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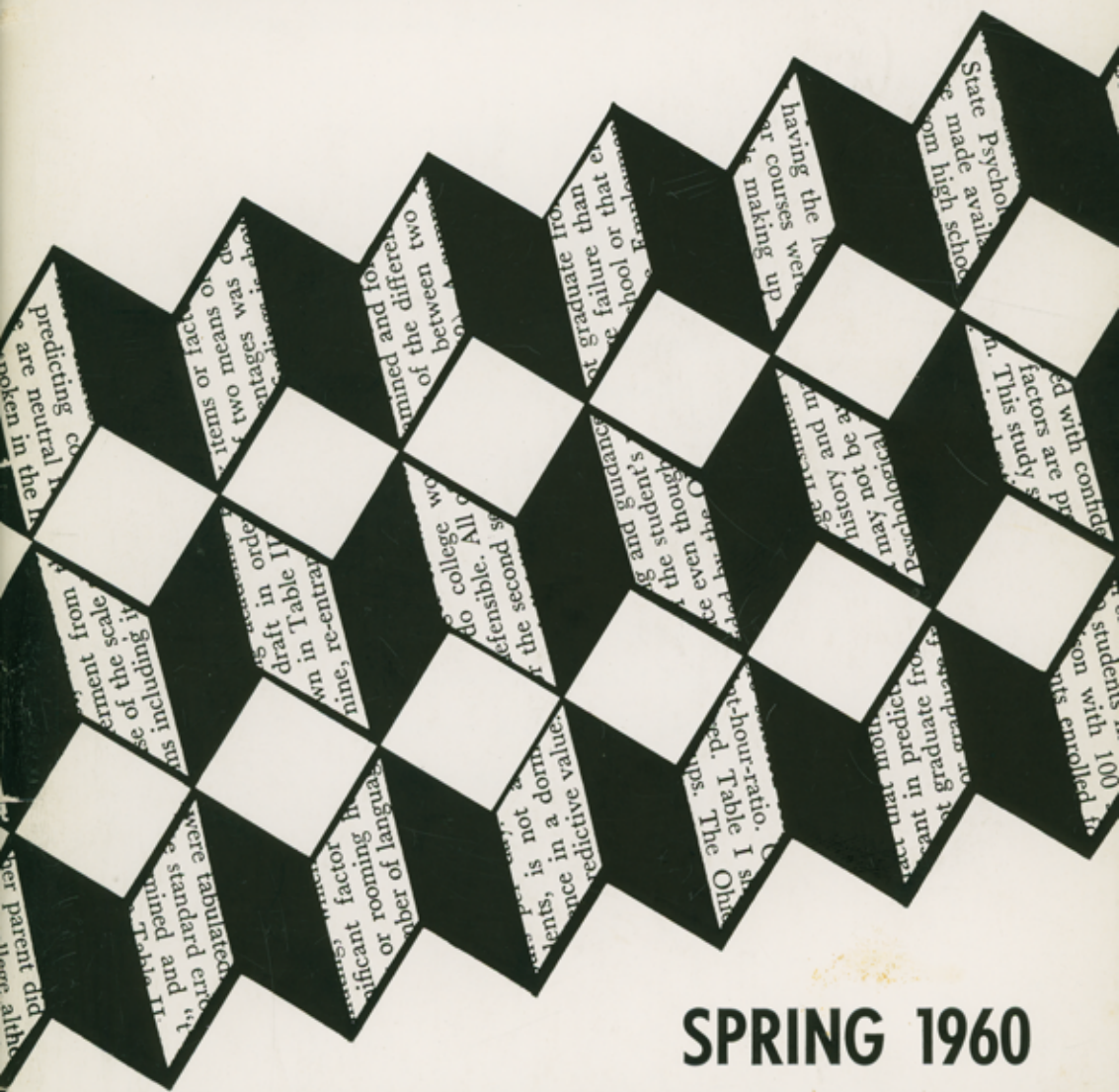
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Reading

HORIZONS



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READING HORIZONS

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Editorial Board

Homer L. J. Carter, Editor

Louis A. Govatos

Dorothy McCuskey

Dorothy J. McGinnis

Esther D. Schroeder

Address all communications to

Homer L. J. Carter, Director

Psycho-Educational Clinic

Western Michigan University

Kalamazoo, Michigan

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The cover for *Reading Horizons* was created by Lawrence Gossman, a commercial art student of John Kemper, Western Michigan University. Its design vividly illustrates many ideas related to the reading process. Can you identify, interpret, and evaluate them?

President's Message

The Western Michigan University Chapter of the International Reading Association is proud to present *Reading Horizons*, the first printed bulletin developed by this organization of teachers under the leadership of the editor, Homer L. J. Carter, Director of the Psycho-Educational Clinic of Western Michigan University.

The major purpose is suggested in the title. The association has been active in keeping its members informed about the promising trends in the teaching of reading. It has also stimulated its members to experiment and to do research in this vital area of learning. It is hoped that this bulletin will challenge its readers to become active in improving the total reading program in an increasing number of elementary and secondary schools.

Esther D. Schroeder

Editorial Policy

There is need for a journal devoted to reading which teachers and graduate students in Michigan feel belongs to them. To this end, *Reading Horizons* is dedicated. The classroom teacher has new instructional ideas which have been useful in her teaching and which can be helpful to others. Research and publication by educators should be encouraged if progress in the teaching of reading is to be assured. *Reading Horizons* is designed to facilitate these objectives. Articles written by teachers in the field and prepared by graduate students can be published without delay and can be made available immediately for the consideration of their colleagues. In providing this opportunity, *Reading Horizons* can encourage productive scholarship, leadership, and service in the field of education.

