Moore, Walter J.

Annotated Index to Elementary English: 1924-1967.
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68

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ABSTRACT

Bibliographical information and annotations for the articles published in "Elementary English" from 1924 through 1967 are organized under 35 topical headings arranged alphabetically and cross-referenced. Both author and topic indexes to the entries are provided. (This document previously announced as ED 025 521.) (LH)
Annotated Index to Elementary English: 1924-1967

Walter J. Moore
University of Illinois
Past Chairman, Elementary Section, NCTE
The Committee on the Annotation of Elementary English was constituted by the Executive Committee of the National Council of Teachers of English early in 1966 and is perhaps unique in Council activities in that the then Chairman of the Elementary Section remained its sole member. The reception given the Annotated Index to the English Journal, 1944-1963 had been favorable. This had appeared in 1964 and was the work of the Committee on a Bibliography of English Journal Articles, with Anthony Frederick, S.M., as chairman. The Chairman of the Elementary Section believed that the NCTE should consider the annotating of Elementary English, and the editor of that journal concurred. The Executive Committee decided to authorize the task of providing an annotated index.

The Chairman of the Elementary Section accepted the charge to provide the index. During his sabbatical leave from the University of Illinois in the fall semester of 1966 he organized the tasks involved in the undertaking. With the assistance of a very large number of graduate students enrolled in his research seminars and in elementary language arts courses at the University of Illinois, some 3,000 articles were eventually annotated. Each of the annotations proceeded through three stages—a rough and sometimes very lengthy treatment, a second and briefer statement, and finally, the annotation. Varying lengths can be explained by recognizing the range of subjects covered as well as the personal writing styles of the various annotators. Some articles of considerable length (and of considerable merit) simply did not lend themselves to brief annotating.

From the outset the growth of the periodical has been steady but not spectacular. Elementary English now has a circulation of about 36,000. Elementary English Review, Vol. I, No. 1, appeared in March, 1924, under the editorship of C. C. Certain, who was then the Supervisor of Libraries in Detroit. In the first issue, 9 articles were published; the magazine next appeared in April, May, June, and September. The October number did not materialize, but the November and December issues were slightly expanded to make up for "the lost month." The magazine has been in continuous publication since that time. In 1935, the September issue was discontinued as was the number for June, 1936, leaving October through May as the publication pattern for the years to follow. The name, Elementary English Review, was changed to Elementary English in 1947.

In its 45-year history, Elementary English has had five editors: C. C. Certain, 1924-1941; Julia Lockwood Certain, 1941-1942; John J. DeBoer, 1942-1961; William A. Jenkins, 1961-1968. Rodney P. Smith is currently the editor. A brief early history of the magazine was written by its second editor, Julia Lockwood Certain, for the October, 1954, issue, and in this she observed that the journal had sought to provide articles by educational authorities discussing principles basic to the teaching of English in elementary schools; articles by classroom teachers setting forth their practical experiences in the solution of difficult problems; articles outlining cooperative experiments based upon scientific research; articles discussing prominent writers of the day in the field of children's literature; and articles discussing artists prominent as illustrators of children's books.

Elementary English continues to emphasize research studies, and in any given year the total number of pages devoted to this category of material is usually about 25 percent of the issues. Recently a former editor observed that reading and spelling research studies comprise the greater share of the research reported, with oral language, children's literature, listening, and writing showing less but significant coverage. College professors continue to dominate the writing scene, with school administrators, supervisors, and classroom teachers following in that order.
Attempts have been made continuously by the various editors to secure and publish articles reflecting the best currently available literary and linguistic knowledge and research; the best available from educational philosophy, practice, and research; and these articles have been chosen mainly, but not exclusively, on the basis of their significance to the classroom teacher.

How to convince some people that they have something to contribute, which should be written and eventually shared with co-workers in the teaching of English and the elementary language arts, is a problem that has doubtless faced all editors of Elementary English. Attention might be drawn to an interesting piece written by Norman Podheretz. ("The Article as Art," Harper's, 217, 1208, [July, 1958]) Podheretz drew attention to a curious fact which he observed on the then current literary scene—that serious novelists appeared to place less valuation on their book reviews, critical pieces, articles about the contemporary world, memoirs, sketches, and the like, produced for magazines, than they did for their novels. He stated in part "...the discursive writing of people who think of themselves primarily as novelists turns out to be more interesting, more lively, more penetrating, more intelligent, more forceful, more original—in short better—than their fiction, which they and everyone else automatically treat with greater respect." (p. 72)

Podheretz asks the question: "Why should the magazine article, of all things, have become so important, and so fertile a genre in our day?" He responds: "I would suggest that we have all, writers and readers alike, come to feel temporarily uncomfortable with the traditional literary forms because they don't seem practical, designed for "use," whereas a magazine article by its nature satisfies that initial condition and so is free to assimilate as many "useless," "nonfunctional" elements as it pleases. It is free, in other words, to become a work of art." (p. 81)

Certainly there have been some works of art which have appeared in the pages of Elementary English! Consider such as these: Margery Bianco's "Writing for Boys and Girls"; Marcia Brown's "The Hero Within"; Witter Bynner's "The Whole Lindsay"; Padraic Colum's "What I Aim at in My Books for Children"; Charles J. Finger's "Why I Write for Children"; W. Cabell Greet's "The Lindsay Records"; Madeleine L'Engle's "The Danger of Wearing Glass Slippers"; Hugh Lofting's "World Friendship and Children's Literature"; Frederic G. Melcher's "Encouraging Writers for Children"; Edward Arlington Robinson's "Vachel Lindsay"; Christopher Morley's "John Mistletoe Remembers Lindsay"; Jesse Stuart's "The Legend of the Trees"; and Hendrik Willem Van Loon's "To the Children." Lindsay himself writes "The New Poem Games." These and scores of others are to be found in issues of Elementary English. Good articles all!

Many possibilities exist for the researcher. An inspection of the categories of articles included in the Annotated Index to Elementary English reveals very real shortage areas, some of which have existed for years and which are definitely worthy of scholarly consideration. Take, for example, the "book report." Is the book report important or unimportant? Does it not occupy a place in the language arts curriculum in today's elementary schools? Who would really know, for a search reveals that Elementary English has published but six articles on the book report from October, 1927, through October, 1967!


One of the controlling principles observed in the indexing of both the English Journal and Elementary English was that materials included in some way had to conform to the term "article." Thus neither volume carries announcements, newsletters,
nor ephemeral commentary; nor are reviews or lists carried unless their pertinence appears self-evident. Editorials, humorous pieces, and verse do not appear, nor in the case of the Annotated Index to Elementary English do articles from "headed" columns. The coverage is believed to be total—that is, all articles have been annotated! Grateful recognition is accorded the numerous students who gave of their time and while it is impossible to name them all, they know who they are, and the NCTE is exceedingly thankful for their untiring efforts. The Council is likewise aware that without the support and encouragement of the Director of Publications this publication would not have materialized. Grateful thanks to her and to the secretaries at NCTE in this venture!

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How to Use This Index

The Contents on pages ix and x lists the thirty-five categories of subject matter into which the annotated articles are divided. Categories appear in alphabetical order with a number assigned to each according to its alphabetical order. Thus, "Art and Illustration" is category 1; "World Literature and Understanding" is category 35. In the Contents, cross references to other categories are also suggested for the added convenience of the user.

Within each category, articles appear under the names of the authors, listed alphabetically. Each listing includes the usual bibliographical data: author, title of article, volume number of Elementary English, date of the issue, and page numbers.

Beginning on page 243 is an index of all authors of annotated articles, with references to the page or pages upon which their article or articles appear.

The Topic Index which appears at the end of the book supplements the information given in the Contents. It refers the user to pages containing articles in addition to those he expects to find in the categories: either articles on additional specific subjects or articles on subjects similar to those of the categories but listed elsewhere in the book. Personal names listed in the Topic Index refer to people discussed in the articles, not authors of articles. Again, cross referencing is supplied for the greater convenience of the user of the Annotated Index to Elementary English: 1924-1967.
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Art and Illustration—1

States that design, the fourth dimension of a book, ties the components together into a whole. Designer is interested in four aspects of a book type, illustrations, reading matter, and binding.

"Romance, imagination, excellent draughtsmanship, quaint artistic value, historical accuracy to nation or century, and rare beauty play their part in the work of excellent illustrators and we have many of them from many countries." Gives alphabetized listing of various illustrators.

Proposes that art in the classroom aids motivation, promotes understanding and recall. Through art one is able to see and feel. Art projects should be varied and employed in many areas of the curriculum to meet the needs of individual differences. Art projects should be planned and executed by the student.

A biographical sketch of Constance Whittemore, an artist and illustrator of children's books.

Lee, Emma. "Picture Books for the Modern Child." VIII (June 1931), 141-144.
Discusses the importance of picture books for young children of preschool age. The book entitled The First Picture Book was recommended as one of the best.

Acquaints the reader with a wide range of illustrations from children's literature and the changes that have taken place which would fit the framework of "history of art in children's books."

Main trends and contributions in modern art are illustrated in selected books from 14 European nations. Pictures are most important for children's books, a must if children are to enjoy and be inspired by the book. All authors and artists are striving toward the child audience with the idea in mind of what is the use of a book without pictures.

Describes possible uses of story books, factors desirable in picture book selection, and a selected list of good picture books.

Miller, William A. "The Picture Crutch in Reading." XIV (Nov. 1937), 263-264, 274.
Examines the use of pictures in primary readers. Suggests that children do understand what they read when the material has no illustrations. Concludes that pictures do not contribute to understanding.

Presents a biographical sketch of Kate Greenaway's contribution to the field of illustrations in children's books.


Favors using good paintings in classroom. Aims to encourage interest while relating pictures to various subjects. Includes units of work springing from pictures.

Indicates the importance of doing the illustration for the child, not the adult. Reviews the illustrations and discusses their characteristics. Describes different techniques in illustrating.
Children's Literature — 2

A play relating the tale of a bookshop.

Stresses good pictures and illustrations as having an important place in the development of children's aesthetic sensibilities. Describes how publishers have worked with educators to find out children's preferences; new "color" books published each year have been submitted to art instructors for their evaluations of the illustrations.

Observes that in the past two decades there have been many changes in the way children's books are created and printed and that one can anticipate even more exciting and worthwhile publications in the future. Feels that the pleasures of looking, reading, listening, testing, and selecting belong to the children and adults who avail themselves of the opportunity.

Stanley, Emma M. "Work that Culminated in an Assembly." VII (Apr. 1930), 108, 111.
Offers insights about art. Discusses plans for having students keep note books and collect copies of pictures of famous works of art and having them go to museums.

Finds that comics portray fantastic and lurid adventures, a way of escape. Recommends the use of arts and crafts to provide children a chance to explore the world rather than escape it. Feels that children must be educated to face realities.

 Tells how illustrator conceives ideas for his work aided by 9-year-old boy who reads the story to him, indicating where a picture is to be inserted.

Lists some well-known illustrators of children's books, some of their works and characteristics.

Children's Literature: Authors—2

Adams, Lady. "Rose Fyleman, the Fairies' Laureate." VI ((Mar. 1929), 61-64.
Lauds Rose Fyleman—author of children's fairy stories.

Discusses the psychological impact of the Haders' books in children's literature.

Altstetter, Mabel F. "Eleanor Estes and Her Books." XXIX (May 1952), 245-251.
Reviews several books by Eleanor Estes, concentrating on the "Moffats" series.

Altstetter, Mabel F. "Isabella MacDonald Alden." XVIII (Dec. 1941), 291-292, 299.
Presents a biographical sketch of Isabella MacDonald Alden. Points out the reputation she made as an outstanding writer.

Altstetter, Mabel F. "Jacob Abbott and Little Rollo." XIV (Feb. 1937), 61-63.
Describes Jacob Abbott's life and his writings.

Gives an account of life of the Warner sisters, one of whom wrote a book entitled The Wide, Wide World.

Believes that children should be led into the reading of classics by light reading such as Mr. McCloskey's books, Homer Price, Centerburg Tales, and Lentil.

Indicates the need for books which children, age 6 to 9, can read by themselves, and offers suggestions for writing for this age group.

Bacon, Frances A. "A Life in the 60's as Reflected in the Alcott Books." IX (Nov. 1932), 231-232, 244.
Discusses the simple, happy life depicted by Miss Alcott in several of her novels.
Bailey, John P. "Three Decades of Dr. Seuss." XLII (Jan. 1965), 7-12.
Describes three decades of books by Dr. Seuss (Theodor Seuss Geisel). Three groups (before the war, 1947-1957, and 1957 to the present) show progressions from flat primary drawings to two-color sketches, from rough poetry and prose to rhythmic poetry, from simple characters to superior characterization of animals and insects.

Discusses a book series by Maud H. Lovelace.

Introduces several books by Harlan Thompson (Stephen Holt), author of adventure stories, with pertinent biographical information.

Briefly recounts facts and details in the life and work of O'Dell, well-known writer of children's books, including his Newbery Medal winner, Island of the Blue Dolphins.

Gives a biographical sketch of Margery Blanco and her family. Presents a picture of a rather distinctive personality—a writer, first of novels, then of children's stories, which enjoyed critical approval and sales success, and ranged from imaginative tales to animal stories. Mrs. Blanco, who has lived in Europe and America, reflects both these backgrounds in her writing style.

Discusses the life and works of Kurt Wiese, stressing the influence of his past experiences upon his work.

Tells important points in the writing of books for successful appeal to children.

Explains the importance of the author and the illustrator of children's books working together to achieve the best results in thought, feeling, and understanding. Illustrator must be able to see what the author's mind and imagination see.

Discusses the works of Kenneth Grahame, whose writings for children include The Wind in the Willows.

Biographical sketch of Lewis Carroll.

Tries to build morale of writers who have not had manuscripts published.

Points to the fact that the criteria used by editors in selecting manuscripts of children's books are very individual; criteria used differ greatly from one editor to another.

Believes that books can help children develop character and personality, and gives examples of such excellent books.

Summarizes some of the many warm books by Carol Ryrie Brink (Caddie Woodlawn and Magical Melons among them).

Tells of an author of children's books which are about Spanish-speaking children. Mrs. Prieto is also a teacher of creative writing to children.

Looks at the personality of the Dutch author, De Jong, and describes some of his writings.

Briefly reviews and evaluates the work of this author from her first attempts which produced Henry Huggins (1950), through 1964, depicting her work as "pure Americana," from supermarkets to backyard barbecues, in humorous vein, which give "a picture of life that might well represent us to other peoples."


Deals with the life of Jesse Stuart and his writings for children and young people.


Characterizes the writings of Mrs. de Angell as falling into definite categories—family-related, the Philadelphia area, historical, and minority groups—from the first book which appeared in 1935, through 1965.


Describes the Tennessee mountain people, their old customs, folk speech, ballads, fiddle tunes, play-party singing games, herb lore, weather signs, nonsense rhymes, tall tales, and riddles. The authors believe that folklore is true Americana, a precious jewel to be treasured for posterity. Miss Justus brings to life in realistic stories a homespun picture of a unique people living in the quiet atmosphere of an isolated, charming region set apart from the hustle-bustle world.


Describes Miriam E. Mason, author of Susannah the Pioneer Cow, The Middle Sister, Pony Called Lightning, and Happity. Miss Mason writes with emotion and strong feelings; each of her books has a dominant theme which is introduced early; her characters are lively; the background, realistic.


Sketches the biography of an author of children's books and her illustrator husband.


Reports on the life and works of the famed children's author, Rebecca Caudill, who believes that children deserve a better world. She bases many incidents and characters in her books on her own past.


Presents a short biography of Miss Burton and examines her books in light of her philosophy and the appeal of her work.


Describes Virginia Lee Burton, an authority on long hunters and tall tales, who uses his knowledge in writing stories of frontier life for young people.


Describes Lindsay as "a child who spoke to the child in the hearts of his hearers. His responses to life were those of a child." Feels children respond to Lindsay's best works as well as childish ones.


Presents Lindsay as he appeared before audiences. Comments on reactions from listeners and associates, including Robert Frost.
Certain, C. C. "What the Critics Say of Padraic Colum." I (June 1924), 139-140.

Colum—writer of poetry, drama, and fiction, "a wanderer at heart," more concerned with situation than characterization—writes with the detached attitude of a story teller.


Feels that Walt Disney takes advantage of "poetic license"—of transforming books into the medium of movies, sometimes changing the original text so that the psychological and symbolic understandings are removed.


An account of the travels and searching by the author of "Roland the Warrior" to find the real background of the legends of Roland. She visited Germany, Spain, and France; saw the remains of buildings erected by Charlemagne, models of his palace and cathedral, and the mountains of Roncevaux where Roland and his best friend lost their lives in battle.


Irish playwright Padraic Colum refuses to speak down to children in his books by using monosyllabic vocabulary. He states, "I have always thought that children should be treated as fully conscious human beings." For him intelligibility in a story is a matter of clear and direct sentences in episodic order rather than elimination of difficult vocabulary items. With such an approach children are able to cope with vocabulary if the story is about their world.


Discusses the continuing appeal of the "Little House" books, a series by Laura Ingalls Wilder, concerning her own girlhood in the Midwest during the 1870's and '80's.

Colum, Padraic. "What I Aim at in My Books for Children." I (June 1924), 139-140.

Colum—writer of poetry, drama, and fiction, "a wanderer at heart," more concerned with situation than characterization—writes with the detached attitude of a story teller.

Endeavors to validate the authenticity of the "Little House" books written by Laura Ingalls Wilder, and finds that they are completely accurate historically.


Reviews the life and career of Florence Means.


Describes author's defense of Negro dialect in her stories, particularly Jump Lively, Jeff.


Presents the life and works of Beatrix Potter, creator of such characters as Peter Rabbit, Pigling Bland, Squirrel Nutkin, Benjamin Bunny, and the tailor of Gloucester.


Describes the work of Maria Edgeworth. Deplores the tendency to overemphasize the fanciful as opposed to the realistic, and declares that there are very few realistic stories for young children.


Describes four of James Thurber's books—The White Deer and The 13 Clocks, which appeal to children 12 and older, and The Great Quillow and Many Moons, for ages 6 through 12.


Reviews 14 books written by the husband and wife team, Edgar Parin and Ingrid D'Aulaire.


Instead of the traditional method of teaching history by vertical columns of events and dates, the author suggests using Genevieve Foster's biographies of great men as an introduction to periods in history.

Ferris, Helen. "On a Certain Consideration..."
Children's Literature — 2

Recommends professional instruction to
develop necessary technical skill of a writer.
Contends that an understanding of children
and a knowledge of one’s purpose as a
writer are essential to one’s writing stories
for children.

Finch, Hardy R. "Munro Leaf: Writer for
All Children of All Ages." XXX (Nov.
1953), 405-411.
Describes Leaf’s writings between 1934
and 1956, showing reasons for his popularity.
Summarizes some of his books.

Finger, Charles J. “Why I Write for Chil-
Gives reasons for his writing children’s
literature, and makes suggestions for those
interested in writing for children.

Flanagan, Frances. "A Tribute to Laura
Ingalls Wilder." XXXIV (Apr. 1957), 203-
213.
Summarizes Laura Ingalls Wilder’s con-
tributions to children’s literature, espe-
cially through the “Little House” books.

Greaney, Katherine H. “Scott O’Dell’s Island
of the Blue Dolphins.” XLIV (May 1967),
466-467.
Presents several techniques to be used
for studying both the book and the film.

Greet, William Cabell. "The Lindsay Rec-
ords." IX (May 1932), 122, 129.
Describes a man (Vachel Lindsay) who
came to author’s office to request that his
voice be recorded—he had been rebuffed by
record companies. Criticizes attitudes of
such companies.

Groff, Patrick J. "Children’s Poetry of Harry
Behn." XXXVII (Nov. 1960), 441-446.
Distinguishes rhythm, sound, sense, and
suggestion as elements which children's
poetry should contain, and evaluates Harry
Behn's poetry in terms of these elements.
Behn possesses an unusual talent for writing
children's poetry, his only shortcoming being
neglect of critical editing.

Groff, Patrick J. "The Children’s World of
Ludwig Bemelmans." XLIII (Oct. 1966),
559-568.
Describes briefly Bemelmans’s life, his
childhood, writing, art, and the quality of
his work, with interpretations of his writings
and pictures.

Gunderson, Ethel A. and Agnes C. “A. A.
Milne and Today’s Seven-Year-Olds.”
XXXIX (May 1962), 408-411.
Explains concretely and effectively why
A. A. Milne's poems are well received by
children in the modern day of primary
education.

Harbage, Mary. "The Borrowers at Home
and Afield." XXXIII (Feb. 1956), 67-75.
Reviews Mary Norton’s The Borrowers
(winner of the Carnegie Medal in 1952)
and its sequel, The Borrowers Afield.

Harbage, Mary. “Robert McCloskey, He
Doesn’t Forget.” XXXI (May 1954), 251-
259.
Describes the work of the children's au-
thor, 1942 Caldecott Medal winner, and
the sources of his writings.

Higgins, James E. “The Little Prince: A
Legacy.” XXXVII (Dec. 1960), 514-515,
572.
Briefly reviews the children’s book by the
French author, Antoine de Saint-Exupéry.
Feels that the power of the book might be
found in the facts that it is unique, that it
poses problems for the reader, no matter
who he may be, and that it never fails to
respect the intelligence of the reader, no
matter how young. Adults are the target
for Saint-Exupéry’s satire, which advances
his theory that adults have no monopoly on
wisdom.

Hines, Ruth, and Burns, Paul C. "Rumer
Godden.” XLIV (Feb. 1967), 101-105.
Presents a brief biography of the British
author Rumer Godden, and discusses sev-
eral of her books as well as her philosophy
on children’s books.

Hollowell, Lillian. "Marguerite de Angeli—
Writer and Illustrator for Children." XXIX
(Oct. 1952), 317-325, 358.
Discusses children’s books written by
Marguerite de Angeli, one of the first au-
thors to write sympathetically of minority
groups.

Discusses the great works of Eric P. Kelly as a literary interpreter of Poland for young readers. Includes a list of his books.


Surveys the talents of Wanda Gág, author-illustrator in the field of children's literature, noting characteristics of her work.


Discusses Marie Hall Ets, author and artist, and several of her books, many of which are about animals.

Jacobs, Leland B. "Lois Lenski's Regional Literature." XXX (May 1953), 261-266.

Gives criteria for good regional fiction and shows how Lois Lenski's books meet those criteria.


Presents many of Miss Rossetti's poems from the volume Sing-Song and gives some reasons for their success with children.


Reviews style and approach of Dr. and Mrs. Edd Parks and gives a short synopsis of each book by the two authors.


Discusses Arthur Chrisman's book, Shen of the Sea, which in 1925 won the Newbery Medal, given for the most distinguished contribution to American childhood. Describes layout, illustrations, and content.

Kane, Ruth B. "Roger Duvoisin—Distinguished Contributor to the World of Children's Literature." XXXIII (Nov. 1956), 411-420.

Discusses Roger Duvoisin and his work as a writer and illustrator of books for children.


Praises the late Edith Nesbit, a scarcely known writer for young people. Her books, filled with excitement and touched with magic, weave reality and magic to enhance a story of exciting adventure, filled with difficulties. Some of her best known books include the Bastable books (The Adventures of the Treasure Seekers, The Wouldbegoods, The New Treasure Seekers) and The Five Children and It, The Story of the Amulet, and The Phoenix and the Carpet (which all deal with the adventures of one family).


Tells of the time-consuming work, the amusing incidents, the printing process, and the exacting details required to achieve variety, perspective, and mounting interest from spread to spread, that went into the writing and design of Make Way for Ducklings, by Robert McCloskey, 1942 Caldecott Medal winner. In this book and subsequent books and speeches, McCloskey voices his protest against the overwhelming mechanization of society and a plea that every child be taught design and drawing as a part of the curriculum.

Lehr, Elizabeth. "A New Game of Authors." XII (June 1935), 154, 165.

Describes a method 4th, 5th, and 6th graders used making their own "Authors" game on file cards, using authors and stories familiar to their reading group.

Lembke, Ruth C. "We Met Aurora Labastida of Mexico." XXXIX (Jan. 1962), 46-47.

Tells of the author's visit with Aurora Labastida, coauthor of the Caldecott winner, Nine Days to Christmas, and describes Miss Labastida's work and personality.


Believes that "a book that is only for grown-ups, or only for 8-year-olds, or 10-year-olds, or adolescents, may serve a purpose, but it is a limited purpose, and is usually bound by its place in time and culture."

Lothrop, Margaret Mulford. "The Wayside, Home of Three Authors." X (Apr. 1933), 98-100, 111.
Children's Literature — 2

Discusses the lives of three famous children's authors, Louisa Alcott, Nathaniel Hawthorne, and Margaret Lothrop.

Lovis, Marion. "Charles Boardman Hawes—An Appreciation." I (June 1924), 143-144.

Pays tribute to the outstanding books of special interest and appeal for young boys by a writer whose contributions included The Mutineers, The Great Quest, The Dark Frigate, and others.


Tells of the life of Virginia Lee Burton and the typical devices in her works that make them appealing to children.


Analyzes Elizabeth Yates' literary style. Includes book reviews for the teenage and the young adult reading level.


Analyzes author-illustrator Kate Seredy's literary and art styles and relates them to personal life.


Discusses style, form, and content of children's picture books. Calls for quality, high interest, easy-to-read books to encourage children to read for enjoyment.


Pleads for adult acceptance of Carl Sandburg's stories for children with their ridiculous exaggeration, understanding of man's, and lack of moralizing. The stories are humorous; the language is musical with plays on syllables and words. As in all of his writing, Sandburg exhibits a feeling for the language.


Informs the reader about John Newbery, "Father of Children's Literature," about whom little is actually known.


Describes the school opened for young children by Louisa M. Alcott. Among the pupils were Ellen Emerson, daughter of the poet, and Mary Wheeler, who later founded her own successful school.

Melcher, Frederic C. "Encouraging Writers for Children." I (June 1924), 125-127.

The donor of the John Newbery Medal states that "the idea behind the medal has been to have it serve as a means of emphasizing the fact that literature for children is not a closed list but is a continually growing field and that additions to the literature for children should be encouraged by some recognition that might help to indicate that writing for this field has a value and importance similar to writing in other fields."

Melcher, Frederic C. "Vachel Lindsay in the Schools." IX (May 1932), 117-119.

Relates his experiences with Vachel Lindsay as the poet captured audiences in the public elementary and high schools. Portrays Lindsay as a man of versatility and warm, direct character who appealed to a variety of age groups with assorted interests. Includes in the article the poems, "The Kallyope Yell," "General William Booth Enters into Heaven," and "The Bubble Crown."

Morley, Christopher. "John Mistletoe Remembers Lindsay." IX (May 1932), 128.

Represents yet another tale of Vachel Lindsay as his closest associates knew him. Morley tells of the evening after a recital when a small group including Lindsay, who was "drunk with the pure excitement of a poet," entered a restaurant and captivated its patrons with poetry and merrymaking.


Biographical sketch of Charles J. Finger reveals some of his occupations and how his colorful background contributed to his writing. Lists some of his works.


Writes that Cornelia Meigs' works are valuable because (1) she makes history come alive; (2) she writes truthfully and
entertainingly; (3) her love of country is evident in her writing; and (4) her books establish atmosphere and appeal to the imagination of her readers.

Describes a visit to the Alcott Home in Concord, Massachusetts.

Describes the personality of and presents a brief life sketch of William Beebe, writer of nature stories, animal stories, and bird stories.

Discusses the work of the author A. A. Milne and his contribution to children's literature.

Gives an account of the early life of Hilda Conkling, a gifted child poet.

Notes that Milne's lyrical, whimsical, and intimate poetry is achieved through his content and the formal structure. Lists many of Milne's poems along with a general statement of their content; most of them are about children.

Tells why Dr. Seuss and his books are well liked. Discusses illustrations, satirical touches, word play, suspense, and continuity from book to book.

Explains the life of Elizabeth Yates and the ways she creates children's books. Concludes with advice to young authors.

Pays tribute to Hardie Gramatky, author of Little Toot, Loopy, Creeper's Jeep, Sparky, and Homer and the Circus Train, and declares that the charm of these books is that machines take on childlike, irresistible character and become full-blown human personalities which delight readers.

Presents a brief biographical article of a famous illustrator of children's books.

Presents the life and artistic philosophy of Marcia Brown as well as examples of her work.

Discusses the life and works of Richard Chase, author of Jack Tales, Grandfather Tales, and American Folk Tales and Songs.

Reviews the 1958 Newbery Award book, Rifles for Watie by Harold Keith, in which the Civil War is presented with historical accuracy and the characters are viewed as realistic.

Reviews how the author came to write her series of stories with a geographical background and historical basis. She was an author and illustrator who used her illustrations to stimulate the emotion and interest of children who read her books. She used a group of children to criticize and comment on the books before sending them to the publisher.

Tells how the real Alice inspired Lewis Carroll to write Alice's Adventures in Wonderland.

Presents survey of Holling's work, especially writings about American Indians.

Offers an exhaustive bibliography of Aileen Fisher's work, describing her as a writer who is prolific, versatile, realistic, perceptive, and whole. Argues that this is why she succeeds in her poetry, nature picture books in verse, and prose.


Sketches biography and gives partial listing of the works of Charlie May Simon, a writer of regional literature.


Reviews Elizabeth Coatsworth's work. Fascinated by nature in general and cats in particular, Miss Coatsworth has no difficulty in obtaining material for her books. Aimed at audiences of all ages, her efforts succeed due to an ideal blending of the poetic and the practical.

Richards, George M. "Lindsay in Bohemia." IX (May 1932), 150-151.

Relives a personal memory of Vachel Lindsay as a young man.


Describes Vachel Lindsay as a "triumphant combination of the troubadour and the evangelist" in this tribute.


Relates the biography of an early American poet, Eliza Follen.

Concludes the biography of Eliza Follen (part 2 of a two-part presentation).


Discusses the poetry of Lydia H. Sigourney, who influenced Louisa May Alcott, with emphasis on the fact that though Mrs. Sigourney's works were sentimental (and are seldom read today), they were most popular in the 19th century.


Discusses the life and writings of Mrs. Thomas Wells, who lived in Massachusetts in the early 19th century and wrote children's poetry. Her poems are gay and sprightly, never morbid or sentimental; they received generous space in the monumental 1916 anthology compiled by Edith Emerson Forbes, daughter of Ralph Waldo Emerson, entitled Favourites of a Nursery of Seventy Years Ago.


Discusses the life, philosophy, and writings of Clara Ingram Judson, author of the "Mary Jane" and "They Came From" series.


Sketches biographically the background of the children's author, Doris Gates. The article contains a review of her book, Little Vic.


Depicts the life of Will James, who was a cowboy as well as an American author.


Assesses Bemelmans' own statements about his writing and, as a result of thorough study of his stories supplemented by an interview with Bemelmans' editor, traces the growth of Bemelmans from artist to writer-illustrator. Describes Bemelmans' earlier efforts (Hansi, The Golden Basket), some of his less successful ventures (Parsley, The High World), and his highly successful books (Madeline, Madeline's Rescue, Madeline and the Bad Hat).


Describes commemoration of Louisa May Alcott centennial in New England.

Gives an account of the author's meeting with Arthur Ransome, author of such children's books as *The Swallows and the Amazon*, *The Big Six*, and *Coot Club*.


Presents a short biography of Mrs. Aldis and discusses her books and poems. Lists essential qualities for children's poetry: (1) worthwhile idea; (2) honesty; (3) uniqueness; (4) imagery; (5) musical quality; (6) mood; and (7) appeal to emotion.


Acquaints the reader with a biography of Mrs. Gilman, a writer of children's poetry before the Civil War. She had charge of a magazine in the early years of children's literature in America.


Contains brief biographical sketches of a few children's authors, dwelling on the type of person each author is, which leads him to write the type of books he does.


Author gives the background of her book, *The Good Master*. It covers the events which the author experienced as a child on a visit to a small Hungarian village. The peasants there were artists, who held absolute confidence in divine Providence.


Presents a comprehensive and illustrated summary of the children's books written by Carolyn Haywood.


Describes writings of Hugh Lofting and creation of “Dr. Dolittle,” citing nine reasons for the popularity of the Dolittle books.


Introduces Rose Fyleman, “poet of the fairies,” and her theory of writing.


Recounts some of the background of an individual who is the only person to have won the Caldecott Award (1911, for *They Were Strong and Good*) and the Newbery Medal (1945, for *Rabbit Hill*).


Writes briefly about Dhan Gopal Mukerji, author of several books for children.

Skinner, Constance Lindsay. “Let Us Talk Together.” XIV (May 1937), 159-160, 188.

States that adventure stories were the author's first literature. Tells of her own inspirations and efforts in writing.


Gives reasons, with examples, for feeling that Walt Disney, in his book and film, destroyed “the remarkable personality of Mary Poppins herself and the meaning and magic of the individual stories.”

Spencer, Hazelton. “Lindsay and the Child’s Approach to Art.” IX (May 1932), 120-121, 127, 131.

Describes some of Lindsay's feelings about poetry; poetry heard, not seen, and perpetuated through audiences of children. Lindsay's poems show American history and geography—children see beauty in daily surroundings.


Introduces Ruth Sawyer and her works, especially *Roller Skates* and the Christmas stories.


Presents biographical facts of Miss Milhous' early childhood and the avid reading which influenced her writing. Her love of festivals influenced her *Snow Over Bethlehem*; her desire to create with her hands influenced *The Egg Tree* and *Appolonia's Valentine*; and her illustrative talents show in her first self-illustrated and written book, *Lovina*. Her work displays
her standard that good art must have an intangible, indefinable force that is felt rather than seen.

Gives a brief biography of Leo Politi, Fresno-born Italian artist and writer of children's stories, many of which are interwoven with history.

Reviews life and works of Kate Seredy, an artist and author of children's books.

States that "if you really want to learn to write, then you will learn to do exactly what Kreisler did the first twenty years of his life. This was practice and study and working in loneliness and poverty until every idea becomes consciously changed into an expression which is pleasing to the audience and expresses exactly what the author has wanted to say."

Wakefield, Catherine F. "Lindsay as the Poet Uncle." IX (May 1932), 128-127.
Remembers her Uncle Vachel teaching her and her sister--part was acting out (in song or dance) Lindsay's poems.

Describes the work of Morton Schindel in converting picture books into motion pictures for children.

Discusses qualities of the "Little House" books which give children insight into their own problems and needs.

Records how Ann Nolan Clark's writing for children grew naturally out of her work as a teacher, and how she is able to effect communication between cultures so sensitively. Describes Newbery Award winning book, Secret of the Andes.

Writes of Lindsay as a young man in the years between high school and his recognition as an artist. Includes such details as his near penniless days, the selling of his first poem, and his boyhood interests.

Gives the reader an insight into the life and writings of Marguerite Henry, author of well-known horse stories.

**Children's Literature: Bibliographies and Booklists—3**

Allen, Blanche C. "Choosing Children's Books." (1) IX (Oct. 1932), 202-204, 224; (2) IX (Nov. 1932), 225-238.
Reviews criteria for evaluating new children's literature. Suggests that illustrations, word usage, and plot are important factors.

encourages the use of poetry and folk tales with young children to take advantage of their interest and impressionable age. Lists some of the important authors and contributors as well as suggestions of use for librarians.

Lists animal stories for over-age pupils; divides them into 3 levels of difficulty.

Reviews several children's books. Compiles list at end.

Illustrates an experiment with 6th grade children in acquainting them with Christmas resource materials in their school library.

Bartell, Joyce. "The Lewis Carroll Shelf Award." XXXVI (Mar. 1959), 159-166.
Lists and describes the 16 books which won the Lewis Carroll Shelf Award in 1958. The first purpose of this award is to show
parents, teachers, librarians, and writers that good writing can serve as a criterion for evaluating books for children. The standard used was Lewis Carroll's Alice in Wonderland. The second purpose of the award is to aid in gathering together excellent books.


Prescribes a method of selection of literary items for young readers in the school.


Presents a bibliography of reading material of interest to those children whose reading ability is below their general maturity level. Books were selected on the following criteria: (1) embody a high degree of children's interests; (2) use simple vocabulary and style of writing; (3) compiled by authorities in child education; (4) found useful in developing attitudes and abilities in reading.


Reviews ten books for or about Negro children.


Describes for teachers, parents, and librarians some beautiful books which should be brought within the reach of every child.


Reports books suggested by public and county librarians of California for use with retarded readers in grades 4 to 9.


Gives two lists of recommended books for kindergartens. Endorsement is based on the reactions of a group of California children to them. First list consists of books all the children responded to favorably. Second catalogue contains story titles accepted by the majority of children observed.


Relates the concern of the author for children who are "addicted" to comic books to the exclusion of more profitable reading. Suggests substitutes, such as stories with adventure, excitement, or humor, and, recommends that they be easily obtained, quickly read, and contain many illustrations. Classifies books by areas of difficulty and motif: (1) "sure-fire" authors, (2) stories of humor and fun, (3) adults in ridiculous positions, (4) getting ahead against great odds, (5) "the little hero," (6) and real boys and girls as heroes.

In contrast, Carr devotes further attention to comic books and shows that they could be used as substitutes for adventure stories. Lists comic books which could serve as reading material in the area of adventure, most of them being close to the American scene. Tries to classify them into suitability for age groups, also.


Expresses concern with training children to make wise choices in the selection of books as awards of merits and as gifts. Includes a lengthy bibliography of books, selected aids, and a statement of standards for elementary school librarians.


Maintains that schools should guide children in constructive activities during the Halloween period. Children can do worthwhile things in a secretive or mysterious way.


Lists titles, authors, illustrators, publishing companies, date of publication, price, short paragraph reviews, and recommendations on more than 50 books in several divisions for children.


13
Children's Literature — 3

Outlines winners of the John Newbery Medal, given in honor of John Newbery to outstanding authors for their contribution to children's books. Describes the 1936 winning author and his book.


Tells about some of the books popular with children and why they are popular.


Presents a list of books chosen to describe the countries of the United Nations.


Discusses the criteria used to judge children's books in awarding the Lewis Carroll Shelf Awards. Lists books which have been awarded the honor.


Consists of a helpful, up-to-date bibliography of books costing about $2 or less. Gives author, title, and publisher.


Discusses how best to choose children's books for Christmas gifts. Gives a select list.


Lists without annotation a bibliography of 136 Christmas books and stories.


Includes an annotated bibliography of books appropriate for teaching family relationships including mother-child, father-child, and sibling relationships to young children, and provides commentary on the developmental value of each.


Authors present a list, with brief annotations, of books with non-WASP and non-middle class protagonists. Maintain they attempted to avoid books which seemed more overwhelmed with the social problem than the writing of a book.


Suggests a program for International Good-Will Day; includes staging, costuming, etc., by World Federation of Teachers. Suggests materials for each country.


Gives a list of books popular with children in grades 2-6 at the Lincoln School, Teachers College, Columbia University.


Reviews books about Canada and categorizes them according to subject.


Reviews and suggests books for adults and children about Africa. Urges that such lists be kept up to date because of Africa's changes and diversities.


Suggests a collection of "read-aloud" picture books for preschool children.


Annotates a bibliography of music records, films, songs, poems, picture books, stories, and reference books for the teacher concerning material in preparation for a unit on the circus.


Compiles a list of good children's books, categorizing them according to general subject. Uses general categories of Biography, New Yorkers, Indians, Long Ago, Fairy Tales. Gives the author, illustrator, price, year published.

Lists Fall 1933 books, categorized into (1) picture books, (2) points of the compass, (3) other times, (4) biography, and (5) miscellaneous fiction.

Reviews four Christmas books for young children. Also lists a bibliography of other Christmas books.

French, Ruth, and Nora, Sister Mary. "What Are Some Resources for the Teacher of Children's Literature?" XLI (May 1964), 516-525, 531.
Gives a selective bibliography of motion pictures, filmstrips, records, source guides, pamphlets, brochures, and references for teacher background.

Presents a selected categorized list of recommended books on cultural affairs for children's reading.

Lists books recommended for use in a remedial reading program, graded by difficulty and ranked by apparent usefulness.

Geltch, Irene, and Meloy, Irene B. "Some Outstanding Children's Books of the Year." XXII (Dec. 1945), 312-316.
Annotates a list of children's books, subdivided into those for primary, middle, and upper grades.

Lists more recent books for children, dividing them into the categories of primary, middle grades, and the upper grades. Lists also the publisher, title, cost, and number of pages. Each listing has a paragraph relating to the book contents or story plot.

Lists 358 recent books for 1st grade readers and offers a controlled vocabulary list.

Criticizes Winnetka Book List in light of a survey of the books by two specialists in statistical and scientific fields.


Supplement to Books for Beginning Readers, 1962 NCTE publication.

Harrell, Penelope. "Hooray for Fantasy!" XXXIX (Nov. 1962), 710-712.
Reviews and appraises several fantasy books for children.

Discusses the reasons why the 112 titles in this supplement were rated as of low literary value for children.

Gives a list of some 30 new and old books very popular with children of all ages, likes, and needs. Includes a short paragraph on the book, price, publishing company, and age for which intended.

Reviews a number of current children's books.

Gives a categorized and annotated bibliography of realistic books which describe selected problems of the 8- to 12-year-old child. The list should aid teachers, parents, and librarians in selecting books which can help children face and solve their own problems. Includes books about families,
groups of children, and individual children, published from 1940 to 1960.

Horn, Thomas D., and Ebert, Dorothy W. "Suggested Reading for the Partially-Sighted Child." (1) and (2) XLI (Dec. 1964), 885-912; (3) XLII (Jan. 1965), 54-85; (4) XLII (Feb. 1965), 169-184; (5) XLII (Mar. 1965), 298-319.

Annotates a bibliography of suggested reading for children with partial eyesight; divides books into categories according to subject; marks them for appropriate grade level. Later reprinted as an NCTE publication, Books for the Partially Sighted Child, 1966-67.


This article discusses two books: Calico, the Wonder Horse or The Saga of Stetoy Slinker, a book with a poor ending, and Tag-Along Tooloo, an enjoyable book for children.

Jordan, Alice M. "Open House." VI (Nov. 1929), 243-248.

Reviews a number of children's books which were newly published in 1929.


Explains a valentine in relation to its historical background.


Lists books for retarded readers reading at 1st, 2nd, and low 3rd grade level, compiled on the bases of children's responses and objective data. Gives the following information: title, author, publisher, Spache readability score, minimum instructional reading level of child for reading the book, and the age group to which the book appeals.


Summarizes stories, poems, and other pieces of literature related to the month of February.


Provides a bibliography of books containing Thanksgiving Day entertainments that could be used by teachers, librarians, church or club groups with children participating. Includes grades in which material could appropriately be used.


Gives annotations of books for Hanukkah and Christmas.


Reports that records kept for 8 years on 98 children, at the Eastern Oregon College of Education, reveal the popularity of the "Newbery Award" books. Children of average to high intelligence are attracted to these books of literary excellence.


Presents a reading list compiled, annotated, and grade placed by children, mostly of high school age.


Names stories which slow learners enjoy because they can identify themselves with the main character and delight in their success rather than usual failure. Stories are both humorous and imaginative.

Lyons, Pearl W. "America in Story: A Regional Bibliography." (1) XVIII (Oct. 1941), 216-224; (2) XVIII (Nov. 1941), 270-272; (3) XVIII (Dec. 1941), 306-309.

Three installments list suggested recent books and stories according to American localities. First article includes books about states alphabetically from Alabama through Montana.

Second article includes the states from Nebraska through Oregon, along with the books included that deal largely with that particular region. Gives a short review of the book for an idea of content and age level of vocabulary.

Third article covers 11 states, Pennsylvania through Wyoming, along with lists of books rated to them.
Tells that books are for learning and fun; classifies readers; offers guides in selecting books.

Suggests books of songs, poetry, stories, and other literature as appropriate Christmas gifts for children.

McCusker, Lauretta G. "Children's Books about Foreign Countries: India." XXVI (Feb. 1949), 75-85.
Gives background information on India, then presents existing books on the children's level for reading. Includes such Indian literature as history, biography, folklore and legends, and fiction based on Indian settings.

Lists books on Australia to be used in integrating reading and social studies in the classroom, grades 5 through 8.

Gives bibliography of acceptable ten cent books on the bases of format, illustrations, content, child interest, and vocabulary.

Prepares history of Book Week including the roles played by Franklin Mathew's, the American Booksellers Association, and the American Library Association.

Lists a number of books and gives information concerning age level of book, author, publisher, cost, content, and special interest areas of each book.

Lists children's books divided into the categories of primary, middle, and upper grades. Accompanying each title is the name of the author and illustrator, price, and a sentence or short paragraph about each book.

Offers short reviews of recent books for children of primary, middle, and upper grades.

Categorizes a bibliography for use in elementary schools under General, Fiction, Plays, Poetry, and For the Teacher. Bibliography states the author, title, number of pages, material covered, and some of the appropriate levels for use.

Suggests bibliography of children's books about pioneer days for communities observing centennials. Years written about go back to early 1800's.


Parks, Carrie Belle. "An Open Forum on the Winnetka List." IV (Jan. 1927), 10-12. Reports the minutes of a 1926 meeting of the National Council of Teachers of English on the Winnetka List. Miss Mabel Vogel explained it, and Dr. Wills Uhl questioned the authority of the list. He concluded the list should be accepted as suggestive only.

Potter, Marjorie F. "The Hudson, Its Legends and Its Lore." VII (Feb. 1930), 27-29, 42. Presents interesting information about the Hudson River Area and the American folklore of that area as a background for the stories "Rip Van Winkle" and "The Legend of Sleepy Hollow." Deplores the fact that schools, libraries, and storytellers are not using important legendary material with children to preserve the heritage of the myths of the region.

Power, Effie L. "Some Recent Children's Books." III (June 1926), 194-198, 204. Reviews recent books according to genre, interest level, plot summary, and characterizations. Includes a bibliography.


Roberts, Katharine O. "Books with American Settings by Cornelia Meigs." XI (Feb. 1934), 45-47. Reviews the children's books written by Cornelia Meigs. Books are not only good stout sea yarns, but each depicts a period of American history.

Rollins, Charlemae. "Children's Books on the Negro: To Help Build a Better World." XX (Oct. 1943), 219-223. Rates a group of books on basis of objective reporting or prejudiced reporting about Negroes and other cultural groups.

Rollins, Charlemae. "New Trends in Books about Negroes for Children and Young People." XXIII (Nov. 1946), 287-289. Acknowledges the growing recognition of the need for books on the problem of Negro-white relationships. Cites specific books for different grade levels. Points out that certain prejudices and stereotypes are being lessened and omitted.
Gives book list and questions to help a librarian pick the book which can help with each problem in dealing with Negro children and the white community, categorized by age groups of readers and types of books.

Reviews a list of World War II children's books.

Reports the evaluation of 10 popular easy books for children. Concludes that good trade books in a classroom are a stimulus to interest in reading.

Describes ways of becoming better acquainted with Russia. Suggests specific books.

Feels that two major problems facing those who work with children in their reading relationships are (1) a need for reevaluation of the children's books dealing with foreign countries already in schools and libraries, and (2) a need for evaluation of new books in this area.

Scanlan, William J. "100 Most Popular Books of Children's Fiction Selected by Children." XXV (Feb. 1948), 83-97.
Discusses 100 most popular books in the St. Paul, Minnesota, library children's room.

Reviews children's books for grades 2-9; includes some read-aloud books for preschoolers.

Offers an extensive bibliography for a Farm Unit.

Gives a bibliography of children's books for use at Christmas time arranged according to topic and age level.

Lists approximately 75 nature books available for children during the vacation days.

Lists suitable books on China recommended for various grade levels.

Smith, Dora V. "Make Friends with Books." XXVIII (Feb. 1951), 70-75, 85.
Provides a list of children's books of 1950 categorized for interest and labeled as to recommended age group for each book.

Smith, Dora V. "Suggested Content for a Course in Children's Literature." VIII (June 1931), 127-133, 151.
Presents a broad overview of books available for a course in children's literature.

Lists books divided into two main categories: The Love of Man for God and The Love of Man for Man. Each entry includes the author, illustrator, and a brief sentence or paragraph.

Emphasizes the need for children to get a good foundation of information. Includes brief synopses of many types of reading matter recommended for children.

Smith, Elva S. "The Children's Bookshelf." XXI (June 1926), 185-189.
Reviews several good books for children, including two Athenian tales and three Chinese stories, among others.

Stresses the fact that mere newness is the least significant factor in a collection of books for children. In children's books, as
in any other kind, style, charm, depth, and appeal make a book a book, and therefore an object to possess. Recommends a number of books suitable for children of various ages, including Bible stories, fairy tales, biographies, and fiction.

Includes books pertaining to the history, folk tales, music, customs, and stories of our Latin neighbors to the south.

Smith, Mabel C. “Opening the Door to Bookland.” XXVI (Feb. 1949), 53-59, 64.
Shows how to instill in children a love for books, how to choose books for children, and gives suggestions for book reports.

Offers games for drill in remedial English after tests indicate areas of error.

Steinway, Louise S. “Stimulating Children to Read.” XII (Nov. 1935), 226-230, 244; with Brown, Alice. “A List of Titles for Seventh Grade Readers,” 228-230, 244.
Two articles explain a supplementary reading program for 7th graders. Include 4 book lists.

Trommer, Caroline J. “Books for the Gingham-Romper Age (To Be Read to Children).” XII (Nov. 1935), 214-218.
Contains short reviews of books to be read to very young children. Lists books published prior to and in 1935.

Advocates gathering data and giving a diagnostic test at an early date in the year so that more individual attention can be given. Presents various drills.

Reviews 14 books about the early history of the Ohio River Valley.

Washburne, Carleton, and Vogel, Mabel. “Supplement to the Winnetka Graded Book List.” (1) IV (Feb. 1927), 47-52; (2) IV (Mar. 1927), 66-73.
Comments on the 4 points by which 13 children’s librarians evaluated the books in this supplement and then excluded them from the Winnetka Graded Book List.

Gives negative reaction to choice of books in the Winnetka Graded Book List.

Lists 3 types of football books—technical, biographical, and fictional—all of which have been published since 1960. Each has something to offer the boy reader: helpful playing tips; an inspiring college or pro football hero to emulate; an exciting story of individual and team effort, with plenty of play-by-play action thrown in; the idea that hard work and team play are the keys to success in football.

Evaluates and selects various books the author thinks appropriate. Argues that many teachers make a mistake by limiting selection, for instance, by limiting reading in February to books about Washington and Lincoln only, over and over again.

Children’s Literature:
Book Reports—4

Relates an interesting technique used in Lincoln High School, Tacoma, to inject something different into the activities of Book Week. Book reviews are incorporated into newspaper articles.


Describes an effort to stimulate children's interest in books through a book review contest sponsored by a local newspaper. The contest asked 6th, 7th, and 8th grade students to state reasons why the book could be recommended to their peers and also to give a description of their favorite character. Presentation of prizes at school assembly was coordinated with National Children's Book Week and publicized by the local newspaper.

Hall, Cecile B. "Motivating Interest in Recreative Reading." X (Dec. 1933), 256-259.

Recommends a practice of oral book reviewing that requires discrimination, judgment, a sense of proportion, and above all things—brevity.


Reports a limited survey of book reporting practices in grades 2 through 7 in an endeavor to answer such questions as Do written book reports encourage or inhibit independent reading? Do they help a child to extend his interests and reading skills?


Suggests more interesting and motivating aspects of book reports by children.

Altstetter, Mabel F. "Blue Willow." XXXVI (Oct. 1959), 367-373.

Gives a résumé of the story Blue Willow by Doris Gates.

Altstetter, Mabel F. "Peter Parley's Books for Children." XII (June 1935), 153-155.

Describes entire series of books published by Samuel Griswold Goodrich in the 1800's to take the place of Mother Goose, Pass in Boots, Red Riding Hood, and others which he felt contributed to "much of the vice and crime in the world." His Peter Parley books had numerous engravings and very large print and were literally filled with facts and objective truths. At first, the books were popular in England and America, but Mr. Goodrich felt his books were not well written and would soon be forgotten.


Suggests ways children respond to the reading of literature if given the freedom and time.


Believes there are 7 types of comics and suggests that if they are used wisely and supplemented by good books, comics won't harm children. Parents should prohibit lurid and sadistic comics.


Believes that good reading for children of all ages should give them a sense of enjoyment, compassion, courage, and values. Because children continuously identify themselves with the characters in a book, at different ages they have different needs: (1) for the youngest child, Peter Rabbit, Millions of Cats, and The Happy Lion could fill a need; (2) between the ages of 7 and 10, children are characterized by their curiosity and zest for living; (3) preadolescents have great sympathy and courage as characteristics; (4) children at
all levels need a sense of fun. Suggests such books as *Mary Poppins*, *Mr. Popper's Penguins*, and *Henry Huggins*.

Discusses how children should be helped to enjoy good literature.

Lists and assesses the values of 13 fictional works for the middle grades.

Discusses the use of comic books and their potential positive contribution to children's literature.

Describes comparative procedures for teaching a familiar story to young children. Is divided into the following four sections: (1) standards for judging classroom activities; a teacher's organization of a group and her initial plans for teaching it; (2) group analysis of the class taught; (3) classroom observations; (4) suggestions for teaching *Little Black Sambo*.


Recommends and discusses some classic adventure stories for boys—Robinson Crusoe, Moby Dick, Treasure Island among them—to tempt them away from Police Gazette.

Discusses using the force of children's interests in teaching them to read. Maintains that only librarians, teachers, and other highly trained experts in the field of reading are qualified to determine what the best books for children are.

Describes how a teacher of the author, in a one-room rural school, instilled in her pupils a love for literature.


Describes a Spring Book Festival in New York. Criticizes the fact that for three months prior to Christmas there is an overabundance of new books for children and for the rest of the year there is nothing.

Finds that reading interests vary according to grade levels and appear to coincide with age characteristics. Reports evidence from the following sources: (1) available literature on the subject; (2) conferences with librarians on observations of children's reading at 6 libraries; (3) questionnaires from 112 boys and 125 girls in grades 4-12; (4) survey of reading interests of German, French, and Italian children; (5) the influence of illustrations.

Presents rhythm and music as a part of nature which is essentially physical and emotional. Emphasizes choral speaking as an avenue for the enjoyment of oral expression of poetry. Includes examples of choral speaking which could be used in the primary grades.

Bishop, Merrill. "Appreciation Classes in Sixth and Seventh Grades." IX (June 1932), 151-152.

Presents plans for a course for upper grade students exposing them to works of great artists, musicians, and composers. The objective is to help the student formulate standards of aesthetic judgment which will aid in appreciation of music, art, and literature.


Reports a research study in intermediate grades on the effects of reading.


Advocates the use of music appreciation in motivation for reading a book such as Heidi. Suggests presenting first the music, "A Shepherd's Life in the Alps." A good teacher can develop more appreciation for music and art in this way than by taking them as separate lessons.


Discusses the value of using marionettes and puppets in the study of literature and outlines steps for such a program.


Contains that harmful effects can come to children from reading too many comic books. Children can be motivated to read good books by exhibiting book jackets, starting book clubs, and by making group trips to the public library.


Describes a method in which children are motivated to better free reading habits. Children choose their own readings. However, if a child reads only in one field, he is brought to realize, with the teacher's help, the enjoyment of other subjects. After he has read the book, the student gives a short report. Reading tests are used also.

Bright, Winifred M. "Music in the Story Hour." VI (Oct. 1929), 207-209.

Discusses how music appreciation may be developed in children through correlating music and literature in a library story hour. In this activity the storyteller plays music when it can be brought appropriately into the story. Includes the writer's combined bibliography of stories and music compiled for the purpose.


Stresses the point that actual experience is more interesting than the usual fiction. Concerned that the past is being lost today and feels we must work to keep remembrances alive.


Concerns the librarian's tasks of choosing among various editions. Values to be considered are the appropriateness of the translation and adaptation, the quality of illustrations, the price, and the mechanical features such as type, margins, and binding.


Reviews a research project which attempted to ascertain the kind of books children read outside the classroom, in hope of encouraging teachers to investigate the reading interests of their students and to help them achieve balance in their reading programs. The children surveyed liked adventure, action, and humor in books. Advises teachers not to become overly concerned with children's absorption of undesirable literature, which, in time, most outgrow; yet urges them to promote reading of desirable literature.


Suggests that reading is an escape to other worlds. For those children who are
not good readers cartoons have a definite place; e.g., they allow an awkward child to escape into a world where everyone is graceful. Cartoons show the world in a simplified manner.


Lists common obstacles to children's enjoyment of books. Suggests books which may appeal.


Reviews Little Women by Louisa May Alcott, considering it as a biography of the Alcott family, evaluating it for style and technique which effectively combine dialogue and action, and taking into account its treatment of perennial, universal themes including integrity and idealism in conflict with decadence and materialism. These universal themes appeal to young girls and make the book a favorite with them.


Suggests an approach to reading by using the unit topic "Sports and Sportsmanship" to bring about "sensitivity of response to literature as a part of the sensitivity of response to experience."

Bush, Sadie. "In the Realm of Children's Reading." III (June 1926), 181-184.

Discusses benefits of good books in the life of children: from improved vocabulary to cheerful disposition.


Presents partial findings of a study on the use of a small public library by 516 students aged 4 to 17 years. Recommends procedures for book selection and use.


Discusses the 1934 Newbery Medal winner, Invincible Louisa, and the history and awarding of the medal.

Carter, Julia F. "Some Thoughts on Boys' Reading." VII (Sept. 1930), 175-178.

Finds limitations to "A Novel Booklist for Boys" compiled by Jack Robbins in 1929, saying that it underestimates a boy's ability. Urges that the scope of the booklist be widened.


Argues for fantasy in children's books by showing the extremes to which "realism" can go.


Collects ideas promoting the reading of good books. Major categories of suggested activities are (1) dramatization, (2) book lists, (3) book reviews and advertisements, (4) libraries, (5) reading aloud, (6) miscellaneous, (7) contests, and (8) exhibits.


Asserts that a good storyteller can never be replaced by electronic devices. Folk literature, personal experiences, and local folklore are some of the sources for storytellers. Offers techniques for effective storytelling and a short bibliography of stories which could be used, as well as a bibliography on techniques.

Cianciolo, Patricia J. "Children's Books Can Reflect the American Style of Living." XLI (Nov. 1964), 773-777, 822.

Notes some specific values reflected in contemporary children's literature and cites recurring themes in current literature: both traditional values and the effects of changing times find expression in literature for children.


Presents guidelines for selecting adult-directed motivational activities: (1) pupil initiative should be developed through the learning experience; (2) the learning activity should develop acceptable habits and attitudes; (3) each learning activity should contribute to the achievement of some worthwhile purpose. Discusses adult-directed motivational activities: television
productions, book talks, reading aloud and storytelling, and book clubs; these should be used only when they will be particularly helpful. Gives guidelines for selecting pupil-made interpretive activities: creative dramatics, book reports and reviews, graphic art interpretation, games and puzzles, and a survey of the publishing process.

Clark, Margaret M. "Children's Book Clubs and Awards." XX (Oct. 1943), 235-239.
Describes book clubs and awards of the day and their influences.

Describes a book fair project in an elementary classroom in which the exhibit was planned around a selected topic.

Coryell, Hubert V. "Gates to Open." III (Oct. 1926), 243-245, 255.
Encourages teachers to help students to enjoy good literature—a lifetime joy.

Explains that "Negro literature" is a blanket term used in this article to denote literature for Negroes, by Negroes, and about Negroes. Offers an extensive bibliography.

Concerns itself with the inadequacy of children's literature. Makes an appeal for books with a real purpose.

Admits that people call comics horrifying, pornographic, inartistic, but maintains that these same adjectives may be used to describe any creative work done by man. Does not think we dare prohibit the reading of comics; recommends their use, sometimes even in school.

Lists ways of acquainting kindergarten children with books in instilling a love for literature. Also stresses care of books.

States that phantom and ghost stories in this age of scientific reasoning are seldom recognized by the experts or critics as quality literature. Describes seven outstanding phantom forms.

Davis, David C. "What the Cat in the Hat Begat." XXXIX (Nov. 1962), 677-679, 746.
Discusses trade books and the purpose they serve in the educational system. Summarizes their qualities and faults.

Suggests points to include when reviewing a book. Rigidity or sequence of points
depends on the purpose of the review and the type of book.


Gives example of a class learning citizenship through literature. Points out roles of student and teacher.


Argues for teaching children to discriminate between wholesome and unwholesome comics; describes procedure for same.


Suggests ways in which literature might be used to help increase the mutual understanding of pupils. Following the reading of a story, the teacher directs discussions leading to solving of problems faced by the class members.


Concerns what children discuss in their free time. Do they talk about characters from good books or funnybook characters? Eighty-seven 6th grade pupils were asked to write the names of as many characters from books and funnies as they could in ten minutes; funnies won by an overwhelming margin. Since children apparently lack an appreciation of good literature, the author advises having “Book Weeks” and “Spell-downs adapted to book lore” to help solve this deplorable problem.


Studies popularity of children’s books and rates five as most durable: (1) *Caps for Sale* by Esphyr Slobodkina; (2) *Curious George* by H. A. Rey; (3) *The Noisy Books* by Margaret Wise Brown; (4) *Millions of Cats* by Wanda Gag; and (5) *Madeline* by Ludwig Bemelmans.


Discusses different schools of thought concerning children and children’s literature. Expresses the need for a change in children’s literature with more realistic stories for the young child. Includes a bibliography of realistic stories for young children.


Discusses a study involving about 1,000 children from grades 5 and 6. The purpose was to determine actual attitudes toward literature and to identify factors related to favorable attitudes.


Discusses the benefits of literature to children in the Head Start program and provides a brief annotated bibliography of appropriate materials.


States suggestions for reading new books to the class. Concludes that oral readings by teacher to the class actually improve the students’ reading ability.


Emphasizes the importance of parents’ reading aloud to children in the home. Lists the kinds of stories that should be read to various age groups.


Suggests ways for teachers in the primary grades to make the story hour enjoyable for both teacher and children.


Describes English literature objective tests worked out by the author and carried out under the direction of Dr. Florence E. Bamberger, The Johns Hopkins University. They are equal in length and difficulty and are standardized. They are to be used as a motivation and study guide for students and to a certain extent to ascertain the amount of retention to be expected from classroom instruction. The tests cover the following literary selections: *The Courtship of Miles Standish*, Evan-

Fagerlie, Anna M. "Books for Beginning Readers." XXXIX (Mar. 1962), 189-190. Gives brief commentaries on a few books on the market for the beginning reader. States that not all children’s books making an appearance possess true literary quality, and teachers should take care to choose books of high literary quality.

Faith, Allen. "What Children Like to Read." II (Oct. 1925), 283-284. Conveys the importance of acquainting children with good books at an early age so that this taste will continue in adult life.


Fedjiaewsky, Vera. "Methods of Studying Children's Interest in Reading." IV (Jan. 1927), 3-5, 14. Outlines some methods used to determine Russian children’s literary preferences at different ages. Four techniques were used: (1) writing down requests; making a distinction between school demands and preferences arising from interest only; (2) recording the child’s opinions of a book he has read; (3) observing remarks set down on the reader’s card, which includes what influenced the choice of the book, the use of the book, and the assessment of the book; and (4) watching the child audience when it is being read to.

Fenwick, Sara Innis. "Evaluating Mystery Stories for Children." XXV (Dec. 1948), 521-524. Presents criteria for the evaluation of mystery stories for children on the basis that this fiction has a potential impact beyond general reading because of the high emotional coloring, extreme focus of attention, creation of a mental state of suspense.

Finger, Charles J. "Foot Note on Mr. Van Loon." X (Jan. 1933), 3-5, 18. Answers an article by H. Van Loon in the New Republic. Van Loon had argued for using children’s literature as a medium for conveying information, while Finger holds that imaginative literature should not be reduced to information disguised as amusement.

Franc, Lillian. "Intergroup Education through Literature in the Fourth Grade." XXVII (Apr. 1950), 226-229, 239. Describes use made of literature in group therapy when reading material was selected which would help bring about discussion. After students became accustomed to participating, they learned techniques of role playing and panel discussion.

Frazier, Alexander, and Schatz, Esther E. "Teaching a Picture Book as Literature." XLIII (Jan. 1966), 45-49, 50. Enumerates the findings of an experiment in 2nd grade in which a picture book was used. Concludes that much value results from reading literature to oneself and then discussing it with others.

Frederick, John T. "Books of War and Peace." XX (May 1943), 180-183. Surveys the notable books of the time dealing with the topics of war, war aims, and peace.


Fristoe, Dewey. "Teaching Literature in the One-Teacher Rural School." XVI (Nov. 1939), 265-270. Describes the scarcity of reading material, including magazines and reference books, in a small rural school and calls attention to the advantages of having abundant resources.


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Gives an idea to its reader to look at what a certain age or grade level of pupils are interested in or like best, and not assign just any prose selections.


Discusses the philosophy of reading good books as a means of making life meaningful and rich: a guide for setting up an individualized reading program in the elementary grades.


