



Reading Horizons: A Journal of Literacy and Language Arts

Volume 2
Issue 4 July 1962

Article 6

7-1962

Reading Horizons vol. 2, no. 4

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Recommended Citation

(1962). Reading Horizons vol. 2, no. 4. *Reading Horizons: A Journal of Literacy and Language Arts*, 2 (4). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol2/iss4/6

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Reading

HORIZONS



SUMMER 1962

Reading **HORIZONS**

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Published quarterly by the Psycho-Educational Clinic and the Western Michigan University Chapter of the International Reading Association, Kalamazoo, Michigan—Address all communications to Homer L. J. Carter, Director Psycho-Educational Clinic, Western Michigan University, Kalamazoo, Michigan—Business Manager: Blanche O. Bush—Subscriptions Manager: Charlotte B. Sumney.

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Editorial Comment

Teaching is the theme of the articles in the Summer issue of *Reading Horizons*. All teaching in the classroom makes use of reading. In a recent report of the President's Commission on National Goals, John W. Gardner pointed out that "Some subjects are more important than others. Reading is the most important of all." Teachers of reading at all levels are concerned first with the student and then with methods of instruction. One of the greatest problems in teaching reading, as in all subjects, is the degree of transfer that the student makes from theory to actual practice. He himself must identify, interpret and evaluate. This adjustment cannot be made for him. That method is best which places the student on his own.

"The method of teaching which approaches most nearly to the method of investigation, is incomparably the best; since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew."—Burke

Homer L. J. Carter
Editor

The Teaching of Reading in the United States

By Blanche O. Bush

Western Michigan University

The history of the teaching of reading in the United States is directly related to the background influences of the period. The changing institutions, religious, political and economic, are reflected in the aims, materials and procedures of reading in each era. In this paper the history of the teaching of reading has been traced from the early colonial period to the present time.

Religious Emphasis During Colonial Period

During the colonial period (1607-1775) religion was the controlling force in the settler's life and was directly reflected in the instruction of reading and in the materials used in the schools. The early schools were of two types, private for the well-to-do, and charity for those who were unable to pay tuition. Both, however, were patterned after those in England with reading, writing, religion, and Latin making up the curriculum. (5)

Learning was mostly memory work and fear of punishment was the dominating factor in motivating the instructional process. Although rewards were also offered, they were generally in the form of the privilege of reading a chapter or two in the Bible. (2)

The hornbook and the New England Primer were the most important books used by the young child. The hornbook, which originated in England, was a single printed sheet pasted to a wooden paddle and covered with a sheet of horn. The New England Primer typically was about $3\frac{1}{4}$ by $4\frac{1}{2}$ inches in size and generally contained 88 pages written in rhyme. The subject matter which was related to Christian theology, Bible history and general information was of interest to adults, although it was written for children. As the primer continued to be used over the years the only revisions were those in religious views.

The mastering of the A B C's was of prime importance. This was expressed in the opening stanza of many of the early primers.

He who will neer learn his A B C's
Forever will a blockhead be. (4)

Typical procedures of the time were reported as follows:

After they have got some knowledge of their letters and a smattering of some syllables and words in the horn book, turn them into the A B C or Primer, and therein to make them name the letters and spell the words till by often use they can pronounce the shortest words at first sight. (7)

Having graduated from the primer, the child was permitted to read the Bible, resorting to the spelling out technique when reading new words. The method of teaching reading was of lesser importance than the subject matter.

Nationalistic-Political-Moralistic Emphasis

The second emphasis in reading instruction was the Nationalistic-Political-Moralistic approach which was popular during the years 1775 to 1840. The break with England and the establishment of our new country caused politics to replace religious motives in educational practices and materials.

The content of the reading matter was selected to purify the American language and unify the various dialects, to promote patriotism and loyalty to the new country, and to foster high political and moral behavior. (7)

The method of teaching during this period placed great stress on oral reading which resulted in the development of many patriotic orators. The emphasis was shifted to correct pronunciation and enunciation and attention was focused on the mechanics of reading and not on the meaning of the subject matter.

Emphasis on Promoting Intelligent Citizenship (1840-1880)

Reading instruction during this period increased the emphasis upon words and phonetics but eliminated syllabiums as an introduction to reading. (7)

The need for new methods of reading instruction was brought to light by Horace Mann, one of the outstanding educators of all times, in his well-known report to the board of education in Massachusetts in 1838 in which he criticized the alphabet method and suggested the

word method. Although Mann's word system was not the ideal method of teaching reading it was a definite step forward.

Oral reading and elocutionary delivery continued to be the main aims in reading instruction with the additional motives as noted by Alonzo Potter in the *American School Journal* for August, 1856: (7)

- 1stly, to acquire knowledge both for its own sake and its uses:
- 2ndly, to improve the intellectual powers:
- 3rdly, to refine taste:
- 4thly, to strengthen the moral and religious sentiments.

During this era the graded school system was brought into being and the natural development was a series of books in which each text was definitely planned for each of the various grades. McGuffey was the first author to develop a clearly defined and carefully graded series consisting of one reader for each of the six grades. He introduced real situations from the child's own experiences and omitted the religious, moralistic and adult content which had characterized previous readers. Although provision was made for repetition of new words it was of the "echo" type with short, choppy and most uninteresting sentences.

Josiah Bumstead and John Russell Webb, about 1840, were the first authors to definitely advocate the word system. The majority of teachers, however, continued to use the alphabet method because most of the textbooks available advocated it. Spelling and reading were closely tied together and an attempt was made to correlate writing with reading by having the children copy sentences that appeared in the primers. In the advanced readers, elocution continued to be stressed.

Emphasis on Reading as a Cultural Asset

The period from about 1870 to 1918 emphasized reading as a cultural asset. The aim of reading was to promote a permanent interest in literature. As usual, excesses crept into the instruction in the form of minute analysis of classics such as the study of archaic words in *Ivanhoe*.

Courses of Study in reading during this period replaced the meager outline which had been presented to the school boards and which had served as guides for teachers. The aims for teaching, representative of the period, were reported in a Course of Study published by the Flint School system as follows:

The purpose of the course is threefold: first, to teach children to read; second, to cause children to like to read; third, to enable them to know and prefer good literature. (7)

Many professional books came into prominence due to the new materials and methods which favored the consideration of literary quality and fitness of reading matter. *The Psychology and Pedagogy of Reading*, written by Edmund Burke Huey, was the first book to make a scientific contribution to reading instruction.