Homer L. J. Carter

The Use of Diagnostic Procedures in Assessing an Educational Problem

By Louis A. Govatos
Western Michigan University

In every classroom there are pupils who fail to make satisfactory progress in their language development. Some youngsters do poorly in reading while others are unable to spell or write effectively. The pupil who continually performs at a sub-standard level of accomplishment in reading and spelling is often looked upon as being either "stupid" or lazy by his teacher. Today it is not uncommon to find youngsters being labelled in this manner.

Much of this difficulty stems from the traditional "lock-step" approach of providing uniform reading assignments from the same basal text without any consideration being given to the inherent and experiential differences that exist between individuals. Too frequently children are "herded" into learning experiences which are devoid of meaning and purpose. Moreover, this problem is further accentuated by the blatant disregard of research evidence which has been, and is still being, collected empirically on the developmental status of children and on the learning process as well. Consequently, many children who encounter reading difficulties in our schools today are not deserving the appellation which places a stigma on their poor achievement. What is needed, then, is a more detailed diagnostic approach to their educational difficulties rather than a cursory examination per se.

Much that has been said in the preceding paragraphs leads one to pose the following questions. Why do some children experience difficulty with the language process? Does this difficulty stem from a lack of understanding of the child's total developmental status by the teacher? Are most teachers unsophisticated in using the processes for examining and interpreting pertinent information which might provide clues to the child's difficulties? Is it possible that most teachers operate on insufficient evidence in planning the child's learning experiences? What provisions are made by the administration in supplying teachers with sufficient data to help them better understand their pupils? It is quite obvious that constructive answers to

the above questions would help provide needed information on the effectiveness of the teaching-learning process.

However, this paper does not attempt to provide ready-made answers to the queries raised in the preceding paragraph. Their importance will become apparent to the reader as he examines the following case study and attempts to interpret its information in the light of his own needs and experiences. It becomes imperative, then, that the teacher should examine all facets of the student's behavior for clues to his difficulty. Just as the medical practitioner seeks to trace symptoms back to their origin, so should the teacher utilize educational instruments which provide information on the child's physical, mental, social and emotional development. Hence, the role of the teacher should be that of a diagnostician who attempts to analyze the child's problem, and then proceeds to provide an educational program which is commensurate with the child's level of understanding and needs. The teacher should also seek assistance from other agencies when he realizes that the problem cannot be resolved solely by classroom procedures.

Reason for Referral

The following study is an actual case history which came to the writer's attention while studying in the Reading Clinic at the University of Michigan during a six week's summer session. The boy's name has been changed for obvious reasons. I shall call him Jimmy. Jimmy was a nice looking negro boy who was twelve-and-a-half years of age at the time this study was made. Jimmy was referred to the Reading Clinic by his parents, since he was having considerable difficulty with reading in school.

Test Results and Their Interpretation

Before a satisfactory reading program could be established for him, it was necessary to assess his total developmental status. Consequently, several tests had been administered earlier to Jimmy by the Bureau of Psychological Services at the University of Michigan. Their report, which follows, included the following information relative to Jimmy's performance and developmental status. Jimmy was twelve years and five months old at the time of testing by the Bureau of Psychological Services.

Jimmy's performance on Form M of the Stanford-Binet Intelligence Scale indicated that he was of average intelligence. His intelligence

quotient was 106, and his mental age 13-3. The range of successes on this examination was quite wide. His earliest failures occurred at year XI on the following items: finding reasons, bead chain, and similarities. His highest successes were on memory-for-digits items at the Superior Adult I and II level. He was able to repeat eight digits forward and six in reverse order. In general, Jimmy showed weakness on items involving vocabulary, whereas his immediate memory was very good.

On the Arthur Point Scale of Performance Tests which is used with children who are suspected of having difficulty with verbal responses, Jimmy's performance ranged from a C. A. of 9-5 to 15-5 even though his C.A. was 12-5 at the time of testing. His highest level of performance was on the Mare and Foal and also on the Healy Completion Test, with only one inset not being completely correct in the latter. In spite of his reading difficulties, Jimmy's performance on the Healy test tends to indicate that his verbal ability was quite high. His lowest level of performance was made on the Kohs Block Design Test which gave evidence that Jimmy was having visual-motor difficulties. According to the Bureau of Psychological Services, visual-motor difficulties are not unusual in reading disability cases. For the most part, Jimmy's performance on this test was trial and error in nature. He tended to give up before the expiration of the time limit on the more difficult designs and refused to continue working. His performance on the Porteus mazes gave evidence of good planning ability.

On the Goodenough Draw-A-Man Test, Jimmy obtained an I.Q. of 90 which was in the lower limits of the average range of intelligence. Jimmy's drawing of a man showed good proportion and fairly good detail. The figure was rather rigid, and the lines were bold and decisive. The man was apparently a railroad worker, since he was carrying a flag in one hand and a lantern in the other.

Jimmy's performance on the Hildreth Personality and Interest Inventory, Elementary Form, gave indications that he enjoyed many school activities, with highest interest values being placed on gymnasium, writing stories, and music in this order of importance. His comments during the day indicated that he was most interested in athletics, and would like to be a professional athlete. Engineering was indicated as his second vocational choice, in the event of failure in his primary interest. His favorite friends were boys who could

participate in athletic events. His preferred leisure time activities included riding horseback, bicycling and cooking. His interest in cooking was explained by the fact that his father was a caterer.

The Rogers Test of Personality Adjustment indicated that Jimmy's personal, social, and family adjustments were average. The validity of these scores was questionable since the questions were presented orally to the subject. In ranking members of his family, Jimmy asked permission to include the family's two dogs in his rating. An interest in reading was indicated. In spite of his athletic prowess, Jimmy did not want to be the best ball player in school.

