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Reading

HORIZONS



SUMMER 1964

Reading **HORIZONS**

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Tribute

On May 28, 1964, members of the Western Michigan University Chapter of the International Reading Association honored its founder and sponsor by electing to change the name of their organization to the Homer L. J. Carter Reading Council. We chose to honor Mr. Carter at this time because on July 1 he will retire from Western Michigan University where he has been Director of the Psycho-Educational Clinic and Professor of Psychology.

Homer L. J. Carter is a person with a rare combination of talents. He is an inspiring teacher, a dynamic public speaker, an effective writer, and a careful research worker. In addition, he is an understanding and sympathetic clinician who can work with people of all ages. In his work with children, he is known for the ease and quickness with which he gains and maintains their confidence. His work with parents and other adults is characterized by complete honesty, frankness, sincerity and kindness. Mr. Carter is able to perceive problems quickly, to identify and interpret relevant facts, to diagnose accurately, and to make helpful suggestions. His own words describe well his goals. "Excellence is achievement over and beyond the requirements of the task and its responsibilities. The reward of excellence is bestowed upon man because of his ability to create by his labor that which is needed in his time and that which is altogether wholesome and good."

We who are members of the Homer L. J. Carter Reading Council are proud to honor him for we recognize in him an enthusiastic leader with a singleness of purpose—to help others. Throughout his life he has pursued this goal with devotion, diligence, and unrelenting effort. We are glad that retirement will not bring an end to his professional activities. We are delighted with his plans to continue research, teaching and writing.

D. J. M.

Editorial Comment

Many teachers of reading are blown about by every wind of doctrine and are vulnerable to the pretentious claims made by advocates of so-called *new* methods. This uncertainty on the part of teachers is detrimental to the professional image they wish to create. We, as teachers, cannot afford to be little red riding hoods in a confused educational world. There are many false prophets in our midst who prey upon the naive and uncritical. Even if a method is new, it is not necessarily superior to the old until it has been proven so by well-designed and well-controlled research. Revelations and testimonials are not sufficient even though they come from publishers and Boards of Education. Teachers can investigate any method but they should hold fast to those which are proven.

In order to separate the wheat from the chaff, teachers need an acceptable educational philosophy and a scientific point of view. Teachers need answers to several questions. For example, they should ask: Is this program sponsored by leaders in the field of reading? Is it psychologically sound? Is there objective proof of its effectiveness? Has the original research been repeated and verified? Does the program have educational significance? Will its success contribute to the realization of the school's accepted educational philosophy? If the answers to these questions are satisfactory, the plan *may* have merit in the local situation and exploratory trial is justifiable.

Methods are only means to an end. Some contemporary research suggests that "Given a good teacher, other factors in teaching tend to pale to insignificance." Will this inference be substantiated by other investigations? A consistent and well-defined philosophy, critical thinking and a scientific attitude on the part of teachers are imperative. Let us not be deceived.

Homer L. J. Carter

Editor

READY OR NOT SHOULD THEY BE TAUGHT

Vern L. Farrow

One quiet afternoon recently as I was pondering an article advocating early reading instruction, I could hear my children playing hide-and-seek. They were shouting, "Ready or not you shall be caught!" I could not help drawing an analogy between the meaning of their childish rhyme and my feeling toward the growing tempo and insistence of demands to plunge preschool children indiscriminately into formalized reading activities. Unconsciously I paraphrased the rhyme, "Ready or not you **SHALL** be **TAUGHT!**" It had an ominous connotation smacking of pursuit, capture, and force and I began considering the problem in earnest.

Anyone who has been sensitive to the increasing pressure to include reading instruction in the kindergarten curriculum cannot help but be concerned. This focus upon the preschool child has tended to equate him with some kind of strategic commodity or a secret weapon with all of the ugly overtones of exploitation. And, what is more serious, it has served to cloud the fundamental issue of what is best for young children. It has resulted in confusion over the true ends of education and the nature and needs of preschool children.

The advocates of early reading instruction support their claims with research and there appears to be abundant evidence that very young children have been taught to read. For example, Fowler (2) has recently reported success in teaching the alphabet, both upper and lower case, as well as a number of isolated words to his two-year-old daughter. He also reported some evidence of psycho-social disturbance but he was unwilling to attribute it to the reading instruction. Moore (3) of Rutgers University reported that he has taught more than 100 children between the ages of two and five years not only to read but also to write, typewrite, and to take dictation. I have had an opportunity to view motion pictures of some of his children in action and the evidence of tension and anxiety among them was disturbingly apparent. Bonnema (1) obtained successful reading results with kindergarten children using a phonetic alphabet which she devised. Along this same line, Downing (4, 5) has been employing the Augmented Roman Alphabet since 1960 with striking results in teaching four and five year olds to read in England and Scotland. In

addition, there are literally dozens of similar experiments currently under way throughout the United States and England whose subjects are three, four, and five year old youngsters, all presumably meeting with success. And yet, for all of this research activity, I continue to experience nagging reservations.

It seems to me that thoughtful educators must resist being swept up in a premature groundswell by reports of precocious achievements without more evidence than is now available. We must objectively ask whether such achievements represent typical performance; whether they can safely be interpreted as evidence of intellectual maturity; whether early reading instruction is producing the crucial factor of "reading comprehension;" whether the physical, psychological, and attitudinal concomitants are beneficial. Current research tells us little with respect to these questions.

It is true that today's preschool children appear to be more sophisticated than were children of a generation ago. However, we must ask whether this apparent superiority constitutes a basic change in child nature as we have known it; whether this apparent earlier maturity makes obsolete our understanding of child growth and development; whether, indeed, it relegates to the scrap heap, the concept of readiness upon which we have operated for so long. Certainly systematic early reading instruction disregards our present beliefs with respect to readiness.

It is my personal feeling that the sophistication we see is more apparent than real. For example, can we assume that because three, four, and five year olds incorporate references to rockets; space capsules; liquid-oxygen propellents; and other equally exotic terminology within their vocabularies and play activities that they deeply or even vaguely understand these matters? Or can we assume that because they memorize literally hundreds of television commercials dealing with micronite filters, analgesics, decongestants, and fluoride toothpastes, that they possess adequate concepts to match their erudite pronouncements? I believe that such assumptions are unwarranted. What we are more likely witnessing are the most accomplished verbalizers in history.

