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# *Reading* **HORIZONS**

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## *Table of Contents*

Editorial Comment . . . . .	41
Homer L. J. Carter	
A Physical Education Teacher Looks at Reading . . . . .	43
Richard Grushon	
What Is Reading? . . . . .	54
B.B.	
Developing Elementary Science Concepts by An Individualized Approach . . . . .	55
Blanche O. Bush and Louis A. Govatos	
Ten Second Reviews . . . . .	65
Blanche O. Bush	
Seventh Annual Michigan Reading Association Conference . . . . .	72



## ***Editorial Comment***

Teachers seek enthusiastically for materials and methods which can be used effectively in the classroom. Almost any device or procedure which is reported to be “new” is frequently accepted without a careful evaluation of the facts both pro and con. Phonetics, individualized instruction, means of grouping, mechanized equipment and unique alphabet reading programs are regarded by some teachers as “cure-alls” in their field.

In the practice of medicine, the physician considers the placebo effect of any treatment. The Latin term *placebo* means I shall please. With many patients and to some extent with all, any harmless substance or bread pill can be given to satisfy the individual's demand for medicine or attention. Is it not possible that teachers of reading should also consider the placebo effect of their methods and materials? Critical consideration should be given to the exaggerated values attributed to any teaching scheme. How much of the instruction actually results in changes due to the intrinsic value of treatment, and how much change is due to suggestion which is psychological in nature? Is not the value of any method or material dependent upon the effectiveness and personality of the teacher who uses them? Generally, indoctrination and suggestion are critical factors in any classroom. Placebo effects can be both beneficial and detrimental. Both extremes should be considered and carefully evaluated for it behooves each teacher to examine critically his cherished beliefs rather than merely stand ready to defend them.

Homer L. J. Carter  
Editor





# A PHYSICAL EDUCATION TEACHER LOOKS AT READING

*Richard Grushon*

*Kalamazoo Public Schools*

When the hallway door to my gymnasium opened, I looked up from my work to see one of the sixth grade boys walking across the gymnasium floor to my desk.

"I wanted to return this book on tumbling that you loaned me last week."

From under his arm, Keith took a green-covered book and handed it to me. As I opened the book, I asked him if he had liked it and understood what the book said.

"Gee, I sure did like it," was the quick reply, "and there were a few words that I didn't know but my dad helped me with them."

"Say, do you think that now I could borrow that other book that you've got on tumbling?" Our eyes turned to a row of books that lined my desk and suddenly Keith raised his hand and pointed, "There—that one with a blue cover. It's the one on Advanced Tumbling."

I pulled the book from its place and looked through it.

"Yes, I think you could understand this book alright, but you be sure to ask about words that you don't understand."

"Thanks. I sure will and I'll take good care of it and bring it back as soon as I'm finished with it."

This conversation was with a boy who was working at grade level in all of his school subjects except reading. Yet, suddenly he had gone out of his way to obtain books to read—something he had never done before. The reason for this is not hard to understand for Keith was an outstanding performer in his physical education classes and especially in the area of tumbling and gymnastics. In fact, he had made the school's tumbling team for three years in a row. Now Keith had found reading material that was of great interest to him and he was at last reading for enjoyment, profit, and the enrichment of his personal and social life.

We know that children bring to school a great variety of attitudes

and interests—some being favorable to learning to read, others unfavorable. Pupils from some homes are eager to learn to read while those from other homes have no apparent incentive for learning. The schools must take these children just as they come, helping some of them to *maintain* the favorable attitudes and interests which they already possess and at the same time helping others to *develop* the favorable attitudes and interest which they lack.

→ Interest breeds motivation, the will to do something, including drive needed for learning. This is true in learning to read. The interested child becomes the well-motivated child, the good or interested reader. Thus, the reading program should be integrated with the child's everyday activities and problems so that he will find it meaningful and purposeful. It should be built around his own centers of interest so that he will be motivated to learn to read, to read for different purposes, to select suitable materials, and to apply the benefits of reading in everyday living.

#### **Factors Which Influence Reading Interest and Taste**

It is well known that some interests vary greatly from child to child of the same age and sex. For the most part, the patterns of child development determine the interests of children at different age levels, but there are other factors which influence their individual choices of reading material. How much and the type of reading that is done by the members of a child's family will help to develop his preference and, even more, to determine how well he will like to read. For example, if there is little reading done in the home and if comments of dislike or indifference are made toward reading, a child would be very likely to assume this unfavorable attitude toward reading. Of course, favorable attitudes toward reading at home can help the child to develop a positive attitude toward reading.

→ Another important factor in determining a child's preference in reading would be the accessibility or availability of books. A home or classroom which can offer a variety of reading materials can give a child an opportunity to sample and to build up preferences that are best suited to him personally. Consequently, it is important for the school to provide adequate time and materials for free reading. If the school itself does not provide a library, it may be necessary to make trips to the public library where a variety of rich offerings in various interest areas can be found by the children.

The type of school curriculum may also be a factor in determining what children will select and enjoy in their reading. Interesting units of work in social studies or science may call for outside reading that would prove interesting to children, thus stimulating them to look for more books of the same sort. The same would be true in the special areas of art, music, and physical education as in the case of Keith. Therefore, it is essential for the special teacher to be alert to detect special interests and to work with the classroom teacher to capitalize on them.