On the Bender-Gestalt Test, Jimmy showed some signs of possible immaturity. His approach to the task was easy and Jimmy was careful in reproducing the precise number and patterns. On Card 3 Jimmy made the four horizontal dots first, and then oriented the rest of the figure around them. This performance gave indication that Jimmy had some planning ability. This total impression was that of a normal twelve-and-a-half year old boy.

The results on the A O Sight Screener Record revealed that Jimmy's vision was adequate for reading. His color vision was normal.

The following test results and their interpretations were made by the writer at the Reading Clinic.

The Durrell-Sullivan Reading Capacity and Achievement Tests were administered to Jimmy who obtained the following scores:

	<i>Grade Equivalent</i>	<i>Age Equivalent</i>
Reading Capacity Test	7.7	13-2
Reading Achievement Test	3.8	9-1
Spelling	3.5	—

In examining the above results it was noted that Jimmy had sufficient mental capacity for comprehension of seventh grade reading materials. His age equivalent on the reading capacity test corresponded almost identically with his mental age of 13-3 on the Stanford-Binet Intelligence Scale. In considering his reading achievement, however, Jimmy was severely retarded by at least three years. His reading achievement age was comparable to that of a nine-year-old. His spelling score was also very low.

On the Gray's Standardized Oral Reading Paragraphs, Jimmy's oral reading level was, at least, four and a half years retarded. His greatest difficulty with oral reading seemed to be in attacking begin-

nings of words, as well as middles. Jimmy made very few substitutions, and when confronted with a difficult word he usually omitted it. Mispronunciations were frequent, whereas, reversals were negligible. He frequently repeated words that didn't provide too great an obstacle to pronunciation, since he was aware of their meanings. However, repetitions were too frequent in Jimmy's case, and these did not seem to help him attack the more difficult words. In general, it appeared that Jimmy did not exert enough effort in achieving a level equal to his silent reading ability. He was motivated to complete the test as quickly as possible irrespective of the quality of his performance.

On being tested by the writer, Jimmy showed decided preferences for his right hand and foot. He also showed a preference for his right eye when tested with the Miles Peep Hole Test.

Interview

In an interview with Jimmy's father, the following information revealed that both parents were fond of him, even though the father had wanted a girl. Jimmy's prenatal and birth history were normal. He was breast fed for a period of six months with no apparent feeding difficulties. He walked at the age of eight-and-one-half months, and bowel and bladder training were begun during the end of his first year. Jimmy was able to dress himself at the age of two. He had the usual childhood diseases without any subsequent physical impairment.

Concerning his emotional development, Jimmy's father considered him to be a happy, friendly, stubborn, self-confident, active, jealous, cautious, irritable and reserved youngster. His father reported that Jimmy spent two years in the third grade and that it was at this time that he had become aware of his racial status. His teacher was a southerner who had never had the experience of teaching colored children. Consequently difficulties had ensued between Jimmy and the teacher, causing him to retrogress in his school work. During his stay in the third, fourth, fifth and sixth grades Jimmy was continually getting into difficulty with other children and his teachers. While in the sixth grade his apparent difficulty with reading and spelling became more pronounced than in the earlier grades. His best subject was arithmetic.

His father stated that Jimmy enjoyed working in the former's catering business. Jimmy frequently checked out food to wagons, and also assisted at the cash register. He was always meticulous about

the way he dressed, and frequently bought his own clothing accessories.

Behavioral Observations at the Reading Clinic

While observing Jimmy in his play activities, he was found to be well-coordinated. When playing with other boys, Jimmy was very aggressive and frequently took command of situations which should have been arbitrated by group consensus. When he failed to have his way, Jimmy often became sullen and showed less enthusiasm for group activities. Even though Jimmy enjoyed participating in sports activities, he nevertheless displayed poor sportsmanship qualities as a competitor. This same undercurrent of resentment seemed to prevail in the classroom situation, since he had already made up his mind that most reading situations were drudgery. In talking about his sixth grade school experience Jimmy made the following remark, "Last year I missed every word in spelling!" He displayed ambivalent feelings about reading. One moment Jimmy stated that he liked reading, and then in another period of reflection, he stated that his parents had difficulty in persuading him to read. He was very reticent in talking about his reading difficulty. When asked to work independently on a reading assignment, Jimmy reacted with indifference and became passive. On one particular occasion when Jimmy was asked to build words from a given family ending, he became emotionally upset. He replied, "Do we have to do this again, we did this yesterday!" This had been the second attempt in helping Jimmy with word building over a two-week period. Hence his behavior could not have been attributed to the infrequent word drill, but rather to some underlying disagreeable experience he might have had previously with word recognition.

Analysis of the Problem

In analyzing this problem, Jimmy's attitude toward reading was one of defeatism. Jimmy's previous experiences with his third grade teacher did not provide the incentives and encouragement he needed in improving his reading skills. Jimmy was well aware of his reading difficulty and he made no effort to improve. It was also a problem of correcting faulty habits in word attack skills. Jimmy's verbal approach to a specific word was accomplished by means of a trial and error process. He made many mispronunciations, repetitions, and read very slowly. When Jimmy attempted to read rapidly, his comprehension suffered. He made many errors on the beginnings and

middles of words. Often his errors were made on the little words which he knew. His errors on many of the words in the Dolch Word List indicated that his sight vocabulary was limited, and that independent word drill was necessary. Jimmy needed considerable help in spelling, syllabication, and word recognition. However, he did well in spelling many words correctly when using word families.

Treatment

In order to offset Jimmy's negative attitude toward reading, his interest was aroused by having him prepare a story on boxing, since Sugar Ray Robinson and Joe Louis had been his idols. He had identified himself as the heavyweight boxing champion of the world and had also described a fight that he had with a leading challenger. Jimmy drew pictures on slides which he illustrated by giving a "blow by blow" description of the fight for the heavyweight championship of the world. He was encouraged to bring pictures and stories of athletic events to the Reading Clinic. Many of the stories had to be rewritten so that Jimmy could read them without faltering. By using this technique Jimmy was able to build on his limited vocabulary and develop more confidence in reading. He showed considerable interest in word drills involving words of high stimulus value. Jimmy enjoyed word drills which involved the use of the tachistoscope, for he was able to recognize words at the rate of one-tenth of a second.