Analyzes recent children’s literature as to characterizations of minority group Americans. Selected conclusions: (1) traditional, uncomplimentary stereotypes have largely disappeared; (2) occupational stereotypes of all groups, except the Negro, are still present; (3) Japanese and Negroes are more thoroughly assimilated than are American Indians, Chinese, and Spanish-Americans; and (4) social acceptance of Negroes is dominant in books about Negroes. Recommends that more books, both in schools and in trade circles, contain fewer generalizations. Suggests further areas needing research.


Lists 8 primary, 10 middle grade, and 10 upper grade books, giving a brief description of each.


Suggests means to stimulate children to read more books, such as bulletin boards, book nooks, and getting children’s opinions on books.


Enumerates qualities of literature that may become an integral part of the child’s life in character education.


Reviews some children’s books with “Aloneness” as the theme.


A 25-question quiz, for the well-read junior high pupil, identifies the name of the book or the author.


Lists various criteria for good children’s books. Maintains that a good book, no matter what kind, should speak to the child at his level of understanding.


Reports a study conducted to find out what 7-year-olds like in books.

Gunteman, Bertha. “The Larger Heart, the Kindlier Hand.” XIII (Feb. 1936), 54-57.

Discusses the use of books in helping us form judgments, understand others, and think critically. Stresses the importance of books in helping children form independent, thoughtful judgment in a time of social change. Based upon firsthand, realistic observation of people of various cultures.


Explains the characteristics of good style in children’s literature.


Writes concerning the history of the Newbery Medal winner Caddie Woodlawn published 30 years ago on the life of an 11-year-old girl growing up in pioneer days in Wisconsin. Caddie’s adventures, problems, solutions—the gamut of child life—and her understanding and responsible parents still appeal to children in the atomic age.


Compares long, dreary, boring books for children to endless, almost insurmountable stairs. Suggests ways for making books more interesting. Includes a book list.

States that the school has a responsibility in developing literature to promote personal intrinsic growth. Ideas are derived from an address given by the author as editor of the English Journal. Notes in summation that wisdom to be gained from literature is in part attaching the right feelings to the right things or causes.


Names three ways biographies appeal though they are not usually constructed on the comprehension level of the child. Also talks about autobiographies. Gives list of books.


Relates several reasons for increased interest in biographies. Also includes a list of biographies for young readers.


Discusses the influence of book awards, among them the Newbery, Caldecott, and Follett Awards, Junior Book Awards given by the Child Study Association of America, and others given by the Boys' Club of America, on writers, illustrators, and publishers. The awards are intended to stimulate interest in and improve the quality of children's literature, especially because today children's book publishing is big business.


Feels that understanding children's books is a prerequisite to understanding children's behavior. Relates author's conclusions after making a survey: children's books should stress relationships of the individual in the family, in the peer group, and in society.


Presents two sides of the controversy over content in children's literature. First method of selecting reading material is adult-centered. Author advocates that the child learn to develop skills of selection. Responsibility lies with school to provide opportunity, experiences, variety, and freedom.


Acknowledges the fact that little planning has taken place in the elementary school for a course in the literary value of literature. Children satisfy their desire for information and intellectual stimulation through wide reading, but do they enjoy it? Stresses that the explosion of knowledge makes it essential that children become fluent readers and sociologists are predicting amazing increases of leisure time in the future. How will children and adults use books in that leisure time?


Laments the lack of early training in cultivating an enduring taste for fine reading starting at an early age. Lists wholesome books that will live in a child's heart.


Part I identifies and discusses some of the factors influencing literary appreciation: intelligence, age, home background, school situation, and teaching methods. Part II describes tests of literary appreciation and tells how to improve children's tastes through literature lessons and special activities. Outlines needed research.


Gives several tentative criteria for evaluating elementary literature programs: library facilities, classroom organization, and classroom activities concerning reading.


Points out how literature can contribute to the delight and understanding of Christmas. Suggests the uses of realistic, religious,
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and make-believe stories for children, as well as poetry.


Discusses characteristics of historical fiction for children.

Jacobs, Leland B. "Story Telling, the Captain." XXXIV (Mar. 1957), 152-154.

Pinpoints the values of storytelling: captivation, relaxation, refreshment and enrichment, involvement, the circuit of the familiar, and a bridge to the unfamiliar.


Gives a detailed account of the planning and production of a book fair by children and teacher.


Describes how students from City College of Detroit told stories to ten thousand children in various hospitals, orphanages, and centers for child care. The test of each selection was an oral rendition. Claims that stories of the time are not written with children in mind, or to be told. Selection of stories is a process involving critical thinking, and the relating of stories is an artistic process.


Reports the findings of a survey of editors of children's books which indicate parental lack of awareness and teacher lack of knowledge of children's literature, and general editor concern for literary quality and increased effort to motivate children to read.


Describes literary taste of junior high school students and discusses practices in developing literary tastes.

Karp, Mark, and Abrams, Dorothy A. "Keeping Up with Children's Literature." XVIII (May 1941), 172-174, 189.

Presents a variety of sources that are indispensable to the classroom teacher, who needs a well-developed knowledge of children's literature.


Includes a collection of excerpts of works on travel, history, and biography, by various authors, which are intended to meet the needs and satisfy the curiosity of children.


Pleads with parents and relatives to discriminate in choice of children's books. Mentions prizes given by various institutions for best student libraries.


Good books for children are read, reviewed, and discussed by experts, but what about poor books? Some think it is better for children to read them than not to read at all—others believe it an utter waste of time, deadening the child's mentality with crude language, melodramatic situations, and very commonplace vocabulary. Series books in particular have limited vocabulary and repeated characters; the reader may read 50 series books without ever having to use his mind or imagination after the first book of the series.


Explains why getting a true picture of a book from a student is very difficult: the child is often more eager to please the instructor than to present actual facts.


Deals with the major problem of improving instruction in an integrated classroom. Relates several reasons why literature should be adapted to meet the needs of such a classroom. Lists suggested books.


Relates how the author taught a unit on humor by using works of American humorists.
Stresses the importance of guidance in the kinds of literature children read in order to have their “sensibilities” challenged as well as their imaginations captivated.

Looks at books selected by experts and children and finds that they agree. Favorite book is Mary Poppins.

Elaborates on ideas and materials that may be considered by the classroom teacher in preparation for Children's Book Week. Gives such suggestions as colored book jacket displays; slogans or poems on the blackboard; plays and pageants. Includes a bibliography of suitable plays and detailed projects.

Presents an idea on how many books are being purchased by youngsters. Thirty to thirty-five book club distributors close to forty million books to children from age two and up.

Suggests we “find where children are” and what they like—and then give them more excellent things of the same sort without haste to force them into adult judgments. States the belief that we must set aside literature as a definite province of enjoyment of experience.

Elaborates on the adjustment mechanism of identification through recreational reading as therapy for some disturbed students. Lists an annotated bibliography classified under 8 common frustrations.

Contends that literature, with its ability to develop imagination, should be a part of the language arts program in the early grades.

Urge: caution in the choice of stories for children and awareness of some of the problems children find in books.

Describes how parents can guide children’s reading habits by using critical judgment in selecting books for children.

Lowe, Orton. "Teaching Literature in the Grades." I (June 1924), 127-130.
Asks “How can we induce boys and girls of elementary school age to love the reading of literature and thereby enlarge their verbal and emotional horizons?” Answers by stating: “The thing to shun is overformalizing literature, overanalyzing it, and trying to examine on it.”

McCabe, Martha R. "Early American Juvenilia." XII (Dec. 1935), 251-256, 270.
Takes a look at books available to children of Colonial America, such as, The New England Primer, Lined Twigs to Catch Young Birds, The Mother's Catechism, The Young Tyra's Instructor, and Early Piety.

Presents the writer's reading experience from childhood to adult years.

Criticizes the caliber of books being written for boys on aviation. Provides a useful list of books for teachers and presents some of the problems encountered in selecting books in this field.

Discusses content analysis of biographies for children. Lists 24 works.

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Presents two most important criteria in setting standards for juvenile biographies: individuality and truth. Shows the importance of identification with heroes in forming character.


Explains the importance of biographies in children's literature.


Discusses a survey made of children's biographies and makes the following conclusions: (1) there are still some heroes to be written about; (2) some biographies need to be better written; (3) there is a need for more biographies for younger children; (4) there should be more biographies about women; and (5) new biographies of old subjects need to be written.

McFadden, Dorothy L. "How to Run a Book Fair." XXXV (Mar. 1958), 168-175.

Tells of experiences in running a book fair; gives the purpose for and problems involved in this type of activity.


Presents spinach as a symbol of what is supposed to be wholesome in children's literature but is not especially appealing to the appetite, and the Little Red Hen as a symbol of what is pleasant to the taste but of no great practical value. The New England Primer and Janeway's Token were given as examples of spinach. John Newbery in the 18th century set out to provide juvenile reading material that would amuse as well as instruct. The battle 100 years ago was between moral and imaginative literature for children; now it is between informational and imaginative. A hopeful sign for the future is that many men of literary ability are writing for children and such writers do not produce spinach.


Explains several ways a teacher may become more familiar with children's literature and some methods of vitalizing a literature program: (1) read surveys of children's literature; (2) become familiar with the children's literature itself; (3) learn about the authors; (4) investigate biographies for children; (5) evaluate the total format of the book; (6) introduce stories which must be interpreted to be appreciated; (7) familiarize the children with poetry.

Maddock, Lawrence H. "What Is Good Literature for Children?" XXXIV (May 1957), 298-300.

Lists six characteristics of children's good literature: (1) author does not condescend; (2) plot is good; (3) characterization is vivid; (4) dialogue is effective; (5) descriptions appeal to the senses; (6) book is moral but does not moralize.


Describes the author's insight into her son's reading material.

Martin, Helen. "Recent Fiction for 'toys.'" V (Feb. 1925), 36-38, 63.

Reviews new books for young boys, dealing with adventure, story, and heroism. Credits illustrations and includes a bibliography.


Raises three questions pertaining to children's outside reading: (1) Do children read independently outside of school? (2) If so, what do they read? and (3) To what extent can the school increase outside reading and improve reading choices? Answers these questions by citing a survey of four elementary classrooms during the school year 1938-1939. Six types of reading material were identified in the survey. Library activity and the quality and amount of reading material available in the home had direct bearing on the amount and the quality of reading done by the children surveyed. Disadvantages of the survey were the small sample of children considered, the lack of established standards for reading, and a lack of checks on honesty of reporting.

Deduces reasons for boys reading "blood and thunder tales" as follows: (1) for excitement—makes their blood tingle; (2) as hero worshippers, interested in men who overcome and conquer in the face of odds.

Enumerates values derived from reading this kind of literature as follows: (1) boys emulate the characters of stories in steadiness of nerves, contempt for pain, power for endurance, etc.; (2) boys develop a thirst for facts and knowledge.


Discusses growing emphasis on broader reading for children, library reading facilities, book publishing, the Children's Book Week Committee, and the author's proposal of the John Newbery Medal 7 years prior. Continues discussion on the seven authors who received the medal.


Pleads for more and better children's books to stimulate children's interest.


Discusses the importance of developing a child's love of humor.


Lists 25 items to aid teachers in the use of trade books with their best students. Many of the items can be used as a starting point for activities.


Contends that most Newbery Books are not popular and are too difficult for even average and better elementary school children. Rabbit Hill was tested for grade placement and was placed at 7th grade level, thus supporting this contention.


Denounces censorship achieved by supplying lists of acceptable books to merchants. Believes the proposal to censor children's reading to protect them from corrupting their taste and intelligence does not keep children from reading trash. Speaks out for comics and states that 4 common elements people want to eliminate in them are also in our "classics": (1) violence and terror, (2) incitement to misconduct or crime, (3) banality, and (4) sex. Believes that existing statutes against pornography should remain, but that it is better to immunize against desire for this type of literature by giving children accurate information.

Moore, Lucy B. "Reaching Toward the Stars." XLIII (Jan. 1966), 43-44.

Challenges the authors of children's books to offer stimulation, excitement, truth, and beauty of truth to lure children away from television and movies. Contends that "real" books that "live" offer opportunities to "reach for the stars."

Morse, Jane C. "The Quest for Quality." XL (Nov. 1963), 687-689.

Explains the qualities that make up a story: (1) a rousing beginning, (2) events leading to a climax, (3) story's point found in the climax, and (4) a good ending.


Describes the interest in the Jamestown Festival celebrated in 1957. Children's books were emphasized, and children were encouraged to read colonial stories.


Stresses the need for surrounding the child with books in the home to the extent that expenditures for books might rank second to food in the family budget. Cites some educators as attributing college exam failures to inadequate home libraries and appreciation of books rather than to inadequate school preparation.
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Moscrop, Ruth. "Shall We Test in Literature?" V (May 1928), 140-141, 153.

Voices the opinion that a test in literature should not be a device for eliciting recall of details of a story, but should serve to develop appreciation of literature.


States that much progress was made in the publication and distribution of children's books during the period of 1920 to 1930, with a trend toward finer creative writing, better illustrations, more realistic and informative stories, and, in general, toward a greater emphasis by publishers. However, old favorites still maintained their interest for children.


Gives synopses of a variety of stories to be used to entice students to read the entire work. Works presented were chosen for autumn reading and stressed beauty of nature.


Describes books available for children and concludes with a bibliography of books mentioned.

Murdoch, Clarissa. "Great Possessions." V (June 1928), 164-165, 190.

Describes places of interest visited by a family from Detroit, Michigan, and recounts some of their adventures.


Reviews new children's books and gives a little résumé of each. The books are (1) The Seven Cities of Cibola by Nusbaum; (2) Once in France by Clément; (3) Little Robin Stay-Behind by Bates; (4) Pheasant Jungles by Beebe; (5) The Story of Mexico by Banks; (6) Jungle Jo by Hawkes; (7) The Story of Leather Stocking by Cooper; (8) A Year in the Wonderland of Trees by Hawkesworth.


Discusses children's books by various authors, including Sherwood Anderson, W. H. Hudson, Selua Lagerlif, Carl Sandburg, and A. A. Milne.


Describes a trip to find lotus after reading about it and seeing pictures.


Observes that even if "you can accomplish nothing for the future, reading in the home is worth all the effort expended, if it gives joy to the children now."

Murphy, Nellie Appy. "You've Got to Be Carefully Taught." XXVII (Apr. 1950), 219-221, 225.

Stresses that children should be led to realize and understand that there are differences among them in environment, ability, personality, and physiology. Reading of carefully selected literature helps this realization.


Suggests an approach to books children read which may permit grouping in categories not so elusive as those now employed. Through the structural approach, certain functions basic to the tales are identified: these functions are viewed as sequences of action and reaction, rather than underlying ideas, and are common denominators within stories, no matter how the superstructure may vary.


Reviews Indian books that can be introduced to children to help dispel the stereotype of this ethnic group.


Presents a brief for a change in writing about Indians for children from the stereotyped savage to the modern reservation Indian.


Refutes an article written by David C. Davis entitled "What the Cat in the Hat Begat" (Nov. 1962 issue). Advocates easy
to read books as a means of opening broader experiences to children.

Describes situation and character analysis emerging voluntarily during class reading of Charlotte's Web. The story, neither fantastic nor dull, holds the interest of children and prompts them to adopt the roles of critics. Eagerness and curiosity lead them to pursue further acquaintance with the author.

Tells how a 5th grade teacher changed the free reading period into a time of adventure and spiritual growth as the result of her class's reading the book The Cat Who Went to Heaven.

The Kerlan Collection of books, manuscripts, art work, and other material related to children's books is a unique source for research about a significant portion of American literature. At present, the Kerlan Collection consists of more than 25,000 books; thousands of drawings and paintings showing the work of hundreds of artists; manuscripts, typescripts, and galleys from numerous authors; and a voluminous correspondence file.

Presents arguments for free choice of books by children during vacations and voluntary reading times.

Page, Dorothy J. "Fun from Books of Kindergarten Children." X (Oct. 1933), 201-204.
Summarizes kindergarten stories, which were selected because of their humor, children's love for them, and their understandability for children at this level.

Painter, Helen W. "Celebrations for Little Toot." XLII (May 1965), 490-491.
Describes children's book parties which were publication celebrations for Hardic Gramaty's Little Toot in 1939 and its sequel Little Toot on the Thames in 1964. In both books, Little Toot, a tugboat, finds himself in much trouble.

Stresses presenting literature in a way appealing to child's life. The child should feel as though he were experiencing the incident. Gives references.

Peterson, Barbara G. "Life Maladjustment through Children's Literature." XL (Nov. 1963), 716-718.
Criticizes the types of stories found in the average basal reader, believes that unrealities, found in these stories, may cause maladjustment in children's lives.

Pierce, Anne E. "Music and Literature." IX (June 1932), 147-150.
Solicits attempts to correlate the teaching of music and literature, especially poetry.

States that no writing is too good for boys. Expresses the belief that a boy's magazine, to be a truly worthwhile force, must uphold quality standards.

Discusses the psychological reasons why children like horse stories.

Expresses the thoughts of an Indian about the subject of storytelling. Gives some good hints on ways to make storytelling more effective to small children.

Discusses creative reading, in which beautiful associations aid in appreciation of literature.

Raymond, Margaret Thomsen. "Touchstones and Yardsticks for Teachers in a Democracy." XX (Apr. 1943), 123-128.
Discusses an ideal democracy as planned by our founding fathers and the inspiration we draw from them. Relates the touchstones and yardsticks to be used in selecting children's books dealing with history and the ideals of a democracy that we wish to instill.
Children's Literature — 5

Maintains that literature promotes the ideals of life: honesty, loyalty, contentment, kindness, cleanliness, and sense of appreciation for literature.

Suggests that people who buy books as gifts should take time to consider the maturity, background, interest, reading difficulty of the reader. Lists titles of books children said they would like to own.

Part I maintains that the content and theme of a book should be appropriate for the experience and background of the reader. Children's literature has a social conscience, a commitment, and an integrity which seek to present sound moral and ethical principles. Criteria for evaluating children's literature: (1) lively, well-constructed, and credible plot; (2) worthy content and themes; (3) convincing characterization; (4) action-filled style without too much description; (5) attractive format.

Part II concerns new developments in children's books: greater production, use of trade books in the curriculum, improved standards of writing and illustrating, and new content. Types of books gaining prominence: (1) informational books to satisfy children's curiosity and interest (should be accurate, authentic, and interesting); (2) realistic stories to satisfy the social conscience of literature; (3) biography and historical fiction; (4) humor and modern fantasy to help the child stretch his imagination to believe the incredible, laugh at the nonsensical, and dream of the impossible.

Part III discusses the traditional literature of children: fables, myths, legends, and folk tales. Fables, to the point and highly moral, should be used sparingly and wisely. Mythology explains natural phenomena and gives personal identity to everything in the natural world. Heroic legends are important to children because every child loves the hero. Folk tales provide a sense of wonder, human understanding, and a sense of the literary heritage.

Part IV describes the characteristics of good poetry for children: rhythm, word and sound patterns, imagery, content, story element, crystallized experiences. Maintains that selection and motivation, purpose, classroom atmosphere, and effective oral reading are necessary for enjoyment. Poetry should be related to art, social studies, and science.

Part V reviews the history of picture illustrations and gives reasons for their use in children's books: to implement the text, to motivate the child to read, to give dimensions to the story, and to add pleasure.

Presents methods of interesting students in reading library books by showing them how the experience of literature is unique.

Reviews approximately 18 books which the author feels should be considered the outstanding publications of 1927 for children. Included are such authors as Hugh Lofting, A. A. Milne, and Lois Lenski.

Narrates a story about a girl who prefers historical fiction and garners from such reading a wealth of information about the real world.

Contains a list of the salient features of good fiction plus brief reviews of some of the books which meet the qualifications.

Believes that the ineffectiveness of present reading programs is due to the fact that instruction has not recognized the important role played by individual differences in terms of readiness, or the role which interest can play in motivating the learner, or the importance of appreciating what has been read. Because of today's rapid communication, educators have to concern themselves with developing a multimedia literacy within children. Anything that works toward this goal is suitable content matter for the curriculum.


Describes an attempt to have children evaluate Newbery Award books.

Ryan, Calvin T. "A Heidi Project for the Seventh Grade." XVII (Dec. 1940), 315-316.

Describes a plan to use the well-known "Heidi" story in drama form as well as historically and geographically to produce an interesting project for classes with limited time and space.


Emphasizes the importance of biographies as good reading material for children. Stresses the importance of well-written biographies as being not merely collections of facts.


Believes that in the attempt to maintain teacher-motivated and child-motivated activities, a good deal of "intake" is necessary before expecting "output." Activities include reading aloud, storytelling, children telling stories, and correlation to other subject areas. Includes a bibliography for each activity.


Describes a Christmas Story-Book Festival which was planned in a Detroit school. Tells how children represented different characters from stories which the audience tried to identify.


 Discusses several highly recommended children's books; also describes valuable books about children's books by James O'Donnell Bennett, John Erskine, May Lamberton Becker, Emelyn E. Gardner and Eloise Ramsey, Frances Jenkins Oicott, and Mary Gould Davis.


Reviews and discusses several picture books for the very young—ages 2 to 4. Asserts that writing such a book may appear easy, but writing to the interests and understandings of very young people is not simple.


Describes major characteristics of characters in children's literature and then raises the question as to whether or not children's reading affects their behavior.

Sickels, Evelyn R. "Hitching Posts for Hobby Riders." VI (Apr. 1929), 100-103.

Reviews available books which would be representative of most hobbies pursued by children.


Describes how stories can be presented in a variety of versions (for example, the story of Noah's Ark as told by a news correspondent, by Shakespeare, and by a storyteller in the hill country).

Smith, James Steel. "Children's Literature: Form or Formula." XXXV (Feb. 1955), 92-95.

Lists four distinctions between form and formula in children's literature.

Establishes broad principles for selecting children's books: honest presentation of material and unaltering quality of writing.


Discusses the history of children's books in America. Follows the importation from England during Colonial period of children's books that were religious in nature. Cites Samuel Wood and Mahlon Day as two people most influential in getting children's books to break from the serious didactic to the amusing and cheerful tone of children's books today.


Yes, children read standard fiction. The most common request in children's libraries is for the adventure story. One of the soundest foundations for children's reading taste, and also one of the most delightful, can be built through books of high adventure of which the historical novel offers the greatest richness of subject and interest. In the reading of standard fiction, children are not only acquiring a habit of solid reading but are also developing a certain amount of taste and ability to choose.


Suggests a return to more reading of accredited books in order to develop children's tastes in reading. Later reprinted in publication of National Conference on Research in English, Development of Taste in Literature.

Smith, Ruth C. "Children's Reading Choices and Basic Reader Content." XXXIX (Mar. 1962), 208-209.

Presents the results of a limited experiment to determine how nearly interest categories found in basic preprimers and primers match the reading interests of children. Reports a low correlation. Includes a plea to publishers to expand the content of primers and preprimers.


Discusses how the author came to tell the tale of a Roman girl traveling to Great Britain. Narrates how the author followed Lavinia's travels through Europe to England.


Points out the fact that the interests of pupils are seldom considered when reading material is assigned or suggested.

Spache, George. "Problems in Primary Book Selection." (1) XVIII (Jan. 1941), 512; (2) XVIII (Feb. 1941), 52-59; (3) XVIII (Apr. 1941), 139-148, 154; (4) XVIII (May 1941), 175-181.

First article in series offers standards for use in selection of preprimers. Includes research data and items usually considered in selection.

Second stresses use of score card for supplementary preprimer readers. Contains tables for facilitating choices of materials.

Third article offers a point system for evaluation of basal and supplementary primers.

Fourth presents score card for determining difficulty of vocabulary in primers.


Author divided 5th graders into 3 groups for research on effects of comic books. Result was that comics showed no appreciable effect.


Suggests ways to make people aware of their need to read books: teacher encouragement, Good Book Week programs, the family reading aloud for one half to one hour per week. Adds a book list and a plan of execution.


Describes the popularity of the Teen Age Book Club in the author's school. Says that the books are interesting, good, and inexpensive.
Refutes Mr. Shepard's [see Shepard, John P., Nov. 1962 issue] thesis that children's fiction is giving a false set of values.

Explains a method to bring about efficient teaching of story appreciation. Considers purpose, preparation, interest, and evaluation.

Cites reasons why book selection standards must become more demanding than ever and be rigorously applied. Observes that writing for young minds is a challenge because it is based on a vision of wonder, adventure, beauty, and knowledge, often threatened by economics.

Suggests that a Book Week theme of "Reading for Fun" was an appropriate time for discussing humorous books. Also suggests activities.

Shows concern for the values of good reading for children. Believes that learning can be an "alive and exciting" experience through books carefully chosen. Even poor and disinterested readers can be helped if they are led to read books of interest to them; good school libraries and children need to be made aware of their value. Mentions 5 groups of books to satisfy security, interest, curiosity, beauty, and humor: (1) nonfiction about geography and history, (2) warm human stories, (3) biography, (4) fiction or non-fiction about foreign people, and (5) folklore.

Claims that literature in the elementary school can serve a wide variety of valuable functions for the student, developing such characteristics as self-confidence, resourcefulness, enthusiasm, imagination, integrity—all difficult to measure as results of reading.

Discusses the continued need for the growth of tolerance toward people of all nations, races, and creeds. Believes these ideals of tolerance are built best during the formative years. Schools can contribute by providing actual and vicarious experiences. Emphasizes careful selection of books and materials because of the powerful impact of books.

Suggests several questions children can use to judge literature: (1) Does the author have something to say? (2) Did the author tell who, what, when, where? (3) Did the author build his story well? (4) Did the author appeal to more than one sense?

Describes a theory focused on critical thinking as it applies to children's literature. Explains the process of critical thinking in terms of classroom behavior.

Points out that there are times when good fiction can, more than other media, extend learnings in such areas as social studies, science, or health. Fiction heightens and deepens other learning.

Evaluates books that acquaint children with foreign lands.

Discusses two pioneers of children's literature—John Newbery and Oliver Goldsmith.

Presents the trend occurring in animal stories of the time—the tendency toward simple realism and away from sentimentality and pseudorealism. Reviews various books illustrating the new trend in animal stories and comments on the many features of each book as a whole.

Parodies Dr. Seuss’ tale in the style of Ernest Hemingway.

Maintains that literature helps the child to understand himself and develop a self-concept in relation to others. The wide diversity of literature is able to meet the needs of individual pupils. Literature experiences should help the child grow in maturity of vocabulary and concept; provide for a good balance in subject matter; meet high standards of the writers’, the illustrators’, and the publishers’ art; provide for the unique interests of individuals; and give guidance for and encouragement to leisure hours of recreational reading. Literature is also good for motivating and vitalizing other learning experiences in other curriculum areas. Reading can challenge able pupils and enrich the disadvantaged. The school program must provide activities that make literature meaningful.

Wallace, Marion J. “Suburban Students and Their Reading.” XLIII (Mar. 1966), 226-229.
Reports a study of interests of 4th grade suburban students in reading, and compiles a list of books from which teachers can draw.

Lists questions of a professor in a children’s literature course and gives the outcomes.

Analyzes books to show suitability for age groups.

Argues for a regional approach to a study of America over a “one-world” or homogeneous picture. Suggests Lois Lenski as a good regional writer and provides a list of outstanding regional books.

Tells of the dearth of good stories for girls at the junior high school level. Lists many familiar ones—Heidi, Rose in Bloom, Little Women, etc. Includes summaries of excellent old stories and some newer ones.

Attempts to show how the study of literature can play an important role in child’s social and personality development.

Lists activities which a teacher or librarian might direct as book projects: plays, pantomimes, and putting money in a bank for each book read.

Discusses in detail the teacher’s role in the child’s literary heritage, and presents a variety of ideas to interest children in literature.

Wilson, Clara, and Evans, Clara. “Enjoying New Books with Children.” XXIII (Nov. 1946), 312-313.
Storytime can be the most relaxing time of the day. A teacher needs to be wise in her selection of a book and in the manner in which she reads it and shows it. As the children mature, specific words and descriptions can be discussed at that part in the story.

Concerned with introduction of “fine and sane” literature to children, the author decides that her children will be “trained to love the books that present the best ideals and principles of living.” Young age is the crucial time to begin to prepare children “to
receive the joys and benefits of excellent literature."


States that graded book lists and standardized tests should not be overly stressed as aids in creating a reading program geared to individual needs.


Various persons set their own criteria on evaluating books about other races.


States it is very difficult for a librarian to ascertain just which books are children's favorites. The Newbery books seem too difficult to be very popular, but books on foreign lands and American history books are great favorites. Writers and publishers are beginning to consider the child's interest more and more. Their efforts will make for more reading and much more interesting reading.


Discusses pros and cons of having literature rewritten and simplified for children. States it would be better to have special stories written for slow readers than to use watered-down versions.

Wright, May M. "Terrible Tales for Tots." XVIII (May 1941), 190-191.

States that the majority of children are indifferent to fairy tales. According to a report by the American Library Association, children prefer books that present truth. Mentions examples of literature filled with gloom that account for children's turning toward nonfiction.


Discusses the situation of a rural school teacher and her teaching literature to a multi-age group of children.

Young, Clare M. "Nature Literature in a Rural School." XII (June 1935), 150-151.

Presents two facts about nature literature: (1) the nearer we came to the study of nature from a scientific point of view, the farther we got away from it in a literary way; and (2) personal and accurate observations of nature facts when reported as observations are more interesting than either of the other phases. Once the child is interested in the thing he is observing, it becomes a natural step to read what has been written about it. Rural schools are at an advantage as the children have greater opportunities to observe creatures in their natural surroundings.


Maintains that since rich reading (literature which enters into the consciousness of the reader) contributes to a child's development, he should be guided in his book selection. Actually children will read what they enjoy and understand; an inferior book will go unread.


Reports the reaction of 150 6th grade children concerning the Newbery Prize books. According to this group only a small number of Newbery books were popular.


Discusses factors which determine the books that are voluntarily chosen, and lists books read voluntarily. Indicates that even though voluntary reading interests cover a wide range, certain books and authors stand out.


Describes purpose and use of the "information book" series.
Reports survey by a college storytelling class to determine the popularity and recognition of fairy tales.

Revives an overlooked classic, *Diddie, Dumps and Tot* by Prynella, a story told in dialect about people. Good for children 9 to 12 years old.

Barnes, Ruth A. "Nonsense Materials and How to Use Them." VI (June 1929), 147-150.
Presents a resumé of folklore, fairy tales, prose, nonsense rhymes, and dialect stories which could be used to enhance and encourage a sense of humor in children.

Places characters from such books as *Alice in Wonderland*, *Raggedy Ann, Pass in Boots*, and *Red Riding Hood* at a tea party. Here they discuss their individual situations, and each concludes he is glad to have been brought into existence.

Considers dialect and contortion in the Negro folktales as difficulties in reading Harris. Recommends the better qualities of West African folk stories, such as *Talk and The Countess Switch*, to give children the cultural wealth of the Negro.

Notes that so long as the philosophy of local autonomy exists in the schools, so long will we have courses in literature prepared by the teacher. The strongest force in determining the literary content of the elementary curriculum is the teacher, since what the teacher knows and loves eventually gets into action in the classroom. Good courses in literature; an abundance of the traditional prose of folk tale, fable, myth, epic, and legend; and a balance between the traditional heritage and modern prose and verse should accompany the methods courses in the young teacher's education.

Proposes that harm may be done to children by the false concepts and romantic extravagances of some traditional literature, such as *Jack and the Beanstalk*, *The Three Bears*, *Cinderella*, and *Little Red Riding Hood*.

Offers reasons for inclusion of folk tales in the curriculum, criteria for evaluating collections, and a bibliography of recommended collections.

Encourages the use of the older classics of children's literature as well as the more modern writers. Relates reactions of children to a team effort by a librarian and an English teacher in a particular situation.

Shows the origins of Negro folk tales as being of mixed backgrounds. Cites contribution of Joel Chandler Harris to Negro literature.

Coolidge, Elizabeth H. "Mythology—When?" XVII (Dec. 1940), 311-314, 326.
Maintains that mythology should be part of the pre-high school curriculum. Suggests that myths could be read to and enjoyed by primary age children.

Craig, Donald W. "Lost Heritage." XL (Nov. 1963), 736-742, 769.
Stresses the value and importance of teaching elementary school age children the classics.

Suggests the use of Mother Goose rhymes in the kindergarten to aid in developing good habits and disciplines while overcoming self-consciousness. Includes a teaching lesson to illustrate how children can approach an appreciation of sentence sense,
organization, and unified thought, and find self-expression through such rhymes.

Advocates the use and reviews editions of "King Arthur."

Gives suggestions for teaching a legend, using "Rip Van Winkle" as an example. Outlines basic procedures: (1) define a legend; (2) analyze the introduction; (3) discuss the story proper; (4) interpret the conclusions; (5) elicit legend telling from class.

Suggests that the Bible is easy reading matter by using Gospel of St. Mark and illustrating the readability through the number of familiar words encountered. Cites that half of the words are known to preschoolers; nine out of ten of the words are known to grade school children.

Criticizes children's selection of books. Emphasizes that some of the "old stuff"—myths, folk tales, classics—is still of value.

Describes the use of folklore as a field of literature for superior 3rd graders. Six out of 33 children were chosen to read myths and fairy tales. Audiovisual aids, dramatizations, and records kept interest high. The readers mastered new vocabulary, progressed to creative art experiences and discussion periods, and thought the study exciting and different.

Reviews research which showed that (1) a study of fables did not produce visible improvement in moral judgment of children; (2) the fable does have a place in children's literature as part of our cultural heritage; and (3) fables may be used to stimulate creativity in children, especially in enrichment activities such as speech, drama, and art.

Summarizes a teaching lesson in American folklore carried out by a teacher-librarian. Major objective of the project was to develop and instill an appreciation for the heritage of folklore.

Expresses the feeling that though fairy lore too often remains an unexplained field, knowledge of it is desirable for successful presentation of the folk and fairy tale by teachers. Presents a fairly comprehensive background to the miniature world of the land of Faery.

Lists a few revised fairy books. Children learn not to believe in fairies although at certain age levels they enjoy the fun of make-believe.

Hutchison, Earl R. "These Modern Children's Tales." XXXV (Nov. 1958), 456-458.
Points out alterations in children's tales to take out the violence.

Develops and illustrates the idea that a more rigorous definition of the term "classic" is needed, as well as the development and the use of shorter lists of classics which will benefit the child and the school program.

Supports the place of fanciful tales in education; modern tales are written to avoid objections drawn to the traditional fairy tales. Includes a list of fanciful stories since 1900 by age levels. Selections made on bases of interests, style, structure, content, narrative, value, treatment of characters, and format.
Children’s Literature - 6

Lists the ten most famous versions of the Robin Hood legend in the order of the author’s preference.

Notes that the adapting of children’s classics by modern publishers is common today and discusses the advantages and disadvantages of this practice.

Suggests that Lewis Carroll’s children’s classics can be presented to young readers from a more meaningful and more specifically literary approach with emphasis on the whole rather than on individual parts. Feels that since the impact of the books is obvious, children have little trouble in realizing that Alice’s fairyland adventures are dramatic representations of a child’s life in the adult world. Includes many comments and interpretations of specific incidents in Alice’s adventures.

Discusses value of folklore as a teaching aid; it impresses students as more down-to-earth about the culture of people than are cold facts of history. Books, recordings, tales, and filmstrips are more interesting than statistics to children.

Takes a stand for fairytale books.

Discusses the merits of folk literature. Concludes it should have a serious part in the language curriculum.

Discusses problems associated with children’s reading of literature. Points to the common failing of forcing specific classics upon all children indiscriminately; the goal is to acquaint them at the appropriate time with those books of imaginative and high literary quality which give insight into basic human values. The teacher’s task is to reexamine both the materials for reading instruction and the world’s great classics for children to determine which of them have something to say to students and at what time in their reading experience. Literature should be chosen on an individual basis. Lists some 200 classics for children.

Snedaker, Mabel. “Ballads in the Sixth Grade Literature Program.” II (June 1925), 201-206.
Describes a 6th grade unit on ballads in literature at the University Elementary School, State University of Iowa. Includes historical background as well as method for presentation. Contains also a lengthy bibliography of suitable selections for study.

Swindells, Minnie II. “Fairy Tales as Folklore.” (1) XI (Jan. 1934), 5-8, 30; (2) XI (Feb. 1934), 41-45; (3) XI (Mar. 1934), 81-85.
Begins a three-part discussion by contending that fairy tales are folklore because they contain elements which are survivals of primitive beliefs and practices of our faraway ancestors and which reflect accurately their tribal rituals, customs, and organization. Continues with citing incidents and ideas common in our fairy tales which are our literary heritage. Concludes with an analysis of Perrault’s versions of “Little Red Riding Hood” and “The Three Billy Goats Gruff” for their perfection of form and insight into primitive culture.

Contends that fairy tales do not offer a code of ethics for children. States four reasons for the twisted ethical conception found in fairy tales.

White, Ruth S. “The Heart-Side of Reading.” XXXIX (Mar. 1962), 186-188.
Encourages teachers to become acquainted with the folk stories of ancient times as well as the modern classics that have come from the pens of Estes, Wilder, and Tolkien. Points out that appreciation of these childhood classics will help the teacher to a better understanding of his
pupils and will help him to bring together the great books of the ages and the new ones.

Children's Literature:

Poetry—7


Proposes that if poetry is introduced as another means of expressing a child's idea, children will not build up a dislike for it. Encouraged but not pressured to write down their thoughts in poem form, children then proceed to putting their poems to music.


Argues that study of poetry can develop healthy social attitudes in students.


States the purpose of including poetry in the curriculum—for its own pleasure and beauty and to enhance other areas of study. Concludes with a complete 2nd grade unit on poetry.


Presents a group poem composed by a 3rd grade class and describes the inspiration for the poem, its initiation, and the step by step development leading to its accomplishment. Suggests rewards of such a project.

Armington, Marion S. "An Experiment in Creative Poetry at the Sixth-Grade Level." XLIII (Feb. 1966), 134-137.

Describes an interesting experience of one teacher who motivates her 6th graders in poetry:


Reports a study of the preferences of 4th, 5th, and 6th grade children for old poems and new poems.


Enriches appreciation of poetry by correlating it with music so that poetry becomes alive and concrete for the children.


Describes haiku writing and its values for children.


Provides an interesting approach to creative poetry writing. The children first decided what poetry meant to them. Then after three poems were read, the children wrote their interpretations and found that poetry is a complete cycle: (1) the poet's thoughts and feelings, (2) the reading and enjoying of the poem, and (3) writing about the poem.


Gives a list of authors of poetry which can be used by adults for reading to small children. Suggests that when appreciation is established, the child can be encouraged to write his own story.


Five articles in a series analyze the two elements which combine to form good poetry for children: poetic merit and children's interest. Author discusses poetry of Elizabeth Madox Roberts, Frances Frost, Mary Austin, Rachel Field, Rose Fyleman, Eleanor Farjeon, Monica Shannon, Hilda Conkling, Ilo Orleans, Nancy Byrd Turner, A. A. Milne, Dorothy Aldis, John Farrar, and others.


Uses the "Arsenal at Springfield" by Longfellow to illustrate how literature may provide enough stimulation to arouse ex-
pectation and interest preceding and during the oral rendition of poetry.

Tells of creative writing ability of 3rd graders, methods to use, and of benefits of it to the children individually and to the class.

Bradshaw, Ruth E. "Children's Choices in Poetry in the First Grade." XIV (May 1937), 168-176, 188.
Reports a study made by Ernest Horn, State University of Iowa, in 26 1st grades of Iowa and Illinois on choice of poems by teachers and by children.

Tells of early introduction to poetry as a must in the appreciation of cultural heritage. Outlines procedures to follow in teaching poetry, including activities. Illustrates how poetry provides its own disciplines of beauty and tranquility.

Shows how the artist created a mood (emotion of fear or love) of the sea. Discusses in groups each child's reaction. To stimulate the interest in poetry of the sea, shows art in different aspects. Uses Source of Sea Poems, the Sea in Prose, and Songs of the Sea. Organizes unit around silent study and socialized recitation.

On the basis of her own experience with remedial reading students at the 5th and 6th grade levels, the author supports the view of Gretchon Walling that all children respond to poetry. Also suggests an inductive approach to poetry.

Suggests the use of poetry as a reading aid for culturally disadvantaged children and sets up guidelines for such a program.

A poem describes elves busy at work making snowflakes. When the snow had fallen, they played in it.

A dream describes the toys as they were leaving town: suddenly Santa came, placed his pack on the ground, opened it, and beckoned the toys to come; then the toys marched into his pack.

A short poem describes love for a doll with a missing arm and leg.

Suggests classifying poetry into four categories for easier integration into other units of study and for use as a tool for social betterment and improved democratic living.

Coast, Alice B. "Children's Choices in Poetry as Affected by Teachers' Choices." V (May 1928), 145-147, 159.
Describes a survey of the influence of teacher tastes on pupil choice of poetry. Poems preferred by teachers were those most frequently chosen by children.

Relates an experience in which a poetry unit is correlated with other activities, including class writing of a ballad based on the story of Robinson Crusoe.

Presents the presidential address given a 55th annual convention of National Council of Teachers of English. Major problems and issues in teaching English: copyright legislation, national testing, education for the disadvantaged.

Depicts a poetry club formed to show children that poetry can be enjoyment rather than hard work.
Dawson, Mildred A. "We Thank Thee, Lord." XIII (Nov. 1936), 245-247.
Tells of a unit plan to help children develop the true meaning of Thanksgiving and how it came about. Because this plan was flexible, any class in grade school could use it.

Describes one teacher's approach to the presentation of poetry in the primary grades. Poetry was presented casually with very little discussion, allowing children's interests to dictate whether it would be repeated. Points out facts that poems are liked for different reasons and some may appeal more to one sex than to the other.

Provides samples of original poetry based on a year's activities involving a combination class of 22 2nd and 3rd graders.

Describes one teacher's technique of motivating 2nd grade children as a group to write a poem. Seated around a tree they have decorated, responding to a question their teacher has asked, the children express their wishes for Christmas in rhyme and write a poem.

Maintains that resistance at the 6th grade level to poetry can be overcome by the teacher who faces up to initial problems, continues with humorus poetry, introduces story poems followed by poems of greater depth, and knows how to enrich through introduction of drawings, dioramas, choral reading, and the like.

Encourages the development of creative expression and self-insight through and in poetry. Identifies stages in children's learning to write poetry: observation, inspiration, and writing.

Reports a study indicating that poems from a nontextbook source had greatest number of first choices of children in grades 1-3.

Stresses the importance and beauty of poetry as a part of the language and the value of teaching enough of it to children to forestall their stereotyped notions of it.

Describes ways a teacher can inspire a study of poetry and the writing of poetry: (1) a teacher must first appreciate and understand this art form before he can teach it; (2) a teacher must be a salesman to introduce poetic forms so that they are liked.

Discusses the teacher's role in developing student appreciation of poetry; concludes that there is no one best method to teach poetry. Includes a diagnostic chart setting forth detailed teaching procedures that help the students become aware of the elements of poetry.

Describes a teacher's attempts to interest 35 5th and 6th graders in poetry. A subjective evaluation concludes that when attention is devoted to it, children can be motivated to enjoy poetry.

Directs attention to the problem of helping children become aware of the fundamental elements of poetry without stifling interest and spontaneity. Isolates 8 specific procedures that are effective with children in poetry writing.

Relates a classroom teacher's experience in using poetry as a motivating force to a group of unresponsive, disinterested 6th graders.
Girdon, Mary B. “Rhyme or Reason.” XXIX (Nov. 1952), 411-413.
Asserts, “Do not struggle with rhyme and reason at the expense of sacrificing meaning and feeling” when teaching the writing of poetry.

Glenn, Margaret R. “Sea Poetry.” IX (Feb. 1932), 42-43, 47.
Describes a collection of sea poetry illustrated in notebook by 8th grade boys. Lists 56 poems classified into 11 categories.

Lists practical and aesthetic gains in using poetry in teaching-a form of creative expression.

Describes a step by step unit used in teaching poetry. Gives examples of poems written by 6th grade pupils.

Believes the time for poetry is the moment when a stimulus creates student interest. The vicarious approach means that the teacher will need an adequate supply of poems for many situations and will have to set up a class rapport for poetry appreciation.

Encourages children to explore writing in rhyme on the basis that rhymes are an innate part of the child’s being, an outgrowth of man’s natural instinct.

Analyzes children’s poems, considered most highly esteemed, to determine if they meet the criteria favored by most anthropologists of children’s poetry.

Describes how one teacher uses poetry in her classroom. Her children read, speak, sing, dance, dramatize, and illustrate poems.

Discusses the benefits that accrue from dancing while poetry is read—an exercise for the primary grades.

Presents a method of classroom teaching of poetry by encouraging children’s response through illustration, dramatization, and verse writing.

Tells story of how to teach poetry to children at opportune times. Lists authors and poems, uses of bulletin board, and bibliography of poetry suited to ages of children.

Harrington, Mildred P. “Children and Poetry.” (1) IX (Mar. 1932), 57-60, 75; (2) IX (May 1932), 139-141.
Recommends poems for various ages. Suggests books for home and school libraries.
States that poetry should be used to bring about some measure of self knowledge. Lists several anthologies for appropriate age and interest groups.

Presents some purposes of poetry as a part of the elementary school curriculum.

Presents to the classroom teacher a key for establishing democratic relationships in very small children. Suggests some media which will enable children to express these newly acquired attitudes.

Notes the many similarities between the sensibility of the poet and that of the child; poses question of why children become alienated from poetry.


Describes how interest was aroused in poetry by organizing and planning a Poetry Day.


Draws analogy between the myth of Pegasus and the teaching of poetry. When schools "harness" poetry with other subjects, they destroy the enjoyment of poetry.


Tells how the author worked with her 6th graders in poetry and discovered their likes and dislikes in this area.


Recounts activities as a book agent and maintains that such individuals are in reality "itinerant teachers; if their interests lean toward poetry, then its treatment must remove poetry "from its pedestal; second, that it is necessary to construct a definite course of guidance; and third, that children must experience poetry in order to enjoy it."


Describes the cinquain as a compressed five-line, unrhyming stanza, containing 22 syllables broken into a 2-4-6-8-2 pattern; reveals how it was developed and perfected by Adelaide Crapsey, a poet of the early 20th century.


Describes results of rather extensive research in determining children's choices in poetry.


Describes a study made with 50,000 children in 11 experimental centers to discover children's taste in poetry as compared with adults; 38 of the 573 poems studied were placed on the "black list" and are named in the article. Also lists 18 poems rated highest by children. Children preferred poems of action, plot, and humor.


States that careful planning should precede poetry writing by children in order to free them to reveal their inner thoughts. States that the deep emotional satisfaction derived from expressing one's thoughts is most important.


Gives criteria for selecting poetry for use in the classroom: (1) it must produce an exhilarating sense of movement; (2) it must make commonplace experiences vibrant; (3) it must tell a wonderful story; and (4) it must bring health-giving laughter and have a lyric quality.

Jacobs, Leland B. "Reading Poetry to Children." XXV (Nov. 1948), 418-423.

Offers 6 suggestions to the teacher for more effective oral presentation of poems to a class.


Infers our practical civilization prefers books of common sense to lyrics: "We have no mythology, no minstrelsy." Insists a poet can easily transfer his mood to a child reader. Gives approaches to poetry reading: timeliness, special interest, special circumstances.


Tries to solve these problems: how to bring poetry back to the people and how to create sensitive, discriminating audiences, intelligent readers, and future poets. Also believes poetry cannot be taught, but must be shared and experienced.


Illustrates how poetry can be used with arithmetic, science, and social studies, as well as the language arts.
Children's Literature — 7

Kidd, Elvora L. "A Digest of Approaches to Creative Writing with Primary Grades." XXV (Jan. 1948), 47-53.
Divides 5th grade class of slow learners into 5 groups and works on different approaches to creative poetry.

Presents poetry writing as an outlet for each child's imaginative potentialities. Realizes inspirations for children's poems are as varied as each individual. Stresses narration in poetry rather than form and rhyme.

Describes a class experience of writing verse for a promotion day.

Suggests the following outstanding books, and others, to be used in teaching poetry in the elementary school: Pointed People and Taxis and Toadstools by Rachel Field, Poems by a Little Girl by Hilda Conkling, Child's Day and Peacock Pie by Walter de la Mare, Songs of Youth by Rudyard Kipling, and The Winged Horse by Joseph Auslander. Recommends selections appropriate for grade levels and interests.

Illustrates how the Dada Movement of the 1920's was used to elicit interest in poetry for junior high students.

Relates how all the disciplines were included in the writing of a group poem as a class studied the Norsemen. Concludes that the children used effectively their knowledge from many curriculum areas and learned their new object of study well.

Contends that children must write poetry as they think of it, in their own language, not when the teacher has some time in a rigid schedule where little time is left for individual pupil inspirations.

In these articles, two manuscripts unpublishd at his death, Vachel Lindsay gives his views on what he calls the "new poem games," based on experiments in Spokane. Informal social groups took part in these games, including chanting and participation in choral refrains. Dances were included, and the atmosphere was experimental, informal, and light-hearted.
Author feels that the vitality of poem games is a possible art form. Discusses Spencerian poem games for small, concentrated, select groups who drew, rhymed, sang, danced, and acted in a single evening's improvisation.

Describes a teacher's method of motivating a class to write poetry. Concludes with selections of children's poetry.

Discusses how World War II influenced the field of poetry. The unique circumstances in which writers found themselves influenced their writings in varying degrees and ways.

Refers to 3 different anthologies of verse for children. Briefly describes each of them and gives titles of some poems in each. Includes a few poems in the article.

States that there are no standards for poetry. Two major problems confront the child: lack of poetry and difficulty in obtaining poetry that is in print. Author compliments and criticizes various types of poets. Concludes with preferable characteristics of poetry: uses everyday language, is capable of being realized in a child's experience, is nearer child's world, is less formal, expresses a joy in life.

Discusses ways to teach poetry so that it can be a means of orientation and emotional satisfaction.


Sets forth various advantages that can be obtained from poetry: serving individual differences, sharing experiences, stimulating new ideas.

Lyman, R. L. "What Poetry Shall We Teach in the Grades?" I (June 1924), 145-149, 151, 154.

Reviews studies which indicate that children need to be exposed to literature in order to enjoy it. Schools must choose simpler and easier materials of good standards and postpone heavier literature until pupils are older.


Gives results of a survey on children's interest in different kinds of poetry in 1st grade. Finds that the children's interest was guided by the teacher's enthusiasm and parental guidance. Poetry helps children's vocabulary to grow and independent reading power to increase.


Tells how the use of poetry in the classroom will help children learn to appreciate and create poetry, develop language power, and interpret their own experiences.


Stresses the importance of using one's immediate surroundings in writing poetry and of correlating poetry with art.


Reports how observation and direct experiment can create children's interest in poetry. Indicates that children's choices are characterized by action, child experience, humor, dialect, and repetition.

Mackintosh, Helen K. "Removing Drudgery from the Memorization of Poetry." IV (Dec. 1927), 297-300.

Points out several factors teachers must keep in mind to make memorization of poetry enjoyable: the teacher must enjoy the poem; she must have an extensive collection from which she and the children may choose; required poems should have many interest elements; and choice of poems should be made with reference to a particular class rather than just from a graded list. Gives 10 specific steps to help a class memorize a poem and illustrates the steps with a poem by Walter de la Mare. Suggests poems for memorization for grades 1-6 and lists several poetry anthologies.

Mackintosh, Helen K. "A Study of Children's Choices in Poetry." I (May 1924), 85-89.

Reports a study involving 7 groups of 5th grade pupils regarding choices of poetry. Concludes that pupils enjoy poems more when not required to memorize or analyze them. Results show that children, when given their choices, include selections that have literary merit.


Reviews Hugh Lofting's Porridge Poetry, Christina Rossetti's Sing-Song, and Hilda Conkling's Siloerhorn. Looks at the poetry through the eyes of children.


Presents a structured lesson plan for teaching creative writing in the 8th grade.


Reports on a study revealing that (1) college students were fairly successful in predicting poetry that children (grades 1-3) would enjoy and that (2) children preferred selections in contemporary texts to those in 1928 texts.


Asserts that children of today enjoy hearing poetry as much as seeing pictorial billboards. "Poetry broadside" is a language activity to encourage an appreciation of poetry. A "poem broadside" is a poem writ-
Children's Literature — 7

ten on a large sheet of poster-size paper and sometimes illustrated with magazine, newspaper, or travel folder pictures or a poem written and illustrated on a chalkboard, which conveys feeling and ideas and awakens in a reader and listener a response. Poetry appreciation may be integrated with all curriculum areas, particularly if teachers are genuinely enthusiastic about it.

Describes the author's technique in teaching creative writing, especially of poetry, to 7th and 8th graders.

Cites the need for children to choose their own poetry from many kinds available. When children can understand a poem through experiences of their own, it becomes meaningful for them.

Palm, Rachel. "Shall We Requie Boys and Girls to Learn Poetry?" XXVIII (Nov. 1951), 421.
Describes how one teacher reversed her class's unfavorable attitude toward poetry study. By substituting enjoyment for rote memorization, she soon found her students meaningfully memorizing poetry unconsciously. As a culmination, she suggested a poetry speaking contest. Each student chose his own poems or passages. The class established criteria for judging performances and determined the winners.

Discusses ways of teaching poetry by emphasizing wise selection and interesting presentation of poems. There is no one best way of presenting a poem. A method may arise from situations, surroundings, experiences, or material itself. Poetry is valuable in furnishing opportunities to observe, wonder, interpret, talk freely, explore, develop greater skill in using language, and acquire lasting values.

Describes a 5th grade teacher's efforts to promote poetry by reading the work of recent poets, then having pupils attempt the writing of poems.

Contains a graded list of poems chosen from readers' choices.

Reports the findings of a study on the general reading interests of 3rd grade children, with emphasis on poetry.

Asserts that motivation by the teacher is required to find the psychological moment in poetry writing—this moment occurs when the interest is high and the desire to write is stimulated.

Author reviews her reactions to the English Festival of Spoken Poetry in London in which she heard poems interpreted differently by different readers. Relates oral interpretation to a need for this kind of approach to teaching poetry.

Relates an experiment to discover through recitation and readings those rhythmic words which stimulate feeling and emotional response in a visual manner.


Explains how a teacher handled the problem of teaching poetry so that children would enjoy it.


States that negative attitudes toward poetry arise as a result of inappropriate selection of poems for children, intensive analysis, and forced memorization. Poetry need not be difficult or obscure. Poetry is our heritage and a potential source of pleasure and enjoyment for adults. To make this resource available to adults, we need to inculcate in children a love of poetry through listening, speaking, and writing. In a relaxed atmosphere with some guidance children can write poetry, which they will refine as they progress.

Rogers, Bertha M. "Teaching Children to Memorize a Poem." V (June 1928), 179-181, 192.

Emphasizes the view that the procedure in memorizing a poem is beneficial to appreciation.


Reports an experiment with poetry in a 1st grade class; children described the exact mental picture a particular poem caused them to see. Findings were that mental pictures were decidedly varied, usually having no connection with the poems and usually related to something experienced in the past.


States that poetry study in the elementary classroom should be conducted as an exploratory experience.


Suggests more freedom in the study of poetry. Most teachers use only the standard poems. Suggests that two problems exist in the teaching of poetry: (1) the lack of opportunity for individual preference and (2) the memorization of the poetry selected. Children should participate more by bringing in poems they have liked and by making their own anthologies.


Suggests ways in which a teacher can inspire children to write poetry. Warns against stifling creative poetry.


Attempts to show "nonaccepting" teachers that poetry can be fun.

Ryan, Calvin T. "The Poet, the Child, the Teacher." XXXVI (Apr. 1959), 237-239.

Suggests that the reason for teaching poetry is to show children how to read and enjoy it. Cautions against the danger of requiring children to memorize poems.


Points out the need for acquainting people, parents in particular, of the wealth of good reading in children's books. Stresses the need for teachers to (1) know children; (2) know children's books; (3) see that children have access to books; (4) reach the home, interest parents, and show them how to buy books intelligently. Emphasizes the need for student teachers to learn to demonstrate and evaluate books, thereby pressing for wider reading, better books in homes, and wiser selection.

Schwinger, Florence W. "First Comes the Word." XXXIX (May 1962), 466-468.

Cites methods used to develop awareness of the unique qualities in words used in poetry and story writing. Suggests many helpful ideas; e.g., the class had a list of "new words for old."


Relates experiences using haiku with different grade levels.
Reflects on the potentials and values received in the musical approach to poetry. Explains in detail an experiment involving a 5th grade class using this approach and the aesthetic values derived from it.

Urges need for arousing more interest in poetry, and lists the essentials to promote such interest: love for children; skill in poetry reading and storytelling; genuine enthusiasm for books.

Stresses importance of setting a mood and leading a child to catch a topic during a poetry lesson. Urges that the teacher keep the room quiet and accept those children who might only want to read poetry. If enough stimulus is there, the response will eventually follow.

Gives a rationale for poetry as an important part of learning.

Gives examples of poetic expressions of children ages 5-8. Shows lack of familiarity with language as being a factor of poor performance.

Author attributes her ability to lose herself in times of irritation and stress, of loss and grief, of disappointment, and in times when the world is bright with beauty, to her mind's first volume of poetry. During her grade school years an English teacher introduced her to poetry and built this foundation for a lifelong enjoyment of poetry, illustrating the influence teachers have upon individual behavior.

Describes the author's technique of motivating 3rd graders to write poetry without pressure or fear of harsh evaluation.

Describes a lesson in haiku poetry, introduced through its discipline, meaning, subjects, and its history.

A poem which uses personification to depict the Little White Oak Tree as defying the elements of the Autumn and Winter, who ruthlessly lashed out at him claiming the fruits of power. Each type of tree was classified as it eventually succumbed to Autumn and Winter. The gentle touch of Spring was able to achieve what might, force, and violence could not.

Lists 12 criteria for selecting poems for children.

Explains the value of reading poetry to children. Lists poetry appropriate for various age levels.

Describes sijo, a Korean poetry form, and its possible use in upper elementary classrooms.

Admits that teachers in the upper grades have to first battle the antagonistic view children hold for poetry. Views several devices to gain appreciation.

Valletutti, P. "Developing Creativity through a Unit on Poetry." XXXVI (Oct. 1959), 385-389.
Describes the development by steps of a unit of poetry and its integration with other subjects.

Submits reasons for negative feelings toward poetry and recommends these remedies: (1) study contemporary poetry, (2) abolish tests, and (3) eliminate explicatory surgery.
Provides an annotated reference for collections of poems, stories, and plays. Lists books suitable for younger children during the Christmas season. Includes texts of some poems.

Discusses methods of creating understanding of traditions behind December holidays through poems, songs, and illustrations.

Guides the teacher to a selection of folksongs which are interesting and enjoyable for children.

Summarizes methods of creativity in ballad writing in a 5th grade class. Class wrote a group composition and the ballad; both were featured at an assembly program and a radio broadcast.

Wilson, Clara, and Evans, Clara. “Enjoying Poetry with Children.” XXV (Jan. 1948), 54-57.
Urges introducing children to poetry early in life and helping them to understand the meaning of the poem.

**Composition: Composing Process—8**

Debunks a mystical attitude toward creativity and suggests that each student has a unique background that provides a potential for creative exploration. Sees much creative activity as a restatement of ideas which existed long ago and are again being unearthed.

Describes ways of recognizing and encouraging creativity and warns against stifling creativity.

Argues against theory that no error should ever be permitted. Instead, asserts that if incorrect response has been a source of dissatisfaction to the child, he will be motivated to make the correct response the next time the stimulus is given. Admits that errors should not be accompanied by a feeling of pleasure.

Describes author's technics for teaching creative writing, proceeding from teacher's storytelling to cooperative group writing to individual efforts.

Discusses a study to determine elements which characterize children's growth in the use of written language from grade one through high school.

Describes a project designed to determine if 6th grade pupils are capable of writing editorials.

Describes a teacher's experiences in guiding and encouraging 6-year-olds in their first written expression.

Bowers, Mary E. “Guiding Experiences in Free Writing.” XXII (May 1945), 177-181.
Discusses the experiences of a 3rd grade teacher with creative writing. Concerns some “Thou shalt not's” and “Shalt do's” in guiding children to write.

Suggests steps for helping children create poetry: (1) the teacher must expose them to poetry; children can then suggest poetry which interests them; (2) the teacher uses
various subjects to stimulate poetry writing; (3) the teacher can help the children to improve their poetry.


Introduces a bulletin which includes studies of the leading role of composition and the supporting roles of discussing, dictating, illustrating, spelling, and handwriting in the elementary school.

Cabell, Elvia D. “Composition and the Composition Class.” I (May 1924), 97-100.

Believes “composition class should be a service shop—a place for deliberate consideration and improvement of technique.”


Enumerates and defines 17 possible qualities of original writing. Presents an example of each.


Describes one teacher’s method of encouraging children to become self-directive in writing: children select by choice or at random from a file a title, introductory sentence, or an assignment to relate an anecdote about their personal experience or to develop fantasy in the form of a paragraph or composition.


Describes a class project of composing stories about pictures and making booklets to give to younger students.


Discusses both oral and written English in the elementary school. Stresses the fact that group composition should precede independent writing and that writing should generally be done under the teacher’s guidance.


Describes a study of 33 5th graders and 31 6th graders in a suburban Pennsylvania school system to determine whether or not intermediate grade pupils write about their problems. All pupils involved were asked to list at least five personal problems, worries, and fears and later told to write a composition on a subject of their own choosing. Though they indicated they had problems, worries, and fears, not many wrote about them when given an opportunity to do so. Author questions the role of a teacher as a therapist and says that further research is needed.


Reports the findings of a survey of 140 5th graders, given 45 minutes to select a topic and write about it, to determine the relationship among three variables.


Urges teachers in the intermediate grades to give more attention to writing, the motivation for writing, and the use of literature as motivational devices to get children to explore their own experiences in writing. Suggests that students at this level need help in determining what their interests are.


Describes production of a literary magazine of writings contributed by all students.

Forrest, Vera S. “Helping Children to Write.” XVIII (Nov. 1951), 413-416, 441.

Suggests the following ways of helping children to write: (1) value children; (2) esteem their thoughts; (3) be sensitive to their remarks made in informal unstructured situations especially when they reveal interests which might serve as sources of inspiration for writing; (4) copy children’s stories on large pieces of paper and place them where all children can read, discuss, and enjoy them.

Gunderson, Agnes G. “When Seven-Year-Olds Write as They Please.” XX (Apr. 1943), 144-150.
Discusses a study of 2nd grade children to determine their readiness for spelling and written composition and to discover the topics children find most interesting to write about.


Describes a course of study in composition that would have as its central philosophy "composition as a social problem." Lists ways to overcome natural antagonism to composition and types of composition adapted to young people.

Parke, Margaret B. "Composition in Primary Grades." XXXVI (Feb. 1959), 107-121.

Suggests to teachers how children can be helped to think for themselves and to organize their thoughts into meaningful, literate, and interesting expressions.

Paschall, Alma. "What Is Creative Expression?" XI (June 1934), 149-151, 163.

Tries to encourage creative expression to counteract the emphasis on "right answer" teaching. Encourages use of imagination, interpretation, or self-expression, but caution against misuse. The goal of creative expression is to train thinking minds for a rapidly evolving society.


Discusses a technique for helping students summarize stories through the use of pictures and guidance of teacher questions.

Robinson, Thomas E. "Putting Flesh on Story Skeletons." XXV (Apr. 1948), 212-216.

Deplores the unsatisfactory method students use in story writing; they settle for only skeleton without much "flesh." Suggests ways to add flesh to their stories.


Stresses the importance of the classroom teacher in encouraging children to write creatively about things they have experienced.

Smith, Rubie E. "Thoughts Have Wings." XXXI (Jan. 1954), 21-25.

Demonstrates how unnecessary it can be to urge a child to express himself. Realizing the wealth of thoughts stored in her students, the author gave them all the oral
Composition — 9

and written opportunities they wished to share.


Presents a way to encourage the individual student to diagnose his own weakness and remedy it. The teacher posed questions to an English class of 8th graders encouraging students to diagnose needs for purposeful writing in any profession.


Suggests a procedure for improving the written composition of children in grades 4-8: Approximately once a month conduct a composition cycle. Have children give a short speech of approximately five sentences on some topic of interest to them. The next day have children write their speeches; the third day revise them not by erasing but by crossing through their corrections. Evaluate their draft without marking on it excessively, offering comments like, "There are still two spelling errors. Are your eyes sharp enough to find them?" Give each composition two grades—one for content, one for form.

Composition: Evaluation—9


Illustrates how language helps democratic behavior in school activities. Through the use of letters, the teacher gained insight into the personal and social life of each child.


Discusses the training of teachers to score compositions in order to achieve less variation in judgment and greater uniformity in scoring. Includes a short composition and shows a comparison of teachers' scores with those of official scorers.


Discusses how writing can be therapy for children.


Sees a middle of the road course stressing creative language expression and encouragement of direct thinking of skills. Classifies and discusses the various types of writing.

