



# Reading Horizons: A Journal of Literacy and Language Arts

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*Reading*

# HORIZONS



WINTER 1962



# READING HORIZONS

Published quarterly by the Psycho-Educational Clinic and the Western Michigan University Chapter of the International Reading Association, Kalamazoo, Michigan.

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Kalamazoo, Michigan



## **Announcement**

We take pleasure in announcing two additions to the staff of  
READING HORIZONS. They are:

Blanche O. Bush, Business Manager

Charlotte B. Sumney, Subscriptions Manager



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## President's Message

The Western Michigan University Chapter of the International Reading Association and the Psycho-Educational Clinic at Western Michigan University are pleased to present the winter issue of **READING HORIZONS**.

Special thanks go to Homer L. J. Carter who has assumed leadership for this project.

It is hoped that people in the Kalamazoo area will report some of their action research in reading for the spring and summer editions.

Helen F. Wise  
President



## Editorial Comment

Reports show that the number of graduate students specializing in developmental and corrective reading is increasing. These individuals are finding that it is advisable to become familiar with information, techniques and procedures in such disciplines as psychology and sociology as well as education.

The article by Margaret Muir shows that the test patterns obtained by administering the Wechsler Intelligence Scale for Children can be useful to teachers of reading. It is obvious from this study that children with reading disabilities have difficulty in making visual-auditory associations. Furthermore it is suggested that these individuals are apt to make use of highly structured situations as they learn to read. More investigations of this nature may be helpful.

In times when "speed" reading is being emphasized and when machines are being used effectively to teach facts, a discussion of mental content and its relation to reading is timely and relevant. Such a discussion containing several new points of view is found in this issue.

Homer L. J. Carter  
Editor



## The WISC Test Pattern of Children With Severe Reading Disabilities

By Margaret Muir  
Michigan State University

### The General Problem

The majority of intelligent children in the American public and private schools want to read accurately, effectively, and thoughtfully. The academic and social demands of our schools and society usually require the children to be able to read independently.

The major concern of this paper is the problem of the retarded readers. They are children whose reading achievement is less than their general measured ability.

### Related Research

During the last half century various causes of children's reading disabilities have been expounded. A few studies have tried to discover a specific WISC subtest pattern associated with the retarded reader. In many, the reported test results and conclusions are difficult to interpret and evaluate. The inferences are based upon data collected from fifteen to thirty-one retarded readers. Some studies used one or more years, while other studies used two or more years as the base amount of discrepancy between the retarded reader's expected reading level and his actual reading level as determined by the scores earned on the WISC and a standardized reading test.

In relation to the Wechsler Intelligence Scale for Children, Burks and Bruce (2) found that thirty-one retarded readers earned significantly high scores on the Picture Arrangement, Block Design, and Comprehension subtests, and significantly low scores on the Information, Arithmetic, and Coding subtests.

Graham (5) found statistically significant subtest score differences for thirty-one retarded readers: Arithmetic, Vocabulary, and Coding were significantly low; Similarities and Picture Completion were significantly high.

Altus (1) studied twenty-five retarded readers and found that Information, Arithmetic, and Coding were below the mean; and

Vocabulary, Digit Span, Picture Completion, and Object Assembly were above the mean subtest scores.

Hirst (6) used the two-way analysis approach in studying a limited number of retarded readers. He found that the subtests significantly above the two-way analysis mean were Picture Completion, Object Assembly, and Picture Arrangement. A large percentage of the group scored significantly below the two-way analysis mean on the Arithmetic, Coding, and Digit Span subtests with possibly low Vocabulary and Similarities subtest scaled scores.

### **A More Limited Problem**

Since the WISC is administered individually and because the writer of this paper has observed that retarded readers have more difficulty with specific subtests, it was decided that the WISC would be a profitable instrument for exploration in this area.

Several research studies have been completed and have found statistically significant differences for specific subtests on the WISC. However, the studies mentioned have not been in complete agreement with each other. The writer would like to select a larger population to recheck the retarded reader's WISC profile and submit it to the scrutiny of other interested persons.

### **Hypotheses**

1. Retarded readers will show a distinctive test pattern associated with the subtest scores on the WISC:
  - 1) Lower scores will be received in the subtest areas of Arithmetic, Coding, Vocabulary, and Information.
  - 2) Higher scores will be received in the subtest areas of Picture Completion, Block Design, Object Assembly, and Comprehension.
  - 3) There will be no significant difference between the total mean Performance and Verbal scaled scores received.
2. Retarded readers will be relatively weak in those parts of the intelligence test that require immediate and long-term memory of processes and information. These are the characteristics that are basic for an individual if he is to understand the written language.