In the basal readers the outstanding changes were the omission of the elocution rules and the substitution of literary selections for moral and informational material. The cloth cover replaced cardboard covers and the type was larger and clearer. Supplemental reading material for the upper grades included classic literature and for the primary grades, Mother Goose Tales.

The methods used during this period in the primary grades were the sentence and story method and the elaborate phonetic system which stressed the practice of teaching sounds and combinations of letters. The practice of learning the alphabet and spelling the word was practically abandoned. The techniques used in the upper grades were summarized by George P. Brown, President of the Indiana Normal School (1880) as follows:

1. There are biographical, historical, geographical, scientific and literary allusions in nearly every piece which must be studied, discussed, and understood before the selection can be read intelligently.
2. Words of peculiar orthography and pronunciation must be learned.
3. Words and phrases having a special meaning in the lesson should be defined in language of the pupil. Mere dictionary synonyms will not serve. This must be done before the pupil is prepared to read at all.
4. Before the piece is finally left the pupil should be required to write a paraphrase of certain portions or all of it, expressing the thoughts in his own language, and then his style of composition compared with the author's and its defects noted.
5. If the selection is a gem worthy to be remembered, it should be committed to memory. A large store of classic pieces thus fixed in memory are valuable for the grandeur of the thoughts, for their excellence of style, and for the increased vocabulary they give. (7)

The elaborate phonetic method resulted from complaints made

by some educators that many children in the upper grades who had been taught by the word method were not able to read well. Several well known phonetic systems were introduced at this time by such authors as Ward, Pollard, Beacon and Gordon which were formal, uninteresting and more difficult than the old alphabet-spelling approach.

The earliest crusader for the sentence and story methods was George L. Farnan. Following his publication of the manual, *The Sentence Method*, several well known reading texts appeared based on his theory. *Stepping Stones to Literature* (1897) and *Graded Literature Series* (1899) were among the earlier publications. Between 1909 and 1918 this method reached the height of its popularity. Some of the more familiar series were *Language Readers*, *The Progressive Road to Reading*, *Story Hour Readers*, *The Merrill Readers*, *The Horace Mann Readers*, *Everyday Classics*, and the *Elson Readers*. William H. Elson, author of the *Elson Readers*, commented, "Interesting material is the most important factor in learning to read and schools should provide children an opportunity to develop a broader reading program covering all of the cultural areas." (7)

The "look and say" method was an outgrowth of the failure of the complete phonetic approach and resulted in an over emphasis of a method which had no rules to be followed. The child learned each word by looking at it and then saying it. If a difference or similarity was noted, it was incidental.

Emphasis Upon Silent Reading

Between 1918 and 1925 the tendency to go to extremes evidenced itself again. Oral reading which had been the accepted classroom method was displaced by silent reading. The concept of silent reading was perhaps the most revolutionary since the beginning of reading instruction. Among the components which may have had a bearing on the silent reading emphasis were the results of the Army Alpha Tests given during World War I which showed that the silent reading ability of the men was very inferior. As these data were studied many factors were blamed, including oral-word calling, unsuitable and too difficult literary materials, and mechanical drills. Although interest was aroused in silent reading it took the efforts of Colonel Francis W. Parker to get the educators to take action, and soon the aim that

overshadowed all others was the teaching of efficient silent reading in order to meet the practical needs of the reader. (7)

Professional books published during this period placed great emphasis upon silent reading. Representative of one area of professional books was *One Hundred Ways of Teaching Silent Reading* written by Nila B. Smith which considered various procedures for developing different types of silent reading ability. (8)

As an outgrowth of scientific investigations in reading, several monographs were published by the University of Chicago which had a deep effect upon teaching methods. Objective evidence was presented which showed the difference between the processes of silent and oral reading, and also the effect on reading habits resulting from changes in content and the purposes of reading.

Courses of study reflected the silent reading emphasis and teachers' manuals became popular because of the unfamiliar silent reading techniques. Over reliance on the manual by some instructors sometimes clouded their procedures to the extent that individual differences were not considered.

Supplemental materials were used more widely and the subject matter tended to be factual or skill-drill type. Individualized reading had its introduction at this time but was related to content only. The development of comprehension and speed were of major concern. Phonics were introduced during the first three or four weeks of reading and continued throughout the primary grades. A few educators advocated silent reading exclusively while some discarded phonics, but these educators were in the minority.

Emphasis on Scientific Approach

About 1925 the effects of the scientific movement became evident in reading instruction. Studies revealed three significant procedures that were influenced by information secured through the expanded testing program; namely, the continuance of silent reading, the recognition of individual differences and the introduction of remedial reading on a broader scale.

As silent reading methods spread, textbooks for silent reading procedures were introduced and teachers began checking their pupils for comprehension. As the extreme emphasis on silent reading started to be balanced with other factors, investigators began to recognize

some uses of oral reading and broadened objectives were reflected in the courses of study and professional books.

As newly developed tests were administered more widely, the basic truth that there were wide individual differences in reading achievement of children in the same grade and group became evident. This spurred educators to experiment with a variety of classroom organizations and instructional methods that would provide ways of coping with this variation in learning rate of children. (9)

Interest in reading readiness reached its peak during the decade between 1930 and 1940, with 22 studies reported by Gray in his annual summary of investigations and studies. The number of studies has steadily increased since then and reading readiness is now generally recognized and accepted as a basic and important factor in reading. (6)

Between 1930 and 1950, the activity movement was at its height. Children were allowed to work freely, spontaneously, and actively in following their own interests. The subject matter in all areas was presented through units of work. This provided an impetus for bringing more books into the classroom so that the pupils could read in all areas while working on their unit.

Another trend during this era was the focusing of attention on high school, college, and adult reading with emphasis on levels of interests and uses of reading rather than on achievement and method.

During the decade, 1940-1950, greater emphasis on remedial reading was evidenced and the personal factors affecting reading such as interests, attitudes, social status, environmental climate, emotional and mental maturity and mental content were recognized as important factors in reading growth.