Duhoc, Jessie L. "Who Is Equipped to Evaluate Children's Compositions?" XII (Mar. 1935), 60-63.

Gives ratings by numerous teachers on two 8th grade compositions. Teachers were asked to state reasons for the ratings given. These general rules seem to influence the ratings: the grade given represented a general impression rather than definite standards of work, and the grade was influenced unduly by some favorite point of emphasis, such as spelling or neatness, with a heavy weighting of the mechanics of the paper. Suggests a rough draft be written first with attention mainly on ideas to be expressed, then rewritten with mechanics in mind. The composition returned from the teacher should be reevaluated and discussed as to mechanics and contents.


Levels two criticisms at writing programs: overemphasis of self-expression and overemphasis of free forms. Gives constructive approaches to teaching of writing: utilize papers requiring precise observation and papers dealing with processes. Believes that teachers can improve the elementary student's writing by demanding precision in expression.

Fletcher, Paul F. "A Composition Unit for Grade Five." XLIV (Feb. 1967), 148-151.

Presents suggestions designed to help the teacher evoke more response in student theme writing: (1) assign a brief diagnostic theme and have the students jot down ideas; (2) have the students use these lists to write from; (3) have students proofread and indicate wrongly written phrases. Suggests factors to consider in grading the paper.

Girdon, Mary Bowers. "I Like to Write." XXXI (Nov. 1954), 399-401.

Contrasts former and current methods of teaching story writing.
Groff, Patrick. "Success in Creative Writing for Everyone." XL (Jan. 1963), 82-84.

Gives step by step procedure for creative writing. The method includes group-written stories and dictation of the story after the class has proofread and copied the stories.


Convinced that there is more to communication than imparting knowledge, this teacher encouraged his class to speak and write and question life as they were living it. Believing that better psychological as well as English development would result, he concentrated his classes' creative topics on emotions and attitudes they encountered every day.

Hoppes, William C. "Some Aspects of Growth in Written Expression." (1) X (Mar. 1933), 67-70; (2) X (May 1933), 121-123.

Presents a clear picture of growth in language expression (written compositions) with specific emphasis on sentence structure. Sentence structure improves in accordance with the maturity and growth of the child.

Development in creative writing occurs between 3rd and 6th grade. Two serious problems children have in writing are apprehension of word meaning and egocentrism.


Describes a plan to help teachers teach 4th, 5th, and 6th grade pupils to improve their own writing by self-evaluation. Spells out areas for evaluation.


Maintains that the "technic of criticism should be built upon the principle that most criticisms of both oral and written work should be in the hands of the class," and that the criticism of compositions may be carried on by the class as a whole under the guidance of the teacher; groups may work together; committees may be placed in charge of certain phases of the work; or each pupil may be given a companion to act as critic under given conditions.


Relates the fundamental importance of evaluating the effectiveness of composition teaching in the elementary school. A series of conferences helped teachers to describe weaknesses in composition programs, organize a plan of attack, agree upon goals and objectives, and set forth main points for rating the quality of compositions.


Presents a study of 3rd grade children's narrative, descriptive, and explanatory writing as to number of sentences, length of sentences, and types of sentences. Conclusion: (1) children tend toward consistency in number of sentences in all three forms of composition; (2) there is little relationship between the number and length of sentences; (3) all forms of structure are used with more simple sentences; and (4) narrative compositions are longest on the basis of number of sentences.


Deals with expository writing in grades 4 through 8 and the problems involved in evaluation of writing. The evaluation should be directed toward both process and product.


Describes an experiment in which the students read a paragraph, analyzed it, and wrote another paragraph on the same topic. Gives purpose of the study and examples of student work.


Presents a critique of a 4th grader's written paragraph.

Parke, Margaret B. "When Children Write about Their Problems." XXXIV (Jan. 1937), 33-39.

Reports on a limited study pointing up a need to focus attention both in school and
at home on ways of helping children resolve
the many problems that concern them.
Points out specific questions that might be
asked for solution.
Pryor, Frances. "We Can't Afford Not to
Write." XXXVIII (Nov. 1961), 509-512, 520.
Demonstrates that children who are al-
lowed to write freely and regularly improve
in spelling, reading, and even behavior.
Roberts, Bertha E. "Thinking, Writing,
Analyzes 3,500 compositions written by
700 children (grades 2-8; ages 7-14) in a
cross-section of San Francisco's cosmopolitan
area to determine pupils' interests at each
level.
Schwenher, Lucy M. "Guidance Clues in
Children's Compositions." XVII (Mar. 1940),
93-98.
Illustrates that pupils' compositions re-
veal personality traits and environmental
factors.
Smith, Mabel C. "Does Correcting Errors
Discourage Creativeness?" XX (Jan. 1943),
7-12.
Presents reasons for qualified or modified
"yes" or "no." Teacher-child relationship is
an important factor in encouraging children's creative ideas. Suggests both individual
and group writing projects for grades 4-6.
Soroka, Pauline E. "Building a Foundation
for Better Written Composition." XIII (Jan.
1936), 33-34.
Deals with techniques used by the author,
a 4th grade teacher, in teaching children
to write interesting "finished" compositions.
Discusses points to be considered in analyzing the composition as well as
method used in the analysis.
Stevens, C. D. "Studying the Child by
Believes a picture of the whole elementary
child can be obtained by a standardized
autobiography. Written under the guidance
of parents and teachers, it would give in-
formation on the child's home and commu-
nity relationships.
Stevenson, Katherine. "Tentative Sixth
Grade English Plans." III (Feb. 1926), 48-
51.
Presents the purpose of teaching English
in the elementary grades. Discusses a plan
of development for written composition and
suggestions for marking. Gives a theme out-
line and formal grammar suggestions.
Strickland, Ruth G. "Evaluating Children's
Composition." XXXVII (May 1960), 321-
330.
Identifies criteria important in evaluating
children's writing and discusses the writing
process. Ideas which result from observation,
listening, reading, and thought are
more important than form. Writing should
be purposeful. In the beginning a teacher
may transcribe a child's ideas and later sup-
ply incidental help as needed. Creative
writing should not be evaluated in the same
way as utilitarian or critical writing. Class
discussion of sentence structure, organiza-
tion, and style will be more effective than
constant correction and rewriting in helping
students grow in writing ability, improving
the clarity and variety of their work, and
inspiring self-evaluation resulting in greater
personal satisfaction.
Tiedt, Sidney W. "Self-Involvement in
Writing." XLIV (May 1967), 475-479.
States that children write effectively and
successfully when they are involved in their
writing and are writing for themselves. The
classroom should have an atmosphere con-
ducive to this type of writing: (1) a work-
shop atmosphere; (2) diversity of contri-
butions; (3) teacher enthusiasm; (4) a
positive attitude. Explains tactics to be
used to stimulate student involvement: (1)
go to the student for writing topics; (2)
publicize student writing; (3) develop
feeling of security, empathy with the stu-
dents; (4) confer with the students about
their writing.
Tooby, Elizabeth. "The Theme as Therapy.
" XL (Jan. 1963), 92.
Describes a way a teacher can start a
child writing: introduce a phrase about the
child for him to complete; e.g., "I have
always wanted to . . . ."
Trabue, M. B. "A Council Program of
Scientific Guidance in Elementary School
Composition: Mechanics—10

Suggests teacher's use of children's revised compositions for class exercise.


Makes evident the difference between children's language and adults' language. Compares Nilesland's A Basic Vocabulary of Elementary School Children and A Basic Writing Vocabulary by Horn. Uses Dewey's Relative Frequency of English Speech Sounds to give an understanding of the word factors that teachers use in their choice of words. Gives information about words that children use most often and why we study or emphasize some words more than others. Contends that knowing which structural words are used by adults and children will be helpful in developing sequential reading materials.

Driggs, Howard R. “Cultivating Skill in Sentence Building.” I (June 1924), 141-142.
Maintains that to "train the child to use his mother tongue effectively we must lead him to use it to express himself, not some one else, and give him guidance the while to express his thoughts on a time clearly, effectively." The net result will be skill in sentence building.

Stresses the need for teaching prefixes, and discusses a list of basic and important prefixes.

Explores children's minds through their written composition. Suggests having less concern with grammar and spelling than with trying to determine what a child's attitudes are toward home and school.

Attempts to establish a criterion by setting up specific units in the mechanics of composition, especially punctuation.

Lists 6 principles of classroom procedure in elementary English: (1) points of view in language instruction, (2) content and grade placement of language curriculum, (5) psychology of learning applied to elementary English, (4) method, (5) measurement, and (6) remedial and corrective instruction.

Gives reasons for emphasis in language instruction to be on oral usage.
States that the frequency of language usage is the index to its social importance. Urges that the language skills which are used most should be emphasized in instructional programs. Considers effectiveness of directed drill, outside expression and language consciousness, adult activities, demands on the school child, and the difficulty of learning various language skills.

States principles of method as related to classroom organization, management, and instructional techniques which, from experimental and theoretical evidence, appear to be important in teaching elementary English composition.

Deals with principles involved in measurement of results in English and in remedial and corrective instruction.
Composition — 10

Presents reviews of Dr. Greene's research by R. L. Lyman and Ethel Falk.

Four scholars favorably evaluate the monograph by Dr. Greene in which he suggests various principles to improve current English programs.


Uses the theory of "Inner Speech" in writing complete sentences.


Notes that what research has been done indicates a definite connection between reading or experiencing picturesque and dramatic situations and creative writing. The following are some possible activities: (1) enjoying puns; (2) reacting to specific word meanings; (3) oral interpretation; (4) forming and reacting to sensory imagery; (5) promoting creative expression; (6) distinguishing variations in meaning.

Hunt, Kellogg W. "Recent Measures in Syntactic Development." XLIII (Nov. 1966), 732-739.

Compares the number of subordinate clauses used by various age children in their writing (the number increases through the elementary grades and the length of clauses increases with maturity) and states that teachers should be trained in clause consolidation so they can help students learn the skill of subordination earlier.

Jacobs, Minta E. "Can Sentence Sense in Written Composition Be Obtained?" VII (Nov. 1930), 223-224.

Maintains that a student's reading his compositions aloud to other children or to the class is a successful way to detect dangling and run-on sentences.


Prescribes a classroom balance between teaching writing and teaching the mechanical skills necessary to writing.

Keener, E. E. "Teaching Composition through Purposeful Activities." XII (Feb. 1935), 33-35.

Contends that a primary objective in the study of English is "the ability to speak and write correctly and forcefully—a study of English usage and composition in connection with purposeful activities seems to be the best means of reaching this objective."

States that the school should provide the following experiences for students in English composition classes: conversation, giving directions, book talks, friendly letters, business letters, and stories and news items.


Describes classroom research involving 3 groups in an experiment that stressed quality first, then mechanics. Discovered that the child wasted valuable time and ideas when he had to stop and think about something grammatically.


Discusses the changes in meaning of literacy, changes in needs for written communication, and changes in the populace during the last century. Notes that there is a decrease in writing of personal notes such as greetings, and printed forms are used for ordering, job applications, etc. Believes good usage is learned through writing, direct correction, and reading.


Discusses the teacher's part in helping students produce ideas expressive of the students' own feelings and thoughts. Suggests doing away with workbooks and exercises in punctuation and having students start writing papers. Recommends doing away with teacher correction of papers, for it encourages copying and shows where the mistake is. Encourages the teacher to react to ideas through comments and a minimum number of corrections.


Cites two views in vogue on teaching writing: (1) that there is too little emphasis on grammar and spelling and on sentence and paragraph structure; (2) that unrestricted freedom of expression is desirable because resulting errors will eventually cor-
rect themselves. Stress that emphasis on grammar and structure hinders fluency of expression. Acknowledges that though young children's vocabularies are naturally limited, they should be encouraged to use expressions they have heard.


Considers English to be the most difficult subject in the curriculum to teach well because of its all-inclusive nature, its lack of clearly defined objectives, and the high standards applied to English usage, in both oral and written expression, that exist in the mind of the public. Points out the impossibility of achieving mastery of English in the elementary school and advocates postponement of teaching of nonessentials. Describes a practice of using situations that arise naturally to promote expression, thereby facilitating the learning of English.


Appeals to teachers to deemphasize neatness in writing so the child can be creative and express himself.

Matilla, Ruth H., and Maurer, Mother Mary Michael, O.S.U. "Helping the Child to Be On-His-Own in Writing." XXXV (Apr. 1953), 239-233.

Suggests starting with creative writing the first week of school, and as the 1st grade child develops a writing vocabulary, he learns about story organization. This should teach him as well to appreciate the practical value of good standards in spelling, handwriting, and punctuation.


Argues that an analytical grammar program, traditional or new, will probably not be useful in improving children's composition. States, "If we want to improve children's composition through grammar instruction, then that instruction must be similar in nature to composition itself."

Nair, Bertha Virginia. "An Experiment with a Diary in the Fifth Grade." V (Sept. 1928), 208-211.

Describes procedure of using a diary to vitalize two objectives for a year's work in composition: improvement in sentence structure and enlargement of vocabulary.


Compares written composition of American high school students with that of English secondary students and finds the work of American students inferior. States as the basic reason the failure of American schools to spend time on sentence structure drill and on actual writing.


Offers an interesting 4-step approach to building oral and written language skills of 1st grade children.

Schrader, Emma L. "A Diary." V (June 1928), 170-173.

Reports how keeping a diary motivated students to spell correctly, write neatly, and construct well-formed sentences.

Seegers, J. C. "Form of Discourse and Sentence Structure." X (Mar. 1933), 51-54.

Reports an investigation which tried to determine the factors bearing upon the complexity of sentence structure in the written composition of children in grades 1-6. Dependent clauses, the principal element under consideration, were evaluated in the form of discourse (argumentation, exposition, narration, and description).


Directs the inexperienced teacher, by means of questions, toward the selection of textbooks in composition.


Describes the importance and some techniques of teaching the metaphor with the purpose of incorporating the device into children's writing.

Composition—11

Describes the development of the main lines of composition which include: (1) ability to select subjects, (2) use of sentences, (3) paragraphing, (4) vocabulary, (5) correct usage, (6) essentials peculiar to oral work, (7) essentials peculiar to written work, (8) spelling, (9) handwriting, (10) meaning.

Advocates the use of simplicity in sentence structure for high school students in writing compositions, whereas elementary schools should concentrate on the mechanics of individual sentences.

Believes creative expression should be stressed in beginning writing; form, spelling, and technic should be based on the child's need. Errors should be corrected by the child, and language workbooks used with other methods. Insists that the best aid in writing is a good teacher who respects, stimulates, and keeps alive the child's creative ability in writing.

Composition: Motivation—11

Discusses various approaches used by teachers regarding creative writing and criticisms thereof. Author has used the developmental program with both elementary and college students.

Describes different ways of developing writing ability and suggests what to do with laggards.

Finds that interest was created when a "live" situation for writing letters was presented in which letters to classmates were read aloud.

Maintains that, in order to promote creative writing, a teacher should provide an appropriate climate that will help a child exercise his imagination; the child's sensitivity to the things around him enables him to express thoughts that are meaningful and alive. A teacher should furnish encouragement to the budding writer and should be a perceptive listener.

Outlines a teacher's method and gives reasons for introducing creative writing to a 6th grade class.

Blaisdell, Thomas C. "Some Limitations to Be Recognized." V (Mar. 1928), 74-76.
Relates an anecdote describing a father's and a son's reactions to the son's first assignment of a composition (in March of his 6th grade year) on chivalry in the Middle Ages. The father questions the timeliness and relevance of the assignment to the boy's interests and experience, and suggests Boy Scouts as a subject. Maintains that interest and experience are the best source of motivation for writing and that continued practice leads to proficiency.

Bowers, Mary E. "It Was Thundering." XXVIII (May 1951), 269-270, 275.
Describes a 4th grade girl's release from depression through composition. Writing became a form of therapy by which she was able to make others aware of her problems and the teacher was able to ward off possible tragedy for the child.

Describes a letter writing experience in which the class had a mysterious correspondent known only to the teacher.

Brandmark, Mrs. M. L. "Written Composition in the Sixth Grade." III (Jan. 1926), 14-15.
Suggests topics for student writing, stresses openings and closings for paragraphs, and urges brevity at this grade level.

Gives 4 specific suggestions for encouraging children to express themselves freely, honestly, and creatively in writing.


States that "creativity is essentially valuable in a democracy where uniqueness, not conformity, is a source of its strength." Emphasizes the importance of developing children's writing to enlighten fellow classmates and to contribute to personal release. The atmosphere in the classroom must have a childlike quality to produce self-confidence and to condition students personally and intellectually to achieve their best.


Shows that children can tell of their experiences on their own; with a little help from the teacher, these experiences can be written for experience charts.


Introduces many books which can be used to encourage children to use their imaginations to produce original products.


States that creativity in language implies originality, individuality, and the absence of stereotyped thinking. Gives 5 factors which influence creativity.


Describes motivation for creative writing through subjects other than English. Includes some dos and don'ts.

Creed, Ester D. "What'll We Write About?" XXXIII (Jan. 1956), 24-28.

Suggests several methods for motivating students to choose their own topics for composition.


Lists the many functions of books. Explains an effective approach in the use of books in encouraging creative writing.

Dawson, Mildred A. "Children Need to Write." XXXIII (Feb. 1956), 80-83.

Urges more frequent writing experiences, both practical and personal, and suggests means of motivation for writing assignments.

Devine, Thomas G. "One Way to Stimulate Thoughtful Writing." XL (Jan. 1963), 75-77.

Gives 3 situations for thoughtful writing (significant subject, shared motivation, guaranteed readership) and an example of the problem-solving technic.


Discusses a means of motivating composition by publishing literary magazines.

Farris, Herbert J. "Creative Writing Must Be Motivated." XXIX (Oct. 1952), 331-332, 374.

Lists dos and don'ts for the teacher contemplating development of a creative writing program. Discusses 3 technics found successful in motivating intermediate grade children in their writing activities.


Reports visitation of a famous person to school as part of "Higher Horizons" program and resultant effects on the writing and composition work of some 700 pupils in grades 3 through 6. Topic: "I Want to Be Somebody."


Describes procedures for teachers to use to encourage early written creative expression.


Presents the idea that teacher to pupil notes can be a personal touch and can provide a reluctant student with something exciting to read as well as provide the teacher with an indicator of class tensions.
Composition — 11

Hall, Robert D. "Motivation for Creative Writing." XXXII (Mar. 1955), 154-156.
Gives suggestions for creative writing, and examples of children's writing based on a program of observation, inventiveness, and self-understanding.

Describes a music-related method used to inspire creative writing.

Stresses the idea that creative writing enables the teacher to help children put their imagination to work and at the same time utilize it as an effective tool for teaching written communication; the best creative writing is achieved when the child forgets himself temporarily. Suggests a dozen methods suited to various types of classes.

Jensen, Anna C. "Composition Can Be Interesting." XXV (May 1948), 312-319.
Shows how well-planned tangible experiences can make much learning possible, particularly in written composition. Suggests items which might be of interest in writing compositions.

Describes how elementary children were encouraged to enjoy creative writing, thereby enabling the teacher to deal with elementary literature more effectively.

Reports how methods used to teach creative writing at the college level were employed with 6th grade students for results the author considers superior to those his students at the college level had.

Gives suggestions on how to encourage creative writing, beginning in the kindergarten.

Deals basically with 5 areas: (1) defining motivation; (2) motivation in relation to English expression; (3) purposes of English expression; (4) aspects of language; and (5) examples of appropriate purposes in English expression.

Presents several devices the teacher can use to help children improve their writing: reading to students, dictation, reading, seminars, charts, student editors.

Discusses classroom practices which a beginning teacher should use to develop habits in children that will lead to skill in oral and written expression.

States that children should be allowed to write freely in an atmosphere of trust, encouragement, and tolerance.

Discusses ways of motivating students to write through assignment of topics related to everyday experiences and use of student models. Suggests that added incentive can be achieved if the student is allowed to share his paper with the entire class.

Outlines a procedure to foster creative writing.

Describes a simple but effective approach in motivating 7th graders to write original stories.

Schofield, Ruth E. "Some Thoughts on Creative Writing." XXX (Dec. 1953), 509-513.
Describes motivation of young writers, specifications to the writers, and proofreading in relation to composition skills. Urges
exchange of papers, lists criteria to which a
student can refer, and advocates checking
on an opaque projector.

Stegall, Carrie. "Take a Number from One
Relates the approach to teaching writing
used by one 4th grade teacher, starting with
writing prestudied sentences from dictation,
to writing descriptions of classmates, to
development of understanding of ten basic
points of a good paragraph.

Svoboda, Laura Stiel. "Creative Writing and
Suggests activities to develop an appre-
ciation of the literary classics and to develop
interest in creative writing.

Composition: Programs—12

Bowles, Elizabeth E., and Horine, Clara.
"Classroom Observations: A Composition
Lesson." (1) I (Mar. 1924), 36; (2) I
(Apr. 1924), 76-77.
Portrays impressions two observers
gained in a Grade VI-A room in which an
English diagnostic test had been given to
pinpoint defects in composition, with a
group composition project as the ultimate
goal.
Criticizes an AI literature lesson which
was devoted to Little Black Sambo.

Certain, C. C. "A Course of Study in Cre-
ative Writing for the Grades." (1) XII
(Nov. 1935), 231-235, 237; (2) XII (Dec.
1935), 277-280; (3) XIII (Jan. 1936), 29-
32; (4) XIII (Feb. 1936), 68-72.
Four-part article stresses creative writing
and systematic instruction. Advocates 3
types of writing: spontaneous, inspirational,
and technical. Gives detailed suggestions
and objectives for writing poetry, prose,
and drama. Concludes with a section on
techinies and tastes which should be estab-
lished in inspirational writing.

[Certain, C. C.] Editorial. "Vacation Out-
of-Doors." II (June 1925), 211-214.
Suggests materials for a program on out-
door recreation and related topics which
might be used for oral reports and written
compositions. Contains articles on national
forests and national game preserves and
how they can be used for recreation. [Part
of Thought and Action in Composition
series.]

Clark, Cwyn R. "Writing Situations to
Which Children Respond." XXXI (Mar.
1954), 150-155.
Tells of experiment in language arts in
which 36 6th graders wrote one hour each
day, responding to 21 different writing
situations, for duration of school year.

Cober, Mary E. "We Write to Our Favorite
Authors." XXXIII (Feb. 1956), 89-90.
Describes a project in which 5th graders,
preparing for Book Week 1955, wrote let-
ters to authors of their favorite books.

Describes how a 4th grade class prepared
a chart listing the occupations they aspired
to. Gives benefits of such a writing lesson.

Cormack, Ruth Crain. "Elementary School
Journalism." XXVIII (Dec. 1951), 482-
483. 487.
Describes the practice of a newspaper
editor to visit a junior high school to discuss
journalism and illustrate language rules
with amusing anecdotes from his paper.
He stresses that careful attention is given to
accuracy of names, dates, spelling, punctu-
tation, and penmanship in news writing
and challenges the children to write well
by offering them an incentive of having
some students edit a column for a few
weeks, thereby offering them practical ex-
perience in journalism by working in a
"real life" situation.

Craig, Dora B. "Popularizing Composition
with Boys." III (Jan. 1926), 16-18.
An 8th grade boys' composition class
wrote papers on Rip Van Winkle. This led
the boys to search in literature and life for
ideal traits of character. The purpose was
to interest the boys in constructive reading
and to talk and write about the reading.

Cuddington, Ruth Abee. "Thanksgiving
Day 1945." XXII (Nov. 1945), 273-274,
283.
Suggests ways, by means of pupil in-
volvement, to prepare a creative program
with the emphasis on Thanksgiving.

Dawson, Mildred A. "Building a Language-
Composition - 12

Composition Curriculum in the Elementary School." (1) VIII (Apr. 1931), 75-78, 94; (2) VIII (May 1931), 117-120; (3) VIII (Sept. 1931), 164-169; (4) VIII (Oct. 1931), 194-196, 200.

First of a series of 4 articles outlines practical procedures and guiding principles in constructing a language-composition curriculum for a 4th grade group.

Second article discusses construction of curricula for language in the elementary school. Gives results of an investigation in identifying the objectives of language-composition teaching; objectives were organized on the basis of 9 functional centers identified by Roy I. Johnson.

Third deals with curriculum building in which the curriculum is fairly standard for each grade in every situation.

Fourth discusses field testing of an elementary composition curriculum.


Points out that children should be given the opportunity daily to do creative writing in order to develop skills of writing and conversation.

Fagerlie, Anna M. "Third Graders Try Creative Writing." XXXIII (Mar. 1956), 164-165.

Stresses encouraging less creative, timid students to write by means of learning from their more creative peers.


Describes an attempt to place vital creative activity into the teaching of literature and composition. The aims were to develop (1) the children's powers of creative writing, (2) an appreciation of the beauty of languages, words, images, and rhythms, and (3) desirable social traits. Also lists a bibliography for the teacher.


Reports how a 6th grade teacher used the writing of a newspaper as a productive, comprehensive English program.


Attempts to describe 4 composition text series from the same point of view. Most common fault is the unsatisfactory approach to grammar. Most promising factor is the excellence of format. Series examined: Our English Language, Language for Daily Use, Macmillan English Series, and Good English Series.


Describes a project in which direct guidance was given to students in selecting 9 topics for the papers which were written by individual volunteers. Three more articles—(1) main topic of the day, (2) a humorous incident, (3) a current event—were composed by the class. Each day the class spent half an hour on the project. The outcomes hoped for were (1) more interest in a paper, (2) working together, and (3) unlimited opportunities to involve all the children.


Discusses advantages and disadvantages of the one-room country school as the setting for work in composition. Suggests the possibility of all the children working on composition at one time, and lists possible topics based on the personal experiences of farm children. Presents specific standards for composition in each grade, and stresses that the rural school child should have the same standards as other children.


Advocates that writing, as well as the other language arts, be offered to the child as a tool to assist him in both his academic and social life. Initial emphasis should be placed on content (preferably from experience) rather than form, although the teacher should strive to make the related technical skills inherent, thus supplanting memorized maxims.


Tells how a 5th grade newspaper project led to the development of a magazine.
Describes development of written language in the elementary school and its relation to the program of instruction. Analysis of 368 Chicago public school children's compositions yielded information for formulating a systematic course of instruction in written language. Includes implications for an improved program.

Presents important factors in newspaper writing and describes various ways of organizing material and obtaining news.

Recommends fresher approaches to writing, with several specific suggestions for enlivening the composition program.

Reports on a study in the use of content material in the improvement of oral and written English. Of 3 phases in instruction, the most effective was the circulation of good written compositions at proper levels within the school. They were more interesting to the pupils in that they rewarded some degree of success in their developing ability to select and organize materials.

Describes a project in which 4th and 5th grade students took roles of authors, publishers, and illustrators, resulting in creative writing and drawing, knowledge of the process of publication, and understanding the library.

Reports on the many advantages experienced by a 5th grade in publishing a school newspaper.

Laiilley, Mary Fontaine. "Classroom Activities in Composition." II (May 1925), 162-163.
Relates a project for 5th and 6th graders that combined their knowledge of geography, aeroplanes, and their inventive powers.

Suggests that language arts can be taught effectively to children of lower ability in a 4B grade by the production of a newspaper. Relates how the children, uninterested in English, were encouraged to write about their own experiences. Includes short stories by students.

Describes a program to promote creative writing by using children's own experiences. Gives an outline to be used by each home room teacher in the school system.

Shows by example how all aspects of communication—reading, speaking, writing, and listening—can be taught through spontaneous and creative writing by children.

Suggests column writing as a means to correlate social studies and the language arts, and gives sources for teachers and students.

Suggests that boys taking field trips could write reports about them, much as the army officers did who led in the opening of the West. These could be used for interesting grammar study.

Recommends production of a school newspaper as a means of stimulating creative writing.

Composition — 12

Describes a project of the intermediate grades of the Toledo, Ohio, schools sponsored by the local Community Chest. Purpose: to put into writings and illustrations information gathered through personal experiences. Materials were later compiled into a book and used for a Community Chest campaign.

Patrick, Sister Mary. "Should We Teach the Short Story?" XXXVIII (Dec. 1961), 580.

Discusses the merits of teaching the writing of the short story in the upper elementary and junior high schools.


Compiles composition topics for grades I-8.

Pflant, Elizabeth. "Family Folklore." XXX (Mar. 1933), 148-149.

Presents a case for the use of folklore topics, especially lore of the child's family, in the teaching of composition.

Ridgley, Douglas C. "Some Topics in Geography of Value to the English Class." V (Sept. 1928), 220-221, 222.

Discusses the value of combining geography topics and English composition.

Ryan, Calvin T. "Writing the Magazine." XX (Jan. 1945), 21-22.

Relates a project which furnished an incentive to use reference materials and creative work in verse and prose, as well as examining magazine materials. Interesting climax came with a radio program broadcast with a 6th grader as monitor.


Explains steps by which a group of 6th grade pupils produce, correct, and improve a set of papers. Takes reader through 4 days of work with a particular piece of writing. Provides a procedure for editing papers.


Reports on the cooperative, inspiring spirit found in a 7th grade class in Switzerland during composition writing. Includes several examples of their writing.


Suggests that a rich and full environment can help in getting students to express themselves freely in written composition.


Describes a project in which 4th graders learned principles of writing and punctuation as they wrote their own book.

"Thought and Action in Composition Classes." II (Mar. 1925), 94-96.

Encourages oral and written composition by publishing various stories.


Suggests ways children might go about setting up a class newspaper.


Discusses means of creating an interest in writing, especially for 6th grade pupils. Stress correlation of writing with a social studies field trip.


Describes the procedure a 4th grade used to publish a monthly newspaper.


Includes samples of 6th grade children's articles and papers from an experiment at Peabody Demonstration School.

Watnuf, Walter A. "Notetaking in Outline Form." XXXVI (Apr. 1959), 244-247.

Asserts that notetaking is essentially an organizing process to make comprehension of oral and written information an easier task. These steps are used to introduce children to outlining: (1) introduce the concept; (2) teach children to outline simple reading material; (3) teach them to sense the outline of spoken material; (4) practice notetaking in outline form.

Explains the procedures of composing a school paper as a learning experience involving all grade levels. Reveals some of the obstacles which hamper freedom of thought.

Woodward, Isabel A. "We Write and Illustrate." XXXVI (Feb. 1959), 102-104.
Relates an account of an example of creative writing becoming "real and meaningful" to a group of 3rd graders who wrote materials and illustrated them for a purpose.

Young, Helen H. "Controlled Composition in the Sixth Grade." XXII (Dec. 1945), 321-323, 332.
Tells how a high school English teacher guided a 6th grade class in its analysis of a paragraph of description in Walter de la Mare's Come Hither, which followed with the students writing paragraphs describing some minutely remembered joy.

Reports how, through integration of a resource unit, English came to mean a new vocabulary, learning to spell, writing letters of thanks and inquiry, writing reports, and also writing creative stories with illustration from photographs.

Creative Writing—13

Defines creative writing and compares it with functional writing.

Allen, Shirley E., as told to John Trout. "Thoughts of Our Own: A Project in Creative Response." XXX (Dec. 1953), 499-505.
Urges structured writing lessons and the use of models, noting underlying purposes: to develop discrimination in language, to enhance creative ability, to develop awareness of beauty in everyday things.

Discusses the role of the teacher in encouraging the art of creative writing. Contends that it cannot be taught per se.

Explains how children can be led to love writing and freedom of expression through a purposeful experiment in "letting off steam" by writing on a topic like "The Trouble with Sisters."

Barnes, Donald L. "An Experimental Study in Written Composition." XLI (Jan. 1964), 51-52.
Discusses an approach that a group of 2nd grade teachers developed to eliminate temporarily some of the hurdles to effective writing.

Discusses the school newspaper as an instrument to further creative writing. Also suggests poetry and acrostics as aids to inspire writing.

Beverley, Clara. "My Experience with Creative Writing." VI (Nov. 1929), 233-235.
Develops the idea that every good teacher is a teacher of expression, creative speaking, and creative writing.

Suggests means for arousing children’s emotions to recall their past experiences as foundations for creative expression. When teachers enrich the curriculum, they provide new experiences.

Discusses children's creative writing (self-expression) and lists ways a teacher can help children grow in their creative abilities.

Briefly describes creative writing experiences and presents samples.

Gives bibliography of materials on creative writing.
Discusses a method used to stimulate pupils to write their own poetry: begin with much oral reading of poetry by teacher and students.

Describes a project conducted by the author with a 6th grade class of very nervous and high-strung youngsters. Understanding themselves, their classmates, and fellow human beings came as a result of listening to the ideas of their classmates through creative writing.

Discusses therapeutic value of creative writing. Adds samples of children's work.

Cooper, Jane Wilcox. "Creative Writing as an Emotional Outlet." XXVIII (Jan. 1951), 21-23, 34.
Explores the therapeutic value that creative writing may have when students are allowed to handle autobiographical writing and symbolic writing. Mentions the need for the teacher to guide this type of writing with proper questions in the lower elementary grades.

Describes experiences of a teacher with a 5th grade individualized reading project, including legends, folklore, and tall tales of America. Emphasis was on improving free expression of ideas, vocabulary growth, and applied language skills. From this project emerged a rare piece of creative writing, which is presented in the article.

Presents 4 fundamental steps in any creative writing activity. Emphasizes the pitfalls of expecting too much from the children without adequate orientation.

Advocates teaching report writing and creative writing for full development of children's writing abilities.

Ferebee, June D. "Learning Form through Creative Expression." XXVII (Feb. 1950), 73-78.
Discourages teaching writing for specific skills and stresses drawing out the children's story telling abilities by: (1) providing a relaxed atmosphere, (2) providing listeners, (3) looking for and praising good techniques, (4) discouraging remodeling stories, (5) cultivating imaginations by reading to children, (6) heightening sensory awareness and developing alertness in interesting word usage, (7) stopping temporarily when creativity runs thin.

Stresses the importance of children's expressing themselves and gives suggestions for the teacher for creative writing.

Suggests that creative writing for children might be one key to better mental hygiene. Lists the following benefits derived from such: (1) children find a free relaxed feeling in writing their innermost thoughts; (2) teachers can understand import of their environment and frustrations of maladjusted children; and (3) free writing reveals such
problems as rejection by playmates, dislike for school, demands and pressures.

Freeman, Sophie. "Put 'Create' into Creative Writing." XLII (Apr. 1965), 401-402.
Describes the author's methods of teaching creative writing: (1) use picture writing; (2) have the same story put into words; (3) have "a story that is real" written as one would tell it; (4) tell "a story that never happened"; (5) prepare a "story that stands still"—use of nouns and adjectives; (6) prepare a "story that moves"—use of verbs and adverbs; (7) write poems; (8) write letters.

Callagher, James J. "Expressive Thought by Gifted Children in the Classroom." XLII (May 1965), 559-568.
Explains how research puts emphasis on the creative process and the creative thinker in the classroom environment.

Relates several useful methods to use in teaching creative writing.

Harding, Maude Burbank. "Authors in the Making." VI (Nov. 1929), 236-240.
Pleads for complete freedom, without criticism, for children to express their feelings and ideas on paper.

Suggests that creativity can be elicited from children if an air of acceptance is fostered and the child is given opportunity to find creativity in everyday experiences.

Holmes, Ethel E. "Writing Experiences of Elementary Children." XIII (Mar. 1930), 107-111.
Discusses the role of the teacher in promoting creative writing in relation to the following aspects: (1) allowing freedom of expression, (2) guiding in the functional aspects of composition, and (3) helping students discover the power of words.

Irwin, Irene I. "Creative Writing with a Third Grade: A Diary." XXIII (Jan. 1946), 24-29, 37.
Gives an account of how a 3rd grade teacher led her class to freedom in self-expression through creative writing.

Deals with what a classroom teacher can do to teach 1st grade children to write creatively.

Speaks of the view that every child is potentially creative and that the teacher's responsibility is to create an atmosphere of freedom, understanding, and confidence that will draw out this creativity. Insists that the primary job of the teacher in this process is to get to know the child and acquire his confidence.

Deals with a teacher's ability to encourage creative writing by children.

Miller, Marnie E. "What Creative Writing Can Tell a Teacher about Children." XLIV (Mar. 1967), 273-274, 278.
Presents the results of a study of children's writing in grades 1 through 6 in a western city. The findings are grouped into 6 major categories: self-impressions, home and family, friends and social relations, school and citizenship, interests and experiences, emotions and problems. Suggests that creative writing can be beneficial to both teachers and students.

Offers answers to two questions: (1) How can the idea of writing autobiographies be presented to children so that the experience is listed above the prosaic? (2) How may autobiographies be used to deepen a teacher's insight into the personalities of children and furnish a basis for guidance? Suggests these motivations to children to prepare vital autobiographies: (1) acquaint them with published autobiographies—a background is thus provided for the children's own biographies; (2) suggest that children limit the scope of their autobiographies—data could be limited to experiences in school or family experiences; (3) assure children that the autobiographies will be treated confidentially. Also suggests how to use autobiographies
as instruments of guidance: (1) to discover irritants or sensitive spots in children; (2) to discover what children regard as objectionable traits in teachers; (3) to discover traits and procedures to which children respond positively; (4) to discover children's needs for encouragement and help.


Explains how creative writing may be diagnostic and therapeutic.

Rosenbloom, Minnie. "Teaching Atypical Children Creative Writing." LX (June 1934), 153-155, 165.

Presents results of a study in which the same methods were used to teach creative writing to 3 groups of children of various age and ability levels—mentally gifted 10-year-olds, mentally gifted 11-year-olds, and retarded whose average age was 15.


Expresses concern over the teaching of writing in all grades and sets forth 3 solutions to the problems of accomplishing writing habits in school: uniform grading scale, assistance for the teacher, and developing awareness of skills and problems of organization.

Stockwell, Roberta. "First Experiences in Creative Writing." VI (Nov. 1929), 241-242.

Describes the author's experiences as she tries creative writing: a personal evaluation of what a good English teacher can do to help pupils express themselves.


Presents methods on how to write creatively, freely, abundantly, and with pleasure: allow and encourage writing spasms but keep the aims of neatness, accuracy, and good writing. Stresses two major points: (1) freedom alone is all that is necessary to get some children to write; (2) the flow of writing will not be forthcoming from some children unless they find permissiveness, acceptance, and encouragement.


Discusses ways that creative writing can be of value before a child enters high school.


Describes an example of constructive use of creative writing. Both the motivation (experiencing snow) and the outcome "were purely spontaneous."


Takes point of view that teacher should "permit" children to write creatively rather than "teach" them to do it. Beginners should write on subjects of great interest to them. Contends that teachers are too rigid in creative writing assignments.


Describes a method of teaching spelling phonetically, which has a liberating effect on children's creative expression.

Wilson, Lilian Scott. "Creative Writing in a First Grade." XXVI (May 1949), 241-249, 264.

Gives reasons for doing creative writing in the 1st grade and gives suggestions for teaching it.


Lists 12 ways to help children to write. Stresses the importance of ideas first and form second, and also of developing individual "ways of writing."


Describes methods of motivation for creativity.

Witty, Paul A. "Opportunity to Write Freely." XIX (May 1942), 171-174, 182.

Insists that an understanding of children is the first requisite for the teacher in helping them to write freely. Writing about or discussing experiences should be both beneficial and satisfying to children. Creative writing can help students find happiness.
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Presents several characteristics of disadvantaged children: (1) have a sense of despair; (2) are below grade level in many of their subject areas; (3) have language difficulties; (4) lack preschool enrichment; (5) despite lack of experiences associated with growing up, have responsibilities; (6) have classroom behavior problems.


Describes a curriculum designed to help children understand the history and culture of the American Negro.


Sets up a plan to follow in correlating the curriculum. An important part of the plan is convincing the staff of the value of an integrated curriculum.


Emphasizes that correlation of subject matter from various areas can result in an effective teaching and learning experience.


Urges more use of reference materials in the reading program. Stresses importance of specific training in skills for their use.


Presents 5 principles for skillful guidance in language arts taking into account individual differences, skills of group discussion, and promoting ideals of democracy. Lists questions to aid the teacher in evaluating his own techniques in developing democratic behavior in the students.


Develops a method of teaching the process of thinking, analyzing convergent, creative, and judgmental or evaluative thinking.


Describes two types of drills—for instructional purposes and for maintenance of skills. Contends that there needs to be more variation in drill.

Bobbitt, Franklin. “Reorganizing the Course of Study in English.” II (Sept. 1925), 233-235, 239.

Discusses briefly the purpose of training in English, the problem of curriculum-making in the field of English, and arranging opportunities for practice where the situation awakens in the pupil a desire to use the best English of which he is capable.


Pleads for more organization of content in the language arts program with establishment of a sequence that would eliminate much of the repetition that exists.
Relates an experience with a 2nd grade unit in social studies and how the involvement of parents and others stimulated the children.

Bowker, Rosa M. "Educating for Democratic Unity." XXI (Mar. 1944), 99-104.
Describes ways the school helped children to face problems of prejudices and to develop good attitudes toward democratic citizenship.

Brueckner, Leo J. "Improving Work in Problem Solving." VI (May 1929), 136-139, 140.
Reviews several studies in improving work in problem solving. Lists essentials for a program dealing with the improvement of such skills.

Describes a teaching unit for the Christmas holiday. Includes emphasis on the Biblical as well as the secular aspects.

Elements of reading and composition should be combined in the teaching of each subject.

Explains the inauguration of ten-minute assembly programs on a weekly basis to help children develop self-confidence and to keep both students and teachers aware of the accomplishments of other classes.

Campbell, Helen. "Subjective Experience in Appreciation." (1) XII (Jan. 1935), 4-8, 24; (2) XII (Feb. 1935), 41-44, 46.
Emphasizes the importance of teaching appreciation of aesthetic values. Education can offer children the ability to explore aesthetics for pleasure and can give them experience in using leisure time. Experiences are much better than indoctrination for development of appreciative feelings. Stresses the teacher's duty to provide leisure in terms of time and atmosphere and to guarantee academic freedom for subjective experience. Children were exposed to various art forms and were asked to "respond" to them.

Describes problems in teaching English, because it tries to bring together two poles—spirit and mind. This is the presidential address delivered at the 1962 convention of NCTE.

Deals with the general pattern of teaching elementary mathematics with particular interest in tests for determining when to teach what. Encourages pretests, unit tests, final tests; suggests standardized programs within any grade and the teacher's editing of the text.

Clase, Sara E. "A First-Grade Guide Sheet." VI (May 1929), 133-134.
Outlines 3 areas of 1st grade work: seat work, bulletin board reading, and phonics.
Describes a unit for teaching the Thanksgiving story at the 1st grade level. It includes objectives, concepts, and activities to make a meaningful lesson.

Chisholm, Francis P. "What Are Children Interested In?" XLII (Apr. 1965), 446-449.
Suggests putting a question box in a classroom to stimulate thought, elicit questions, and provoke research, thereby satisfying educational objectives. Cautions teachers against stifling curiosity through their reactions to questions asked.

Colville, Dora T. "A Pilgrimage to the City." XX (Apr. 1943), 159-160.
Gives an account of an annual trip by a 6th grade to a nearby large city and the effect of the trip on the class. In preparing for and participating in the trip, the group developed a cooperative attitude and gained an understanding of democracy applied to the classroom and to the community.

Discusses the problems of the literature curriculum concerning whether major importance should be attached to the "way pupils learn" or be based on "what is to be learned." For different reasons both are important values to be considered.

Urges that English should not be a separate subject since language is inherent in every subject.

Lists subjects English correlates with best and states that correlation must be planned.

Contrasts the curriculum of 1937 with the curriculum of the 19th century.

Suggests correlation of language arts with social studies and gives objective and subjective evidence of its success in the classroom.

Davis, David C. "Whatever Happened To . . . ?" XLIII (Mar. 1966), 240-244, 302.
Recalls several education movements and practices of the past that seem to have had merit but have been largely forgotten.

Reveals the activities of two groups of retarded pupils. Purposes: (1) to record definite reactions and (2) to discover their interests and furnish them with reading materials suitable to their interests.

Discusses the value of present practices in the instruction of elementary English, and states 7 points in programs upon which to continue the quest for best practice.

DeBoer, John J. "What New Directions for Elementary Education?" XXII (Oct. 1945), 233-235.
Discusses the changes that are likely to occur in elementary education as a result of the impact of World War II, such as focus on the future rather than the past, greater interest in foreigners, increased use of audiovisual aids, greater cooperation between school and community, and more attention to the individual child.

Begins with a definition of the two important phases of English as usually understood in school: (1) the class in which facility in language is stressed and (2) the place of appreciation of literature. Develops fully a general progressional program in elementary English.

Stresses more adequate preparation for elementary teachers of English. Suggests a 3-part program containing cultural, technical, and professional training in English.
Duboc, Jessie L. "Basal Problems in Grade-School English Instruction." XII (May 1935), 123-126.

Discusses these problems: lack of interesting units, the barrier of a multiplicity of courses and objectives, failure to distinguish between the mechanics and content phases of English. Outstanding are the needs for a survey of English activities as a whole in every department and for a restatement of aims so as to clarify thinking of administrators and teachers on classroom procedures. Schools must examine their environment in order to discover those barriers which may be removed to promote more effective English instruction.

Duval, Elizabeth W. "Geography—A Foundation and a Key." V (Oct. 1928), 237-238.

Presents the aims for teaching geography in the elementary grades.


Lists a series of logical steps to be taken in answering students' questions about industry and its complexities.

Edman, Marion. "'Disarm the Hearts.'" XVI (May 1939), 176-178, 190.

Suggests using reading, writing letters, making posters and exhibits, and giving programs to develop in children world friendship through understanding, and provides a list of source material to help teachers achieve this goal.


Lists 3 factors that are responsible for failure in freedom of expression of one's thoughts. Presents an outline for teaching a social studies unit.


Reports on the value of and the procedure to follow in having a book fair. Stresses the importance of the teachers' selection of books for their children.


Describes the Polar Eskimo's way of life.


Defines semantics as "a study of word meaning, or word-fact relationships." Discusses how the teacher can cultivate better habits of oral and written expression.


Contends that the human personality is the underlying fundamental of our political, educational, and religious philosophy. Attempts to answer the question of the role the teaching of English must assume in American life today.


Details the plan of organization for Seattle schools' curriculum. Gives objectives for language courses.


Describes specific safety teaching tactics which are vaguely related to English. Emphasizes the forming of Junior Safety Councils. In one school the Safety Council was correlated with English in that the council used parliamentary procedure and took minutes at their meeting. Children carried verbal reports back to the classrooms and wrote a safety newsletter. General safety education is correlated with English in several ways through writing.


Stresses the need for accumulative progressive learning in English from learning a good simple sentence in grade 2 to a one-page theme in the 8th grade. Suggests a curriculum.


Presents a composition program correlated with that of content subjects. Gives an example of an experimental program.


Presents the following questions and what the author thinks are the answers:
(1) What should constitute the English program in the elementary school? (2) What is the subject matter of the English curriculum? (3) How shall the material in the language course be organized? (4) What differentiation for varied abilities, interests, and needs should the English curriculum provide?


Greene, Harry A. "Improving the Elementary English Curriculum.” XII (Mar. 1935), 74-77. Believes the construction of the curriculum in elementary English is hampered by the following complicated and difficult problems: (1) the complexity of the language itself; (2) the absence of adequate authority for the determination of acceptable practices and usages; (3) the difficulties in the way of identification of the basic skills particularly in the oral language field.

Grommon, Alfred H. “Once More—What Is English?” XLIV (Mar. 1967), 279-282, 300. Presents the narrow view of English as language, literature, and composition as well as the broader definition which includes listening, speaking, critical thinking, and problem solving.

Grubnick, Irene M. “Creative Expression in the Halloran School.” XXXIV (Mar. 1957), 149-152. Reports on a school engaged in a non-graded curriculum.

Guilfoyle, Elizabeth. "The Teacher and the Language Curriculum.” XIX (Jan. 1942), 8-12, 28. Deals with the basic theory that the major language emphases and objectives are the same in all grades and cannot be broken up and taught at only one specific level. Lists these objectives: that the student express himself clearly and concisely, that he build his vocabulary to fit new concepts which come with broader experiences, that he speak with feeling, that he write his thoughts clearly, and that he find an outlet for self-expression in literature, poetry, etc.


Haven, Julia M., and Jewett, Arno. "NDEA Extended to English; Institutes, Supervision, and Materials." XLI (Nov. 1964), 793-795. Describes the extended and amended National Defense Education Act enacted in 1964 which provides opportunities for improving English and reading instruction in elementary and secondary schools. Amended Act extends financial assistance to include English and reading. Titles III and XI "provide for the purchase of special materials and equipment, the employment of additional supervisors in English and reading at the state department level, and support for institutes in advanced study at approved colleges or universities."

Heffernan, Helen. “Sharing Experiences in the Modern School.” XVI (Mar. 1939), 107-110, 118. Concludes that since language is the chief means for communicating thoughts and feelings to others, oral and written communication should be given the greatest emphasis in the curriculum. Concludes with a list of activities common to many different units of study where activities are rich in possibilities for either oral or written expression.

Heischman, Walter B. "Teachers Work Together in Improving the Language Arts." XXIX (May 1952), 268-271. Contains an outline set up by a committee in an Ohio school system for teaching language arts.

Hemingway, Helen Fitts. "A Cooperative Effort in Creativeness.” XXXV (Mar. 1958), 164-137. Discusses how successful children would be in their many activities if parents, teachers, and children would work together. When children participate in group
projects, the learning process becomes more meaningful for them.


Discusses teacher's role in training young children to be democratic, promoting individual security.


Speaks of intercultural education with the emphasis on the reduction of prejudices through an experiment involving the help of the home.

Hersberg, Max J. "Conflict and Progress." XXI (Jan. 1943), 1-5.

Describes the state of affairs in the English and literature curriculum and the influences of World War II, not the least of which is the destruction of much that had outlived its usefulness.


Demonstrates that socioeconomic status is related to achievement in vocabulary, reading comprehension, arithmetic skill, problem solving, and a composite of these variables. Students of lower socioeconomic cultures do not overcome their deficiencies by the 3rd grade.


Suggests projects, activities, materials for Lincoln's sesquicentennial. Gives practical suggestions for a unit on Lincoln, Illinois, or famous Americans.

Horwich, Frances R. "Young Children Learn the Ways of Democracy." XX (Mar. 1943), 89-102.

Deals with the procedure by which children learn the meaning and ways of democracy through proper guidance in order to clear up misconceptions and unfounded generalizations.


Describes learning experiences involving 1st and 5th grade students working together.


Traces growth of teaching of English. Describes beginning and growth of National Council of Teachers of English. Predicts that the future of English depends on the harmonious but independent work of teachers and researchers to provide ways and means of better English instruction.


Stresses the need to teach economics on the elementary level. Raises and answers crucial questions on a definition of upper grade social studies, the role of economics as a subject, and trade books available.


Studies the relationship between time allotments and pupil achievements in the 6th grade.


Offers objectives and advantages of an activity program in a pupil-planning routine. Children learn to accept both destructive and constructive criticism.

Jenkins, Frances. "Need for a Comprehensive Program of Language Teaching." IV (June 1927), 186-187.

Presents a tentative program for language work for entire elementary and secondary years. Begins with oral language without regard to audience, develops oral language as medium of expression, and concerns itself with more complex sentence
structure in written language and variety of purposes. Recommends refinement of adjustment between form and purpose in writing with group responsibility and group criticism in secondary years.


Taking his title from W.H. Auden's elegy to W.B. Yeats, the author expands the idea to include the tolerance of time for the truthful and aesthetic in language. Language is the basic humanizer of man as it is the tool and product of reason. It is also subjective, emotional, inspirational, and aesthetic—four qualities which scientific instruments lack. The author also differentiates between "excellence" and education and suggests that if they are equated, grades and exam scores will become more important than satisfying the need for achievement, imagination, and sensitivity.


Suggests that the elementary Christmas program be planned and developed much the same as other curricular procedures, advocating that children write and participate in the total program.


Discusses 6 tendencies which the author believes to be characteristic of the progressive viewpoint in English instruction. Also discusses the standards from which to set up a progressive unit of study.


Describes a response to a county superintendent's outline of a course of study. The superintendent was against integration, yet explicitly described a program he wanted which was really an integrated one.


Describes aims, attitudes, and methods used by some teachers; teaching of reading; and research projects in English instruction in the United Kingdom.


Presents trends and issues in developing the language arts program.


Describes a project of interracial and interfaith education in a Coney Island junior high school. Outlines suggested materials and objectives.


Points out the increasing trend toward the study of the history of writing, and suggests that such study can enrich the teaching of English and provide helpful approaches to teaching reading to students.

Kenehan, Katherine, and Noar, Frances. "Rebuilding the Elementary School Course in English." II (Dec. 1929), 345-349.

Believes the revised elementary language course should endeavor to make educational aims function and make ideals operative and practical by planning a system of training that will teach every phase of the child's life. Stresses spoken and written languages because of their value in the life of the individual.


Contends that teachers must help students to reach conclusions objectively concerning the waste and destruction of war.


Criticizes Superintendent Carl Hansen's report on the Amidon Elementary School in Washington, D.C.


Presents a unit developed in detail for Halloween.

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Is concerned with establishing attitudes that will further good human relations. Illustrates the similarities rather than the differences which Long Island 10-year-olds discovered among their different religious faiths.


Pleads for the use of dramatization in many subjects (as the opportunity arises) and the educational gains that result.


Presents general issues involved in our changing world and their effect on language teaching. Stresses the importance of communicating new words, new experiences, and new concepts of old words. Offers positive suggestions to help children use language effectively as well as things to avoid.


Suggests ways to break down interracial barriers in children.

Lazar, May, and LeBoit, Lillian J. "Let's Say You'll Teach Children, Miss Browne." XXI (Feb. 1944), 54-58.

Describes a hypothetical teacher and her change of philosophy in curriculum, adapting it to the needs of children.


Pleads for correlation of English with other subjects so that the student will be helped to overcome his language difficulties no matter where he encounters them. Sees subject matter teachers as responsible in helping achieve the goal of mastering language.


Lists books for social studies units on Africa and Russia.


A 3-part article in the area of language arts deals with: (1) a change of view from language as merely a body of skills to language as a "vitally important form of behavior..."; (2) the development of oral and written language and of handwriting and spelling in the preschool and the elementary age child; (3) the interrelationships of language arts and environmental factors.


Deals with the teaching of elementary language to adults. The philosophy of the adult education course was that if the basic fundamentals of English are learned, the student will have a real foundation to which he can easily add literature.


Attacks the school curriculum as being too compartmentalized. Argues for more integrated teaching of various subjects.


Calls for allowing children to share in the planning of their curriculum in order to assure their maximum development and describes a 3rd grade class in which this was done. Asserts that through such a project children learn the value of planning, develop self-confidence, and develop a self-respect by completing a worthwhile project.

Mackintosh, Helen K. "Language Arts Curriculum: Fifty-Year Highlights of the Elementary Program." XL (Jan. 1963), 5-14, 55.

Trace the history of the language arts curriculum through the 50 years prior to 1963.

Mahoney, Nano. "Instruction in Percentage." VI (June 1924), 161-163.

Explains how to teach the concept of percentage (following fractions and decimals), when it should be presented, and
the sequence of skills necessary before mastery can result.

Marder, Joan V. "An English Look at the American Scene." XLIV (Nov. 1967), 785-786, 799.
Tells of books on America in the hands of British children which the author judges to be of most direct use to teachers as well as librarians in order that more valuable and balanced views of the United States be conveyed.

Marguart, Boneita P. "A Venture Becomes an Adventure." XLIII (May 1966), 480-482.
Illustrates how the language arts program of the culturally disadvantaged student can be enriched. Children acquire vocabulary through experiences involving the five senses. Since vocabulary development is a primary goal, the teacher realizes the importance of communicating clearly to students, meeting the needs of children, stimulating them to talk and share ideas, increasing their self-confidence, providing them with firsthand experiences, and allowing good discussion. To the students, words become clearer in meaning, vocabularies are increased, discussions are better developed, and school becomes more interesting and profitable.

Stresses the importance of teaching children how to analyze prejudices and propaganda.

Article discusses the approach teachers of Racine, Wisconsin, used when faced with the need of "how to structure a program of instruction in the language arts without losing the desirability of articulating and integrating language into a rich, meaningful setting."

Reviews questions and answers regarding anti-Semitism in the public school.

Consists of projects for 6th graders on character and motivation training to care for individual differences of pupils. Correlates history with English.

Morgan, Madeline R. "Chicago Schools Teach Negro History." XXI (Mar. 1944), 105-110.
Describes work done in Chicago public schools in teaching Negro history under the author's program.

Gives examples of correlating literature with music.

Recounts experiences which add to the richness of outdoor life for children and speculates on effects on school activities.

Urges progressive education approach to language arts study, teacher-student planning, awareness of social relevance of language, use of community resources.

Contains that a reading program should make provision for continuous growth in the reading ability of every child; feels that this is best achieved through an integrated curriculum. Explains how the language arts and reading function in an integrated curriculum.

Outlines procedures used during a two-year drive for the improvement of English among pupils of schools in a rural supervisory district in Connecticut in 1927-1928. Results showed increased interest in language activities.

Orr, Catherine E., and Schrobenhauser, Hazel. "First Graders Can Do Research
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Suggests numerous topics that can be supplemented by “research activity” and relates how pictures, as well as supplementary text materials, magazines, and library books, can be used effectively by young children.

Describes one way history and social studies can be made meaningful by relating the past through stories.

Asserts that demonstrations, tours, and observations make education more meaningful.

Discusses the advantages, disadvantages, and objectives of the correlated and integrated program for the elementary grades, showing how English suffers most.

Pringle, Mary R. “English and Geography Project—Grade 3A.” I (Dec. 1924), 253-258.
Describes project teaching in a 3rd grade. All subject areas were correlated to enrich the experience of each child and develop skill in expression.

Discusses an approach for the teaching of brotherhood to children of different ethnic backgrounds.

Gives guidelines for informing the public about the educational system.

Discusses the retention of arithmetic skills by selection and construction of maintenance devices. Assents that devices must be constructed as drill units which can be used by the teacher to meet certain specifications.

Rice, Jeannette E. “Presenting English Lessons by Radio.” (1) XVIII (Feb. 1941), 35-41, 51; (2) XVIII (Mar. 1941), 106-110.
Reviews the considerations, preparations, and trials accompanying the production of a 15-minute radio presentation by 8th graders.

Rice, Jeannette E. “Presenting English Lessons by Radio.” (1) XVIII (Feb. 1941), 35-41, 51; (2) XVIII (Mar. 1941), 106-110.
Reviews the considerations, preparations, and trials accompanying the production of a 15-minute radio presentation by 8th graders.

Insists that English should be taught so that language would clarify issues in time of war or crisis. To be enslaved or to decide one’s own destiny is the issue under consideration.

Stresses ways teachers can build democracy in the classroom through international, interracial, and intercultural friendship. Pleads for classroom and community projects.

Describes how an experienced teacher correlates the English time allotment with other activities so the child may get the greatest benefits from all activities. The teacher should select activities which will unite a great number of objectives.

Describes how a junior high school project helped children abandon stereotypes and learn to understand through the use of exhibits of materials, objects, and realia.

States the need for effective communication and the need for a program for teenagers where help is given in reading and vocabulary for skill and understanding to develop the potential of communication.

Describes how a group of Cleveland teachers, aware of the problems faced by students coming from a variety of home and cultural backgrounds, organized a program of aiding these children in their group adjustments. The group concentrated on sociometrics, parent conferences, and group discussions.


Feels that the so-called thought question—in such situations as will disclose imagery and inference, point of view, relating a story to one's own experience, and basic plots—possesses the means by which literature comes to life for some students.


Describes a project undertaken by a group of school librarians in which materials on certain units were organized and displayed for classes studying these units. Emphasis was on basic skills and facts.


Discusses the means and value of cooperative ventures between pupils and teachers of several grades in providing a school assembly centered on social studies.


Describes the activities of 11 Project English Centers sponsored by the Office of Education around the country, dealing with elementary, junior high, and senior high in all the main areas within the subject of English. Language study and composition are the areas of prime interest in some centers, the development of programs in literature prominent in others.


Asserts that elementary English has two functions: thought getting and thought giving. Contends that grade standards are an inadequate measure; evaluation should be based on growth in reading interests, reading skills, language expression, and mechanics.


Enumerates 7 parts constituting the role of elementary school language instruction.


States that the English curriculum must promote clearly defined goals; sets forth some goals for consideration, with emphasis on communication.


Introduces the book Language Arts for Today's Children: A Program for the Elementary School. The purpose of the volume is to make concrete in terms of actual practice in the elementary school classroom the principles and procedures set forth in The English Language Arts, Volume I of the NCTE Curriculum Series.

Smith, Dora V. "The Language Arts in the Life of the School." XXI (May 1944), 161-167, 192.

Discusses making language arts experiences meaningful for children as the result of an inservice program in the Kansas City, Missouri, schools.


Gives a brief explanation of goals for elementary language arts.

Smith, Dora V. "Problems in Elementary English." XVI (Nov. 1939), 251-256, 285.

Reviews the results of the New York Regents' inquiry into English instruction in elementary schools in New York. A rich background of experience, and emotional and social well-being were found to enhance language learning and expression.

Smith, Herbert A. "Forestry." II (Apr. 1925), 137-139.

Explains the importance of trees and the conservation of natural forests.

Describes the value of achieving good usage of English through recitation, and the factors which cause difficulties in assembly programs for children from beginners to 6th graders.


Reviews trends in theory and practice of teaching language, spelling, and handwriting. The Curriculum Commission of the National Council of Teachers of English advocates a dynamic curriculum geared to the changing needs of a changing society with individual, independent, effective usage of standard English as its goal, differentiating between instruction in skills and appreciation. Maintains that the role of the school is to help the individual acquire facility in using language in a variety of situations. A unified language arts program of sequential learning will enable an individual to analyze, extend, and refine his experience. Study of language and literature can serve as a guiding force in personal, social, and vocational life.


Discusses the organization and development of a language arts curriculum for grades K-12 in the Seattle public schools by a curriculum specialist and a committee of teachers. The three main headings were (1) ability to think, which included reading, listening, and writing; (2) organization of ideas and materials; (3) mechanical aspects of a language program, reference material, outlining, sentence structure, and punctuation.

Sterling, Edna L. "We All Had a Hand in It." XXI (Nov. 1944), 247-250, 269.

Describes how a course of study in the expressional phase of language arts for grades K-12 was implemented in the Seattle schools.


Describes technics and procedures used in developing language, reading, and social studies skills.

Storm, Grace E. "Social Studies: A Basis for English." XIV (Feb. 1937), 42-44, 70.

Shows how to integrate English into the social studies.


Discusses in detail the language arts program in the primary grades and the curriculum employed in Indiana.


States the need in our culture for more men and women who are psychologically and mentally mature. Is concerned with the meaningless "verbalism" in the schools which restricts children's thinking; is dissatisfied with the passive acceptance of learning methods but desires rather an active program of interaction with people and firsthand experience to motivation and learning. Mentions research studies of the significance of experience and various approaches toward an experience curriculum.


Stresses a need for an articulated program of English from kindergarten through college. The presidential address to the golden anniversary NCTE convention in 1960.


Defends the existence of an elementary school newspaper for the entire school.


Discusses attempts made toward correlation of subject matter in education. Believes that English as a tool of expression should dominate while other subjects are contributory; therefore, English should not be
a separate subject. Thinks that literature is a separate subject, as are history, science, and art, but composition is the tool of all subjects.

A Symposium by Grade-School Teachers. "Arousal and Discovering Children's Interests in English." VIII (May 1931), 103-105.

Four short articles deal with poetry, topics for compositions, and a diversified reading program.


Describes a project in which teachers of different units and grades get together to consider common problems and objectives.


Discusses criticisms of teaching in the language arts—course content—which came up during an election for school board members.


Discusses the fear of another war—this time with the atomic bomb. Advocates building for peace by working for solutions to such problems as disagreement of the Communists and Nationalists in China. States that every procedure and device in education must now (since 1945) be measured in terms of its contribution to human relations. Because effective communication and understanding are the keys to effective human relations, the author places the burden for teaching the art of communication on the shoulders of the language arts teachers. States that language arts should now be taught for social ends rather than teaching spelling, grammar, and sentence structure as ends in themselves. Contends that teachers should know what Johnny reads on his own initiative and not just what he is capable of reading.


Contends that maturity of thought and action is necessary for developing effective social, economic, and political institutions as well as for making effective personal adjustments in a complex, rapidly changing world. Subtopics concern the nature and personality of growth, the development of personality differences, language growth and personality, and implications for the English curriculum.


Describes the attempt of one group of language arts teachers to coordinate their efforts in a project operative at all levels of a school system. Each group developed a project centered on the theme "Building Our America" with a common base in reading and such learning activities as music, art, dramatics, and dancing.


Describes Project English which, with the budgetary support of Congress, is planned to raise the quality of English instruction. "The project seeks to complement systematically the existing efforts of various groups already contributing significantly to the same objective. . . . the office will sponsor an increasing amount of research and experimentation in the area of English."