### **Definition of Terms**

1. *Retarded readers* are those with discrepancies of two or more years between expected reading levels as derived from either the Verbal or

Performance score received on the Wechsler Intelligence Scale for Children and actual reading levels as measured by a standardized reading test. These children have attended public or private schools for the expected number of years for their ages.

2. *Distinctive test pattern* refers to the configuration, as shown on a scattergram, of the mean WISC subtest scaled scores.

3. *Standardized reading test* refers to the Gates Advanced Primary Reading Tests or the Gates Reading Survey.

### Procedure

Fifty Wechsler Intelligence Scale for Children and reading achievement test scores were withdrawn from the files of the Reading Center, Michigan State University, East Lansing, Michigan. These test scores had been gathered during the process of clinical diagnosis over a one year—three month period, dating from September 1959 to January 1961. The cases selected constituted the entire population so tested who met the requirements of operational definition of the retarded reader. The retarded reader is a child who is between the ages of 8-0 and 16-0 who achieved either a Verbal or Performance Scale I.Q. of 90 or higher, who received a discrepancy score of two or more years between the expected reading level and the actual reading level as measured by one of the Gates reading achievement tests (3, 4) for a child of his chronological age, who lived with an English-speaking family, and who had attended a public or private school for the expected number of years for his given age.

The Digit Span subtest (WISC) was eliminated, because it was administered to only 18 of the 50 test cases. The mean for each subtest was calculated. In order to determine the significance of the difference of the mean scores, the standard error of the mean was found and t's were computed:

PC & PA: 2.736**	I & Co: 2.819**
BD & Co: 4.100**	A & S: 2.680*
S & OA: 2.699*	S & SP: 2.394*

\* .05 level of significance ( $t=2.021$ )

\*\* .01 level of significance ( $t=2.704$ )

The t's for the other mean differences were not calculated because their level of significance can be inferred by inspection.

A study of table I will show the differences between means which are significant at the .01 and .05 levels of significance.



**Table 1**  
**Differences Between Means of WISC Subtest Scores**

	I	C	A	S	V	PC	PA	BD	OA	Co
I		1.16	.80	.54	.80	1.88*	.32	1.00	2.10*	2.82**
C	NS		1.96*	.62	1.96*	.72	.84	.16	.94	2.62**
A	NS	.05		2.68**	.00	2.68**	1.12	1.80*	2.90**	.66
S	NS	NS	.01		1.26	2.39**	.22	.46	2.69**	2.00**
V	NS	.05	NS	NS		2.68**	1.12	1.80*	2.90**	.61
PC	.05	NS	.01	.01	.01		2.13**	.88	.22	3.34**
PA	NS	NS	NS	NS	NS	.01		.68	1.78*	1.78*
BD	NS	NS	.05	NS	.05	NS	NS		1.10	4.10**
OA	.05	NS	.01	.01	.01	NS	.05	NS		3.56**
Co	.01	.01	NS	.01	NS	.01	.05	.01	.01	

\* Significant beyond the .05 level of significance.

\*\* Significant beyond the .01 level of significance.