From 1950 to 1960 universal interest in the process of reading by teachers of all subjects and on all levels was indicated. For the first time reading instruction was questioned and severely criticized by parents and laymen. This forced educators to defend the methods of teaching of reading through articles, discussions, speeches and investigations. As a result of these criticisms, educators re-examined their methods of teaching reading, parents and laymen took a more active interest in reading instruction, and educators were provided an opportunity to explain the current research in the psychological and sociological approaches to reading instruction which are the basis for today's methods.

Changing Concepts of Reading

The expansion of knowledge and the emergence of a world culture have placed more pressure upon children to learn more extensively and thoroughly. This has resulted in new emphasis in reading instruction which is centered around the needs, interests and abilities of the individual.

Today, educators advocate a more balanced reading program with no one type of instruction given excessive emphasis. Educators realize the need for an eclectic approach which allows the best features of all procedures to be used.

Today, reading is considered a developmental process closely related to thinking and learning. It is a communicative skill that can be developed and expanded throughout life. Learning to read can not be isolated from the environmental, physical and psychological factors nor from the influences of the personality, ability and knowledge of the teacher. (3)

With emphasis on the individual, more knowledge about each reader is necessary and all avenues that provide information must be utilized, such as teacher observation, objective measures, informal inventories, interviews and social histories.

A concern regarding the effects of mass communication media, such as television, radio, movies and comics, concurrent with the recognition of reading deficiencies in large numbers at the high school and college levels have provided another impetus to research. Among the studies which have had a great impact on educators is the Carnegie-Harvard Study concerning teacher preparation. From this study twenty-two recommendations have been made relative to improving teacher preparation and in-training services. (1)

Teaching machines, which are still used on experimental basis, television, which is being introduced more widely each year, and tape recordings, which are just coming into their own, along with unlimited materials are providing educators with many new aids in the area of reading. The problem today is not availability but the selection of materials which best fit the ability, needs and interest level of the individual.

Summary

In tracing the history of the teaching of reading, the background

influences of each period have been reflected in the aims, materials and procedures in reading. The aims, which were narrow, and the curriculums, which were limited in the past, are now broader and better integrated, and materials are in abundance. Today, the well balanced teaching of reading program is eclectic and aims to guide the student in the use of skills, abilities, attitudes and information so that he may become a well-rounded individual.

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Blanche O. Bush, a graduate of Western Michigan University, is a staff member of the Psycho-Educational Clinic where she participates in the examination of children and teaches courses in Adult Reading and Introduction to Learning and Adjustment. Mrs. Bush regularly contributes to *Reading Horizons* as business manager of the publication and as the writer of Ten Second Reviews.

Child Development and Language Arts at Aquinas College

By Sister M. Bernetta, O.P.

Aquinas College

Introduction

Effective teaching of reading is a complex job that looks deceptively simple to the casual reader, or even to the University professor who has limited experience in teaching young children. The teaching of reading is over-simplified by the writers for most popular journals. On the other hand, the teaching of reading or being the best reader possible has some analogy to pursuing perfection, we are always only on the way, never at the peak of perfection. Each new insight into the reading process opens up vaster uncharted vistas and seas of wisdom, both as to the art of reading and to the art of teaching reading. Education is a continuous process and so is good, better, and best reading a vital part of all formal and informal education.

Elementary Education at Aquinas College

With the above reflections in mind, Aquinas College has for many years experimented with a block of elementary professional education. In this block, Child Growth and Development becomes the integrating center for the teaching of reading. In the general elementary methods, the primary emphasis is put on reading. The basic principles of reading are a springboard for all the other subjects of the elementary school curriculum.

Therefore, the teaching of reading takes precedence over the other elementary school subjects, and principles and methods learned here will transfer to the other disciplines. Reading has no content of its own but is vital to all content. Even the new mathematics is becoming more and more a language art in which arithmetical sentences (equations) are a vital part of our fast moving scientific age.

Integration in Elementary Education

Because reading is so well integrated in all the language arts and is such a vital part of the elementary professional education block, it is

included not only in "General Methods in the Elementary School" but also in "Principles," "Child Development," and "Directed Teaching."

Observation, Participation, and Student Teaching

Directed Teaching is well integrated in the professional education block provided for elementary teachers. The first observations are group observations and are very carefully planned and followed up by guided group discussion and evaluation, both written and oral. All elementary teachers begin their observation at the nursery school level and go up through the elementary and junior high school levels.

These observations are paralleled by Child Development films, such as: "He Acts His Age;" "Terrible Twos and Trusting Threes;" "Frustrating Fours and Fascinating Fives;" "From the Sociable Six to the Noisy Nine;" and "Nines to Twelves;" "They Grow So Fast;" "The Angry Boy;" "Individual Differences;" "Learning to Understand Children;" and "Stress." These are the springboard for further reading in this field.

Directed Observation

Directed observation precedes and follows the directed field practice. The first observations of teaching are general, that is, the whole class of student teachers visit in the same classroom at one time. These are followed by written evaluations and oral discussion. Later observations as well as observations after the field teaching are of more an individual nature, according to individual needs and position desired. Observations of special education schools, such as, the blind, deaf, orthopedic, and mentally retarded are a vital part of this program. Experimental plans of the ungraded elementary school, team teaching and air-borne television are also included.

Directed Field Teaching

For about eight weeks directed teaching classes, observation and participation activities are carried on in systematic fashion. Then for six or seven weeks the student teachers are in schools according to their desires as to public, private, parochial or special, for the full day's work. During this time students are encouraged to participate in all the instructional, intra-curricular, and extra-curricular activities dur-

ing the entire school day as well as the evening school functions. Students are, in most instances, welcomed to faculty meetings, P.T.A. activities and parent-teacher conferences as well as to other activities which are part of a professional teacher's life.

Pre-conferences are held with the supervising teachers as well as a seminar before, during, and near the end of field directed teaching to evaluate and plan for better directed teaching.

All student teachers have individual conferences with the Director of Teacher Education as well as at least two general seminars at Aquinas College on Friday afternoons. For these, outside speakers participate and the persistent problems of the respective classes are discussed and good plans for solutions proposed.