Wachner, Clarence W. "Detroit Great Cities School Improvement Program in Language Arts." XLI (Nov. 1964), 734-742.

Describes the program of 1 of 14 large city systems which decided to take steps to improve the education of children with limited background. The Detroit Great Cities School Improvement Project consists of these parts: (1) teacher orientation and training; (2) improved use of equipment and materials adapted to the needs of the child; (3) modification of organizational patterns within the school for more flexible and efficient programming to meet individual needs; (4) additional staff assigned to each school to help classroom teachers and school administrators; (5) public and private agency involvement and the development of school-community reinforcing activities.
Describes a typical day's activities in a 1st grade room.

Stresses the importance of basic learning skills which will enable children to work independently from books in the middle grades. Stresses the value of small group instruction in reading and the use of special clinic-trained teachers.

Describes how one school set up a program for democratic planning and decision making.

Stresses the importance of making school significant and meaningful, capitalizing on students' interests, needs, and experiences, and striving for good personal and social adjustment.

 Discusses growth in reading through wide reading and understanding of concepts in social studies. Urges clarification of vocabulary words.

 Discusses problems of both poor readers and superior readers. Aims at well-coordinated reading programs with the reading skills carrying over into other content areas according to varied needs and purposes.

Describes in detail the Army program for teaching illiterates how to read and write.

 Presents an attempt by the authors to prepare a bibliography of material in the language arts field gathered principally since 1945. Materials in composition, grammar, literature, reading, phonics, and library science were gathered from various levels throughout the school systems across the United States.

Concerns itself with the values of the core-centered curriculum which integrates all subjects into one topic. Contrasts the older method to the new approach.

Young, Clare M. "Evaluation of the Oregon Course of Study in Language." XIX (Jan. 1942), 38-40.
Deals with the study made in language arts at the University of Oregon. According to this evaluation, language arts should be the center of learning and be so interesting and expressive that all other things will rotate around it. The children's ideas and desires should govern the matter studied.

Young, Clare M. "Hero Tales in the Rural School." X (Dec. 1933), 243-245.
Outlines a plan organized to fit the needs of a rural group and aiming to acquaint boys and girls with some heroes of the past and to lead them to an appreciation of some heroes of the present.

Describes the language arts program in Samoa based on English as a second language and the use of television as the primary teaching medium.

Expresses the fact that English is now a part of all subject areas, not a separate subject. Suggests giving drill as a separate activity.

Developmental Reading—15

Poses four important questions as to attitude, readiness, meaningfulness, and grouping of children beginning to read.


Discusses the teaching of phonics in the 1st grade and describes a survey of 1st grade teachers which shows that they teach more phonics than the manuals of the basic texts recommend.


Considers the relationships between reading and writing, language concepts developed by children, and the language experience approach to the teaching of reading. Presents goals, sight vocabulary, phonics, materials for reading, motivation for reading, classroom organization, and evaluation of pupil progress.


Discusses the Glencoe school system's guided program in reading and other ideas related to it.


Points out that growth in individualized reading can be promoted by all the phases of language arts. Letters to favorite authors, stories of daily happenings, personal magazines, and class magazines contribute to a many-sided program. Vocabulary growth will be encouraged by constant attention to new and better words to express the students' ideas. Jingles can be used to impress children with word meanings and to encourage creativity.

Artley, A. Sterl. "Critical Reading in the Content Areas." XXXVI (Feb. 1959), 122-130.

Defines critical reading as judging a writer's ideas and the reader's reaction to these ideas. Contends that the development of critical interpretation is a responsibility of all teachers on all levels. Pupils should be given purposes to be met through critical reading.


Discusses the obstacles to readiness and the means for overcoming them.


Discusses a method of dividing a class into reading groups. Suggests ways for the teacher to check on group progress.


Interprets the findings of a study of middle grade pupils to support the author's belief in the use of more and better reading readiness techniques.

Balow, Irving H. "Sex Differences in First Grade Reading." XL (Mar. 1963), 303-306, 320.

Gives results of a study showing that there are sex differences in reading achievement in 1st grade because girls come to school with more educational readiness than do boys.


Discusses the need for interesting reading material for low ability readers. Lists several sources for obtaining these materials.


Indicates 4 major factors which contribute to the reading problems of the gifted.

Barbe, Walter B., and Waterhouse, Tina S. "An Experimental Program in Reading." XXXIII (Feb. 1956), 102-104.

Discusses an experimental program in reading in a Chattanooga school that met its pupils' own needs by presenting each child with a reader on his level and continuing with the developmental approach. Results of the experiment were favorable.


Discusses the purpose of basal readers in 1st grade and teachers' attitudes toward them.
Indicates that the first steps in learning to read should be based on the child's experiences and interests. The children were guided through a variety of motor, social, and aesthetic experiences in order to establish a background for reading.

Discusses a reading approach whereby sign-sound combinations of English are learned by particular colors which unify each sound.

Describes two approaches to teaching of reading: (1) basal readers, (2) supplementary daily reading experiences.

Suggests that a systematic guidance program in teaching individuals to read critically should begin in kindergarten and go on through school. Includes suggestions to carry out such a program.

Betts, Emmett A. "Levels of Professional Competency in Differentiated Reading Instructions." XXII (Nov. 1945), 261-270, 295.
Describes the different ways to teach reading—from level zero, which teaches reading purely by textbook with no regard to needs of the students, up to level eleven, which groups the students according to pupil needs, aptitudes, and achievement.

Gives a brief history of phonics and presents various generalizations in regard to reading and phonics. Includes a bibliography of articles and books.

Contends that reading instruction rests on two foundations—linguistics and psychology. Linguists refer to two levels of structure—phonemic and grammatical—and have identified four signals to the meaning of language structure: (1) the position of a word in a sentence signals a part of speech; (2) grammatical inflection signals a part of speech; (3) function words that have no referential meaning (the, very) signal grammatical structure; (4) intonation signals grammatical structure. Two plans for differentiating instruction are used: individualized and group reading.

Points to the error in current thinking concerning the nature of the reading process. The reading process involves much more than just the gathering of thought from the printed page. Because it involves the individual's past experiences and symbols on the page simply direct the thought process, teachers should be aware of how past experience can condition a student's thinking.

Reports an investigation of individualized reading as a supplement to a basal reader program in grades 4, 5, and 6.

Reports on a study intended to provide information on the effects of a program of readiness books of a basal reader series as compared to an activity program of experiences for kindergarten children. Concludes that experience is more meaningful in developing reading readiness.

Reports on a study on the validity of self-evaluation charts in developmental reading programs in high school and junior college in Menlo Park.

Bloomfield, Leonard. "Linguistics and
Phonics or sight reading is the issue in the first article. Contends that responding vocally to individual letters rather than whole words should form a basis in reading. Discusses 3 main types of writing: (1) picture writing, (2) word writing, and (3) alphabetic writing.

The second article explains the system of teaching reading known as the linguistic approach. Steps in the process include letter recognition, left to right scanning, and learning 2- and 3-letter words, double consonants, semi-irregular spellings, and irregularly spelled words.

Blumenfeld, Jacob, and Miller, Gerald R. “Improving Reading through Teaching Grammatical Constraints.” XLIII (Nov. 1966), 752-755.

Describes a research project designed to learn what it was grammatically that A English students knew and poor students did not.


Discusses the purpose and scope of the 27 First-Grade Reading Studies sponsored by the United States Office of Education in the mid-60's.


Discusses a unit experience for extending children's experiences through reading.


Presents arguments against using basal readers in upper grades.

Boney, C. DeWitt. “Teaching Children to Read as They Learned to Talk.” XVI (Apr. 1939), 139-141, 156.

Describes the beginning reading program in an East Orange, New Jersey, elementary school. The school's philosophy is that a child will learn to read when he is ready to learn and sees a need to learn.

Boney, C. DeWitt, and Hoppen, Rae. “Maturation, an Aid to Beginning Reading.” XXI (Oct. 1944), 211-214, 250.

Reviews the concept of reading readiness and its implementation in an experimental program in Nassau School, East Orange, New Jersey.


Authors contend that reading readiness is a great waste of time and has little effect on the reading program; reading should be delayed till the child is 8 or 9 years old. Testing evidence is given to support the opinion that as the children grow older and given adequate attention, they will respond and learn far more than anything they are capable of in the primary grades.


Reports a study conducted to compare reading achievement of 1st graders under homogeneous and heterogeneous grouping.


Reports committee findings from a study of readers and primers for the purpose of compiling a list of books for a children's room in a library. Subjects included folklore, fairy stories, poetry, riddles, nature stories, animal stories, and informational stories.


Distinguishes work type reading (involving location of information, comprehension, and evaluation with reasonable speed and accuracy) from recreational reading (for interpretation, appreciation, enjoyment, and cultivation of a desire to read extensively). Courses of study should give general objectives and cite skills to be taught to achieve the objectives. Teachers should plan their instruction accordingly. Gives criteria for analyzing arithmetic and social studies instruction.

Burns, Paul C. “A Re-Examination of the Role of Experience Charts.” XXXVI (Nov. 1959), 480-483, 532.

Describes an experience chart, its purpose and objectives, advantages and disadvantages.
Burris, Mary H. "Vitalizing Reading through Organization." IV (May 1927), 150-152.
Discusses a plan whereby the teacher takes one subject and provides varied reading experiences for all children, yet takes into consideration individual differences in reading ability.

Notes that forward looking schools advocate individualized reading programs, dramatizations, social reading, informational reading, and serial reading, thus leaving little room for the system of regimented reading.

Explores the possibilities of extra experiences that will stimulate the spontaneous interests of 3rd graders, from field trips to reading in groups and working in committees.

Reports on an individualized reading program carried out with 14 6th grade students, using an hour and 45-minute language arts period per day.

Notes that 8th grade students of above average ability read for "the hidden meaning" of a story. If the book is a good one, the reader will add to his understanding or knowledge by reading.

Concerns itself with teaching children to read for comprehension as opposed to meaningless word calling.

Reports a North Carolina study that reaches the conclusion that readiness tests for reading are not foolproof. Suggests that teacher judgment for student placement in sections is as good as test results.

Carroll, John B. "Some Neglected Relationships in Reading and Language Learning." XLIII (Oct. 1966), 577-582.
Shows neglected relationships in reading and language. Compares these two areas of learning and gives conclusions: (1) language is learned, but reading is taught; (2) language learning reveals irregularities along with regularities, but reading instruction does not; (3) understanding and speaking are combined in language study—writing is taught separately from reading; (4) code is meaningful in language learning; it has been underemphasized in the teaching of reading.

Carroll, Marjorie Wight. "Sex Differences in Reading Readiness at the First Grade Level." XXV (Oct. 1948), 370-375.
Reviews a study conducted by the author to determine whether or not sex differences existed in reading readiness at the 1st grade level; data were compiled from various surveys and tests (Brown, Monroe, Gates, Dearborn, and Cushman). Finds that statistically significant sex differences do appear during the reading readiness period, favoring the girls.

Tells how a 2nd grade teacher formed a reading club and retained reading groups but individualized the supplementary reading (programs representing a point midway between a basal reading program with ability grouping and an individualized program); each child had daily short periods of word recognition drills. Notes problems: how to keep up with the books read and how to provide adequate opportunity for children to experience the satisfaction of oral reading.

Describes several devices teachers can use to develop critical reading and thinking.

Assumes that a necessary requirement for successful reading is that the person reading should be able to relate the material to past experiences. Evaluates 25 textbooks from four publishers on the bases of two considerations: (1) content of the readers as material with which Negro children may identify; (2) content as material with which culturally disadvantaged children may identify. Categories observed included race, neighborhood, family, occupations, clothing, childhood, school. Conclusion: improvements are needed for the readers to meet the needs of culturally disadvantaged children and nonwhite children in all communities.

Cords, Anna D. "And It's All Known as Phonics." XXXII (Oct. 1955), 376-378, 412.
Criticizes the "tons of stuff" that are sold under the name of phonics for use in elementary reading programs.

Cords, Anna D. "Facts for Teachers of Phonics." III (Apr. 1926), 116-121, 125.
States rules of phonics and how they should be taught. Stresses the importance of teaching sounds which the child frequently meets, going into great detail on consonant combinations.

Cords, Anna D. "Functional Phonetics for Power in Reading." XXX (Feb. 1953), 91-94.
Presents fundamental aspects of the "cue words" approach for identifying new words in reading.

Cords, Anna D. "When Phonics Is Functional." XL (Nov. 1968), 748-750, 756.
Discusses the functional part of phonics in reading instruction. Stresses the importance of using the phonetic approach in conjunction with the whole word method.

Describes "Each One Teach One"—the Laubach method of teaching illiterates to read—a combination of several teaching techniques, plus ways of preparing materials, training teachers, and organizing literacy programs.

Cox, Joyce W. "A First Grade Experiences Reading." XXVI (Dec. 1949), 447-450, 460.
Lists 3 things necessary for fluent 1st grade reading: (1) a rich and meaningful experience background, (2) permissive atmosphere, (3) huge quantities of reading material.

Describes Leonard Bloomfield's plan for beginning reading; it involves rigid control of sound and letter correlation; the aim is to produce an habitual response to symbols and groups of symbols in various contexts.

Describes the reading approach of Harry Huts: the introduction of words is controlled by the phonetic make up of the words; reading for meaning and spelling patterns are also stressed.

Discusses the need to relate reading experiences to those experienced by the child outside of the classroom and also to the experiences that the child has in other subject matter classes in school.

Refers to the need for experience in the background of the student before reading can be meaningful to him. Stresses the need for the teacher to continuously evaluate the reactions of each student to his reading experiences to determine when he needs help in motivation and understanding of the material read.

Crosby, Muriel. "The Totality of the Read-
Developmental Reading — 15

Emphasizes 3 broad aspects of a good reading program: developmental, curricular, and enrichment.


Describes self-help tools in reading: sight words—to build up a small reserve of reading knowledge; picture and context clues, configuration, structural and phonetic analysis—to develop independence in reading; memory—to aid retention of what has been learned.


Tells how an administrator successfully initiated an individualized reading program.


Describes a reading program individualized by the use of pupil-prepared materials and pupil-chosen textbooks.


Describes the initial step in a supervisory program for improving the teaching of reading conducted by elementary principals of Minneapolis.


States that content, style, format, and organization are interacting variables which affect readability. Notes that the degree of a child's readability depends on his general reading ability, his general and specific experience, and his interest and purpose in reading.


Explains the Dale-Chall formula for measuring the difficulty of printed and spoken material. Give specific correlations with areas under study.


Discusses readability by offering criteria to consider in selecting and writing readable materials. Gives references to publications which help to analyze suitability of materials for readers.

Daniel, Mary Ann. "You Can Individualize Your Reading Program Too." XXXIII (Nov. 1956), 444-446.

Describes an effort by a teacher to individualize and thus improve reading in her classroom. Presents in detail the procedure used in the class.


Discusses the linguistic approach to reading based on the Bloomfield method and other programs. Views reading as a process of decoding a particular writing system into language. Explains a study conducted at the University of Wisconsin where students were exposed to linguistics instruction as well as the basal reader program.


Provides information on how to make reading charts that develop the desire to read and pave the way for book reading at the 1st grade level.


Assesses the Dale-Chall formula for predicting reading difficulty. System is primarily based on word difficulty. Considers the shortcomings and advantages in the method.

Dawson, Mildred A. "Children Learn as They Read." XXXVI (Nov. 1959), 475-477.

Shows the development of a beginning reader and the effect books have on him as a person.

DeBoer, John J. "Controlling Concepts in Reading Instruction." XXII (Feb. 1945), 61-65, 70.

Discusses and evaluates major concepts in reading instruction current in the 1940's.
DeBoer, John J. "Teaching Critical Reading." XXIII (Oct. 1946), 251-254.
Examines these 3 conclusions which were reached by Roma Cans and Edward Glaser in their study of critical reading: it is important; it can be taught; it is neglected in the schools. Discusses what critical reading involves and what appropriate criteria should be in the mind of the reader. Lists 4 responsibilities for the teacher for instruction in critical reading.

Maintains that selection of readers in the primary grades is of utmost importance. Criteria: (1) interesting content on the child's level, (2) suitable vocabulary, (3) illustrations, (4) other physical qualities of a good book, (5) teacher's manuals, balance of worktype material, (6) up-to-date publications, (7) contribution to the school's social study program and aids for the children.

Describes an individualized reading program which takes into consideration a readiness period and the necessity of meeting the needs of all ranges of abilities. Explains briefly the procedure followed.

Lists criteria for a teacher to use in evaluating his effectiveness in teaching phonics.

Dolch, E. W. "'Climbing the Word Ladder' in Reading." XXIX (Mar. 1952), 139-142.
Discusses the importance of teaching reading by the sight method and repetition of words by construction of a reading ladder as opposed to other well-known methods.

Distinguishes between "reading" and "partial reading," the latter referring to reading marred by lack of specific skills which, when identified and developed, lead to "complete reading."

Dolch, E. W. "Do Reading Tests Test Reading?" XXXI (Apr. 1954), 200-204.
Clarifies the fact there are many obstacles in the construction of reading tests since reading has two meanings: the ability to read and the desire to read. Includes 5 reading ability factors and 5 factors in study.

Dolch, E. W. "Four 'Methods' of Teaching Reading." XXXI (Feb. 1954), 72-76.
Discusses 4 methods of teaching reading: (1) all-oral, (2) all-silent, (3) oral-silent, and (4) silent-oral. States uses of each.

Dolch, E. W. "From Puzzling to Reading." XXXI (Nov. 1954), 395-397.
Presents 3 methods of teaching reading and proceeds to discuss these "slow perception" methods of reading in which the child has to puzzle out the word. Describes various methods used to bring about a change from puzzling to quick perception.

Suggests "sounding out program" as a means of teaching reading and comprehension: start with sounds of single letters, go to two letters, and so on to long words and syllabication.

Dolch, E. W. "How Should We Read Stories?" XXXV (Mar. 1958), 157-159.
Describes how one should read stories with understanding and imagination in order to comprehend their meanings.

Dolch, E. W. "If Parents Help with Reading." XXXII (Mar. 1955), 143-146.
Stresses that parents should not help teach reading to their child, but tells how parents can aid the teacher with specific problems.

Dolch, E. W. "Individualized Reading vs. Group Reading." (1) XXXVIII (Dec. 1961), 566-575; (2) XXXIX (Jan. 1962), 14-21, 32.
Compares individualized reading with group reading. Concludes, after discussing merits, that individualized reading is the better method. Describes how to introduce and carry out an individualized reading program.

Discusses memorization of words as opposed to reading. States that memorizing is not reading and parents need to know this.
Memorization is natural at the start and gives the learner confidence, but it needs to be discarded as soon as possible for reading, the getting of meaning from the printed word.

Discuss two kinds of phonics taught in primary grades and their importance.
Discusses 3 methods of teaching phonics in 1st grade: total memorization method, discovering method, and parallel method.
Suggests minimal guidelines for assuring valid research in reading.
Points out some of the hazards of assigning certain materials to children to be read silently before laying a proper background.
Suggests a method of testing for vocabulary, comprehension, and contextual interpretation reading skills through the use of an ordinary textbook.
Dolch, E. W. "The Use of Vocabulary Lists in Predicting Readability and in Developing Reading Materials." XXVI (Mar. 1949), 142-149, 177.
Lists problems which should be kept in mind when using a vocabulary list to predict "readability."
Shows that quick recognition of words for reading can be gained with practice.
Discusses Kindergarten Union List (1928) consisting of 1,759 words; suggests that children learn more easily and better if they know all these words thoroughly.
Dougherty, Mary L. "The Teaching of Phonics in the Primary Grades." I (Sept. 1924), 181-183.
Explains the use of phonics in grades 1-4; says that formal instruction probably can be discontinued in grade 3. Prepares children to use a dictionary in grade 4.
Answers Yes to the question—Is it within the bounds of possibility that a writing system better than i.t.a. can be produced? But on the question—Is it permissible to change the conventions of i.t.a. as presently constituted?—answers that there is considerable doubt because the whole situation is now befogged by copyright controversies.
Identifies and attempts to dispel current "misconceptions" about i.t.a., Initial Teaching Alphabet, invented by Sir James Pitman, offering his arguments. i.t.a. is a system of spelling English using 44 symbols instead of 26, intended to help beginners learn to read and spell more easily and better. It is not a phonetic alphabet nor does it employ an artificial phonetic alphabet. It is not an absolutely regular code for phonemes. It is not the ultimate in simplification. It is not concerned with spelling reform. It is not intended to teach children to read at an earlier age. It is not a method of instruction as, for example, look-say, phonetic, eclectic, or language-experience. Its copyright is not restricted. There is no lack of materials employing i.t.a. orthography. It is not a panacea for reading instruction. Experiments with i.t.a. are serving to focus attention on reading and spelling as language learning.
Presents the beginning of the Initial Teaching Alphabet and the beginning of i.t.a. research. Explains the design and method of the original British i.t.a. reading experiment and discusses the current position of the experiment.
Argues that oral reading deserves a place in the many facetd repertoire of the reading teacher; is convinced that oral reading and some oral choral reading can move schools toward the ideal of a more perfectly balanced reading program.

Notes that reading can help children become adjusted to school for children find security in daily reading activities. Taking attendance with name cards is one technique. If a teacher plans well for her kindergarten class, she can associate reading with many other things, such as background. At this age children are receptive and enjoy it when they think they are reading.


Notes that a team teaching atmosphere seems to lend itself to the reading program and moving through the primary grades in a continuum and at the speed best suited for the pupil. Recommends a 4-day cycle: (1) work in workbooks and reading orally with a partner; (2) literature and sharing activities; (3) workbook and phonics; (4) tests and silent reading.


Presents the idea that the purpose of reading is to get the meaning, not just to say the words with rapidity and expression, and states that the children must understand this concept. Describes teaching activities which can be used to help the child read for meaning, and gives specific examples of direct applications of the "reading for meaning" activities.


Discusses a study designed to investigate the ability of teachers to diagnose reading problems in individualized reading instruction and the results.


Presents a study which used the Gates Reading Survey in various forms to study the use children make of context clues. Results indicate that the more clues a reader has, the easier it is to unlock an unknown word; also, context clues must be used with other word attack methods to discover the word.


Presents 16 questions concerning i/t/a: (1) Has i/t/a been given more publicity than is warranted? (2) Will it really eliminate the current number of reading failures? (3) Are the gains made with i/t/a permanent or temporary? (4) How easily can children really move to conventional reading and writing? (5) How difficult will learning conventional spelling be? (6) How much actual, true, published research supports i/t/a? (7) Are there less confusing ways of reaching similar goals? (8) Will there be more handwriting failures? (9) What provisions are made for individual differences? (10) Will i/t/a develop "word callers"? (11) What will be the effect on children of highly mobile families? (12) Will preschool readers be switched to i/t/a when they don't need it? (13) How will i/t/a affect the library habit in preschoolers? (14) How will conventional reading material be used? (15) How will the average teacher perform? (16) Are there undesirable side effects from i/t/a?


Describes a reading readiness program as carried out in some modern kindergartens.

Evans, Clara. "Reading Readiness for the Kindergarten." XXII (Apr. 1945), 143-146.

Gives 6 indications of reading readiness the teacher can look for.

Evans, Clara. "Signs on the Reading Highway." XVII (Apr. 1940), 149-152, 162.

Enumerates the factors which are important for reading readiness in kindergarten and 1st grade and gives readiness activities for both levels.


Discusses advantages and disadvantages of individualized reading. Concludes by considering the practical applications in the elementary schools and presents ideas for a balanced program.

Describes an individual reading program based on self-direction. Includes a list of activities for the program.


Discusses the psychological processes and motor skills involved in beginning reading.


Prescribes methodology in an individualized approach to teaching reading. Lists 7 procedures for teachers who use this approach.


Presents a resume of teaching phonics to beginning readers, giving an explanation of a particular method of teaching phonics.


Suggests a method of “organized” free reading that would stimulate slow, average, and excellent readers in 7th and 8th grades. Believes it necessary to guide the child’s choice in reading, so that the choice grows better: reading groups named for days of the week meet with the teacher; each individual reports his book to the group; the group prepares a written report.


Describes a researched formulation of a set of phonics rules, ranked according to their frequency of use, representing a workable blend of the findings of modern linguistics, frequency counts, and traditional curriculum materials. Points out that frequency does not tell grade level at which the phonics rules should be introduced. The major rules could be covered by the end of the 1st grade and the minor rules by the end of the 2nd grade. The rules apply to beginning reading materials.


States that the main purpose of instruction in word mastery is to develop accuracy in word calling, comprehension, and fluency in various types of reading with enjoyment as a result. Cites 3 methods for developing independence in word recognition: (1) the incidental method; (2) the extrinsic or supplementary method, which incorporates the use of flash cards and phonetic drills; (3) the intrinsic method, which includes word form and contextual clues in its approach to word recognition. Considers the intrinsic method the superior one.


Lists ways to help locate and identify the child who is ready to read.


Explains the function of pictures as a teaching device for the reinforcement and clarification of reading.


Suggests how a filmstrip (How Your Child Learns to Read) can be used to interpret the reading program to parents.


Describes an individualized reading program in its first year of use. Results were as follows: (1) better than average gain in reading ability; (2) wider range of reading interests; (3) no typing of a student’s ability; (4) increase in comprehension.

Groff, Patrick. “Comparisons of Individualized (IR) and Ability-Grouping (AC) Approaches to Reading Achievement.” XL (Mar. 1963), 258-264, 276.

Provides a listing of articles and periodicals containing information on individualized and ability grouped reading.

Lists research done in comparing individualized reading and ability grouping. Results showed, out of 22 cases, gains in favor of individualized reading in 8 instances, in favor of ability grouping in 2, and no significant difference in the remaining 12 cases.

Groff, Patrick J. "Getting Started with Individualized Reading." XXXVII (Feb. 1960), 105-112.

Describes an individualized reading program in which (1) the child learns basic sight words; (2) he is given opportunity to select material he wants to read; (3) teacher-pupil conferences are held with regard to any difficulties the student has met; (4) small groups are used only for basic instruction.


Lists 5 main advantages of an individualized reading program.

Habecker, James E. "How Can We Improve Basic Readers?" XXXVI (Dec. 1959), 560-563.

Maintains that current basic readers sacrifice literary quality for more didactic pedagogical purposes such as teaching brotherhood, moral equality, and respect for others. Pleads that works with literary merit will raise questions that will also fulfill the needs of understanding human nature. Includes a checklist to enable the teacher to determine which basal readers have literary merit.


Deals with word analysis and a program to develop readiness for word recognition.


Shows how to develop an experience unit that will motivate children to read.


Supports an experience-related approach to the teaching of reading in the primary grades. Suggests a renewal of the experience-oriented methods used in the 20's and 30's that according to research have shown students reading as well as or better than pupils taught from standard basal readers.


Gives 13 definite suggestions of how to teach and develop critical reading, beginning in the middle grades.


Points out that comparisons of research suggest that many current arguments about early reading instruction would be deflated if considerations were made more carefully. Suggests that the profession needs to be more specific in differentiations and more aware of dates in a bibliography.

Hillerich, Robert L. "Kindergarteners Are Ready! Are We?" XLII (May 1965), 569-573, 576.

Maintains that more attention should be given to reading in a kindergarten curriculum.


Reports on questionnaires sent to educators who have been using individualized reading programs. They brought results that seemed most favorable to this type of skill.


Pleads for an effective and integrated approach to the teaching of reading, which would take into consideration a child's needs, interests, and potential for self-direction: in teaching beginning reading, a limited number of words would be introduced to a child in context; a workbook, with a structured arrangement of presenting clues, would provide interesting activities to promote reading for meaning; an accompanying reader would use the same vocabulary—realistic rather than idealistic in describing the child's environment.
Developmental Reading — 15

Discusses reading readiness in the intermediate grades. Identifies two types of readiness in regard to ma-

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ility: (1) general readiness in most children and (2) specific readiness for reading a particular selection. Children must be able to recognize symbols and understand the general idea.

Contends that silent reading, an impres-

sional process, and language, an expres-

sional process, are different in purpose and different in operation. Considers a prob-

lem of silent reading—that of speed and comprehension. Here, language tends to suffer since children have only a given time in which to express their answers.

Huser, Mary K. "Reading and More Reading." XLIV (Apr. 1967), 378-382, 385.
Reports an investigation of 264 intermediate grade students as to attitudes and achievement in reading when they were taught under an individualized method or a basal textbook method. Conclusion: achievement in the experimental group using the individualized method was not significantly better than in the control group using basal readers; individual students made gains under either method.

Shows that the content of present-day reading material more nearly measures up to the child's interests and present-day reading objectives than that of the past.

Jeidy, Pauline. "Improving the Program in Reading." XXVI (Jan. 1949), 27-31, 34.
Describes improvement which came about as a result of selecting supervisors to help teachers in specific areas, especially in reading, so as to improve instruction in different phases of the class activities.

Presents author's method of teaching her 1st graders to become independent readers. She used a method that was a combination of the Key Word Technique and the teaching of vowel sounds from their key words.

Defines reading as obtaining meaning from the structural elements of written language. Literature presents a standard for judging language and experience, and provides a background which gives words their meaning. Some skills which a child should be taught: (1) to interpret life in its varying degrees of seriousness; (2) to recognize that language has nuances, subtleties, and intricacies; (3) to interpret a wide range of vocabulary and discourse; (4) to pursue a series of events in order and time; and (5) to grasp the tone and mood of a reading selection.

Johnson, Rodney H. "Individualized and Basal Primary Reading Programs." XLII (Dec. 1965), 902-904, 915.
Describes a research project on individualized reading versus reading in the basal program. Individual reading provides for a nonsequential order of presentation of skills. The basal program selects and presents material, group instruction, teacher to group reading, and skills in sequence. The purpose was to study the results of each program and compare achievement scores, range of reading scores, oral reading ability, quantity of material read, self-direction, social adjustment, and parental attitudes toward the program. After the 1st grade and the 3rd grade, the Metropolitan Achievement Battery Test, the individual program scored higher in all the areas.

Suggests that reading taught by the experience method in the "New School" will foster appreciation, enjoyment, and curiosity in reading that had not been attained in the "old school" methods.

Kerman, Samuel B. "Teacher Appraisal of First Grade Readiness." XXXIX (Mar. 1962), 196-201.
Reports the results of experiments which were to determine the validity of teachers'
judgment of readiness by relating their judgments to the results of the Metropolitan Readiness Tests given to children. Points out that most teachers can judge reading readiness easily and accurately, saving time, money, and effort.


Includes articles and research reports pertaining to critical reading during the last decade, listed under these headings: theoretical articles, research reports, and descriptions of teaching methods or materials.

King, William A. "Work Reading in the Intermediate Grades." VII (May 1930), 129-133.

Discusses study reading and work reading, which are characterized by work attitudes and appropriate materials to be used.


Lists main objectives in an individualized reading program which encourages children to read for enjoyment and as a tool for better living. Suggests a procedure for the program.


Advocates combining the teaching of reading with another content subject.


Discusses problems in teaching reading in blighted areas of large cities. Traces test correlations in St. Louis schools: readiness and intelligence; intelligence and reading achievement; readiness and reading achievement; and comparison of teachers' estimates of readiness with intelligence and readiness tests estimates.

Reports on apathy of low income families in St. Louis and strives for better preparation of children for reading.

Kruzner, Donald L. "Reading as a Live Experience." XXIV (Dec. 1947), 536-541.

Takes a trip with a small boy and tells how reading applied to his everyday experiences.

McCracken, Glenn. "Have We Overemphasized the Readiness Factor?" XXIX (May 1952), 271-276.

Reports an experiment in which filmstrips and visual aids were used to accompany a basic reading program in 1st grade classes. Results of this experiment over a 2-year period were excellent.


Lists some of the common causes of reading difficulty: (1) immaturity at the beginning stage, (2) emotional disturbances, (3) low intelligence, (4) absenteeism, (5) lack of up-to-date books, (6) faulty teaching. As a result of a remedial program to meet individual needs in Wooster, Ohio, it was found that the needs of all types of individuals were best met through a partial segregation from the regular classroom.


Sets forth certain characteristics that need emphasis in a reading program; critically examines various reading problems. Puts stress on comprehension and training in the improvement of reading.

McCullough, Constance. "Flash Cards--The Opiate of the Reading Program?" XXXII (Oct. 1955), 379-381.

Suggests proper uses for flash cards in a reading program, with a less artificial and mechanical basis for word recognition.


Discusses a 3-part reading program: (1) building skills, (2) using skills, (3) maintaining skills. Feels that group reading with teacher's supervision is needed for reinforcement of part (3).


Tells of the means by which a student can examine the context in which a word
appears and the form of the word itself to get clues to its meaning.

Contends that because all levels of education need overlapping and interdependent study skills, the questions of grade by grade introduction and refinement are important. Discusses skills involved in primary instruction in the alphabet, the dictionary, books, encyclopedias, and libraries.

Maib, Frances. "Individualizing Reading." XXIX (Feb. 1952), 84-89.
Discusses the advantages of an individualized reading program over grouping.

Summarizes the pros and cons of reading instruction for very young children. Maintains that early training in reading is both possible and profitable and that family environmental stimulation is a great help to the child. Different studies have supplied the following conclusions: (1) younger children make less progress than older ones with similar levels of intelligence when exposed to the same program; (2) reading readiness may be early reading progress; (3) control of attention is often difficult in young children and may produce emotional reactions; (4) improvement of instruction towards the students' ability to learn is necessary to teach reading to preschoolers.

Reports a case study of two gifted children who went directly from kindergarten to grade 2 after identification as early readers with high IQ's and an enriched kindergarten program.

Advocates an informal experience-activity type program as opposed to the formal reading readiness program at the kindergarten level. Cites 3 instances of research which support an experience-activity program. Suggests activities to accomplish it.

Explains step by step a procedure used to organize an individualized program.

Moskowitz, Sue. "Should We Teach Reading in the Kindergarten?" XLII (Nov. 1965), 798-804.
Presents the pros and cons of teaching reading in the kindergarten.

Discusses the kindergarten reading controversy; suggests the use of assistants for the kindergarten teacher to provide instruction in reading and writing for those children who show a readiness for them.

Offers a warning to those who want to change the basal primers. To the child, the repetition and gibberish is not gibberish at all—adults cannot think as children do. Children need to be introduced to the English language gradually.

Maintains that an analysis of the i/t/a materials prepared by Mazurkiewicz and Tanyzer reveals factors other than orthography, any one of which alone or in combination can contribute to the success of i/t/a.

Pease, Marion Ochsner. "Bases for a Reading Program." XVII (May 1940), 179-182.
States the basic principles of a reading program: (1) individual differences, (2)
growth and development, (3) taking a pupil where he is and helping him grow.

Pennell, Mary E. "Method in Reading." III (Apr. 1926), 131-133.
Suggests: (1) purpose in reading—for the child, (2) mastery of mechanics in reading, (3) evaluation of results of reading, (4) child’s appreciation of beauty of words and phrases.

Stresses the developmental process of critical reading and thinking and the dependency of one on the other. Emphasizes starting this process with the beginning reading experiences.

Demonstrates the use of individualized reading instruction.

Discusses a study done on the use and nonuse of readiness workbooks in kindergarten and the effect on the child.

Prince, Dorothy. "Step-by-Step We Grow in Reading." XL (Apr. 1963), 189-188.
Discusses essential elements for a sound reading program in a school system.

Pulliam, R. A. "Group Instruction in Reading: A Suggestive Program." XXII (May 1949), 189-188.
Discusses two possible ways of organizing instruction in remedial reading in the junior high: grouping students according to weaknesses and strengths and/or having English time separated so as to leave some time for reading.

Discusses a daily log kept in a 1st grade class for one year, and gives the advantages and implications for reading readiness and vocabulary growth.

Richardine, Sister, and Wilson, Frank T. "A Reading Activity in Grade One." XV (May 1938), 170-178.
Analyzes the vocabulary of the daily log kept by Sister Richardine’s class (April 1938 issue) and compares it to Gates’s and Thorndike’s lists.

Discusses a new plan for teaching beginning reading which will balance mechanics with meaningful content.

Robison, Eleanor G. "Let’s Be Specific about Reading." XXVI (Mar. 1949), 117-121.
Suggests questions a teacher could use to evaluate a reading program.

Six teachers describe ways of individualizing instruction in reading.

Discusses a controlled experiment of 4 classes of 5th grade students in each of 3 organizational approaches—heterogeneous, homogeneous, and individualized.

Reports a study concerning phonics skills teaching, refuting statements that phonics is not being taught and that this is the best method of teaching reading.

Reviews a preliminary study of the appropriate time to introduce supplementary reading materials (to be used in association with a basal reading series) to 1st grade children: (1) after they finish the pre-primer, (2) after they finish the primer, and (3) after they finish half the first reader. The teachers involved in the study concluded that the timing of introduction of supplementary reading materials will vary and depends on the learning ability of the children concerned.

Presents criticisms of two methods of teaching reading and offers suggestions for correction of faults.

Sabaroff, Rose E. "Challenges in Reading for the Gifted." XLII (Apr. 1965), 393-400, 402.

Describes the attitudes toward learning and the kinds of learning activities preferred by gifted children. They prefer to discover principles rather than to be told; when they can see the value of drill, they will engage in it. A good reading program suited to their needs includes (1) basic reading skills (mechanics of word analysis, comprehension and critical reading, reference skills); (2) skill in reading for information in content fields; (3) recreational reading and being read to; (4) corrective work. The teacher must analyze the skills and teaching outcomes desired in order to use materials intelligently.


Describes an individualized reading program in Los Angeles in 1957-1958.


Suggests a variety of follow-up activities in reading other than "workbook type" for primary and upper grade pupils of widely varying ability. Includes a reference list.


Reviews the strengths and weaknesses of 6th grade students in reading as reflected in a study of 64 6th graders. Cites reading rate as a major factor in reading difficulties and sees more weaknesses than strengths in reading abilities of these students.


Sets up new standards for selecting books for reading instruction that include a variety of topics and interests.


States brief basic criteria for parents determining a child's readiness for formal instruction.


Uses the picture story as a means of promoting reading. Includes an experiment from the Detroit schools. Indicates that children using story-picture material far surpassed control group.

Smith, Nila Banton. "Practical Exercises for Classroom Use." (1) I (Mar. 1924), 34-35; (2) I (Apr. 1924), 74-75.

Concerned with silent reading, the author presents suggestions under these headings: (1) Illustrating Compositions; (2) Making "Silent Readers"; (3) Matching Pictures and Stories; (4) Filling Blanks with Pictures; and (5) Solving "Yes" and "No" Problems.

The second part of this article, "Second and Third Grade Activity in Oral and Written Composition," was presented by Maud Bowles, who spoke of stimulation through the presentation of suggestions for initiating activities, assistance hints for the teacher, and finally items of self-criticism or self-help.


Discusses the role of phonics in current reading programs. Discusses these aspects: (1) Shall we teach word analysis? (2) When shall we teach word analysis? (3) What content and processes shall we teach? Believes in the need and place for phonics.


Gives relationship of physical deficiencies to reading readiness in several kinds of difficulties.

Discusses findings of several studies done relating reading success and (1) intellectual readiness, (2) emotional stability, (3) social status of family, (4) individual social characteristics, (5) firsthand environmental
experiences. (6) rich or meager background, (7) reading instruction before 1st grade.


Makes suggestions for developing the awareness of the effect of context on meanings, and establishing the meanings of words during the reading readiness period.

Smith, Nila Banton. "Shall We Teach Phonics?" XX (Feb. 1943), 60-67.

Presents the history of and arguments for and against the teaching of phonics. The results of studies shows that phonics is effective when taught to children who need it but as an integral part of a well-balanced program in reading.


Discusses the use of pantomime as a reinforcement in the teaching of silent reading and the method employed in both primary and intermediate grades.


Discusses current innovations in concepts, methods, and materials in reading including evaluation concepts, individualized instruction, and mass media.

Smith, Nila Banton. "Teaching Silent Reading." II (Nov. 1925), 315.

Suggests two effective means by which silent reading can be taught: by letting the child give a title to a newspaper story and by letting him write stories regularly.


Part 1 considers arguments against the phonic method and presents results of experiments in teaching reading by the phonic and the intrinsic methods. Suggests using phonics as a supplement to other methods in remedial work.

Part 2 identifies content of phonics instruction, place of phonics in the curriculum (2nd grade being the most ideal time), and methodology to be used in teaching phonics.

Staiger, Ralph C. "Agreements about Phonics." XLI (Mar. 1964), 204-206, 229.

Discusses the Policy Conference on Reading in Sept. 1961, composed of people involved with reading in all parts of the country; the purpose was to prepare a statement about the components of good reading instruction, especially the role of phonics. Includes a summary of the findings.


Reports on a study made on the use of basal readers in the elementary school. Gives findings based on reports from 474 schools: (1) reasons for using or not using more than one basal text, (2) use of workbooks, (3) teachers' attitude toward guidebooks.

Stauffer, Russell G. "Individualized and Group Type Directed Reading Instruction." XXXVII (Oct. 1960), 375-382.

Describes group and individualized approaches to reading instruction emphasizing the importance of individual endeavor and group sharing, and shows how the two approaches may be combined by apportioning some time for reading a basal series as a group and some time for reading which is individualized through self-selection.

Stauffer, Russell G. "Individualizing Reading Instruction—a Backward Look." XXXVI (May 1959), 335-341.

Reviews the principles and practices of individualized reading (as outlined in two parts of Twenty-fourth Yearbook of the National Society for the Study of Education, 1923). Observes that present practices (25 years later) lag behind the recommendations of authorities of the 1920's, recommendations which deserve fulfillment.


Discusses the advantages of both group-directed and individualized activities. The role of the teacher in group instruction is to encourage and direct children in their thinking and reading; the goals in the group instruction situation include thinking, productive reading, and mental activity.

Stendler, Celia Burns. "The Ritual of Pri-
mary Reading.” XXV (Mar. 1948), 153-160.
Lists some of the dangers in the reading program in the early elementary grades. Includes illustrations of individualized reading as a possible solution.

Stone, Clarence R. “Silent Reading in the First Grade.” II (June 1925), 215-219.
Discusses the importance of silent reading. Lists the following: (1) available materials, (2) essential differences between silent and oral reading, (3) objectives in wide reading, (4) teaching methods, and (5) the problem of response. Includes a sample lesson of cutting and coloring from a reading textbook.

Describes types of silent reading for grades 2 and 3. Suggests training lessons for comprehension. Enumerates 7 types of responses to silent reading activities.

Reviews recent literature on word lists for spelling and reading.

Briefly covers the reading progress of gifted children, touching the following points: (1) initial contact, (2) methods, (3) material, (4) time involved, (5) reaction, (6) acquisition of reading matter, (7) habits, (8) suggestions for teachers.

Deals with the controversy between the phonics method and the “look-and-say” method. Approves an approach to reading that combines both. Discusses advantages of a basic sight vocabulary based on the child's needs.

Reports that an individualized reading program for a 6th grade class proved successful when no basal reader was used, books from the public library were made available, and special books for children with severe reading problems were chosen. The use of summaries, individual discussions, panel discussions, and book teasers helped the teacher keep account of the progress of the students.

Discusses the merits of a unified reading program in the intermediate grades; diversification of materials does not follow the child's natural development.

Reports that teaching reading by the Split-Vu method was tested in the Saratoga schools for one year. Small classes with 10 or 12 pupils were used in order to have (1) a closeness with the teacher, (2) a closeness to experience to insure meaning, (3) a closeness to reality. Filmstrip stories were used. After this method was used, tests showed that all the children except one were reading above normal, and students displayed feelings of security.

Summarizes an experimental reading project in the Saratoga schools which includes objectives, procedure, and results.

Contends in this critique of an article (“Individualized Reading: A Survey and Evaluation”) by P. Witty in the Oct. 1959 issue that what he considers to be individualized reading is not that at all. Feels that individualized reading is that in which the pupil chooses his own book and materials, with help, and the instructor teaches him.

Replies to an article by John Dawkins in the Oct. 1961 issue. Feels that children will learn to read by means of their own words. Three linguistic principles may be used with reading: (1) spoken language is
prior to all written language; (2) sentences make words rather than words make sentences; (3) the alphabetic principle takes advantage of the regularity and dependability of letter sounds in words.


Presents the idea that the reading program must enable children to adapt reading to their own ability and purposes. Programs which do this must have certain elements: (1) self-choice of the majority of instructional materials; (2) the central role of children's normal speech patterns; (3) the central role of a variety of genuinely literary materials; (4) the meeting of individual differences, purposes, and interests through individual conferences; (5) efficient classroom management through groups organized upon independent tasks.


Advocates grouping in accord with the unique growth pattern of every child in the classroom and in ways that result in better mental health and learning for children by providing a more relaxed classroom atmosphere, by removing or reducing unnecessary pressures, and by fostering unfettered learning progress.


Reports on an individualized approach to reading in the 1st grade in which students, after being given a foundation in basic word-attack skills, were allowed to pursue an individualized program of reading with teacher guidance and encouragement.


Presents methods to develop mastery of words for the poor reader and good experience for the accelerated reader while helping the slower reader with problems. Advocates making sure the student can read the words with meaning and understanding in context. Lists group activities for poor readers as well as for accelerated classes.


Suggests a plan for circulating and distributing supplementary reading materials as tried in Detroit.

Wiecking, Anna M. "Experimenting with a Flexible Reading Program." XIV (Apr. 1937), 129-132.

Describes an experiment attempting to improve a child's reading by placing him in a group at his own level of reading, working with his type of difficulty.


Discusses the importance of obtaining and stimulating critical reading skills and deplores the fact that few basic readers include them.


Reports a study that revealed no significant differences in selected reading skills between students following an individualized reading program and those using basal readers.

Wilson, Mary C. "The Teacher's Problems in a Differentiated Reading Program." XXIV (Feb. 1947), 77-85, 118.

Author was given a 3rd grade class, divided into 3 groups by readiness and IQ tests, in which to teach differentiated reading, a task not already being utilized by the rest of the school. All but one of the 28 readers accomplished one year's growth that year, even though class conditions were poor.


Points out that an individualized reading program is not a laissez faire, unguided, free-rolling affair, but rather is carefully planned and executed and thoughtfully evaluated to help each child reach his potential. Includes a bibliography.


Presents complete data about individualized reading.
Points to the contradictory claims over the success of individualized reading. Feels that the best approach to efficient instruction is one that employs a combination of procedures. Advocates a program designated as developmental.

Discusses the role of phonics in the reading program, citing 7 recommendations for effectiveness.

Lists 15 questions for the reading teacher to ask himself after each reading lesson to test how effective he has been. They furnish a guide to a good lesson.

Wright, Effie B. "Getting Ready for Reading: No One Mold." XXVII (Oct. 1950), 368-374.
Discusses reading readiness and the factors influencing it.

Cites 6 possible causes for regressive eye movement in reading.

Dramatics — 16

Suggests using a recording machine while working on choral reading to improve children's speech.

Consists of a short play about a present for George Washington.

Barker, Fred C. "Character Studies from Shakespeare." II (Apr. 1925), 128-130.
Suggests that children should be allowed to play some of Shakespeare's roles and scenes. Stresses feelings, thoughts, and environment.

Beal, Dallas K. "Sixth Graders Write a Play." XXX (Mar. 1953), 154-159.
Describes the major activities a 6th grade class carried out in writing a play based on prehistoric times.

Consists of reports to a survey seeking the extent to which creative dramatics was used in elementary classrooms in Florida and Wisconsin. Describes creative experiences at 1st grade level.

Reports on a problem set up with grades K-6 acting it out through conversation. Elaborates on each grade's role playing; indicates social adjustment from one level to another.

Sees the teacher as the initiator of creative drama in the classroom at all levels. Considers this type of activity well worth the time involved, for it gives every child the chance to create spontaneously as he performs. Attempts to dispell the many fears that teachers may have for such a seemingly unstructured activity.

Presents an adaptation of Trial by Jury, an operetta by Gilbert and Sullivan, set to the music of the Oliver Ditson edition of the original operetta. This adaptation lends itself to further change.

Presents a play prepared from poems, songs, and dances arranged by children who had taken trips to acquire a mood.

Burke, Lillie A. "A Project in the Writing
and Production of a Play." II (Sept. 1925), 253-254.

Describes an 8th grade project in creative dramatics based on the early history of Chicago as part of a study of the westward movement in America.


Gives the importance of dramatic interpretation and values of using it in the classroom. This experience is usually neglected because of lack of time and failure of the teacher to see the value resulting from such situations.

Carey, Evelyn A. "The Grammatical Error Pirates: Playlet for the Seventh or Eighth Grade." IV (Sept. 1927), 201-203.

Presents a play for the 7th or 8th grade written to portray dangling participle, double negative, split infinitive, and John Slang as the pirates who foundered on the Reefs of Errors and never reached the port of success.


Describes choral speaking as an enjoyable activity affording emotional release and enhancing appreciation of literature for junior high school students. Suggests a program suitable for them.


Describes a marionette play developed and given by a 7th grade class to portray events and facets of George Washington's life. The play was written, the puppets made of papier-mâché, and the scenery designed and constructed by the children.

Clark, Gertrude M. "Creative Expression through Puppetry." XXVII (Feb. 1950), 88-90.

Describes the use of puppets to achieve these objectives: (1) development of imagination; (2) extension of reading, writing, and speaking skills; (3) writing character parts; and (4) reading books to develop character parts.


Gives a review of Dickens' best characters and ways they are used to illustrate concepts of modern psychology. Praises Dickens for his ability to portray characters.

Cober, Mary E. "Assembly Programs Can Be Fun!" XXXII (Feb. 1955), 90.

Presents a method for preparing assembly programs by children.


Describes a historical pageant created and produced by students, faculty, and others in Beverly Hills, Calif., including dance, elocution, pantomime, music, and staging. Aim was to combine an inquiring attitude and historical accuracy.


Describes a marionette project, developed by a public library and a primary school, in which "Snow White" was adapted to an Albanian setting to promote international feeling in students.


Urges use of creative dramatics as a means of allowing the students to express themselves freely and creatively; attempts to clarify this often misunderstood approach.


Explains how drama can be used as a culminating activity for many content areas, and states how the drama may be approached by the children.


Believes the material for choral speaking should be either literature which stimulates thought and emotion or an original creation, by the group or the teacher, which
is related to the shared experience of the group.

Describes a Book Week pageant which stimulated children's interest in books.

Deegan, Mary M. "'The Legion of Citizenship: A Play for Class Presentation." XVII (Nov. 1940), 274-275.
Provides a play for intermediate grades to teach citizenship to a class or student body.

Describes a Swiss folk pageant which spurred the author's suggestion for similar pageants in America; also notes Aeola Hyatt's Index to Children's Plays as a possible aid to production of such pageants.

Describes a typical group of children who plan a play, furnish scenery, and write the dialogue. Their interest was inspired by books in the library dealing with the subject matter of the play.

Suggests that certain activities must spring from children rather than the teacher. The stage must be set by the teacher; so the reactions of the class will bring about the desired outcome. The teacher needs skill in child psychology and experience with children.

DeMay, Amy J. "We Made Our Own Plays." XXI (Apr. 1944), 151-152, 158.
Describes the acting out of plays by children for fun and entertainment.

Expresses concern with prejudices and what can be done for and by students in overcoming prejudices through intergroup education. A 5th grade produced a play.

Postulates that not all children develop a good taste for literature. To make literature more palatable, a teacher can coordinate dramatization, making costumes and scenery, and writing dialogue.

Categorizes 53 books from which stories can be chosen for dramatization.

Emerson, Cora P. "A Fifth Grade's Adventure in Dramatics." XI (Nov. 1934), 248-249.
Contends that speech may be a gesture, a picture, or a movement of the hand, and all forms of dramatic activity are, therefore, language expression. Points out language skills that are encouraged and developed through creative dramatics.

Tells of the importance of dramatic play in the early grades.

Briefly analyzes finger plays as a way of stimulating creativity.

Describes how presentation of an original play by a 3rd grade class involves various language skills such as speech, writing, punctuation, and the use of the dictionary.

A skit to promote proper care of books.

Presents a puppet play which is a modernized version of "The Three Little Pigs." It involves the dialogue and experiences of a sly old fox and three little pigs--the tallest, the littlest, the fattest.

Describes use of puppets and puppetry in an elementary school program. Children conceived ways of dramatizing via puppets. Includes instructions.

Describes pantomime as nonverbal expression which enhances verbal expression by developing student awareness of word meaning and emphasizing the importance of accuracy of word meaning in communication. Suggests pantomime games. Pantomime can serve to help the retiring child become more outgoing and the awkward child more poised; it may lead children to an interest in dramas.

Describes the author's procedure for getting elementary students to enjoy choral reading of poetry.

A playlet in which elementary school children can portray circus actor characters.

Develops child's appreciation of theatrical costumes and settings. Gives careful descriptions for making costumes. Also lists materials and properties needed to produce a play.

An original Christmas play by Hayes and Stolinski, set among shepherds.

Feels that the best way for a child to develop a better balanced personality is to have a play acting period in the elementary school.

Believes that spontaneous dramatization of stories and plays is more meaningful to children than memorization.

Discusses the benefits of choral reading in improving speech and oral reading and providing children with social and aesthetic experience.

Gives sources of material on May Day programs.

Suggests how to use puppet plays and at what grade level they can be utilized best.

Describes a project in New Haven which gives experiences in children's theater to children of low income families.

Describes how young children acted out various Mother Goose rhymes.

Describes how a teacher helped her children dispose of the fear of witches by first reading them a witch story and then letting them act it out.

Explains the joy which may be involved in making toy actors, but does not include instructions for making puppets.

Reports a collection of material suitable for use in elementary classroom creative dramas.

Gives a sample of the professional literature available about creative dramatics. Lists 34 books, 110 articles, and 19 unpublished research papers.

Lloyd, Bruce A. "Make Your Own Play." XXXVI (Mar. 1959), 176-177.

Describes an original play the author's class produced. The children, in working on the entire production themselves, found fun in it, learned to work together, and learned much about reading, arithmetic, writing, social studies, art, music, and science.


Presents a view on the potential of poetic theater with the production of "Dark Beauty" as an example. Gives detailed descriptions of the production and the reaction of the audience. States limitations to certain types of poetry for this use.


Annotates 7 books on puppetry.


Describes how a class wrote an original play on the subject of the dependence of the world on clothing; the preparation included 5 steps.


Describes the way a 2nd grade class produced a playlet featuring circus animals after working on a circus unit evolving from the children's summer experiences.

Maier, Lucille S. "Bodily Activity and Creative Dramatics." XIX (Feb. 1942), 70-71.

Points out the necessity for physical activity and creative self-expression in everyday classroom situations. Suggests that not just the mind but the whole child must be involved in the learning situation.


Lists nativity plays, miracle plays, and fanciful plays which are available for the Christmas season. Gives a brief summary of the story of the play, the number of scenes in the play, the author, and the royalty needed to produce the play.


Describes a pageant presented in East Cleveland during Children's Book Week as a joint presentation of school and library. Forty-five books represented by book covers varying in size according to appeals to different age groups were paraded in pageant style in an effort to show how good books and reading are community ideals.


Prescribes a choral reading program for the elementary school. Gives some attention to methods of selecting material.


Criticizes American speech. Suggests that every child has two English languages—one, his native speech and the other, his "received" speech, the latter one received in school. Lists characteristics of good speech.


Maintains that getting and maintaining the interest of the child are first steps toward learning: by letting the child choose and dramatize, with puppets, known situations that are interesting to him.


Enumerates the following advantages of class dramatization of textbook and library book passages and poetry: (1) improvement in oral and written language, (2) improvement in oral and silent reading, (3) vocabulary enrichment, (4) development of an interest in good literature, (5) improvement of diction, and (6) skill in using quotation marks. Dramatization may serve to generate interest in choral speaking and creative writing.

Describes the British system of education, where the children are taught in stages of development as shown by their progress rather than the progress of the textbook, via creative drama involving writing, tapping, grammar lessons, and critical evaluations.


Describes the development of a speaking choir and relates the benefits an individual derives from his participation in it.


Promotes creative dramatics as an important activity for the development of the elementary school child.


Relates the experience of a reporter who visited a 6th grade class busily involved in preparing puppet shows. Includes a sample letter of those sent to the reporter by the children thanking him for the article.


Suggests that American history offers many opportunities for creative drama. Members of the class read from different plays, giving the characterization and background. In small groups they work out their own properties, props, costumes, and entrances without memorization.


Tells of Portia Boynton's Creative Workshop at Drake University. She used five senses as a basis for acting: What do I see? What do I hear? What do I taste? What do I touch? What do I smell?


Lists names of booklets dealing with the art of applying make-up for school plays and briefly describes the contents.


Describes Portia Boynton's appeal to junior high students with a technique for unrehearsed dialogue demonstrated in a Creative Drama Workshop at Drake University. It encouraged creative as well as independent thinking.

Mowry, Susan W. "Dramatization in the Primary Grades." II (Feb. 1925), 50-53.

Believes stories in play form make a strong appeal to children. Gives suggestions and summaries of plays suitable for intermediate level.


Shows how to make puppets and string marionettes and offers the following suggestions for writing or selecting a play to dramatize: (1) do not have too many or too short scenes; (2) do not use too many characters; (3) have only a few characters on stage at a time; and (4) do not have too much scenery.


Describes the production of a 6th grade play which incorporated prior use of research material, audiovisual aids, outside reading, and learning skills.


Discusses the value for children in reading plays: they heighten the children's awareness of the bases for evaluation.

O'Brien, Blanche H. "English at Work in a Sixth Grade." XXIII (Jan. 1946), 21-23.

Discusses a project experience in which a 6th grade class, applying English and art skills, organized and produced a play with marionettes.


Enumerates benefits of speech choir participation.

Pearson, Frances. "The Play's the Thing
Suggests using plays correlating literature, speech, science, and art in order to improve children's speech. Credits a shadow play as helpful in freeing shy children from their inhibitions.


Introduces a novel facet of choral reading in poetry appreciation. Provides background and guidelines to encourage experimentation with the possibilities of such an activity.


Describes the presentation of creative dramas as a reading methodology.


Reviews pageants written by children depicting scenes from some of the classics of children's literature.


Explains that the chief purpose of a chorus is to help a group of children interpret poetry together. Maintains the finest thing choral speaking does is to bring poetry back to the group, where it began.


Discusses the old standard of education versus the new standard, which utilizes dramatization.

Ryan, Calvin T. "Radio Dramatizations in the Middle Grades." XV (Nov. 1938), 257-258, 264.

Discusses teaching appreciation of radio programs through student production of radio plays.

Sawyer, Richard P. "Our Puppets Learn to Talk." XXXIV (Jan. 1957), 33-34.

Maintains that TV has made the puppet stage a more familiar medium to both teachers and pupils and shows how useful a tool it may be in developing self-expression among young children.


An original play for marionettes by Scheer, with emphasis on childhood fantasy and a Dr. Dolittle theme.


Tells of a program in creative arts, and gives the philosophy of the program director, at the Children's Center for Creative Arts at Adelphi College.


Explains a method of puppetry as a medium for bringing about speech improvement and correction.

Shaftel, George and Fannie. "Language Plays a Role." XXVII (May 1950), 297-305.

Gives examples of how sociodrama may be used successfully in the classroom.


Suggests ways of using choral reading to develop in children an appreciation of poetry.


Describes how the author, a librarian, created children's reading interest by use of a pageant.


Relates how Christmas through the ages has been celebrated in schools by the use of songs and plays. Identifies works of literature which can be used to enhance children's appreciation of the Christmas spirit.

Smith, Irene. "Puppetry in the Classroom." X (Nov. 1933), 219-222.

Argues that marionettes have unlimited possibilities in instruction.

Smith, John F. "Beauty and the Beast: A
Dramatization." III (Feb. 1926), 60-63.
Dramatization of "Beauty and the Beast."

A short puppet play for lower elementary children conveying the idea that the best Christmas gift is a happy heart.

Styles, George. "Stage Craft for the Elementary School Teacher." (1) I (Mar. 1924), 8-13; (2) I (Apr. 1924), 60-63; (3) I (June 1924), 130-133; (4) I (Sept. 1924), 184-185.
The articles were written to assist the teacher assigned the task of school play production with inadequate facilities.

Suggests technics for dramatic productions in rural schools.

Recounts 10 pitfalls for the unwary teacher: (1) Don't assign four-legged roles; (2) Don't allow mother to get into the act; (3) Don't permit scenes of violence when the curtain is up; (4) Don't use love scenes; (5) Don't require costume changes; (6) Don't leave players hidden on stage; (7) Don't leave make-up to children's imagination; (8) Don't seat your audience too close to the stage; (9) Don't let backstage players remain idle; and (10) Don't permit more than one curtain call. To produce a comedy, however, violate all 10 rules in one performance.

Contains a selection written for use in choral reading. The contents of the reading were suggested by class experiences in a social studies unit.

Briefly outlines the history of puppetry.

Relates an experience in holding a pageant during Book Week.

Part One, "The Place of Drama Through the Ages," traces drama from prehistoric man to the present day, including the time of ancient Greeks and the 16th century. Part Two discusses the place of drama in present-day education from kindergarten through high school and into community life.

Ward, Winifred. "Creative Dramatics as a Medium for Teaching Literature." X (Feb. 1933), 40-44.
Recommends that "creative dramatics"—allowing students to act out many of the literary works they study—be adopted widely in the schools.

Describes in detail how a 6th grade class constructed puppets for a class show.

Suggests methods in which all the class can contribute to a program through choral reading of prepared material and by preparing original poems. Writing was inspired by the presentation of a list of words that rhyme or by suggesting the ending words on a line of poetry and allowing the children to complete these lines.

An entertaining play of an endurance test for 5 boys who attempt to remain in a haunted house until midnight. Features realistic episodes with surprise ending.

Grammar and Usage—17

Reports on a method for teaching adjectives to 4th grade students.

Barnes, Walter; Kilbride, Eleanor M.; Lockwood, Alice M.; and Link, Seymour.
"Judging Teachers’ Judgments in Grammar Errors." VI (May 1929), 120-125, 134.

Points out the uncertainty and inadequacy of teachers’ judgments regarding what constitutes a language error.


Not all double negatives are in bad usage, nor are all incorrect. The double negative is avoided in educated usage but employed frequently in colloquial usage.

Boulton, Betty. “Pep in Punctuation.” XII (June 1935), 155-156.

Describes punctuation lessons turned into a game for 4th graders by use of punctuation people.


Describes a few specific problems of usage in the English language. Defines good English as “English which succeeds in communication without misunderstanding and which does not draw attention to itself because of form or sound.”

Brett, Sue M. “A New Measure of Language Maturity.” XLII (Oct. 1965), 666-668.

Reviews Kellogg Hunt’s language maturity test indicating “... that the T-unit, the minimal sentence, was also a valid indication of maturity” and suggesting a new type of sentence-building program which might be effective in today’s schools.


Summarizes a study concerning the effect of dictation in teaching punctuation. Nine frequent errors in using the comma, apostrophe, and quotation marks were selected for testing in 4 4th grades. All groups were pretested with intelligence and punctuation tests. Three groups were dictation groups; one was the control. These methods were used in rotation: (1) dictate only method, (2) dictate-correct method, (3) study-dictate-correct method. Conclusion: the use of organized dictation exercises produced greater gains in the use of punctuation marks than those not having dictation.


Discusses oral and written communication based on the pupils’ needs and incorporates principles of grammar in the development of a general language program.


Discusses the waste of effort in teaching rules that have little in common with the language as it is written and spoken in 1964.

Clapp, Frank L. “A Test for Habits in English.” III (Feb. 1926), 42-46.

Maintains that the outcome of school instruction should be the use of correct language forms. Discusses a test, gives sample items, and analyzes the results of the test.


Suggests that standard English should be taught as a foreign language—with drill on correct grammatical patterns. Concludes that the problem is with speech.


Presents a method which uses jingles for helping children remember “I don’t have any” instead of “I ain’t got none.”


Believes that grammatical concepts must be taught continuously. These concepts should be introduced inductively, not deductively, and methods for teaching language improvement should be positive in their aim.


Relates Porter C. Perrin’s case for the maximum essentials of English and deplores teachers’ preoccupation with minimum essentials—such as correct usage and technicalities of composition.

Dawson, Mildred A. “Summary of Research
Concerning English Usage.” XXVII (Mar. 1951), 141-147.
Summarizes research concerning English usage. Covers (1) items of usage to be included in the curriculum, (2) surveys relating to usage and grammar, (3) carry-over values of lessons in usage and grammar, and (4) methods of instruction. Concludes that the primary problem of the teacher is determining what to teach and eliminating what is not needed by her children. The secondary problem is that of selecting the right kind of instruction and individualizing it wherever possible.

Dawson, Mildred A. “Toward Intelligent Correctness.” XXX (Feb. 1953), 76-78.
Presents suggestions based on research of current practice for increasing the effectiveness of language instruction for elementary age children.

Reviews wasteful and ineffective practices of language. Suggests inventory at beginning and end of school year.