Emphasis was also placed on syllabication, the use of phonograms and letter sounds of words. Spelling of words presented a problem to Jimmy, so word families were developed. Jimmy learned to spell words very rapidly when he saw the relationship between certain elements within the total configuration of a word as being contained in other words with similar components. However, he did not display too much enthusiasm for studying word families.

Card games involving drill on initial consonants, blendings, vowel sounds, phonograms and compound words served as a basis for improving word attack skills. Even smaller words were noted in larger words. Dictionary exercises were conducted by placing a word on an individual card with its accompanying definition on another card. Jimmy developed skill in identifying the meanings of various words.

Two recordings had been made of his reading, one at the beginning of the six weeks summer session and the other at its termination.

Improvement in his reading was noted during the six weeks period. Filmstrips and films pertaining to athletic events and aviation were also utilized in developing his vocabulary. Additional emphasis was also placed on those materials which were at Jimmy's level of reading. Only when he showed a desire to read more difficult materials was there any emphasis given to increasing his reading level. Reading devices such as reading from left to right, reading for contextual clues, word endings, voice-eye spans, word wheels, suffixes and prefixes, synonyms, antonyms and homonyms were used to good advantage. Jimmy also wrote sports events for the class newspaper. He also enjoyed using the typewriter which aided him in his spelling.

Summary and Conclusions

In view of what has been said about Jimmy's problem, it seemed reasonable to establish certain guide lines which could be used in helping him establish a more adequate self-concept through satisfactory progress in his reading and also in his relations with other people. By examining the various aspects of Jimmy's behavior, a teacher can proceed more effectively and with understanding in providing an intelligent approach to his language problems. In his case, it wasn't a problem which centered around an inferior mental age nor inadequate personality development. Rather, Jimmy's problem was aggravated by his inability to use verbal skills effectively. Hence Jimmy's poor performance in school further accentuated his aggressiveness and disinterest in reading. It is only through a careful manipulation of the learning environment that a teacher can succeed in making progress with Jimmy. Care should be exercised in providing him with learning experiences that will also bring approbation from his peer group. Since he enjoyed comic books, stories were rewritten with more attention being given to literary style without minimizing the humor involved. Materials written about famous historical and contemporary people were also utilized in expanding Jimmy's interest in reading. His reading activities consisted of frequent but brief sessions in order to insure daily successes. When failure in reading was imminent, the activity was changed to one that provided Jimmy with a measure of success. Only when his morale and interest in reading were high was there any attempt to challenge him with more difficult materials. Since he enjoyed working with a band saw, Jimmy was provided with many illustrations consisting of simple instructions for making things.

Furthermore, in playing with other children Jimmy was given ample opportunity to examine his own inadequate feelings and actions without fear of being punished. He was encouraged to respect the rights of others through examples of fair play and good sportsmanship.

In the final analysis, teachers need to be aware of the conditions which make non-readers out of some children. Whether it be a child whose mental development functions at a sub-normal level or one who is extremely advanced in intellect, it is the teacher's responsibility to take into account these differences and provide a reading program which will enhance learning at all levels. This is a worthy objective to which dedicated teachers can make a substantial contribution.

Instructional Problems in Reading as Viewed By the Teacher and By Her Administrators

Research Committee

Western Michigan University Chapter

International Reading Association

Kalamazoo, Michigan

Introduction

Nine years ago a group of interested students of reading formed the Western Michigan University Chapter of the International Reading Association. Their purposes then, as now, were to encourage the study of reading problems at all educational levels, to stimulate and promote research in developmental, corrective and remedial reading, to study the various factors that influence progress in reading, to assist in the development of more adequate teacher-training programs, to disseminate knowledge helpful in the solution of problems related to reading, and to sponsor conferences and meetings planned to implement the purposes of the association. The group, which has

The Research Committee is composed of the following members of the Chapter: Dorothy J. McGinnis, chairman, Fran Baden, Homer L. J. Carter, Lillian Mulvaney, Ruth Penty, Alice Perejda, and Helen Wise.

grown larger and more effective with each passing year, has completed its first cooperative study. The purpose of this paper is two-fold: to report findings resulting from the study and to stimulate other chapters to sponsor investigations in the field of reading.

Problem

This study was undertaken to investigate problems associated with the teaching of reading as expressed both by elementary teachers and school administrators who are working together in the same school systems. Furthermore, it was the aim of this study to determine the kinds of in-service assistance provided in the various schools which were represented. In this report an attempt has been made to describe the procedure used to secure the opinions of teachers and administrators, to summarize resulting data, and to set forth inferences concerning problems and practices associated with the teaching of reading in the elementary grades of both a metropolitan and county school system in the state of Michigan.

Procedure

In order to investigate problems associated with the teaching of reading, members of the Western Michigan University Chapter prepared two inventories, one for classroom teachers and one for school administrators. Both inventories asked the respondents to list problems encountered in the teaching of reading and to record the kinds of in-service training programs provided by their schools. The investigators realized that inventories which required participants to state responses in their own words would make tabulation of data difficult but felt that this method would increase validity of responses. In addition, information was obtained regarding the background, experience, and training of the 549 elementary teachers and 54 school administrators to whom the inventories were administered. Responses to each question were then classified according to content, and a general tabulation was prepared. After these data had been treated statistically and studied by the different members making up the research team, inferences based upon them were set forth.