Readiness for Education Semantics

The Reading theory reference and text work is given in gradual complexity, beginning with easier-to-comprehend material of such authors as the works of Dolch, to the more difficult ones by Hildreth and many other authors as the students are ready for difficult sources. Student teachers achieve far more in true understanding if their readiness for educational materials is provided for by easy steps in their undergraduate work in reading theory and practice.

Re-Emphasis on Teaching of Reading

Since the teaching of reading to the pupils of the elementary school is so vital and important, major emphasis is put on reading. During the first part of the work in the block intensified stress and time is given to reading theory and practice. As soon as the students have a sufficient background of a couple weeks' work of about fifty hours of intensive classtime, we parallel our theory classes with student teachers' actual work with children in reading. Boys and girls who attend a nearby parochial school are used for demonstration work. For six weeks during each semester children who have not been taught reading are tested in intelligence and reading readiness by the student teachers under guidance. The Director of Teacher Education then begins the first reading lessons and as soon as the class begins the use of systematic materials, she has the student teachers volunteer to teach beginning reading to this group of children while the class of student teachers observe. A critical discussion and evaluation follow not only

of the class presentation but also of the written planning of the student teacher. So everyone, regardless of his grade choice, learns to teach reading by actual practice from the beginning levels upward. From this nearby parochial school we ask for as many children who are having trouble in reading as we have student teachers. These student teachers tutor a child in remedial reading under direction for fifty minute periods three times a week for six weeks and do very careful planning culminating in a detailed case study.

In this way the student teacher has many opportunities for functional word attack, critical reading discussion, and adequate provision for comprehension and application. It is a test and challenge to motivate these under-achievers in language arts. The results in improvement of all concerned are astounding. Many children really learn to learn and once they have "learning readiness" they really *want* to achieve, and they do.

Personal therapy is of incalculable benefit both to the child being tutored as well as to the student teacher. Student teachers learn what they could do with one student before the individual gets lost in the class. There is a "new look" at each of the wonderful children of God's handiwork in his own uniqueness. Because of constant supervision and help in need these student teachers know when to ask for help and value it highly. Both the child and the tutor learn to concentrate in spite of the proximity and competing work of other tutors and children near them. The child of poor attention habits has to pay attention as he is the only one and has no one else to do the work for him as in an ordinary class or group situation. Taking the child alone brings out his best qualities of personality and workmanship. It is an inspiring experience to see the joy of interest on the faces of boys and girls and their tutors.

For the last lesson in tutoring, the parents are invited for a conference and demonstration lesson. The parents then read the case study and discuss the reading progress and needs of their child with the student teacher. The case studies are then sent to the classroom teacher of the child who was tutored.

Reading Films

A great enrichment to the teaching of reading classes are the films loaned by the Grand Rapids Board of Education on such subjects as,

“A Day in the Life of a Five Year Old;” “How to Use a Reading Readiness Book;” “Skippy and the Three R’s;” “Gregory Learns to Read;” “Individualized Reading Instruction;” and “How to Read a Book.”

The materials for use on the elementary and college levels of the Keystone Tachistoscope program are used. Both the Barnette and Minnesota University college reading improvement materials are used with student teachers according to their personal needs. Filmstrips and records are also used extensively in the teaching of reading.

Visual Seminars

Because of the new advances in visual science and visual training and tenuous relationship toward achievement in reading, we have the services of a fine “Vision Specialist,” Dr. H. L. PreFontaine, O.D., who gives regular seminars to student teachers on vision and its relationship to better reading achievement. New developments and research in this area are watched and studied carefully, such as, the Lions Winter Haven Research being carried on in the elementary schools of Winter Haven, Florida for the past eight years. Here they are working on a course in Perception for the early elementary grades. A very inspiring book in this field is *The Slow Learner in the Classroom* by Newell Kephart, published by Charles E. Merrill Books, Incorporated.

Conclusion

It is difficult to describe what is done in the teaching of reading at Aquinas, but our students feel that when they go out into the field they have some security in this area of knowing where and how to begin with one of the most complex arts and sciences, which is reading. They know that they have much more to learn in this intriguing field of reading. We view reading as a tenuous facet of all knowledge manifest in terms of human growth and development. Effective teaching and learning is a combination of idealism and practicality, of theory and of practice. Good Christian teachers aim to contemplate first and only then, to give to others the fruit of their contemplation.

Sister M. Bernetta, O.P., is Head of the Department of Education, Aquinas College, Grand Rapids. She is a member of the Executive Council of the Michigan Reading Association. One of her latest publications is an article, "Visual Readiness for Reading," in the *Journal of Developmental Reading*. Recently an honorary doctorate from Central Michigan University was conferred upon Sister Bernetta for her many contributions in the field of reading and education.

Toward Horizons of Reading in the Aerospace Age

By Barbara F. Edwards

Auburn University

The Situation in Reading at Auburn University

1. *Milieu.* We live in an age when reading is a subject of concern to the man on the street as well as to the scholar. The "This Week" section of recent Sunday newspapers serves as only one indication of the public interest in our subject. We live also in a time when scientific reasoning by a staff or team of administrators, teachers, and researchers is not only possible, but encouraged. We live at a time when the factors of group dynamics and individual counseling (6) are being considered as important elements in learning processes. In these things, all of us have cause to rejoice.

More specifically, we at the land-grant university of Alabama have reason to feel that our state is a land of high potential. Auburn University's growth in total enrollment for the past few years parallels that of Western Michigan University. Three-fourths of those enrolling at Auburn are men, and the same proportion enroll in our Reading Improvement program, Psychology 310. We have drawn students from curricula in all undergraduate schools of the University—Engineering, Science and Literature, Education, Architecture and the Arts, Home Economics, Agriculture, Chemistry, Pharmacy, and Veterinary Medicine.