NS—Not Significant

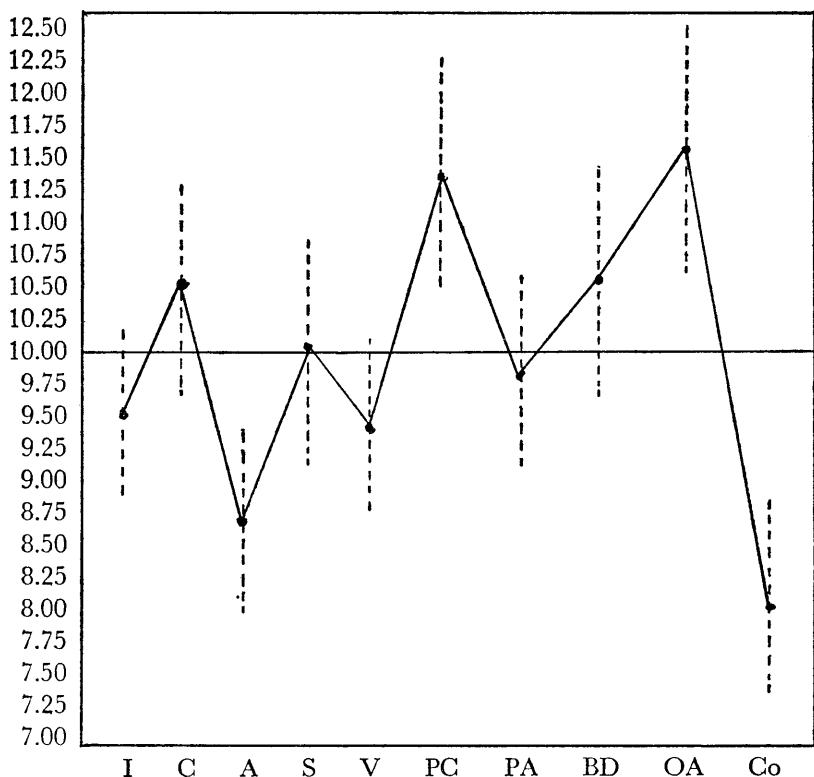
**Key:**

I: Information  
 C: Comprehension  
 A: Arithmetic  
 S: Similarities  
 V: Vocabulary  
 PC: Picture Completion  
 PA: Picture Arrangement  
 BD: Block Design  
 OA: Object Assembly  
 Co: Coding

### Summary of Findings

In the present study, fifty Wechsler Intelligence Scales for Children were withdrawn from the files of the Reading Center, Michigan State University, East Lansing, Michigan, which met the operational definition of retarded reader. The tests were statistically analyzed to determine whether a distinctive WISC subtest pattern existed for the retarded reader.

Table 2  
Mean WISC Subtest Scaled Scores



\* Mean

----- Standard error of mean

The retarded reader ranged from grades three to eleven, ages nine to sixteen, with a reading disability from two to six years. The fifty children, who represented the entire population of the Reading Center meeting the criteria for inclusion in this study, were made up of forty-nine boys and one girl. The mean chronological age for the group was 12 years-9 months; the mean grade in school was seven; and the mean reading retardation was slightly over three years.

Mean WISC IQ's were 98.46, 104.04, and 102.70 on the Verbal, Performance, and Full Scale scores, respectively. The Verbal scores ranged from 81 to 118, while the Performance scores ranged from 78 to 131 IQ points. The mean subtest scores of 9.98 are not significantly different from the expected normal mean score of 10.00. However, the subtest patterning is fairly distinctive.

The high subtest scores are Comprehension, Picture Completion, Object Assembly, and Block Design, while the low subtest scores are Arithmetic, Coding, Information, and Vocabulary. Similarities and Picture Arrangement are not significantly different from the mean. Coding and Arithmetic are significantly below the mean; Picture Completion and Object Assembly are significantly above the mean.

A comparative analysis of Burks and Bruce (2), Graham (5), Altus (1), Hirst (6), and the present study indicates that Information, Arithmetic, and Coding are significantly below the mean. Hirst, Altus, and the present study report that Picture Completion, and Object Assembly are significantly above the mean subtest scaled scores.

It can be concluded that the retarded readers do show a distinctive test pattern associated with the WISC subtest scores.

## Conclusions

Since the retarded reader may be low in associative memory, it can be inferred that he is unable to make an adequate association between a visual symbol and an auditory stimulus, exhibited by the low subtest scores that require such an association. Learning to read requires the ability to adequately associate a visual symbol with an auditory stimulus.

Learning is usually approached by the retarded reader through the availability of an immediate structured situation. This is substantiated by the scores earned above the mean on the more structured subtests of Comprehension, Block Design, Picture Completion, and Object Assembly. Therefore, it appears that the teaching materials

and measurements now being used in the areas of reading instruction and evaluation may have to be reconsidered.

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5. Graham, Ellis E., "Wechsler-Bellevue and WISC Scattergrams of Unsuccessful Readers," *Journal of Consulting Psychology*, Vol. XVI, August, 1952, pp. 268-71.
6. Hirst, L. S. "The Usefulness of a Two-Way Analysis of WISC Subtests in the Diagnosis of Remedial Reading Problems," *Journal of Experimental Education*, Vol. XXIX, No. 2, December 1960, pp. 153-60.
7. Wechsler, David, *The Measurement of Adult Intelligence*, Williams and Wilkins, New York, 1958.
8. Wechsler, David, *Wechsler Intelligence Scale for Children*, Psychological Corp., New York, 1949.

