods in which reading is involved. He says that he is a “can’t reader,” that no one can help him, and that he hates reading. John is bright enough to go on to college, but he says that he is going to drop out of school as soon as he can. This sixth grade boy has ability, but he cannot read. His continuous frustration in the classroom is creating inferiority feelings, tension and an aversion to reading. He is an example of severe reading retardation.

Now, not all poor readers can properly be termed disabled readers. Many poor readers are merely slow learners. For example, a fifth grade child who is capable of reading only at second grade level and who is reading at second grade level is not a retarded reader. He is reading as well as his level of maturity can justify.

The retarded reader is the capable child whose serious deficiencies in basic reading skills are impeding his entire reading growth and his academic adjustment. He is the child who is showing a marked discrepancy between his achievement in reading and his ability.

How Can We Help the Retarded Reader?

Every school system has its share of retarded readers. The important question is what can we do to help them? What can we, as teachers and administrators, do about reading retardation? As we discuss this question, I want you to think of the word, PIT. I want you to think of this word for two reasons. First, it represents how many poor readers feel about themselves and their reading problem. Many of them feel that they are at the bottom of the pit and that there is no way for them to scale the walls and get to the top. Many retarded readers feel that they will never be able to get out of the pit and into the bright sunshine of success. They feel that they will never learn to read.

I want you to think of the word, PIT, for another reason. The letters of the word indicate what we, as teachers and administrators, can do about reading retardation. There are three things which we can do. We can PREVENT. We can IDENTIFY. We can TREAT. P I T prevent, identify, treat.

We Can Prevent

Education should be concerned with the prevention of maladjustment just as the medical profession is concerned with the prevention of disease. The vaccines for smallpox and polio are two examples of how concern with prevention has stamped out the ravages of two dreadful diseases. The school can reduce the destructive power of reading retardation by being concerned with prevention. We can prevent many cases of reading maladjustment by being aware of potential causes of reading retardation within the school itself. Some of these causes are inappropriate teaching methods, oversized classes, and failure to provide for individual differences.

Administrators can play an active role in preventing reading retardation by developing an all-school awareness of the reading needs of boys and girls, an awareness on the part of every teacher in the school system of his responsibility in the area of reading. In addition, administrators can provide an effective library program so that

adequate materials in terms of needs, interests and difficulty levels can be used by the children. Administrators can prevent many cases of reading retardation by selecting qualified teachers for developmental reading. We need teachers who are warm, understanding and encouraging. We need teachers who have the ability to perceive the needs of pupils and to vary techniques and materials to satisfy these needs. We need teachers who know how to teach reading and who are enthusiastic about it.

Let me tell you briefly about a recent study. Wallace Ramsey(5) conducted an experiment in which three matched groups of children were taught by three teachers who also were matched in ability. The classes were organized differently—one on the three-group plan, one on the individualized plan, and one on the Joplin plan. The reading results obtained by the children were about the same for all three groups. Ramsey concluded that the influence of the teacher was the most important factor. He states, "The thought that this study indicates most clearly is that the influence of the teacher is greater than that of a particular method or special plan of organization. Given a good teacher, other factors in teaching reading tend to pale to insignificance."

But at this point I think we should face some hard facts. Many teachers are inadequately prepared to teach reading effectively. New elementary teachers, at best, have had only one reading course. More often than not, the high school teacher has had no course at all in the teaching of reading. Experienced teachers returning to the profession after a few years of absence frequently have little understanding of the newer attitudes toward reading and materials in the field. Few teachers have had courses in the prevention, diagnosis and treatment of reading retardation.

Now, it is a waste of time to deplore these facts. Administrators must take the teachers as they come. But if we are to prevent reading retardation, we must help these teachers to grow and to develop on the job. We must examine our own practices to see if we are giving teachers the kind of practical help they need.

Are we helping teachers with problems that are significant to them as they work with their students or are we satisfying ourselves with theoretical lectures delivered at an occasional teachers' meeting?

Are we following through from year to year so that all teachers are growing in understanding or are we emphasizing reading one year and then coasting for the next two or three?

Are we content that a special reading teacher is taking care of the retarded readers and do we neglect the classroom teacher's understanding of the problem even though she is responsible for the children most of the time?

Are we conducting well-planned, continuous, year-to-year, in-service programs for our teachers?

Are we really providing the kind of leadership in our school which is essential to effective reading instruction?

These are the types of questions which the administrator must answer. I maintain that to prevent reading retardation we need good teachers of developmental reading, and we need administrators who are doing all they can to mitigate potential causes of reading retardation within the school.

We Can Identify

But prevention alone cannot help the retarded reader. If your school system is typical, approximately 15 per cent of your present student body can be classified as retarded readers. How can we help them? In order to help them, we must know who they are. We must identify them, and early identification is essential. It has been estimated that if we can discover and work with reading problems no later than the third grade, we have a 70 to 80 per cent chance of correcting the problem. If we wait until the seventh grade, our chance of success drops to 30 per cent, and if we wait until senior high school it is almost hopeless because by this time we have to deal not only with the reading problem but with the student's intense feelings of failure and inadequacy.

How can we identify the retarded reader? We can identify him in several ways: by teacher observation and study of the child's academic history, by informal reading inventories, by formal standardized procedures, and by a combination of these approaches. But whatever method we use, we must identify these children early.