During the last decade, our Student Guidance Service reported that only 45 per cent of entering Auburn freshmen attained the national Type III median for entering freshmen on the Cooperative English Test C2: Reading Comprehension, while only 26 per cent attained the national Type II median on that test. To meet this problem, a non-credit reading improvement course was begun in the department of psychology on a volunteer basis in Spring, 1951. The professors who planned and carried through this course wisely sought to attract primarily juniors, seniors, and graduate students, who were in a position to advertise the course. Later an assistant dean enrolled. This program continued with one class of 20 students meeting for one

hour per day for from three to five hours each week, until in the spring of 1953 an official course awarding three hours of general elective credit was admitted to the catalog of Auburn University. Beginning in the Fall, 1954, PG 310 was expanded from three to seven sections; it has continued to grow until today we serve from 650 to 800 students each year. We never seem to catch up with the demand demonstrated by our waiting list.

In our efforts we have been encouraged by a campus-wide Faculty Council Committee on Reading Improvement. Here is a quotation from one of their reports to demonstrate the breadth of their interest:

We recommend that all freshmen be re-tested for reading efficiency at the end of two or three quarters to discover relative progress in reading under the present program and under special reading improvement programs.

We consider that reading improvement is a responsibility of all departments of instruction. No special program should replace the instructor's contribution to his students' improvement in reading efficiency. We recommend that each department of instruction give attention to ways of encouraging better reading and study skills among its students by:

- (1) selection of texts that are well-written and appropriate in reading difficulty;
- (2) assignments that help students use text and references effectively;
- (3) systematic way of identifying and mastering the special vocabulary of the subject;
- (4) encouragement of related and wide reading;
- (5) encouragement of reading in professional journals. (3:6)

Perhaps you would wish to consider the formation of such a committee in your school.

Within the school of education, of which we are formally a part, a committee on Reading coordinates our consulting functions with those of our embryo Reading Clinic and the classes in teacher education which lead to a master's degree in curriculum and teaching with concentration in the area of reading. We hope to consult increasingly with the school's coordinator of student personnel for initial and followup testing of education underclassmen as an element in our new program of selective admission to teacher education.

As for consulting outside Auburn University, Mrs. Barbara Sanders and the writer have demonstrated our reading laboratory to numerous public school teachers and several college teachers, advised on reading

problems of several Alabama and Georgia counties, and spent several days to lead in-service training for the initiation of reading programs in all high schools of Mobile, Alabama. The guidance director in the state department of education has requested from us a bibliography of materials and equipment used in our reading laboratory. Two further opportunities came when the author was asked to serve as reading consultant to a NDEA Guidance and Counseling Institute convened at Auburn University in the summer of 1960 and as a consultant at the Conference on College Reading for Junior College Faculties at the University of Florida in January, 1962.

2. *Subject-Matter.* We view our subject with Strang as not only a physical, but also a psychological process:

Our perception of the new reading situation not only determines our approach to the book, chapter, or article; it also influences our selection of which book to read, which parts to read, what we get out of the reading, and what we remember. This perception guides our reading at every stage of the process. (10)

3. *Teachers.* The staff of our reading program has developed to include two faculty members plus from three to five graduate teaching assistants with undergraduate majors in psychology or education. The writer serves as supervisor. We work as a staff, meeting weekly, but teaching in varied styles within the general frame of reference described later. The fact that sections taught by graduate assistants secure test gains nearly as great as do those taught by faculty of higher rank may be due in some measure to our continuing cooperation and interchange of ideas.

4. *Learners.* We feel the greatest strength of our reading program is that every student enters by his own choice. For several years, each class in the university has contributed about equally to our enrollment, until in 1960-61 the number of freshmen increased to one-third of our total. Some faculty advisors and Student Guidance advisors recommend our course but we find that by far our most effective advertisers are the students who have completed the class.

A Student-Centered Program in Developmental Reading

The foregoing facts of our milieu coupled with current concern to provide for individual differences (7) and the 1960 IRA "new frontiers"—differentiating instruction to provide for the needs of

learners, reading and mental health, and reading in relation to the total curriculum (4)—have led us to evolve an approach to our teaching which Carl Rogers might claim as “student-centered.” Dr. Rogers has written:

We may state briefly our present concept of the role of the leader in an educational situation when the aim is to center the process in the developing aims of the students.

Initially the leader has much to do with setting the mood or climate of the group experience by his own basic philosophy of trust in the group, which is communicated in many subtle ways.

The leader helps to elicit and clarify the purposes of the members of the class, accepting all aims.

He relies upon the student's desire to implement these purposes as the motivational force behind learning.

He endeavors to organize and make easily available all resources which the students may wish to use for their own learning.

He regards himself as a flexible resource to be utilized by the group in the ways which seem most meaningful to them, in so far as he can be comfortable operating in these ways . . . (8)

To this concept of a leader-teacher Carter and McGinnis have added a useful complement in their “principles governing the reading workshop:”

1. Every student should know how well he reads and should select for himself the specific reading abilities he needs to acquire.
2. The student must understand that he can improve his reading ability and that the responsibility for doing so rests with him.
3. Each student should be given an opportunity to set up his own reading objectives and to attain them at his own rate and in accordance with his own plan.
4. Instructional materials should be simple, direct and specific.
5. The student should improve his reading ability as he does his regular academic work. “Busy work” should be avoided entirely.
6. Attention should be given to physical, emotional, and background factors which may affect reading performance.
7. The student should evaluate his own achievement at the beginning and end of the laboratory activity. (1:147)

In PG 310 Reading Improvement, we strive to provide a small group situation with intensive testing, interviewing, and guidance. This

ten-week course meets one hour a day, four days each week. We aim to help each student discover the specific weaknesses and strengths in his reading then to aid him to select, from a number of resources, materials at his reading level in various content fields, whether that level is fifth-grade or seventeenth. Each student continually re-evaluates and advances to ever more difficult materials at his own pace. We consider the greatest assets of our program to be threefold: (1) Every student enters by his own choice; (2) each student may tailor the course to his or her interests, needs and objectives; and (3) we are continually building a library of materials and equipment for a vast range of reading levels and skills, all immediately available to the student during classes.