The teacher, more than any other factor, will influence the attitude of the children toward reading! The teacher who has the ability to read stories aloud with real enthusiasm should have little difficulty in stimulating interest in reading. The teacher can also stimulate interest by utilizing methods that the children understand and approve. It is important to encourage the children to react naturally to reading by using a variety of activities and not by talking of vague, noble ideals or assuming the role of their conscience which may tend to annoy or disgust the children. Children are concerned about the approval of their peers. Consequently, children's interests and tastes in reading are strongly influenced by the recommendation of their classmates, and here the teacher's guidance is of marked importance since it will be the teacher's influence that will guide and develop class attitude and selection of reading material.

#### **How Can the Teacher Determine a Child's Interest?**

Now, having an idea as to the factors that operate in determining a child's interest in reading, the next step for the teacher is a need to study each child to find what interests are being established. This can be accomplished in four ways:

*First*, everyday observation. This is a simple and effective way to find out what a child's interests are. By watching his daily activities in school and out, and observing the child when he is free to express himself in talk, play, or drawing, one can make note of areas where the child excels.

*Second*, questionnaires. These usually consist of checklists of play and other forms of leisure activities as well as different kinds of work.

*Third*, interviews. It is important to make the child feel at ease during the interview so he will talk freely about his activities; his

likes and dislikes; his fears and worries. Although an interview may be time-consuming, so much information is usually gained that it is very valuable.

*Fourth, hobby clubs.* The teacher can schedule a period in which each pupil has an opportunity to discuss the things he likes to do best in his leisure time. Then the teacher can suggest some special reading which will strengthen the child's interest in his hobby.

The development of interest in reading should not be limited to motivating the child to do large amounts of reading. The teacher must also be concerned with helping children to broaden their interests. A boy who is interested primarily in airplanes may do much reading but confine his reading to stories and articles in this area. The problem in this case is to channel his interest into other fields, so he will want to read about many things besides airplanes and rockets. The teacher must guide this child in such a way that he comes to realize that other materials can also be interesting. Perhaps the most effective incentives for broadening interests come from the enthusiasm of the teacher and pupils for stories and books not dealing with what one thought was his only interest. The alert teacher will sense the method to emphasize with a particular pupil.

The writer would like to reiterate that how much a child will read of his own accord depends upon his interests. These induce him to respond eagerly to certain areas of his own environment. Nothing is more important in teaching reading than maintaining strong motivation. There is ample proof from the classroom and the clinic to show that children make greater progress in their reading when they are able to read things that are highly interesting to them. Consequently, as a teacher especially interested in physical education, the writer has compiled a bibliography which may be used to find books which will help boys and girls develop or continue an interest in this area. The books making up this guide are listed according to the approximate grade level at which they have been written. The title, author, publisher and a short description of each book have been provided.

<i>Title and Author</i>	<i>Approximate</i>		<i>Date</i>
	<i>Grade</i>	<i>Publisher</i>	
Baseball Pals (Christopher) A baseball story stressing team cooperation (fiction)	3	Little	1956
Baseball for Young Champions (Antonacci and Barr) How to play baseball and the history of the game.	3	McGraw-Hill	1956
Basketball for Young Champions (Antonacci and Barr) How to play basketball and the history of the game.	3	McGraw-Hill	1958
Jimmy's Own Basketball (Renick) A basketball story (fiction)	3	Scribner	1952
Pete's Home Run (Renick) A baseball story (fiction)	3	Scribner	1952
Terry and Bunky Play Hockey (Fishel and Hay) Story of playing hockey (fiction)	3	Putnam	1948
The Big Book of Real Boats and Ships (Zaffo) Story of boats and ships from sailing dinghies to ocean liners	3	Grosset Dunlap	1951
Tourney Team (Frick) A basketball story (fiction)	3	Harcourt	1954
Buzzy Plays Midget League Football (Jackson) A football story (fiction)	4	Follett	1956
First Book of Baseball (Brewster) A handbook of baseball	4	Watts	1950
Giant in The Midget League (Jackson) A baseball story (fiction)	4	Crowell	1953
How to Play Baseball (Bonner) A guide for children who want to learn to play baseball	4	Knopf	1955
Little Leaguer's First Uniform (Jackson) A baseball story (fiction)	4	Crowell	1952
Monkey Shines: A Baseball Story (Miers) Story of a Little League Team (fiction)	4	World Publishing Company	1952

Plug-Horse Derby (Brock)	4	Knopf	1955
A story of a plow horse that has been entered in the State Fair (fiction)			
Spice's Football (Jackson)	4	Crowell	1955
A football story (fiction)			
The Blood Bay Colt (Farley)	4	Random House	1950
A story of harness racing (fiction)			
The Dooley's Play Ball (Renick)	4	Scribner	1951
A baseball story (fiction)			
The First Book of Fishing (Schneider)	4	Watts	1952
All about learning to fish			
The Heart for Baseball (Renick)	4	Scribner	1953
A baseball story (fiction)			
The Shining Shooter (Renick)	4	Scribner	1951
The story of a boy's love for marbles (fiction)			
Tommy Carries the Ball (Renick)	4	Scribner	1940
A football story (fiction)			
Boxing for Boys (Silks)	5	Knopf	1953
Helps for the beginner on techniques, equipment, and practices			
Crack of the Bat (Fenner)	5	Knopf	1960
Ten baseball stories, both fact and fiction			
First Boat: How to Pick It and Use It for Fun Afloat (Colby)	5	Coward-McCann	1956
Instructions for the beginner in the handling of all types of boats			
First Rifle (Colby)	5	Coward-McCann	1955
Instructions for the beginner in the handling and care of a rifle for fun and safety			
Games (Bancroft)	5	Macmillan	1937
A guide to play activities, games and sports of all kinds			
Hillbilly Pitcher (Jackson)	5	McGraw Hill	1956
A baseball story (fiction)			
King of the Wind (Henry)	5	Rand-McNally	1948
A story of horse racing (fiction)			
Learning to Sail (Calahan)	5	Macmillan	1947
Practical instruction in the art of sailing small boats			