It is my considered judgement that the likenesses between today's children and those of a generation ago are infinitely greater than are the differences. There is no reason to believe that anything has occurred in our streamlined, pressurized age which has changed the basic nature of children, altered the way in which children learn, or abrogated the

fundamental readiness characteristics which have been abundantly identified through research as constituting a sound foundation for successful beginning reading progress. Therefore, I am still convinced that children need to develop or acquire these traits, skills, or stages of maturity before they are confronted with systematic, formalized reading instruction. Let me review briefly for you these readiness components. (1) Good general physical and mental health; (2) visual acuity and discriminatory powers adequate to deal with our complex system of printed language symbols; (3) auditory acuity and discrimination adequate to deal with the intricate nuances of sound in our spoken language; (4) a rather high degree of language development and fluency; (5) emotional stability sufficient to permit the child to focus sustained listening attention and concentration upon the learning task; (6) social maturity adequate to insure effective group participation; and lastly, two factors of crucial importance, (7) a broad experiential background providing a rich store of concepts; and (8) a vital desire to read as evidenced by seeking behavior. You will note that I have said nothing about mental age per se. This is because there is no real agreement concerning an optimum mental age for beginning reading, and furthermore I believe that adequate intellectual maturity is implicit within the factors listed above.

What implications should all of this have for educators whose prime responsibility is the welfare and educational development of children? I would suggest the following: (1) that we must keep abreast of research dealing with early reading instruction, evaluate it objectively and be willing to implement such programs if they should prove sound; (2) that we must provide for a continuing evaluation of our preschools to assure that children are being brought to a state of reading readiness as efficiently as possible within the framework of the principles of child growth and development; (3) that we must make provisions to identify genuinely precocious children and furnish them with early reading opportunities; and finally that we must actively interpret to the community the essential nature of the preschool program, with respect to reading, as a time of broad unstructured experiences in language aimed at clarifying and building concepts, developing skills of speaking and listening, and promoting the creative use of language as children explore and learn to control the world around them.

Remember that the desire to read and write flows naturally from a felt need to communicate ideas, and that such a need cannot arise

out of an experiential vacuum. To paraphrase an old familiar saying, "It takes a heap of living before words become your own." I believe our preschool programs should provide for that "heap of living" unencumbered by formalized reading instruction.

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Vern Farrow is an Assistant Professor of Education at Western Michigan University specializing in Elementary Education with emphasis in Reading and the Language Arts. Prior to taking the Master's Degree at Seattle University and the Doctorate at the University of Oregon, Dr. Farrow taught in both elementary and junior high schools in Seattle, Washington.

HAVE GOOD READERS— WILL GO PLACES

Joan Paul

John, a well developed fifth grade boy, has been chosen to represent his school in an all-city sports contest. Since he is very athletic and has been encouraged by his classmates, he stands a good chance of winning the 100-yard-dash trophy for his school. Sounds exciting, doesn't it? But, wait. What if his teacher tells him to run slowly so the other boys can keep up with him? No teacher would dream of doing that. We do not expect children to run at the same rate, and we encourage them to try to excel.

Now, consider Joey. Alert, six-year-old Joey comes from a home where much emphasis has been placed on books, plays, and music. Joey's parents have read stories to him from the time he was a baby, and Joey has already built up his own library of children's books. With his parents he has travelled through many states and has visited several foreign countries. Joey could read many words, phrases and sentences when he entered kindergarten. Now, in first grade, although Joey is in the top group, he is thoroughly bored with reading,

“‘Jump,
Jump, Spot
Jump down, Spot
Jump down, Spot,’ said Dick.”

It is understandable why Joey asks his mother, “Why doesn't Dick just say, ‘Jump down, Spot,’ and get it over with?”

His teacher knows he is bored, but Joey must keep with his group and continue, unchallenged, to waste day after day reading what he already knows, working in simple workbooks, and drawing pictures when he finishes his work too soon. Are we not actually asking Joey to lag behind, to stop in the middle of a race in order that others may keep up with him?

Is this child being educated, or is the role of the school in Joey's case, that of a baby sitter? Witty says, “One of the chief responsibilities of the school is to provide for the gifted child stimulating reading experience in the primary grades.” (11) In determining what will be best in educating our pupils, why, oh why, do we fail to consider that the intellectually advanced reader must be challenged! We spend much of our time working with the slow reader, but how many of us actually do more than help the bright child to put in time and keep

busy? It has been stated, "The gifted, the potential leaders, discoverers and creators . . . are usually left to develop their own skills in their own way and in terms of personal initiative alone." (8)

In most classrooms, what do we usually do with the advanced reader? We provide busy work which generally consists of games, flash cards, puzzles, and pictures. We may have a few old workbooks for children to use, or we may just tell them to go ahead a few more pages in their reading workbook so that they won't be "idle." In this way, we defeat the purpose of workbooks which is to provide an opportunity for children to make use of ideas gained through reading. "Workbooks have been designed to serve a purpose and are not to be employed merely as a means of keeping children busy." (3) This type of busy work may aid the teacher, but what is it doing to challenge the student? Cannot we do more to stimulate imaginative and creative thinking? "One of the prime reasons for the low level of achievement of many older gifted and superior children is that they were not stimulated to work up to their capacities in early school years." (7)

Terman, in his research has concluded that the bright child becomes the bright adult. (10) Some of the organizational procedures which administrators have used for providing for bright students have been acceleration, special classes, and enrichment. While acceleration may prove beneficial for some, it may not be satisfactory for a child whose development is uneven. Academically, a child may achieve in an accelerated grade, but physically and socially he may be a misfit. Most school systems are too small to provide special classes, and this also has the disadvantage of segregating the child from his usual social group by placing a label on him. Kirk says,

An enrichment program has the advantage of keeping the bright child in a heterogeneous class allowing the child to develop leadership, yet remaining with children of his own age. This program makes every teacher a teacher of the gifted thus elevating the quality of instruction for all children, and it will minimize the financial requirements since in the elementary grades this does not necessarily add to the expense of running a school. (5)

What then can we, as teachers of reading, do to meet the needs of our advanced readers? Mentally advanced children "learn faster than the average child, and therefore, require less repetition in order to learn the same material." (5) These readers require a modification of the regular reading program. Witty says,

The reading program should make provisions for the full range of ability, including the gifted. This program recognizes

the value of systematic instruction, utilization of interests, fulfillment of developmental needs, and the articulation of reading experience with other types of worthwhile activity. (11)

A program of this type takes time, knowledge, and skills, which some teachers are unwilling or unable to give. It means extra planning, additional education for the teacher, and learning and employing techniques of child study. It will be necessary for the teacher to direct creativity into constructive channels, by encouraging, guiding, and providing stimulating classroom experiences. The teacher will make use of varied language arts activities, and will help the children express themselves as much as possible in writing reports. She will make up original dramatizations and work out experience charts and stories which can be exchanged with other groups. In schools where educational television is being utilized, bright children can use this medium. Children can compile reading lists, and teachers will strive to help students develop a sense of values so they can select books wisely and read critically. In the early primary grades, simple book reports requiring use of vocabulary such as "title," "author," and "illustrations," will be of much value. Due to the establishment of children's book clubs and to the increased sales of children's books generally, many children are reading more than ever before. Larrick states,

The facts show that in many a publishing house the gross sale of children's books far exceeds that of adult books. At Simon and Schuster and Viking Press, children's books account for over 75% of the gross sales each year. *The Golden Dictionary* sold 83,000 copies in 1953, and by now has sold over a million and a half copies. (6)

The basic school reader alone is no longer sufficient to challenge space age children!