DeMay, Amy J. “Teaching Verb Usage in the Fifth Grade.” XXI (Oct. 1944), 221-223.
Offers suggestions for the teaching of verb usage in the 5th grade.

Detjen, Clara; Bradsteen, Zellah G; and Mitchell, Kathryn. “Remedial Work in Oral and Written Language.” III (Sept. 1926), 226-228.
Compiles exercises for drill on wen, compound subject and pronoun, and to, too, two. Insists that drill is needed for correct usage.

Lists creative ways to encourage children, kindergarten and up, in the proper usage of the English language. Suggests such methods as listening exercises, giving directions to follow, use of radio and television educational programs, and use of puppets, art displays, and posters.

Discussion between 20 children and an English professor on the fun of grammar decides that not less but better grammar teaching is needed.

States that research is needed in the area of mechanics because teachers face the problem of how to reduce the emphasis on mechanics. Sets up these criteria to help conduct research: (1) frequency of need. (2) difficulty of teaching. (3) social importance, and (4) importance of convention in conveying meaning.

Describes the problems people have in the use of common verbs and points out that “one may classify people rather definitely as to their mentality and cultural background according to their proficiency in manipulating common verbs.” Common verbs misused are “to be” and “got.”

Indicates basic facts about the history of prepositions, identifies mistakes children may make in the use of prepositions, and outlines teaching procedures for specific problems with prepositions.

Gives examples of common pronoun pitfalls, possible causes, and suggested teaching procedures. Emphasizes the importance of using pronouns according to the usage standards of cultured persons as a sign of literacy, social awareness, cultural background, and intellectual awareness.

Attempts to call attention to the definition of punctuation; to distinguish the commonly used marks of punctuation; to note the scope of punctuation problems; to point out several problem areas; and to suggest diagnostic teaching procedures.

Presents a list of Modern English adjectives and adverbs and their Old English counterparts. Offers information about the principal problems in modifier usage, along with possible causes, and instructional procedures for correcting the problems.


Stresses the importance of motivation in getting students to speak correctly. Urges frequent oral practice, praise for correct oral usage.


Reports on a test conducted with 6th graders on a remedial project in punctuation. With remedial instruction all pupils except one attained the grade standard in the final test with the range of achievement representing 7 grades.


Describes a survey of English usage conducted in Ohio in 1932 with a large sample of children grades 3-12. Survey measured usage, parts of speech, capitalization, and punctuation. Many pupils were unable to detect their own errors.


Points out that the school is constantly faced with the problems of enunciation, pronunciation, choice and construction of words by the children. Provides 6 practices that are generally accepted by good teachers: (1) provide the correct standards; (2) create in the child the desire to use good English; (3) lead him to recognize his own needs; (4) supply practice under proper guidance; (5) enlist the cooperation of the home; and (6) fit the child with the means to help himself.


Tells of a unit developed to improve children's composition, grammar, and speaking ability. Unit was called "Good Punctuation Highway." After children pass 3 tests, they receive a driver's license.


Describes how a grammar game aroused the interest of a 7th grade English class.


Compares 3 types of grammar: the intuitive, the analytical, and the pedagogic. Explains their interactions and examines their relation to teachers and curriculum.


Discusses providing models of good English usage in the classroom.


Part I, "A Moratorium on Futilitarianism," presents 8 points concerning English teaching for current needs of common citizens and 8 points for a successful speech program.

Part II, "If Not Formal Grammar, Then What?" emphasizes needs for diagnostic teaching and urges that grammar books be regarded as reference books for teachers and students, not textbooks.


Criticizes Current English Usage, the NCTE publication by S. A. Leonard (1932), as to both its research procedures and its conclusions.


Discusses the need of a skilled teacher to teach grammar. Suggests how to teach different parts of grammar by integrating grammar with all subjects.

Lefevre, Carl A. "Language and Self: Ful-fillment or Trauma?" (2) XLIII (Mar. 1964), 230-234, 284. [See Lefevre, p. 135.]

Discusses teachers' practices of correcting children's grammatical usage at school.

Believes language instruction at the intermediate level should help the student to engage in language activities, written or oral, in any group in which he finds himself a member. Presents 8 major language activities and 4 specific needs that must be kept in mind for language instruction.


An abridgement of an article by Leonard which appeared in English Journal, May 1926, discusses "Grammatical Correctness A" and "Grammatical Correctness B," tests designed to show progression as students move through grades 7-12.


Gives personal answers to these questions: How should English grammar be taught? Where should the emphasis be placed? Should we stress grammar rules or grammar as a means of communication? Has the war brought about a change?

Millis, John P. "Learning about Punctuation in the Primary Grades." XVIII (Mar. 1941), 96-98.

Relates a technic for teaching punctuation (but not mastery) in the primary grades based on "experience story" concept and emphasizing spelling, phonics, and capitalization.


Suggests working in small groups on grammar. Discusses 4 kinds of difficulties: (1) using pronouns without antecedents, (2) running sentences together without proper punctuation, (3) agreement of subject and verb, and (4) difficulties in bringing conversation into stories or how to punctuate conversation when it is used. Notes 4 direct advantages of the method.


Presents several technics for studying the parts of speech.


Uses the "Pony Express" to show how participles can express the excitement of a race in written work.


Defends instruction in grammar in the elementary school.


Authors present an analysis of the many language deficits of disadvantaged children and ways in which to correct them.


Reports the results of a study of sequence and grade placement of capitalization skills in the intermediate grades. Makes 4 specific recommendations.


Argues for a descriptive approach to teaching grammar and an awareness of dialect differences, levels of usage, functional study of grammar.


Discusses the problems inherent in language textbooks, such as literary infallibility, aristocratic nicety, moral obligation, and grammatical rectitude, and the means for improvement.


Presents a brief report of contemporary trends in the teaching of grammar. Illustrates gradual shift from the "subject" to the "tool" method as the most productive method of teaching grammar.

Grammar — 17

Discusses the traditional method of teaching English grammar in the light of John DeBoer's testimony. Inductive reasoning applied to the teaching of grammar is cited where the teacher allows the student to make observations and to come to his own conclusion. For example, given two sentences, the student is asked to compare them for form; the student must be helped to see similarities and then must generalize about the data.


Describes an investigation of grammar errors in writing and in proofreading by means of tests and a writing assignment. Concludes that this system is unsatisfactory in determining where students need help.


Describes tests given to 511 11th graders on plurals of names. Errors came from faulty knowledge, not confusion with possessives. Texts did not discuss the subject adequately.


Presents a unit to aid a student in developing skill in written expression by means of a twofold scheme of motivation and group practice in a family.


Explains how a junior high English teacher used a unique method in substituting mathematical symbols for items of grammar: S=sentence, Cc=complete subject, Cp=complete predicate, V=verb, etc.


Views weaknesses of examinations and offers recommendations for grading exams which could increase their effectiveness and decrease their deficiencies.


Describes a "clinic" approach to solving punctuation problems employed by a 7th grade class. Clinic consisted of Doctors Stop, Comma, Quote, Apostrophe, and What-Do-You-Mean (spelling). Doctors met with teacher to discuss ways of helping "patients" who were having trouble, and also helped each other.

Rieman, Janet L. "Individualization of Grammar in the Intermediate Grades." (1) VIII (Apr. 1931), 91-94; (2) VIII (May 1931), 121-123; (3) VIII (Sept. 1931), 173-175; (4) VIII (Oct. 1931), 197-200.

Emphasizes the role of individual differences in the teaching of grammar in intermediate grades. Following an exploratory test, work sheets for each unit are completed at the pupil's own rate. An achievement test concludes the unit.

Describes a unit on capitalization and punctuation for a 7B grade in which individualized instruction took place.

The third article presents self-help lessons with instructions for the teacher.

The fourth presents review exercises to check mastery of capitalization and punctuation for intermediate grade grammar.

Rieman, Janet L. "Tests and Drills in Grammar, for Use in Grade VII." (1) V (Dec. 1928), 297-303; (2) VI (Jan. 1929), 10-16.

Provides and discusses tests and drills which help determine which pupils understand and which need help in certain areas of grammar.


Discusses graphic illustrations of grammar rules, parts of speech, and usage for students to use as a key in identification and memorization.


Remarks on teaching punctuation through use of literary (reading) models rather than through grammar study; urges postponing formal grammar study until grade 12.


Describes a unique way of initiating a
class discussion which ultimately led to a lesson in correct language usage.

Tells how an imaginary character "Ram-marg" checked 7th and 8th grade students on their "levels of usage" and "appropriateness" in classroom language.

Describes teaching grammar to retarded children.

Symonds, Percival M. "The Accurate Expression of Thought." X (Nov. 1933), 235.
Replies to Robert Pooley and continues the discussion of the Leonard Report in Current English Usage; states author's position: "I believe that any change in grammar should be in the direction of greater uniformity and consistency and would say that any change which tends to make the grammar of the language less consistent and less logical is corruption and confusion rather than the change from a language which may have at one time been considered literary."

Suggests oral drill to correct the usage of irregular verbs.

Reviews two types of grammar, that which is found in texts and is of little value in composition and that which makes grammar useful and necessary for composition.

Suggests several ways to help children use language: role playing, sociodrama, induced speech styles, and puppets.

Wilson, G. M. "New Standards in Written English." VI (May 1929), 117-119, 132.
Presents 4 studies concerned with language errors made by children.

Wilson, G. M. "Right Uses of a Standard Language Test." VIII (Sept. 1931), 162-163.
Presents the results of the Wilson Language Error Test. Shows concern that standardized tests are often given for administrative purposes instead of for motivation and diagnosis.

Handwriting—18

Andersen, Dan W. "Handwriting Research: Movement and Quality; Style and Practice." (1) XLII (Jan. 1965), 45-53; (2) XLII (Feb. 1965), 115-125.
Gives a brief history of the phenomenon of handwriting, the importance of legibility and how it is still a major concern. Records some interesting facts which were uncovered during a recent study.

Reviews research on styles of handwriting and describes advantages of manuscript and of cursive writing.

Reports a survey which was part of the Minneapolis school system experiment with print-script. Shows the need for research on the relation between the use of printing and accomplishment in related areas of reading, spelling, and written expression. Includes an extensive bibliography of books and magazine articles.

Emerson, Caroline D. "Remedial Handwriting." XLIII (Nov. 1966), 756-758, 761.
Presents suggestions for clearer, more precise handwriting.

Believes that slant print holds a strong advantage for pupils because it is a more natural way of writing, it makes successful cursive teaching much easier, it is a style in harmony with the cursive script as it is
Handwriting — 18

being learned, and it prevents position failure with the left-handed writer.

Enstrom, E. A. "How Shall We Teach Handwriting?" XLIV (Feb. 1967), 133-137.
Stresses the fact that handwriting is a motor skill and must be taught using the same psychology applicable to teaching all motor skills. Recommends one 20-minute group session daily. Discusses qualifications for teachers and recommends the individualized group approach in teaching.

Discusses new interest in handwriting and the importance of doing something about it.

Reports results of an 8-year study of left-handed writers. Gives 3 guides for teaching them: fingers should be placed back on the pencil; the desk should be somewhat lower than normal; the paper must be turned clockwise extra far.

Discusses the pros and cons of different manners of paper placement in writing, with attention to problems of left-handed writers.

Presents a brief background of print-handwriting or manuscript writing.

Urges that students be taught to discover likenesses and differences in letter shapes. Likenesses make writing easier and more rapid; differences make writing easy to read.

Presents the idea of joining capital letters to lower case letters, but teachers should wait until the students have full and complete readiness and practice.

Reports a study to answer questions concerning the timing of a transition from manuscript to cursive writing.

Discusses briefly the history and goals of handwriting and describes the relationship of handwriting, spelling, and reading. Analyzes the sources of handwriting defects and measures to remedy them.

Discusses a detailed method to teach manuscript form and the advantages of the method.

Discusses norms established for handwriting speed and accounts for different achievement records on two types of tests.

Presents new findings on business preference in handwriting.

Explains how the Seattle schools set up a comprehensive guide, We Teach Handwriting, a course of study in handwriting for K-12.

Discusses handwriting as a tool for communication. Handwriting taught through purposeful writing, not copying, should result in adequate differentiation of size and shape of letters, proper spacing, speed, and legibility. One study indicates that beginners should use regular, not special, pencils. Transition from manuscript to cursive writing is made between grades 2 and 4.
Further research is needed to help students distinguish legibility from illegibility.

Reviews the controversy between the use of manuscript and the use of cursive writing in the primary grades. Refers to research that sees instruction and practice as more important than the type of writing.

Howard, Margarette E. "The Case for Manuscript Writing." XIV (May 1937), 177-179, 187.
Discusses levels for teaching manuscript writing. Lists 7 reasons why manuscript is preferable to cursive writing.

Reports a survey made to ascertain the degree to which handwriting is emphasized in schools in the 1960's. Outlines criteria for an effective handwriting program.

Lists author's 10 commandments of good handwriting.

Reports an investigation to find out which manuscript letters are hard for 1st graders. The five most difficult letters were q, g, p, y, j; the easiest, i, o, L, O, H.

Points out background material necessary and procedures to use in helping slow learners.

Discusses the basic issues in the teaching of handwriting.

Gives steps and factors for making the change from manuscript to cursive writing.

Suggests that readiness for cursive writing instruction be thoroughly considered before children are taught the change from manuscript, and lists 5 criteria for judging readiness.

Recognizes the interrelationships of the language arts, but also sees the need for specific teaching attention to specific skills, such as spelling and handwriting. A desired interest and attitude can be achieved by (1) selecting useful words; (2) limiting study to those words which tests have shown the pupil unable to spell; (3) fostering definite and efficient study habits; (4) showing pupils they are succeeding and progressing; and (5) using materials which have appeal.

Declares, on the basis of data obtained from a study conducted at grades 1, 3, and 5, that there would appear to be a pronounced relationship between the abilities required to read manuscript and cursive writing.

Discusses the question of cursive or manuscript writing and the attitudes of parents toward the two styles.

Reports on a study that revealed a high degree of subjectivity and a lack of grading criteria among teachers in evaluating student handwriting.

Schell, Leo M., and Burns, Paul C. "Retention and Changes by College Students of
Certain Upper-Case Cursive Letter Forms." XL (May 1963), 513-517.

Reports on a study of 67 college students which revealed that they tended to simplify writing of certain upper case cursive letter forms.


Reports a study of methods of handwriting instruction in grades K-6. Instruction started first in the latter part of 1st grade, with the emphasis on legibility, by means of tracing letters in the air and going on to crayons and beginner pencils.

Stewart, Dorothy H. "Handwriting Up to Date." XXIX (Nov. 1952), 407-410.

Stresses the importance of manuscript writing in the lower grades. Discusses the advantages and criticism of manuscript. Recommends the change from manuscript to cursive in late 3rd or early 4th grade.


Discusses the basic objectives of a handwriting program, and lists purposeful writing experiences for both primary and intermediate grade pupils.


Reports on a study to answer the question "Can children learn to write as well with a ball point pen as with a pencil?" A special ball point pen was used in two 1st grades; the control group used primary pencils. Performance was significantly better for the experimental group as decided by 3 judges grading handwriting samples. Teachers reported that (1) the children did not grip the pen as tightly as the pencil; (2) handwriting speed was faster; (3) papers were neater; (4) the procedure of no erasing encouraged thinking before writing.


Observes that of the three R's, handwriting has received the least attention; advocates research to determine the kind of handwriting instruction and amount of practice which produce the greatest skill and legibility with the least expenditure of time and effort by teachers and pupils.


Describes the value of motivation in improvement of handwriting. Instead of a long assignment the students chose to try for quality in short paragraphs. They finished the paragraphs with great care. Each student was then given a folder in which to keep these models as a guide in future writing.

Issues—19


Suggests that the teaching of English is every teacher's job.


Presents the presidential address delivered at the opening session of the 51st convention of the National Council of Teachers of English in 1961. Pleads for all English teachers to concern themselves with the problems of articulation, reading, linguistic applications in the teaching of reading and grammar, developing appreciation of poetry and of spontaneous speeches.


Discusses (1) processes of concept learning in children, (2) acquisition of word meanings, and (3) the role of verbalization in the acquisition of concepts. Distinguishes between associative and deductive processes of learning.


Presents the presidential address given at the 1945 meeting of the National Council of Teachers of English. Emphasizes the need for a better understanding of the function of English instruction in educating youth.

States that it is the teachers' responsibility to interpret their school programs to the public.

Bair, Frederick H. "The Articulation of the Elementary with the High School." XVII (Apr. 1940), 156-159.

States the author's opinion concerning the organization of grades. In elementary grades and junior high, the students should stay together in one class with one teacher.


Suggests means to provide an environment for children which would promote the utmost in individual growth and opportunities for each child in elementary school English.


Advocates that language must be realized as a continuum. Notes that the Elementary Section of the NCTE, working with the Elementary English Review, are trying to complete a program for recreational reading, criteria for organization of professional courses for teacher training, and a course of study in elementary English based on children's interest and activities.

Barton, Nellie E. "Supplementing the Report Cards." VI (May 1929), 135, 139.

Advocates and shows examples of letters from teachers to parents. Conclusions showed that occasional letters to parents promote better relationships.


Investigates the criteria by which materials sold for school use are edited. Discusses the code of typographical rules known as a style manual or handbook of editorial practices.


Provides examples of children's emotional problems and gives tests for study of children. Regular observations and measurements show a decided growth in mentality and emotional control.


Cites a need to define English and eliminate irrelevant material from the English curriculum, to determine content, and to establish sequence of presentation. Criticizes the breadth of coverage of English texts to include correct and effective use of the English language, methodology, citizenship, health and safety. English should not serve as the "catch-all" in the curriculum.


Urges permissive atmosphere in the classroom, creating a climate in which the student can function without anxiety.


Stresses the importance of outside reading to enrich and to further interest and activity on the part of the learner. Lists 50 selected elementary books.


Lists requisites necessary to developing an original person: (1) freedom of an open education system; (2) development of an imaginative power, a sense of wonder; and (3) development of a "structural-cognitive" approach to learning.


Lists 4 ways in which the "new" education of the 1920's with its philosophy is a better means of developing personal qualities than traditional education.


Discusses the value of parent involvement and cooperation with the school and the differences between schools of the past and those of today.

Issues — 19

Contrasts the functions of a teachers college and the academic college.


An address to the NCTE convention in Boston, 1965, in which the president of NCTE maintains that new dimensions and new demands upon teachers of English require teachers with the "new look," who have empathy with the children they teach and love for the English language.


Considers the problem of obtaining textbooks for newly independent, developing nations. Dialectal differences among peoples within these countries often make impractical the writing of books in a native language and suggest a European language instead. Differences in customs and attitudes often render importation of books undesirable. Newly developing nations hesitate to take financial aid from the United States for fear of strings attached and direct grants of books for fear of propaganda included. American publishers may find newly developing countries a flourishing market.


Summarizes briefly 14 published studies having to do with language and grammar, spelling, and speech as they relate to language arts.


Encourages members of the teaching profession to write, especially about their experiences that will benefit others and about some of the methods they employ in their teaching which present new ideas. Continues with an account of how the author began writing articles for publication, the pitfalls and headaches involved in this type of writing, and what one might expect in the way of remuneration.

Devine, Thomas G. "Can We Teach Critical Thinking?" XLI (Feb. 1964), 154-155.

States that critical thinking cannot be taught as a subject by itself. Abilities needed for the critical thinking process are postulates or mental constructs. That these can be translated into reading or listening puts the language arts teacher in an important position.

Dobson, Caroline. "Language Arts in Action in Utah Elementary Schools." XXIII (Feb. 1946), 55-60.

Reports a survey by the Utah Education Association in an attempt to help children develop various local projects. Illustrates certain points regarding language through the use of demonstrations.


Gives a well-defined picture of varying remedial reading jobs which would be of value to prospective teachers in that field.

Douglas, William O. "Are We Afraid of Ideas?" XLIII (Feb. 1966), 103-108.

States that although this is an age of revolution, books here in America are not published on this topic because of the belief that Revolution and Communism are synonymous. Revolution elsewhere in the world today is a revolt against feudalism.


Maintains that (1) texts devote more time to assignments and therefore more time to nonexpression than expression activities, and very few assignments are correlated with the school work or with activities in which pupils have need for expressing themselves; (2) junior high texts devote a larger percent of their assignments to nonexpression activities; (3) texts tend to decrease the number of nonexpression assignments and to increase the number of expression in the successive grades; (4) texts vary somewhat in the relative amount of page space devoted to the 3 types of activities; and (5) percent of page space for the expression activities in the elementary grades is greater for each series in the 4th and 5th grades than in the 6th. Draws the following conclusions: (1) the child
attempts to master usage of language techni-


Urges exchange of books between countries to break down cultural ignorance. Lists available children's books on China.

Frazee, Laura. "Objectives in English." II (Dec. 1925), 351-352.

Tries to show that the teacher's utmost objective in English is to find the real place and spirit which language has in the daily lives of children. The teacher's responsibility is to encourage sharing of rich experiences through language in all fields of the child's endeavor.


Deals with the placing of 7 Negro teachers on the faculty of an all white staff in an all Negro school in Chicago. Discusses values drawn from this situation.


Presents the presidential address delivered at the 1958 annual convention of the National Council of Teachers of English. Enumerates criticism of English teaching from inside and outside the profession. Maintains that English teachers will have to articulate their professional efforts.


Stresses the importance of children being able to become "personal" with a story or poem—being able to relate personal-experience stories is a social asset.


Traces historically the major accomplishments of the National Council of Teachers of English from 1911 to 1954. Poses challenging areas of activity for the future.

Hopkins, Edwin M. "Is the Light Coming?" IV (Nov. 1927), 257-258.

States a need for reorganization in teaching and means of studying the problem. The use of survey devices to determine the areas for investigation proved unsatisfactory. The National Council of Teachers of English formulated a 4-year plan to investigate the area of communications.


Cites difficulties facing English teachers, and advocates cooperation with colleagues in other fields. Presidential address of 1964.


Describes a study in the St. Louis school system which shows that problems of readiness are increasing in large cities where middle and upper classes are leaving. Replacement populations of economically deprived families bring an increase of children who lack background to read.


Cites studies on educational research in language and explains how pediatricians, child psychologists, and psychiatrists can help teachers understand better both children and the processes of learning.


Comments that in reality teachers teach children, not a grade, using textbooks for continuity and tests as indices of progress, while calling attention to the need for remedial and supplementary programs.


Outlines 6 objectives, with activities, for 2nd grade English: (1) to secure freedom in oral expression; (2) to develop sentence sense; (3) to provide exposure to beautiful poetry and prose; (4) to establish habits of correct usage in spoken English; (5) to make a logical organization of a series of ideas; (6) to develop the ability to write a composition of 3, 4, or 5 sentences on a single idea.


Discusses problems of organization for 127
teacher growth when teachers of a school system become departmentalized in their professional concerns.


Contends that the primary obligation of the school is to teach children to read print. Discusses important features of broadening vocabulary and improving reading and the legibility of writing.


Suggests that the English teacher is needed to foster good speaking, listening, and reading skills so that children, as they grow up, can keep pace with changing society. The presidential address at the 57th annual convention of the National Council of Teachers of English.

Meriam, J. L. "The Language Arts in Public Schools." XVI (Mar. 1939), 115-118.

Describes the ferment in thought about the language arts on the part of teachers as well as students. Blames this state of affairs on the stress of exercises made by school officials and imposed on students. Believes that language arts, as a separate subject, is taught as form without function, and favors developing the language arts only as skills in other subjects and activities.


Describes some challenges facing the English teaching profession: the presentation of subject matter in a continuous, sequential form in every grade; the necessity for meeting the needs of individual differences; and upgrading of teacher certification. The presidential address at the 59th annual convention of the National Council of Teachers of English.


Discusses the standards to be set for teaching English and how to arrive at these standards. Points out why English teachers should know what comes before and after their own levels of instruction.


States belief that texts used in privileged areas are not sufficient for use in deprived areas and that publishers and authors need to remedy the situation.

Pinter, Elizabeth L. "This Is My Robot." XLII (Nov. 1965), 775-777.

Pictures the primary school in operation in the British Isles. Gives recommendations for the improvement of English teaching at this level.


Discusses the results of a survey on the status of the teaching of English in the elementary and secondary schools of Wisconsin. Findings were negative and critical of the curricula and the teachers.


Examines the possible future development of the National Council of Teachers of English, in the 1963 presidential address.

Ryan, Calvin T. "English, the Basic Study in the Elementary School." VIII (Dec. 1931), 246-248.

Discusses reasons for the importance of reading and English as elementary school subject matter.


Analyzes 7 preprimers and 6 primers for words and concepts. Lists concepts that a 1st grade child needs to understand in order to be able to read for meaning.


Points out the need for articulation between elementary and junior high school in the areas of philosophy, psychological development of students, physiological growth of students, and subject matter to be learned.

Smith, Dora V. "Language Arts for Today's

Presents a review of the second volume of the curriculum series of the National Council of Teachers of English. Incorporating the latest thought and practice in the teaching of language arts, it is addressed directly to teachers.


Claims that schools have overstressed language study as a tool for giving the student more control over usage; suggests other important areas of concern and needed research in language development.


Proposes that attention to form is important in teaching literature, language, and composition. Suggests that form, like other concepts, can be acquired by conscious leading or discovery. Sees knowledge of form especially important in teaching composition. Reports that the bulk of research suggests that sensitivity to form in one field may transfer awareness to a related field.


Reflects some of the ways in which new developments in form and structure may affect programs in language, reading, literature, and composition. Stresses the fact that communication is the key to instructional programs in the language arts.


Answers the question of what parents and schools can do to prepare their children for the future.


Outlines tasks and strategies on teaching children to think.

Turner, Alice Lucile. "Elementary Research in English." X (June 1933), 148-150.

Stresses the importance of the discovery method as a means of educating elementary grade children. In this situation, the role of the teacher is to act as a guide.


Reports a nationwide study of the English curriculum conducted by the National Council of Teachers of English. Concludes that a curriculum which develops the intellectual, emotional, and creative elements of youngsters in a well-balanced manner is necessary.


Maintains that "leaders among teachers of English who have broad experience and skill in analyzing needs must turn from the traditional objectives labeled English and begin to search other fields of activity, for example, those which provide appropriate training for better social and civic relationships, to find new English objectives. Objectives should be sought which do not vainly attempt year after year to make all pupils literary producers.


Considers contemporary criticisms of public schools and provides techniques for discussion and analyses of issues.

Wilt, Miriam E. "In Teaching--The Right to Wonder." XLII (May 1965), 481-489.

Emphasizes the need for creativity in the classroom. Describes the creative process as one of bringing order to disorder through illumination or inspiration and identifies conditions conducive to creative expression: (1) teacher tolerance of individual differences; (2) promotion of inner self-control and psychological freedom of children with physical and mental separation from others possible; (3) provision for much sensory and emotional experience; (4) establishment of a nonevaluatory atmosphere in which individual effort is judged solely according to its own merit; and (5) shielding of children from influences which inhibit and deter creative expression.

Womack, Thurston. "Is English a Phonetic
Language — 20

Language?" XXXIV (Oct. 1957), 386-388.
Expresses concern with the relationship between language and writing in a discussion of speech sounds called phonemes and the study of speech sounds called phonics.

 Presents some of the current theory and research in regard to critical thinking. Offers various definitions and aspects of critical thinking.

Language—20

Outlines general principles for instructing children in the language arts.

Makes clear the distinctions between commonly held conceptions of what constitutes "games" as opposed to "work," and suggests real language games and work exercises.

Barnes, Walter. "Language as Behavior." (1) VII (Dec. 1930), 241-245; (2) VIII (Jan. 1931), 14-17, 24; (3) VIII (Feb. 1931), 44-46, 48.
Attempts to determine the psychological bases of language so that in the light of these bases the most widely used methods of teaching may be criticized and evaluated.

Discusses the securing of certain definite results to satisfy a child's needs through language, both written and oral, at different age levels.

Deals with the relationship between language and thinking. Explains the psychological and biological processes of thought which provide insight into the uses of language and its relation to educating children of all cultures.

Believes that kindergarten children should be allowed to be free and spontaneous in their language and be encouraged to make stories and poetry. Teachers should avoid forcing a performance or fixing patterns.

Discusses the role of nonverbal communication in the language arts and suggests that nonverbal communication be viewed as a unifying factor for all the other language arts.

Tells of Project Discovery which aims to research and improve the use and administration of a variety of curriculum resources, including a greater use of audiovisual materials. Confining itself to only one facet of language arts—teaching children the power of effective speech, utilizing films, filmstrips, records, and tapes.

States that a child's experiences determine his success in language understanding and development. Believes that in early grades formal grammar instruction is not necessary. Better instruction in language includes dramatizations and letter writing.

Condenses a view of the history of educational ideas and how they influenced the writing of language texts.

Pleads for more accuracy in the use of words to combat "verbalism." Sees complexity of language and its changing nature as the chief reason for this failure to use language economically.

Suggests that the earlier a child is introduced to the methods of improving sentence structures, the less likely he will become frozen in the syntactical patterns of his environment.

Discusses the problem of teaching reading to the culturally different and deprived who have a language or dialect problem. Suggests teaching standard English as a second language, yet not entirely rejecting the nonstandard English. The "foreign" language being taught to these children must be concrete and interesting and use stimulating objects, pictures, and media; basal readers must be revised.


Reviews Volume II of the NCTE curriculum series (Language Arts for Today's Children, 1954) and considers listening, speaking, reading, and writing in terms of the total curriculum.


Deals with the purpose of tests to measure educational growth. Offers a list of tests and their correct use.


Stresses that a sharing period in 1st grade is of value in almost every realm of learning because it involves personal and educational values in a close relationship. Gives hints on the implementation of such a time and ideas for extending concepts introduced by the children.


Describes the work of an NCTE committee in sending a questionnaire to people of various backgrounds in order to find out ways in which the language was actually used by those people.


Describes 4 factors affecting the growth of children's language power: (1) individual differences; (2) environment; (3) psychology of learning; (4) concept of evolving language. Uses those factors as bases for evaluating language arts programs.


Discusses the importance of developing a language arts program for gifted children to emphasize quality of work and sensitivity to words.


Relates parents' and children's responses to mass media as they affect language growth, emphasizing the strong influences exerted by the child's community on language and behavioral development.


Presents presidential address at 1966 annual meeting of NCTE: (1) new educational demands for a new generation; (2) establishing the morality of American democracy; (3) creating a school climate for emotional health; and (4) great expectations.

Crowley, Dale P. "Language Programs Contrasted." XLIV (Nov. 1967), 756-761.

Describes the Hilo Language Development Project at the Keaukaha Elementary School, Hilo, Hawaii, which was instituted to test a strategy for teaching dialect speakers standard English. Observes that the implications call for a careful consideration of the significant differences inherent in various kinds of language programs.


Stresses that children develop language according to their needs and environment.

Davis, Allison. "Teaching Language and Reading to Disadvantaged Negro Children." XLI (Nov. 1965), 791-797.

Enumerates ways in which the classroom teacher can help the disadvantaged child to learn standard English.
Dawson, Mildred A. "Elementary School Language Textbooks." (1) XV (Mar. 1938), 83-90; (2) XV (May 1938), 199-202; (3) XV (Nov. 1938), 275-284; (4) XV (Dec. 1938), 309-317; (5) XVI (Jan. 1939), 31-38.

Presents a report of an examination and evaluation of elementary school language textbooks in three main classifications and a report of an investigation of current practice in using English textbooks. Describes the content of a desirable language textbook for elementary school and makes suggestions for selection of textbooks. Compiles 342 responses from 46 states in questionnaire survey. Conclusions: (1) the traditional separate-lesson type book is more widely used than is the unit-activity type; (2) teachers supplement their textbooks generously; (3) whether a textbook is used or not most teachers retain a separate period for teaching English; (4) workbooks are more commonly used in schools where textbooks are not in the pupils' hands; (5) large cities seem less bound by tradition as they abandon the use of textbooks in favor of correlating English with other subjects; and (6) there seems to be no general movement in favor of abandoning the English textbook.

Dawson, Mildred A. "Language Learning Adapted to Learning Pace." XXVIII (Nov. 1951), 402-409.

Affirms the importance of pacing language learning to permit children to grow at their own optimal rate and to allow for individual differences of maturity, experience, and interest. Child growth and development is continuous, but the rate of growth and development is not uniform. Factors influencing growth and development are both intrinsic and extrinsic and include sex, capacity to learn, economic stability, quality of family relationships, and emotional atmosphere in which children live. Content to be learned must be defined and organized sequentially from simplicity to complexity in order to adapt language learning to learning pace.

Claims that there is too much stress on grammar in 25 language-composition texts studied, but the trend is toward functional grammar. Evaluates texts as to independence allowed pupils; upper grade texts try to raise scholarship standards.

Dawson, Mildred A. "Recent Language Textbooks: A Study of Sixth Grade Texts." XIV (Mar. 1937), 89-95.

Reports progressive tendencies in 6 texts, in terms of Roy I. Johnson's significant tendencies: (1) cumulative standards are few but consistently carried forward; (2) activities are functional socially; (3) reading and expression are correlated to emphasize common thought functions; (4) enrichment is provided for superior pupils; (5) summary tests end each chapter; (6) socialized procedures are used; and (7) appropriate models appear at frequent intervals.

Dawson, Mildred A. "Recent Sixth Grade Language Textbooks." XIII (Mar. 1936), 85-89.

Relates the concluded results of a study of 6th grade language textbooks. Makes comparisons in such categories as grammar, literature, composition, and guidance. Includes method recording strengths and weaknesses of each.

Dearborn, Frar 2s. "A Newspaper Activity with a 1BZ Group." II (Sept. 1925), 250-251.

Discusses the activities of retarded children in composing a daily newspaper. Oral language composition and discussion preceded all writing.


Outlines 12 criteria of the language arts program in the elementary school.


Discusses several aspects of teaching grammar at different levels.


Summarizes research findings illuminating the importance of certain sociological
factors determining the child's personality and language arts development.


Describes how one teacher of slow learners used creative art work and sensory and concrete experiences to lead into language activities including speaking, vocabulary building, reading, and writing involving abstract concepts.


Discusses the controversy of "accuracy first" vs. "fluency first" in language work.


Discusses the importance of recognizing the interrelationships of the language arts. Suggests ways of providing for creative expression in the schools.


Asserts that some linguists divide the teaching of the native language into 3 major modes: prescriptive, descriptive, productive. Examines these approaches and shows how the various methods require definite and different teacher attitudes and aptitudes.

Felt, Wilma. "The Values of Workbooks in a First Grade Reading Program." XXXIV (Oct. 1957), 377-382.

Outlines 6 worthwhile features of workbooks and 7 criticisms of workbooks.


Summarizes a point of view on language development of young children. Suggests structuring a framework for language growth, giving a table for thinking processes and activities.


Shows weaknesses of one-room schools and gives suggestions for improving the language instruction.


Emphasizes the need for better communication between adults and children. States that this language deficiency situation seems only to be a symptom of much larger and more serious deficiency.


Analyzes contents of 15 standardized language tests and 18 drill booklets and finds overlap in drill and testing; drills to develop language usage were inadequate. Indicates the doubtful usefulness of analytical tests and corrective drill exercises in improving instruction.

Hardre, Rene, and Harriman, Philip L. "Some Lessons We May Learn from the Teachers of France." V (Sept. 1928), 195-198.

Discusses 5 activities French pupils participate in for acquisition of powers of expression.


Deals with a new method of teaching writing and spelling in the lower primary grades. Explains briefly the procedure used, and the results obtained.


Feels that, in general, slang is still infantile in content and has become decidedly personal. Habitual slang cripples the vocabulary; it tends toward gross exaggeration and frequently causes confusion.


Examines 5 specific directions for parents and teachers in their effort to guide the language development of children.


Formulates a statement of policy on the teaching of language skills.
Holmes, Ethel E. "Vertical Integration in English." XI (Nov. 1934), 229-233, 249.

Feels that the uses of language in life situations demand such qualities as clearness, unity, sequence, confidence in the worthwhileness of one's own thoughts, respect for the conventions of language, need for utilization of language skills, and conscious attention to effective listening. States that the only excuse for any technic is its power to make more effective worthwhile information or practice. Integration of content and method as determined by the age and development of the pupil is the desirable goal of education.


Reports a study of child speech in 1st grade and an analysis of primers and preprimers in California schools, 1946-1949, for speaking and reading vocabularies.

Lists 5 observations for writers of beginning readers for children to use in preparing reading material.


Examines arguments supporting elementary foreign language programs and concludes that the teaching of foreign language at this level is not worthwhile.


Recommends that study trips not necessarily be limited to motivating children to write stories and draw pictures. Suggests other subsequent activities.


Suggests ways the interrelated language arts can be taught through a research project of space travel, integrating reading, writing, speaking, and listening.


Attacks the "liberals" in English. Maintains that teachers must coordinate the use of mental processes in handling ideas with the use of language in expressing ideas.


Points out that personal experiences are not often sufficient to create—the use of one's imagination is necessary. Grade school children have not had enough experiences; that is why they are asked to use their imagination so often.


Gives insights into the field of semantics. Encourages efficiency by helping to develop varying concepts for the same word. Stresses teachers' use of semantics to help students become better writers and speakers. Includes exercises to develop awareness and sensitivity to word meanings.


Points out how many words over the years have changed considerably in meaning. Because language is not a permanent, set thing, it becomes important for the classroom teacher to understand this continuous process of change and to make use of it in teaching.


Presents a study to investigate collective and personal language development and to report some principles suggested by the study. Also discusses a program of core teaching at the Ohio State University experimental school.

Lane, Ralph H. "Just Try to Beat the Dutch in Language Arts!" XXX (May 1953), 289-292.

Discusses language teaching in the Netherlands and compares it with teaching in the United States. Schools in the Netherlands do not provide for reading readiness or grouping.

Lapolla, Garibaldi M. "Problems of Teach-
ing English in the Elementary Schools." XVI (May 1939), 184-190.

States that (1) schools should not teach antiquated usage of language; (2) standards for children should be within their reach, and identifiable for each class, so that each group can judge individual compositions in accordance with established standards; (3) sources of motivation other than desire for promotion and desire to please teachers should be identified and used; and (4) instruction in English ought to be an outgrowth of experience.

Lawson, Douglas E. "The Content of Elementary Language Textbooks: Objectives, Grade Placement and Drill Frequency." XII (May 1935), 120-122.

Examines to what extent authors of elementary textbooks in language are agreed with regard to the objectives of language study, grade placement of material, and the frequency of drill upon specific items of language and grammar. Discovered that no fundamental agreement in the matter of establishing objectives exists. There also seems to be little agreement among authors in regard to what content materials should be taught, where they should be presented, or in regard to the objectives of the lessons presented.


Considers the question: To what extent do textbooks for elementary grades agree in the matter of content for each particular grade? Thirty-four books for grades 5, 6, 7, and 8 were analyzed with the following findings:

- Grade 5—In 7 texts, 145 items of language usage were found with only 12 items commanding the attention of all books studied; grade 6—In the study of 7 textbooks, 140 items were presented with only 6 of the items being included in all 7 texts; grade 7—170 items were presented with 21 items being included in all 10 texts; grade 8—In 11 texts, 218 items and language concepts were presented with 18 items being included in all 11 texts. There is little agreement among textbook writers as to what specific language items should be presented to pupils in a particular grade.

Lefevre, Carl A. "Language and Self: Fulfillment or Trauma?" (1) XLIII (Feb. 1968), 124-128. [See also Lefevre, p. 118.]

Discusses the importance of the psychology of adjustment in the learning process for children in the language arts.


Presents some of the relationships between literature and language. Suggests involvement in the literature and the use of familiar language.


Discusses means of making language more exciting in the classroom through extensive unit plans.


Expresses a father’s fear and doubts about how the teachers of his daughter’s school will cope with the 4- to 6,000-word vocabulary that his daughter knows when she enters school. Expresses concern about teachers teaching “good English” according to adult standards instead of understanding how the child has built up her own “good English” within the cultural attitudes and practices of her family and friends.


Points out the need for depth skills in English courses that enable students to look for ideas over and above external forms of the language. Stress the need in democratic society for students to differ with others’ ideas, to handle group discussions, and to distinguish between fact and opinion in order to become responsible citizens.


Stresses the value of the unit method of teaching language so as to meet the needs of individual children, physically, hygienically, and psychologically.

Mabie, Ethel. "Releasing Language Power." XII (Mar. 1935), 64-68.
Feels that criticism, competition, and constant correction are barriers to language expression. Lists courtesy, interest, naturalness, appropriateness, and correctness as objectives of expression. Activities that provide a natural opportunity for language development are book talks, story hours, programs, dramatizations, radio programs.


Presents a discussion of sociological and psychological home influences as factors related to a child's academic readiness in the language skills.


Believes that language skills should have a definite part in the schedule in the elementary schools; after the skills have been taught, they should be correlated with other subjects.


Explains how different dialects make the job of the English teacher complicated. Proper recognition of dialects promotes understanding among people.


Gives reasons and evidence why schools should reexamine their goals: (1) increasing number of children (resultant shortage of teachers and classrooms); (2) children on the move from school to school; and (3) modern means of communication exerting influence upon education.


Describes a study which compared a group of 6th grade pupils who were taught functional language with a group taught correct written expression in a conventional way; pupils taught functional language did significantly better in oral and written expression than those taught conventionally. Maintains that the structural analysis method of language instruction ought to be reevaluated and functional language instruction continued and increased.


Discusses the problem of whether interrelationships exist between reading and other aspects of language study—oral language, motor skill, writing, readiness.

Metz, Elizabeth F. "Poverty, Early Language Deprivation, and Learning Ability." XLIII (Feb. 1966), 129-133.

Distinguishes some specifics in the task of teaching language arts to the culturally deprived.


Deplores adults who superimpose their manner of expression on children and thus inhibit children's natural thoughts and destroy their natural beauty of expression.


Discusses the fact that schools play a part in causing the verbal silence of children. Suggests ways to construct a total language program for helping children to verbalize.


Stresses teachers' knowing individual needs, the background, and the likes of the child. Notes that to get the most out of what he reads, the child must not become frustrated by his experience.


Describes the development in its pilot stages of a project which taught standard English to children who speak a dialect of
English which is different, in an endeavor to enhance their oral communication, reading, writing, and comprehension of other areas of the school curriculum.

Ponder, Eddie G. "Understanding the Language of the Culturally Disadvantaged Child." XLII (Nov. 1965), 769-774, 797.

Presents the problem of schools faced with a sizable number of children who are considered educationally and culturally disadvantaged. Discusses ways a teacher can help to improve the written and spoken language of these children.


Offers examples to support the claim that the English writing system is much more regular than has been supposed. Not only phonological rules but also the syntax and morphemes added to words provide real help to the learner in the complex task of mastering the system.


Suggests that language fundamentals in elementary schools should be stressed in all grades, but actually brought to culmination in 7th and 8th grades. States that there is a limitation to language teaching in the elementary school. Training should be determined by (1) common language needs; (2) specific language habits of need; (3) amount pupils can acquire with effort in each grade. Includes a course of study.

Schleich, Russell F. "Elementary Hobby Show." XXXIV (Feb. 1957), 95-98.

Describes how hobbies can influence language arts growth and one’s own developmental growth.


Pleads for reading instruction that stresses reading for meaning from contextual clues and semantic approach to vocabulary. Lists pitfalls in interpreting language: overgeneralizations, figurative language, and abstractions that allow for varied interpretations as opposed to precise definitions.

Simmers, Mrs. C. L. "The Teacher’s English." III (May 1926), 154.

Maintains that the teacher’s use of language leads students to correct usage; growth in power of expression is essential to the student or he will remain mute.


Discusses the changing and expanding language needs of children in the 1960’s. Considers 12 vital factors of language development and instruction.


Reports the results of a questionnaire to determine the adequacy or inadequacy of children’s understanding of word meaning. Children at the George Hurst School on the Mississippi Southern College campus were interviewed. The major implication of the study was that no matter how familiar the material is to children, parroting of words is no guarantee that they know their meaning.


Traces the stages in learning and using language from the earliest associative stage, through multiple meaning and figurative language, until one arrives at concepts. Describes the 5 types of thinking involved in the process as associative, convergent, problem solving, critical, and creative. Suggests that the teacher has an important role in directing reading-thinking technics to develop skills of reflective thinking.

Language — 20

Defines creativity in children and discusses the self-concept of the creative child and the school climate which best fosters his development.


Delineates influential factors affecting language arts development in school.


Shows concern over the lack of attention paid by educators to the minor language skill of copying. Defends copying by saying it is a skill that carries over from school into vocational life.


Reports a study of selected skills well developed by the middle class child before he enters school and the level of skills development of lower class children of the same age.


Points out how regional differences in speech can become a firsthand enrichment experience for a classroom. Shows that regional differences in language have presented no significant barrier to communication; warns against standardizing so much that English becomes a dead language.


Describes ways to devitalize pupils’ interests in language: (1) generalize: teach general principles rather than specific habits; (2) formalize: make every feature of the language instruction as formal as possible; (3) judge: be strictly impartial and impersonal; (4) discipline: make the child conform.

Trauger, W. K. “Our Plastic Language.” (1) XVIII (Apr. 1941), 155-159; (2) XVIII (May 1941), 182-186.

Part 1 discusses sentences as used in composition. Suggests that flexible language implies more than grammatical accuracy.

Part 2 discusses language as a basis for literary craftsmanship.


Discusses a study which was made of expresional situations that arose during classes other than English. Suggests that every teacher should use every opportunity in every class activity to teach English.


Presents a comparison of Ivan, a Russian boy, and Johnny, an American boy, in language development. Although Ivan has 6 more symbols to learn in his alphabet than an American child, he learns more quickly and easily because each symbol has an invaluable phonetic constancy. Suggests that correction of our phonetic inconsistencies would give the child more time for further study, making his entire schooling more profitable and probably more pleasant.

Wilson, Charles H. “A Superintendent’s Debt to His English Teachers.” XXX (Nov. 1953), 423-426.

Gives credit to teachers who recognize an immaturity in language development and at the same time the evidence of capability to go on to schools of higher learning. Relates how his teachers tried to motivate him in spelling and language. Gives credit to teachers for recognizing an individual who may not measure up to the highest academic grades but has promise of his own.


Describes the behavior of a highly gifted kindergarten boy.


Enumerates the methods and tests available for measuring achievement in grammar, usage, composition, and reading.
Letters and Letter Writing—21

Describes a 6th grade exchange of letters with overseas students providing pleasant motivation for writing.

Indicates to teachers the need for improving letter writing instruction. Believes pride in good workmanship must be evoked in the child. Also points out that letter writing lends itself to mastery of good writing techniques.

Falk, Ethel Mabie. "Letters to Enrich Children's Experience." XVIII (Mar. 1941), 77-82, 112.
Stresses the importance of correct letter writing for enrichment of relationships with others.

Reports analysis of children's letters to find skills children need to improve letter and sentence writing.

Reviews the experiences of a 4th grade class with their blind pen pals showing the similarities and differences in their way of life and the importance of written language.

Rice, Mabel F. "Dead Letters." VII (Nov. 1930), 225-228, 238.
Stresses necessary skills of letter writing taught in the elementary intermediate classes.

Rice, Mabel F. "Dead Letters." XVIII (Mar. 1941), 83-88.
Uses personal experience in a mail order catalog store to emphasize the importance of legibility and correct and complete return addresses, and to discourage abbreviations in addresses.

Prescribes a method of teaching courteous but purposeful letter writing.

Rice, Mabel F. "A Soft Answer Turneth (Letters of Explanation and Apology)." XXI (May 1944), 193-194.
Uses experience situations as motivators for children's composition.

Describes letter writing project involving children who obtained information on visual aid equipment to be purchased by the school.

Smith, Harriet J. "Letter-Writing as Composition." XV (Mar. 1938), 103-104.
Suggests letter writing as a motivating force in teaching good composition.

Tate, Harry L. "A Class Project in Letter Writing." XVI (Mar. 1939), 93-96.
Describes an 8th grade class's experience in writing letters to children of their own ages and grades in other cities and in foreign countries.

Discusses effective letter writing as a refined and useful method of communication.

Discusses how the teaching of the envelope should be significant in the teaching of letter writing. Advocates specific lessons: (1) concern with communication in general, (2) narrowing the field of communication to the letter, (3) study of the letter form, (4) study of the envelope. The author brought in examples of envelopes actually received. The pupils examined these. Next the class evolved the characteristic form of the superscription with emphasis on its position on the envelope. Then came individual pupil application. Before concluding the lesson, the children were taught how to fold letters.

Presents a warm thank you letter written in simplicity and sincerity from an old disabled woman.

**Lexicography—22**

Suggests display of business letters and related newspaper clippings to motivate students. Lists 6 characteristics that "do good" in business letters. Points out that letter writing should interest each child and particularly the boys.


Stresses the importance of children's learning to write letters as a result of an experience and not from a copy in a book.

Walsh, Marian M. "A Unit of Study in Letter Writing." VI (May 1929), 129-132.

Presents a unit of work used by the author in her English class at the Peabody Demonstration School.


Shows a way to create interest in writing business letters.


Recommends that teachers help students to write more varied letters to fathers overseas (WWII); gives procedure for such an approach.


Suggests correlating letter writing of pupils with a unit on safety.


Discusses the teaching of letter writing as a real experience. Suggests ways to use letter writing in subjects other than English.


Relates an experience of a 5th grade teacher whose class wrote and received a letter from Dr. Einstein.

Zeligs, Rose. "Letter Writing in the Sixth Grade." XVIII (Mar. 1941), 89-95, 112.

Includes tips to remember when teaching letter writing, such as: (a) personal and informal letters to relatives and friends, (b) "thank you" letters, and (c) pen pal letters, and further information about ways to improve the content of letters.

**Lexicography—22**


Discusses the far-reaching effects when children learn the value of dictionaries and the skills in using them.


Relates the kinds of readiness a child needs in order to make the introduction of the dictionary a meaningful experience: readiness for locating words, readiness for deriving the meaning, readiness for pronunciation.


Criticizes the Thorndike-Barnhart Dictionary as a reference book because of its narrow point of view, inadequate definitions, and poorly illustrative sentences.


Gives detailed information on the time and effort expended in producing a dictionary.


Suggests the production of an "oral" dictionary that does an exacting job in giving the correct pronunciation of a word. Several companies have come up with the technological inventions which can make such a dictionary possible.


Describes a 1st grade teacher's experiences in teaching the use of the dictionary.


Suggests a plan for evaluating a program of teaching the function of the dictionary and the skills for dictionary use in the ele-
mentary schools. Includes the procedure used in the research and the conclusions drawn from the study.


Concerns the lack of knowledge students possess in the use of the dictionary. Lists skills and techniques that should be taught for the effective use of the dictionary.


Encourages developing in children a regard for the dictionary as a source of interesting and informative data. Regards the dictionary as a guidebook rather than a book of rules and advocates using several different dictionaries from several levels, so as to allow adjustment of instruction to fit individual needs while providing an opportunity for comparison and contrast of the variations in definitions, diacritical markings, and pronunciation keys. Includes criteria for selecting dictionaries for classroom use: size of the vocabulary, the reputation of the publisher and the editor, the format, word treatment, the availability of a guide for teacher and pupils.


States that the present method of making a student look up a word and copy down the definition does not make him understand the extensive use of abbreviations and symbols, thus eliminating the dictionary as a source of information about pronunciation and historical meaning. Presents some activities to help children overcome the complexities of the dictionary.


Suggests how to deal with reference work done in a 6th grade class; deals with the problem of children copying when gathering data in reference work; suggests that children not use the encyclopedia until they know how to outline or write material in their own words.


Advocates the use of picture dictionaries in the primary grades as preparatory for the beginning dictionary in the middle grades.


Discusses how the language arts play a major role in the elementary school curriculum because they represent the content and skills on which most learning is based. Reading instruction appears to be substandard; some students are unable to evaluate what they've read; others cannot extract meaning because of a deficient reading vocabulary. Ineffective training in using the dictionary may be a source of the difficulty. Suggests perspectives on the problem that will help bring about solutions.


Lists 4 considerations in selecting elementary school dictionaries (scope, reliability, format, word treatment), and provides a chart to assist in the selection of dictionaries.


Stresses the importance of using the dictionary day by day for practical use. Gives a sequence of dictionary study followed by Seattle teachers.

Parke, Margaret B. "Picture Dictionaries." XXXII (Dec. 1955), 519-524.

Discusses the value of picture dictionaries in engaging the child's interest in words.

Pickard, Vera E. "Training Children to Use the Dictionary." X (June 1933), 139-142, 150.

Maintains that the teacher must first familiarize herself with the dictionary. Pre-dictionary work should come in the 2nd grade, introducing the dictionary in 4th, and actual training and practice in 5th grade.

Objects to the current limited dictionary usage in elementary and junior high schools—finding correct spelling and word meaning. Presents the dictionary as a source book for teaching fundamental concepts about the English language and suggests that it will always serve students as a readily available reference, more trustworthy than a textbook. Establishes a definite relationship between dictionary skills and facility in English, citing 5 concepts concerned with the nature of the language.

Raddatz, Agnes, and McAlister, Gladys M. "The Use of Encyclopedias in Elementary Schools." X (June 1933), 146-147, 160.

Contends that comprehension is the important factor to consider when selecting encyclopedias for children. Since many children have interest levels higher than their reading ability, definite training in use of encyclopedias is important for helping children to absorb the information given in them.


Reports a survey of dictionary use in 6th grades in northern Illinois and lists the common problems encountered.


Gives a practical application in making dictionaries enjoyable to use through games, contests, and exercises.


Suggests that from 10th grade up students should be introduced to the dictionary as a source of information about the humanity of the English language—the etymology of words.


Expresses the desire that children become familiar with the dictionary and with a positive attitude. Points out the many resources the dictionary can afford for better learning of vocabulary.


Offers questions believed valuable in stimulating interest in the encyclopedia.


Describes the main divisions in the children’s library and cites utility of various kinds of exhibits, collections of nonfiction, and the “usual” recommended books.


Describes the program of activities planned by the Library Enrichment Classes at Forest Road School, Valley Stream, N. Y. An audiovisual approach was agreed upon to include: (1) weekly picture book reading to the primary grades; (2) tape recordings for local use and foreign exchange; (3) discussions of television, movies, comics, and radio, with emphasis on television; (4) and creative dramatics and storytelling. Consensus of the groups was (1) that none would completely forego reading in favor of TV; (2) that the best of all media should be enjoyed and be available to all children; and (3) that contributions can be made by every medium if properly used. Concludes with a 5-point statement about the role of the library in this program.


Shows the importance and significance of a good school library.


Explains the role of the librarian in introducing the card catalog to a 4th grade during three sessions; describes games and tests used in the instruction.


Discusses ways in which the public library can serve adolescents. Librarians need to be aware of the difficulties associated with the use of the dictionary.
with children of various ages and to supply them with books that provide information for answering their questions and satisfying their curiosity.


Traces the brief history of how children's books found their way from the school room to the library. Relates the arrangement that evolved into the separate room scheme for children's books. Discusses the change that took place in the books themselves—life, action, and color replaced the drab sketches and print found in the old books.


Criticizes the practice of denying to primary age children the privilege of borrowing library books. Points out the special advantages that a lenient library lending program would have for problem children.


Tells of branch library in a deprived area of Baltimore. Relates many delightful characteristics and favorite categories of the children, and the shortcomings of the library.


Describes how a class formed a classroom library and used the library. Lists suggested books and magazines.


Barker, Vilda. "Informal Testing of the Use of Books and Libraries." (1) X (June 1933), 143-145, 159; (2) X (Sept. 1933), 174-176, 182; (3) X (Oct. 1933), 205-208.

Maintains that the development of skill in the use of a reference book should be gradual and should have constant practice. A knowledge of the essential parts of the book is the first crucial step to take.

Discusses the index of a book and the abilities for using it successfully. States that training in the basic steps should begin in the lower grades and be built on throughout the grades.

Discusses the importance of the card catalog and the knowledge needed in order to use it. Emphasizes teaching the use of the library through its use and explanation as necessary. Includes an informal test in the use of the library.

Batchelder, Mildred. "The Teachers College Library and the Elementary School Teacher." V (June 1923), 166-167, 173.

Discusses the role the teachers college library plays in preparing prospective teachers to appreciate books and develop discriminating taste in their selection, and the role the elementary school library plays in meeting the needs of elementary school children. Describes libraries of state and national agencies, and city and school libraries and their relation to education.


Discusses the advantages of turning a child loose in a library: the child will feel free to use his instinct of curiosity in choosing reading materials and will have the joy of discovering for himself.


Describes a class's experience when they enacted a reception for Louisa May Alcott in an assembly to stimulate the pupils in their reading. Only those who had read a book by Miss Alcott could participate. Since no memorization of lines was necessary, there was a spontaneity even on the part of the slow learners. The children enjoyed the idea of attending a reception.


Describes a survey conducted in Baltimore to find why certain library books circulate frequently while others seldom are moved from shelves. Includes procedures
Libraries — 23

of the survey and a list of 47 books the survey found popular.

Discuss ways to involve the students, parents, and community in helping to build up the school's library.

Burns, Paul C. "Research in Language Arts for the Library-Oriented, Mentally Advanced Pupil, Grades 4, 5, 6." XXXIX (May 1962), 427-429.
Feels that one means of challenging talented pupils in language arts is to provide opportunities for investigation of encyclopedias, general reference books, and trade books. Lists questions to use for stimulation.

Lists several of the advantages of a central library in an attempt to justify its inclusion in elementary schools.

Relates how a group of 5th graders were chosen to organize the library in their new school building.

Advocates that the best libraries are provided for in the annual budget and have qualified librarians. Gives outline of school libraries for various areas.

Discusses development of elementary school libraries and factors to be considered in selecting books.

States that librarians and reading rooms should have ample books conveniently available and of high enough literary value to insure good choices by pupils; concludes that this is better than handing out book lists to teachers.

States why a library is necessary and lists the librarian's duties.

Tries to solve the problem of no library in the school.

Discusses the challenge to librarians to create new approaches and develop present techniques and methods for bringing the library's educational potential to children.

Presents a plan to introduce, teach, and develop independent use of the library from kindergarten through 6th grade.

Defines the purpose and sets up standards for organizing and maintaining an elementary school library.

Describes the role of the state school library supervisor in furthering goals of the literature program.


Offers a list for a handbook for teacher librarians in elementary schools, with purchase prices listed in 12 different categories.


Discusses the Elementary and Secondary Education Act of 1965: (1) Title I focuses attention on children of low income families; (2) Title II provides for instructional tools and staff salaries; it is a state administered program; (3) Title III emphasizes innovations in supplementary centers; (4) Title IV promotes research; (5) Title V stresses strengthening of state departments of education as well as projects useful to other states. Also discusses the National Defense Education Act of 1958 and the Economic Opportunity Act of 1964 in relation to libraries.


Discusses the importance of a central library in a modern elementary school.


States how the library or reading center affects the desire of the child to read.


Relates the origin of a county bookmobile. Points out the worth of this service to a community.

Hatch, Alice K. "The Children's Library as a Factor in Modern Education." IX (May 1927), 157-159.

Discusses why the children's library and the trained librarian are important factors in education.


Tells how a rural school in Pennsylvania developed a box library by which books were rotated among pupils in rural areas.


Describes an exhibit in Oakmont Elementary School, Haverford Township, Pa. Its purposes were (1) to stimulate interest in reading; (2) to show that there were real people behind the books; (3) to put English instruction to practical use; (4) and to teach library skills.

Horn, Thomas D. "Periodicals for Children and Youth." XXXVI (May 1959), 342-344.

Annotates a list of 70 current periodicals.

Jansens, Gertrude J. "Exploration Point!" XXXIX (Jan. 1962), 22-23.

Emphasizes that children on the elementary level should be taught about books and libraries. Suggests that because children have a natural instinct to find out, teachers and librarians should teach children "how" to do their exploring.


Promotes a close library-school relationship to stimulate reading among children.


Discusses the importance of establishing a central instructional materials center in an elementary school. Includes the many services a library may perform. Offers keys to a successful central library.


 Discusses the defect of the NCTE report An Experience Curriculum in English: it advocated wide and individualized reading but hardly mentioned how the school library can enrich the curriculum or offer to children experiences in book selection.


Points out characteristics of the free read.
ing period and the materials a library should have.


Emphasizes the need for the librarian herself to have a broad knowledge of books, to be a voracious reader, as well as to be able to organize her library materials for maximum use by students and departments of the school. Suggests also that she inspire love of reading in children by giving more freedom of choice to the reader and less direction, though well meant.


Discusses the situation of school libraries in 2000 A.D. which, according to the author, will be Utopia.


Describes the conditions of the library at Columbus School, South Norwalk, Conn. The library was new, and the teachers were unfamiliar with the books. No card catalog had been made so the teachers drew up a program of introduction (6 specific activities).


Presents functions of the librarian in relation to the children and teachers in a school: (1) providing an inviting reading center; (2) helping specific children find books which will suit their needs; (3) scheduling literature sharing programs; (4) helping teachers with special units; (5) setting up special reading activities for groups of children.


Discusses the use of the school library as an information source and gives suggestions for the practical use of the library.


Summarizes standards for school libraries prior to the 1950's and in 1960, giving implications of the AASL Standards for School Library Programs.


Discusses (1) what children find at the library; (2) how the home can help children's reading; and (3) how the school helps recreational reading.


Describes how a community was enlisted to get a new library; reports a follow-up study of library use.


An amusing and informative playlet on the correct handling of library books.


Urges that the child join the public library just as soon as possible to bring the library work and the home close together. The results for home and school are both formal and cultural. Under formal: improved care of books, appreciation of library regulations, and increased membership in the neighborhood public libraries. Under cultural: realization on the part of the children of the relation of charts and pictures to the text, enlargement of the speaking vocabulary of the children, training in method of attack for reference work, and increased desire to read more widely.

Olson, Barbara V. "Aids for Librarians in Elementary Schools." XXXVIII (May 1961), 336-341.

Lists library materials, complete with author, publisher, price, and short review of each of the publications.


Maintains that classroom libraries lead to greater recreational reading and an increase in reading, and they stimulate interest in the use of larger library facilities.


Lists the criteria for a good library in the elementary school. Discusses the uses...
of the library toward achieving instructional and personal goals.


Lists books and magazines for help in beginning an elementary school library.

Continues the listing undertaken earlier, giving costs, titles, publishers, and the established categories.


Gives information to teachers, librarians, and others involved in trying to restore a continuous interest in nonfiction material for children.

Reed, Mary D. "A Citizenship Unit on the Library." III (Dec. 1926), 331-333.

Presents lessons which intend to instill an appreciation of the library and of books, while explaining how the library functions and how it helps students. Includes stories to be read aloud to the children, questions to test comprehension, and follow-up suggestions for the teacher.


Questions the placing of a grade level on every book.

Rice, Marie. "A Tour through Library Land." IX (June 1932), 156-158.

Introduces students to the school library.


Proposes that the child who often is a problem to the classroom teacher can be reached individually through the library, where personal advice and contact with each one are essential. Here the librarian can assist children of above average ability, those who are below the average of the group, and those who are underachieving.


Encourages students to read by having their own classroom library. Interest is stimulated as children feel "belongingness" within their own room and among peers and without the formalities of a central library. Offers 6 suggestions.


Describes how an elementary school librarian in Baltimore stimulated interest in the use of the books at hand by a new project initiated during Book Week. Her aim was to encourage teachers in schools without libraries to make maximum use of their library books. Cooperation of librarians, administrators, and teachers was solicited and engaged through demonstration lessons by classroom teachers and pupils. These teachers used the books at hand, sometimes reading sections and stimulating the children through questions, models, music, exhibits, photographs, and films to widen their reading interests.


Describes how a New York City school accepted the challenge and changed its defunct library into a flourishing, functioning unit of the school and community. Of the conditions and problems encountered were (1) deterioration of the area to a low income area; (2) a high percentage of non-English speaking children; (3) lack of personnel to operate; (4) no official elementary library positions; (5) worn out and obsolete fixtures and books; and (6) inadequate funds.


Gives some good ideas about a reading program used in the elementary classroom which help children to enjoy and look forward to library and reading experiences.

Southwick, Margaret. "Recreational Reading in the School Library." X (Oct. 1933), 197-200, 208.

Discusses recreational reading and the tasks of the librarian so that desirable outcomes of this activity can be attained.

Linguistics — 24

Presents the idea that the school library should reflect the purposes of the school. By answering questions of purpose, a faculty will develop a library useful to them. Teachers, administrators, and the librarian should plan the library and its materials. Discusses terminology: Should the library be called an instructional materials center, learning resource center, educational media center, or library? States that the library can be justified if only for its potential in the teaching of reading.


Advocates the idea of acquainting children early with reference materials in the library. If parents enforce this idea, it will help children to form a habit of utilizing the library.


Encourages the participation of students in the school library. Describes an example.


Discusses how an unattractive library was converted, with the help of teachers, students, and parents, into an attractive one that the students enjoyed using.

Valentine, Marion Gill. "A Second Grade's Three-Foot-Shelf." VIII (Sept. 1931), 171-172, 175.