Information Concerning Participants

The 54 school administrators participating in this study received their academic preparation at ten different colleges and universities. 3.7 per cent had not met the requirements for any degree. Thirteen

per cent had a bachelor's degree, 79.6 per cent a master's degree, and 3.7 per cent had earned the doctorate. Approximately 60 per cent of the administrators had earned a degree between 1950 and 1959. Some, however, completed the requirements for their last degree as early as 1925. The average year in which the last degree was earned was found to be 1948. 64.8 per cent of the 54 school administrators indicated that as undergraduates they had prepared for elementary teaching whereas 31.5 per cent said their training was in the secondary field and 3.7 per cent reported that their undergraduate preparation was not in the area of education. The school administrators reported an average of thirteen years of teaching experience in the elementary grades with some having as many as thirty-nine years of experience and some with no experience. The number of years spent in administration ranged from one to thirty-nine with the average being nine years. 83.3 per cent reported that their responsibilities included planned classroom observation, and 75.9 per cent stated that their duties included planned supervision. The average number of classroom teachers supervised by administrators was 22 although the number ranged from five to 375. Approximately 65 per cent supervised less than 20 teachers.

549 elementary teachers participated in this study. They received their academic preparation in 56 different colleges and universities. 6.4 per cent had not met the requirements for a degree, 66.5 per cent had a bachelor's degree and 22.2 per cent held a master's degree. 4.9 per cent failed to indicate their degree status. The average year in which the last degree was earned was 1949 and the earliest was 1910. 61 per cent of the participants have met the requirements for a permanent teaching certificate, and 32.4 per cent hold some form of provisional certificate. 6.6 per cent failed to indicate the type of teaching qualifications they had met. The average number of years taught by the teachers in the elementary grades was thirteen although the number of years ranged from one to forty-four. Nearly half the teachers had taught less than ten years. Approximately 57 per cent of the elementary teachers participating in this study have had some experience teaching at the secondary level. The range is from one year to twenty-four with three years being the average. 9.6 per cent of the teachers participating in this study are teaching in the kindergarten. 51.6 per cent in grades 1, 2 and 3, and 38.8 per cent in the upper elementary grades.

Table 1
Problems Related to the Teaching of Reading

PROBLEMS	Administrators	Teachers
Teacher Preparation and		
Adequacy in Reading Instruction	42.3	1.7*
Teacher Turnover	1.0	
Providing for Individual Differences		
(through grouping and provisions for		
children with reading problems and the		
gifted)	18.5	12.0
Time		
(lack of supervisory and teaching time)	13.4	11.1
Materials		
(inadequate workbooks, readers, teacher's		
guidebooks, library facilities, and audio-		
visual materials)	9.3	14.4
Class Size	4.2	1.3
Parental Attitudes	2.1	2.9
Commonly Accepted Philosophy of Education	2.0	
Development of Basic Skills		36.7*
Reading Readiness		
(primary initial stages of reading		
instruction)		1.4
Causal Factors		10.5*
Identification and		
Evaluation of Reading Needs	1.0	.6
Record Keeping		.3
Attendance and Mobility of Students	1.0	.6
No Reading Problems Indicated	5.2	6.5
Total	100.0	100.0

* The differences in per cents are significant at the one per cent level.

Table 2
In-Service Training Programs

PROGRAMS	Administrators	Teachers
Extension Courses	1.6	1.0
Professional Library Facilities and		
Instructional Materials	17.4	4.9*

Administrators' Letters and Service Bulletins	.8	
Research Projects	1.6	2.4
Faculty Meetings	22.8	15.4
Special Meetings and Institutes	10.2	16.4
Conferences with Reading Consultants	11.7	12.6
Reading Clinics and Demonstrations	19.0	5.5*
Reading Committees and Workshops		
(building, system and county)	7.9	14.2
No In-Service Program or No Mention of One	7.0	27.6*
Total	100.0	100.0

* The differences in per cents are significant at the one per cent level.

Summary of Data

A study of Table 1 sets forth some interesting facts which should be brought to the attention of the reader. This table shows the different problems mentioned by administrators and teachers and the frequencies of these responses in terms of per cents. For example, one of the most significant facts is classified under teacher preparation and adequacy in reading instruction, for here 42 per cent of the responses of administrators suggested that this problem was directly related to the teaching of reading while less than two per cent of the responses of the teachers regarded teacher preparation and adequacy of instruction as a significant problem. On the other hand, approximately 37 per cent of the responses of teachers indicated that the major problem related to the teaching of reading was that of the development of basic reading skills. Some of the more common skills, listed in the order of their frequency, were phonetic analysis, adequate comprehension, and vocabulary development. A great range of basic skills is indicated by the fact that 21 skills were listed by the teachers participating in the study. It is apparent that none of the administrators listed the development of basic skills as one of the major problems related to the teaching of reading. Data in this table show that the teachers were aware of causal factors affecting reading performance and that no administrator regarded these as major problems. Those causal factors frequently mentioned can be classified as being of a physical, mental, and emotional nature.

Approximately 19 per cent of the responses of administrators and 12 per cent of the responses of teachers dealt with the problem of

caring for individual differences. In going back to the original sources for more detailed information on this subject, it becomes apparent that both administrators and teachers were aware of the wide range of abilities and interests in the classroom. More of the responses of administrators than of the teachers, however, dealt with procedures for grouping children in order to care for individual differences. In the interpretation of these data the differences between the responses of the administrators and the responses of the teacher were not statistically significant.

Thirteen per cent of the responses of administrators and eleven per cent of the responses of the teachers indicated that lack of time is a problem in the classroom. Nine per cent of the responses of administrators and 14 per cent of the responses of teachers mentioned materials as a problem. An analysis of the original data reveals that administrators and teachers are concerned with inadequate library and audio-visual materials and that in addition teachers are disturbed by a lack of materials of interest to children, inadequate readers, workbooks and teachers' guidebooks. It should again be observed that the responses of administrators and teachers show no statistically significant difference. Such factors as reading readiness, class size, parental attitudes, attendance, identification of reading needs, means of keeping records, and a commonly accepted philosophy of education are not disturbing to any significant degree.