McWilliams suggests committee work to provide opportunities for leadership and to create situations where people of varied abilities and interests learn to work together. He feels library facilities, alcoves, or small rooms should be utilized for groups working on class projects, assembly presentations, and dramatizations. (7)

Even in the early grades, the children should be taught how and when to use library facilities, and the bright youngsters will be anxious to delve into almanacs, atlases, encyclopedias, and other reference books. Robinson tells us an exchange teacher in Vancouver found pupils there to be excellent readers, and attributed this to the well used libraries. (9) School libraries should include such books as: *The Land-*

mark Books (Random House), *The Allabout Books* (Random House), *I Want To Be Books* (Childrens Press), *The True Book Series* (Childrens Press), and *Our Animal Story Books* (D. C. Heath and Company). *The Beginner Reading Books* (Random House) can be valuable in supplementing early primary reading programs.

If we are to define reading as a "process of identifying, interpreting, and evaluating ideas" (3), then we have the responsibility to guide our students in developing the necessary skills to go beyond the mere identification of words into divergent and convergent thinking and evaluation of concepts! McWilliams points out,

The gifted and superior children in our schools represent one of our nation's richest resources. We dare not neglect to inspire and help these children to develop to the utmost of their potentiality. Recognition of the value of the individual is a fundamental tenet of our democracy and it is the duty of our schools to help each child reach the highest possible level of personal achievement, and develop as a citizen who contributes worthily to our society. (7)

If we can accept this challenge, and accomplish this, then we can truly earn the right to say, "HAVE GOOD READERS; WILL GO PLACES."

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Mrs. Joan Paul, a 1950 graduate of Western Michigan University, is working on her M.A. degree and majoring in special education. She has taught in the elementary grades as a full time and substitute teacher.

"LOOK, MA, HE'S READING"

Pauline Lucas

You learn to swim by swimming. You learn to sing by singing. You learn to drive a car by driving. The same truth holds for reading; you learn to read by reading, to really read that is, not merely to pronounce words. Why, then, don't we as teachers spend more time and effort leading children to the joys and habits of reading—volunteer reading for fun, for recreation, for sheer enjoyment? Seldom does this habit come by chance with a *laissez faire* attitude. It must be cultivated. It must be developed.

Just recently a mother approached me and said, "I just can't believe it. George is reading, reading without being told to, reading a book a night, and asking for more. He's not the same person. He used to be glued to the TV or to be constantly 'in his sister's hair,' pestering her because he had nothing to do. It's wonderful I tell you. How did it happen?"

I answered, "Basically, it was simple. I found a book which really appealed to him. That led to another one like it. Soon George was awakening to the fact that reading was fun, and not a painful ordeal in a reading corner that teacher made him sit through each day as he wiggled and waited his turn." Reading for him became alive. It was purposeful and exhilarating. Why shouldn't he read?

In a few months' time that same mother might approach me and say, "You know, George likes school this year. It's the first time I haven't had to fight to get him to go each morning. He practically gobbles it up. I think he's learning a lot too."

I will smile to myself and say inwardly, "I knew it, I knew this would happen. It usually does. When a student has discovered the joy of reading and becomes addicted to its stimulation, there is a carryover. He reads in content areas more easily. He understands what is said, so almost miraculously his studies become easier and much more enjoyable. He has transferred his activity of reading for information and understanding. And probably he will not stop there. The habit, once entrenched, becomes his for all study type material. He will no longer be satisfied with the minimum essentials. The habit of reading will entice him to search out reference details and additional facts.

To instill the love and the habit of reading into a child is the work of the school. It takes careful guidance, it is almost a lost art.

The stimuli of the movies, TV, and radio compete for a child's time. These can be a great stimulant with guidance. But without guidance, they may supplant free reading entirely.

It doesn't seem reasonable that we should work and struggle so zealously to have a child reach standards of mid-literacy and then do little to assure steady progress. We must be convinced that it is just as much our job to teach a child to learn *TO LOVE READING AND APPRECIATE BOOKS* as it is to teach him to read and learn the necessary skills in the first place.

Surveys show that middle graders are sometimes struck with a "reading craze." We must turn that craze into a passion. We must direct those skills we've so carefully fostered into useful channels. How foolish it would be to painstakingly teach a child to swim and then simply to let him go his merry way, never encouraging, never giving opportunity for practice. Would you expect him to maintain his skills? Could he really learn to love the experience? Yet that is substantially what we as teachers do. We just take it for granted that youngsters will start reading under their own steam. Just when they have reached their reading peak, we blithely stand by and let them drop it. We do nothing concrete and consistent to keep them interested, to keep them going.

"Well," you say, "what can we do? If we teach a child the skills and he knows how to read, why doesn't he?"

There may be many reasons. One, and perhaps the foremost is that he hasn't found books he really likes, books that have fitted him to a "T" and served a real purpose for him. An adult selecting a book for a child can be like spanking him. It might give the adult satisfaction and make him feel that he is doing the child good. But it may cause the child to have a distaste and even an antagonism for reading.

A child's choosing his own book is like his planning an excursion, a delightful trip into the yet unknown, a probing for something to satisfy his longings, his tastes, his interests—equal to his abilities. And when he finds the one that fits him we know it; we can see it—the eagerness, the joy, the exhilaration.

✓ We, as teachers, must bring the right book to the right child. Then there will be "wedded bliss." Then real learning will take place. To do this, we must be two-fold lovers—lovers of books and lovers of children. We must have a wide acquaintance with children's books and be on speaking terms with the best of them. And then, we must have a sincere interest in our children, no pretense, no false front.

Children can immediately sense a phony. We must accept each child for his own worth and try to understand his particular problems and interests. Interest inventory sheets help a great deal. Questionnaires on their hobbies, favorite TV shows, what they want to do when they grow up, their favorite heroes, three wishes, what they would take with them to a desert island, and what they want for birthdays are fun for them to answer.

When we've studied a child and learned all we can about him, then subtly and gently we must give encouragement, hints, and suggestions for books. We say, "John, I think I've found a book especially for you. It's about a boy who actually rode a space ship." Or we say, "Mary, didn't you tell me that you wanted to be a nurse? I wonder if you've read this one?"