We Can Treat

Once the retarded reader has been identified, we must provide him with adequate treatment. There are several basic principles which apply to the instruction provided for retarded readers. These principles apply equally well to all children, but they are especially important to the retarded reader. What are these principles? The first is, *pay attention to the individual*. The retarded reader needs to be accepted

as a person and at his level of development. He needs to be understood, respected and liked by his teachers and his associates.

Second, *emphasize interpretation of the child's performance rather than merely an evaluation of his achievement*. We must be concerned with *why* the child is having difficulty in reading. We must get at the causes of his maladjustment if we are to help him. Physical, psychological and environmental factors adversely affecting reading performance should be discovered and eliminated, if possible. I might add at this point that recent research indicates that many causal factors have their origin in the home(4). Our experience in the Psycho-Educational Clinic suggests the need to work with parents as well as with their children.

The third principle, *select and modify instructional procedures so as to meet the student's needs*. Instruction should be directed toward helping the student overcome specific weaknesses, but it should also be balanced. Skills should be taught sequentially, not haphazardly, and methods of instruction should be chosen which harmonize with sound principles of learning and especially those which are most adequate for the child. It is essential that at every stage of development the student be given guidance in becoming an independent reader. Instruction should be meaningful to the student. He should know his strength and his weaknesses, the goals of instruction, and how these goals are to be achieved. He should know the purpose of each lesson and how mastery of each skill will help him to become a better reader.

Fourth, *instructional materials should be selected which are appropriate to the needs, reading level and interest of the student*. The needs and abilities of retarded readers vary tremendously. Consequently, no one book is adequate for all. A variety of materials is needed, materials which are of real interest to the reader. Easy materials to insure success should be balanced with more difficult ones to provide stimulation and growth. Any book which students associate with failure in reading should be avoided.

And the fifth principle, *avoid frustration and emotional set against reading*. The instructional climate should be one in which the student can make progress. Success must be the keynote. With the retarded reader, we must accentuate the positive, eliminate the negative. The retarded reader needs to experience success early and continuously.

Who Should Provide Instruction for the Retarded Reader?

Many students experiencing minor retardation in reading can be helped effectively by regular classroom teachers. For very seriously retarded readers, special classes or clinical instruction is needed. This means that the school will have to employ reading specialists who can diagnose and treat the most seriously handicapped. Unfortunately, these teachers are difficult to find, and they are expensive. Some schools have solved this problem by selecting a well qualified teacher from their staff, one who is an excellent teacher of developmental reading, one who has a special interest in children with learning problems. They have encouraged her to do graduate study in this field, to learn the causes of reading retardation, methods of diagnosis and special instructional procedures. They have encouraged her to broaden her background in psychology, sociology and medicine. They have encouraged her, by salary increases, to return to their schools to meet the needs of their retarded readers. Perhaps this is a plan of action which you can follow in your school.

Conclusion

We can do much to reduce reading retardation. The essential steps in attacking this problem are prevention, early identification, and proper treatment. We have a job to do.

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CHALLENGE ACCEPTED

Linda Shannon McConnell

Have you really evaluated your reading program? Is it possible that you have one set of textbooks in your room, and you think a new approach in teaching reading is out of the question? It is time, right now, to take a good look at what can be done in the teaching of reading.

I am no longer using A method for teaching reading! Instead, I have correlated the best criteria from several methods into my own. This is a program which seems to fit the students and the teacher perfectly—after all, we made the program to fit our needs.

Research on Methodology in Teaching Reading

Just to catch up with a little of the latest research (1, 4, 6, 8), are you aware that the elementary schools are lagging behind in the field of methods? No matter what method you may be using for teaching reading, it has not been proven the best! Whether you are using the three group plan, individualized reading, language experience, ungraded, or team teaching, the results show that none of these may be any better than the whole group method employed by many teachers, but considered a rather “old-fashioned” approach. Research does prove that the teacher is the deciding factor, regardless of the method employed. No one method is best for all children, and children differ widely in the kinds of instruction they need. It is also generally agreed that a wide variety of approaches must be utilized in order to get best results with most children.

Organization of Reading Program

Go with me, if you will, back to September when my fourth graders were beginning the school year. The reading program had been partially planned, but of course the children had to be the core of that program. After observing and evaluating the children as to their reading abilities, I found there was a range from 2.0 to 7.3. I talked to each child and asked him to explain for me the part he liked best of all about reading. There were some who could think of nothing, but most of the students liked to read library books, read aloud, and act out stories. After the children revealed something that they liked to do, we then organized groups in which they could do just that! They came into these groups by choice and for a few weeks these were our reading or interest groups.

I remember our library group and how well the children prepared for each class. Each day we went over new books or they read a story from more difficult ones. They helped in the planning, and we decided that we should study only one “thing” each day. We had such activities as telling the others in class about animals, or finding some words that told about weather, or reading a paragraph and letting us guess what kind of a book they were reading. This proved to be very popular, and it ended with our whole class participating! Before the end of each session, we decided what we would do to prepare for the next day, and we tried to use an idea from each one in the class.