Let's Go Camping (Zarchy)	5	Knopf	1959
A guide to camping and outdoor living			
Sink the Basket (Knapp)	5	Crowell	1956
Story about girls basketball (fiction)			
Skating for Beginners (Scott and Kirley)	5	Knopf	1953
By means of photographs and diagrams, the authors show the basic principles of ice skating and figure skating			
Sports and Games (Keith)	5	Crowell	1953
Historical accounts of the origin of certain games			
Swimming (Renick)	5	Scribner	1947
A swimming story (fiction)			
The First Book of Basketball (Schiffer)	5	Watts, Inc.	1959
This book covers all major aspects of the game of basketball. A good glossary of basketball terms			
The First Book of Football (Schiffer)	5	Watts, Inc.	1958
This book covers all major aspects of the game of football			
The First Book of Rhythms (Hughes)	5	Watts, Inc.	1954
An introduction to children of the rhythms around them			
The Kid Comes Back (Tunis)	5	Morrow	1946
A baseball story (fiction)			
The Kid from Tompkinsville (Tunis)	5	Harcourt	1940
A baseball story (fiction)			
World Series (Tunis)	5	Harcourt	1941
A baseball story (fiction)			
Batter Up (Scholz)	6	Morrow	1946
A baseball story (fiction)			
Better Baseball for Boys (Cooke)	6	Dodd,	1959
Rules and skills in playing baseball			
Boxing (Haislet)	6	Barnes	1940
A guide to the sport of boxing			
Buddy and the Old Pro (Tunis)	6	Morrow	1955
Story of a baseball team (fiction)			
Clean Up Hitter (Friendlick)	6	Westminster	1956
A baseball story (fiction)			
Deep Down Under (Floherly)	6	Lippincott	1953
All phases of diving, deep-sea and shallow-water			



End Zone (Scholz) A college football story (fiction)	6	Morrow	1954
Fighting Quarterback (Bishop) A story of high school football (fiction)	6	Steck	1954
Freshman Forward (Jackson) A basketball story (fiction)	6	McGraw-Hill	1959
Full Count (Archibald) A baseball story of a young pitcher (fiction)	6	Macrae Smith	1956
Joe DiMaggio: The Yankee Clipper (Schoor) Biography of this baseball star	6	Messner	1956
Kid Brother (Keating) A basketball and baseball story (fiction)	6	Westminster Press	1956
Lou Gehrig, A Quiet Hero (Graham) A biography of the baseball star	6	Putnam	1942
Lucky Shoes (Millholland) A football story (fiction)	6	Doubleday	1956
Mister Shortstop (Decker) A baseball story (fiction)	6	Morrow	1954
Patch (Frick) A high school track team story (fiction)	6	Harcourt	1957
Skating Shoes (Streathfield) The story of a boy and his work to become a champion skater (fiction)	6	Random House	1951
Skiing for Beginners (Brown) A guide for learning how to ski	6	Scribner	1951
Sparkplug of the Hornets (Meader) A basketball story (fiction)	6	Harcourt	1953
Sport for the Fun of It (Tunis) A handbook of information on twenty sports	6	Barnes	1950
The Big Loop (Bishop) Story of a great bicycle racer (fiction)	6	Viking	1955
The Boy's Complete Book of Fresh and Salt Water Fishing (James and Rodman) A book on fishing	6	Little	1959
The Pee Wee Reese Story (Schoor) A biography of a baseball star	6	Messner	1956
The Sal Maglie Story (Shapiro) Biography of this baseball star	6	Messner	1957

Trouble on the Run	6	Westminster Press	1956
Story of high school track (fiction)			
Where Speed Is King (Hyde and Edwin)	6	McGraw-Hill	1955
Various interests involving speed: air-planes, bicycles, boating, horses, sport cars, track, swimming, and water skiing			
All Conference Tackle (Jackson)	7	Crowell	1947
A football story (fiction)			
Baseball Rookies Who Made Good (Bonner)	7	Knopf	1954
Stories of forty baseball stars			
Better Badminton (Jackson and Swan)	7	Barnes	1939
A guide and history to the sport of badminton			
Champion of the Court (Verral)	7	Crowell	1954
A basketball story (fiction)			
Go, Team, Go (Tunis)	7	Morrow	1954
A basketball story (fiction)			
Hard to Tackle (Douglas)	7	Crowell	1956
A high school football story (fiction)			
Hero at Halfback (Bishop)	7	Steck	1953
A football story (fiction)			
Highpockets (Tunis)	7	Morrow	1948
A baseball story (fiction)			
Hit and Run (Decker)	7	Morrow	1949
A baseball story (fiction)			
Hot Rod (Felsen)	7	Dutton	1950
Car Racing (fiction)			
Mountain Tamer (Stapp)	7	Morrow	1948
The story of a mountain-climber (fiction)			
Rose Bowl All-American (Jackson)	7	Crowell	1949
A football story (fiction)			
Skate With Me (Scott)	7	Doubleday	1957
Ice skating as a participant and as an observer			
Sport and Racing Cars (Yates and Brock)	7	Harper	1954
Automobile racing of every kind			
The Boy's Book of Rifles (Chapel)	7	Coward-McCann	1948
The history, analysis, care, and use of rifles			
The Tall One (Olson)	7	Dodd	1956
A basketball story (fiction)			