There are hundreds of good children's books, written on all levels. Some of the best authors of modern times have chosen to write literature for children, literature that is interesting and vivid, truthful and meaningful. It is far different from the verbal hash dished out a couple of decades ago.

✧ In general what kinds of books do middle graders like? Surveys show that boys like action, humor, suspense—no romantic love, and not necessarily a happy ending. They are interested in science, sports, adventure, and violent adventure. Girls, on the other hand, like humor, suspense, and surprise. They like to read of home life and people. They are fond of feminine school adventures, fairy tales and animal stories. Girls like cowboy stories and adventures, but adversely, boys will have little to do with fairy tales and girls' home stories.

When at last we've wedded that right book to the right child, slowly but surely we see the magic power take hold. We begin to see children transported one by one into the wonderful world of reading. First one, then another says, "Boy, are there more books in the world like this one?" or "Say, I've read this whole book already. May I tell the rest of the kids about it?"

Naturally, all the students aren't so easily reached. For some, more dramatic, persistent means must be used. Opportunities and experiences must be provided which will bring books and reading to the forefront and keep them there. There are many ways to do this and I shall discuss a few of the more effective ones. Of course, not all of these could, or should be used, by any one teacher. They are simply suggestions and ideas to be tucked away and to be taken out and used as the stimulus and directed encouragement are needed. It is also to

be understood that these opportunities and experiences would not supplant the regular daily reading study program. They would supplement it.

Reading Climate. In the first place, there must be a good climate for reading, an atmosphere where reading is natural and expected as a matter of course. There should be a cozy reading corner, with plenty of books carefully selected and neatly arranged, with perhaps a lamp, a rug, or even a rocking chair. This reading nook should be available for all book lovers to enjoy as their own.

Browsing Table. Then there should be an attractive, colorful browsing table with books on display, varied according to seasons and current interests or study topics. "Frosty" or "St. Nick" or "Cupid" could seasonably suggest good reading. New books, book jackets, and reviews should be featured—using various approaches and eye-catchers such as "What's New," "Wouldn't You Like to Know?" or "Have You Seen This One?"

Bulletin Boards. We should also make good use of the bulletin board. A part of this can be used all year near the reading center with timely changes for continued interest and new learning. Here we can put up catchy slogans such as "A book is a friend always," or "Reading is fun, enjoy it." Good book summaries written by students, a list of books recommended for certain hobbies, pictures of well known authors, scenes from books or a picture of a child engrossed in reading, all could be posted. I've found too that a personal message tacked up goes a long way towards motivating—such as "Joe, I think you will be pleasantly surprised if you look for a book on Mexico today."

Then, of course, the bulletin board is the best place to post each child's reading record. One year it might be a rocket in a pocket (a half sealed envelope) for each book a child reads. When he has read five books he would be launched into his first layer of space. Then for each succeeding five books, he climbs a new layer until he finally lands on the far off heights of the planets. This progress would all be charted.

Another year, the children might go traveling via shipboard around the continents. For each book read, he would reach a new port and his ship would move up the itinerary chart or across a large map. Needless to say, record keeping and charting doesn't make a child read

but it does give recognition and peer approval, so important to middle graders. It helps generate tremendous enthusiasm, also.

Story Time. Scheduling a regular daily story time is important, a time when the teacher reads feelingly and without interruption from stories, poems, and whole books, not for testing or questions and answers, but for pure appreciation and for spreading the contagious joy of reading. This practice welds the whole group into one unit, all sharing mutually the best in literature. It is a never-to-be-forgotten time of togetherness, of warmth, and of a first hand magical experience in seeing how much books have to offer. This should not be “slipped in” if there is time or permitted only for those who have their work done. Story time should be a daily treat open to all.

Student Librarians. To use children as librarians and library helpers on a rotating basis stimulates interest. If a child helps keep books in good order and checks them out and in, he becomes acquainted with them. He handles books that he never knew existed before. He keeps books arranged according to subject matter, he looks at them, he touches them. They are his precious possessions, his responsibility. Sometimes he is even inspired to “drum up business” and write advertisements for his favorites.

Class Book Selection. There is real interest set in motion too, if one consults the children when ordering new books. It is a good idea to have several suitable titles and themes picked out. All will have personal opinions and become genuinely interested in having a part in choosing books for “our” library. Then when the big day finally arrives, make it a red letter day. Browse, examine, enjoy them thoroughly. You won’t have trouble getting those books in circulation!

Discussions. Children love to share, and what they love to share most is something they’ve enjoyed, something which has become a part of them. This can be a book. They get so excited in sharing some funny incident or mysterious plot, they make the book sound irresistible. And that’s what we’re after, isn’t it? Children must be taught in sharing how to relate only the significant parts of the plot, and to build up important details. This comes with practice. Quite often it is more intriguing not to tell the ending, only to hint at it. This really spurs interest. Discussion not only helps introduce the books but also gives recommendations. This is important, for any child is greatly influenced by another child’s opinion. A “Book of the Week” featured by some

child is good stimulation. Selling a book, having book clubs, having panel discussions are other good ways to get books talked about.

Dramatizations. Children are born actors so why not let them dramatize interesting scenes from books to arouse curiosity? The real value of reading depends upon how well a child can relive a story and how he can identify himself with the characters and action. He gets great satisfaction if he can experience this and portray his feelings to his friends. The more interested he has become in one book, the more intense will be his desire to read another. Guessing games with pantomimes, charades, and "What Am I?", "Who is it?" type of acting are fun and easy. A simple dialogue, adapted from a play which several have read, makes good motivation. Keep it simple and planned by the children! Anything elaborate or too time consuming wipes out the purpose. A make believe radio broadcast with screen, announcer, and simple sound effects awakens interest. So do puppet shows with pipe cleaners, clothes pins, or hand masks. Have each child actor read conversation directly from the book as he rewrote it specifically for the scene, in a voice befitting the voice of each character. Kids love this, but beware of too much, it could easily become "old stuff" and monotonous.

Art Expression. To be creative is the thing! Show what you feel inside and express it. This can be done through drawing and art work. Attractive book jackets can be displayed on the bulletin board or in the hall. These could show a scene or character on the front cover with a brief summary on the back, and a picture and descriptive paragraph taken from the book stapled inside. A gallery of book characters made from clay or soap, or from chalk or crayon drawings awakens interest as does a mural made from scenes in a book. A diorama or a sand table reproducing a setting make real conversation pieces. Some children like to make moving pictures of a book, which is a series of pictures on paper rolls attached to rollers. Some like to illustrate travel or animal books with scrapbook pictures and captions.