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*Margaret Muir is Associate Director of the Reading Center, Michigan State University, where she also teaches several graduate courses in reading and the language arts.*

## Mental Content and Its Relationship To Flexibility of Reading

By Homer L. J. Carter and Dorothy J. McGinnis  
Western Michigan University

If reading performance is to vary as to kind and degree and especially if rate of reading and the newer media of instruction are to be stressed, a greater emphasis must be placed upon mental content and its relationship to the reading process. For example, in the sentence "The whipple-tree and traces were seriously damaged," little meaning can be secured without adequate mental content. An increased span of perception provides limited help. Contextual clues are of little value. Structural analysis furnishes little aid, and a rapid rate of reading complicates the whole attempt to secure understanding. There must be mental content (3) which can be used in identifying, interpreting, and evaluating meaning in all reading situations. It is the function of this paper to discuss briefly mental content and the reading process, selective reading, and the development of flexibility.

### Mental Content and the Reading Process

Mental content is the total awareness of an individual at any moment and is the result of his background and experience. In showing the importance of mental content, it may be well to let "S" represent any symbol and "M" mental content. Then three aspects of reading may be shown as follows:

$$(1) \text{ Identification} = \frac{S}{M}$$

$$(2) \text{ Interpretation} = \frac{\frac{S}{M}}{M} \quad \text{or} \quad \frac{S}{M^2}$$

$$(3) \text{ Evaluation} = \frac{\frac{S}{M^2}}{M} \quad \text{or} \quad \frac{S}{M^3}$$

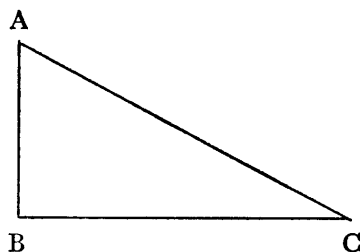
In equation (1) the symbol is identified in terms of one's mental

content. In equation (2) the identified symbol is interpreted in harmony with mental content. Equation (3) shows the evaluation of the interpreted symbol in terms of "M." With these statements in

mind, reading may be redefined as a function of  $\frac{S}{M} \cdot \frac{S}{M^2} \cdot \frac{S}{M^3}$

having characteristics and properties differing from its constituent parts. This functional concept of reading seems superior to the old two-dimensional description of reading as "rate and comprehension." In fact, the term comprehension is obsolete and has probably far outlived its usefulness.

Reading then is shown as an integration of skills rather than an accumulation, and furthermore it is apparent that "M" increases in importance as the aspects of reading become more complex. Mental content or "M" is introspectively utilized in the identification, interpretation and evaluation of concepts for it is the "ground" upon which the "figure" is transposed (4). For example, the reader who sees the word "sine" may *identify* it as the "function of an angle" or as "without" depending upon his "M." If this "M" is made up of experiences in the field of trigonometry, his *interpretation* of "sine" based upon his mental content as he views the following triangle will be that sine of angle BAC is  $\frac{BC}{AC}$ . Obviously, this requires a greater degree of "M" than merely identification.



Furthermore, the *evaluation* of the term "sine" which can be expressed by its use in the solution of a trigonometric problem would require comparatively the greatest degree of "M." One reads to secure meaning and one uses the integration of "meanings" to read effectively (1). The process is goal oriented and makes use of feed-

back which can add to "M." Surely, if speed reading is to be emphasized and if effective reading is to be developed, mental content must be given greater consideration by the classroom teacher.

### Selective Reading and Flexibility

Flexibility in reading involves more than variations in rate which is adjusted upward or downward to meet changes in difficulty of materials and modifications of purpose. Flexibility involves *selectivity*. Selective reading is an attempt to read only those parts of the material which best serve the reader's purpose. Identification, interpretation and evaluation are always prerequisites. Selective reading usually takes two forms: *skimming* and *scanning*. Skimming is the process of quickly identifying the main ideas of an entire selection in order to secure a general impression of it. The reader obtains, for example, an overview of a chapter which consists of a feeling for the general nature of its content and main ideas. Skimming is utilized in making a preview of a book, in surveying a chapter before reading it carefully and in finding appropriate material for different purposes. Furthermore, skimming is employed in review of material previously read in order to prepare for a test or compile a report. Scanning also implies a careful identification, interpretation and evaluation of ideas. It differs from skimming in that the reader searches for specific concepts and is not immediately concerned with the entire content. The reader seeks answers to questions, an appropriate statement, or reference. He scans as he locates names in directories, words in a dictionary, or prices in a catalogue. The reader considers only as much of the content as is necessary to accomplish his immediate purpose.