Shows the ingenuity of a 2nd grade teacher in a poor ethnic neighborhood school in the way she provided library experiences in her classroom.


Outlines the Wentworth School's library organization to show the effectiveness of the library and techniques for individual instruction.


Explains librarians' problems in providing sufficient reference materials. Recommends use of form slips to inform the librarian of reference work to be done.

Linguistics—24


Presents several aspects of the linguistic approach as compared to the more traditional approaches. Explains the Linguistic Reading Test and tests it for its usefulness. States that it appears to be a stable, reliable measure of a child's reading ability in conventional and linguistic type programs. It is currently being tried with children in a low socioeconomic level to obtain more data as to its usefulness.


Discusses views of different linguists in relation to one another. Bloomfield's view states that the teacher's task lies in conditioning the child to utter speech sounds corresponding to their graphic representations. Soffietti notes the phoneme, the morpheme, the word, and the utterance; culture and experience also enter in.

Fries believes that the most important step in learning to read involves understanding the relationship of spelling patterns to word patterns of a language. Lefevre stresses the child's increasing alertness to words representing things in his environment, his curiosity over word meanings. Spelling and the alphabetic principle are relevant only secondarily to reading the written word.


Presents a study concerned about the use of structural linguistics without adequate bases for assessment. Suggests that more research should be conducted before the effects of structural linguistics upon the language development of children can be established.


Describes linguistics in the early grades positively and informatively. Handles the topic in 4 sections: (1) What is linguistics? (2) phonological problem; (3) part-of-
speech problem; (4) problems for untrained linguists.


Distinguishes between reading (or pronunciation) and understanding (or meaning), showing significant differences between the linguistic and phonics approaches to reading.


Sees semantics as an important part of language study related to listening skills and analytical thinking as well as to word meanings.


Explains the use of linguistics in a beginning reading program in a “phonemic-word” approach.


Describes and discusses the difficulties that students with language dialects have in reading comprehension, and suggests ways in which this problem could be alleviated. Proposes that language growth must be a growth outward from the native dialect, gradually expanding to encompass the socially preferred language.


Takes a position that linguistics should be taught in the elementary school.


Describes a survey by a first grade teacher of linguistics-based readers, finding them organized around certain common types of spelling and syntax patterns. Defines the linguistic approach to beginning reading in terms of phonemic-graphemic correspondence and syntax patterns. Discusses the Fries Reading Program and materials available in it. Explains the basis of an experiment using this approach.


Attacks the phonics approach to reading and also the stress on reading content as a motivational process. Emphasizes the value of a controlled vocabulary. Believes in stressing the importance of phonemes and graphemes.


Urges a structured, well-articulated study of grammar as a means of making students more aware of the nature of their language and more proficient in their use of it.


Maintains: “A comprehensive linguistic approach to reading is... a synthesis developed, controlled, and corrected by means of an interdisciplinary attack on reading problems... [a] move far beyond spelling and word attack and into reading processes at the sentence level.”


Develops the point that research in methods and materials is needed for language arts instruction.


Assumes that superior reading programs will develop when the teacher becomes informed of new findings in linguistics and psychology.


Acquaints the reader with a general idea as to the purpose of the study of linguistics. Outlines the structure to provide an introduction to this technical, scientific, and interesting phase of language.
Reed, David W. "A Response to ‘A Response to David Reed’." XLIII (Mar. 1966), 289-290.

Stresses the need to enlarge understanding of the nature and relationships of linguistic forms, speech, writing, meaning, and reading. Answers article by Jerry Walker in Dec. 1965 issue.


Points out misunderstandings associated with linguistics, states some of the things that linguistics tries to accomplish, and points out some of the faults of approaches such as phonics. Describes the linguistic approach and discusses it in relation to various topics. Defines the concept of "linguistic form."


Describes a study concerned with the effect on reading comprehension of the structural similarity in children's oral language patterns and in written material containing these language patterns. Occupational and educational background of the parents, intelligence, mental age, chronological age, and sex of the subjects were considered. Testing was done with 4th graders.

Concludes that reading comprehension is a function of the similarity of reading language structure to oral patterns. Reading comprehension scores are higher on materials using high frequency oral language structure than on materials of low frequency oral language structure.


Sets forth broad functions of language with a number of illustrative examples. Stresses the fact that tolerance is needed not only toward regional differences found in people's own language, but also in the attitudes they hold toward foreign languages and cultures.


Describes the author's acceptance of structural linguistics and her rejection of the strict traditional grammar of the English language.


Authors point out that TV, radio, and recordings play an important part in culture for language development. Children should be taught material that they are familiar with and understand in their phase of reading.


Relates linguistic research to current methods of teaching language arts.


Questions the value of linguistics to today's young students.


Prefaces the articles that follow, giving the reasons for printing the articles and summarizing the different viewpoints of the authors. States, "The articles of this issue of Elementary English bring together conceptual formulations, studies of data, and classroom practices and materials which are provocative and helpful to the teachers of reading and language."


Reviews and criticizes an article in the same issue, "A Theory of Language, Speech, and Writing," by David Reed. Calls for further clarification of linguistic form, and suggests that from the standpoint of the reading teacher, the learning of linguistic forms can most profitably be considered as a second step, after reading, in the more general process of comprehending or symbolizing.
Listening—25

Barbe, Walter B., and Myers, Robert M. "Developing Listening Ability in Children." XXXI (Feb. 1954), 82-84.

Discusses the need for teaching listening and differentiates appreciative listening and critical listening. Encourages use of group discussions.


Calls attention to listening as one of the language arts skills that teachers need to become more aware of. Urges teachers to give formal attention to listening skills.


Discusses struggles of culturally deprived children in gaining skill in language arts, and notes special importance of listening for such children.


Discusses the need for teaching listening in the school and indicates ways to accomplish it. Compares listening with the other language arts.


Stresses the need to teach children how to listen and presents 20 points in a code for the teacher.


Stresses the importance of teaching listening. Recalls findings of research on subjects who spent 70% of their day in language communication: 45% of the time was spent in listening, 30% in talking, 16% in reading, 9% in writing.


Cites 6 ways of improving listening instruction.


Discusses the nonlistener and directs attention to the causes of failure to listen, which the author locates in patterns that form the "American way of life."


Points to the neglect of listening (1) in textbooks and school programs, (2) in developing standardized tests for measurement, (3) as a research problem. Because of the momentous impact of listening competence in the lives of children and adults, the author feels it needs to be raised to a place of prominence.


Lists 10 reasons or purposes for teaching listening.


Presents a study designed to (1) determine the effectiveness of instruction in listening skills to 6th 4th, 5th, and 6th graders; (2) investigate the relationship between several variables and listening ability. Conclusions: (1) those who received listening instruction showed greater improvement in listening ability than those who did not; (2) listening ability could be improved through instruction; (3) listening ability was significantly related to reading, arithmetic, and language; and (4) reading comprehension was significantly related to listening ability.


Lists several points to show the relationship between speaking and listening. Talks and group discussions can teach students to become both good listeners and good speakers.

Furness, Edna Lue. "Improving Reading through Listening." XXXIV (May 1957), 307-311.

Discusses the relationship between listening comprehension and reading comprehension and the principles for improving reading through listening: (1) diagnosis,
(2) providing for individual differences, (3) guides in mastering a sight and listening vocabulary, and (4) compensation of many for low reading ability by high auding ability.


Urges the teaching of listening skills, explores the relation between listening and reading and offers methods of and objectives for teaching listening skills.


Emphasizes the importance of listening skills to comprehensive reading. Tells of a study which compared listening comprehension with reading comprehension of 4th and 6th grade children. Reports the findings.


Discuss the concern being shown for teaching listening. Defines hearing, and listening. Presents technics used and a bibliography.


Uses a questionnaire about radio in order to develop listening skills. Outlines exact procedures and objectives.


Reviews listening relationships established early in a child’s life.


Asks two questions: Can elementary school children be taught to listen critically, and can the results be measured objectively? Critical listening demands analysis, a questioning attitude, and keeping a standard in mind while judging. Evidence from child growth and development studies implies that the upper elementary grades may be a critical time for testing listening instruction. Describes lessons on how to teach and improve listening abilities.

Markovin, Boris V. “Growth through Speaking and Listening.” XXVI (Mar. 1949), 129-131, 141.

Insists that attention should be given to methods of language development. Advocates a class team for listening and applying activities.


Deals with an experiment conducted concerning improvement of language usage through ear-training, by means of tape recorder. Results favored ear-training combined with instruction in written expression.

Murphy, George. “We Also Learn by Listening.” XXVI (Mar. 1949), 127-128, 157.

Gives ideas on how to teach children to listen well.


Develops the idea of disciplined listening being a result of early disciplined behavior. Lists and elaborates on 4 steps necessary to gain the attention of the audience, and discusses both spontaneous and planned listening.


Deplores the lack of research in listening. Analyzes a study done by Goldstein comparing reading and listening comprehension at varying rates of presentation.


Describes an experiment dealing with listening activities and the emphasis on the need to make listening an active part of the language arts program.


Points out research showing that listening abilities improve with instruction and that there are different components of listening ability. The nature and theory of listening still need to be developed and explored.

Presents a definition of listening and 8 objectives to be sought in improving it.

Treanor, John H. "For Every Lesson, Listen!" XXXIII (May 1956), 292-294.

Points out the sounds in the everyday world that can provide meaningful listening experiences.

Treanor, John H. "Listen Before Writing." XXX (Apr. 1953), 207-209.

Explains a method to use in upper elementary grades for training all five senses in perception. Discusses importance of this method in relation to ideas for composition.


Defines listening as the narrative thread that holds the integrated language arts program together. Believes that wide opportunities to listen to many kinds of people will teach the child to evaluate and draw his own conclusions better.


Points out that teachers should listen more; listening is as important in the classroom as writing, reading, and speaking.


Presents problems with listening and intelligence and school achievement. Describes a study done with 563 4th, 5th, and 6th graders. Describes findings.


Part I, "Relative Values of Oral and Visual Presentation," presents reviews of research on listening experiments beginning with 1892.

Part II, "Relative Values of Oral and Visual Presentation (Lectures, Movies, Examinations, and Advertising Materials)," gives a summary of the studies made in listening in the media listed.

Part III, "The Effectiveness of Visual and Auditory Presentations with Changes in Age and Grade Level," reviews experiments which indicate that one can learn effectively through either visual or auditory approach. Main differences in learning efficiency are traced to the difficulty of the material, the presentation, and its suitability to the group. Shows that further research is necessary.

Part IV, "A Postscript," notes that since listening consumes a large portion of the daily lives of children and adults, more attention should be spent on instruction and guidance in it. Offers these suggestions for effectiveness in listening: (1) prepare a proper atmosphere; (2) choose appropriate opportunities; (3) help the children learn when, what, how to listen; (4) set a good example; (5) encourage pupils to demand meaning in what they hear; (6) try to have some action follow listening activities.


Establishes the number and variety of aids that may be employed by the resourceful teacher of the language arts by drawing attention through proven activities of the effectiveness of aids in such areas as writing, reading, speaking, and listening.


Compiles a list of children's magazines as alternatives to comic books.


States how fiction, nonfiction, animal stories, etc., are subjects of movies and how poorly some are presented. Deals with each type of movie and how it affects the child. Discusses how adults should cultivate the tastes of children for those motion pictures which impress them positively.


Cites ways in which radio can be harmful or beneficial to children. Emphasizes the fact that adults must guide children in their listening selections, helping them to choose the very good over the second rate programs. Schools of the air, good music, chil-
dren's stories, and adventure are a few of the "good listening" offerings in the radio medium.


Describes a lesson taught to the 6th grade at the laboratory school of Louisiana State University. Includes objectives for the children, teacher preparation, and discussion.


Relates a research study conducted with a 3rd grade to see what possibility films have in promoting creative expression. Results failed to support the hypothesis that film viewing stimulates or improves creative writing.

Berwald, Rose. "Learning to Use the Newspaper." XVII (Nov. 1940), 257-261, 284.

Enumerates uses of the newspaper in the elementary school.


Indicates that children do not read as many comic books as they did before TV, though they still read them some.


Advocates the use of home movie films (teacher-made films) as a "versatile, efficient, liaison agent to classroom society." Lists some of their benefits.

Carner, Richard L. "The Effects of Television Reading Instruction on Attitudes toward Reading." XXXIX (Mar. 1962), 234-236.

Notes that television does have some desirable effects on readers who have negative feelings. An experiment with below-average readers shows a decided change in the attitudes and achievement in reading with instruction given on TV.

Chapman, Myfanwy E. "Radio, Youth and the Teacher." XXIII (May 1948), 221-223, 232.

Summary of a panel discussion, "Radio, Youth, and the Teacher." Calls attention to the fact that radio presents facts entertainingly and that good listening habits must be developed.


Discusses the use of all kinds of visual aids in a language arts program with an appended source list.

Crocker, Laurel M. "Using the Flannel Board with Stories." XXXVIII (Oct. 1961), 404-405, 413.

Relates the important aspects of proper use of a flannel board in storytelling.


Describes a nonscientific study of the newspaper reading habits of upper grade pupils. Draws conclusions about likes and dislikes of students.


Suggests that education and the movies have not come closer because their aims are unrelated. Encourages private agencies to band together for more and better educational films. English teachers need to be concerned about better educational films because the motion picture is another excellent way of communicating ideas.


Describes some experiences a teacher and a 5th grade class had in using the tape recorder to enrich the teaching of reading; gives basic ideas for easy use of the tape recorder.

Davidson, Edith M. "Motion Picture Experiences." XXXI (Feb. 1954), 92-97.

Urges that procedures such as teacher preparation, class preparation, presentation, and follow-up evaluation, which are basic to effective teaching, include the use of motion pictures. Gives a detailed outline of suggestions for their use.


Believes that since magazines are so popular they should be studied in the schools. The following objectives should be
kept in mind: (1) expansion of magazine reading interests, (2) improvement of reading tastes, (3) development of independent judgment in magazine reading.


Believes that since the newspaper remains the chief source of information concerning current affairs, the teacher is responsible for developing student interest in newspapers, an awareness of the major trends and events in current affairs, and the powers of discrimination.


Endorses the newspaper as a handy teaching tool for many subject areas. Newspapers can improve writing, speaking, and give a sense of participation in meaning of human life.


Presents a 7-step plan for guiding and elevating the interests and tastes of students' magazine reading.


Reports on a summer experiment involving preschool children and educational television programming.


Describes methods used in selecting a panel of "Kid Critics" and the organization of radio and television programs in which they participated.

Gessleman, Daisy B. "Television and Reading." XXVIII (Nov. 1951), 385-391.

Reviews a study which compared children who watched television with children who did not, and ascertain the effect of television viewing on achievement and emotional well-being. Televiewers' reading comprehension was not adversely affected by their viewing, and they excelled the nonviewers slightly in academic achievement. Reports concern on the part of parents and educators for scheduling of programs of high quality and their realization of the need to guide children in selecting programs.


Argues that the radio is a timely, authentic, and positive addition to the English curriculum when proper techniques of preparation and follow-up are used in connection with educational or informational programs.


Suggests that more radio time be used for children's programs to build democratic principles.


Considers the possibilities of the new medium of radio (1933) for storytelling.


Describes the flashmeter as a new way of teaching reading. Tells how lessons may begin and what advantages and disadvantages the machine presents.

Hazard, Patrick D. "Ladder to Taste on TV." XXXIII (Mar. 1956), 148-150.

Discusses the importance of television and how the English teacher can guide students to watch: certain programs of literary value and relate television to the classroom.


Focuses on the influence of television on children and how industry is accepting its responsibility in providing good quality and educational fare for them.


Presents an evaluation of educational television. Cites objections but also reveals the possibilities of non-commercial educational television.

Brings up to date the original compilation which appeared in the May 1959 Elementary English. Lists periodicals by subjects, includes annotations, and indicates probable grade level of interest. Aimed at the reluctant as well as the voracious reader.

Hurley, Marie V. "TV, Johnny, and Reading." XXXIV (Dec. 1957), 524-528.
Emphasizes the importance of the librarian in recommending books to supplement youngsters' television viewing.

Huus, Helen. "How a TV Program Can Be Used as a Springboard to Further Reading." XXXIV (Feb. 1957), 81-88.
Enumerates 7 areas of interest suggested by a nature film, "Bear Country," to encourage student reading: (1) facts about bears, (2) fanciful stories with bears as characters, (3) facts about other forest animals, (4) stories about forest creatures, (5) forest environment and changing seasons, (6) related poetry, (7) technical aspects of the film. Annotated bibliography.

Reports a study of newspaper reading among students in grades 4-6.

Contends that teachers concerned about the interests and needs of students may find the 5th and 6th grades especially suitable for considering the educational possibilities of radio.

Jones, Dorothy R. "Reading and Television." XXXIV (Dec. 1957), 534-535.
Uses television to teach 5th graders how to read and tells how to utilize TV to advantage in teaching reading.

Presents recent developments, summarizes research, and suggests classroom applications for the use of recorded sound. Recorded sound can be useful in the classroom for developing listening, speaking, reading, and writing skills.

Reports the results of an investigation to obtain an indication of pupil interest in current affairs. The subjects were 250 7th and 8th graders from San Lorenzo, Calif. Most popular articles for boys are sports, comics, front page; least popular are fashion page, business news, and editorials. Most popular for girls are the comics, front page, and the motion picture page; the sports section, the editorials, and business news are the least popular for the girls. News magazines were read by a little less than half of both groups.

Discusses the results of a questionnaire given to junior high students concerning vocational interests as related to influences of mass media.

Explains two NEA hopes for television: to secure presentation of school problems on commercial channels and to raise the general level of commercial programing. Analyzes some of the better informational programs.

Discusses major difficulties in teaching reading and advocates the film-reader as a device to stimulate reading desire and eliminate frustrations.

Describes the ways in which the author utilized transcriptions in the teaching of language and literature as a means of providing in-school listening in all classes.

Describes a project in which children from 9 to 14 make up and narrate a story on a live 15-minute radio broadcast. With teacher guidance and questioning, these students, under the forced live-radio situa-
tion, achieve improvements in oral communication as well as in ability to create.

Gives reasons for the failure of many children's magazines, and suggests getting children's responses to the magazines.

Advocates concentration on one author for a week as more beneficial than presenting too many authors on one bulletin board.

Favors carefully selected periodical literature for children.

An investigation of periodical literature reading in grades 3-6 involving 6,000 pupils equally divided among boys and girls, over 4 different states, reveals that magazines are popular at all levels beginning at the primary level. At that of the thousands of magazines published, children and adults alike are largely uninformed as to which could serve them best.

Suggests utilizing daily experiences to develop vocabulary: (1) radio programs heard and discussed; (2) studio visits shared and enjoyed; (3) class activities motivated by radio shows; (4) excursions to zoological gardens, museums, historical sites, libraries.

Discusses various media and the competition between them for children's attention. Gives bibliography of books and articles.

Shows how television can be used for motivation of various activities such as writing a letter for a contest sponsored on a television commercial.

Gives suggestions for making interesting bulletin board displays.

Describes a study using 352 middle grade pupils to determine preferred social behavior. Evaluates four traits (cooperation, friendliness, leadership, and responsibility) in relation to children's TV viewing and reading habits. Conclusions: (1) children viewing television the least showed preference for undemocratic behavior; (2) children reading fewest books showed greater preference for unfriendly, uncooperative, and irresponsible behavior; (3) readers of the fewest comic books showed largest percentage of preferences for undemocratic behavior; (4) those least successful in reading achievement showed preference for undesirable behavior traits; (5) children not showing leadership traits were unique in reading and TV habits.

Stresses that the use of display devices offers an attractive interpretation of the children's classics for the purpose of motivating children's interest to read them.

Reports a study on how to teach the newspaper in the elementary classroom with emphasis on the nature of news stories and specialized reading skills needed to effectively read the paper.
Rogers, Amy May. "The New 'aper Inter- 
prets the School." XVII (Nov. 1940), 265- 
266.

Describes how a 6th grade class set up a school paper to interpret the social and working activities of the school to parents and students.


Gives the background and the history of the first juvenile magazine of the South, first published more than 100 years ago, called the Rose Bud. Later changed to the name The Southern Rose, it was considered one of the best magazines of its day.

Sena, Rose M. "We Learn from Television." XXIX (Mar. 1952), 157-159.

Reviews TV programs recommended for children and shows how such programs can influence their work positively.

Shayon, Robert Lewis. "Schoolroom Par- 
ables from TV." XXXIII (Mar. 1956), 146- 
147.

Reveals that though many parents favor limiting children's TV viewing, children resist limitations placed upon them. Regrets that TV enters into classroom discussions so seldom though it is a popular subject in children's conversations.


Describes the production of a regular radio-television broadcast on children's books.


Reviews the outcomes of bringing into the classroom children's out-of-school listening experiences and claims that children become more responsible, considerate, and critical radio enthusiasts.

Storm, Grace E. "Using Sound Motion Pic- 
tures in the Primary Grades." XX (Nov. 1943), 273-279.

Discusses use of instructional sound film in the classroom as a supplement to excursions and other "realistic" contacts.

Theophane, Sister M. "Can Parents and Teachers Cooperate in Children's Use of Television?" XXXIII (Jan. 1956), 44-47.

Reports on a study of the TV watching habits of 623 elementary school children, with implications for the educator.


Lists the parental concerns connected with a home TV set as reported during a survey made in New York: (1) neighborhood children taking over the set; (2) discipline problems; (3) effect of TV viewing on eyes. Feels that TV will become more of an educational aid as it introduces the child to the civilization of which he will become a part, stirs his emotions and imagination, and adds information.


Takes a stand against violent TV westerns and for more reading of biography, history, geography, and natural science to gain a historical perspective of the frontier in American history.

Wheeler, Lester R. and Viola D. "News- 
papers in the Classroom." XXII (Dec. 
1945), 324-329.

Authors present ways in which the newspaper can be used most profitably in every classroom for instruction in reading.

Willey, Roy DeVerl. "Using Audio-Visual 
Methods in Teaching Communication." 
XXXI (May 1954), 276-284.

Suggests ways in which audiovisual media can be used in the communication arts, adapting the material to immediate problems. Stresses the necessity for well-established oral communication before language technics are emphasized.


Presents the results of a research project to determine how the amount of time children devoted to watching television programs affected their grades. Children who devoted less time to watching TV achieved higher grades than the ones who watched it more.


Summarizes the author's 6-year study of the relationship of TV watching and school.
achievement. Offers suggestions for effectively appraising the problem of television in the home.


Presents the results of studies from 1949 to 1965 on pupils in the Chicago area concerning television. Answers the following questions: (1) What is the extent of televiewing by children today? (2) What are the best liked programs? (3) What is the relative popularity of other media? (4) Do parents supervise too frequently? (5) To what extent are children helped by the mass media? (6) Are the mass media affecting reading adversely? (7) Is success in school related to the amount of televiewing? (8) What is the relationship between televiewing and participation in play and hobbies? (9) Is television related to aggressive behavior? (10) How can television be used to motivate reading and learning?

Parents, teachers, and librarians can encourage reading and help offset any ill effects of television.


Contains data on how TV influences children in Evanston, Ill.


Relates studies done in Evanston, Calumet City, Skokie, and Chicago schools concerning children’s reactions to television. Gives 8 suggestions for parents and teachers to pursue when guiding children in TV viewing.


Reports that TV viewing by children has increased rather than lessened, but that the effects are not all bad. Reading interests have been stirred sometimes. Children can be guided to watch appropriate programs.


Summarizes the results of 11 studies of TV. Stresses the fact that parents and teachers should encourage children to select programs with discrimination and to evaluate them with discernment.


Reports the results of two surveys to determine the amount of time and the type of program watched by children, parents, and teachers, and their reactions to the programs.


Deals with the use of the film “The Hunter and the Forest—A Story Without Words” in stimulating creative writing and in identifying those writers with talent.


Reports findings of survey conducted to determine the average amount of TV watching time spent by school pupils, parents, and teachers—also indicated preferences.


Describes an experiment in exploring the relationship of film experience to the acquisition of skill in silent reading.


Looks at the question of how TV has affected children who can not remember a world without it.


Reports on the effect of television on students, teachers, and parents.


Summarizes briefly the results of the studies and presents data on the latest investigation on television (May 1961).
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discusses habits and preferences of children, parents, and teachers in television viewing plus the effect of television viewing on reading and vocabulary.


Witty, Paul, and Martin, William. "An Analysis of Children's Compositions Written in Response to a Film." XXXIV (Mar. 1957), 159-163. Reports on an experiment in which films were used to encourage creative writing. Educational benefits: (1) identification of gifted children; (2) encouragement of talented children; (3) differentiation of abilities by ages of children.


Witty, Paul; Sizemore, Robert; Coomer, Ann; Kinsella, Paul; and Krippner, Stanley. "Studies of Children's Interest—A Brief Summary." (1) XXXVII (Nov. 1960), 469-475; (2) XXXVII (Dec. 1960), 540-545, 575; (3) XXXVIII (Jan. 1961), 33-38. Summarizes studies of (1) play and recreation activities and (2) TV—children's most time-consuming activity. Concerns itself especially with television viewing. Results of the studies which were discussed provided no evidence for conclusions. Some studies showed that television viewing is detrimental to pupil progress; others showed that televiewing awakens interests in pupils and promotes progress.

Gives an overview of studies of children's radio and movie interests, reading activities and preferences, and vocational and educational interests as reflected in their reading.

Stresses the importance of taking advantage of a child's interests in an attempt to foster improvement in attitude toward reading and to promote skill in reading. A strong interest in a particular topic is often motivation enough for a student to read what for him would be relatively difficult material. Also discusses several aspects of the influence of TV and how it has affected the reading of children.

Witty, Paul; with the assistance of Sizemore, Robert; Kinsella, Paul; and Coomer, Ann. "A Tenth Yearly Study and Comments on a Decade of Televiewing." XXXVI (Dec. 1959), 581-586. Reports a study of television viewing habits and attitudes conducted in the Chicago area in 1959: on number of hours spent viewing television, favorite programs, and programs considered desirable for elementary and high school students according to parents.

Wolfe, Evelyn. "Advertising and the Elementary Language Arts." XLII (Jan. 1965), 42-44, 79. Contends that advertising of educational materials has increased pupils' conscious thinking. These materials have shown them the need for critical and respectful use of the English language.


Zucker, Marilyn J. "Television: A Spur to Reading." XXXVII (Jan. 1960), 44-46. Describes one teacher's way of utilizing outside television viewing. The 4th grade class lists on the board a daily "TV tip list" taken from teacher-suggested viewings and covering primarily vocabulary, but branching to characters, themes, and analyses of TV and books by comparing originals and adaptations. Popular programs are used as a springboard to selecting class reading material.
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Favors having a school newspaper since children can be made aware of the importance of oral and written composition. Discusses the means of organization within the school. Suggests that (1) content should come from each class; (2) finance should come through subscription; (3) organization should come from grade 8, class officers, or staff members.


Describes how to guide discussion groups in kindergarten for development of thinking in depth.


Describes a plan for individualized instruction which bases decisions on the skills pupils in each grade should know and thus determines where to place emphases.


Points out the need for an examination of the educational system to eliminate inefficiency and waste and to highlight valuable, productive, effective methods. Makes several proposals along these lines.


Authors discuss a survey concerning self-directed group work in the elementary school. The conclusions indicate little consistency in using this technic.


Observes the outcomes of 1st grade students’ responses to a stimulus story.

Atwater, Catherine Somers. “Achievements in English under Program Activity.” IX (Feb. 1932), 38-41, 47.

Describes research questions asked in activity planning on Mexico. Standards set for a speaker-audience situation.


Reports author’s practice of combining language arts textbook and social studies book to teach a unit on “Early England” for motivation and interest.


Observes that analysis of problems of instruction growing out of knowledge of intelligence levels is of greater importance than the method or technic of intelligence tests.


Suggests how to settle conflicts and restore feelings of group security by having group discussion in the classroom.


Traces the growth of a 7-year-old boy as he responds, after several unsuccessful school experiences, to the patience and understanding of a nun.

Barber, L. L. “Beginning Teachers in One-Room Schools, a Problem in Teacher Education.” XIX (Jan. 1943), 29-35.

Deals with the problem of new, inexperienced teachers faced with handling one-room schools. Reports a study made to determine the major problems of these teachers: (1) inexperience, (2) little knowledge of subject matter, (3) budgeting time, (4) discipline, class management.

Bolling, Rexford W. “So—You’ve Got a Problem!” XXXIV (Feb. 1957), 92-95.

Describes action research, the art of being as objective and scientific as one can by stating the problem, forming the hypothesis, and testing the hypothesis.

Bond, George W. “Developing Study Skills in the Intermediate Grades.” XXIX (Nov. 1952), 397-401, 413.
Delineates procedures for the student to study a textbook chapter, and discusses how to take an examination.


Gives a 10-year bibliography on teacher education in English, including articles, monographs, and books.


Presents an outline to show the teacher the procedures and activities used in the elementary language arts area.


Discusses the teacher's importance of teaching communication skills in the elementary school.


Reviews the problems that a teacher has in adjusting to the individuals in the class, and in adjusting the learning situation to the needs of the individual student without doing violence to the unity of the class. Cites the need for the teacher's planning with allowances for impromptu situations that might aid learning.


Describes a year of activities in 2nd grade.


Describes a group problem; the activities used to try to bring about greater understanding, and the results of the work.


Applies psychological principles to the selection of literary items and the teaching methodology employed with them.


Describes tests in English for one year's program, including dictation tests, composition tests, practice experiences, drills, and error index.


Shows teachers of English a new rating scale adopted for rating Civil Service employees. Diagrams an actual outline of the scale.


Stresses the fact that the choice of stories read at the right moment can be a means of guidance in instruction.


Sets forth aims for developing healthy pupil attitudes toward learning, a responsibility which rests with the teacher: (1) establishing an atmosphere of good humor; (2) developing pupil interest; (3) encouraging a willingness to cooperate; and (4) cultivating a sense of personal responsibility.

Dakin, Lenore. "Background for Listening to 'The Lonesome Train'." XXIV (Feb. 1947), 72-76.

Outlines a unit of work involving 4th through 8th graders. A record about Lincoln's funeral train is the prime topic of interest. The teacher has prepared a unit around Lincoln, the Civil War, slavery, Lincoln's death, religion, and Negro church worship. The children enjoyed the record and seemed to appreciate some of the Negro culture upon which the recording was based.


Presents a way for using educational methodology of years past to introduce information about outer space.


Relates several means of individualized instruction for reading, spelling, and English usage.

Advocates systematic learning, using both daily drills and a carefully structured program for the year. Particular emphases are debated, however.


Shows how asking and answering questions from a question box is an activity that helps children find their own answers to things puzzling them.


Discusses a novel method to stimulate the interest of children in free or leisure reading. The use of a popularity poll called "Hit Parade of Books" is best suited to elementary children with classroom libraries.

Dixon, Margaret S. "The Guard." XXXIII (Feb. 1956), 83-86.

Relates a story of how a librarian helped a slow-learning child to develop an interest in books.


Prescribes a group method of the classroom teaching of reading and 5 factors to consider in determining the appropriateness of this method to a group.


Points out similarities between teachers and machines: both give immediate answers to questions, they can give step by step progress, both can reinforce successful learning. Despite this, the author believes that a teacher is a better instrument because she is human.

Dovey, Irma. "Teachers Are Nice, But—." XXXIV (Dec. 1957), 552.

Gives a picture by a student of a teacher as a human being with his own whims and differences.


Consists of a lesson plan for teaching "A Man Without a Country," which includes purposes, motivation, references, and a 4-part outline of the story.

Evans, Clara. "Vacation for Victory." XIX (May 1942), 175-176, 186.

Believes that encouragement should be given to children for the profitable use of the summer vacation. Teachers should encourage students to make victory gardens and to take up extra enjoyable reading. Parent-teacher contact was to help motivate these projects.


Gives a basic list of minimum essential titles for a professional library. Includes professional journals; the curriculum series of the National Council of Teachers of English; general books on methods of teaching about curriculum in the language arts; specialized books and references on reading, writing, and speaking, language, grammar, and usage, literature, and aids for selecting books for children.

Fair, Jessic Francis. "The Demonstration Lesson." IV (May 1927), 146-149.

Discusses the merits of a demonstration lesson in showing teachers how to achieve desired objectives in a revision of a course of study.


Discusses the background of "units" and then devotes the remainder of the article to a suggested unit outline.


Encourages teachers to do more storytelling.


Describes an investigation of a study on the use of programmed instruction of English.

Foster, F. Marie. "The Young Reader and His Teacher." XIV (Nov. 1937), 246-249, 266.
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Offers a selected list of articles published during 1936-1937 which illustrate procedures in the teaching of reading and examine all types of reading.


Reports a study conducted by Ernest Horn to discover which material was more effective in the teaching of geography—factual material or story-factual material. Subjects were chosen in grades 3-6 on the basis of IQ tests and were matched into two groups. Students in the experiment expressed a slight preference for story-factual material.

Grace, Alonzo G. "Methods of Teaching Adults with Special Reference to English." VI (June 1929), 157-160.

Explains several methods to use in teaching English to adults. Gives detailed instructions.

Creenburg, Pearl J. "My Sixth Grade Class: An Attempt to Arouse the Creative Impulse." III (Nov. 1926), 300-303.

Describes how the author, through such activities as music, art, and poetry, tried to arouse the children's creative aspect by establishing a stimulating and sensitive atmosphere. Her goals were achieved when the children themselves asked to write poetry.


Presents history of methodology and emphases on English teaching and contrasts two approaches, formal and direct, in their effectiveness in conveying certain mechanical skills.


Argues that research on individualized reading, reviewed in Oct. 1959, on which P. Witty based his evaluation, is insufficient and inadequate; claims that Witty's evaluation perpetuates individualized reading in a role subservient to group reading in the curriculum.

Hall, Margaret. "A Rural Teacher Attends the Convention." XXXI (Feb. 1954), 77-78.

Reports on the 43rd annual NCTE convention and tells how points discussed at it affect her teaching situation. Also relates suggestions for new kinds of teachers' institutes and inservice training.


Presents a method of teaching the language arts in the 7th grade on an individualized basis.

Presents in detail a thoroughly planned course of study in English and literature for the 7th grade, based on individual needs and social backgrounds of the students.


Identifies 4 factors inherent in harmonious cooperative classroom living—recognition, relationship, responsibility, and respect—which afford a child an opportunity to express his individual ability and participate in social welfare as well as satisfy his need to be a participant and a leader. Providing individuals with status is an attempt to eliminate exclusion and discrimination and to encourage good relationships. This measure alone will not eradicate the possibility of prejudice and disruption of classroom climate because insecurity is not always expressed, and latent fears and anxieties often inadvertently become aroused.


Identifies 7 fallacies commonly expressed in publications as well as in discussions of reading instruction, and asks how these misconceptions, so widely held even among teachers and educators, can be corrected.


Believes a child is the sum total of his experiences. One way a teacher can help enrich a child's life is through language arts. Provides a list of reading preferences of boys and girls.

Horowitz, Tillie. "Hobbies in the Audito-
Encourages the use of folklore related to occupations to help students experience the desired empathy with people involved in these occupations.


Delineates the advantages of using experience charts in primary reading: (1) self-stimulation, (2) meaningful word understanding, (3) meaning attached to written symbols of student's own language.

Illustrates how an elementary teacher meets individual differences.

Explains types of tests for proofreading, plurals, possessives, singulars and plurals, irregular verbs, and a, an. Maintains that drill is futile and a sense of need for learning is important.

Believes the scientific method to be of most value in helping students to solve problems or resolve disagreements.

Suggests that materials used in teaching intercultural education be examined: they may be of shabby quality and therefore merely reinforce prejudices.

Stresses the importance for a new teacher to begin to develop his own philosophy of teaching.

Suggests setting aside time in the curriculum for reflection and evaluation by the children of their school experiences.

McKee, Paul. "'Fact' Form and 'Story' Form Reading Matter: A Comparison of the Rela-
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tive Efficiency of Comprehension of Information Presented in ‘Fact’ Form and in ‘Story’ Form.” III (Jan. 1926), 3-8.

Shows two ways of presenting information to children (‘fact’ and ‘story’ forms), but the more desirable one the author found was ‘fact’ form. In experiments the ‘fact’ form insured more efficient comprehension and retention of material presented.


Defends the position that on certain occasions stories and poetry told should be memorized.


Describes a teaching-learning experience in the Reading Clinic Laboratory School at Temple University.


Deplores the lack of teacher preparation in the area of language arts; advocates intensive training programs and the subdivision of the various aspects of language arts.


Contends that the stereotype of the English teacher is wrong and that a more positive approach to the teaching of the subject could change this image.

Miller, Nathan A. “What Is Teaching?” XXX (May 1953), 293.

Presents author’s views on creative teaching. Calls for a positive approach in which the teacher accepts the pupil as he is. Declares that creative teaching should be example more than precept.


Shortens and simplifies the Alpha and Beta Briggs Form Tests to use at the elementary level since these tests were used primarily at the secondary level. Eight points are tested: (1) initial capital, (2) final period, (3) proper nouns, (4) sentence division, (5) question mark, (6) possessive singular, (7) commas before ‘but,’ (8) the apostrophe for contractions. Includes two complete tests with instructions for administering, scoring, tabulating results, and identifying deficiencies.


 Recommends use of a casting file for a positive approach to pupil self-evaluation.

Mortimer, Owen. “Should the Teacher Use the Cane?” XXXIX (April 1962), 367-370.

Discusses with 35 10-year-olds in London, England, whether or not the teacher should cane behavior problems. The class agrees the teacher should not use the cane because there are other ways to teach.


Advocates storytelling experiences for student teachers as part of their preservice preparation.


Discusses one community’s solution to the problem of interclass competition when collecting for the Community Chest. Each class chose one organization to visit and study and eventually to report back the needs of the organization.


A study of bibliotherapy in which the author maintains that help from books is of two general kinds and of many degrees: (1) the slow, steady growth into a deepened self from the experiences of reading real literature; (2) an immediate first-aid for emotional illness, which may be found in the here-and-now books with a mission, not lasting literature, but as necessary as a shot of penicillin for a particular infection.

Orndorff, Bernice. “Professionalizing English Courses for Normal Schools.” IV (May 1927), 139-142, 156.

Discusses methods and procedures that teacher training institutions might utilize in preparing students to teach English.

O’Rourke, Mary A. “We Evaluate Our Classroom Activities.” XXVII (Dec. 1950), 521-524.

Sets up evaluative criteria for 3 essential types of student activities, namely, pupils’
oral reports, pupils' participation in an interview of a resource visitor to the classroom, and the pupils' learning experience in an excursion from the classroom.

Peeler, Ruth B. "Helping the Kindergarten Get Ready for First Grade." XXXII (Apr. 1955), 221-223.

Describes how a 1st grade class helped a kindergarten prepare for 1st grade by inviting them to visit.


Discusses a novel method used to teach alphabetizing to a special education class.


Believes in the use of the "experience unit" because it comes nearest to her true goal—building personalities with a purpose in life and pointing out the means of achievement with material at hand. Relates 6 outcomes of this method of approach.


Relates the history and importance of storytelling.

Rounsley, Joann S. "The Old and the New." XXX (Mar. 1953), 141-144.

Evaluates traditional methods as opposed to new learning theory in teaching language.


Discusses a learning experience of the author's 2-year-old son. Points out the obvious pitfalls a psychologist can fall into if he theorizes excessively about a simple experience, such as learning to get gum from a gum machine.


Encourages the teacher to collect work done by the children in his classes. Suggests keeping objective anecdotal records. Notes that the teaching career can be one of research.

Shea, Marion Emory. "Language Arts for the Teacher." XXIV (Apr. 1947), 244-249.

Suggests a program for elementary art teachers covering broad subject areas. All courses should be observation, demonstration, and participation courses; objectives and procedures in teaching communication skills, especially oral, should predominate. Writing is limited to a research and few brief papers.

Sherwood, Gladys F. "Guides to Discussion in the Middle Years." XXIX (Apr. 1952), 206-210.

Offers 11 guidelines to help teachers set up group discussions in the later elementary grades.

Shutte, Donald G. "But Where Can We Find the Materials?" XXXVI (Oct. 1959), 399-400.

Annotates a list of books, periodicals, and bulletins containing materials to help the teacher meet the child at his own level.


Lists and discusses the interests of 28 6th graders.


Contends that English in the upper elementary grades takes on importance in light of the unusually impressionable nature of the students at that level and their eagerness and restlessness to meet with success; yet high retention rates of students at this level seemed to indicate that the goals in English were not realistic. Maintains that English teachers should spend more time on grammar, the key to oral and written expression that will help the student attain that much sought after success.


Discusses the importance of motivating children to study children from other lands and possible means or devices to use.


Discusses grouping and compares strong and weak groups. Also gives advantages and disadvantages of groups.

Contains a completely correlated unit on a bakery.


Calls for teachers to understand, accept, and guide sharp changes of growth among children. Suggests that the teacher must always be working toward improvement in whatever area she is working, but she must put first things first and move from meaning to form and correctness. Calls for an active, creative, and free school atmosphere.

Stewart, Miller J. "Workbooks: Help or Hindrance?" XLIII (May 1966), 477-479.

Presents both sides of workbook usage. They can be valuable if properly used: contribute to better reading skills when not used as busywork, satisfactory if teachers make proper provision for their use, fill a serious need—drill and practice work (experts who plan workbooks have specific skills which teachers lack). Some limitations: restrict the educational program, not educationally sound, fail to provide specific language improvements, become a crutch for lazy or poor teachers, and fail to provide adequately for individual differences.


Gives an annotated bibliography of magazine articles (1930-1964) for researching workbook materials.


Provides a view of how one teacher successfully used the "Project Method." Based on the idea presented, "How to Make a Telegraph," many varied activities evolved, including actual construction and sale of telegraphs, which in turn led to the study of keeping simple accounts in arithmetic and the study of Samuel Morse in history.


Summarizes one 5th grade class's English activities and the motivation for them.


A 1st grade teacher describes the first day in 3 months of teaching that she did not go to school with a minutely detailed list of things she wanted to include in the day's activities, and instead went with a broad framework for the day in mind and let the children share in the planning as the day began.


Tells how a student with behavior and discipline problems is reached through a story that allows him to express himself in dialect and how the student subsequently improves in classroom behavior and in his attitude toward the teacher.


Provides the following suggestions for substitute teachers to be used during the reading period: (1) use the time allotted for reading for language arts activities (children do not have to read); (2) choose a lesson of educational value, not for meaningless busywork; (3) don't infringe upon the regular teacher's future plans; (4) make sure the activity is easy to explain and initiate; (5) require minimum preparation.

Suggests activities which can be adapted to various grade levels: homonyms, categories, similes, descriptive adjectives and adverbs, rewriting basic sentences, puzzling proverbs, think fast and write, abbreviations, what's missing, Buzz game, and crossword.

Washburne, Carleton. "Individualization of Instruction in English." IX (Sept. 1932), 185, 187.

Discusses specific uses of individual and group activities in English instruction.


Presents an inservice program for teachers which was to train the teachers in all of the language arts skills needed to be effective.

Stresses the need for teachers to know the cultural backgrounds of their children in order to help the children achieve success on their own level.


Suggests the means by which the classroom teacher can detect visual problems in her students and the ways she can conserve the students’ eyesight.

Williams, Katharine Taylor, “Young Children Dramatize a Christmas Carol.” XXVII (Dec. 1950), 511, 526.

Describes a play presented by a 1st grade class for the Christmas season based on animals that the children drew and constructed from descriptions in a 12th century carol, “The Friendly Beasts,” sung to them by the teacher.


Presents a “whole” method for teaching poetry and tells how it stimulates pupils to memory work and even to the writing of original poetry.


Discusses creative expression in the elementary school and encourages teachers to help children develop their creative potential.

Wiswall, Zilla. “The Junior Red Cross as a Motivating Force in English.” VI (June 1929), 154-156.

Emphasizes the importance of the Junior Red Cross as a motivational tool in teaching English. Suggests the ways its activities can stimulate regular school work.


Reports the findings of contests in 1946-47 which showed 15 qualities that school children look for in a teacher.


Presents an argument for teaching English through the functional approach or experience curriculum.


Suggests procedure on how to use the text as a guide, not a word for word prescription.


Reports research as to what is the proper age to begin instruction in typing and if it can be used in the elementary school to aid in learning listening, speaking, reading, and writing skills. Indicates that children seem to learn language arts skills to a higher degree with a typewriter than without.


Defends and justifies a 6th grade English club for its weekly contributions to character building.


Illustrates how children’s attitudes reflect those of their parents and teachers by describing a suburban Cincinnati school where the average grade equivalent of a 6th grade class rose 1.75 per student in a school year. Attributes this improvement to multicultural education taught both directly and indirectly through opportunities presented daily: community incidents, illustrative filmstrips, social studies projects, and reading about brotherhood.
Miscellaneous—28

[Anonymous.] "How Much Do Teachers Know About Current Affairs?" XXV (Nov. 1948), 403-417.

Discusses findings that teachers are uninformed on world affairs, citing especially a report by Douglas Waples on teachers' reading interests of teachers.


Describes activities of children to raise money for the Junior Red Cross during World War II.


Mrs. Certain presents a history of the Elementary English Review (now called Elementary English).

Mr. Hatfield describes the birth and growth of the Elementary Section of the National Council of Teachers of English.


Compares Christmas observances in the United States with those in some European countries and Mexico in 1937 and again in 1947. Emphasizes how war had changed the happy event.


These guidelines for the preparation of teachers of English in the secondary schools and for that portion of the preparation of elementary teachers related to the teaching of English emerged from the English Teacher Preparation Study, a project conducted jointly by the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Council of Teachers of English (NCTE), and the Modern Language Association of America (MLA), with the cooperation of Western Michigan University, Kalamazoo. The guidelines, which suggest desirable competencies for teachers of English, should help state departments of education evaluate (1) programs for the preparation of teachers offered by institutions seeking accreditation, and (2) individual applicants for certification. They should also help colleges and universities to develop and evaluate programs which prepare teachers for the elementary schools and teachers of English for secondary schools and should encourage institutions to select and recruit good teachers for the profession.


Urges much needed and uniform laws regulating the hunting of wild ducks in different states. Encourages young people and adults to cooperate in the conservation of these birds. Suggests some restrictions for hunters. [Article included as part of Thought and Action in Composition series.]


 Tells of the Red Cross appeal for funds for European refugees and the fund campaign carried on by the Junior Red Cross.

Non-English Speaking Pupils—29


Presents a curriculum for preparing teachers to teach students whose second language is English.


Discusses a method of instant translation known as the "Language-Gram" which enables persons of different languages to communicate without the aid of a translator.

Bender, Hilda M. "Teaching English to Children of Immigrants." III (Mar. 1926), 76-79.

Provides a procedure to teach oral and written composition to immigrant children.


Deals with experimental studies made concerning methods of teaching bilingual children. Gives insight into the needs of these children.
Dann, Janet Anne. "Introducing English to a Bilingual Majority Group." XVII (Jan. 1940), 18-22, 47. Discusses methods of teaching English to a bilingual student.

Decker, Mary. "From 'Si' 'Yes'." XLII (Jan. 1965), 35-37, 53. Points out the trouble American children, already in the classroom, have with language study, so teachers should expect newcomers to have difficulty with the English language also.


Hall, Robert King. "English Teaching in Argentina and Brazil." XIX (Mar. 1942), 77-84. Relates the problems encountered in attempting to improve English instruction in Argentina and Brazil, and calls for changes in federal education laws of those countries.

Jacobs, John F., and Pierce, Marnell L. "Bilingualism and Creativity." XLIII (May 1966), 499-503. Reports an investigation made based on the possibility that a relationship exists between bilingualism and creativity. Five groups of children—20 monolingual, 17 Spanish, 16 Greek, and 18 Czech Americans—were interviewed individually. The results indicated that bilinguals scored higher on the nonverbal "uses" test of creativity and slightly lower on the verbal "word meanings" test. When compared for IQ, bilinguals scored higher in creativity tests.

Jensen, J. Vernon. "Effects of Childhood Bilingualism." (1) XXXIX (Feb. 1962), 132-143; (2) XXXIX (Apr. 1962), 358-366. Part I discusses the ill effects of bilingualism and suggests ten problems. Part II summarizes the beneficial effects of bilingualism. Agrees that a second language may be taught in the conventional formal classroom manner beginning at age 8-10; however, the native tongue should be used as the medium of instruction.


Martindale, Genevieve. "Teaching English to Mexican Boys." VI (Dec. 1929), 276-278. Discusses a way of teaching non-English speaking students to speak and read English. Recommends that pupils write all reading lessons, that the project method be employed, and that the study of verbs be stressed.


Oral Language — 30

Tells the story of a foreign girl whose classmates teach her to speak English.


Relates the experiences of a teacher in working with a retarded group of foreign students of 12 different nationalities. Students were not at ease with one another, felt self-conscious, and had difficulty with the English language. Relates methods used by the teacher in oral and written composition in overcoming these obstacles.


Explains that the fundamentals of the Indian program are based on the following beliefs: (1) the development of spoken English precedes the development of English reading and writing skills; (2) spoken English in the early elementary grades should be developed in association with classroom, home, and community experiences; (3) experiences provide the meaning content of language.


Deals with the dilemma of the child who is accustomed to a foreign language but has had to adopt English. Suggests positive ways of handling the situation so that the child achieves the ability to speak or read more than one language.


Explores needs and helpful techniques of teaching bilingual children in elementary school reading.


Describes a program inaugurated in 1931 at the San Jose Experimental School to ascertain the number of English words Spanish children could learn in a school year. A list of 500 words, based upon social utility and rate of occurrence in books, was prepared. Results at the close of the school year: word sample 500, median comprehension 455. Such results indicate that it is possible to teach a much larger vocabulary than is ordinarily assumed.


Describes procedures for building reading and speaking vocabularies in English before teaching Spanish-speaking children to read in English.


Points out that bilingual children need the same understanding as others in regard to child development and language growth.


Describes a program for teaching English to Navaho children using an aural-oral approach.


Provides factors to encourage and develop an effective instructional program for language development in the primary school centered on the domestic life of the Mexican-American. Teacher, principal, and curriculum coordinator used this approach to help bilingual children break the barriers of insecurity and emotional adjustment.

Oral Language—30

Abney, Louise. “Speech and the Classroom Teacher: Some Specific Suggestions.” XIX (Dec. 1942), 298-300.

Lists 12 specific suggestions needed drastically for proper presentation of oral delivery before a group of listeners.


Discusses ways the classroom teacher can aid the child needing speech therapy and speech correctionists.
Advocates teacher transcription of children's extemporaneous storytelling rather than forced creative writing assignments for primary school children.

Explains the impact of the oral language program of the elementary school in contributing to harmonious human relationships. Lists ways in which intergroup harmony might be developed.

Compares the infant to a raw diamond in his capacity for language development.

Suggests standards for oral composition developed by a 1st grade teacher in Detroit. Notes that characteristics and qualities which may be found in literature are recognizable in children's work.

Contends that occasional drill in oral English skills is not enough, principles of speech must be taught as consistently as arithmetic, and this training should be carried over into all subject areas.

Gives ways a teacher can plan for and involve a class in conversation and discussion; lists discussion standards.

Deals with a planned program for the 5-15% of school age children who have speech problems.


Part I presents a study of 54 textbooks published from 1959 to 1964 in relation to three questions: (1) What criteria guide authors and publishers in writing textbooks? (2) To what degree and how are speech and listening content emphasized? (3) What is the nature of the speech and listening content? Although authors and publishers express a need for emphasis upon speech and listening, actual emphasis in the books does not support this. There is a tendency to regard oral activity as a lesson in speech; listening is not emphasized as a distinct area for direct instruction, nor is improvement in listening frequently related to improvement in speaking.

Part II focuses on the specific nature of the speech and listening content: (1) speaking for specific purposes in social situations is emphasized more than the mechanics of speech; (2) teaching listening directly is stressed most; (3) creativity in speaking is rarely stressed; (4) textbooks largely neglect the development and preservation of spontaneity in speaking; (5) bodily action as a part of speaking is neglected; (6) skill development in voice usage and in articulation, pronunciation, and enunciation presents a problem.

Discusses speech problems, how they are dealt with, and who handles them. Puts emphasis on the function of the speech specialist.

Discusses methods of using literature to motivate proper speech habits with students who have speech difficulties. Sets up guidelines for using literature that will hold the interest of the child and encourage speech activity.

Suggests that the classroom teacher should (1) provide an environment conducive to good speech, (2) develop an understanding attitude toward children with speech defects on the part of other
children, (3) give thoughtful attention to selection of special materials for children with speech defects, and (4) give children with speech defects opportunities to express themselves.


Itemizes goals for teaching speech in the elementary school.


Lists steps the teachers followed in lesson planning. Explains a project with social values completed by students of the same school. Gives purpose for the project and procedure followed.
[See also articles by James F. Hosic, Mary H. Kinsey, Abby E. Lane, Julia McNamme, and Charlotte Scott in this section, and by Lillie A. Burke in section on Dramatics.]


Unfolds the procedures for using a monthly assembly program that will help train pupils in oral expression.


Presents important techniques stressed in the relationship between speaking and listening. Portrays information which can help one to distinguish barriers in reading and apply tactics to improve reading (oral and silent) and writing, and obtain good concepts in word usage and comprehension.


Expresses the need for developing language art skills and indicates three promising developments in this area. Discusses the functional approach to language.

De La Hunt, Lois. “Are We Teaching Communication?” XXIII (Nov. 1946), 295-298.

Describes a study conducted in a Minneapolis elementary school in 1946 to secure the answers to such questions as these: At what grade should children begin to take notes while another child gives a report? Are the using of acceptable English and the employing of complete sentence form being taught as tools for a purpose or practice for the sake of practice? Are children able to use these skills independently? In what grades do children attain independence in the use of such skills? When items were listed according to frequency of attention, the following results were shown: top half: work-type aspects of language and reading, giving and hearing reports, group discussion; median: working in small groups, planning what to do next, parliamentary procedure, and reading aloud; below middle: creative writing, acting out story or play. The emphases in the 3 grades were as follows: 4th: learning new words; 5th: reading for information; 6th: giving reports. The common emphasis in all three: reading for information.


Deplores the lack of emphasis on oral language instruction. Suggests ways of improving children’s language.

Duggan, Anna E. “Oral Composition in Sixth Grade.” III (Feb. 1926), 52-55.

States the importance of oral language. Gives aims of 6th grade oral composition and discusses the field of motivation. Suggests how to carry out aims.


Lists 28 books and their descriptions for the elementary teacher to use with speech cases.


Suggests that a classroom teacher’s role can arrest or increase a stuttering problem, not necessarily by being too sympathetic nor by ignoring but by being in the middle.


Feels that, rather than having a daily class period with exercises, the teacher
should incorporate such exercises in a lesson as they are related to the production of the specific sound being taught. Advocates using the available resources of a speech correctionist or a speech clinic; a teacher might give individual help if the above mentioned are not available. The teacher, if she gives the help, must have a discerning ear, knowledge of formation of speech sounds, unlimited ingenuity, and patience.

The steps in speech improvement include (1) analysis and study of the speech problem; (2) testing the child—standardized or own tests; (3) referral to proper agency if the problem is physical; (4) making child aware of problem; (5) giving ear training—one sound at a time.

Eckelmann, Dorothy. "The Speech Correctionist Talks with the Classroom Teacher." XXII (May 1945), 157-162.

Discusses the means whereby the classroom teacher can help her students in oral communication more realistically. Because many poor speech habits are learned, they can also be unlearned.


Deals with the psychological and social aspects of verbalizing in the classroom: personality development, caste and class status, and speech as a phenomenon of group relatedness.

Elliott, Una B. "Mother Goose for Early Group-Verse-Speaking." XXI (Apr. 1944), 146-149.

Discusses group speaking as an immediate and a fascinating motivation for speech improvement, through developing a sense of rhythm, crisp and clear articulation, ear training and discrimination, modulation, better tonal quality, and tongue and lip muscle exercises. Mother Goose verse lends itself well to speech practice.


Discusses the importance of assisting children to develop good habits of oral communication. Suggests that it is up to the creativity of the teacher to find ways to improve communication habits, ways which should include patterns of evaluation, understanding, and appreciation as functional parts of daily living.


Attempts to show the place of the language arts program in the elementary school. Urges teachers to develop a functional program in which communication is practiced in social situations; suggests ways in which this may be accomplished.


Suggests the primacy of speech in the classroom and the need for more student participation in oral language. Sees the need for the teacher to analyze her own oral language to see if it is a good model for the children and if she is monopolizing the class time with her own speaking.


Discusses the nature of speech defects and outlines possible causes and teaching procedures for remedial work in a developmental speech program.


Stresses attainment of facility and use of oral language by providing daily opportunities for children to talk in an atmosphere that is relaxed yet stimulating.


Mentions reasons for oral reporting to be used in school. Discusses in detail the steps to achieving a good oral report. Suggests topics as subject material for good reports.


Suggests criteria for selecting activities for use in oral language development with foreign children in kindergarten and primary grades.

Oral Language – 30

Deals with the young child’s understanding of words commonly used in everyday speech. Studies show that 7-year-olds are original in their thinking and give a variety of responses, and that younger children express themselves more freely than older children. Concludes that teachers must encourage an interest and feeling for words so that students will have a more effective and interesting way of speaking in their daily lives.

Lists procedures and suggestions for motivating improvement in reading and speaking.

Studies speech of 1st graders and lists ways to improve their speech.

Using famous personalities as examples of his theory on how organization of ideas contributes to the effectiveness of communication, the author discusses the positions of the speaker and the listener and suggests skills that would improve their respective situations. Relates these skills to the young child.

Stresses the values of storytelling as a method of teaching.

Evaluates oral reading by means of stenographic records made while children read their compositions; the themes were graded by at least three persons separately. Includes some of these compositions and a judgment made of each on its values and defects.

Discusses the following hypotheses about child development: (1) there is a close relationship between social development and language development; (2) each child has gained experience in social relationships and oral expression before entering a public school; (3) opportunities should be created for the quiet child to practice verbal and social skills; (4) there is some evidence that major adjustments being made in another phase of the child’s life may delay or slow down his language development; (5) experiences such as field trips and laboratory experiences are significant in motivating the child to develop new concepts and acquire new symbols. Advocates more attempts on the part of elementary teachers to encourage students to express their ideas in writing at an earlier age.

Give reasons for a decrease in oral language development in the primary grades and gives suggestions for improving linguistic development: (a) extending spoken vocabulary; (b) enriching and refining word meaning; and (c) increasing length and complexity of sentence structures.

Hosie, James F. “The Chicago Standards in Oral Composition.” (1) II (May 1925), 170-177; (2) II (Sept. 1925), 255-261.
Describes a 3-year experiment of the Chicago school system in developing a set of composition standards. Five compositions were selected from grades 6, 7, and 8 from each of 13 schools. Each composition, a narrative of a personal experience, had been
rated poor, fair, good, excellent, or superior by the teacher on the bases of aim, materials, and achievement; mechanical errors were ignored. The committee in charge listed the skills considered most important at each grade level for the mastering of written and oral composition.

Hottman, Lillian N. "Good English Knights." IV (Nov. 1927), 274-277.
Reports a 6th grade unit on knighthood and chivalry during which it was observed that the students had difficulty in speaking correctly. The class's decision to have a contest for speech improvement resulted in increased language consciousness, development of the dictionary habit, and more awareness of correct speech.

Hultén, Lee S. "Pronunciation." XXIX (Nov. 1932), 402-406, 413.
States that a child's dialect should not be corrected by the teacher to conform to her dialect, or even corrected to conform to the local dialect, because this leads to confusion for the child.

Describes the importance of group discussion in oral language development in the early school years. The transition of the young learner from preschool habits to school use of oral language is important.

States that oral reporting is a part of the total communication program in an elementary school. Gives the process for oral reporting.

Jones, Daisy M. "So You Have Something to Say!" XXXVI (Apr. 1959), 248-252.
Points out that in order for oral communication to be successful, the chairman, speaker, and listener all have certain responsibilities.

Discusses values of choral speaking in the elementary school as enumerated by Helen Hicks.

Reports in dialogue form assist a teacher in helping a student to compose orally.

Evaluates listening and speaking as language arts skills; discusses activities for listening and speaking and their evaluation; includes guidelines for teachers.

Presents the outline of procedures as drawn up by the principal of the Carter School, Chicago.

Provides a unit on the telegraph for talks and stories. The purpose was to improve speeches as a result of class corrections.

Lawrence, Cloe J. "Testing to Discover Prevalent Speech Errors." IX (Mar. 1932), 73-75.
Lists most frequent speech errors at home, school, and elsewhere of 100 pupils.

Elaborates the benefits of oral language and its place in helping a child develop a positive self-concept. Stresses the importance of teacher skill in developing in-depth discussions.

States a need for work in speech, speech correction, and oratory for public school teachers. Gives some suggestions for the teacher training program.

Outlines steps of oral composition: (1) putting the story together, (2) telling the story, (3) judging the story, (4) showing courtesy to the storyteller. Class discussion followed with pupils writing their own stories.
Describes ways of developing poise in siveness of oral language and the influence of environment: (1) parental relationship, (2) siblings, (3) child rearing practices, (4) socioeconomic status, (5) factors of sex differences in language development, (6) influence of persons in the home.

Lists the objectives of oral reporting and gives suggestions for reports.

Describes ways of developing poise in a child. Illustrates a situation where the class set up goals for poise to be achieved by chairman and speaker.

Reports an evaluation study of new materials, the procedures for stimulating oral composition, and the conclusions reached.

Claims that oral English work should not be dropped from the standpoint of its value in social situations. Illustrates how it is essential for maintaining good mental health, and for training in socializing, stabilization, and achieving harmony.

Identifies and poses possible solutions for some mental causes of speech defects.

Deals with the necessity of teaching correct speech and the methods by which this can be accomplished.

Pleads for a laboratory course in story-telling for elementary school teachers.

Suggests two speech activities to help children appreciate literature.

Stresses that elementary school children must learn to speak economically, accurately, and pleasantly to influence listeners. Every school should employ a speech teacher and a correctionist who would work with class teachers to set up speech programs in all areas.

Presents logical reasons for early training in oral communication and gives a procedure for daily lesson plans to provide for speaking opportunities.

Describes a study to determine how many mechanical devices are used by elementary teachers in speech education. Schools in 7 cities were used in the study. Motion pictures, phonographs, radios were the most popular devices, but bulletin boards, pictures, visual aids, and toys were also mentioned. The device least used was the tape recorder.

Discusses ways in which speech may be taught in the elementary school.

Studies the effect of language ability upon personality and social development and upon other behavioral tendencies.

Pidge, Florence E. "All Talking is Oral English." XVIII (Feb. 1941), 69-70.
Emphasizes the importance of training in speaking and 4 main qualities (clear thinking, poise, tact, and enthusiasm) essential to effective speaking. Stresses the importance of the pause.

Pidge, Florence E. "The Most Important
Maintains that the most important tool of all is a person's speech habits as he is judged by others on how he speaks. These habits should be learned early. It is the teacher's job to correct careless speech habits such as (1) poor tone quality, (2) careless vowel pronunciation, (3) little muscular activity of lips, tongue, and jaw, and (4) indistinct throaty utterances.

Poole, Irene. "The Elementary Speech Program." X (Feb. 1933), 33-34, 37.
Proposes a rudimentary speech program for consideration of elementary school educators.

Pleads for tolerance of various social dialects and for a focus on the content of the speaker's utterance rather than on the "correctness" of his dialect.

Asserts that speech does not have the position of importance in the school curriculum that it merits, based on the use of speech in daily life. All teachers should be trained in speech, and every school or at least every school system should have a speech consultant. Teacher training in speech should cover the following topics: (1) better understanding of the use of the body in speech; (2) improving techniques for talks, discussions, and conversation; (3) discovering the possibilities of creative dramatics; (4) discovering the art and worth of puppets; (5) learning more about the enjoyment and teaching of poetry; (6) the use of audiovisual aids in speech training; and (7) fitting speech into the program.

Rogers, Claire L. "Approach to Primary Speech Problems." XVII (Feb. 1940), 77-80.
Discusses methods of correcting language faults common in the primary grades.

Presents several major purposes concerning oral language and the development of other language skills.

Maintains that, even though speech is one of the most common and fundamental tools used in communication, there is not enough provision made for those children handicapped in speech. This leads into more problems—unfavorable behavior. The curriculum needs to be planned not only for the children who talk freely and easily but also for those who are hampered in speech.

Prescribes a program for oral language improvement, asking and answering 3 central questions and providing a checklist for oral language lessons.

Scott, Charlotte. "Oral Composition Grade 4." II (Mar. 1925), 0-93.
Describes the development of oral composition by using paintings and posing various questions. Gives samples.

Pleads for special education in general, and notes specifically that speech correction has been a neglected area there.

Snook, Mary Jane. "Speech in Language Arts Program." XXII (Mar. 1945), 139-142, 149.
Describes a Ft. Wayne, Ind., program for speech improvement in elementary school children.