Individual and Group Instruction

By this time, I felt that the children and I were beginning to know each other well, and it was time to delve into our reading program. Again, I talked to each child, read with him, and we tried to find one or two main areas in reading in which the child needed to improve. The children were then placed into groups according to need. We had four groups concerned with the following objectives:

1. Word Recognition
2. Interpretation of new ideas
3. Silent reading for fun
4. Oral reading for others

We used our basal readers in these groups because I feel that it is the best way to develop the reading skills necessary for fourth graders. Since the children in these groups were reading at many different levels we worked along with the units in our books. The children read the stories at their own pace, and we usually discussed the story, words, and characters twice a week. We also used our workbooks, but different groups worked on the pages that we thought were most helpful. While all of the children were reading in their basal readers, we had the opportunity to enjoy field trips, make a class notebook, and participate in class discussions. Not one child was taken out of this group because he was a “slow reader.” All of the students were encouraged to read additional books on the same topic, but at their own reading level. During our work with groups, the children reported on the stories they were reading.

By having children in groups, they have a chance to tell others what they are reading, and it gives them an opportunity to improve their own reading skills. Once the children know **WHAT** they need to accomplish and understand **WHY** it will help them, many problems seem to disappear.

Related Reading Activities

The children enjoyed variety in their reading activities. There is a file box on my desk, where each child keeps a record of the library books he has read. Just to keep in mind what the children are reading, we often have our "You Tell Us" game. Our chairman for the day gets the file box and asks each child to tell us about the story or book recorded on his file card.

At all times, each child has at least four books to read. He has his basal reader, a library book, a supplementary book, and a skill building book. The basal reader was used when we had groups and also as a reference book when looking for words or ideas. Their library books change frequently, and when they finish reading a book, they record the title, author, and date finished on their file card. The children are free to choose any book that they want to read and are encouraged by our room chairman to tell us about it.

The supplementary books are selected many ways. I may give them a book to read which is near their independent reading level, or they may choose from several books. This usually works well, but many times they want a book that someone else has just finished! We have a chart on which they may write the names of the books they have read. Sometimes the children are asked to complete an exercise to show their understanding of the reading. For example, they may fill in an outline, describe the main character, draw a picture to illustrate the sequence of events, or present an oral report, possibly by imitating one of the characters or using puppets. The children keep their own reading notebook which includes all of their written work, reports, and words looked up in the glossary.

The skill building books, such as the *Reader's Digest* series, come in many different forms. I have found this type of reading very satisfactory, especially for those students who need additional help. These books are presented to the children individually to facilitate their skill development. We have sample copies of different reading series and about 15 different workbooks which give the child a chance to choose a page he would like to read or I may select a story, have the child read it, and then answer specific questions. Any weekly paper, such as the *Junior Scholastic*, may be cut, pasted on cardboard, and used by several children when working on specific skills. With four different types of reading books in their desks, they have a fine selection to read.

There are, of course, many activities in which the whole class participates. Dictionary work is one of our class projects. Our room chairman puts several words on the board each day for the children to look up, pronounce, and explain. This works well because any time the children are doing the work and I am in the background, they feel a real sense of accomplishment. We're finding that the dictionary is becoming a real friend, especially when writing reports . . . he's always waiting with the right word, but never talks back!

Making Use of Free Reading and Creative Stories

Another fun time we have is FREE READING. The children are encouraged to bring new material for free reading time. Sometimes they read special science material, books on hobbies or any other material which interests them. I am tempted to copy down some questions since many children read the same article or book, but who likes to answer an assortment of mimeographed questions? Enjoyment of reading is stressed here.

Let's also remember to give our students a chance to be creative. We often write a story, perhaps about being an animal, then they draw a name out of our hat, and that person reads the story aloud. For a bulletin board display, the children corrected, copied, and illustrated the story that they had written and read to the group. They seemed to enjoy seeing their story illustrated by someone else, especially when the picture didn't look at all like what they **THOUGHT** they had been writing about! This also provides an opportunity to show the necessity for correct writing, punctuation, spelling, and word usage.

Before I go further, let me explain what I have been doing in phonics. At the beginning of the year, we went over the necessary vowel sounds and consonant blends. I made several tests of my own. Nonsense words are excellent to determine whether the child can actually sound out words. For some time I have had one group doing this. We meet at least once a week and have worked on the alphabet, the sounds, and the blends. It is not necessary for all of the children to continue this, since they apparently have found their own special way for learning new words. We use the blackboard with the group because writing on the board is such fun and they are also using their hands when writing the word. Often I put a series of three words on the board, then read a sentence omitting a word. They are to find the correct word and then copy it on the board. This has been most effective in developing word attack and word meaning skills. The

children are urged to use the dictionary if in doubt. It may seem as though we have so much to do in reading that there is little time for other things, and in a way this is true.

The children have made excellent gains in their reading. They have a good basic background in reading skills and display commendable attitudes toward reading. Nothing thrills me more than to find my students really enjoying a good book and eager to tell their friends about the story.

Because of the fact that ALL of the children have been getting group instruction usually three times a week and have had individualized reading the rest of the time, we are now ready for our complete individualized reading program. The children will continue to work in their reading notebooks, but supplementary reading will be stressed. We are going to begin with everyone choosing a biography and giving a report with flannelboard material. Then each child may continue to choose whatever book he may want to read and will have at least one conference a week with me.

Summary

It is important to remember that instruction should be planned as it is needed. Start where the child is and give him the amount of help needed for maximum progress. It doesn't matter what kind of method you use, just be sure that it is helping the child. I have attempted to set up a program that is flexible, one that can benefit EACH child.