### Developing Flexibility

The versatile reader can identify, interpret and evaluate concepts expressed in a wide range of reading material with varying rate and method of attack dependent upon the nature of the material and the reader's purpose. If versatility is to be achieved, basic skills must be developed and mental content in many fields must be available, for the reader is required to contribute if he is to receive.

★ The teacher's function is to provide the kind of instruction which will lead to versatility in reading. One way of accomplishing this goal is to teach students how to apply the five-step plan for reading a chapter (2). This plan, when effectively used, requires skill in

skimming and scanning as well as careful analytical reading. In previewing a chapter to identify the main ideas, selective reading is required. The reader seeks both an overview and specific ideas found in the introduction and summary. Moreover, information concerning the general nature of the content is gained by skimming the main headings. These, in turn, are converted into suitable questions by both skimming and scanning the subheadings in order to make certain that the questions formed are actually answered by the content of the text. In reading to answer these questions, the individual is required to identify, interpret and evaluate in a selective manner the concepts expressed in the chapter. Careful reading is essential. After the student has answered the question and stated his responses in his *own* words, he is ready to try out and test the organization mastery of his information. In reading a chapter in this manner, both selective and careful reading are utilized. Accelerated reading is not recommended.

The teacher should also develop skill and appreciation in the reading of poetry. For example, in the following stanza by Wordsworth, selective and careful reading is necessary.

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

The imagery created by choice of words, diction, form and tone contributes to appreciation. Mental content is essential to adequate interpretation.

In addition, the teacher should show her students how to read in order to solve problems, how to find and organize facts, and how to think and read critically. In developing these skills, adequate materials at the grade and interest levels of the student should be employed.

If teachers make use of machines, structured materials, and the newer media of instruction, provision must be made to assure transfer of skills to actual reading situations for the whole purpose of reading instruction is to show students how to make more effective use of their books. In doing so, reading skills must be integrated, not merely accumulated. Surely, mental content and flexibility are factors to be emphasized by the reading teacher.



### References

1. Carter, Homer L. J., "Mental Content, A Contributing and Concomitant Factor in Reading," *Eleventh Yearbook of the National Reading Conference*, 1962.
2. Carter, Homer L. J. and Dorothy J. McGinnis, *Effective Reading for College Students*. The Dryden Press, New York, 1957.
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4. Heidbreder, Edna, *Seven Psychologies*, Chapter IX. D. Appleton-Century Company, New York, 1933.

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*Homer L. J. Carter and Dorothy J. McGinnis are director and associate director, respectively, of the Psycho-Educational Clinic at Western Michigan University. Their book, "Teaching Individuals to Read," is being published in February by D. C. Heath and Company.*

## Ten Second Reviews

By Blanche O. Bush  
Western Michigan University

The changing emphasis found in professional literature dealing with the teaching of reading should alert the in-service teacher to the need for more adequate evaluation. Some of the current material related to evaluation are included in these reviews.

Austin, Mary C., Clifford L. Bush and Mildred H. Huebner, *Reading Evaluation Appraisal Techniques for School and Classroom*. The Ronald Press Company, New York, 1961.

The underlying theme, expressed by the authors, is that growth in reading skills plays a crucial role in child development. Methods and procedures for fostering growth must be understood by those responsible for reading programs. Reading achievement is related to multiple factors, physical, social and educational, that influence and limit pupil performance. Concrete suggestions include an informal reading inventory built on a current basal reading series. Charts of selected tests for all grade levels, along with samples of survey, sampling techniques, interpretation and follow-up activities are presented. Forms which can be used in guiding the teaching process and analyzing difficulties are shown.

Carnegie Corporation of New York Quarterly, " 'Tis Time He Should Begin to Read." Vol. IX, No. 2 (April) 1961.

Among the questions that have been explored under Carnegie grants described in this quarterly are, "What do we know about the factors that underlie the ability to read and how are they brought into play?" and "What research has been done on reading, and how are its findings translated into action?" Two articles which appealed to the reviewer are those by Omar K. Moore and Jack A. Holmes.