Language and Writing. Besides art, one can develop interest in reading through written work. A letter to a friend, real or make believe, recommending a book, a letter to an author expressing appreciation, original endings to a story or book, are some means of written expression showing book interest. Some pupils enjoy keeping a booklet on "My Favorite Pictures" which are descriptive paragraphs from books

giving definite mental images. Others enjoy making their own poetry anthology books.

A card file with brief student evaluations of books is interesting for others to examine. They love to see what others have said about it. In the same way, a loose leaf folder with students' summaries is interesting for all. These should not be tedious or time consuming. They should include only such simple answers to dittoed questions as, part you liked best, name of main characters, brief description of best liked character, brief summary telling in a few sentences what the book was about, encircling a suitable word that tells what kind of a book it is, and encircling a word that tells what was the opinion of the child about the book. These summaries should be voluntary, should be available to all, and should be filed alphabetically.

Correlation With Content Subjects. In addition to art and language work, volunteer reading can fit very well into the content subjects such as geography, history, and science. Understandings can be stretched and horizons broadened by reading from related books. A child cannot help but develop a deeper love for history as he struggles along with Lincoln in the one room cabin and sprawls with him in front of the open fire, as he hears Patrick Henry's eloquent impassioned plea "Give me liberty or give me death," or as he races madly down the road with Paul Revere on "the 18th of April in '75." History can come alive and reading will help make it so.

Audio-Visual Aids. In passing, we could mention the audio-visual aids toward motivating interest in books and independent reading. Recording stories on tape, film strips and film versions of books, long playing records, and using TV and radio programs to incite interest are modern methods of appealing to the youth of today.

Book Clubs. Encouraging children to join book clubs such as the Arrow Book Club or the Weekly Reader Book Club provides an excellent way of exciting interest and of initiating ownership of highly recommended books, which are reasonably priced.

Lending Library. When children own books of their own, they are often impelled to lend them to their friends. This should be encouraged. Set up a few shelves for a "lending library" and you're in business. Each child takes care of his books and of their distribution. How proud he feels to see books stacked on the shelf behind his name! And how

glad he is to see another child share his enthusiasm about a book that was “tops.”

Parent Cooperation. Finally, in your voluntary reading program, get the parents behind you. Talk with them, have them visit you, help them to understand and share your enthusiasm. Too many parents still have the notion that only lazy kids read and that reading is a waste of time. They mistakenly believe that Johnny is reading so he “won’t have to mind the baby.” Some believe that a “kid ought to learn to do homework and not sit with his face in a book all night.” How wrong and misinformed they are! Show them, tell them! **READING IS LEARNING**, and the reading habit firmly entrenched now can make Johnny a happier, more well rounded, more understanding citizen of tomorrow. And don’t stop there. Make it clear to them that today, right now, Johnny is already reaping the harvest.

He is showing steady growth in reading by using the skills of reading and reaching out for meaning. He is using leisure time wisely, he never lacks for something to do. He is expanding his outlook and broadening his scope. He is seeing the wonders of people and the world. He is building up a stockpile of impressions, he is seeing through the eyes of others and multiplying many times his own experiences and insights. He is learning to discriminate and appreciate good books through his own literary escalator. And finally he is learning to better understand himself by seeing vicariously examples of courage, responsibility, ambition, and initiative.

No, mother, don’t stop him. Let him read. And teachers, encourage it, nurture it, foster it! Make volunteer reading a regular part of your school program, not something peripheral or extra-curricular. To encourage recreational, voluntary reading, and to provide opportunities to establish it, is a legitimate and desirable activity. It cannot be left to chance!

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Mrs. Pauline Lucas is a 1940 graduate of Western Michigan University. She has taught Latin and English in the Pinconning High School and English in the Alma Junior High School. She is teaching in the Plainwell Public Schools. While working on her M.A. degree, she is specializing in elementary education.

DID YOU SEE?

The thought-provoking article by Albert J. Kingston which appears in the spring, 1964, issue of the *Journal of Developmental Reading*? It is entitled, "What Do We Mean by Reading in the Content Areas?"

"Neurological and Psychological Trends in Reading Diagnosis," by E. Gillet Ketchum? It appears in the May, 1964, issue of *The Reading Teacher*.

The vocabulary building game, "Pyramid," which has been adapted from the cards used in a vocabulary building course by James I. Brown of the University of Minnesota? It is published by Perceptual Development Laboratories.

"A Place to Start: A Graded Bibliography for Children with Reading Difficulties," by Roy A. Kress, Director of The Reading Center at Syracuse University? This bibliography is available from The Reading Center, Syracuse, New York.

Frank M. Hewett's article, "Teaching Reading to an Autistic Boy Through Operant Conditioning?" You will find it in *The Reading Teacher*, May, 1964.

The June, 1964, *Journal of Educational Psychology*? It contains two articles which may be of interest to you, "Effects of Praise and Reproof on Paired-Associate Learning in Educationally Retarded Children," by Hani Van de Riet and "Perceptions of Parental Behavior and Identification with Parents by Three Groups of Boys Differing in School Adjustment," by Longstreth and Rice.

TEN SECOND REVIEWS

Blanche O. Bush

Read not to contradict and confute, nor to believe
and take for granted, nor to find talk and discourse, but
to weigh and consider. —Bacon

Ames, Wilbur S., "The Understanding Vocabulary of First Grade Pupils," *Elementary English* (January, 1964), 41:64-69.

The purpose of this study was to construct and validate a test to measure the estimated size of the basic English vocabulary of grade one pupils. The writer's findings show that of the 272 first grade children tested the mean basic vocabulary estimate was 12,456 with no significant difference in size of vocabulary between boys and girls.

Burns, Paul C., "Evaluation of Silent Reading," *Education* (March, 1964), 84:411-415.

The best diagnosis and evaluation are useless unless they are used as a blueprint for instruction. Burns emphasizes that the whole purpose of the teacher's observing and recording of individual strengths and weaknesses is to adjust instruction to detected needs. Furthermore, good teaching implies continuous diagnosis and evaluation.

Burton, William H., and Joseph Ilika, "Some Arguments About Reading," *Education* (March, 1964), 84:387-393.

If you are speaking of reading, the authors report it is more than likely that you are having an argument. The arguments usually center upon questions of teaching methods, processes, and techniques rather than upon major problems and issues. The arguments, they say, indicate wide-spread unawareness of known facts and of historical background. This is not a criticism of teachers but of the teacher training programs.

Byington, Jean Gregory, and Alyse Gregory Powys, "An Inside Story of the McGuffey Readers," *Elementary English* (November, 1963), 40:743-748.

A revival of interest in McGuffey's Readers prompted the authors to write an account of the part played in the books'

early history by their maternal grandfather, Timothy Stone Pinneo.

Cordts, Anna D., "When Phonics is Functional," *Elementary English* (November, 1963), 49:748-751+.