Wings on My Feet (Henie)	7	Prentice	1940
True Experiences of Sonja Henie			
Action at Third (Emery)	8	Macrae Smith	1957
A baseball story (fiction)			
A Fighting Chance (Scholz)	8	Morrow	1956
A story of college football (fiction)			
Angel on Skis (Cavanna)	8	Morrow	1957
The story of a fourteen year old girl who loves the sport of skiing (fiction)			
A Treasure Chest of Sport Stories (Herzeberg)	8	Messner	1951
A collection of sport stories			
Escape on Skis (Stapp)	8	Morrow	1949
The story of boys on a ski trip (fiction)			
Fast Man on a Pivot (Decker)	8	Morrow	1951
A baseball story (fiction)			
Rookie Coach (Fulton)	8	Doubleday	1955
A high school coach of football, base- ball, and basketball (fiction)			
Speed Six (Carter)	8	Harper	1956
Racing story of modern styles of cars (fiction)			
The Indianapolis 500 (Yates)	8	Harper	1956
Information about winning and losing drivers			

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Mr. Richard Grushon earned his bachelor's degree in physical education and his master's degree in school administration and guidance at Miami University, Oxford, Ohio. He served as administrative assistant to the principal of McGuffey School, Oxford, Ohio, before joining the Kalamazoo Public Schools in 1957. Since then, he has taught physical education and also in the elementary classroom.

# WHAT IS READING?

What is reading? one may ask,  
What skills must one attain  
So that he reads for meaning,  
And sees the author's aim.

Good readers think. They have intent.  
They know how much will sate  
Their needs. They skim or read details—  
All these determine rate.

We learn a skill, then others,  
But they must integrate.  
And on the "oneness" of them all  
Depends the reader's fate.

We start to read when first  
We note, sensations, all so true,  
And then relate what's new to old—  
As mental content, too.

First, one identifies the words—  
The concepts that appear.  
Then some just try to learn by rote  
These thoughts, and then stop here.

But there is more that one must do  
Than reading word by word.  
A reader needs to understand  
So meaning is not curbed.

Effective readers also judge—  
That is evaluate.  
They choose main thoughts and then detail.  
They think, they stimulate.

So reading is a way of life  
Identifying, true,  
Interpreting, evaluating,  
Integrating, too.

—B.B.

# DEVELOPING ELEMENTARY SCIENCE CONCEPTS BY AN INDIVIDUALIZED APPROACH

*Blanche O. Bush*  
*and*  
*Louis A. Govatos*

*Western Michigan University*

In developing a concept of the universe at the elementary level many learning aids are utilized. Visual presentations, direct observations, experimentations and critical reading accompanied by discussions serve to enhance a child's understanding of a concept. Moreover, it is apparent that all elementary school children do not arrive at the same level of understanding of scientific phenomena. There are many children who do not respond effectively to experimentation and critical reading and thus must rely on direct observations and visual presentation in arriving at a lower level of conceptual development. Other children who are more sophisticated may understand the orderliness of scientific phenomena and display knowledge of the vastness and complexities of our universe. Branley (1), Sheckles (13), and Vinacke (14) have pointed out that differentiation and gradual progression take place in concept development as one matures. Further credence is given to this belief by Russell (12) who states that "concept development seems to move along a continuum from simple to complex, from concrete to abstract, from undifferentiated to differentiated, from discrete to organized, from egocentric to more social."

Since reading is one of the media by which a child obtains his mental impressions of scientific phenomena it permits him to identify, interpret and evaluate his experiences and put them into meaningful conceptual terms. His observations of the universe may be valid or faulty depending on the degree of accuracy of his perceptions. If a child's experiences in the area of reading are meaningless because of a low level of intellectual development, it is obvious that his conceptualization of scientific phenomena will also be meager.

This paper is concerned with helping a third grade child, Randall, who had a reading disability, to develop meaningful concepts of the universe concurrently with the development of reading skills, to introduce the child to a scientific approach to problem solving, and to use science concepts as motivating factors according to the child's ability, interests and needs.

In assisting a child, the teacher must know his personal characteristics, general level of intellectual ability, home background and also understand underlying developmental trends and their causes. Persistent efforts on the part of the teacher should be made to adapt learning procedures to the needs, interests and abilities of the learner. Hence, an attempt was made to determine Randall's specific needs and to better understand his reading difficulties. Resource people include his parents, brother, previous classroom teachers, and a psychologist and social worker whom he saw weekly at the Child Guidance Clinic. Additional data were secured from the cumulative records. The staff at the Clinic cooperated with the writers in determining Randall's conflicts and frustrations especially in the area of reading.

#### Statement of Problem

Randall was an average, healthy boy who was unable to do satisfactory classroom work and, so it is reported, had become a disciplinary problem. His parents had asked, "Why is Randall retarded educationally and emotionally and why doesn't he want to succeed?" This problem presented a challenge to the senior writer, who was Randall's classroom teacher, so she gave him several psychological tests. From the results and the data secured from observations, interviews, and case history, an attempt was made to satisfy Randall's needs for successes while helping him to develop his basic reading skills.