Moore believes most parents and educators grossly underestimate the intellectual capacities as well as the interests of

young children. They learn for themselves with the adult's role being simply to provide an environment. Moore with the cooperation of the Thomas A. Edison Laboratory is constructing an automated device which will perform many of the teacher's functions. This machine will be tried out on pupils ranging from pre-school age through high school. Moore stated that "his plan will have to stand the test of time and further experience."

Holmes with the aid of a skilled staff and a high-powered computer is trying to find out just what relevant weight each of several skills or abilities has in relation to reading achievement.

Carter, Homer L. J., "The Role of Evaluation in Understanding the Usefulness of Reading," *Journal of Developmental Reading*, 2:3 (Spring) 1959.

In order to evaluate any ability or skill, according to the author, one must know exactly what is to be measured. If reading is a compilation of isolated skills with visual training and speed the chief objectives, there are many standardized tests which can be used for evaluation. If the conceptual aspects of reading are emphasized and if reading is considered to be a thinking process carried on at various levels of difficulty, still other measures must be used such as informal inventories, observations and academic histories. An integration of all these facts and observations can be employed in an interpretation of reading achievement.

Cleary, Florence Damon, *Blueprints for Better Reading. School Programs for Promoting Skill and Interest in Reading*. The R. W. Wilson Company, New York, 1957.

The book is designed for those preparing themselves to teach and offers suggestions for developing specific reading skills. It is also designed as a procedural manual and "idea" book for practicing teachers. The chapter devoted to "Evaluating Skills" stresses the importance of judging the effective use of a skill. The point of difficulty, however, for the teacher is not "what" is to be evaluated but "how" these skills are to be identified and judged on the bases of the child's performance.

Denton, A. E., "Informal Methods of Appraisal," *What the Colleges are Doing in Planning and Improving College Reading Programs*. Oscar S. Causey, (ed.) Texas Christian University Press, Fort Worth (June) 1955.

As reading programs become broader and more flexible because of variance in material and purposes of reading and instructional objectives, it is logical to assume that these factors have influenced the interpretation of reading performance. Evaluation of reading should include standardized measures, but information gathered by informal methods often permits the teacher to adjust measurement to the needs and abilities of the particular student. Clues which might aid the instructor in perceiving the errors in the student's reading process are presented with suggestions for diagnosing reading disabilities which cannot be measured by standardized tests.

Kirk, Samuel A., with an Introduction by Marion Monroe, *Teaching Reading to Slow-Learning Children*. Houghton Mifflin Company, Cambridge, Massachusetts, 1940.

Kirk's book will fill a definite need for teachers who wish to evaluate and help their slow-learning pupils. Instead of waiting until children have actually failed to learn to read, educators are now looking for early indications of difficulty and are changing emphasis from corrective to preventive work in reading. Educators are also attempting to recognize and adapt instruction to individual differences to a greater extent than ever before. Objectives and goals are being defined more clearly.

McCullough, Constance M., "Changing Concepts of Reading Instruction," *Changing Concepts of Reading Instruction*, International Reading Association Conference Proceedings, J. Allen Figurel (ed.) Scholastic Magazines, New York, Vol. 6, 1961.

Progress in reading is a reality because we have scientific evidence to judge practices and ways of disseminating that information to a large proportion of those who teach. McCullough sees the reading process as one of many facets. They are: (1) organization as a matter of balancing plans with safeguards, (2) diagnosis as everybody's continuous business, (3) approaches to

reading as requiring objective judgment and educating the public to the meaning of the research findings regarding the approaches used, (4) materials as diversified and requiring careful selection, (5) responsibility for reading instruction by all teachers, (6) research as indispensable for improvement, and (7) professional preparation as needing more stress on research design and instruction in reading methods as well as the language arts. The movement toward the five-year program for teacher education holds some promise of relief in this area. McCullough states that "reading instruction should not be left to one period a day or to one teacher, but carried all the day in all subjects at all levels."

Many other articles included in *Changing Concepts of Reading Instruction* should be helpful and thought provoking to the in-service teacher. McCullough expresses the basic ideas of evaluating and developing reading skills which are elaborated on by other authors.

McGinnis, Dorothy J., "The Preparation and Responsibility of Secondary Teachers in the Field of Reading," *The Reading Teacher*, International Reading Association, Chicago, Vol. 15, No. 2 (November, 1961).