A Challenge to All Teachers of Reading

Try making a similar program to fit your needs. Being flexible does wonders for motivation. Your enthusiasm will show and it's catching! As teachers of reading, we have been offered the challenge of providing each child with a good basic foundation in reading. Plan your instruction *with* and *for* your particular students—success will surely follow!

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Linda Shannon McConnell is a 1959 graduate of Western Michigan University. She has taught in the early elementary grades and is presently teaching fourth grade language arts in the Gull Lake Community School System. While working on her M.A. degree, she is specializing in reading and soon will be writing her thesis in this area.

CONTROVERSY

G. M. Chronister

As time passes we seem to roll on from one controversy to another in the area of teaching children to read. We have had and still do have arguments concerning basic reading programs vs. individualized instruction. During the last several years we have accumulated evidence of the operation of both programs. While all are not models of research, they give us a clearer picture than we have had to date.

Philip J. Acinapuro(1) investigated the Individualized Pattern and a Three Ability Group Pattern in his thesis done in 1959. In it he compared three experimental and three control classes in grades 4, 5 and 6 over a ten-month period on the basis of achievement, interest, and attitude. He found statistically significant differences favoring the experimental group in silent reading achievement, total oral reading achievement, and evidence showing superiority for neither group in vocabulary development or in positive attitudes toward reading.

The study by Sam Duker(3) reports the results of an individualized reading program carried on by student teachers. The experimental group gained an average of six months while the control group gained two months as measured by the Stanford Achievement Test. Other observations were that the experimental group evidenced enlarged vocabulary, read more books and enjoyed reading more.

Reporting an experimental study of individual reading, Howard Karr(6) found that his control group exceeded the experimental group in comprehension and vocabulary.

Alton Stafford's(8) evaluation of an individualized program in Los Angeles reveals that results were unfavorable for the majority of the children in the experimental groups when compared with district and national norms. He found no significant differences between results achieved with superior and average students, and further, no differences in reading vocabulary and reading comprehension growth.

A widely quoted study usually called "The Roseville Experiment" was done by Harry W. Sartain(7) in 1960. Its stated purpose was to compare pupil growth in reading in both an individualized and basal program using the same students as control and experimental groups. Sartain's findings are more explicit than other studies concerned with this area of investigation. He found that all children in top groups gained equal amounts, children in middle groups gained similarly, and slower pupils made better progress in the control (basal) group.

Observations of the strength of the individualized program were the individual conference, extensive reading, responsiveness of the top students, and individual improvement. Weaknesses observed were restlessness of slower pupils who do not work well independently, the lack of opportunity to teach new vocabulary, and difficulty of diagnosing reading maladjustment. Questions regarding the permanency of skills briefly taught are raised. Inefficiency of skill instruction and frustration of trying to fit two ten-minute conferences per week into the schedule for every child are additional weaknesses.

The above studies are fairly representative of research concerned with comparing one method with another. Many more studies have been reported, some of which, because of the lack of good research techniques, must be classified “action” research.

The careful reader, who makes an analysis of this research, soon realizes a wide gap between what is described as a “basal reader approach” and a “basal reader program.” None of the authors nor publishers of basal reading series have contended that their materials are the entire reading program but merely the vehicle through which basic skills in reading may be taught in a sequential manner. We find a broad variety in basal reader use, not only in areas where experimental comparisons are being made, but also in systems where there is acceptance of the school effort. A fault lies, not in the basal series approach, but rather in the individual teacher’s use of it.

I have visited teachers who were conducting what they described as a basal approach at opposite ends of a continuum. One had raced through several basic reading series with little thought given to skill development during the year while another complained to me that, with all the supplemental additions she had used to support her basal series, she could not finish the book. And these teachers in the same building! Obviously we are not at all speaking of the same thing when we loosely describe a program as being a basal series program. The misuse of these materials has undoubtedly led to much of the furor we hear from anti-basal sources—and with some reason. We know now that there is no single approach to teaching reading which answers all problems and is a panacea for all disabilities. The teacher variable as well as other factors in local situations all are contributing to success or failure of given programs.

It would appear that, especially with new, insecure teachers, we need a framework in which they can operate with reasonable success. The basal series provides such a framework. In the same building we

have experienced teachers with strong preparations who are quite able to teach reading by any process yet conceived. Those who know the appropriate time to introduce the various skills are in a strong position as teachers.

A consensus of opinion by recognized experts in the field of reading including Emmett Betts(2), Arthur Gates(4), the late William Gray (5), and Paul Witty(9) deserves consideration. They reflect the attitude which many have held concerning reading instruction. Namely, that teacher variability precludes regimentation in reading instruction and that the best reading programs will include the better, more useful aspects of several methods of presentation.

There are two places, especially, where we need to consider the individualized approach with children. They are first, the middle grade boys and girls who are among the better readers and secondly, a place where it has been used for many years, in remedial or corrective instruction. Teachers who regularly work with boys and girls whose reading skills are exceptionally well developed are plagued by the paucity of ideas needed to keep these children productively occupied. Here, then, the individualized approach can be a very useful tool. (I hesitate to use the term individualized because of its lack of definition.) Many teachers are presently using such an approach with their advanced pupils.