#### Objective Data

	<i>C.A. G.P. M.A. I.Q. Percentile</i>
Chronological age—initial testing	8-5
Grade Placement	3.4
Stanford-Binet Test, Form L, Mental Age	8-4
Intelligence Quotient	99
California Personality Test, Primary Form A	
Personal Adjustment	30
Social Adjustment	35

	<i>Grade</i>	
	<i>Initial</i>	<i>Final</i>
Detroit Reading Test, Form I	2.2	3.2
Informal Inventory of Silent Reading		
Based on Gray Oral Reading Paragraphs	2.0	3.0
Elementary Arithmetic, Computation		
Stanford Achievement Tests, Primary	2.6	3.5
Spelling-California Achievement Tests	2.7	3.4
Morrison-McCall Spelling Scale	2.6	3.6
California Achievement Tests, Complete		
Battery—Grade expectancy	2.4	3.5

#### Home Conditions

Randall's father, who was in his mid-thirties, was a young patent attorney who had recently completed his law training. Neither parent had spent much time with Randall while his father was in law school. His mother had worked during the day and assisted her husband at night by typing his assignments. The father was reported to be the dominant member of the family. Both parents are well read, aggressive and conscientious workers. There is evidence of sibling rivalry between Randall and his older brother, aggravated by the latter's successes both academically and socially. Randall's brother, age 12 years, is a quiet, studious lad who is the "apple of his parent's eyes." It is reported that after his mother discontinued working, she attempted to compensate for her lack of attention by being over-attentive and over-protective toward Randall.

#### School History

Randall entered the first grade at the age of six years. He had not attended kindergarten or nursery school. He had been promoted each year at the request of his parents and not because of his academic and social attainments. He had attended three schools but there was little information available concerning his early development and growth. Randall was below average in all of his work. He enjoyed art and other activities that required manipulation with his hands, and yet he seemingly had poor coordination. He was a good swimmer and this success provided him some satisfaction. He was unable to get along with his peers and some of his teachers. He sought attention and



praise. It is reported that "to compensate for his inability to take part in classroom activities, he disturbed his classmates or annoyed his teacher." Although he had few friends, he tried to help the younger children or those he considered to be the "underdogs." He lacked self confidence and his self concept was poor. In his art work he displayed talent and interest but rarely finished a project because he was a perfectionist and could not meet the standards he had set for himself. He reacted negatively by ignoring any instructions or assignments which were given to him. His reaction to his parent's constant prodding was that of negativism.

Randall, who was a true sinistral, i.e. left-handed, left-footed, and left-eyed, became frustrated when his parents forced him to use his right hand during the beginning phase of learning cursive writing. He had been able to print with his left hand fairly well, however, his cursive writing was illegible. The conflict between the use of his right or left hand was resolved when his parents permitted him to use his left hand when he so desired. There was a noticeable improvement both in his writing and printing and his general attitude toward life.

#### **Individualized Instruction**

In an attempt to motivate Randall and to develop self reliance, individualized instruction was provided for him. Following the general plan used with his classmates, a practical approach was followed in appraising and developing concepts through a sharing of pupil and teacher experiences by informal but directed discussions. After several periods of discussion, Randall became interested in the general topics of the "earth and the sun," "Why we have day and night," "Why is a day twenty-four hours long?" "What causes summer and winter?" "What is a satellite?" "Is it possible to live on the moon?" "Man-made moons are satellites." "When will we put a man on the moon?" These concepts and questions were constructed from his past experiences and from knowledge acquired from his peers. They now became more meaningful to him following these discussion periods. His previous visit to a planetarium in the East, his evenings spent looking at the stars while camping near Lake Michigan, and a night hike to study the sky while at a Boys' Camp resulted in meaningful experiences for Randall. From these activities a compilation was made of the concepts he had acquired and a tentative plan of study was prepared by the teacher. Included in this plan were various introductions to available

content matter at his reading level, simple experiments, suggestions for correlation with the language arts, music and art, and lists of poems, filmstrips, books and audio-visual aids that were available. All these plans were general and subject to change.

Randall, starting with his own experiences and familiar situations, expressed his own ideas freely—some were authentic and others were copied. With assistance from his teacher and by means of experimentation and observation, many of the incorrect and partially developed concepts were clarified or eliminated. Learning occurred when Randall recognized the problems that confronted him in his experimentation and tried to solve them. The development of meaning in science is considered as interpretations of natural phenomena in our universe and is useful and applicable to other situations in life. As concepts became less concrete, they became more abstract, that is, they lost “the thing-character that ordinary objects possess and became generalizations.” (8:321) To help children generalize (12) they must have a number of examples to study for their common characteristics. Naming the parts of an object requires more thorough observation than a child might ordinarily give, so probing for meaning was necessary and this was done by further questioning Randall’s interpretations. In expressing himself, whether correctly or incorrectly, he gained some benefit from these experiences, since growth is not always measured in terms of correct answers but rather through rational choices.

The questions and statements that Randall formulated not only reflected his experiences and mental content on which the teacher helped him build more complex concepts, but they also assisted the latter to formulate future instructional plans. The discussion sessions with Randall centered around his interest in finding solutions for the questions he raised about scientific phenomena. In a study of children’s contributions to scientific discussions, Hill (9) found that young children are capable of questioning, identifying, speculating, recognizing relationships and drawing conclusions, so opportunities should be provided children for utilizing these abilities as well as encouraging them to do critical thinking. Films, filmstrips, collections of pictures by Randall and his classmates, and other audio-visual aids were introduced as the proper opportunity and need presented themselves. Although understanding can best be built on actual experiences, audio-visual aids were very helpful in clarifying meanings for Randall.

Since Randall had initially avoided books, the *experience chart*

was introduced to help him organize his ideas, use information that he had acquired, integrate the language arts, think critically and to foster a desire to seek further information about the sun, moon, stars, earth, and planets. The chart provided an informal introduction to silent and oral reading that was motivated by Randall's own experiences.