The reader's attention should next be directed to Table 2 which shows the differences in the opinions of administrators and teachers regarding in-service training programs. The 54 school administrators participating in this study listed a total of 127 in-service programs in reading made available in their school systems. These 127 instructional activities were classified into ten areas. A study of Table 2 shows the per cent of responses for each classification. The in-service training programs mentioned by administrators are listed in the order of their frequency:

- (1) Faculty meetings
- (2) Reading clinics and demonstrations
- (3) Professional library facilities and instructional materials
- (4) Conferences with reading consultants
- (5) Special meetings and institutes
- (6) Reading committees and workshops
- (7) No in-service program or no mention of one

- (8.5) Research projects
- (8.5) Extension courses
- (10) Administrator's letters and service bulletins

The 793 in-service programs in reading recorded by the 594 teachers cooperating in this investigation were classified into nine areas. The in-service training programs mentioned by teachers are listed in the order of their frequency of response.

- (1) No in-service program or no mention of one
- (2) Special meetings and institutes
- (3) Faculty meetings
- (4) Reading committees and workshops
- (5) Conferences with reading consultants
- (6) Reading clinics and demonstrations
- (7) Professional library facilities and instructional materials
- (8) Research projects
- (9) Extension courses

Apparently none of the teachers considered the administrator's letters and service bulletins to be a part of in-service training in reading. There are three classifications which show a difference between the responses of administrators and teachers which is significant at the one per cent level. These areas are (1) professional library facilities and instructional materials, (2) reading clinics and demonstrations, and (3) no in-service program or no mention of one.

Inferences

1. Both administrators and teachers are concerned with adequacy of instruction. Administrators and teachers, however, perceive this problem from different points of view. Administrators appear to relate the problem to inadequate teacher preparation and ineffective instructional practices. Teachers, on the other hand, relate the problem to children and to the development of basic reading skills.

2. Although 21 skills were mentioned by teachers, their major concern with phonics may indicate that teachers have need to be informed of more functional methods of teaching phonics for use with those students who learn best through auditory methods. The frequent mention of phonics may also indicate that teachers are increasingly aware of public pressures and are confused with the place of phonics in the total reading program.

3. In view of the fact that 10.5 per cent of the teachers' re-

sponses voiced concern with causal factors, it may be inferred that many of them relate their instructional problems to some factors which are beyond their ability to control. This may suggest that teachers and administrators should consider causal factors primarily in terms of prevention of reading difficulties and that their major efforts should be directed to the successful operation of a thorough-going developmental program in reading. In turn, it seems to suggest that teachers should better qualify themselves to teach those aspects of a remedial reading program which can be handled within a class organization if their situation demands this type of teaching. Some authorities in the field may suggest the need for psychological assistance in the diagnosis and treatment of children's problems.

4. It can be inferred that the thoughtful observer of facts presented in Table 1 will wonder why both administrators and teachers have been so little concerned with teacher turnover, parental attitudes, a commonly accepted philosophy of education, record keeping, attendance, and, perhaps most important of all, the identification and evaluation of reading needs.

5. Means of providing for individual differences is the second most frequently listed problem of administrators and the third most frequently stated problem by teachers. Consequently, it may be inferred that teachers and administrators recognize this as an area in which they need assistance, and it may suggest the necessity for scientific experimentation regarding the various methods of dealing with individual differences.

6. A lack of time is the third most frequently mentioned problem by administrators and fourth as listed by teachers. In view of these findings, it may be inferred that pressures exist which detract from efficient and effective reading instruction. Pressures may stem from an overcrowded curriculum, lack of time for planning and preparation, or from ineffective use of time available. The whole problem of time pressures should receive careful consideration by all concerned.

7. It is obvious that very few teachers and no administrators gave consideration to reading readiness as a problem related to the teaching of reading. This may indicate that mental, emotional, and social readiness for reading at all grade levels might well receive emphasis in both pre-service and in-service training of teachers.

8. It is evident that many of the in-service programs made avail-

able by administrators are not recognized by teachers as contributing to their training in the teaching of reading. These data may suggest that attempts should be made to have teachers become more aware of the basic purposes underlying these programs. In accomplishing this objective, it may be advisable for administrators to consider the judgment of their teachers in the planning and evaluation of in-service programs.

9. It may be possible that the in-service training programs listed by teachers and administrators are those which are best remembered because they are most effective. If this inference is true, one may ask why 27.6 per cent of the responses of teachers indicated no in-service program or at least no mention of one.

10. The classroom teacher apparently evaluates highly those in-service programs which bring her into direct contact with others through faculty meetings, special meetings and institutes, and conferences with reading consultants. This may explain why more teachers did not mention clinics, demonstrations, and library facilities as in-service functions in which participation through teacher discussion is not common.

11. Only 4.9 per cent of the responses of teachers listed professional library facilities and instructional materials as in-service training. 9.3 per cent of the administrators and 14.4 per cent of the teachers' responses mentioned materials as a problem related to the teaching of reading. Therefore, is it not reasonable to assume that there is a need for more professional and elementary libraries which are easily accessible to administrators, teachers, and children?

12. Research projects as a means of in-service training received next to least frequent mention in this study on the part of both administrators and teachers. This fact points to the possible need for the carrying on of more experimentation and research with methods designed to improve the teaching of reading. This would provide experience in testing the value of research methods as a medium of in-service training in this area.

13. College teachers of education and administrators in the public schools can profit from a consideration of the facts brought out in this study. This is true because individuals expressing the points of view set forth in this report would be given consideration in education classes and in conferences with school administrators.