The remedial reading teacher, of pure necessity, has had an individualized approach to reading instruction from the beginning. In this setting, more than any other, is the teacher's imagination taxed to provide interesting, readable materials for pupils who have already experienced years of failure in the reading process.

It appears imperative then that teachers develop an eclectic approach for use in their classrooms. We cannot continue to look for an ultimate in methodology which will take into consideration, with no effort on our part, the many different instructional problems met in everyday practice.

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 5. Gray, William S., "The Role of Group and Individual Instruction in Reading," *Meeting Individual Needs Through Reading*, Proceedings of the Third Annual Conference, Sacramento State College Council of the International Reading Association, 1958.
 6. Karr, Harold, "An Experiment with an Individualized Method of Teaching Reading," *The Reading Teacher*, February, 1954, 7:174-177.
 7. Sartain, Harry W., "The Roseville Experiment with Individualized Reading," *The Reading Teacher*, April, 1960, pp. 277-281.
 8. Stafford, Alton L., "Evaluation of an Individualized Reading Program," *The Reading Teacher*, April, 1960, pp. 266-270.
 9. Witty, Paul, "Individualized Reading—A Summary and Evaluation," *Elementary English*, October, 1959, 36:401-412.

Dr. G. M. Chronister is Associate Professor of Education at Arizona State University. He is interested in research and the application of scientific principles in the field of education.

DID YOU SEE

The list of significant adult books for young people which was compiled by the American Library Association? You will find it in the March, 1964, *NEA Journal*.

The Art of Good Reading by Arthur S. McDonald and George H. Zimmy? The book, published by the Bobbs-Merrill Company, is written for college students and adults who wish to become better readers. It wisely emphasizes understanding and flexibility as the two main essentials of effective reading.

Helen M. Robinson's excellent summary of investigations relating to reading? It appears in the February, 1964, issue of *The Reading Teacher*.

New Trends in Reading Instruction? This book by Shelley Umans published by Teachers College, Columbia University, provides an overview of four current trends in reading instruction—reading in the content fields, grouping practices, programmed materials, and the use of community resources.

Catherine McKee's "Fable for State Boards of Teacher Certification" which appears in the Winter, 1964, issue of the *Journal of Developmental Reading?* Also appearing in the journal is an excellent article, "Intellectual Characteristics of Disabled Readers at the High School and College Levels," by Arthur S. McDonald.

Woodlawn Wigwams by Louise Jean Walker, professor emeritus of Western Michigan University and author of *Legends of Greensky Hill?* This book, published by Hillsdale School Supply of Hillsdale, Michigan, is a part of a great heritage of literature in which the author depicts the Indians' home life, their philosophical and religious beliefs, their moral code, their feasts and festivals, their burial customs, their contributions to our culture, and their present status. It is a book which young and old will thoroughly enjoy.

Human Behavior, An Inventory of Scientific Findings by Berelson and Steiner? It is published by Harcourt, Brace and World and promises to be one of the most quoted books of our time.

TEN SECOND REVIEWS

Blanche O. Bush

Grant that we may in such wise hear them,
read, mark, learn, and inwardly digest them.

—The Collect. The Second Sunday in Advent
Book of Common Prayer.

Amanna, Vincent J. and Hallack McCord, "The Pre-College Reading Program at the University of Colorado," *Journal of Developmental Reading* (Summer, 1963), 6:274-276.

Amanna discusses in this article the techniques used in a developmental reading program. This program was tailored primarily to fit the needs of the normal reader who would like to become superior.

Bierbaum, Margaret L., "The Individualized Approach to Enrichment Reading," *Grade Teacher* (November, 1963), 81:85-86 +.

Individualized reading is a structured form of reading for enrichment. This program, which requires that books be readily available to students, is the reason that room libraries are becoming more common. Bierbaum includes a good list of books in various categories with publishers' names and address.

Caskey, Helen, "Developing Power in Critical Reading," *Education Digest* (October, 1963), 29:51-53.

In developing critical reading Caskey points out that the thing most desired is the inquiring mind, the suspended judgment, the disposition to look beyond the obvious and to suspect the too pat, the too simple and the incomplete.

Cheris, Barbara and Henry R. Austin, "Silent Reading Instruction Aids Oral Reading," *Journal of Developmental Reading* (Summer, 1963), 6:243-247.

The authors have concluded from their study that (1) a course in silent reading improvement has a positive effect upon the oral reading speed and accuracy of college students and (2) there is no relationship between rapid silent reading and the amount of audience eye-contact during oral reading.

Crisculolo, Nicholas and Mary E. Villano, "Enrichment Project in Reading," *Instruction* (October, 1963), 73:94.

The objectives of the project conducted by the authors were to encourage interest and depth of understanding and to develop ability to draw inferences and growth in oral expression. The results indicate there is improvement in selected reading skills as well as increased pleasure in material read.

Durkin, Dolores, "Children Who Read Before Grade One. A Second Study," *The Elementary School Journal* (December, 1963), 64:143-148.

In summarizing this second study of early readers, the author's findings tend to point to the varied backgrounds of early readers, to the fact that preschool reading does not necessarily lead to problems for school reading, and finally, to the need for school people to help parents define more specifically their role as educators of the preschool child.

Furness, Edna Lee, "Researches on Reading Interests," *Education* (September, 1963), 83:3-7.