A trip to the local museum and planetarium was planned and Randall was encouraged to observe and compare this planetarium with the one he had visited in the East. Later an attempt was made to integrate authentic material with Randall's observations. In preparation for this trip, Randall and his classmates formulated and listed on the chalkboard, many questions about things they wanted to know more. A letter was written to the director of the museum by Randall asking permission to visit at a particular time. Randall used his newly acquired skill in cursive writing to good advantage and it provided him another meaningful experience in which to enhance his scientific interest in the universe. While at the museum, his teacher took the opportunity to show Randall the Children's Room with the many interesting books housed within. Without being unduly influenced, he selected a volume of the *Singer Science Adventures Series*, grade two (7), and took it home to read. He seemingly experienced satisfaction and pleasure in reporting his findings to his parents and classmates.

Simple experiments and activities, approached in a scientific manner, were introduced and from these meager beginnings more complex principles were developed. Under the guidance of the teacher, Randall learned to differentiate between *inferences and observations* and wrote short reports of his experiments. Many new words were introduced and added to his vocabulary. To facilitate this vocabulary growth and to capitalize on his interest in art and his success in writing, a *picture dictionary* was started with each word written on a 3" by 5" filing card and housed in a card file. He either found a picture or drew one to illustrate the meaning of the word and he wrote a definition of it in his own vernacular. This motivated him to further study. Randall was delighted when he found words with two meanings and it provided him with an incentive for further word study. The picture dictionary grew rapidly and from this beginning he was gradually led into the use of regular dictionaries.

The need for directed study of the spelling and use of words soon became evident. Hence, Randall was introduced to the visual, auditory,

kinesthetic and tactual method of unravelling difficult words. This approach known as V A K T includes the following steps. (4)

Look at the word, its beginning and its ending.

Say it aloud.

Spell it aloud.

Trace the word with index finger.

Write it.

Compare it with word studied.

Repeat process until mastery is acquired.

Other word study skills were introduced as opportunities were presented, such as: word recognition by contextual clues, picture clues, language-rhythm clues, and configurational clues, structural analysis and phonetic analysis. In the latter, a direct approach was necessary to undo the teaching done by his father who had taught phonics in such a way that Randall had no interest in word meaning.

Randall's stock of sight words did not include the 220 basic sight words as given in the Dolch word list (6), so a short daily drill, not more than five minutes, was given to him. This drill not only aided Randall in the recognition of words, their spelling and pronunciation, but also emphasized the meaningful use of words in sentences, experiments, discussions and reports.

As Randall became more interested in books, he visited his school library with his teacher and a small group of his classmates. There, he found many interesting books at his own reading level and selected books which could provide answers to his problems in various science areas. At this time Randall began to read for a purpose. He read to answer questions that were either self-made or provided by the teacher. Skill in locating information was introduced as opportunities arose and his capabilities and interests allowed. For the most part science books were used when Randall and the teacher were studying together since they served as resources for building concepts from the simple to the more complex.

The development of meaningful science concepts is a goal for which all elementary teachers should strive to achieve, and the criterion of success is the extent to which the child can use meaningfully what he learns. The teacher must identify the elements that are to be transferred but the amount of transfer depends, to a large extent, on the pupil's general ability, interests, and motivation. Children learn

and retain the things that are of concern to them and which they regard as important. (10)

A continuous evaluation was made of Randall's progress and notations were made regarding his mental, physical, psychological and environmental adjustment. Other evaluation aids included: teacher-made tests, cross word puzzles developed by Randall, fill-in, matching, and true and false tests, story problems using facts needed by Randall to understand a science concept, and a one-page newspaper edited and mimeographed with the assistance of his teacher and classmates.

Experience charts, picture dictionary cards, oral discussions, written reports and other integrated tasks helped the teacher to evaluate Randall's learning and proved to be strong motivating factors in the development of Randall's feeling of success which was reflected in his self confidence and his ability to attack new problems.

It is the opinion of the psychologist and social worker at the Child Guidance Clinic that Randall has made satisfactory emotional and academic progress and with continued motivation and successes, concurrent with improvement in reading skills, he should develop independently in all areas of growth.

### **Conclusions and Summary**

In developing a concept of the universe concurrently with reading skills, a teacher should:

- Capitalize on the child's interests.

- Plan with the child and formulate definite instructional outlines.

- Build new concepts on previous experiences and proceed from the concrete to the abstract.

- Help the child to find answers to questions.

- Provide opportunities to observe, investigate and experiment.

- Help the child to identify, interpret and evaluate his concepts and problems.

- Use first hand experiences and materials but recognize and use audio-visual aids.

- Help the child to develop a scientific approach to problem solving.

- Teach reading meaningfully and effectively.

- Understand the child, his pattern of development, his interests, ambitions and needs.

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Blanche O. Bush is a member of the staff of the Psycho-Educational Clinic at Western Michigan University. Louis A. Govatos is professor of education in the School of Education at Western Michigan University. Both Mrs. Bush and Dr. Govatos are well known on the campus, and our readers will recall their other publications in *Reading Horizons*. Dr. Govatos is currently engaged in a longitudinal study of the physical, motor and educational development of elementary school children.

# TEN SECOND REVIEWS

**Blanche O. Bush**

*Western Michigan University*

A developmental reading program seeks to provide opportunities for students to cultivate reading skills through the full range of education, including the junior and senior high school and when necessary in college.