The author states that phonics may be said to function effectively in reading when it enables the reader to come so close to the word's identity that with the aid of the context he can guess the word. This precludes any attempt to sound out the word in order to identify it. She asks, "Is the modern approach to reading really responsible for children's inability to cope with the reading vocabulary? Or, could the methods of teaching phonics be at fault?"

Dane, Chase, "For Reading Out Loud!" *The PTA Magazine* (November, 1963), 58:13.

The fun of sharing a book through reading aloud in the evening after dinner often results in more time devoted to discussion than in actual reading. According to Dane, this gives one an opportunity to become better acquainted with the author and his story.

Davis, David C., "Phonemic Structural Approach to Initial Reading Instruction," *Elementary English* (March, 1964), 41:218-224.

The findings of the author's investigation of a linguistic approach to reading instruction carried on during the period of 1959 to 1961 indicate that phonemic structural material is no better nor less useful than other materials. Davis believes that further investigations should be made.

Devine, Thomas G., "Can We Teach Critical Thinking?" *Elementary English* (February, 1964), 41:154-156.

Devine states that no matter how noble our intentions or how grandly we phrase our objective, the unpleasant truth remains, we cannot teach critical thinking as a process in itself. "We can teach ABOUT critical thinking."

Figurel, J. Allen, "A Coordinated Language Arts Approach to Spelling," *Education* (February, 1964), 94:352-357.

In this article the author points out that English words are quite difficult to spell and suggests that the best way to teach spelling today is through coordinated usage of all the language arts. Many skills taught in reading are readily transferred to spelling. The trend in spelling to understand words through their analysis can be traced directly to reading where word recognition skills are basic to success.

Frame, Norman, "The Availability of Reading Materials for Teachers and Pupils at the Primary Level," *Elementary English* (March, 1964), 41:224-230.

Findings from the author's study indicate that the number of trade books per classroom average more than 157 books. In most schools the teachers are allowed to select their own books and more than half of the books have been published within the past ten years. Professional reading and preparation of teachers' books average slightly more than two books on teaching of reading per library and periodicals dealing largely with reading average .67 per school. More than 45% of the teachers possess books on teaching of reading, and 14% have personal subscriptions to professional magazines.

Goldberg, Lillie Z., "Development of Tastes and Interests," *Education* (March, 1964), 84:393-397.

"To whet the appetite of the small child for adventures with books is a responsibility of both parents and teachers." To stimulate children to read, teachers must be familiar with children's books and authors. The teacher's own interest in children's literature is very important to her teaching success. "Love for reading is not taught, it is created; not required, but inspired; not demanded, but exemplified; not exacted, but quickened; and not solicited, but activated."

Goodman, Kenneth S., "The Linguistics of Reading," *The Elementary School Journal* (April, 1964), 64:355-362.

Goodman discusses Linguistics of Reading and urges that this important new knowledge about language, how it functions, and how it is learned, be assimilated into reading instruction.

Groff, Patrick, "A Check on Individualized Reading," *Education* (March, 1964), 84:397-402.

A survey was conducted by the author to evaluate the principles and practices of individualized reading. From his investigation he has inferred that the greatest problems in this approach are: (1) lack of sufficient books; (2) an inadequate program of word analysis skills that are integrated into the individualized reading program; (3) inflexible grouping; (4) refutation of criticism of individualized reading programs. These criticisms that individualized reading programs do not develop study skills nor wide reading interests are actually the strongest features of the typical individualized reading program.

Groff, Patrick, "Comparisons of Individualized and Ability Grouping Approaches to Teaching Reading: A Supplement," *Elementary English* (March, 1964), 41:238-242.

Ten studies are reviewed. This is a supplement to Groff's original comparison which appeared in the March, 1963 issue of *Elementary English*.

Hahn, William P., "Phonics: A Boon to Spelling," *The Elementary School Journal* (April, 1964), 64:383-387.

From the results of the author's investigation of third, fourth, fifth, and sixth graders, he concluded that intensive phonics instruction in reading does not increase spelling ability, at least with pupils in the primary grades.

Hart, Hazel C., "Needed: More Literature Reading," *Education* (February, 1964), 84:339-342.

In this article the author enumerates some of the singular contributions of literature and cautions us that today, as never before, we should recognize these important contributions to the intellectual, social, and emotional growth of our children.

Jacobs, Leland B., "Teaching Children More About Words and Their Ways," *Elementary English* (January, 1964), 41:30-34 + .

If, through the language arts, a child is to bring meaning to, and take meaning from, word signs, signals, and symbols, he must know many things about words and their ways which will help him to be a discriminative and skillful user of language. Jacobs urges teachers to teach children to become "word-wise" and to detect word clues.

Krien, Percy, "A Newspaper for Remedial Reading," *Education* (March, 1964), 84: 418-422.

The author used a Class-Made Newspaper with a group of below average ability children with reading comprehension scores from "0" to "two months in the second grade" and vocabulary scores ranging from "low" first grade to "high" second grade level. The newspaper served as a means of helping the children develop skills in reading, handwriting, creative writing, and spelling. Other objectives were bolstering self-confidence, providing opportunities to achieve in a school situation, and providing individual help when needed.

Larrick, Nancy, "Children's Book Clubs and the Reading Explosion," *Elementary English* (February, 1964), 41:165-166.

Larrick reports that documentation of our current Reading Explosion is provided by the nearly 50 million books which are distributed each year through 30 to 35 book clubs to youngsters of all ages.

Larrick, Nancy, "Textbooks and Teaching Aids," *PTA Magazine* (December, 1963), 58:4-7.

To expect every child to read a book that fits only 16% of the class is to invite boredom, frustration and failure. Instead of following the old practice of beginning with the textbook and trying to fit the child to the book, master teachers have learned to begin with the child. This means easy books for slow readers, mature subject matter for those with more grown-up interests, and spelling lists tailored to the needs of each child with tests as they are needed for the single child. Only when

teaching aids are used creatively for the best interest of each child can we hope to develop the zest for learning that lasts a lifetime.

LeFevre, Carl A., "A Longer Look at Let's Read," *Elementary English* (March, 1964), 41:199-203+.

The purpose of this article is to examine the Bloomfield proposal in this perspective, with a view of the future. LeFevre asks, "What is reading?" and discusses briefly various definitions. As he sees it, reading is basically a language-related process that must be studied in relation to what is known about the structure of the American language. The fundamental problem of reading instruction, as the author sees it, is to teach the relationships of the graphic system, writing and printing, to language as a whole, that is, to speech.

Margolin, Edythe, "Do We Really Prize Creativity?" *The Elementary School Journal* (December, 1963), 64:117-122.