From the findings of numerous investigators on reading, Furness concludes that age is influential in governing the reading interests of boys and girls in the elementary grades and that sex is a dominating factor from the fifth grade on through high school. The author also noted that boys are particularly interested in the world of things, their processes, products and potentials; girls, on the other hand, are interested in the world of persons, their feelings, families and friendships.

Gunderson, Doris V., "Research in Reading Readiness," *United States Department of Health, Education and Welfare, Office of Education, Washington, Bulletin No. 8, 1964.*

Gunderson reports that there is a distinct need for research in readiness for beginning reading. In many of the studies statistically sound structuring is lacking, and in others the size of the sample is too small to allow generalizations to be drawn. Some disagreement exists among authorities on (1) separate factors to be thought of as reading readiness, (2) whether or not readiness tests should be judged on their ability

to predict reading success, (3) the importance of social and emotional factors, and (4) whether or not every child should be exposed to some readiness work before beginning reading.

Hymes, James L., Jr., "Consistency and Reading. A Section for Kindergarten Teachers," *Grade Teacher* (November, 1963), 81:19+.

A consistent approach, according to Hymes, allows the pacing of each child by providing opportunities and then letting the child choose or ignore to read. Children should be surrounded by walking, living demonstrations of the miracle that what one person writes down, another can read.

Jackson, Jeanne R., and Henry Dizney, "Intensive Vocabulary Training," *Journal of Developmental Reading, Bibliography* (Summer, 1963), 6:221-229.

The results of the study by Jackson and Dizney support the contention that secondary schools need to accept their responsibility for the diagnosis of pupil reading weaknesses and to attempt improving reading skills by incorporating individualized as well as group reading programs within their curricula.

Karlen, Robert, "Critical Reading is Critical Thinking," *Education* (Summer, 1963), 84:8-11.

Karlin defines critical reading as another form of reading which is not so much an ability as it is a matter of attitudes. A teacher's major responsibility is to stimulate all readers to react as thoughtfully as they can to reading matter.

Karlin, Robert, "Program for Disabled Readers," *Journal of Developmental Reading* (Summer, 1963), 6:230-237.

The three types of reading instruction—developmental, corrective, and remedial—and the principles of remedial reading instruction are discussed by the author. Karlin does not suggest that a specific method of teaching can guarantee success but emphasizes that methods which are compatible with sound principles of learning are more likely to further growth than those which are not in harmony with the principles.

Keschian, Jerry G., "Characteristics and Experiences of Children Who Learn to Read Successfully," *Elementary English*, Bibliography (October, 1963), 40:615-616.

Conclusions drawn by the author as a result of the analysis of data were that (1) although the children were well adjusted both socially and emotionally, they did not fall within any well-defined personality pattern; (2) reading success appears to be the result of many factors, some of which apparently lie beyond the control of some individuals with whom the child comes into contact; (3) factors operating singly, such as lack of reading materials in the home, do not in themselves prevent a child from becoming a successful reader. However, a wide range of characteristics and environmental factors appearing in combination enable children to achieve success in reading.

Krippen, Stanley, "Correlates of Reading Improvement," *Education*, Bibliography (September, 1963), 84:30-35.

Krippen reports an interesting study of reading, the purpose of which was to determine whether reading improvement could be predicted.

Love, Thelma M., "Teaching Reading with Opaque Projection Materials," *The Instructor* (June, 1963), 72:39-40.

By means of opaque projection the children's attention span is lengthened and strengthened. Love reports that interest is maintained as children learn to read with ease and enjoy the experience.

O'Leary, Helen F., "Preserve the Basic Reading Program," *Education* (September, 1963), 84:12-17.

O'Leary, in a review of typical plans in the basic reading series, reports that there are ample opportunities for originality, ingenuity, variety, and imagination for teachers who utilize all phases of the basic series programs. The resourceful teacher incorporates the philosophy behind individual or personal selection plans into a strong recreation or free reading program.

Olsen, Arthur V., "Phonics and Success in Beginning Reading," *Journal of Developmental Reading* (Summer, 1963), 6:256-260.

From results of testing, Olsen concludes that in first grade reading, success is closely related to early teaching of sounds and their names as well as other aspects of phonics.

Pleassas, Gus P., and Clinton R. Oakes, "Prereading Experiences of Selected Early Readers," *Reading Teacher* (January, 1964), 17: 241-245.

Results of a parent questionnaire sent out by the authors indicate that in general, early readers are bright children who have frequent association with a variety of preschool reading experiences with some attention given to beginning reading instruction prior to first grade.

Richstone, May, "Now You Can Begin Individualized Reading," *Instructor*, Bibliography (February, 1964), 73:70-72 +.

The author's procedures in setting up her individualized reading program include establishing a routine which was used by the children, presenting ideas for sharing books, conferring with each child, setting up notebooks for program records and capitalizing on special skills of each child. Emphasis is placed on the principle that there is no stigma in receiving help.

Robinson, Helen M., "Summary of Investigation Relating to Reading, July 1, 1962 to June 30, 1963," *The Reading Teacher* (February, 1964), 17:326-392.

Research covering the entire academic range from preschool to adult levels was reviewed by Robinson. The investigations reviewed were in the areas of teacher preparation, research in progress, sociology of reading, physiology and psychology of reading, the teaching of reading, and reading of atypical learners. An excellent bibliography is included.