Points out 4 main areas of speech defects—voice, pronunciation, linguistics, rhythm—
and emphasizes the importance of the classroom teacher in dealing with these problems.


Encourages parents to enjoy the child’s speech and language development and suggests ways to do it.


Reviews the sequences through which a child develops language.


Describes effective ways in which a teacher can help pupils achieve socialization and effective oral speech.

Stasney, Kathryn. “Speech Correction and the Classroom Teacher.” XXI (Apr. 1944), 142-145.

Describes stuttering and how to provide a healthful atmosphere in the school. Lists recommended periodicals and books.


Emphasizes the development of language power in the early school years. Discusses the importance in teaching language arts and points out the relationship of language to other areas.


Insists that teacher-controlled discussion should be replaced some time each week by “just plain talk” stressing that conversation etiquette be practiced (not talked about or referred to during the period). Primary grade topics center on unusual facts or experiences while upper grades are concerned with family problems, friends, and hobbies.


Suggests that elements of storytelling should be considered by 4th grade children. Advocates making a list of expressions of time found in stories by good writers, thus overcoming the problem of beginning a story and establishing the time.


Contends that language patterns are closely related to the personality of the individual. If the living is natural, wholesome, and creative, so will be speaking and writing. Gives examples.


Contends that good speech is taken too much for granted and needs much more conscious attention in school curricula. Makes specific suggestions: (1) do not take speech for granted; (2) create atmosphere conducive to oral work; (3) listen to and aid prevalent needs; (4) create class awareness; (5) be a good example.

Weltring, Clara. “Shall We Discard the Language Game?” VI (Sept. 1929), 171-173, 185.

Considers whether or not “language” games should be used in the classroom. Discusses why they are not good practice.


Finds that one out of ten children has a speech defect severe enough to give him feelings of inferiority and that less than 10% of American college freshmen have clear speaking voices. Discusses how speech development and rehabilitation are related to the work of the classroom teacher.

Werner, Lorna Shogren, and Weaver, Lillian. “Speech Improvement in the Classroom.” XXIV (May 1947), 303-309.

Reports the corrective procedures of one semester’s 5th grade in speech improvement: (1) diagnostic testing of pupils; (2) stimulating pupils’ desire to speak more carefully; (3) providing practice material to improve defects; (4) evaluating results.

White, Margaret L. “A Speech Improvement Program for the Primary Levels.” XXI (Apr. 1944), 138-141.
Describes methods of detecting and ameliorating speech defects in children at primary levels.


Asserts that the aim in teaching the content subjects is to give children vital experiences which will help them adjust to the world, and suggests that since intelligent speech is based on these experiences, subjects should not be taught in isolation. Art, music, history, etc., should be intermingled freely so children can see them as a whole or as a combined unit.

Wofford, Kate. “Understanding the Reading and Speech Difficulties of Children: Case Study.” XXI (Dec. 1944), 305-311.

Calls for case study of students for a detailed picture of problems, drawing data from a variety of sources.

Wright, Mary Belle. “Let’s Do; Let’s Tell.” XXVI (Feb. 1949), 60-64.

Gives advice on how to teach written and oral language skills to culturally disadvantaged children.

Young, William E. “Language as Social Adaptation.” XVIII (Feb. 1941), 63-68.

Discusses the development of speech physiologically and socially and the implications for social usage.

Reading: Corrective and Remedial—31


Gives innovative 3-step procedure for conducting an informal reading inventory.

Aaron, Ira E.; Callaway, Byron; Hicks, Randall; and Simpson, Hazel D. “Reading Achievement in a Summer Reading Program.” XLIV (Dec. 1967), 875-877, 892.

Results obtained from a program for primary children involving 5,678 1st, 2nd, and 3rd graders seem to say that statements made by poor readers about their interests in reading and other factors are of limited value in predicting achievement in reading.

Aaron, I. E.; Goodwin, Frances; and Kent, Vada. “Fourth Grade Teachers Experiment with Cross-Class Grouping for Reading Instruction.” XXXVI (May 1959), 305-307.

Reviews an experiment by 3 4th grade teachers of Chase Street School, Athens, Ga., who tried a departmentalized approach to reading instruction. The teachers concluded that after a period of 6 months the approach proved to be more productive and more efficient than conventional grouping.

Baker, Emily V. “Reading Problems Are Caused.” XXV (Oct. 1948), 359-369, 396.

Presents 7 main factors for considering problems at all reading levels, and 6 possibilities for correcting these problems to enhance a better reading program.

Barnwell, Walter B. “For Children Who Have Reading Problems.” XXXII (Feb. 1955), 91-93.

Describes how a local community and a university became involved in a common action project called the “Reading Center” at Chattanooga.


Describes favorable results of an individualized remedial reading program.


Discusses 5 areas of corrective and remedial instruction and notes that effective remedial procedures can help the child become rich in spirit.


Reviews the case of a disturbed and ineffective reader and maintains that all kinds of people can be emotionally disturbed. Sometimes nonreaders’ or slow readers’ disabilities are caused by emotional disturbances. The reading disability may be merely a symptom of the emotional disability.


Gives suggestions for correcting and preventing reading disabilities: such as, providing reading readiness programs, correcting ear and eye defects, determining
psychological handicaps, and permitting left-handed students to remain left-handed. Also recommends many techniques for development in corrective reading: writing words without copy, discouraging the saying of letters, and conducting individual oral reading lessons. Gives principles for corrective reading, one of which is "no one type of corrective material can be equally effective for all individuals."


Discusses the term "average" and its fallacies when referring to school situations. Points out that the term "differences" has more meaning in classroom situations.


Reports on limitation studies in reading retardation: definition; variation of concepts; investigative areas (psychology, physiology, and pedagogy of reading); training of investigators; research procedures. Some findings: 8-15% of intermediate grade students are retarded in reading; 60-80% of retarded readers are boys; most reading difficulties can be prevented; all elementary and high school students can profit from systematic instruction in reading.


Lists 4 ways to develop techniques for discovering reading disabilities. Includes factors for reading success: maturation, vision, hearing, kinesthetic imagery, language, and emotional reactions. Advocates that the teacher do all possible to correct a situation causing reading difficulties.


Gives information about the importance and quality of nonreading programs to aid readiness for reading among slow starters.


Deals with a study of 20 pupils present throughout primary grades and their progress; nonreading 1st graders lacked reading readiness. Gives suggestions that might be more successful for the child.


Reports on a study of the relationship between poor reading achievement and emotional and personality problems.


Stresses the importance of selecting remedial work to suit the individual's needs or his capabilities for continuous growth. The child must feel confidence and success in reading experience.

Brabant, Margaret. "Analysis of the Reading of a Child of Seven Years." I (Nov. 1924), 215-216, 233.

Discusses the writer's discovery of a girl whose reading problems stemmed from her use of her exceptional memory rather than her ability to comprehend material read. Author's work with her during a summer resulted in the girl's ability to read for understanding and better vocabulary, but remedial work did not continue in the child's subsequent school year.

Chall, Jeannie S. "Reading Disability and the Role of the Teacher." XXXV (May 1958), 297-298.

Defines the teacher's role in handling reading disability cases.


Cites establishment of a reading clinic at Western Reserve University. Lists the areas in which each individual child was checked.


Presents the objectives and materials of a reading program at a school camp.

Delacato, Janice F. and Carl H. "A Group
Approach to Remedial Reading.” XXIX (Mar. 1952), 142-149.

Reports a study by 3 teachers of 11 boys who were remedial readers. Indicates that remedial readers improve academically and socially when worked with as a group.


Reviews the second study in a permissive group approach to remedial reading [see same authors, Mar. 1952]. Findings were that remedial instruction lost effectiveness when too isolated from class instruction.


Describes the causes of problems in learning to read: (1) differences in rate and rhythm of eye movement in a so-called homogeneous grouping when all must “follow” the oral reading; (2) whether a child can progress in recognizing words and comprehending meanings more readily by reading books at his own rate or by following others who read orally; (3) pupils’ reading material being easier than their reading achievement because of their being in a group; (4) holding pupils to group reading when they could be finding information in special interest fields. Believes that individualized reading will adequately cope with all of these problems.

Dolch, E. W. “Success in Remedial Reading.” XXX (Mar. 1953), 133-137.

Advocates using a method in remedial reading which revolves around the child's point of view rather than the point of view of the teacher.


Presents a report of a primary teacher who acquired a setting hen to use as an incentive for conversation to develop language skills in her slow readers.


States that ear and eye examinations are a major contribution to the prevention of reading disabilities. Remedial procedures should include observations of background skills, word analysis skills, word recognition skills, oral reading, silent reading, different levels of recall, study skills, and general reading habits. Hopes that in the future each child will be so well taught that remedial instruction will not be needed.


Explains the problem that severely retarded readers must have books rich in mature ideas, but written in simplified vocabulary. Advocates use of Horn and Thorndike and Kindergarten Union Lists. Gives suggestions to guide the teacher in programming corrective reading.

Dyer, Clara Axie. “A Plan for a Remedial Reading Program.” (1) XV (Apr. 1938), 146-149, 158; (2) XV (May 1938), 179-184.

Discusses the general principles recognized as essential for a remedial reading program and offers many concrete and specific suggestions.


Presents 3 problems in continuing a remedial reading program and suggests specific measures to keep the program alive.


Suggests that remedial programs be facilitated by the transfer of permanent records and progress reports of students.


Prescribes in detail a remedial reading program for the elementary school, with special attention to 5 crucial issues.

Factor, Bernice. “Preventing Reading Failures before First Grade Entrance.” XVII (Apr. 1940), 144-148, 164.

States reasons for the discrepancy between ability and actual learning in reading before 1st grade entrance. Describes a prereading program developed in a Play School for Habit Training to cope with the discrepancy.

Deals with problems of children who cannot read or learn to read in a conventional classroom. Recommends phonetic approach.


Reports a study of causes of reading retardation at elementary level taking into consideration many factors and records in the children's lives.


Discusses the difficulties boys have in learning to read—as compared to girls' difficulties.


Suggests that mentally handicapped children can be taught to read in an extended remedial classroom situation which, through allowances for individual differences, uses an informal approach to the teaching of reading.


Describes an elementary principal's reaction as a parent to his son's experiences in learning to read in the 1st grade. Cites home environment as important in establishing a positive attitude in the child toward reading.

Fry, Edward. "A Diacritical Marking System to Aid Beginning Reading Instruction." XLI (May 1964), 526-529, 537.

Gives valid reasons for setting up a system of adding diacritical (made) marks for the purpose of regularizing the phoneme-grapheme relationship for beginning reading instruction.


Describes a study of 21 1st grades, comparing the uses of a Diacritical Marking System, the Initial Teaching Alphabet, and a regular basal reading series. Conclusion: no significant differences in silent reading ability among the methods.


Emphasizes the importance of remedial and classroom teachers having as a list a list of words most frequently used in reading. Gives criteria for such a list.


Explains the symptoms and varieties of left-right confusion and presents a history of attempts to identify the cause and recommend a cure.


Describes trends in corrective reading and maintains that the teacher's ability to sense difficulties in reading and then meet children's needs is a vital step toward successful reading.


Discusses viewpoints in experimental work on the causes of disability and types of diagnosis and remedial instructions in remedial Reading disabilities have now expanded to include difficulties of comprehension, muscular imbalance of the eyes, constitutional factors, change of teachers, large classes, and inadequacies of materials. Explains how individual remedial work is of immense benefit; low reading scores lead to low achievement in all scholastic subjects; and remedial instruction must make use of many and varied means if there is to be hope of success.

Gist, Arthur. "Remedial Instruction in Reading." V (May 1928), 154, 158.

Maintains that remedial instruction in reading must be based on sound psychological principles and be thoroughly and intelligently planned. States: "It is necessary to recognize individual differences, interests, and academic background of the pupils as a basis for classroom procedure." Describes a procedure discussed in Gist and King,
The Teaching and Supervision of Reading


Presents a list of aspects which teachers can look for because they correlate with reading ability: (a) auditory activity; (b) auditory perception; (c) blending ability; (d) visual acuity; (e) visual discrimination; (f) differentiation; (g) physical energy; (h) emotional handicap; (i) speech.


Deals with scientific research indicating that not all children learn in the same way nor at the same rate of speed and that methods of instruction should vary to fit the needs of the individual. Presents evidence that often children with low IQ scores can profit from reading instruction; there is need for research in both physiological factors and emotional factors that may inhibit the learner and cause him difficulties.


Identifies 4 kinds of remedial readers and 3 types of remedial work; article is a source of information on remedial problems.


States the responsibility of the teacher to notice and report various eye diseases or sight impairments that show up as children read.

Johnson, Gertrude E. “Oral Reading as a Project in Personality Development.” V (May 1928), 137-139.

Supports inclusion of oral reading in the curriculum to promote personality development for the following reasons: (1) oral reading encourages attainment of intellectual and emotional balance through development of ease and poise; (2) it requires greater accuracy than is necessary for silent reading; (3) it encourages the reader to feel greater empathy with others; and (4) it serves as a technic for evaluation of comprehension.


Discusses use of various tests for reading skill. Lists 10 situations using silent reading. Stresses need for diagnostic devices by teachers to plan reading program and to provide instruction to develop skills for varying abilities and interests.


Describes materials used in a graduate course in remedial reading at the University of Minnesota.


Argues for the nonoral method of learning to read as more effective than oral and less likely to result in students vocalizing as they read. Sees this thought-getting as superior to an oral-phonetic approach that should not begin until the student has mastered thought-getting.


Authors refute Rudolf Flesch’s book, Why Johnny Can’t Read; analyze “How does Johnny learn to read?” by comparing the process of reading to that of learning to swim.


Explores the literature and draws conclusions concerning reading readiness of pupils.


From 400 case studies, finds 4 major factors contributing to reading disabilities: physical, family, emotional and social, and school. Discusses the organization of the reading class.

Lanning, Frank W. “Dyadic Reading.” XXXIX (Mar. 1961), 244-245.

Notes the advantages of dyadic, paired, or best-friend relationships for a reading group method. Pairs are assigned on either a sociometric or ability combination.
At Eastern Illinois Laboratory School, the method had decided advantages for 5th graders and gave them a satisfaction in working with each other. Testing was valuable to both teacher and student, and other reading programs were enriched.

Leary, Bernice E. "They 'Look and Say' or Do They?" XX (Feb. 1943), 41-47.

Maintains that reading inhibitions are caused by language barriers and background experiences. Presents two lines of attack on this problem. Poses 11 questions to help a teacher evaluate his own teaching procedures.


Discusses how one teacher handled the reading problems of the culturally deprived children in her class of 9- to 12-year-olds in Philadelphia.

Lewerenz, Alfred S. "Selection of Reading Materials by Pupil Ability and Interest." XVI (Apr. 1939), 131-156.

Describes the author's strong feelings that children must be considered when teachers select reading materials. In considering the child, one must think of his expected reading level, his actual reading level, and his interests. Presents procedures for selection of books for classroom use.


Finds that the interests of children revealed in comics and magazines can be used by the teacher as a guide. A librarian and a well-informed teacher can find books to carry these interests further in better literature at various reading levels.


Discusses letter sounds as a source of a reading problem.


Compares 4 methods of evaluating the readability index of a textbook. Feels that "vocabulary load" has been more meaningful in measuring readability, especially of those textbooks planned for children below 4th or 5th grade level.


Discusses the Carden reading method, an attempt to present the letter-sound correspondences of English orthography in a highly systematic manner so that children will learn to respond to the letters in words as guides to the sounds of those words. Conclusion of the experiment: pupils taught by basal materials achieve at a significantly higher level in the areas of auditory perception, word-attack skills, comprehension, and total reading achievement. Evidence from this study indicates that the majority of children don't achieve at a higher level of competency through use of the Carden reading program.

McCullough, Constance M. "What's Behind the Reading Score?" XXX (Jan. 1953), 1-7.

Emphasizes problems that can result when a teacher misinterprets reading test scores. Urges the use of individual scores for diagnostic purposes.


Describes main groups of reading situations for development of progressive curricula: (1) for information, (2) for recreation, (3) (to others) for recreation. Reports that adaptation of materials for individual differences is needed in remedial instruction.


Recalls entertaining conversation between a father and his small son who has just spent his first day at play school.


Describes how a 6th grade teacher implemented an individualized reading program with her class: (1) she determined individual ability and interest in a group situation and encouraged individual selection and reading of appropriate books; (2) the children met individually with their teacher twice a week during which time
they discussed their books and she taught skills; (3) the children gave oral reports to their entire group, gave skits, made drawings, and wrote reviews. This method of reading instruction proved so successful and enjoyable that this teacher tried it another year at 4th grade level.

Madden, Mable. and Pratt, Marjorie. "An Oral Reading Survey as a Teaching Aid." XVIII (Apr. 1941), 122-126, 159.

Reviews the results of an oral reading test conducted in grades 3-9 in Wisconsin.


Considers areas of reading instruction that need urgent improvement and cites reasons why.


Compares slow and fast readers to pedestrians and those who fly. Also poses the problem of how to teach different reading methods for different purposes.


Maintains that poor readers need several years' delay before they can move into a strong developmental reading program: they need vocabulary, listening, and oral language training before basal readers are used. Procedures are these: teach interpretation of pictures; create a reading world; teach through games; use vertical files—amass materials to meet the interests. reading level, and ability of each child; and teach a unit on the uses of reading. For special cases of poorer readers: use creative therapy; teach higher reading skills through a listening approach; and teach phonics in the 5th and 6th grades.


Defines underachievement and reports on 3 studies probing the cause of underachievement in reading.

Monroe, Marion. "Remedial Treatment in Reading." X (Apr. 1933), 95-97, 112.

States that a child's difficulty in being able to read stems from perceptual and motor difficulties inherent within the child or from environmental factors. Awareness of these difficulties and of the child's needs is the only means of remediation.


Shows the likeness of reading to human life and gives examples.


Evaluates the growth in reading skills of all students involved in a special 6-weeks' reading improvement program.


Reports on a 4th grade boy who read only the required class work, was not interested in reading, and was below 4th grade reading level. He did not show interest in the library class, nor did he check out library books. Describes the way he began to read on his own.

Nolte, Karl F. "The Case Record of Jerry, a Nontreader." XXI (Feb. 1944), 66-70.

Describes case study of a child from kindergarten through grade 6. Series of diagnostic tests and remediation were used to keep the child on grade level.

Oliver, Marvin E. "Diagnostic Sophistries." XLI (Oct. 1967), 615-616.

Argues that development of the individual's reading strengths, an accentuation of the positive, rather than long dwelling and work on weaknesses may provide the key which will motivate the disabled reader.


Discusses visual perception relating to reading achievement in a study of 29 girls and 42 boys given the Frostig Test of Visual Perception to predict difficulties in reading. Concludes that the test was of little value in predicting problems.
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O'Rourke, Mary A. "The Evaluation of Reading in Terms of Child Development." XXVIII (Jan. 1951), 14-18, 27.
Suggests that the use of a reading progress profile for each student evaluates progress in a series of stages set up in the reading program.

Asserts that the laws of learning apply to reading as well as to other subjects. Draws attention to 4 kinds of deficiencies in reading: (1) careless, rapid silent reading, which may be improved by having a student answer short answer questions on selections read, and keep a record of his progress in attaining accuracy; (2) slow silent reading, which may be diagnosed through oral reading and improved through work on phonics; (3) lip reading, which impedes rate, and may be improved through the use of flash cards to increase eye span; and (4) lack of motivation to read faster, on the part of pupils able to read, which may be improved through timed readings and answering questions.

Discusses the complex nature of reading and the difficulties students may encounter in analyzing, organizing, remembering, and supplementing thoughts they have read. Includes several silent reading exercises.

Discusses causes of dyslexia and suggests a remedial program to correct this syndrome among children. Contrasts dyslexia and alexia.

Reports on a research project in which scattergrams of retarded readers were studied, with implications for the reading program.

Describes a program for nonreaders.

Reveals results of 5 tests given to righthanded and left-handed individuals. Righthanded subjects made 757 reversal errors in comparison to 711 reversals by the left-handed subjects. Contends that left-handedness does not insure greater difficulty for the individual. Includes individual tests.

Reich, Riva R. "More than Remedial Reading." XXXIX (Mar. 1962), 216-219, 236.
Presents some characteristics of remedial readers and some methods used in a remedial reading program.

Emphasizes the need for imaginative planning in teaching reading; offers a variety of specific and proven procedures.

Lists society's cultural characteristics so the teacher may understand the needs of children when helping them select a book. Believes reading is a means of helping children and adults face problems of living and of fostering adjustments.

Russell, David H. "Reading Success and Personality Development." XXV (Feb. 1948), 73-82.
Presents 6 hypotheses about what reading success may do for children.

Sangren, Paul V. "Methods of Diagnosis in Reading." VII (Apr. 1930), 105-107.
Suggests methods of diagnosis to be used within a classroom by the teacher, among them: self-study by the pupil; observation of pupil's reading by the teacher; analysis of the results of a single test; and analysis of the results of a battery of tests.

Provides concrete ideas and methods to help slow learners.

Contains a brief checklist for eliciting readiness information on severely retarded readers.

Reports a program conducted with 116 mentally retarded girls aged 13-18. Changing the life pattern of the girls through enrichment of experiences brought about human beings who were sociable, and beneficial and acceptable to society.

Schubert, Delwyn G. "At Home with the Retarded Reader." XXX (Feb. 1953), 94-95.
Stresses teacher-made home visits for those children having reading problems, and includes a list of 7 basic suggestions to follow when planning and making home visits.

Compares good readers to poor readers on 12 points: sex, acceleration, retention, speech defects, second language, language of family, physical and emotional maturity, stability of the home, desire to read, child's behavior, left-handedness.

Schubert, Delwyn G. "Interest-A Key to Reading Retardation." XXX (Dec. 1953), 518-520.
Discusses causes of reading problems. Recommends that teachers read professional books for better understanding of children's interests; (2) make use of the child's present interests; (3) provide reading materials which are on his reading ability level; (4) select appropriate materials; (5) be enthusiastic and understanding to make the child feel worthwhile and capable of improving.

Gives 6 main topics a good teacher uses in becoming a "Detective." Mentions many problems in reading which texts and pamphlets often overlook.

Lists causes and symptoms of emotional disturbances, to help teachers when teaching reading.

Schubert, Delwyn G. "Visual Immaturity and Reading Difficulty." XXXIV (May 1957), 933-935.
Notes that visual immaturity in 1st grade children can result in feelings of failure through difficulty in learning to read. Urges that a more thorough visual test rather than the Snellen test be used and these visually immature children be given only far-point reading activities.

Reports a study to determine the words causing the most difficulty to pupils in 2nd grade. Results showed that instruction in phonics was not functioning as it should. Suggests a planned reading program involving word recognition.

Reports with tongue in cheek a study involving 112 pregnant women who were divided into 3 groups as to intelligence and reading ability of both prospective parents. One experimental group used a basal reader, another experimental group used phonics, and the control group used nonsense syllables. A fetoscope placed against the mother's abdomen was to transmit to the fetus instructions she received as well as her recited responses to her assignments. Tested in kindergarten, no significant differences in intelligence or reading ability of both prospective parents. One experimental group used a basal reader, another experimental group used phonics, and the control group used nonsense syllables. A fetoscope placed against the mother's abdomen was to transmit to the fetus instructions she received as well as her recited responses to her assignments. Tested in kindergarten, no significant differences in intelligence or reading readiness were found in the children born to these mothers. But tested at the end of grade 6, the experimental groups surpassed the control group, which tended to stay at actual grade placement. The basal reader group surpassed the phonics group. Author concludes: "Don't believe everything you read."

Discusses a remedial program set up in...
a Brooklyn school. WPA Remedial Reading Booklets were used, supplemented by dramatizations and study of nature through walks and use of scrapbooks.

Southall, Hilda. "Organization of Remedial Reading in the Classroom." XVIII (or. 1941), 127-132.

Enumerates ways that a classroom teacher can help the individual pupil read better. Tells method to use in setting up remedial reading program.


By means of questionnaires sent to reading clinics in colleges, child guidance clinics, and psychiatric clinics, these authors compiled a list of remedial reading materials for the elementary schools, including workbooks, basic readers, books on literature, on science, and in many other areas. Grade levels are indicated on each book.


Gives an annotated bibliography of books for retarded readers in upper grades, grouped according to social studies, science, physical science, and personal guidance.


Points out 3 types of failures in reading due to associative learning disabilities, and gives corrective and preventive procedures.

Still, Jane S. "Evaluation of a Community Sponsored Summer Remedial Reading Program." XXXVIII (May 1961), 342-343.

Reviews the testing procedures and results of the Birmingham summer remedial reading program.


Gives a detailed report of retarded readers and problem boys sent to Montefiore Special School, Chicago.


Discusses corrective procedures and principles underlying remedial reading.


Lists comments by 14-year-olds who can't read on how they feel and why they hate reading. These comments were read by other children with the same problems, who were helped when they discovered other students felt as they did.


Lists 4 significant differences found between below-average readers (retarded) and others, concluding that poor mental health and reading retardation go together.


Offers a checklist which attempts to show specific and general areas of reading that are covered in several diagnostic tests.


Believes that human beings try to avoid problems rather than find solutions. Suggests 7 steps to reach good solutions. Emphasizes that teachers should encourage better techniques in raising problems in students' minds and in arousing motives for solutions.


Explains procedure and purpose for a "cover test" which can be used in the classroom as a gross screening device for binocular vision problems. It is not to be used as a basis for professional diagnosis but as a basis for referral to the school nurse.


Tells the importance of word attack skills and in what grade they are learned.

Describes specific difficulties which might cause an aversion to reading. Includes reasons for disliking reading and suggestions for remedial work.

Suggests ways to find a child's reading level.

Lists the names of 8 readability formulas for the classroom teacher to aid her in the selection of books and materials for independent reading.

Authors discuss degrees of dyslexia and outline remedial procedures.

Wilson, Frank T., and Fleming, Cecile White. "Parents' Appraisals of Personality and Other Measures." (1) XVI (Jan. 1939), 17-20; (2) XVI (Feb. 1939), 70-73.
Reports a study of reading readiness and progress of students in primary grades (Horace Mann School, Teachers College) and the relationship of this readiness and progress with measurable traits and abilities of the students.

Notes 3 relationships of possible importance: (1) the number of children's activities seems to have a conspicuous relationship with good personality rating; (2) physical development, as shown by such measures as tapping, weight, coordination, and grip, seems possibly to be related to desirable personality development; (3) a fairly high correlation (.40) for personal traits and perseveration attracts attention.

Reports a good source for a clear, concise report on remedial reading—philosophy, technics, and methods—for social and academic development.

Voices concern for readability of printed materials which relate to all aspects of human endeavor, specifically identifying tax forms. Defines readability and suggests ways of improving it. Praises the U.S. Army program for illiterates, which shows that most adults can be taught to read through systematic instruction and use of readable materials.

Discusses the relationship between reading problems and emotional disorders. Concludes with measures to help prevent both.

Describes the use of bibliotherapy, giving case studies as examples.

Explains the work of a remedial reading teacher dealing with "George," a student who experienced two grade failures and the inability to read; tells how the teacher helped him gain the confidence to help himself.

Wolfson, Bernice J. "Reading about Emotions in the Primary Classroom." XXXI (Mar. 1954), 146-149.
Describes the values discovered in having 3 stories read aloud to a 3rd grade class with the idea of having the children share in the experiences of being shy or afraid: (1) children tend to identify with the main character; (2) children become aware of others experiencing the same emotions; (3) an understanding teacher can help children to accept their feelings.

Depicts a rating of teachers' judgments in comparison with two readability formulas, the Yoakam and the Dale-Chall.

Yoakam, Gerald A. "The Reading Difficulty of School Textbooks." XXII (Dec. 1945), 304-309.
Presents research results which show that the average difficulty of reading in school
textbooks decreased during the period of 1935-1945.

Young, Norman, and Caier, Eugene L. "Implications in Emotionally Caused Reading Retardation." XXVIII (May 1951), 271-275.

Discusses causation of reading retardation especially that emanating from personality problems. Stress the need for social, emotional, and intellectual maturity. Calls attention to the need for building up the interest level. Also discusses physiological reasons for retardation, such as poor vision and the slower maturation of boys.

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Arbuthnot, May Hill. "To Read or Not to Read." XXIV (May 1947), 310-321.

Surveys the peculiar reading tastes of age groups and discusses the types of books which can compete with television.


States what goes into the format of a book and discusses how this influences children's reading appreciation.


Gives 10 reasons for teaching oral reading which might serve as a checklist for a good oral reading program.

Balch, Adela L. "What Constitutes Good Reading?" IV (Oct. 1927), 234-235, 244.

Suggests ways and means of handling basic problems in developing students' interest in reading. Sees basic problems as: (1) determining the reading interest of the student; (2) broadening the interests of the student; and (3) developing an ability in the student to evaluate what he has read. Presents methods of approaching reading with each of 5 general classes of readers.


Believes in using children's interests as a starting point in reading activities. The goal in reading should represent varied reading interests in keeping with the highly complex modern age.


Determines types of reading materials (curriculum) provided for elementary teachers by state departments of education.

Beggs, Bernice B. "Wide Reading on a Live Topic: Airplanes and Airships." VIII (June 1931), 145-148, 152.

Discusses the possibilities of correlating various subjects in the study of a unit topic such as aviation.


Reviews the author's method of broadening the reading interests of her pupils by dividing her class into groups and having each group read and report on a different book.


Discusses an evaluation of reading instruction in terms of current practices regarding (1) individual differences, (2) interest, (3) phonics, (4) thinking. Sources of information on how well we are teaching reading may come from (1) studies comparing reading instruction now with then; (2) experimental studies and surveys which reveal major needs and point to means of improving instruction; (3) classroom observation by students who have mastered the cognate disciplines basic to reading instruction.


Guiding Children's Reading through Experiences by Roma Gans and Individualization of Instruction in Reading by May Lazar are the two books reviewed in this article. "Gans believes that the reading program should be based on the child's experiences. Lazar thinks that a challenge should be met in the graded readers and fixed curriculum and that differentiated instruction with individual activities should be added to reading. Betts recommends a program of differentiated instruction with individual activities."

Symposium was designed to discover a more proficient way to teach reading than the systems which resulted in the extensive rejection of men from the armed services on grounds of illiteracy.


Focuses attention on the readability of written materials considering headings, length of line, margins, size and color of type, and color and composition of paper. Faulty printing interferes with cognitive processes. Recommends the preparation of reading materials with a view to enhancing the psychological aspect of reading.

Blaisdell, Thomas C. "Let the Child Read." VII (Jan. 1930), 3-5.

Discusses importance of developing in children a desire to read. Teachers must show enthusiasm for reading. Classroom libraries should make books easily accessible to pupils. Interest should be the dominant element in developing a love for reading.


Reports a study to determine the comparative effects upon learning to read of formal reading periods and of subject matter periods of reading instruction. Findings indicated that reading must be taught as such but must also be associated with other subjects.


Stresses the need to improve social habits in relation to reading skills.


Contains that the principal’s role in the reading program involves three major duties—to coordinate, to supervise, and to promote the program. When these duties are carried out, they can lead to a unified and a sound reading program. The principal then determines the strength of the program in his school.


Presents observations of a librarian as to the reading tastes of deprived Negro children.


Points out that people do not enjoy reading because of the texts they used. Gives suggestions for improving textbooks.


Emphasizes the part typography plays in reading speed as a factor in measuring readability of materials.

Buswell, C. T. "Silent Reading in the Elementary Grades." I (Mar. 1924), 14-17.

Emphasizes that children of elementary grades need silent reading more critically on more occasions than in previous years, especially those children who may become dropouts.


Discusses the origin of the McGuffey Readers (specifically the ideas and title); the life of the authors' grandfather, who succeeded McGuffey as a writer; revision of the readers.
Chambers, James, and Smith, H. L. "Phonics, the Only Way of Teaching Reading?" XXXIX (Mar. 1962), 253-255.

Notes that because of the unphonetic character of the English language, the study of phonics is a quite complicated and difficult subject adapted more to the maturation and skills of the 2nd and 3rd grader than those of the 1st grader. Points out that those who begin phonics too early often have a slow and labored method of reading and find difficulty with the thought-getting process.


Discusses the need for children to read books critically and to exchange ideas freely.


Describes the method used to teach a 2½-year-old child to read.


Prescribes methods of using oral reading as an instructional device, discusses valid and invalid aims of its use.


Presents special notes about materials in the field of intergroup understanding. Lists 12 books in which children can find common understanding and reading enjoyment.


Lists the aims for reading instruction offered by the army.


Discusses the fact that there is no single successful method of teaching reading and that a good teacher draws on many methods depending on the situation and the needs of the child.


Presents the factors which the author feels concern supporters of an individualized reading program, such as teacher knowledge, children's own unique patterns of learning and pace of growth, motivation, and desirable climate. Discusses ways of grouping on the bases of interests, needs, and social desires, and the problems involved.


Announces a bibliography of 18 books about dolls and tells how the books were used in one teacher's classroom. Shows how many activities were used to stimulate the children's interests to read.


Shows the results of a study which statistically evaluated the relative effectiveness of 3 commonly used reading placement tests to provide the criterion for grouping children homogeneously for reading.


Gives a biographical sketch of Walter F. Dearborn (psychology and education mentor at Wisconsin, Chicago, and Harvard). Reviews his academic achievements.


Discusses the use of oral reading in motivating children who can read but don't. Reveals some of the complexities of oral reading and stresses proper practices in its use.


Gives a biographical sketch of Walter F. Dearborn (psychology and education mentor at Wisconsin, Chicago, and Harvard). Reviews his academic achievements.

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selecting worthwhile material, using different methods of reading (skimming, cursory, deliberate, concentrated), and detecting and evaluating propaganda; all processes are helpful in evaluating the purpose in an article. The teacher should be aware of the best articles to lead the pupil to these skills and which illustrate the values on which the nation was founded.

Attempts to analyze the erroneous word concepts of 3rd and 4th graders.

Deaton, Mary B. "Learning the Time Concept through Historical Fiction." XXIII (Nov. 1946), 301-303.
Believes that children may be led to an awareness of dates through reading historical fiction, in which children discover how an author tells when his story happened.

The first part of this article is an answer by DeBoer to Gerald Yoakam's report on textbook difficulty. DeBoer questions the statement that teachers are able to teach only the middle group in a typical classroom and feels it would be practical to teach reading on an individualized plan using many copies of different books, rather than a basal reader series. In the second part Yoakam defends his statements and states again that reading instruction in groups can be meaningful and useful. He maintains that individualized instruction is too time-consuming. The third part is the editors' report on teachers who, even though using a basal reader series, are dissatisfied and wish to develop a system which would be more effective for more students.

Della-Piana, Gabriel. "Teaching Beginning Reading in Other Countries." XLI (Mar. 1964), 251-261.
Reports studies conducted in several countries showing that there is no superiority in either the analytic (whole-part) or synthetic (part-whole) method of teaching reading. Maintains that teachers should stop trying to find a "best" method and instead modify procedures to fit goals.

Discusses the meanings of the phrase "seeing words as wholes." Reports an experiment to show the differences in two meanings.

Docter, Robert L. "Reading Workbooks: Boon or Busywork?" XXXIX (Mar. 1962), 224-228, 230.
Reports on research done in the Los Angeles city schools to find out whether reading workbooks were a boon or busywork, showing individual results for each of the first 6 grades.

Lists master's theses dealing with individualized reading; gives authors and titles.

Presents prerequisites for research into an individualized reading program. Lists 25 specific questions which should be answered by research before the individualized reading approach can be evaluated.

Dunsmore, Jessie, and Brickley, Margaret. "Dickens in a One-Room-School." X (May 1933), 124-125.
Discusses the importance of the teacher to motivate, create an environment for reading, and act as a guide.

Establishes the mental processes involved in studying: (1) association and memory of facts; (2) direct attention to study attitudes; (3) stimulation of thought and self-expression; and (4) perceptual skills.

Early, Margaret. "Reading Skills in the Study of Literature in the Junior High School." XLI (Nov. 1964), 783-787.
Maintains that junior high teaching of literature consists of teaching what literature is while elementary school teaching helps children to enjoy imaginative writing. Describes Dwight L. Burton's hierarchy of
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abilities—(1) those needed for "imaginative" entry into a work of literature; (2) those needed for perception of meaning; and (3) those needed for perception of artistic unity and significance—and tells how to teach these skills.


The authors regret the fact that critical reading is not stressed at the lower levels of school and state that a reader's prejudice tends to make him a less effective reader. These predispositions include individual and social considerations. Because of the many differences in any class there will be many differences in response to printed material.


Raises questions which lead to improved reading instruction—questions concerning word attack skills, summer education, motivation in reading.


Gives examples of specific books which can be used to explain or smooth out problems of 1st grade children. The manner in which the problem in the book was solved enables the child to see his own difficulties from a wholesome point of view.


Describes a model beginning reading program in Israel based on scholarship in the Hebrew language. Hopes that the basic principles will prove applicable to other languages rather than to a single language and alphabetic system.


Describes a study to investigate effects of teacher variables on 1st grade reading achievement. Concludes that teacher competence has a positive relation to reading achievement.

Fjeldsted, Lillian W. "Broadening Reading Interest through Creative Expression." XXXV (Oct. 1959), 391-394.

Presents ideas used to involve students in creating new and varied reading materials.


Follows up 4 previous articles to clear up misconceptions of them. Describes formulas by Dolch, Dale, Chall, and Lorge as aids in preparing materials for children.


Discusses the importance of keeping teachers aware of research and writing in the educational field. Includes the importance of providing children with different kinds of written material. Tells the outcomes of a study conducted on these issues.


Describes means of improving ability of college freshmen to read, write, and speak more intelligently, through individual guidance, training, and testing. Includes table of a study made. Recommends that certified teachers have 4 years of college training.


Conten that a child learns to read to learn other subjects. The elementary teacher has a grave responsibility to teach reading well, for reading may be needed to earn a living in later life, and it is the way to learn the literary heritage. Books will stimulate creative thinking; sheer pleasure comes with reading well.

Gates, Arthur I. "Intelligence and Artistry in Teaching Reading." XVII (Apr. 1940), 183-188, 162.

States reasons why only half the children in grades 4-8 do not read anything but what is required in school: (1) the school...
has not introduced them to appropriate material; (2) the school has not managed well its reading instruction and activities.

Describes several projects of the University of Hawaii elementary school which encouraged children to read. One involved reading books on a list of One Hundred Best Books for Children published by McCalls's magazine in November 1956; another, reading Caldecott and Newbery Award-winning books; and another, doing more diversified reading. As rewards for reaching quotas, children had their names placed on honor rolls and were given bookmarks. Complementary activity included making oral and written reviews and designing book covers.

Discusses and recommends the "Alphabetic Technique" in the teaching of reading. Lists some of the problems under discussion and includes results from tests which were given.

Lists numerous devices used by classroom teachers to stimulate interest in reading; mentions activities deemed suitable for integrating social studies with literature; documents the listing through a short annotated bibliography for both teachers and parents.

Lists the values of oral reading; just taking "turns" in class isn't enough for poor oral readers. Advocates the use of interesting selections two or three times a month enthusiastically prepared for a listening audience.

Compares an elementary reading textbook of 1868 with one of today. The older textbooks were plainer in format, more austere, and contained moralistic pieces of literature and U.S. history.

Prepares a theory for a reading curriculum based on the actual structure of the language, structural linguistics. Feels that a knowledge of how language communicates thoughts is necessary for good reading, but such knowledge is fragmentary.

Goodykoontz, Bess. "Teaching Pupils to Organize What They Read." VII (Apr. 1930), 87-90, 93.
Lists a series of 18 exercises which help children organize thoughts and findings from their reading.

Discusses ideas for readiness programs, characteristics of children who are ready for the program, and ways to involve the parents in this program.

Reports on observations in 4 school systems using 4 different approaches to the teaching of reading: the Carden system of phonetic training; the McCracken method (using filmstrips to project large-sized pictures and words on a screen); the Champlain system (uses a phonics-plus method that combines the Carden system with extensive reading); and the St. Louis system (using an ungraded primary grouping and permitting the group to proceed at its own rate of competence).

Gray, William S. "Growth of Interest and Appreciation in Reading." XVII (Apr. 1940), 139-146.
Discusses the importance of children's interest and appreciation in reading. Since 1900 several developments have influenced books: (1) child study movement; (2) increase in attractiveness, readability, and quality of books; and (3) development of the writing profession.

Discusses reforms in reading, innovations desirable in light of social trends and needs, and the importance of reading for the achievement of greater social efficiency and for the development and growth of personality.

Discusses the problems in promoting understanding in reading. Considers these 3 principles basic in improving efficiency: (1) reading is essentially a process of interpreting language; (2) reading is associating meaning with written forms; and (3) reading is understanding what is read. Common sources of difficulty include: inherent difficulty of the concepts presented; the nature of the language used, its patterns, etc.; and the characteristics of individuals which limit understanding. Also lists essential steps in grasping the meaning of material.

Reports data of reading problems compiled in a year's time.

Gray, William S. "The Teaching of Silent Reading during the Next Decade." XI (Apr. 1934), 91-93, 118.
Supports silent reading as basic to increasing reading speed and comprehension. Silent reading affects number of selections read, influences ideals, elevates tastes, and provides greater appreciation of literature.

Reports the work of a committee in Cincinnati which explored aspects of children's literature: individual appeal of materials, contrasts in age levels and interest levels, relation of reading to school interests, need for materials and guidance, and involvement of parents in study of children's books.

Describes motivational practices for 2nd grade reading.

Discusses the influence of the typewriter in the elementary school under these headings: Reading and Writing, Typing and Reading Comprehension, Typing and Perception in Reading, Typing and Eye Movements in Reading, Typing and Intermediate Grade Reading, and Typing and Reading in Relation to Native Ability.

Relates results of the comparative study. Mere early or late start in learning to read is insignificant unless correlated with findings of intelligence tests.

Establishes a step by step procedure to follow during reading conferences.

Describes how motivation can be stimulated within a child if he reads books that he likes, whether they serve as substitutes for real experience or not.

Presents an analysis of a study made in New York State involving 4th grade readers. The purpose was to identify some of the strengths and weaknesses of both good and poor readers and, if possible, the cause or remedy for some of the difficulties.

Reports on a project in which children's reading attitudes were to be changed:
students' freedom in choosing groups and materials improved their attitudes.


Investigates possible methods to be used to change a child's attitude toward reading.

Heaton, Margaret M. "Reading to Understand Human Differences." XXVII (Feb. 1950), 82-83.

Stresses the fact that children learn from their own experiences, neighbors and relatives, and peers. Teachers wishing to understand a child should find ways to see how a child views his environment. Books can serve as a useful tool in stimulating discussions, developing friendly attitudes toward people who are "different," stimulating explorations of the outside community, and extending understandings of people with different backgrounds.

Herbers, Sister M. Benigna. "Comprehension Difficulties in a Third Grade Reader." XVI (Feb. 1939), 53-57.

Reports a study of the comprehension difficulties in a 3rd grade reader: each pupil was furnished with a copy of a 3rd grade reader and instructed to read a particular selection silently; words were pronounced by the examiner when necessary, but no explanation of meanings was given; the silent reading was followed by two types of informal tests constructed to include the same content but to utilize different testing devices for determining comprehension on the same items. Test I consisted of yes-no, multiple choice, and picture choice tests; test II was a written test consisting of questions on meaning; the same material was tested a third time by a personal interview in which the child was given an opportunity to demonstrate the understanding he had of the selection read. Conclusions: (1) children had inadequate and erroneous concepts of words, phrases, sentences; (2) children could have hazy concepts even when their facility was skilled; (3) children misunderstand even yes-no tests; (4) children were inconsistent in answering the same questions in different tests.


Prescribes a method of teaching reading through using a simultaneous writing-reading approach and employing manuscript handwriting.


Tells of the contribution of E. A. Betts (reading clinician, researcher, and textbook author) to the field of reading. States conclusions upon research gathered by Betts while working with 20,000 children over a period of 30 years.


Describes a child's self concept in relation to reading, pointing out that if the child's approach to reading is a positive one, he will see himself in a favorable light. If, however, he has difficulty in comprehending ideas, his self concept is a poor one, and he thinks of himself as a non-reader.


Describes a project to motivate middle grade children to read more widely.


Beginning teachers in West Germany generally use one of two methods of teaching reading: the synthetic method, which is comparable to the alphabet-phonics method, and the global method, which is fairly similar to the whole-word method. Those using the synthetic method claim to be following the psychological principles that one goes from the simple to the complex, starting with the vowel, then the consonant, combining these into syllables, followed by words and sentences. Finally, the learner is taught that each of these parts (vowels, consonants, and diphthongs) is a whole, in itself having specific meaning and sounds. Thus, spelling and phonics are taught. The global method, considerably under attack in the U.S. at present, is the one favored in West Germany.

Presents several ways to attract children to books. Includes a list of various sources of children’s books, suggestions on getting children to share books, and desirable outcomes of a wide reading program.


Gives suggestions of activities for Book Week.


Describes briefly the developmental reading program of Chicago schools and the reasons for its success.


Describes the role of the librarian in promoting interest at the primary level in reading aloud.


Asserts that children can be taught to appreciate better books.


Offers information for parents on encouraging their beginning readers; they are not to teach. Includes a bibliography.


Defines a successful reader as one whose reading age is equal to or above his mental age, and notes that when a child succeeds in reading, his personality problems are often resolved. Personality anomalies often lead to reading difficulties and are sometimes caused by reading difficulties. Caution teachers not to rely on single personality patterns to help in discriminating personality patterns to help in discriminating between successful and unsuccessful readers.


Reports on the social, emotional, physical, and environmental characteristics common to 362 children who were successful readers out of 406 studied. Characteristics in common included (1) being well-adjusted in terms of personality; (2) having interested parents; (3) enjoying excellent physical health; and (4) belonging to strong family units.


Compiles a list of duplicate materials found in elementary readers (grades 3-8) with a cross-reference by subject and grade.


Describes a situation set up to facilitate learning through greater pupil activity and interest, while allowing a free choice of material. Pupils chose their own material and worked with the teacher or more able students. The readers prepared questions they asked of the audience. The reader’s preparation was evaluated on the following criteria: (1) corrections, (2) criticism, (3) suggestions for improvement, and (4) a general discussion.


Defines oral reading as reading aloud in a natural audience situation. Contends there must be a purpose for reading orally.


Notes that our patriotic language is neither recited correctly nor understood by the child; teachers need to make certain that children are getting the words straight and getting the proper meaning out of the words.


Reports on a study of the anxieties that parents have about children’s reading (parents felt there were two systems of teaching
reading, sight and/or sound). Lists the parents' central concerns.


Describes the Bloomfield method of teaching reading, pointing out the shortcomings. Contains that a reading method must take into account all that is known about the structure of the American language including intonation, syntax, word structure, and word-form changes.


Describes 4 areas in which discrepancy exists between what should be and what is in reading programs: (1) the making of policy decisions concerning reading and the implementation of these decisions; (2) the role of the reading consultant; (3) the widespread use of basal readers; (4) the adoption of reading methods. Defines the decision-making process and discusses its application to reading problems. The reading consultant needs to apply the findings of behavioral sciences to this problem.


Subtitled "A Guide for Teachers and Administrators, State and Provincial Departments of Education, Teacher-Training Institutions, Certifying Agencies," this statement was prepared by the Committee on Professional Standards, International Reading Association.


Discusses the teaching of phases of reading on several levels—silent, oral, comprehension, drill, entertainment. Lists books read and discussed.


Tells teachers to help pupils formulate good moral principles by discussing ideal characteristics in the "right" books. Includes a book list.


Lists a bibliography of authoritative and fictional space books.


Indicates the worthlessness of "round-robin" reading in the classroom. Outlines a more meaningful approach in which children read a passage orally in order to locate key facts, phrases, or sentences per se.

McCullough, Constance M. "Recognizing Child Development in the Reading Program." XXV (Jan. 1948), 1-11.

Presents 5 ways to achieve good results in teaching skills in reading programs.


Presents suggestions to improve the reading of middle grade pupils in the field of social studies.


Lists 9 points of importance which affect the effectiveness with which children are taught to read.


Presents 5 questions for judging one's teaching of reading and writing: (1) Have you met the problem? How? (2) Have you looked at your ways of working? (3) Do you get quantity or quality?


Deemphasizes differences in reading performance by grouping children according to ability and using different sets of books in order to prevent children from realizing the differences in their ability.

McMillen, Verdie. "The Farm, the Farmer and Food." XVIII (Feb. 1941), 60-62, 68.

Reviews a farm-unit experience which was the center for an individualized reading program with a children-designed list for self-evaluation of reading habits.
Maib, Frances. "Improving Children's Literary Tastes." XXXVI (Mar. 1959), 180-184, 204.

Feels that children are ignorant of good literature; one reason is that texts have departed from the prose and poetry of good literature. One way to help is to read more to the children. By careful selection of books, a teacher may be able to help children become acquainted with characters, problems, standards, and ways of life that may throw light on their own problems.

Manley, Dorothy Shepard. "Improving Racial Attitudes through Children's Books." XXI (Nov. 1944), 267-269.

Discusses improving children's cultural attitudes through reading and notes the lack of good books on harmonious inter-ethnic relations.


Reports that the interest of the later elementary child in reading lies between fairy tales and realistic stories. Discusses many books for 9-, 10-, and 11-year-olds in categories of myths, fantastic stories, semi-adventure, animal stories, and realistic stories with historical and geographical background.

Meighen, Mary, and Barth, Ethel. "Geographic Material in Third-Grade Readers." XV (Dec. 1938), 299-301.

Studies the amount of geography material in 3rd grade reading and the existence of supplementary material such as maps and globes to make geography references in stories meaningful to 3rd graders.


Insists that work-study skills are an interrelated part of the child's whole reading ability. Reading teachers must be aware of the definite study skills needed for each subject area. Gives suggestions to help develop these study skills.

Miller, Vera V., and Lanton, Wendell C. "Reading Achievement of School Children—Then and Now." XXXIII (Feb. 1956), 91-97.

Reports a comparative study which showed that students in Evanston, Illinois, public schools in 1952 were stronger in reading comprehension and word power than Evanston students in 1932.


Compares oral and silent reading—more similarities than differences. The same physical processes are used until late 3rd grade (except those of speech organs). Wants to encourage oral reading at home.


Presents a biography of William Scott Gray (University of Chicago), who held many outstanding positions and published 407 articles. He pioneered in establishing educational conferences and stressed the importance of meaning in reading, a carefully coordinated reading program, and the urgency for raising the literacy level of children and adults.

Moore, Walter J. "Reading in the K-12 Language Arts Program." XLI (Mar. 1964), 207-210, 217.

Points out the importance of all teachers, whatever their content area, being teachers of reading. Reading skills are both general and specific; although a student possesses a general skill, he may not have the skill for a specific kind of reading. Discusses the importance of elementary teachers in dealing with higher reading processes.


Discusses the work of William S. Gray (Professor of Education at the University of Chicago until 1950) and his contributions to education in the field of reading.


Offers a symposium of 8 views on various aspects of one reading experience.

Murphy, George E. "Reading Materials—1948." XXV (Dec. 1948), 469-477.

Emphasizes doing, thinking, speaking, and listening, rather than simply reading,
as being basic to language development. Lists many books, articles, and magazines.

Murphy, Paul G. “The Role of the Concept of Reading Ability.” X (Apr. 1933), 86-89, 111.

Shows high relationship between forming clear, concise concepts and the ability to read: the clearer one's concepts, the better his reading ability.


Describes an individualized reading and creative writing program of a 2nd grade: (1) children were permitted to read their basal readers at their own rate with their teacher making periodic checks on their skills and comprehension; (2) the teacher taught reading skills to her entire class daily; (3) creative writing began in the middle of the year; (4) a mother assisted the children with spelling for this activity. At the end of the year the median reader in this class had made two years’ progress in one. The skill of some children exceeded their knowledge of correlative social studies concepts.

O’Keefe, John G. “Overcoming Slow Speed of Reading in Junior High.” XXXVI (Feb. 1959), 105.

Lists two factors affecting rate of reading and offers techniques for improving slow readers.


Gives the results of a study of the vocabulary of 7 sets of basal readers, how they differ, and the problems which might be encountered when changing from one series to another.


States the opinion that personalized reading is the best, defines what it is, and explains how to plan and execute a personalized reading program.

Parke, Margaret B. “Reading for Specific Purposes.” XLI (Mar. 1964), 242-245.

Points out the various reasons why children read. Includes the skills and study habits necessary to fulfill reading purposes. Contends that children should read more books for information than for personal satisfaction.

Paxton, Wayne M. “Wanted: Unbiased Questions!” XLIV (Nov. 1967), 748.

Charges that biased questions were raised by an opponent of the i/t/a approach to teaching reading (“Wanted: Unbiased Answers,” by E. A. Enstrom, Jan. 1967 issue).


Advocates testing child at beginning of 6th grade by giving Stanford Achievement Test and Gates Silent Reading Test, then strengthening the child’s deficiencies.

Deals with a second objective in the reading program, the development of appreciation. Discusses methods of arousing a child’s interest and the ethical benefits of good literature. Includes a specific reading program based on the Middle Ages including a suggested book list and other activities for enrichment.


Gives an account of improvement in reading using grade levels of books from 2-5 and a round-the-world-trip motivation. Describes individual development in several facets.


Points out that the movable stress pattern of English gives structure words more than one pronunciation. Uses examples of words and phrases that are commonly found in elementary readers. Investigation shows that elementary series now most widely used are linguistically unsatisfactory. Calls for, in the future, combining familiar structural patterns of the spoken language with natural pronunciation in reading pedagogy and material, in an effort to improve reading instruction.

Presents results and implications of a study to determine the home influence on reading progress in school, considering social class and the presence of newspapers and books in the home, among other things.


Second grade children collected public sign directions from what they saw during early activities. After bringing them to class and writing on manila paper, the children discussed why signs were used and what they meant.


Presents a tabulated statistical study of nine basic preprimers, primers, and first readers (1936 copyright). Gives subjective classifications.


Believes that reading has progressed as an art and a science more in the past 25 years than in the preceding 300. Notes progress most observable in 8 areas: readiness, attitudes, relation to other subjects, remediation, meaning, materials, methods, purposeful reading.


Reports on a survey of parents' ideas about reading instruction, which ultimately enabled the school to interpret the reading program more thoroughly to the parents.


Presents the results of an experiment in Chicago using homogeneous grouping for instruction in remedial work as well as enrichment. Includes many ideas for oral reading.


Describes one teacher's method of securing retainable reading interest over a period of time.


Discusses the question “How can we judge the degree of success met by books presented to children?”


Discusses the theoretical background and types of programmed materials for a reading program and the type of student for whom such an approach is appropriate.


Lists points in developing reading interests. Includes a test for the teacher.


Repeats sampling experiment with 4th grade children, dividing children into 3 reading groups: slow-moving, average, and fast-moving. Results showed that in 2 months some children progressed in reading ability as far as they would ordinarily in 11½ months.


Reports a study on the reading interests of 1st graders. Results: (1) children enjoy that which is familiar; (2) girls and boys have different reading interests; and (3) good and poor readers have many of the same interests.


Discusses the danger of comic books and what can be done about it.


The authors submit 10 generalizations about the teaching of reading drawn from daily observations in classrooms, not pedagogical texts.

Rounds, C. R. “A Note in Reply to Dr. Buswell.” I (Sept. 1924), 180, 196.

Responds to G. T. Buswell in same issue of Elementary English. Asserts need for
a study of the problem of oral reading to determine its potential value for grades 5-8 and suggests suitable methods for determining that value.

Indicates the trend of thought of the time regarding the study of oral reading. Questions the soundness of dissenters in the area of oral reading usefulness. Relates the background of the premise "oral reading should be taught in the elementary grades."

Reports a study which sought to demonstrate that the reading and spelling achievements of 1st grade children can be vastly increased by a combined phonic and sight-context-reading approach based on materials and activities which cause the beginner to attend wholeheartedly and efficiently to the essentials: recognizing printed words and thinking the meanings of printed words.

Lists books, pamphlets, and articles on technics, ideas, and sources for bulletin boards and displays to publicize books and reading.

States the importance of children's understanding of sequence and structure in written material, and gives methods to be employed in readiness programs to improve ability to see and interpret structure and sequence.

Presents an overview of Arthur Gates's career, including his work in general psychology, educational psychology, and reading.

Russell, David H. "The Prerequisite: Knowing How to Read Critically." XI. (Oct. 1963), 579-582, 597.
Urges more emphasis on teaching critical reading as a means of developing critical thinking.

Suggests the direct teaching of 6 types of thinking that can be applied to reading: perceptual, associative, concept formation, problem solving, critical, and creative.

Reports a study of the difficulty of 60 juvenile books as rated by 60 librarians in 10 states. Six formulas (Dale-Chall, Flesch, Leverenz, Lorge, Winnetka, Yoakam) were also used to rate some of the books. The children's librarians did not agree in rating the difficulty of juvenile books; they rated some books as much as 5 grade levels apart. Some librarians criticized the Children's Catalog because "it gives a false impression of the difficulty of books."

Reports an experience which approached a nearly ideal reading hour built on children's interests, without compulsion or driving, but characterized by unobtrusive directing and planning by the teacher.

Recommends use of reading materials for development of tolerance, concern for others, and other democratic ideals.

Lists books with annotations for Book Week. Suggests encouragement of reading as an adventure.

States that good functional reading should contain a basic reading vocabulary, meaning, and vividness.

Reviews reasons for reading difficulties. Discusses in detail methods to use to help correct difficulties.


Cites observations and studies and concludes that reading, the great adventure, is a natural interest. By providing psychologically sound incentives, it is possible to insure practically a 100% participation in an extensive reading program. Pupil endorsement of books should be given consideration.


Lists criteria to be used when selecting reading games.


Maintains that reading materials should be changed so that they are more closely associated with children's interests. Though cost is a factor, with improved materials children will build an undestroyable interest which will continue through the years. Author also describes a WPA reading laboratory.


States that schools should not teach reading but should teach the use of reading and in so doing teach thinking. Presents 4 approaches to achieving this proposal.


Gives conclusive results of a study made on uncontrolled reading. Shows that age level, IQ, and sex were factors in selecting reading materials. Science and biographical materials were read more by boys, while mystery and adventure were read more by girls. A greater variety of books was read by both sexes with higher IQ's.


Comments upon certain aspects of verbalism met in reading. Provides 8 guidelines for a teacher to follow if the teacher wants to help his pupils avoid verbalism. Points up that word recognition is only the beginning, and that true reading involves thinking about what the words have said.


Gives an account of how a mother proves to her daughter that reading can be fun. This was done not by much reading but by reviewing all the basic structures involved and creating an awareness of how reading can be practical.

Serviss, Trevor. “Reading in the Content Areas.” XXX (Oct. 1953), 353-361.

Points out the necessity of studying the needs and interests of children and the importance of a library with abundant materials so that children can be guided in the responsibility of selecting material and evaluating it in terms of their needs and interests. Calls for reading programs that will make reading a vital part of living and a symbol of pleasurable activity.


Recommends that reading materials revolve around students' interests and that the teacher further stimulate interests through using educational media.


Presents a list of 82 books representing 25 countries or parts of the world. Books listed range from preschool picture books to junior high and 4th school books, published from 1931 to Sept. 1934.


Lists 16 questions regarding reading for information.


Expresses the idea that reading is talk written down, and advocates ways of drawing upon children's experiences and conversations to help them in their reading.

Reports an experiment with a 6th grade class to answer the question, “Are fast readers the best readers?” Concludes that the purpose for reading determines whether or not fast readers are the best.


Surveys the reading interests of pupils in the grade school with a comparison of these interests to the interests of adults.

Shores, J. Harlan. “Reading of Science for Two Separate Purposes as Perceived by Sixth Grade Students and Able Adult Readers.” XXXVII (Nov. 1960), 461-468.

Presents results of a study to understand the immaturity of 6th grade children and their inability to read science materials for various purposes. Draws 3 conclusions.


Reports a study which indicates that a reader’s purpose for reading is a determinant of reading rate and comprehension.


Tells of various studies to discover what factors determine speed in reading. Tests show that speed and comprehension both depend on difficulty of the material, the extent to which the reader reads critically, and the reader’s purpose in reading.

Simpson, I. Jewell. “Helping the Teacher Improve Oral Reading in the Grades.” (1) VI (Sept. 1929), 167-170; (2) VI (Oct. 1929), 201-203.

Lists reasons why oral reading is important in the elementary grades. Enumerates ways in which the teacher may train pupils in the art of oral reading.

Relates ideas for teachers to use in improving oral reading. Restates the need for improvement in this art.


Deals with the results of a questionnaire which attempted to find out the reading interests of primary children.

Smith, Dora V. “Stimulating Interests and Appreciation through Reading.” XVII (May 1940), 171-175, 182.

States 4 standards by which to judge the success of a reading program. The main goal in reading is to find joy in books.


Urges reading with empathy, relating oneself to characters in books for significant literary experience.


Lists and elaborates on 8 questions which obstruct the child’s progress in understanding children’s books and eventually weaken his interest in them; states that one must start with the positive suggestion of having the child read the book.


Presents research bearing on the personal and social values acquired by young people and adults through reading. Draws 5 conclusions from the data.

Smith, Nila Banton. “Some Effects of Reading on Children.” XXV (May 1948), 271-278.

Tells of an inventory taken among children to determine the kinds of literature children prefer and if their choice of literature had anything to do with their attitude toward reading.

Smith, Nila Banton. “What Have We Accomplished in Reading?—A Review of the Past Fifty Years.” XXXVIII (Mar. 1961), 141-150.

Reviews 50 years of accomplishments in the scientific study of reading.


Defines critical reading as one aspect of reading comprehension.

Smith, Ruberta N. “A Viewpoint in Prepar-
Reading — 32

...ing Teachers of Reading.” XII (Dec. 1935), 271-273.

Suggests that the curriculum in teaching and preparing teachers has become one of preparing one to teach children rather than subject matter.


Provides a source of a concise analysis of the differences between literal reading and critical reading.


Gives directions for planning and executing a simple Book Week party, and lists possible activities involved.

Stahl, Stanley, Jr. “An In-Service Approach to the Improvement of Developmental Reading Instruction.” XXXIV (May 1957), 312-318.

Discusses the complexity of the reading process, the large number of failures, the importance of the teacher’s ability and role, and suggests fundamental skills and approaches. Gives an inservice outline of reading skills.


Emphasizes the importance of forming good reading attitudes and practices in young children. Points out what can be appealing to children in books to stimulate their reading.


Discusses independent and dependent variables as influences on reading learning. Also discusses reflective thinking, discovery learning, goals, individualized instruction as they pertain to the reading-thinking process. Assimilation and accommodation are the cognitive processes involved in reading.


Describes approaches to reading instruction—the segmental approach and the intonational approach. The segmental approach is similar to phonics yet it disagrees with some of the practices advocated by phonicians; the intonational approach takes its base in the suprasegmental phonemes which are represented by four degrees of loudness, four degrees of pitch, and four degrees of juncture (pitch-pauses). Feels that the second method “promises some new and productive methods” and that children should start to read material which resembles spoken English.


Presents an organizational approach to conducting a reading program. Relates the advantages of grouping reading classes in order to give a maximum amount of time to silent reading.


Lists some valuable contributions to the teaching of reading by Edward Dolch, Jr. Includes such tools as (1) 220-word list comprising 75% of words used in 1st grade books, (2) books on the teaching of reading, and (3) games as effective learning aids.


Discusses 4 aspects of the effect of interest as a motivating force to read.


States that reading is not just reading words but a reading into words so that a child finds personal fulfillment and expands his experiences.


Contends that prepared tests, whether achievement, IQ, or readiness, cannot give the entire picture of the child in regard to reading achievement. Continuous appraisal by the teacher, with data synchronized around developmental change, must be carried on. The child must ‘ve access to many books. His environment should
stimulate him to read. The child must be continuously appraised with the help of standardized tests and teacher-staff study.

Describes the success of self-selection of reading materials at the 7th grade level. Procedures were left to the individual teacher, but results created a high interest in reading.

Thralls, Zoe A. "Geographic Terms in Third Grade." XXXVI (Jan. 1959), 32-35.
Summarizes the geographic material existing in basic readers at 3rd grade level. Covering 14 readers copyrighted 1945-1957.

Stresses the needs for interrelationships among the many phases of the language arts from kindergarten through college. Suggests teacher methods of planning a reading program, based on the findings of various studies, and types of materials to be used.

Describes a change in curriculum and techniques in the reading program in the upper grades in Boston.

Uhl, Willis L. "What Children Do When They Read." (1) VIII (Sept. 1931), 155-156, 170; (2) VIII (Oct. 1931), 189-193.
Enumerates 5 fundamental processes of reading and proceeds to analyze them in the two issues. Identifies a number of behaviors common to children while they read.

Von Stein, Lucy W. "Fun with Reading in the Third Grade." XXX (Jan. 1953), 27-30.
Shows a multitude of ways to use reading as a source of entertainment, encouragement, and enlightenment for 3rd graders.