As you are aware, when a teacher intends to individualize instruction within any class, even when the major responsibility of learning is impressed upon the student himself, some tools must be available to save time of both teacher and student. We feel much of our success is due to our development of two major tools. The first of these is a device called "My Reading Improvement Record," directed toward the second objective in the previous paragraph. In this Record each student keeps a log of his daily work—his objectives, his materials, and his daily evaluation of his progress toward his goals. Additional space is provided for the student to indicate and/or check items such as certain biographical information, reasons for taking the reading course, persons who most influenced him to enter the course, opinion as to his reading weaknesses, his current academic and employment (if any) schedules, self-evaluation scales for improvement and effort during the quarter, diagnosed or suspected visual difficulties, self-ranking of reading status, occasion for using guidance services, outside magazine and book reading, statement of easy and difficult subjects, and plan for continuing to improve his reading after the course has ended. We have found that this record, filed in a folder together with other materials used throughout the quarter, compiles essential data for the teacher and seems to arouse initiative in the student, serving him as a continuing means to evaluate both his aims and the materials he chooses toward those aims.

Our reading laboratory contains about 250 kinds of aids—books, pamphlets, magazines, and equipment—acquired in an order similar to that suggested by Staiger (9). How does our student choose? Here our second tool is introduced; this we consider to be the chief contri-

bution we have so far made to the reading profession. This index, "Your Index to the Auburn Reading Laboratory," is kept in the student's folder for daily use and has been published in 1961 revision elsewhere (2). It enables us to send two sections of PG 310 to our laboratory simultaneously. It is organized so that each student may look through its table of contents to find the aims he has chosen for work, then find quickly a listing of materials which will help him toward those aims. The table of contents reads as follows:

- I. What "Reading" is All About
- II. What "Language" is All About
- III. Study Skills
 - A. How to Get Interested in What I'm Reading
 - B. How to Concentrate
 - C. How to Take or Make Notes
 - D. How to Remember What I've Read
 - E. How to Prepare for and Take a Test
 - F. How to Use the Library
 - G. Location of Information
- IV. Comprehension
 - A. How to Develop Flexibility of Rate
 - B. How to Correct Word-by-Word Reading or "Going Back"; to Read for Ideas
 - C. How to Improve Study-Type Reading
 - D. Directed Reading (Reading to Answer Questions)
 - E. Poetry Comprehension
 - F. Sentence Meaning
 - G. Paragraph Comprehension
 - 1. How to Develop Ability to Grasp Main Ideas as Against Details
 - 2. How to Find Organizational Pattern in the Material
 - H. Selection of Key Words—How to Select Key Words in Material
 - I. How to Read to Solve a Problem
 - J. How to Improve Skimming Techniques
 - K. How to Develop Ability to Read Critically
 - L. How to Learn to Follow Directions
- V. Word Meaning (Vocabulary)
 - A. Introduction to Methods of Building Vocabulary

- B. How to Build Word-Power
 - 1. Using Context Clues and Understanding Connotations
 - 2. Analyzing Words into Prefixes, Roots, and Suffixes
 - 3. Learning Synonyms and Antonyms, Homonyms, Homographs
 - 4. Using a Dictionary
 - 5. Improving Spelling
 - 6. Learning Basic Vocabulary in Special Fields
 - 7. Learning Words from Other Languages
 - 8. Learning Idioms
- VI. Rates of Reading
 - A. See Comprehension, Sections 1, 2, and 10
 - B. How to Increase Rates of Reading
- VII. Reading in Special Subjects
 - A. How to Read in Social Sciences
 - B. How to Read in History
 - C. How to Read in Science
 - D. How to Read in Mathematics
 - E. How to Read in Literature
 - F. How to Read in Fine Arts
 - G. How to Read in Foreign Languages
 - H. How to Read in Business
 - I. How to Read in Law
 - J. How to Read Current Events (Newspapers, magazines)
- VIII. Developing Broader Interest in Reading

Our Index has opened many gates. It serves as incentive to select books for various purposes. It helps the student realize the variety and number of aims he might set in this huge area of reading. It implicitly emphasizes the notion of flexibility of rate. It provides extensive help in the problem of concentration—one of our most prevalent problems. It helps develop an awareness of various possible approaches to vocabulary. It opens the door for use of texts and dictionaries in many content areas. It is a constant, unreprimanding guide to help the student lift his head to horizons of reading.

Do these tools work? We have evidence that they do, from tests and from student reports of improvement in other subjects. Two of our studies have demonstrated that scores of students enrolled in PG 310 increased from beginning to end on reading tests to a statistically

significant degree. Furthermore, Donald L. Horne (5) has shown in his 1961 investigation of degree of progress in Reading Improvement related to subsequent academic performance that the group of students selected in his study made significant increases in mean grade-point standing subsequent to the reading course. As for student evaluation, only a month ago one young man exclaimed to our delight, "Reading Improvement grows—well, it doesn't grow on you—it grabs you!" Our students as well as graduate assistants are active in suggesting ways we may improve our laboratory. For example, we have been pleased to add a number of paperback science fiction books at the suggestion of one superior student. We seek such constructive criticism each quarter.

Far from satisfied, our staff is planning research into a number of areas. At the moment L. E. Barrington is in process of composing a thesis designed to measure correlations between attitude of the teacher as perceived by the student and (1) the student's gains in reading, (2) changes in his measured discrepancy between self-concept and self-ideal. Some studies envisioned for the future include evaluation of various study habits and skills we do not yet test, such as listening and library usage. We plan to evaluate critical reading, skimming, and reading flexibility. We hope also to determine the readability of all materials listed in our Index. We hold continuing interest in therapeutic dimensions of reading improvement. We would like to try out certain teaching machines. We are about to investigate four methods of teaching vocabulary in college. Broadly, we wish to evaluate at the end of instruction general academic achievement, changes in personality and perception, changes in supplementary reading for other classes, and changes in leisure reading. We would be glad to cooperate with any of you at the high school level who undertake research in these areas.

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10. Strang, Ruth, "Perception as Part of the Total Reading Process," *Education*, 75:598, May, 1955.

Barbara Frederick Edwards is assistant professor of psychology, Auburn University, where she is in charge of a reading improvement program. Mrs. Edwards earned a bachelor of arts degree at Western Michigan University in 1952 and a master of arts degree at the University of Michigan in 1953. At present she is a candidate for the degree of doctor of philosophy at the University of Chicago. Many of the members of the Western Michigan University Chapter of the International Reading Association will remember Barbara because of her work in adult reading at Western Michigan University.