Russell, D. H., "The Prerequisite: Knowing how to Read Critically," *Elementary English* (October, 1963), 40:579-582 +.

Critical reading does not exist in a vacuum by itself but can be thought of best as closely related to critical thinking and must be stressed from kindergarten through college. Russell discusses three factors which are involved in critical reading:

- (1) An attitude factor of questioning and suspended judgment,
- (2) a conative or functional factor which includes use of logical inquiry and problem solving, and (3) a judgment factor.

Sandstedt, Barbara, "Relationship Between Memory Span and Intelligence of Severely Retarded Readers," *Reading Teacher*, Bibliography (January, 1964), 17:246-250.

Conclusions inferred by the author from the study are that tests of memory span, as defined and used in this study, appear to measure some of the same abilities as those included in the concept of general intelligence particularly in the performance type of intelligence. It was also noted that retarded readers are more successful with non verbal tests.

Schwartzberg, Herbert, "Case of Andrew Miller: A Retarded Reader of Above Average Intelligence," *Elementary School Journal* (January, 1964), 64:200-204.

In the case study of Andrew Miller, Schwartzberg points out that teachers need to redirect their thoughts and efforts in dealing with children who are retarded readers of above average intelligence. He also believes that it is necessary to treat a child's emotional difficulties before attempting to teach him reading skills.

Sipay, Edward R., "Comparison of Standardized Reading Scores and Functional Reading Levels, *Reading Teacher* (January, 1964), 17:265-268.

Sipay's findings indicate that it is impossible to generalize as to whether standardized reading achievement test scores tend to indicate the instructional or frustration level. This study offers some evidence that the particular informal reading inventory used by Sipay may have influenced the obtained results.

Strang, Ruth, "Needed Emphasis in High School Reading," *Reading in High School* (Winter, 1964), 1:35-38.

The emphases cited by Strang involve both the teacher and administration. The teacher must believe that teaching reading is an intrinsic part of teaching the subject. She must have a broad view of reading. She must use informal group or individ-

ual inventories to find out early in the year the pupil's reading strengths and weaknesses She must give effective instruction in methods of reading for different purposes, in critical reading, and other needed skills. She must use appropriate materials to meet the individual needs of pupils. The administrators who have this view of teaching of reading in high school and who create conditions that make better teaching possible will be placing the emphases where they are needed.

Summers, Edward G., "Evaluation of Reading Gains in a Secondary School Reading Laboratory," *Reading Teacher*, Bibliography (January, 1964), 17:255-259.

Based on the results of statistical analysis, the reading program presented by Summers adequately met the needs of the heterogeneous English classes. In addition to the objective gains made on standardized tests, other benefits noted of a more subjective nature were the favorable comments of students. In-service training of English teachers who observed and helped provide instruction was another beneficial aspect. Not many English teachers have had an opportunity to take a course in reading yet in secondary schools the burden of instruction in reading falls upon them.

Sutton, Marjorie Hunt, "Readiness for Reading at the Kindergarten Level," *Reading Teacher*, Bibliography (January, 1964), 17:234-240.

From her study Sutton raised several pertinent questions. (1) Is reading readiness instruction for children who are already reading defensible? (2) Is a typical kindergarten program inadequate for many five-year olds? (3) Should laws defining age of school entrance be re-examined? (4) Is ability grouping in kindergarten feasible? (5) Is the interest of children in reading books a better indicator of reading readiness than the commonly used readiness tests? (6) Are the attitudes of some teachers and school authorities toward children who have learned to read at an early age unrealistic? (7) Do early readers retain an advantage over a period of years?

Townsend, Agatha, "Programming in Reading," *Reading Teacher*, Bibliography (January, 1964), 17:273-276.

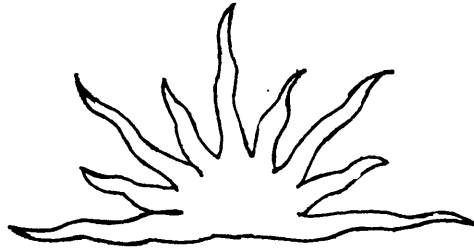
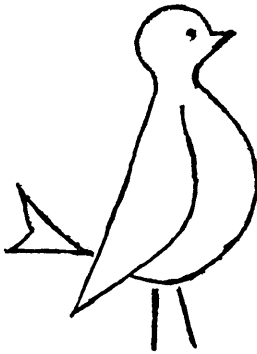
Townsend concludes that programming has much to offer teaching. While reading is not yet one of the major fields to which programmers have turned their attention, there are signs that eventually good programs will be available for study.

Ware, Kay, "English Programs for the Culturally Different: Significant Aspects of the St. Louis Program," *Elementary English* (October, 1963), 40:611-614.

Ware reviews certain aspects of the St. Louis program relative to the improvement of reading. Included in the areas studied are: (1) The ungraded primary which allows children to begin formal reading programs at different times and take varying periods of time to complete each stage of growth, and (2) the grouping of children in the ungraded primary after two and a half or three years, if they have not reached the top level, under a clinic trained teacher.

Veto, John M., "Sound the Bases of Language," *Education*, (September, 1963), 84:17-18.