—Paul Witty

Developmental Reading: Reading activity during which a group is given directed instruction in vocabulary development, silent-reading preparation, oral reading, rereading, and supplementary reading for the purpose of increasing reading achievement at the instructional level.

—Carter and McGinnis

Bland, Phyllis, "Development of a Reading Program in the Evanston Township High School, Evanston, Illinois," *Helping High School Students Read Better*, Elizabeth A. Simpson (ed.), Science Research Associates, Chicago, 1954, pp. 107-115.

Recognizing the need for secondary schools to assume more responsibility in the area of reading instruction, the school established a two-fold reading improvement program—a reading clinic and a developmental reading program. The purpose of the former was to assist students who could profit most from remedial or individual work. The purpose of the latter was to aid groups of good or above average readers who wished to make further improvement. The consultant reported that "more important than the reading gains made by these groups was the students' change in attitude toward reading."

California State Committee on Developmental Reading, "Teaching Reading for the Gifted in Secondary Schools." *National Association of Secondary-School Principals* (October, 1955), 39:213.

The monograph is intended to be a guide book for instruction of pupils of superior mental ability. Reading is here consid-



ered as the all-inclusive use of books and other printed materials as tools of learning. Eight suggested teaching aids are presented: 1) Teachers should share with learners their reasons for using the methods which they have selected. Such explanation is more important and more rewarding for gifted students. 2) Learners should have some opportunity to select and plan their own activities. 3) Assignments should be phrased so that they will invite originality. 4) Teaching of skills should involve repeated practice until a reasonable degree of mastery has been attained. 5) Teaching for understanding should focus on explanations of the reasons for things. 6) Learners should have direct and guided contact with out-of-school environment through participation in community activities. 8) Students should be given a large measure of responsibility for evaluation of their own work.

The purpose of the article is not to outline in detail a method of instruction. It is rather to erect sign boards along the widening new road to satisfying the acute needs of gifted pupils for adequate education. The sign posts point to more purposeful reading as one of the direct routes.

Clifford, Mary, "Reading in the Junior High School," *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York, 1961, pp. 428-435.

Four valid reasons are cited by the author for carrying out a definite program in junior high reading. 1) All upper grade students need some help in developing specific reading skills. 2) There are general reading abilities which profit from direct instruction. 3) The average reading ability of adults in the United States is still only around the middle and upper elementary school level, which indicates that more effort needs to be spent in adequate teaching of reading. 4) Reading habits and tastes of young people may be improved through sound instruction.

DeBoer, John J. and Martha Dallmann, *The Teaching of Reading*. Holt, Rinehart and Winston, Inc., New York, 1960, pp. 331-356.

The authors presented three important factors that must be

considered in a good school-wide program in reading. 1) Conditions for an effective program which include the physical surroundings such as light and seating, library facilities, good morale of teaching staff and attention in all content subjects, 2) Preparation in advance and continuous program of in-service training of teachers, 3) Interpretation of reading program to parents. It was also urged that teachers provide time to read, encouragement to read, and materials to read.

Dehl, Kermit, "Reading Improvement Service in the Oak Park and River Forest High School, Oak Park, Illinois," *Helping High School Students Read Better*, Elizabeth A. Simpson (ed.), Science Research Associates, Chicago, 1954, pp. 118-122.

By placing the reading program on a voluntary, noncredit, no mark basis, the author stated that students enroll and work in the course solely to improve themselves both in reading and study skills. Noticeable improvement in the students' attitudes toward reading is cited by the author, and a growing interest in reading is reported by parents.

Dolch, Edward William, *Methods in Reading*. The Garrard Press, Champaign, Illinois, 1955.

The author presented five plans for improving reading in high school while bearing in mind the reactions of both the staff and parents, namely: reading class plan, small group plan, individual plan, the department responsibility plan and special English classes. Dolch emphasized that the goal in reading is to help all children read up to their capacities by experimenting with methods until a way to get success for all children is found.

Gans, Roma, "Developing Critical Reading as a Basic Skill," *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York, 1961, pp. 232-236.

The first quality of mature readers, according to the author, is that they draw upon their reading and relate it to topics in their conversation, to their problems, and studies. In other words, reading feeds and broadens thinking. A critical reader

sees relevance in what he reads, is aware of the need to evaluate the source of material, assesses the ways in which words influence ideas, and he selects wisely what he reads. The writer suggested that the reading program provides experiences that challenge and motivate reading which is not a patchwork, that the program encourages personal choice and the development of taste that does not try to make children all alike, and that teachers encourage the purchase of materials that are needed in this program.

Glock, Marvin D., "Principles for Selecting Methods and Materials to Promote Growth in Reading," *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York, 1961. pp. 69-74.

The most important purpose for selection of methods and materials to promote growth in reading among bright learners is to enable the pupil to proceed at his own rate of growth. He should be challenged with materials and methods which will provide for his optimum growth. Emphasis belongs on the child and not on techniques and reading materials.

McCallister, James M., "Conclusions Concerning Sequential Development of Reading Abilities—In Grades Ten through Fourteen," *Sequential Development of Reading Abilities*, Helen M. Robinson (ed.), University of Chicago Press, Supplementary Educational Monographs, Number 90 (December, 1960), pp. 229-231.

It is generally agreed that the mental processes used in reading in grades ten through fourteen are essentially the same as those in the lower grades, but that reteaching and reinforcement of the techniques learned in the lower grades are essential to assure success. The author points out that desirable sequential development on the part of a student is frequently handicapped when reading increasingly complex materials and continuous growth in reading is not likely to occur unless alert teachers provide appropriate guidance.