A Critique of How Words Fit Together

By Helen E. Master
Western Michigan University

How Words Fit Together by Louis Foley. Melrose, Massachusetts: Babson Institute Press, 1958, 125 pp., \$5.60.

Here is a pleasant and readable series of essays on how to write and speak English correctly. It is not a textbook, though it may well represent the author's lectures to college English classes, or it may represent educational radio or TV scripts. The various topics are developed fully with multiple and pertinent examples plus a running commentary which argues in a sweetly reasonable way for the "correct" locution. The little book, however, follows the point of view of the conventional prescriptive grammarian for all its insistence on "patterns" in language and on the primacy of spoken over written English. Mr. Foley's "pattern" is not that of the structural linguist. The criteria of correctness are arbitrary, and very little recognition is given to the legitimacy of divided usage. Nor does the writer make use of the theory of functional varieties and cultural levels. For example, in dealing with such a locution (Mr. Foley calls it a "ridiculous crudity")—"They invited my wife and I," he says: "No one could be so ignorant as to say, 'they invited I'." This may be so, but there are many who will say, ignorant or not, "They invited my wife and I." Again he quotes, "He was French like you and I." Then, "Can anyone be imagined to say, 'like I?' " Perhaps not, but many people can be heard to say, "He was French like you and I." Correctness seems to be the cultured habits of a few rather than the actual usage of the majority of "educated" people. A speaker will always be safe in following Mr. Foley's book, but he may be sorry.

The useableness of the book as a reference tool is greatly hampered by the fact that there is no index. The chapter headings are too arch to be helpful if one is pressed for a quick decision between *who* and *whom* or between "one of those who is always horsing around," and "one of those who are always horsing around." "Helpful Hyphens" may guide us efficiently to what is to be found in the chapter thus titled, but what is the reader who really could *use* such a book going to make of "Crooked Furrows" or "Interwoven Strands"? Nor does the arrangement of the chapters help. The chapter on the comma is

placed between that on the conjunction and that on the sentence; the chapter on *ain't* between that on the form of plurals and adverbs, and that on alliteration.

Lack of index and what seems to be rather haphazard ordering of the material does have the advantage, however, of making one read the book through, of not allowing him to dig for a nugget here and there. This is an advantage for the reader who has leisure and some background in the theory and practice of prescriptive grammar because Mr. Foley's examples are fresh and to the point and his own use of English pleasantly meticulous.

Ten Second Reviews

By Dorothy J. McGinnis
Western Michigan University

Anderson, Paul S., "Group for Better Reading," in Oscar S. Causey's *The Reading Teacher's Reader*, pp. 96-100. The Ronald Press Company, New York, 1958.

The value of knowing the needs, interests, and abilities of each child, instructional materials, and the teacher's own abilities as well as the administrative situation are factors which, according to this writer, must be considered in determining how to group for reading. Three important questions are answered. They are: Why would a teacher use one basic reading program? Would the program be better if each group followed a different set of basic readers? What will happen as children progress through the grades?

Austin, Mary C., "Organizing the Class for Effective Development of Basic Skills," *Reading In Action* (1957), 2:89-90.

Four current grouping practices are briefly described in this article. Miss Austin states that factors other than homogeneity of reading achievement should receive greater consideration in our grouping plans. She specifically mentions the social structure, social class, and personality structure of the reading group

as being important. She points out that each school must evaluate continuously its grouping practices in the light of its particular needs and objectives.

Betts, Emmett Albert, "Developing Basic Reading Skills Through Effective Class Organization," *Education* (May, 1958), 78:561-576.

This is a comprehensive article on how basic reading skills can be effectively developed through class organization. A detailed discussion of grouping is followed by a thorough explanation of individualized reading. Betts makes a plea for children, parents, and teachers to cooperate in providing for individual differences.

Bremer, Neville, "First-Grade Achievement Under Different Plans of Grouping," *Elementary English* (May, 1958), 35:324-326.

The writer summarizes the results of a two-year experiment, involving 255 first-grade pupils each year, to determine the progress in reading during the first grade of heterogeneous grouping and of grouping on the basis of low, average, and high-readiness status.

Canfield, James K., "Flexibility in Grouping for Reading," *The Reading Teacher* (December, 1957), 11:91-94.

The opinions and practices of twelve intermediate grade teachers on grouping for reading are summarized in this report. In general, achievement serves as the major basis for placement of pupils in reading groups. Variability and flexibility are achieved through whole class organization, interest grouping, special assignments, and shifts in pupil placement during the school year. The teachers cited three major drawbacks to ability grouping. They are: (1) the time-consuming preparation needed, (2) limits to the number of groups and special pupils with which the teacher can work, and (3) the individual differences which remain unmet through lack of time and class size.

Carlson, Esther Skonnord and Joyce Northrup, "An Experiment in Grouping Pupils for Instruction in Reading," *Reading for Today's Children*, Thirty-Fourth Yearbook, The National Elementary Principal (September, 1955), 35:52-57.

This is a detailed account of the attempts of fourth grade teachers to meet the needs of all children in reading. Pupils were assigned to heterogeneously grouped homerooms for all instruction except reading. Each day one hour of concentrated reading instruction was given to children who were classified according to achievement in reading, emotional stability, maturity, motor coordination, oral reading ability, and IQ. No statement was made as to how these factors were measured. The article outlines goals and methods for the superior and retarded reading groups and summarizes the advantages and disadvantages of this type of reading program.

Coleman, Mary E., "Differentiated Reading Instruction," *Proceedings of the Thirty-Third Annual Education Conference* held at the University of Delaware (March, 1951), 2:3-5.

The author believes that the skillful teacher will vary methods of grouping as he varies his teaching procedures to the particular needs of the children at a particular time. Grouping on the basis of reading level, specific weaknesses, interest, and friendship is discussed.