Ten Second Reviews

By Blanche O. Bush

Western Michigan University

Austin, Mary C. (Director), Coleman Morrison (Assistant Director), Helen J. Kenney, Mildred B. Morrison, Ann R. Gutmann, J. William Nystrom, and Madeleine Fraggos (Assistant). Foreword by Dean Francis Keppel, *The Torch Lighters—Tomorrow's Teachers of Reading*, Harvard University Press, Cambridge, Massachusetts, 1961.

The purpose of the Harvard-Carnegie Reading Study was to learn how colleges and universities in the United States are now preparing tomorrow's teachers of reading and to suggest recommendations for improving that preparation. Teachers in southwest Michigan will be particularly interested in this study because Western Michigan University was one of the 74 schools participating in the field study. As many current articles on preparation of teachers of reading refer to the study, the reviewer feels that a summary of the recommendations made by the investigators may be of value to the readers. The recommendations are:

1. that all students be required to make formal application to teacher education programs at the end of the sophomore year—selection criteria to include degree of academic proficiency, mental and emotional maturity, indication of aptitude for teaching, and competency in the elementary grade skills.
2. that students be permitted, if not encouraged, to elect a field of concentration other than elementary education, provided basic requirements in the education program are met, including the equivalent of a three semester hour course in the teaching of reading, and one course in student teaching.
3. that those faculty members charged with the responsibility for training prospective teachers make every effort to inculcate in their students a sense of pride in their chosen profession.

4. that senior faculty members, prominent in the field of reading, play a more active role in the instruction of undergraduates and assume responsibility for teaching at least one undergraduate course.
5. that class time devoted to reading instruction, whether taught as a separate course or integrated with the language arts, be equivalent to at least three semester hours' credit.
6. that the basic reading instruction offered to prospective elementary teachers be broadened to include content and instructional techniques appropriate for the intermediate and upper grades.
7. that college instructors continue to emphasize that no one method of word recognition, such as phonetic analysis, be used to the exclusion of other word attack techniques, and, that students be exposed to a variety of opinions related to other significant issues of reading, such as grouping policies, pre-reading materials, techniques of beginning reading instruction, and teaching machines.
8. that college instructors take greater responsibility in making certain that their students have mastered the principles of phonetic and structural analysis.
9. that a course in basic reading instruction be required of all prospective secondary school teachers.
10. that colleges offer a course, or in-service training, in reading instruction specifically designed for principles, supervisors, and cooperating teachers.
11. that more use be made of the case study or problem centered approach so that students are given the opportunity to relate theory to a particular problem and ultimately to analyze, interpret, and solve the problem,
and,
that tape recordings and films of classroom activities be utilized to supplement course offerings,
and,
that students be provided with directed observational experiences in local schools concurrently with their course work in reading, or that they have the opportunity of observing classroom teaching on closed circuit television,

- and,
that college administrators make every effort to coordinate reading instruction with the practice teaching program.
12. that all prospective teachers become acquainted with techniques, interpretation, and evaluation of current and past research,
and,
that all prospective teachers be introduced to professional reading journals.
 13. that the staff responsible for teaching reading and/or language arts courses be sufficiently augmented to allow each instructor time in which to observe and confer with her students during the practice teaching experience and to consult with the cooperating teacher and administrative personnel.
 14. that additional experimental research be initiated in the areas of critical reading, study skills, and grouping practices.
 15. that the college recruit, train and certify cooperating teachers,
that cooperating teachers, after training and college certification, serve in the capacity of associates to the college,
that as associates to the college, cooperating teachers participate in the formulation of practice teaching programs, in relating seminars, and in the final evaluation of student performance,
that as associates to the college, cooperating teachers receive financial remuneration commensurate with their role.
 16. that colleges appoint a liaison person to work directly with the local school system to achieve closer cooperation between the schools and the college and to assist the public schools in up-grading reading and other academic instruction.
 17. that colleges encourage students to remain in local cooperating schools for a full day during the practice teaching program so that their understanding of the continuity of the reading program may be strengthened.

18. that not more than two students be assigned to practice teach simultaneously in one cooperating classroom.
19. that where students are assigned to one classroom during practice teaching, provision be made for them to participate in directed observation programs at other grade levels.
20. that where the student is found to have specific weaknesses in understanding the total reading program, she be required to return to the college following practice teaching, for additional course work,
and,
that where a student is weak in the area of instructional techniques, her apprenticeship be prolonged until a pre-determined degree of competency is attained.
21. that colleges re-examine the criteria used to evaluate students during the practice teaching experience to ensure that a passing grade in practice teaching does in fact mean that the student has achieved the desired level of competency in teaching reading and other elementary grade skills.
22. that colleges establish a program to follow-up their graduates with a view toward determining to what extent their preparation has been adequate and what weaknesses, if any, exist in the students' training.

Allen, Marion, "Experimental Procedures and Future Trends in Middle-Grade Teaching." *Reading in a Changing Society*. J. Allen Figurel (ed.) 1959, IV:185-188.

The middle grade child must learn to read in keeping with his general development, as well as learn from reading and provision must be made for children with widely varying skills and abilities. This calls for a different kind of teacher training than was required when the view was held that children learned to read in Grade I and remained there until they did.

Austin, Mary C., "Implications of a Changing Society for Present Practice in Reading Instruction. In *Evaluation and Teacher Training*." *Reading in a Changing Society*. J. Allen Figurel (ed.) 1959, IV:32-36.

During the past decade the teacher has been recognized as a

key person and teacher education as an important ingredient in the ultimate success of the nation's youth. The training of teachers to provide quality instruction in reading has become one of the critical problems in education. Studies of professional backgrounds show that a large number of teachers have little or no preparation in the area of reading instruction. Although teachers may have had a course in reading methods, their present knowledge is inadequate for the demands placed upon readers in our complex society.

Dawson, Carrie B., "A Forecast Concerning Evaluation and Testing. Guidance in Reading and Teacher Training for Reading Instruction." *Reading in a Changing Society*. J. Allen Figurel (ed.) 1959, IV:128-136.

In a rapidly changing society the need for continuous in-service training is imperative. Much of the content and many of the methods of teaching used yesterday are inappropriate in meeting today's needs. The chief aim of in-service training, as expressed by the author, is to secure needed changes in reading instruction.