Veto believes that teachers continue to make errors in the methods of instruction in reading by emphasizing some skills too much and not emphasizing others enough. In any system of reading instruction, he states, phonetic instruction must be included. He feels, also, that for many years the letter which is based on a sound unit has been neglected.



ROUND ROBIN

Dorothy E. Smith, Editor

The Ten Second Reviews, in our winter issue, 1964, contained reports on publications concerning educational television. This subject is generating much interest among teachers, administrators, and parents. Below are the reactions of some of our readers to its use and efficacy as a means of teaching.

Dear Editor:

Television is a tool, but not the only tool for educational instruction. It is a potent one from which, when properly oriented, a student derives vicarious experiences. These give meaning to and supplement the activities provided by the classroom teacher to enable the pupil to reach his potential.

Television instruction cannot ascertain what skills, habits, appreciations, attitudes and experiences each child has or will need to function in our society.

It cannot give security, a sense of belonging, a feeling of personal worth, nor will it meet his emotional needs which help him to become a stable individual. These he can only receive from an understanding classroom teacher.

Virginia F. Clark
Reading Teacher
Drew School
Arlington, Virginia

Dear Editor:

My own observation of educational TV in operation at both the elementary school and higher education levels leads me to accept it as I would any other piece of equipment used as a teacher aid. Cer-

tainly it has features which make it far more facile than any other mechanical device we've taken into the classroom. As all other mechanical devices it possesses no inherent intelligence which precludes it taking over the responsibilities of the instructor. We have chased enough rainbows to realize that there is no panacea for all learning and instructional problems.

G. M. Chronister
Associate Professor, Education
Arizona State University
Tempe, Arizona

Dear Editor:

There are two important points in favor of educational TV. One; special teachers who are excellent and well-prepared are used, and two; everyone has a front row seat. It is necessary, however, to include supplemental, personalized instruction with each television presentation. A few minutes of explanation before each lecture, and a few minutes afterwards with a "live" teacher, will obviate most of the objections which have been raised by opponents of educational television.

(Name withheld)

Dear Editor:

We recognize some advantages of TV lectures but, from personal experience, we have some objections. There is always a student or two who comes in late, and a few who leave early. Conversations are held. People take naps, drop books, get in the way of the screen. Worst of all, in our opinion, is the feeling of cold-blooded impersonality.

Four Students Who Have Tried It

ARE YOU PLANNING TO ATTEND?

The 1964 Reading Institute sponsored by *Marquette University* will be held from June 22 to July 10. The theme is "Appraisal of Current Reading Practices and Programs." For additional information, contact Dr. Arthur S. McDonald, Director of Reading Services, Marquette University, Milwaukee, Wisconsin.

The Western Michigan University Chapter of the International Reading Association is holding its final meeting of the year on Thursday, May 28. Doris B. Storer of the Pontiac Public Schools will discuss "Some Factors Which Give Direction for Reading Instruction."

Jersey City State College is sponsoring its third annual reading conference, July 6-17. This year's conference will explore the nature of reading difficulties. Nationally known speakers will present practical methods of diagnosis and instruction which will enable the classroom teacher to better cope with the teaching of reading. A special feature of this conference is a trip to the World's Fair. For further information, write to M. Jerry Weiss, Jersey City State College, Jersey City, New Jersey.

The Fifth Teachers Workshop in Reading Instruction sponsored by *Ferris State College* will be held from June 15 to 19. Four courses are offered during this workshop week: Word Analysis in the Elementary Grades, taught by Mr. Gordon Eddy from New York University Teachers College; Effective Reading in the Classroom, taught by Mr. Eldredge Dryer, elementary principal from Battle Creek; Diagnosis and Correction of Reading Difficulties, taught by Mrs. Norma K. Conklin and Mr. E. Coston Frederick, both of the staff at Ferris State College. A new course, Teaching Children's Literature, will be introduced this year and will be taught by Mrs. Margaret Foley of Central Michigan University. Dorothy Waldo Phillips, the author of "Sammy Spivens" will appear as guest speaker at a banquet to be held on Wednesday, June 17. Other speakers include Dr. Harry H. Hahn, Oakland County Reading Consultant, and Dr. Dorothy J. McGinnis of Western Michigan University. Further information concerning the workshop can be obtained by writing to Mr. E. Coston Frederick, Ferris State College, Big Rapids, Michigan.

The Psycho-Educational Clinic of Western Michigan University will offer a series of nine reading demonstrations centering around the theme, Better Readers through Better Reading Instruction, during the summer session, June 15-July 24. All meetings are to be held in room 311, Wood Hall, West Campus, and will begin promptly at 1:10 p.m.

<i>Date</i>	<i>Topic</i>
Tuesday, June 23	Determining Reading Needs Through an Informal Approach
Thursday, June 25	The Wonderful World of Words
Tuesday, June 30	Making Effective Use of Materials
Thursday, July 2	Developing Reading-Study Skills at All Levels
Tuesday, July 7	The Team Approach in Helping the Disabled Reader
Thursday, July 9	Fun with Poetry
Tuesday, July 14	Using Oral Reading as a Diagnostic Tool
Thursday, July 16	The Home's Contribution to Reading
Tuesday, July 21	Teaching Children to Think

For further information, write to Dorothy J. McGinnis, Psycho-Educational Clinic, Western Michigan University, Kalamazoo, Michigan.