Although most teachers agree that resourcefulness, critical thinking, and creativity promote new ideas or new combinations of old ideas, not all teachers are willing to meet the challenge of working with pupils who have these qualities. The pupil who is critical during a discussion, according to the author, is injecting vitality into the thinking of many of his listeners, including the teacher. The critical pupil does not always make life easier for us.

Micucci, Pat, "Let's NOT Teach Reading in Kindergarten," *Elementary English* (March, 1964), 41:246-251.

There is little doubt, the author states, that kindergarten children can be taught to read. The question is, "Should they be taught to read, and if so, to what extent is formalized instruction desirable? Research supports the validity of informal programming in kindergarten. The kindergarten teacher needs to know why she does what she does and be able to explain the special needs of kindergarten children to administrators, parents, and articulation groups.

Parke, Margaret B., "Reading for Specific Purposes," *Elementary English* (March, 1964), 41:242-246.

The skills of reading and reading rates are dictated by the purpose for reading. Parke emphasizes that more attention should be directed to the purposes for which children read. A suggested balanced program of reading should include reading to keep informed, to find answers to questions, to solve problems, to follow an interest or curiosity, to follow directions, to gain personal satisfaction, to share materials with others, and to evaluate personal writing.

Powell, William R., "The Joplin Plan: An Evaluation," *The Elementary School Journal* (April, 1964), 64:387-393.

The Joplin plan which basically is a device for grouping children in the intermediate grades homogeneously or on interclass basis was investigated by the author. In the light of evidence obtained it was concluded that the Joplin plan of organization produces no significant differences in reading achievement, however, it did encourage wider reading of recreational materials and can produce higher teacher interest and enthusiasm for the teaching of reading or content subjects.

Regar, Roger, "Reading Ability and CMAS Scores in Educable Mentally Retarded Boys," *American Journal of Mental Deficiency* (March, 1964), 68:652-656.

Within recent years increasing attention has been given to the relationship between anxiety and various aspects of children's academic performance. Part of this interest can be attributed to the development of scales that purport to measure anxiety, among them the children's form of the Manifest Anxiety Scale (CMAS). In the author's study, his findings indicate that boys lower in reading ability had higher CMAS scores than boys higher in reading ability.

Rosenheck, Viola, "The Use of Reading Test Results in Counseling," *The Personnel and Guidance Journal* (November, 1963) Bibliography, 42:290-295.

The test scores usually given in terms of percentile rank are one of four sources of information found in most of the reading tests used on the college level. The other three sources of information are the relationships between the scores, the answers to specific test items, and the over-all pattern of answers. From these four sources counselors can gain six kinds of information about the student, namely: (1) the degree of difficulty of reading material which he can handle, (2) areas of reading deficiency, (3) possible deficiencies in other study skill areas, (4) the kind of reading assignments he probably can handle, (5) clues of his mental content in various areas, and (6) minimal clues to his academic challenge.

Seegars, James E., Jr., and Harriett A. Rose, "Verbal Comprehension and Academic Success in College," *Personnel and Guidance Journal* (November, 1963), 42:295-296.

From the results of the investigation by the authors it can be inferred that a student with an average IQ for college students and high level of verbal understanding will more likely earn "A's" and "B's" in college than will a student with above average intellectual capacity and poor reading comprehension. Implication of this finding might be the inclusion of Diagnostic Reading Tests for all freshmen so that those deficient in this area might be immediately routed toward special classes.

Staiger, Ralph C., "Agreements About Phonics," *Elementary English* (March, 1964), 41:204-205.

A Planning Committee of 27 conferees met with the author with the expressed purpose of determining their agreement on phonics. Six points on which they were in agreement are: (1) Phonics is one of the essential skills that help children identify printed words they have not seen before and then understand the meaning that these words represent; (2) Without phonics most children cannot become self-reliant, discriminating, efficient readers; (3) It is not true that our schools in general employ mainly a "sight word" method; (4) No single device, such as phonics, can reach across the range of skills that an efficient reader uses; (5) The beginning reader, simultaneously with the learning of words that are common in his speaking vocabu-

lary, begins to use the skills with which he will be able to figure out other words. Essential among these skills is phonics; (6) Teachers must understand the constituent parts of a good reading program, including phonics.

Stauffer, Russell G., "The Role of Group Instruction in Reading," *Elementary English* (March, 1964), 41:230-235.

Stauffer points out that the use of group directed reading activities is not a substitute for adaptability, intelligence, and common sense. However, to provide the training needed to develop clear thinking, self-reliant, and independent readers, a methodology that gives pupils an opportunity to operate in a semi-independent situation such as group instruction is required.

Strang, Ruth, "Effective Materials for Teaching Reading," *The Instructor* (March, 1964), 73:53+.

Public criticism of methods of teaching reading, especially of basal readers, has resulted in a minor revolution in the teaching of reading. The criticism is along several lines: (1) neglect of phonics, (2) unnecessarily limited vocabulary, (3) too little attention to the structure of the English language as an aid to comprehension, (4) uninteresting, unstimulating content of poor literary quality, bearing little relation to the reader's life experiences and his natural spoken language, and (5) insufficient provision for individual differences. Strang discusses ways to meet these criticisms.

Vilscek, Elaine C., "Reading—At the Ends of Rainbows," *Education* (February, 1964), 84:329-334.

Although the trends in reading fill us with optimism, certain gaps exist in current instructional programs. These gaps exist, Vilscek reports, because school systems lack funds, are unfamiliar with current instructional innovations, or fail to evaluate and remedy existing conditions. Through research and greater effort toward improvement in these areas, today's children will arrive at the ends of rainbows carrying pots of gold along tomorrow's highways.

Whipple, Gertrude, "An Experiment in Detroit. Multicultural Primers for Today's Children," *The Education Digest* (February, 1964), 29:27-30.

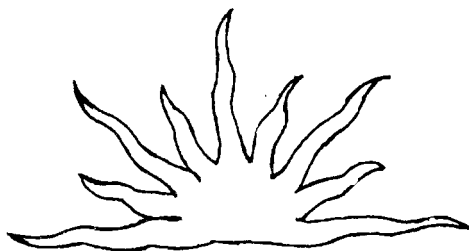
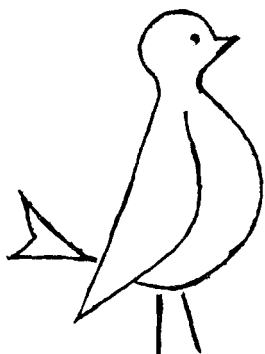
In 1962 the Detroit City Schools Reading Program introduced three preprimers illustrated with multi-racial characters, prepared with the culturally deprived child in mind. The data collected during the experimental stage and the comments from parents, teachers, and pupils are believed by Whipple to show that this series, oriented to city life, is used successfully by culturally-varied children.