Mersand, Joseph, "How Can We Help Students Enjoy Literature?" *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc. New York, 1961, pp. 357-367.

Accepting the fact that a large proportion of students entering high school are deficient in reading, each teacher of English must familiarize himself with the various ways of evaluating reading growth, with the many reading skills, with the techniques of providing remediation within the classroom, and with the teaching of the new and advanced skills that are now required. The author states that this implies in-service training for the multitudes of high school teachers who have never taken a course in the teaching of reading or who have never even read a book on this subject. He further emphasized that "No teacher should teach literature who is not himself fired with enthusiasm for it, is widely read in many areas, and has time for, and is acquainted with, the scholarship in the fields." An excellent appendix, listing books that are helpful to English teachers, is provided.

Perry, Harold J., "The Developmental Reading Program in the Highland Park High School, Highland Park, Illinois," *Helping High School Students Read Better*, Elizabeth A. Simpson (ed.), Science Research Associates, Chicago, 1954, pp. 122-127.

The reading program in the Highland Park High School emphasizes the need to ascertain scholastic aptitudes and reading abilities of each student before selecting procedures to be used. Visual screening tests are given by the school nurse to all high school students. Before initiating their reading program, policies were set up relative to the eligibility of students in the program, the teaching staff, duties of the staff, number in classes, and place for classes.

Simpson, Elizabeth A., *Helping High School Students to Read Better*, Part I, Science Research Associates, Chicago, 1954.

Simpson believes that although high schools may already have a variety of activities that are designed to help students to read more effectively, they should consider the development of an all-school reading improvement program to serve the average and superior readers as well as readers who are below average in basic reading skills. Participation of all subject matter teachers at all grade levels should be enlisted. Definite sug-

gestions for improving reading instruction in secondary schools are also given.

Strang, Ruth, "Teaching Reading in Science Classes," *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York, 1961, pp. 335-341.

Reading instruction is needed in every science class. There are special problems, the approach is different, and there is a technical vocabulary to be mastered. Effective reading in science books will contribute to students' total reading efficiency. The effective reading of science should result in people who are better able to cope with and contribute to the modern world. In every class there is probably undiscovered science talent. Strang believes that this talent needs to be discovered and encouraged. The development of this talent requires expert instruction and guidance.

Way, Herbert and Margaret Graff, "Let Us Help Them Learn to Read," *National Association of Secondary-School Principals*, No. 197 (November, 1952), 37:115-122.

The authors review a developmental program started eight years ago at the Appalachian High School which is the demonstration school for Appalachian State Teachers College, and present a summarization of important factors in the over-all program: 1) Special emphasis is placed on vocabulary building and the teaching of reading by every high school teacher in every class. 2) A special class in reading is required for all eighth grade pupils in which each member is given individual help in improving his reading skills. 3) Elective courses in reading are offered for those ninth and tenth grade pupils who need to continue special work in reading after the eighth grade. 4) A well planned program of testing is carried out each year in order to determine as nearly as possible the capabilities and deficiencies and progress made by pupils over the year. 5) Continuous efforts are made to find and correct physical defects that might hinder a pupil's progress in reading. 6) Efforts are made to get more reading materials that are on the pupil's level into every home. 7) Reading clubs have become a per-

manent part of the extracurricular activities. 8) Continual study is made on the part of the entire faculty of better methods of teaching reading. 9) The library staff gives special attention to any student who asks for or who is referred by a teacher for special help in reading guidance.

Wiltse, Earle W., "Improving the Quality of Reading Instruction Throughout a School System," *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York, 1961, pp. 35-41.

Reading improvement requires administrative leadership which recognizes the importance of reading growth as a continuous process, beginning in the kindergarten and continuing through the secondary school and into college. Greatest progress in reading takes place where pupils, teachers, and administrative staff work together on a program that is highly motivated and well understood by all.

Witty, Paul, "What Experiences, Activities, and Materials are Helpful in a Developmental Reading Program?" *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York 1961, pp. 60-68.

The developmental approach recognizes various purposes and needs for reading. Some needs relate to common attainments or "developmental tasks" on which happiness and adjustment depend. Others are highly personal which are significant for individual adjustment. A developmental program does not rely on reading as the sole basis for satisfying needs. Equally important, developmental programs seek the expansion of interests. The degree to which the teacher utilizes, extends, and develops the interests of her pupils is a good criterion of the value of her instruction.

# SEVENTH ANNUAL MICHIGAN READING ASSOCIATION CONFERENCE

February 28 and March 1, 1963

Kellogg Center  
Michigan State University  
East Lansing, Michigan

Luncheon Meeting—Thursday 12:00

Address: "Linguistics and Realities in Reading Instruction."

Dr. Clara G. Stratemeyer, Professor of Education,  
Trenton State College, Trenton, New Jersey.

Dinner Meeting—Thursday 6:00

Address: "The Give and Take of Reading."

Dr. Constance M. McCullough, Professor of Education and  
Coordinator of Division Graduate Studies,  
San Francisco State College, San Francisco, California.

Luncheon Meeting—Friday 11:30

Address: "The Speech Pathologist Looks at Reading."

Dr. Charles Van Riper, Director of Speech and Hearing  
Clinic, Western Michigan University, Kalamazoo, Michigan.

This two day conference will provide stimulating experiences for teachers at all levels. Furthermore, programs of special interest to principals, supervisors, reading specialists, and clinical workers have been planned. There will be twenty-four demonstrations and thirty group meetings.

Reservations should be made early.