Daniel, Mary Ann, "You Can Individualize Your Reading Program Too," *Elementary English* (November, 1956), 33:444-446.

A fifth grade teacher describes her first efforts to combine grouping with an individualized reading program. The suggestions provided undoubtedly will be helpful to other teachers contemplating a similar approach to the teaching of reading.

Dawson, Dan T., "Some Issues in Grouping for Reading," *Reading for Today's Children*, Thirty-Fourth Yearbook, The National Elementary Principal (September, 1955), 35:48-52.

A brief examination of the background of grouping is provided and the philosophical, sociological, and psychological issues in grouping children for instruction are discussed. The author contends that the problem is one of achieving a psychologically desirable balance between the personal requirements of the child and the need to organize and systematically present experiences in the content field. This, he states, can be facilitated best through flexible groupings within the classroom.

Dolch, E. W., "Groups in Reading," *Elementary English* (December, 1954), 31:477-484.

Dr. Dolch maintains that reading in this country is taught by the whole-room method, the two-group method, and the three-group method. He describes and points out the difficulties and dangers of each. He states that there is "no best method of grouping for everybody everywhere" and suggests five factors to help teachers in deciding which type of grouping to use.

Floyd, Cecil, "Meeting Children's Reading Needs in the Middle Grades: A Preliminary Report," *The Elementary School Journal* (October, 1954), 55:99-103.

This is a description of an attempt by the assistant superintendent of schools at Joplin, Missouri, to develop a workable program for dealing with the wide range of reading abilities in grades four through six. Children were classified, according to reading level, into nine groups for basal instruction in reading and into five heterogeneous groups for recreational reading. Results are reported in terms of teacher and student reactions.

Gray, William S., "Role of Group and Individualized Teaching In A Sound Reading Program," *The Education Digest* (March, 1958), 23:44-46.

Dr. Gray asserts that the real issue is not which of the two procedures, group and individualized teaching, is the better but rather what is the role of each in contributing to more effective pupil development in reading. An attempt is made to describe how the two approaches to the teaching of reading can be used.

Hester, Kathleen B., "Grouping By Invitation," *The Reading Teacher* (December, 1957), 11:105-108.

The working plan of "grouping by invitation" is explained in detail. Included is an illustration of a progress record which can be used by the students participating in this plan.

Smitter, Faith, "The Pros and Cons of Grouping," *The Reading Teacher* (December, 1953), 7:74-78.

Miss Smitter raises the question of the value of homogeneity of achievement level as a basis for learning. She maintains that

research regarding personality development, social structure of groups, and social class influences on learning insert new elements into theories of learning and motivation and that in the light of this recent research, it is essential that teachers evaluate grouping procedures to see what issues are involved, to see what purposes are served, and to determine whether criteria other than achievement level may be effective as a basis for classroom grouping.

Thomas, Edith M., "Grouping in the Classroom," *Childhood Education* (October, 1953), 30:69-71.

The author maintains that grouping should be a "shifting process as the needs, interests, and capabilities of the children vary." She discusses school-room grouping practices and four types of groups: skill, study, experimental, and interest.

Whipple, Gertrude, "Good Practices in Grouping," *The Reading Teacher* (December, 1953), 7:69-74.

This article discusses four patterns of grouping utilized today in the public schools and emphasizes the need for flexibility in grouping. Suggestions for using the flexible grouping plan are provided and several practical activities for worthwhile independent activities for children are described. The author stresses the need for cooperation of teachers, supervisors, and administrators and shows how school leaders can facilitate the teacher's efforts to improve instruction in reading.



There are four kinds of readers. The first is like the hour-glass; and their reading being as the sand, it runs in and runs out, and leaves not a vestige behind. A second is like the sponge, which imbibes everything, and returns it in nearly the same state, only a little dirtier. A third is like a jelly-bag, allowing all that is pure to pass away, and retaining only the refuse and dregs. And the fourth is like the slaves in the diamond mines of Golconda, who, casting aside all that is worthless, retain only pure gems.—Coleridge.

Some read books only with a view to find fault, while others read only to be taught: the former are like venomous spiders, extracting a poisonous quality, where the latter, like the bees, sip out a sweet and profitable juice.—L'Estrange.



Some read to think, these are rare; some to write, these are common; some to talk, and these are the great majority.—The first page of an author not unfrequently suffices all the purposes of this latter class, of whom it has been said, they treat books, as some do lords, inform themselves of their titles, and then boast of an intimate acquaintance.—Colton.



They that have read about everything are thought to understand everything too; but it is not always so. Reading furnishes the mind only with the materials of knowledge; it is thinking that makes what we read ours. We are of the ruminating kind, and it is not enough to cram ourselves with a great load of collections. Unless we chew them over again, they will not give us strength and nourishment.

—Channing



He picked something valuable out of everything he read.—Pliny.



Had I read as much as others, I had remained as ignorant as they.—Hobbes.

There are three classes of readers: some enjoy without judgment; others judge without enjoyment; and some there are who judge while they enjoy, and enjoy while they judge. The latter class reproduces the work of art on which it is engaged.—Its numbers are very small.
—Goethe.



I read for three things: first, to know what the world has done during the last twenty-four hours, and is about to do today; second for the knowledge that I especially want in my work; and third, for what will bring my mind into a proper mood.—H. W. Beecher.



Reading is seeing by proxy.—Herbert Spencer.



What blockheads are those wise persons, who think it necessary that a child should comprehend everything it reads.—Southey.



As you grow ready for it, somewhere or other, you will find what is needful for you in a book.—George Macdonald.



The man who is fond of books is usually a man of lofty thought, and of elevated opinions.—Dawson.



You may glean knowledge by reading, but you must separate the chaff from the wheat by thinking.—Osborn.