"How well prepared are secondary teachers to develop reading skills on the part of their students?" The author, in attempting to evaluate the preparation and responsibility of secondary teachers in the field of reading, administered questionnaires to a sampling of secondary teachers and college freshmen. From the responses of 570 high school teachers and 1,029 college freshmen, McGinnis inferred that there is need at the high school level for specific training in developmental reading and that at the present time secondary teachers, as a whole, are not providing instruction in reading, nor are they adequately prepared to do so. In order to remedy this situation she suggests that if the schools and departments of education are unable to provide training in developmental reading at the secondary level, that departments of English, communication, history, science and mathematics should set forth and demonstrate reading procedures and especially thinking skills in their subject matter fields. Experimental evidence should be provided to verify the success of the latter

plan. Another suggestion is that departments of education and psychology should cooperate at the graduate level in the training of teachers who plan, organize and manage reading laboratories. Classroom teachers, however, should assume the responsibility for developmental reading in their subject matter fields.

Robinson, Helen M. (ed.), *Evaluation of Reading, Proceedings of the Annual Conference on Reading Held at the University of Chicago*. "Summary and Conclusions," Helen M. Robinson. The University of Chicago Press, Chicago, Vol. XX, No. 88 (December) 1958.

In a summary of the papers presented at the conference, Robinson stated that evaluation of reading is not an end in itself but a means to an end. It is a process of assessing progress in reaching goals and attaining objectives. Indeed, it is an essential means for helping teachers to produce a generation of young adults who are competent to take their places in a rapidly changing world.

## PROGRAM

Theme: *BETTER READERS—OUR RESPONSIBILITY*

TUESDAY, SEPTEMBER 26

*Teaching Machines*

Dr. Neil Lamper, Western Michigan University

6:30 P.M. Ballroom, WMU, University Student Center

Smorgasbord—\$2.75

TUESDAY, OCTOBER 24

Panel Discussion

*Parents Ask About Reading*

Mrs. Richard Heinzelman

Mrs. Raymond Boughton

Mrs. R. Bowen Howard

Mrs. Jeannette Garrison

Miss Ethel Balls

Mrs. Christine Wilson

Moderator—Homer L. J. Carter

7:00 P.M. Ramona Lane School, Portage

Dessert—\$ .50

TUESDAY, DECEMBER 5

Demonstration

*Effective Oral Reading Practices*

Miss Eleanor Baum, Director, Junior Civic Theatre, Kalamazoo

7:00 P.M. Room 105, WMU, University Student Center

Dessert—\$ .75

TUESDAY, JANUARY 23

Symposium

*Organizing for Instruction*

Dr. Robert Davis, Superintendent of Schools, Three Rivers, Michigan

Mrs. Dora Partington, Supervisor, Muskegon Heights, Michigan

Mrs. Virginia Phillips, Consultant, Kellogg Consolidated School

Mr. Eldridge Dryer, Principal, LaMora School, Battle Creek

6:30 P.M. Room 105, WMU, University Student Center

Served Dinner—\$2.50

TUESDAY, MARCH 27

Demonstration—Discussion

*Stimulating Library Reading*

Dr. Jean Lowrie, Western Michigan University

7:00 P.M. Oakwood Junior High School, Kalamazoo

Dessert—\$ .50

TUESDAY, MAY 8

Reading Achievement—A Comparative Study

Dr. Geraldine Scholl, Education Department, University of Michigan

6:30 P.M. Room 105, WMU, University Student Center

Smorgasbord—\$2.75



## Plan to Attend the Michigan Reading Association Conference

Dates: March 1 and 2, 1962

Place: Kellogg Center, Michigan State University,  
East Lansing, Michigan

Main Speakers: Dr. Theodore Clymer, University of Minnesota  
Dr. William Sheldon, President, International Reading Association  
Dr. Ruth Strickland, Indiana University

CLINICS

DEMONSTRATIONS

CONFERENCES

## Membership

The Western Michigan University Chapter 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 also.

## Special for Members

This year there will be four issues of *Reading Horizons*, the reading publication jointly produced by the Psycho-Educational Clinic and the Western Michigan University Chapter of the International Reading Association. Subscriptions to all four copies of *Reading Horizons* may be obtained by members of our organization for \$2.00. The charge to non-members is \$4.00. Order your *Reading Horizons* now!