Gerrard, Margaret G., "Evaluating Present Practices in Testing and In-Service Training." *Reading in a Changing Society*, J. Allen Figurel, (ed.) 1959, IV:80-82.

If we are going to prepare our children for the society of tomorrow, it will be necessary for us to evaluate our present practices carefully in order to ascertain whether they are adequate. To assist teachers, the author suggested in-service training activities such as training classes, workshops, talks with individual teachers, classroom visits and committee work. He further emphasized that individual differences among teachers in their education and teacher training have not been adequately recognized and met.

Gray, William S., "In Evaluation and Teacher Training." *Reading in a Changing Society*, J. Allen Figurel (ed.) 1959, IV:134-136.

Dr. Gray believed that in a rapidly changing society the need for continuous in-service training of teachers is imperative. The

chief aim of in-service training is to secure needed changes in reading instruction and because many such changes affect all areas of the curriculum and every level of school progress, the entire staff should be involved. This approach is in sharp contrast to the one popular during the forties when improvement of instruction depended on the individual teacher.

Hall, C. Wayne, "Forgotten Factors in the Reading Program." *Reading in a Changing Society*, J. Allen Figurel (ed.) 1959, IV:101-105.

The training of good teachers of reading must begin with the "good teacher." Beginning with such a teacher, Mr. Hall stated, we should then try to develop a "good teacher of reading" by giving him a chance to experience reading in its best sense himself. No one who shuns reading, who sees little personal significance in reading and whose reading is word-perfect but superficial can be a good teacher of reading. Many teachers and students know how to read but they have not been trained successfully in why to read or in what to read.

Hunnicut, C. W. and William J. Iverson, (ed.), *Research in the Three R's*. Harper and Brothers, New York, 1959.

The book presents key studies which have influenced current instruction and in-service training especially in the area of reading. The authors believe that teachers have need for experimental evidence to improve their instruction and to substantiate their convictions when criticism and questioning about current practices arise.

Jones, J. E. A., "Reading and the Development of Taste." *Reading in a Changing Society*, J. Allen Figurel (ed.), 1959, IV:108-109.

How do we go about the teaching of reading so that our students are equipped to change the very nature of society? The author suggested that the place to begin is in the teacher's colleges. If the teacher cannot teach Johnny to read, it is more than likely no one has taught the teacher or taught the teacher adequately. The remedy seems to lie in employing in the teachers' colleges people who themselves know how to teach reading

and are capable of showing others how to do it. Mr. Jones stated that too often a teacher is called upon to learn for himself from bitter experience and through his colleagues, what should have been part of the basic equipment for teachers.

Neale, Gladys E., "All Past is Prologue." *Reading in a Changing Society*, J. Allen Figurel (ed.) 1959, IV:94-97.

The education of teachers in the field of reading must not end with formal teacher training. It must be continued throughout the teacher's career. Whether future practices in reading will be built well and truly on the best foundations of the past and present will depend on those of us concerned with the reading process today and tomorrow.

Noble, George A., "In Evaluation and Teacher Training." *Reading in a Changing Society*, J. Allen Figurel (ed.) 1959, IV:218-223.

Current thinking about teacher education in the specific field of reading includes the suggestion that basic instruction in reading should continue up to and including the point of initial teacher training. Mr. Neale recognized that in-service training is perhaps the greatest immediate aid to increased competence in the teaching of reading but many other forces will shape future trends in reading instruction. He reminded the readers that it is well to remember that in our little corners of the future, the one known, predictable factor is ourselves.

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.

How to Become a Member

Send \$3.00 to Mrs. Cora Fitch, 1243 W. Kilgore Road, Kalamazoo, Michigan. This entitles you to membership in our Western Michigan University Chapter 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.

Special for Members

Reading Horizons is a quarterly produced jointly by the Psycho-Educational Clinic and the Western Michigan University Chapter of the International Reading Association. Members of the chapter receive copies of *Reading Horizons* without additional cost. The charge to non-members is \$4.00. Order your *Reading Horizons* now!

Reading Conference

The seventh annual meeting of the Michigan Reading Association will be held February 28 and March 1, 1963 at the Kellogg Center, Michigan State University, East Lansing, Michigan. Special speakers for the occasion are:

Constance M. McCullough
Clara G. Stratemeyer
Charles Van Riper

PROGRAM

1962 - 63

Western Michigan University Chapter
of the
International Reading Association

Theme: *PROVIDING EFFECTIVE READING INSTRUCTION*

THURSDAY, SEPTEMBER 27

Demonstration

"Developing Taste for Good Poetry"

Mr. Howard Chenery

Formerly with Speech and Dramatics Department, Central High
School, Kalamazoo

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

Dessert—\$.75

THURSDAY, OCTOBER 25

Demonstration

"Promoting Speed in Reading"

Miss Mary Ellen Read, Central High School, Kalamazoo
Northeastern Junior High School, Kalamazoo

7:00 P.M. Cafeteria

Dessert—\$.50

THURSDAY, DECEMBER 6

Demonstration

“Reading in the Social Studies”

Fourth Grade Students, Westwood Elementary School, Kalamazoo

7:00 P.M. Westwood Elementary School, All-Purpose Room

Dessert—\$.50

THURSDAY, JANUARY 24

Demonstration

Reading “Gimmicks”

Miss Betty Stroud, Principal, Indian Prairie School, Kalamazoo

Mrs. Evelyn Bartoo, Principal, Spring Valley School, Kalamazoo

Mr. Roderick Hill, Principal, Burke School, Kalamazoo

Mr. Howard Boshoven, Principal, Wilson School, Kalamazoo

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

Dessert—\$.75

THURSDAY, MARCH 28

“Reading Instruction for Exceptional Children”

Dr. Charles Mange, Deputy County Superintendent, Special Education,
Kalamazoo County

7:00 P.M. Cafeteria, Upjohn School, Kalamazoo

Dessert—\$.50

THURSDAY, MAY 9

Demonstration-Discussion

“The Economy Method of Instruction”

Mrs. Isabelle Perrin, Principal, Portage Township Schools

7:00 P.M. Cafeteria, Milham Elementary School

Dessert—\$.50