Witty, Paul A., "Individualized Reading: A Postscript," *Elementary English* (March, 1964), 41:211-217.

Efforts to compare conventional or traditional textbook procedures with individualized reading have yielded contradictory claims. Some studies seem to show superior results for individualized procedures and some for "basal" instruction. Similarly there are variations in practice when teachers follow individualized instruction. One thing, Witty believes, is unmistakably clear, satisfactory results can be and are obtained from the individualized reading method. Witty concludes that the most justifiable procedure is developmental reading in which both individualized or personalized as well as group procedures are employed.

Wozencraft, Marian, "Word Meaning Difficulties," *Elementary English* (January, 1964), 41:44-47.

From this study the author has inferred that as children advance in the grades one of the chief problems in reading changes from inability to understand and get meaning from paragraphs to trouble with word meaning.



ROUND ROBIN

Dorothy E. Smith, Editor

There has been much discussion lately about the age when a child reaches "reading readiness," and what the child's rate of learning might be at different age levels. There is also at present some controversy about the optimal age level for beginning the teaching of foreign languages. Below is a letter telling of some experiments in the specialized field of Spanish teaching, but the conclusions reached will surely be of interest to everyone connected with teaching.

Dear Editor:

In experiments concerned with tests and materials for the teaching of Spanish, a team composed of Enrique Lamadrid, Laurel Briscoe, Carl Dellaccio, and myself, has been able to demonstrate the following:

(a) Second and third graders require about 70% more time (actual classroom minutes) to reach the same stage as older students and they do not have as good pronunciation nor as competent control of the materials.

(b) Something significant educationally happens between third and fourth grade. Fourth graders appear to be able to learn as rapidly as older students.

(c) Fifth and sixth graders can handle any of the difficult problems in language just as well as senior high students. They accept materials at the same rate, learn just as rapidly, and do just as well on all types of examinations.

Sincerely,
William E. Bull
Department of Spanish and
Portuguese
University of California
Los Angeles 24, California

A different subject, but one which is also of interest to teachers—and parents—is that of educational television. In the previous issue the viewpoints of several of our readers were printed. Below we offer two more letters on the subject.

Dear Editor:

The succinct reviews of such a good cross section of articles on educational television by Blanche Bush point out the benefits and handicaps which accrue to the learner from the point of view of the educator and researcher. They were a challenge to me to “turn Roving Reporter” and interview the learners to discover their problems.

At the New York State Future Teachers of America Spring Conference I talked to 11th and 12th graders, most of whom had had TV courses for years. Here are some of their comments:

“TV is all right if it has to be used for economy reasons, but it is no substitute for a good teacher.” “I miss the ‘aliveness’ of a person presenting facts.” “There is nothing individual about a television lesson. It’s like the difference between taking a bus or driving your own car to the place where you want to go. When you take a bus, you have to make all of the stops others might need. When you drive your own car, you go directly to your desired destination.” “It’s maddening! Just when you want to discuss something interesting, the lesson moves on. I can’t learn that way.”

The genuine affection and appreciation for the “good teacher” displayed in their discussions reminded me of a story reported in the Manchester Guardian. A young student was standing at his teacher’s desk when the pay clerk came in and handed the teacher her check. The curious student asked immediately, “But where do you work?”

I want especially to point out that students are worthy of consideration in the overall planning for their educations. More emphasis should be put on developing persons who have become emotionally attached to learning rather than whether this type of education is good because these young people passed as good a test as the control group.

Most Sincerely,
(Mrs.) Dorothy Towner
Special Teacher-Central-Technical High
Syracuse, New York

Dear Editor:

My experience with educational TV has not been successful for many reasons. Poor reception within the building . . . no pre-training for the teachers . . . reference books referred to in the manual were not available in our school . . . such sketchy information in the manual that I gave too much or too little pre-instruction before the programs . . . the schedule of programs often conflicted with the school schedule of vacations, parent-teacher conferences, and teacher institute meetings. At the moment I feel I would rather do my own teaching and forget about television. In my opinion the money which has been spent on a mediocre plan could have been used to much greater advantage by investing in more conventional materials which are badly needed.

Sincerely,
Mrs. Alberta McGrew
Dowagiac, Michigan

PROGRAM

1964 - 1965

HOMER L. J. CARTER READING COUNCIL
OF THE
INTERNATIONAL READING ASSOCIATION

Theme: *BETTER READING THROUGH BETTER TEACHING*

THURSDAY, SEPTEMBER 24

Lecture

"As the Twig Is Bent"

Dr. William K. Durr

Michigan State University

East Lansing, Michigan

7:30 P.M., University Student Center,
Western Michigan University

THURSDAY, OCTOBER 22

Symposium

"Controversial Issues in Reading"

Homer L. J. Carter, Chairman

Ruth L. Bosma, WMU

Vern L. Farrow, WMU

Donald S. Leeds, WMU

7:30 P.M., University Student Center,
Western Michigan University

THURSDAY, DECEMBER 3

Display and Lecture

"The Right Book for the Right Child"

Leonella M. Jameson

Director of School Library Services

Kalamazoo Public Schools

7:30 P.M., University Student Center,
Western Michigan University

THURSDAY, JANUARY 28

Demonstration

“Developing Basic Reading Skills in the Content Areas”

Elmer J. Christenson

WMU Campus School

7:30 P.M., University Student Center,
Western Michigan University

THURSDAY, MARCH 25

Demonstration

“The Play’s the Thing”

Helen F. Wise

Kalamazoo Public Schools

7:30 P.M., University Student Center,
Western Michigan University

THURSDAY, MAY 13

Dinner Meeting and Lecture

“The Development of Sequential Reading Skills”

Dr. Arthur S. McDonald

Marquette University

Milwaukee, Wisconsin

6:30 P.M.: Place to be Announced

SPECIAL ANNOUNCEMENTS

MEMBERSHIP

The Homer L. J. Carter Reading Council of the International Reading Association is the first chartered group in Michigan to study problems in the field of reading. You are cordially invited to attend the meetings outlined in the program for the coming year and are urged to become an active member. We encourage you to invite your colleagues to join with us.

HOW TO BECOME A MEMBER

Send \$3.00 to Mrs. Jeannette Garrison, 1415 Climax Avenue, Kalamazoo, Michigan. This entitles you to membership in the Homer L. J. Carter Reading Council and to a yearly subscription to *Reading Horizons*. Please act at once so that your name will be placed on the local organization's mailing list and in the directory.

READING CONFERENCES

The ninth annual meeting of the Michigan Reading Association will be held in February at the Kellogg Center, Michigan State University, East Lansing, Michigan.

The tenth annual conference of the International Reading Association will be held in May in Detroit, Michigan.