Wagner, Orren R. "What We Really Know about Reading." XXVII (Jan. 1950), 23-25.
Lists Robinson's summary of causes of severe reading retardation and basic principles of reading instruction.


Presents 3 views of critical reading: propaganda detection, critical thinking, and literary analysis. The habit of judging and an awareness of the uniqueness of communicating through the printed page are two common elements in critical reading: fear and lack of time hinder critical reading. Time, materials, freedom from pressure, and receptive teachers are needed to teach critical reading.

Describes readers who can read and read well, in an area undergoing rapid social change. Points out some of the values these children hold that may influence their attitudes and drives.

Analyzes Paul Witty's (Northwestern University) contributions in the fields of education, psychology, mental hygiene, child development, and reading.

Discusses points to be remembered in structuring incidental reading experiences; discusses role of the teacher, use of classroom displays.

Authors present criteria for choosing reading textbooks, giving 6 factors of difficulty for selecting a reading text, and suggesting methods for evaluating the difficulty of these textbooks.

Discusses valid uses of reading aloud in class.

Points out 8 possible causes of reading failures and suggests measures to help overcome these problems.
Discusses the relationship between the reading being taught and the influence the content has on child behavior and attitude.

Discusses reading instruction as an individualized method for each child. Comments on criticisms of reading instruction by Flesch and others.

Discusses two problems which are common to every area of instruction and every class: (1) the teacher must understand the nature and needs of the children; (2) the teacher must seek the right materials and experiences. Includes a list of worthwhile books and magazines for the primary grades.

Considers reading instruction today as compared with reading instruction 10 years ago. Though schools of today are being criticized for neglecting the teaching of phonics and failing to teach fundamentals, this criticism may result from widespread insecurity and serve as a strong emotional reaction to the great heterogeneity of ability characteristic of the typical classroom, as well as a reaction to a change in instructional materials. Through evaluating achievement tests, reading attainment today and in the past, surveying opinions of teachers, supervisors, and administrators, and making allowances for wide ranges of ability, the author decides that reading instruction today is slightly improved over 10 years ago. The heterogeneity of ability and frequency of reading retardation in schools make remedial reading instruction a necessity at the junior and senior high school levels.

Surveys studies on the development, popularity, and influence of comic books.

Surveys research on two questions regarding comics: (1) Why are they popular? (2) What are their undesirable features?

Cites findings of relationship between reading of comic books and juvenile delinquency. Tends to be unrelated to marks in school. Gives bibliography for guidance in children's reading.

States that as children progress through the grades, their chief meaning problem in reading shifts from paragraph meaning to word meaning.

Wyatt, Niza M. "Sex Differences in Reading Achievement." XLIII (Oct. 1966), 596-600.
Presents a study in which boys were separated from girls, given special reading material and special help to see if this could eliminate the gap in reading achievement between the sexes. Although there were not significant differences as measured by achievement tests, the sex grouping seemed more effective for boys but detrimental to girls.

Describes difficulties commonly experienced in remembering what one reads and suggests some steps that can be taken to improve retention. Emphasizes the importance of material having meaning to the individual.

Presents author's method of selecting readings and other class activities in a heterogeneous grouping to allow for individual differences.

Describes phonograph and phonetic method of teaching in a comparative study. Phonetic method is superior in speed.
Research—33

Alltucker, Margaret M. "Research Improving the Teaching of Spelling." IV (June 1927), 174-175, 187.

Suggests that spelling words be grouped by difficulty and that each pupil be asked to spell words at his own level. Speaks of inculcating a "spelling conscience" that gives him a desire to spell correctly as well as the ability to recognize the correct spelling and the meaning of the word. Also presents techniques for effectively teaching spelling, and lists needs for further research in spelling.


Stresses the need for more research in the area of listening.


Lists 289 studies in the language arts in progress during 1956.


Presents both sides of the issue of individualized vs. group teaching of reading with the comments of experts documented. Concludes that the best features of both might be the best way to satisfy needs of the learner.


Synthesizes some 75 articles of research on language arts with the objective of drawing together different aspects of the field and raising questions that need to be answered if the interrelationships are emphasized in school programs.


Reviews and discusses a reading program initiated in Champaign, III., 1950-1952 and conducted until 1955.


Reviews and evaluates the results of instruction in reading, listening, speaking, and writing by television as compared to conventional classroom procedures.


Evaluates experiments done to determine the ability or inability of television to contribute to English teaching.

Betts, Emmett Albert. "Reading Disabilities and Their Correction: A Critical Summary of Selective Research." (1) XII (Mar. 1935), 69-73; (2) XII (Apr. 1935), 106-111; (3) XII (May 1935), 131-141; (4) XII (June 1935), 157-165.

The chairman of the Committee on the Third Annual Research Bulletin submitted to the editor 125 abstracts of scientific studies relating to reading disabilities and their correction. Eleven authorities were asked to select 45 of these abstracts for publication. Of those selected, 8 had some bearing on preventive measures; 8 on corrective procedures; 24 on suggestions for analysis of disabilities; laterality was investigated by 4; and 14 were concerned with the hygiene of reading. Success in beginning reading 30 years ago was probably significantly related to psychological and physiological maturation.

The second article lists researchers in the field of reading disabilities and the problems their research has covered. Lists the character of the research, the problem, the limitations of the study, the procedure, and specific findings for each project.

The third article summarizes 25 more research studies done in the area of reading disabilities. Discusses the character of research, the problem, the limitations, procedure, and conclusion of, among others, Walter Dearborn's, B. Duffy's, Donald Durrell's, Arthur Gates's, and William Gray's reports.

The fourth article concerns research on causes, characteristics, and frequency of reading disabilities; reading achievement of pupils with seriously defective sight; the relation of facility in mirror reading to the functions of speech and reading; the effect of right or left handedness on reversals in reading; reading disabilities among higher
grade mental defectives; identifying prospective nonreaders; and finding and analyzing the factors contributing to marked reading disability.


Gives 5 approaches to the study of systematic reading sequences. Presents study by Warner on retardation and a study by Hilton.


Consists of a series of short articles written by specialists in the field of reading. Lists both solved and unsolved problems, and presents specific ideas for research.


Describes a study conducted at Spring Street School in Atlanta. Defines the terms individual reading instruction and basal instruction. Gives the results and possible implications of the study.


Gives a report on research in the elementary language arts.


Reports a study which sought (1) to reveal some features of language used by authors of 5 children's literature books, and (2) to demonstrate the power of the analytic procedures introduced in the hope of stimulating more substantial research.


Reports on a study investigating whether or not exposing children to misspelled words hinders their progress in learning to spell and read.


Describes a study designed to determine the number of facts presented in certain content textbooks. Results of the study led to these conclusions: (1) as the books became lighter in fact burden, they came more to be story type material; (2) the books with low average fact burden had an uneven distribution of facts within them; (3) a heavy load of facts may not be as damaging as failure to distinguish between important and unimportant facts; (4) the additional factor beyond the quantity of facts is the difficulty of the facts.


Discusses educational research of the time and includes the following findings: (1) modern technics are adopted earlier in urban areas than in rural areas; (2) half the schools surveyed displayed some evidence of written courses of study, pre-primer, and remedial work; (3) 60% of the teachers' colleges surveyed offered courses in reading; (4) there was inadequate dissemination of information about the teaching of reading and educational theory; and (5) of 23 sets of textbooks, including 346 books, evaluated on the basis of inclusion of current research findings relating to reading, 173 were labeled excellent, 94 good, 35 fair, and 44 poor. Suggests that the quality of textbooks affects, to a large extent, the quality of reading instruction.


Discusses some of the inhibiting factors in research in the elementary school reading program.

Lists problems in reading which needed research investigation in 1929, ranging from reading readiness to vocabulary at the elementary level. Includes progress reports of research already in progress.

Deals with problems related to word analysis and middle grade reading problems. Gives 3 suggestions for improving research methods, which are the greatest weakness of experiments in reading.


Presents results of current research in two areas—reading and written communication.

Edmund, Neal R. "Story Writing in the Seventh Grade." XXXIV (May 1957), 305-306.

Presents results of a survey of 127 children asking questions about their story writing experiences.

Evans, James W. "Needed Research in Language, Composition, and Grammar." XVI (Mar. 1939), 97-100.

Suggests that though research has been conducted in language, composition, and grammar, it has not been of a kind helpful to the classroom teacher. Suggests directions which future research should take: (1) part of the research should concern itself with the specifics of language; (2) studies...
of the positive aspects of pupil needs and performance are needed; (3) studies are needed about the problem of how pupil performance can be motivated; (4) the problem of difficulty should be redefined to take into consideration the work, time, and attention required by the learner in mastering the item to be learned.


Presents the author's statistical formula for measuring readability and its applications. Suggests a direction for further research in readability, with emphasis on linguistic aspects.

Foster, R. A., and Hampel, Margaret. "Unpublished Studies in Elementary School English." (1) XVII (Mar. 1940), 117-122; (2) XVII (May 1940), 194-198; (3) XVII (Oct. 1940), 240-245; (4) XVII (Nov. 1940), 290-292.

Summarizes, in 4 installments, information about research in elementary school English.


Points out that pronunciation plays an important part in learning spelling; sets up certain guideposts to establish pronunciation instruction as an integral part of the spelling program.


Evaluates the 4th annual research bulletin of the National Conference on Research in Elementary School English, Research Problems in Reading, edited by Donald D. Durrell, and lists areas which need immediate attention.

Gibbons, Helen D. "Reading and Sentence Elements." XVIII (Feb. 1941), 42-46.

Reviews a study seeking to determine the relation between: (a) parts of a sentence; (b) parts of a sentence and the ability to understand the sentence meaning; and (c) the ability to see relationships between sentence parts and the ability to read as determined by Gates's standardized reading test.


Describes a research study on 100 children in grades 1, 2, 3 and their cues and miscues in reading comprehension as studied from a private, oral reading situation.


Reports studies dealing primarily with the objectives and techniques of oral and written English in grades 1-8. Gives brief reports of the following 3 studies: (1) integrating language with other parts of the curriculum; (2) language problems of handicapped children; and (3) creative writing.

Other studies evaluate (1) courses of study and textbooks; (2) error studies and remedial drill programs; (3) grammar; (4) punctuation; (5) tests, scales, testing techniques; (6) growth in vocabulary and other language elements; and (7) composition.


Suggests techniques for people interested in reading; criticizes the yearbook (the 4th bulletin of the National Conference on Research in English), discusses problems of research, and gives the reason for studying these areas. [See also Arthur I. Gates, Dec. 1936, this section.]


Classifies reading problems that need to be fully researched under these headings: theory and practice; practical issues and problems; characteristics of readers; levels of maturity or school progress.

Greene, Harry A. "Research in Elementary Language." (1) X (Mar. 1933), 59-66; (2) X (Apr. 1933), 101-107; (3) X (May 1933), 126-134; (4) X (June 1933), 155-156; (5) X (Sept. 1933), 177-180.

Reports on the problems in elementary language. The principal difficulty lies in the fact that in the past the attack on the
problems of language as a field of elementary school instruction has been mainly philosophical rather than experimental.

Studies the content and placement in the curriculum of elementary English. The curriculum should place emphasis on the constructive rather than on the error aspect of language.

Discusses the problems in elementary language related to sentence structure, grammatical forms, single situation in usage, relationship of subject and predicate, and oral and written language activities.

Part V consists of a discussion by Robert C. Peoley and Percival M. Symonds on "Research in Elementary Language."


Reports on research of the study of the relationship between handedness and reading. Evidence thus far available reports significantly little relation between handedness and language ability. Gives statistics from various studies of grades 5 and 6.


Discusses the substrata-factor theory of reading, its design and its applicability to reading in the elementary school. Refers to research by Jack Holmes and Harry Singer on this subject.

Hampel, Margaret. "Unpublished Studies in Elementary School English, 1941." (I) XVIII (Nov. 1941), 255-262; (2) XVIII (Dec. 1941), 300-305; (3) XIX (Jan. 1942), 23-28; (4) XIX (Feb. 1942), 67-69.

Consists of abstracts of unpublished studies in elementary school English for the year 1941. Lists authors and their unpublished articles.

Hanna, Paul R. and Jean S. "Applications of Linguistics and Psychological Cues to the Spelling Course of Study." XLII (Nov. 1965), 733-750.

Offers an overall design for a research approach on spelling improvement through the fields of linguistics and psychology, and discusses 5 aspects of the spelling program.


Describes a study conducted for the purpose of investigating the differences in achievement in the separate subject matter areas between younger and older 1st grade entrants at the end of the 4th and 5th grades. The results of the study showed that despite the fact that the younger pupils were significantly inferior to the older pupils in almost every academic area evaluated, when the raw scores were converted to grade equivalents, the mean grade equivalents of the younger pupils were still above grade level. Succumbing to current pressures for an earlier entry date for 1st grade pupils is difficult to justify in light of these results.


Contrasts recent spelling research with the linguistic approach and suggests 4 major areas of possible research in these two categories.

Harris, Albert J.; Strang, Ruth; Witty, Paul; and Yoakam, Gerald A. "Unsolved Problems in Reading: A Symposium II." XXXI (Nov. 1954), 416-430.
Research — 33

Presents 4 lists by the authors of areas needing research in the field of reading.


Lists favorite childhood books based on recall of childhood reading (ages 9-15) by college students in 1930-1940. Results of the study showed that the group had read all books within their reach and liked all they had read.

Hogenson, Dennis L. “The Role of Interest in Improving Reading Skills.” XXXVII (Apr. 1960), 244-246.

Describes a study of two 6th grades to determine the role interest plays in improving reading skills. A control group with an IQ range of 80 to 120 read a basal reader. An experimental group with an IQ range of 92 to 124 selected three library books of differing types, of interest to them and on their reading level, and were encouraged to read as much as possible with periodic checks of their reading progress. The experimental group made greater gains on skills than the control group.


Combines spelling with language arts by presenting the spelling words in the form of sentences made up by the pupils.


Examines the research in spelling and suggests better use of these studies for the teaching of spelling.


Lists a selected bibliography of research, with an introductory reference section and a discussion of research implications for the improvement of modern spelling instruction: (1) a spelling program should be built around a central writing core of from 2- to 3,000 words including those high frequency words needed by both children and adults; (2) list presentation of words is more efficient than contextual approach; (3) the test-study procedure, child-corrected, is superior to the study-test approach; (4) phonics should be supplemental to the direct study of words; (5) misspelling in written work shows poorly developed consciousness or conscience; and (6) evaluation by standardized testing and spelling scales is defensible.


Summarizes a controlled study that was carried out for a month with two 4th grade groups to determine the effectiveness of phonographic recording in the improvement of certain mechanical elements in children’s use of oral English.


Reviews a study of children with an IQ range of 76-114 with poor work habits and poor attitudes toward reading. Explains motivational methods, both individual and group. The results showed an improvement in attitude and work habits.

Johnson, Roy I.; Smythe, Dallas W.; Shores, J. Harlan; and Husbands, Kenneth. “Research and Interpretation.” XXVII (Jan. 1950), 40-57.

Discusses possible influence of electronic media—radio, TV—on reading time. Some TV could be utilized educationally. Man needs to be educated to think critically and to select carefully those media which most influence his thinking and acting.


Reports an investigation of 111 1st graders to show the relationship between reading readiness scores and later reading achievement; scores showed very little relationship between the two.


Summarizes research in reading as follows: (1) reading-readiness tests are not reliable in predicting success or failure in beginning reading, and programs of instruction must be adjusted to developmental levels of children; (2) phonics instruction is only a single aspect of word recognition; (3) there is a marked sex difference in
reading interest; (4) television does not necessarily supplant reading and can be used to stimulate more reading; (5) preparation for reading in content fields is as important as guidance in reading from readers; (6) no conclusions can be drawn from research as to the superiority of individualized reading programs over others; and (7) machines of the pacer, flashmeter, and film types, to increase reading rate, cannot be recommended.

Reports a study to determine the difference between an experimental class using practice materials without a textbook or other aids, and a control group using a textbook and any device which the teacher could find. The experimental group scored highest on tests thus proving that English can be taught just as well from individual assignment sheets.

Reviews the results of a 406-child study of reading ability and socioeconomic status. Draws 8 conclusions.

Comments on the findings of research on vocabulary problems—a study reported by the National Conference on Research in English.

Describes an experiment in Tennessee for improving reading of children who were selected on the bases of a standardized test, teachers’ estimates, and vision, hearing, and intelligence tests. Children improved from .5 to 2.3 school grades as a result of a remedial reading program.

La Brant, Lou; Marcus, Fred; and Steinberg, Erwin R. "Needed Research in Language Expression." XXIX (Jan. 1952), 35-38.
Discusses points that need to be researched in the area of language expression.

Discusses some research needs with prescriptions for design.

Reports on an experiment in which reading was taught through filmstrips that paralleled content in a basic reader text. Attributes this method with significant increases in mean grade level scores and IQ scores.

Lipscomb, Lena E. "A Study of the Reading of a Sixth Grade." VIII (Mar. 1931), 60-63.
Reports a study conducted to determine some definite plan for selecting books for 6th grade pupils of high reading ability to read. Results showed that the ones with the highest IQ were not necessarily the ones who read the most books.

Reports a study made to ascertain the extent to which children understand words and phrases read in literature. Uses the reactions of a group of 77 6th graders to the literary selection, "Achilles, Famous Leader of the Greeks," by Alfred J. Church.

Reviews the experiment and points out the psychological advantages gained by shy or retarded readers by using the materials with pictures corresponding to reading texts.

Cites the values that poetry has for children. Enumerates research concerned with the listing and grade placement of poems. Determines a basic list of poems that could be used in grades 1, 2, and 3. Is far from satisfied with her results, however, for she feels that a study tends to perpetuate itself in other studies. Concludes that the scientific problem of finding what poetry is best
suited for different levels of development still remains to be solved.


Gives a constructive criticism of the bulletin from the fourth annual National Conference in Research in Elementary School English, and commends the chairman for his selection of subject areas to be studied. The committee’s discussion included methods of research, correlation of reading and language programs, age of reading readiness, content of reading primers.


Points out need for additional research in the field of children’s writing vocabularies, suggesting that to get the common words that children use, one should study children’s letters and diaries. Also considers the matter of selecting spelling vocabulary in terms of spelling difficulty, and the need for research in matters concerning grade placement of paragraphing, punctuation, and reading material.


Lists unpublished research in elementary school English.

Includes two reports, one dealing with primary grade studies in English and the other with intermediate grade studies in language.

Emphasizes oral English for primary grades and composition writing in the intermediate grades. Stresses the importance of reading ability in making use of sentence structure. Gives the results of a study made at intermediate grade level under the headings of grammar, punctuation, practice material, testing techniques, and reading.


Reports how the author develops her own devices in teaching spelling.


Describes the controlled method of i/t/a (Initial Teaching Alphabet) and T.O. (traditional orthography) in reading achievement.

Mazurkiewicz, Albert J. “Teaching Reading in America Using the Initial Teaching Alphabet.” XLI (Nov. 1964), 766-772.

Reports in detail the work done in a study which is, first, a demonstration of the use of the i/t/a in reading instruction and, second, an evaluation of its effectiveness, building on the research findings of the English experiment determining the effectiveness of using Pitman’s i/t/a. Tentative conclusions are that the i/t/a population is superior to the control group in word recognition, total reading, and comprehension along with better rapport in certain social and emotional areas.


Reports a study in Bloomfield, New Jersey, concerning English expression. The plan, though observed for one year, was too short to lead to any conclusion about its effectiveness. The data did show gains in language as revealed by the Progressive test.


Describes an experiment carried out in 1936-37 in grades 4, 5, and 6. Two methods of teaching functional grammar were set up: the formal method in which the subject matter of the lessons consisted of items of grammar related to the sentence as a unit; and the incidental method in which children wrote compositions and teachers based their teaching of grammar as needs were revealed in the compositions. Results showed that the incidental method of teaching was slightly more effective in changing the sentence structure of elementary school children.

Deals with an attempt to investigate the amount of agreement between children's choices of books and those chosen by both the American Institute of Graphic Arts and the catalog 3300 Best Books for Children. AIGA books did not fare so well with the children as did the catalog's listing.


Reviews 58 research studies in elementary language arts.


Presents the 3rd annual review of reported research in the elementary language arts field.


Summarizes 77 research studies having direct classroom application which appeared in journals from Dec. 1963 to Dec. 1964. They cover preschool reading and its effect on school reading achievement, i.v/a, the Joplin plan, the problems of teaching reading to boys, programmed instruction, aural-visual discrimination both in the early reading program and in succeeding grades, written communication (spelling, composition and mechanical skills), and oral communication.


Part I summarizes articles on the sociology of reading, the psychology of reading, the physiology of reading, and the teaching of reading. Summarizes articles on language learning, oral communication, and written communication.

Part II presents articles dealing with specific studies of reading instruction.


Summarizes pertinent research relating to questions of spelling and reading instruction for poor spellers and poor readers.


Presents the results of a study of 8th grade pupils in a summer demonstration class at Harvard University concerning correlation between intelligence and variety in sentence structure.


Analyses the reading of 82 elementary school children from two schools who were classified as retarded readers. Presents conclusions.


Reports on a study using the vocabulary from the Primary Reading series. Results indicated that more experience at each level of reading built confidence for the next reading level.


Describes a research study aimed at preventing and solving spelling problems. Study was conducted at the 6th grade level.


Summarizes about 200 studies concerning interrelationships of personality and language behavior.

Russell, David H. "Progress in Reading: A Special Review." XXXIV (Apr. 1957), 242-244.

Gives a critique of a two-year study which indicates superiority of "phonics-word approach" over "mixed methods." Notes 7 major inadequacies of the study.

Russell, David H. "Reading Research that Makes a Difference." XXXVIII (Feb. 1961), 74-78.
Selects the 10 best examples of reading research which have affected the curriculum in reading and related areas. They involve eye movements, teachers' methods, clinical procedures, children's motivations, the emotional and personality comitants of reading, and the problems of reading and language all over the world.


Reviews studies by Gates, Betts, Gilbert and Gilbert, Spache, Russell, Bond, and others.

Sandmeyer, Katherine H. "Spelling: Help or Hindrance?" XXXV (Jan. 1958), 42-44.

Deemphasizes the use of spelling rules and relies more heavily upon visual memory method. Encourages careful observation and persistence in learning to spell words correctly.


States that the test-study method of teaching spelling is superior to that of the study-test method. Compares in value 3 variations of the test-study plan. Relates findings to experimental study groups: above average, average, and below average.


Describes some of the methods used and results obtained in a study measuring individual differences in the extent and use of the English vocabulary at various grade levels. Makes use of the Stanford-Binet Intelligence Test and personal research findings in the experiment.


Deals with vocabulary problems in textbooks in relationship to developing both vocabulary and thinking. Cites various sources and their ideas in regard to vocabulary development.

Seegers, J. C. "Vocabulary Problems in the Elementary School." (1) XVI (Apr. 1939), 157-166; (2) XVI (May 1939), 199-204; (3) XVI (Oct. 1939), 234-239; (4) XVI (Nov. 1939), 279-282; (5) XVI (Dec. 1939), 320-326; (6) XVII (Jan. 1940), 28-43.

Includes a bibliography of the 7th annual research bulletin of the National Conference on Research in English.

Presents findings of research on elementary school vocabulary stating available information, including lists and compilers, and identifying areas where more research is needed. Discusses vocabulary building and vocabulary problems in reading, writing, and speaking.

Includes a digest of research on elementary school vocabularies for listening, speaking, and writing, the purpose of which was to call attention to the difference between words which children actually know and words which publishers think they know.

Includes a digest of research on vocabulary problems.

Reports research which points out problems of vocabulary.


Reviews a study which compared 3 approaches to spelling instruction used with 3 different groups of children. One group did much independent study with freedom to choose their activities; another, much independent study without freedom to choose their activities; and another followed a workbook program. All made the same gains in spelling achievement. Recommends further research on teaching spelling.

Identifies the following as components of a good spelling program: challenging writing situations; proofreading practice; developing rules inductively; following up correction of errors; compiling lists of words based on needs, abilities, and interests; and workbook practice.


Presents a brief analysis of the research that has been made in recent years on the vocabulary development of the 1st grade child.

Singleton, Carlton M. "Freedom to Read..."

Discusses steps for guarding researchers' freedom in order to strengthen their study when securing the cooperation of those who may be affected.


Stresses the need for research in the language arts, and lists groups of questions that should be answered by this research.


Reviews, with suggestions, the need for and the way to go about classroom research.


Affirms the idea that research needs in language arts are varied and urgent, and suggests the following topics for research study: (1) continuity of growth, longitudinal study of language needs, uses, and development; (2) interrelationships of language growth with other areas of growth; (3) environmental influences on vocabulary, quantity and quality of expression, and reading ability; and (4) developmental sequences.


Notes that more research is needed in these areas related to reading and spelling: (1) mature reading skills (skimming, scanning, critical reading, and proper handling of propaganda); (2) individualizing reading instruction to learning aptitudes of individual child; (3) the impact of parent-child relationships upon success in child's reading; and (4) the reasons for misspelling.


Provides a bibliography of 284 research studies covering 18 areas of language arts in progress in 1958.


Reports on 312 research studies completed or underway in language arts in 1960.


Lists 221 studies done in 1961 and 1962—4th in a series of biennial collections of research studies in the language arts.


Part I reports that the number of language arts research studies more than doubled those of 1962. Attributes the increase in part to the stimulus given by Project English and other research activities of the U.S. Office of Education. The language arts classification includes correlated programs compared with isolated teaching, linguistics, and i/t/a in the first grade.

Part II includes a comprehensive bibliography of master's theses, post master's research, doctoral dissertations and post doctoral study under the following listings: reading: secondary school; reading: college and adult; reading: corrective; writing; grammar and usage; spelling; handwriting; speaking and speech correction; listening; teacher education; psychological relationships; literature, poetry, appreciation; dramatics; college English; and library.


This is the 6th biennial listing of research studies compiled by the author with the help of the National Conference on Research in English. It contains 381 studies underway or completed during 1966. Categories: programs and curricula; vocabulary; linguistics; dialects; language development; mass communication; materials and analysis; bilingualism; reading: process; reading: elementary school; reading: secondary school; reading: college and adult; reading: corrective; writing; grammar and usage; spelling; speaking and speech correction; listening; teacher education; psychological relationships; college English; literature, poetry, appreciation; dramatics; college English; and library.
Spelling and Vocabulary — 34

Staiger, Ralph C. "Research in the Language Arts." XXXIX (May 1962), 490-494.
Considers research in the language arts, and reasons that since most of the studies reported use some kind of statistical treatment, it might be useful to suggest a sequence of utility for prediction of the statistical techniques used in these studies.

Reports on a conference recognizing some needed research studies on language arts.

Reviews the i/t/a experiment in Bethlehem, Pennsylvania, with 40% of the children coming from low socioeconomic group. Results were favorable to i/t/a.

Part I states that research is needed on the dialects children bring to school and what teachers should do about them; studies should be conducted on ethnic and regional speech patterns that may hinder the speaker. Research is also needed on teaching sound-symbol correspondence to children whose language differs from that of textbooks.

Part II states that information about listening should be disseminated more widely and more research should be done. Discusses speaking skills with focus on needed research.

Part III calls for research which could be used to develop teaching methods and curricula.

Suggests several areas in which research is needed.

Reports that a study showed no conclusive evidence of interrelationships among language variables in children of the 1st and 2nd grades.

(1) Reports a study of the values of phonics study in elementary school. Relates that Gates and Russell concluded that excessive amounts of phonics should be avoided, while Donald Agnew, on the other hand, found many advantages from the teaching of phonics. Presents a program for introducing various phonics elements.
(2) Further discusses the research on the teaching of phonics. Tells some of the methods of instruction and points out the different positions of educators on this subject. Emphasizes that a phonics readiness should be ascertained before instruction is given.

Deals with areas that need research in the field of speech.

Satirizes doctoral research studies: directed toward language arts scholars; a collection of "in-group" jokes.

Describes a study done by Worth in which 66 low achievers repeating the 3rd grade were matched to 66 who had been promoted to the 4th, as to sex, IQ, CA, and test data. Eight language arts aspects were measured at the beginning and at the end using the California Achievement Test and the Gates Advanced Primary Reading Tests. The results: California tests—the promoted gained more than the nonpromoted; Gates tests—the nonpromoted gained more than the promoted.

Spelling and Vocabulary—34

Discusses the importance of an adequate meaning vocabulary and a study made to discover the methods that intermediate grade teachers used in selecting, presenting, and securing mastery of words felt to be essential to a child's general meaning vocabulary.

Allen, Jack, and Hullfish, William R. "What Can We Do about Spelling through Reading?" XLII (Feb. 1965), 153-155.

Gives logical answer to spelling difficulties. Emphasizes how two principles of learning are utilized in the learning of spelling—learning by doing and spaced practice.


Reports on a comparative study of 7 spelling texts over several grade levels, seeking conformity of identical word introduction at identical grade level. Includes charts and lists. Points up lack of agreement among spelling tests.

Ames, Wilbur S. "The Understanding Vocabulary of First-Grade Pupils." XLI (Jan. 1964), 64-68.

Attempts to construct and validate a test to measure the estimated size of the basic English understanding vocabulary of 1st graders.

Anderson, Donald G. "Vocabulary Abilities and Group Status in the Sixth and Ninth Grades." XXV (Dec. 1948), 506-519, 524.

Describes a study which attempted to discover what relationships exist between certain abilities and a pupil's group status or classroom popularity. Illustrates a trend toward the study of more specialized vocabularies rather than a single general one.


Reveals results of studies conducted for the discovery of the words most frequently used by the common man and by literary figures. Lists 5,000 commonly used words that were seldom included in the writings of the literary group. The literary group had a wider range of utilized vocabulary.

Archer, C(lifford). P. "Shall We Teach Spelling by Rule?" VII (Mar. 1930), 61-63.

Explains the debate going on as to whether or not spelling should be taught by rules. Takes the stand that rules should be taught, using both inductive and deductive methods of learning. States that only rules that justify the time should be taught.


Describes a study conducted by the author to try to determine how and why children are able to spell words which have not been formally taught; grades 5 and 7 were used for the experiment. Draws conclusions concerning transfer of training.

Archer, Marguerite P. "Building Vocabulary with a Fourth-Grade Class." XXXVII (Nov. 1960), 447-448.

Describes an approach to building vocabulary. A 4th grade class suggested more than 100 words to replace the word said and then wrote a story using 20 of the alternates. This practice involved individual and group participation and served to inspire greater interest in language and to induce further effort in its use.


Discusses getting word meanings from context or from picture clues, and lists 10 context aids.


Presents a guide for selecting spelling words and suggests that a method of teaching the words and some testing programs be included.


Suggests some factors in answer to the "unsolved problem": What makes a word difficult to spell?

Babcock, Mildred D. "New Words." XVII (Feb. 1940), 81-82. 87.

Describes a method to build vocabularies in order to develop creative writing.

Beard, Elizabeth. "Suggestions for Improved Spelling in Grade Five." XVII (Feb. 1940), 83-87.

Describes a study of two 5th grade groups. Indicates that spelling failure is due
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to faulty word image. Discusses ways to improve the teaching of spelling.


Reports preliminary findings of one section of a major study conducted by the Reading Clinic staff at Pennsylvania State College; deals specifically with the vocabulary count of the preprimers, primers, and 1st grade readers of 13 basal reading series.


Calls for a multimethod approach to teaching spelling with independent study taking a major place in a student's learning how to spell.


Presents an individualized spelling program in an effort to meet the spelling needs of boys and girls; describes various study techniques that can be used.


States that children learn to spell because they follow regular patterns. Spelling of words can be divided into four categories: (1) regular spellings; (2) spellings where the patterns aren't as frequent and there are irregularities; (3) irregular patterns which do pretty much as they please; and (4) solecisms. Maintains that spelling should begin with the regular words and lead to generalizations.

Bradley, Marsha H.; Cahill, Loretta A.; and Tate, Harry L. "Acquisition of a Reading Vocabulary." XVIII (Jan. 1941), 19-21, 32.

Reports the results of a 3rd and 4th series of vocabulary experiments conducted in an attempt to isolate and measure the influence of different factors that enter into vocabulary building.

Breed, Frederick S. "Adult Patterns for Children's Clothes." V (Feb. 1928), 43-45, 54.

Discusses the compilation of children's word lists and the debate surrounding the subject of vocabulary. Proponents of spelling lists feel that the words children use in normal discourse should be used rather than those taken from adult lists.

Breed, Frederick S. "New-Type Spelling Tests." VII (Mar. 1930), 54-56.

Presents two new tests to be used by the classroom teacher in spelling, namely the error correction test and the multiple choice test. Describes validity of these tests.


Presents ungraded spelling lists and suggests methods of teaching spelling.


Lists assumptions that are made when selecting spelling words and emphasizes the importance of selecting words appropriate to a grade level.


Points out that a teacher should use a variety of learning experiences to motivate a child. Lists activities effective in motivating accurate spelling.


Includes do's and don'ts in the teaching of spelling with suggestions for a variety of activities which could be useful in improving spelling instruction.


Reports the findings of Brittain, who tried to find the most commonly used words in theme writing of 2nd grade children and to show the words which were misspelled most frequently. Provides tables consisting of the words with the number of misspellings for each word.


Presents evidence that children are familiar with the comic strips and regard
them as humorous. The effect of them
upon the written English of children be-
tween the ages of 8 and 13 was shown
when 800 children in grades 3 to 6 in-
clusive in the public schools of New York
City were asked to draw a funny picture.
The drawings were similar to those of the
cartoonists: the style was primitive; and
when the picture would not suffice the
approved method of inserting the balloon
was used.

Campanole, Eugene A. "Survey of Methods
in the Teaching of Spelling." XXXIX (May
1962), 446-455.

Presents research findings concerning
many methods used in teaching spelling.
Lists 3 conclusions.

Capron, Clara Hunter. "Improving Instruc-
tion in Spelling." XV (Feb. 1938), 43-51, 75.
Explains various causes for spelling dif-
ficulty: physical, intellectual, emotional,
and instructional. Advocates the use of a
limited number of rules to be learned
inductively by the students and the use
of variations of the spelling program.

Chase, Sara E. "Descriptive Adjectives in
Children's Vocabularies." XIV (Jan. 1937),
11-16, 29.

Discusses 4th, 5th, and 6th grade descrip-
tive writing, noting especially the lack
of specific details and vivid adjectives.

Clapp, Frank L., and Young, Robert. "A
Self-Marking English Form Test." V (Dec.
1928), 305-306.
Illustrates a test devised so that the an-
swer of the pupil is automatically right or
wrong, thereby saving time for the teacher
and eliminating the chance of error in
scoring.

Cody, Sherwin. "A New Way to Teach
Spelling." V (June 1928), 186-190.
Discusses a 5-teacher experiment on 3
methods of eliminating misspelling from
compositions.

Colvin, Cynthia M. "A Re-Examination of
the Vocabulary Question." XXVIII (Oct.
1951), 350-356.
Reviews studies of size of children's vo-
cabularies pointing out the inequality of
children's speaking, reading, writing, and
spelling vocabularies, and establishes some
criteria for judging word knowledge, among
them the ability to (1) define a word, (2)
use the word correctly in a sentence, (3)
recognize an illustration of the word, (4)
illustrate the word by describing a situa-
tion, and (5) choose the meaning of a word
from several definitions.

Cooper, Jane Wilcox. "Developing Spelling
Ability through Individual Vocabularies." XXVIII (May 1951), 286-289.

Contends that more attention can be
given to individual vocabulary differences
through a spelling program than through a
reading program. This would be done
through writing, permitting a great amount
of freedom. The child would learn the
words which he desires and needs to use
in his writing. If the teacher is aware of
individual needs, she can avoid ability level
grouping. Spelling is influenced by (1) read-
ing, (2) word-analysis, (3) writing, (4) ac-
curate mental imagery, all lifelong processes.

Cunningham, Ruth A. "Vocabulary Growth
in Intermediate Grades." XI (May 1934),
130-132.

Describes a report on successful activities
and practices used in promoting vocabulary
growth. Advocates individualized instruc-
tion and organized grade activities. Lists 3
essentials of vocabulary growth.

Dale, Edgar. "Vocabulary Development of
the Underprivileged Child." XLII (Nov.
1965), 778-786.
Discusses the reasons why the under-
privileged child lacks a good vocabulary:
he lacks perceptual experiences, sustained
auditory span, perseverance toward distant
goals.

Dale, Edgar. "Vocabulary Measurement:
Techniques and Major Findings." XLII
(Dec. 1965), 948.
Discusses research in vocabulary develop-
ment and interpretation of findings. States
that experience is necessary to aid vocabu-
larv development, and labeling and filing
these experiences are necessary factors in
making them flexible and available under
many and varied conditions.

Dawson, Mildred. "Interdependent, and
Interhelpful." XXX (Nov. 1953), 454-455.
Urges that learning spelling informally in the 2nd grade is as helpful to the student as it was in the 1st grade. Focuses on reading as one of the chief sources of information and opinions which pupils share as they speak and write.

Describes an experiment involving 4th and 5th grade students which compared two methods of spelling instruction— a formal method including workbook activity, much drill on separate lists of words, some creative writing, and weekly spelling tests, and an experimental method omitting workbook activity, drawing spelling words from children's experience, spending some time on drill, much time on creative writing, and testing only after completing social studies units. Both methods produced the same average scores on a Stanford test. Poor readers did better using the formal method; good readers did better using the experimental method. The experimental method fostered a better attitude toward spelling on the part of all children.

Delacato, Carl H. "Spelling—A Five Year Study." XXXII (May 1955), 296-298.
Reports on two studies of spelling approaches in which formal-informal and formal-intensive methods are compared.

Stresses the denotative and connotative uses of word meanings to insure children's understanding of words.

Explains a game activity for teaching a spelling list in a classroom.

Appeals to writers to use substitutes for the word "said" and supplies a 376-word list of effective substitutes.

Demonstrates that textbooks for a certain subject and grade level may vary in difficulty one from another.

Presents experimental data in which two methods were used in a pretesting situation in spelling and the results that were obtained.

Emphasizes vocabulary improvement as an important part of the language arts requirements.

Dolch, E. W. "How Much Word Knowledge Do Children Bring to Grade One?" XIII (May 1936), 177-183.
Lists 4 principles used in guiding a research on word knowledge of 1st graders and 7 problems involved in this research. The author discovered that 2,703 words made up a beginner's vocabulary.

States belief that children learning to read need some type of controlled vocabulary for their reading matter. Compiles lists of 684 necessary words and 315 "permitted words"—words which occur only once in the 15 books studied.

Explains the word list and gives the yearly increase in vocabulary words of an average child until 8th grade.

Dolch, E. W. "The Vocabularies of Teaching Units." XVI (Feb. 1939), 43-46, 57.
Describes author's study of vocabulary which was developed from the activities and learning in child-experience centered curricula. Each unit served as a gathering point for experiences which were related, and each became a kind of vocabulary center.

Dolch, E. W. "Vocabulary Development." XXX (Feb. 1953), 70-75.
Deals with two forms of vocabulary development (accumulating vocabulary by memorization and by increasing experience)
and explains how their combined methods may result in the use of new words or synonyms.


Dolch, E. W., and Seashore, R. H. “Implications of the Seashore Vocabulary Report.” XXVI (Nov. 1949), 407-413. Dolch poses certain fundamental questions regarding the controversial report: (1) What kind of vocabulary growth does this report give us indication of? The answer is, it gives none. (2) Do the figures stated in the report “check with actual experience with children”? The answer is, they do not. In reply, Seashore observes that the questions raised by Dolch seem to hinge upon the following point: Was it better to use the best available research procedure which was feasible at the time and to clearly state just what was done and indicate its limitations, or should we have postponed any study until all the alternate forms and twelve years of testing were completed?

Durrell, Donald D., and Sullivan, Helen Blair. “Vocabulary Instruction in Intermediate Grades.” (1) XV (Apr. 1938), 138-146, 160; (2) XV (May 1938), 185-198. Includes vocabulary lists for grades 4-6 drawn from 7 books for each grade, and describes vocabulary instruction and transfer of skills.

Eisman, Edward. “Individualizing Spelling.” XXXIX (May 1962), 478-480. Discusses the problem of teaching 30 or more pupils at individual rates of learning. Conclusion after an experimental study was that while the results favored the individualized program, the evaluation program is still in the initial phase. Procedures, method of instruction, and results were based on the California Test of Mental Maturity, 1957 Edition.

Eisman, Edward. “Individualizing Spelling: Second Report.” XL (May 1963), 529, 530. Reports on a study which revealed that individualized spelling instruction was more effective than group instruction.

Falk, Ethel Mabie. “Vocabulary Readiness.” XXVII (Mar. 1950), 182-188. Concludes from vocabulary studies that (1) the estimate of vocabulary size reveals little about actual words known; (2) pupil variations may be great within a class; (3) no study can reveal the potential vocabulary of a child in a stimulating environment; (4) teacher selection of reading materials and procedures in beginning reading should depend on the size and quality of vocabularies of her children.

Farrar, Joe. “Are Spelling Needs Local?” VII (June 1930), 143-145. Compares words used in local correspondence between the southern part of the country and other regions. Concludes that the difference is so slight as to be of little value.

Fink, David R., Jr., and Hogan, Nancy. “A Novel Spelling Plan: From Originator to Classroom.” XLII (Feb. 1965), 131-133, 155. Discusses a new approach to spelling which lets a child progress at his own rate.

Fitzgerald, James A. “An Integrating Basic Communication Vocabulary.” XL (Mar. 1963), 283-289. Lists an integrating vocabulary of 644 words for listening, speaking, reading, writing, spelling, and handwriting to be utilized in communication and basic vocabulary development.


Fleisch, Marian. “Pictures Help Vocabulary Growth.” XXII (Dec. 1945), 317-320. Discusses a year-long project of a 4th grade teacher to help and foster vocabulary growth in her pupils; it involved the use of pictures to call forth descriptive words to be used in original paragraphs.

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Shows language as a system, as illustrated by word endings. Exceptions to the spelling rules are merely old speech-ways; e.g., *ly* used to be an adjective ending before it became an adverb ending.


Argues about derivations of words from Latin and French in response to an article in a national magazine about the naming of Soldiers' Field in Chicago.

Fox, Cladys M. “Are You Enriching Your Pupils’ Vocabulary?” XV (Feb. 1938), 52-54.

Discusses the value of a wide vocabulary and suggests that the teacher use real and vicarious experiences to help the child achieve it. Also suggests other ways to develop verbal ability.


Encourages an approach to reading that would teach a basic vocabulary of 300 words most frequently encountered in basic texts.


Lists 3 essential phases in a spelling program: physiological, psychological, instructional. Discusses some do’s and don’ts that will help thinking them through.


Lists 5 objectives of good spelling, comments on source of spelling difficulties in English, and advocates phonics as essential to good spelling.

Garver, F. M. “Children’s Writing Vocabularies as Bases for Spelling Lists.” XVI (Feb. 1939), 47-49.

Reports the author’s attempt to determine what words belong in a 2nd grade spelling list.


Discusses the spelling studies conducted by the author and his students.


Describes a process which the author calls the “thought method” of teaching spelling.


Discusses various ways of preventing spelling disabilities.


Supports the present trend to teach spelling by the individual approach. Quotes Ruth Strickland of Indiana University, who believes that children who learn easily will discard unneeded steps in learning to spell. Cites other specialists also. All experts conclude that there is no one satisfactory method for independent word study for all children, but there is one satisfactory technique for each child.

Gray, William S. “The Development of Meaning Vocabularies with Special Reference to Reading.” XVII (Feb. 1940), 71-76.

Discusses the development and importance of a meaning vocabulary as a major educational achievement. Explains what is known about the nature and sources of meaning.


Tells of a study made using the book, *Developing Spelling Power* by Russell, Murphy, and Durrell, which attempts to develop the power of listening, observation, and acuity of word perception. Conclusion: the area needs further investigation.


Discusses spelling conscience (concern for spelling errors or desire to spell better).


Describes an 8th grade vocabulary project in which the students compiled a list of
"overworked" words and a list of synonyms that could be used to replace the less original words.


Contends that learning procedures in spelling should be guided by 3 basic considerations: (1) the child should learn the words that he needs, when he needs them; (2) his uses for words should be determined by his real uses for writing; (3) genuine occasions and opportunities for writing grow only out of vital activities and experiences.

Compares 3 classroom procedures of spelling instruction.

Hahn, W. P. "How to Learn to Spell a Word in Eight Minutes." XL (May 1963), 533-534.

Argues for less emphasis on spelling drill and more teaching of spelling through reading and writing activities in which words are learned in a meaningful context.


Describes an additional step for a pupil to use after correction of test words, i.e., (1) marking out letter or letters missed in a given word, (2) writing correct letter or letters above the marked out letters, and (3) rewriting correct word to the side of the originally misspelled word. Offers valuable aid to the teacher for locating difficulties of individual children.


Encourages children to use their own mentality to develop and enlarge their vocabulary. Techniques include the use of both teacher and pupil selection of new vocabulary words, audiovisual materials in developing meaningful vocabularies, and poems or stories told in class for appreciation.


Maintains that, though some teachers teach vocabulary through drill and others feel that a student's reaction to a word gives it the final meaning, the realistic teacher helps the child see that the words have the meaning suggested by the writer's experience and intention. Since even simple words may have multiple meanings, the reasonable meaning must be determined by the total environment of the word. In developing adequate vocabularies, the teacher should teach students independence in attacking unfamiliar words and teach them the shifts in meaning, metaphorical language, and connotations.

Negates some faulty methods of teaching language arts: (1) Students should not sacrifice truth for color, or validity of experience for vividness by using flowery words that aren't appropriate. (2) Methods of teaching language, grammar, and composition should not be taught so rigidly that they do not allow for flexibility. (3) Lists of words should not be taught. Out of context, the effort is largely wasted. (4) Language arts should be an integrated program and not several different subjects.


Explores exhaustively a series of relationships basic to the encoding of the English language, involving a detailed statistical analysis of more than 17,000 different American English words. Major purpose of the research was to account for the phoneme-grapheme correspondences in these words and to analyze the phonological structure underlying the orthography.


Discusses factors involved in the spelling process, with a bibliography of spelling literature.


Describes several games to lend variety to spelling drill.

Herzberg, Max J. "Opportunities in Word Study." IX (Mar. 1939), 61-62.

Reviews tendencies of English teachers to continue to embrace certain principles involving construction and usage, and advocates practices among teachers which would arouse linguistic inquisitiveness among pupils.
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Hesse, Elizabeth. “Guiding Vocabulary Development in the Kindergarten.” XVII (Feb. 1940), 68-70, 80.

Discusses a study to determine factors which contribute to the growth of vocabulary of kindergarten children.


Compares the studies of spelling lists done by L. P. Ayres in 1915 and H. D. Rinsland in 1945. Records the implications.


Describes a method of diagnosing spelling difficulties to help the student know where to concentrate his efforts in improving his spelling. Describes the spelling test given to the students and shows in tables the ways each child misspelled words, the ways certain words were missed, the spelling coefficient of each child, and a grouping of students on basis of spelling difficulties. The spelling diagnoses of two of the students were given.


Refers to the use of a 15-minute-per-day dictionary drill in a 4th grade class because spelling problems most often motivated students to use the dictionary on their own.


Presents a revision of the current teaching of spelling practices in view of new evidence from linguistic studies of orthography, neuropsychological research, and psychological investigations.


Describes a study conducted at Stanford University of phonological relationship; relationship between phonemes, sounds, and graphemes: letter representations of sounds in over 17,000 words. Consistency of relationship between phoneme and grapheme was found to exist in at least 8,300 of these words which could be learned by applying linguistic principles. Other words can be mastered only through eye and hand learning methods. Suggests the teaching of etymology of words at the elementary level.


Describes a game of spelling baseball which is similar to a spelling bee but does not discriminate between good and poor spellers to such an extent as both are equally likely to draw an “out” card forcing them to sit down without even a chance to spell; words of graduated difficulty accompany “base hits” and “home runs.”

Hollingsworth, Paul M. “Spelling Lists—Outdated?” XLII (Feb. 1965), 151-152, 188.

Tells of a study of “letters to the editor” to discover the words most commonly used by adults, for the purpose of determining if word lists are outdated. Concludes that they are not.


Describes two methods of expanding vocabulary. Prefers the direct teaching method to independent reading without supervised instruction.


Discusses incidental learning, and suggests that words which can be learned incidentally may be left out of spelling lessons.


Points up the difficulties in spelling phonetically. Describes 4 spelling rules that can justifiably be taught since they pertain to a large number of words with few exceptions.


Summarizes the vocabulary content of 26 types of business letters, personal letters, letters of 8 noted English writers and 8 noted American writers, as well as excuses written by parents for teachers. A basic vocabulary of 38,000 words was found from
the total of five million running words. Needs in language arts teaching were found for (1) improved teaching of spelling; (2) improved dictionaries; (3) better language teaching to foreigners; (4) research basis for general curriculum content; and (5) further research.


Points out a concern with the evaluation of adult vocabulary lists. Considers 3 criteria for the evaluation of such lists: pertinence to daily activities, wide geographical distribution, and permanency.


Advocates that individual needs as well as the basic lists should be considered in teaching spelling.


Suggests that each child should be helped toward a more natural level of sensitivity in using his extended vocabulary so that his highest potential in language development is not neglected. Discusses how children should be taught to see that some name-calling is acceptable and constructive, while some is harmful and destructive. Word sensitivity can aid democratic behavior and personal effectiveness.

Jacobs, Leland B. "Teaching Children More about Words and Their Ways." XLI (Jan. 1964), 30-34, 94.

Stresses the importance of children’s gaining knowledge about words, and presents teachable ideas about words.


Discusses the comparative importance of vocabularies: spelling and writing vocabularies are less significant than speaking and reading vocabularies.


Recalls a study of the reading vocabulary of 7 series of basic readers grades 1-6. Lists words believed to be core vocabulary used in reading for each grade level. Makes necessary recommendations and determines the overlap.

Johnson, Mary E. "The Vocabulary Difficulty of Content Subjects in Grade Five." XXIX (May 1952), 277-280.

Reports results of a test to determine comprehension of meaning of words in content subjects. Results indicated that a word enrichment program is needed to help 5th grade pupils better understand textbook vocabularies.


Emphasizes the importance of listening, looking, and evaluating in developing spelling skills.


Reports a study of the spelling competence of the gifted. Found that spelling must be taught formally and that drill is necessary as well as more emphasis on word meaning and the use of multiple meanings of words.


Summarizes how a year’s program in developing word power for the intermediate grades makes language seem alive, meaningful, and useful. This new approach for building vocabulary was tried with success in California’s Castro Valley.


Deals with the problem of how incorrect pronunciation affects spelling, and how correcting the pronunciation may lessen the number of spelling errors.


Two articles describe ability grouping for spelling activities for social values, thus permitting pupils to move from group to group with pupils of like abilities. Included are illustrations of a pupil’s book, study paper, test papers, and record card.

Discusses difficulty in measuring word meaning. Urges better measuring devices or more accurate testing procedures.


Because experts and researchers have found no one best way for dealing with vocabulary, the author suggests one basic key to successful vocabulary work: an interest in words must be kept going at all times rather than merely during the vocabulary lesson itself.


Suggests upper middle grade activities in language arts which center on vocabulary growth and development.


Discusses a step approach to mastery of spelling words, coordinating voice, eyes, and hands. Discusses penmanship and the use of a typewriter.


Sets forth important principles to use in the teaching of spelling. Includes numerous specific suggestions for incorporating these principles into a spelling program.


Maintains it is the responsibility of the teacher to help each 2nd grader develop a pleasing, ready, and fluent vocabulary. Allowing freedom of expression, providing a variety of learning experiences, giving concrete examples, and providing opportunities to explore the meanings of individual words are all necessary.

Lester, Mark. "Graphemic-Phonemic Correspondences as the Basis for Teaching Spelling." XLI (Nov. 1964), 748-752.

Describes two problems, that of learning English as a second language and how it is related to learning English as a first language, and American children's problems in learning spelling as opposed to foreign students' problems in learning to spell words. Foreign students have difficulty in low frequency, high regularity words; with American children, the opposite is true. In making spelling rules for teaching materials for the American child, one must strike a balance between the number and complexity of the rules and the regularity. For foreign students, a balance is impossible except on an individual basis.


Lists 3 shortcomings of word lists: (1) they are dated; (2) they limit vocabulary development; (3) they come from narrowly confined sources. Suggests feasible approach for improving a child's vocabulary.


Relates how Noah Webster tried to persuade university professors, printers, and his general reading public to help in spelling reform, to establish a simplified "American" spelling system, distinguished from the British spelling.


Appraises the curricular validity of the Stanford Achievement Dictation Tests, Forms A and B. Concludes that these two forms contained far too many words that lacked the support of scientific curriculum-making principles and therefore lacked curricular validity.


Relates a study of vocabulary of 3rd graders' written work. Many of the 2,915 words used occurred in lists given in Thorndike's The Teacher's Word Book and Horn's A Basic Writing Vocabulary. Includes a list of 355 words most frequently used by 3rd grade children.

Lorge, Irving. "Predicting Reading Diffi-

Considers vocabulary the most important criterion in judging readability of books for evaluation purposes. The following items ought to be identified in judging readability of books: (1) size of vocabulary, (2) number of new words, (3) number of personal pronouns, (4) number of prepositional phrases, and (5) frequency of occurrence of words and phrases.


Discusses the purpose of a spell down, its rules and regulations, and the value of a spell down in the classroom.


Discusses factors relating to reading readiness during a child's early years: background of conversation, literature, games, sentences, attention span. Lists devices to use in kindergarten to build vocabulary and thus develop a readiness for reading.

McCown, Annie M. "Professional Preparation for Teaching Spelling." VII (June 1930), 139-142.

Analyzes spelling methods courses offered in 23 teachers colleges and normal schools. Although most schools acquaint students with results of research, they do not provide enough practice teaching, demonstration lessons, and instruction in diagnostic and remedial spelling.

McCullough, Constance M. "Learning to Use Context Clues." XX (Apr. 1949), 140-143.

Discusses how different people react when they encounter unfamiliar words, describes a study of high school and graduate students, and concludes that students need to develop larger vocabularies.


Describes a study of children with an IQ of 110 or over selected by the State University of Iowa. Occasionally these children have difficulty with spelling. Consistently poor spellers fall below standards in writing, phonics, analysis, recognition of words, remembering visual symbols, and associating spoken words with printed word-like characters.


Suggests possible activities to be used in the classroom to make spelling more fun: spelling games, phonetic exercises, student's own vocabulary list which he continuously adds to, etc.


Pleads for spelling readiness through the middle grades as a teaching technique. Careful preparation of the student and analysis of his type of errors will help his improvement.


Criticizes the mechanical misuse of reading-word lists by authors and publishers even though the lists are useful. The Thorndike list has helped maintain a vocabulary equilibrium in children's books, making it possible for children to get some reading done.

Makey, Herman O. "Giving Spelling Life." XXVI (May 1930), 306-308.

States that the 500 most common words are best learned by observation of these words in reading and by use in writing. Beyond the learning of these words, spelling should be taught by specific rules.


Lists reasons why a "single-sound" alphabet is preferable to the world English and augmented Roman alphabets as a general reform. Examples: alphabet, kat, kup.


Discusses a study of the values of using rules in teaching spelling. Believes that the development of meaning is the important factor and should be given much emphasis in a spelling program.
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Describes a lesson whose goal was to develop precision in use of scientific terms.

Describes how 4 spelling rules helped students to learn 208 of the most difficult common words.

Discusses a study made of the misspelling of common difficult words at the 8th, 12th, and 16th grade levels.

Mazurkiewicz, Albert J., and Lamanna, Peter A. “Spelling Achievement Following i/a Instruction.” XLIII (Nov. 1966), 759-761.
Deals with results of tests of spelling ability of i/a (Initial Teaching Alphabet) and T.O. (traditional orthography) taught children. T.O. taught children tested in their second year of school have no advantage over the others.

Moscrip, Ruth. “Meeting Individual Differences in Spelling Ability.” IV (June 1927), 172-173, 175.
Suggests that spelling difficulties can be traced to a student’s inability to determine the syllables of words. Students with this difficulty are given special help while students who are able to spell better are allowed to work independently on projects that are related to spelling in proportion to the students’ difficulty with spelling.

Observes a lack of interest in words, indifference to the importance of words, and even laziness on the part of instructors and pupils. Points out findings that high school and early college failures are sometimes the result of inadequate vocabulary. Suggests opportunities and methods to assist the teacher who wants to improve vocabulary growth for himself and his students.

Discusses difficulties encountered in the teaching of spelling. Suggests practice in writing words in context rather than isolation. Cites phonetics, verbalized characteristics, and dictionary use as further helps in spelling mastery.

Describes an experimental study to determine the difference in comprehension in material that had been simplified from its original form. Shows that a child can pick up facts and comprehend meaning though he’s unfamiliar with some words.

Presents methods of introducing vocabulary by attaching importance to and cultivating enthusiasm for word presentation: (1) choose 4 or 5 magazine pictures which suggest or describe one adjective, such as “happy” or “large”; (2) tell a story of some famous person who typifies the meaning of an abstract word; (3) make a chart which demonstrates the use of a word in several single sentences, then discuss the sentences and ask for synonyms which suggest the same meaning; (4) in the upper grades, introduce words by contrast, through the use of antonyms.

Maintains that the beginning reader can be taught readiness for initial perception of word forms. Asserts that children should be able to discuss similarities in words by themselves; once a child has successfully perceived a word, he will not forget it.

Reports the author’s analysis of current spelling texts to see how much phonics is used.

Osburn, W. J. “What Next in Reading?” XVI (April 1939), 142-146.
States that part of the reason for so many poor readers is that children are being driven too rapidly. Feels that a new ap-
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Proach to vocabulary training is needed. Describes a program which involves training in vocabulary and thought relationships.

Palmer, Mary E. "Abilities Possessed by the Good Speller." VII (June 1930), 149-150, 160.

Relates experiment with "Good Spellers" and "Poor Spellers." Results indicate that good spellers excel in tests of phonics, visual perception, and associative learning.


Describes individual teaching of spelling and activities to provide for grade-level differences. Stimulates different kinds of writing by providing a set of progressively difficult lists.

Parker, Don H.; Walker, Frederic R.; and Parker, Elizabeth C. "Are We Teaching Creative Spelling?" XL (May 1963), 523-528.

Discusses problems in teaching spelling (the transfer of spelling ability on a classroom test to spelling in everyday life is low), with specific recommendations for improvement of instruction.

Pease, Marion O. "Spelling Errors in the Letters of a Seven-Year-Old." XV (Feb. 1933), 57-59.

Compares a letter written by a girl at the age of 7 with one written when she was 8, with meticulous examination of words used, misspellings, etc.


Describes the concern of teachers in departmentalized grades of a large city school for the number of spelling errors to be found particularly in the written work of their students in the social science field. Spelling errors were inconsistent In general, pupils who wrote much spelled more accurately; students who wrote little found spelling a stumbling block.


Deals with improved methods of teaching spelling. Includes correct spelling, understanding of meaning, and use in sentence. Relates spelling to other subjects.


Reports a study of 6th grade children in which sufficient evidence was found to warrant further investigation of the effectiveness of specific instruction in proofreading as a regular part of the spelling program.


Discusses the mental processes involved in the act of spelling.


Lists features of "Teach-Test-Study" plan; it utilizes pronunciation, visualization, and motor activity in writing.


Describes the author's method of teaching spelling. In September, each child is given a booklet which is a tentative spelling list. Monday: Word list for the week is built. Tuesday: The words are studied one at a time. Wednesday: The children write words in sentences, riddles, paragraphs, or short stories. Thursday: Activities and various games are played. Friday: The words are dictated. Sentences and short stories are written using the words in the list.


Attempts to bring attention of educators to the needs of poor spellers. Individual differences should be recognized in spelling as well as reading so that each child can achieve at his own level of understanding.


Lists certain words most people misspell. States the problem is not with the whole word but a part of it. Feels we can stress the hard spot in a demon not primarily as a clue to learning but as a key to checking.

Describes a spelling study project with 24 4th grade children using 3 methods of attack. Indicates evaluations by individual progress charts as well as class progress charts showing continuous success during 5 weekly tests.

Putnam, Ruth A. "Democracy: Fifth Grade Version." XXIV (Jan. 1947), 40-42. Describes a vocabulary "lesson" enriched with class activities and experiences. Democracy to the 5th grade class meant "privileges." After two weeks in discussions, readings, etc., the teacher again asked the class to write a definition of democracy. This time most students pointed out that for every "right" there is a corresponding "duty."

Rahja, Jeannette M. "The Written and Spoken Vocabularies of Children." X (Mar. 1933), 74-77. Investigates the oral and written vocabularies of elementary school children and points to the fact that a reevaluation of spelling lists should be made as a result of the findings that a spoken vocabulary provides a better measure of the child's spelling needs than the best known theme studies.

Riemer, G. C. L. "Power Over Words." XI (May 1934), 123-124, 132. Contends that successful teaching must be joined to keen perception of word meanings. Vocabulary is essential. The teacher who has power over words can help pupils to develop better vocabulary.

Rinsland, Henry D. "Readiness for Spelling." XXVII (Mar. 1950), 189-191. Relates that research in spelling readiness suggests that spelling readiness hinges upon the mental and physical maturity of the pupil; that the eye must be trained to move across a word from left to right; that a thorough teaching of phonics as a fundamental is necessary.

Rinsland, Henry D. "Word Meanings in Children's Writings." XXVIII (Apr. 1951), 221-225. Expounds on the idea that the meanings of words are not to be found in the printed form but in men's minds—that meaning is a mental function. Offers lengthy explanations concerning studies in meanings and uses of these studies and statistics of these findings.

Roberts, Bertha E. "Resume of Investigations Contributing to Content of Spelling and Its Grading." IV (June 1927), 176-185. Relates vocabulary development to the language needs of the child. Spelling tests are conducted only with the words that are a part of the child's everyday written vocabulary.

Rudorf, E. Hugh. "Measurement of Spelling Ability." XLII (Dec. 1965), 889-894. Attempts to answer these questions: What is spelling ability? Why do we measure spelling ability? What are the factors underlying spelling ability? Factors underlying the structure of language are spelling, phonics, and syntax which are all related to the linguistic data. Good spellers utilize phonological cues. The objective of the spelling curriculum is to teach generalizations about the structure of the language and the relationship of this structure to orthography.


Rutan, Edward J. "A Meaning Approach to Spelling." XXVII (Feb. 1950), 79-81. To draw attention to the effect incorrect spelling has on distorting meaning, the author notes the meaning of words in context. Suggests the use of published word lists and pupils' original paragraphs.

Ryan, Calvin T. "Vocabulary Enlargement in the Middle Grades." XII (May 1955), 115-117.
Gives a concise view of the importance of vocabulary development, as well as means of same in the intermediate grades. In these grades, the responsibility for vocabulary development lies with the teacher, who should guide pupils to respect words, to understand as well as to pronounce words. Teachers should develop "word-consciousness" within their pupils.


Raises the question as to who should select the words for the spelling lists, the teacher or the pupils. Lives an example of a form which could be used by children in making their lists and the procedure to follow.


Stresses the importance of extending a child's vocabulary especially in intermediate grades. Includes teaching tips.


Believes that student-prepared dictation materials would be more interesting than those prepared by the teacher. Feels that experience in the use of everyday words is necessary to gain confidence in writing.


Discusses the size of children's vocabularies as determined through the use of several tests.


Describes the teaching of spelling at the P.K. Yonge Laboratory School at the University of Florida.


Presents specific criteria for selecting a spelling textbook.


Discusses a device used to build up a child's vocabulary. Each day a new word is assigned to the class; every time a student wants a privilege, he must repeat the new password.


Tells how library activity can help broaden the student's vocabulary. Students in grades 4 through 8 spent one half hour each week in the library while the librarian read a selection to them and they discussed difficult vocabulary items. Period spent in the library and the subsequent written report helped increase the students' word power.


Describes an enrichment experience using a linguistic approach to learning new words.


Using the concept that all development progresses from general to particular, author asserts that spelling is being taught backwards. Suggests that procedure must change, and that meaning should be learned before the word is spelled or written out.

Strickland, Ruth G. "The Development of Vocabulary." XXII (Jan. 1945), 9-12, 35.

Describes the child's vocabulary development, with emphasis on the teacher's role of encouragement.


Describes how Sarasota, Florida, teachers conducted a study to find "under what conditions or in what situations does the child care enough to spell correctly."


Criticizes a committee which worked on counting words instead of spending time discovering relevant facts about words and word-learning.

Tiedt, Sidney W. and Iris M. "Word Play." XLII (Feb. 1965), 189-190, 196.

Describes various methods of promoting interest in word study; such as, keeping a class word file and using word games.
Spelling and Vocabulary — 34

Feels that children can learn to spell if they learn to see, or visualize, the word first. Emphasizes correct mental images instead of spelling rules.

Veto, John M. "Understanding and Meeting Individual Needs in Spelling." XLI (Nov. 1964), 753-754.
Describes the wide span in spelling abilities of children. Some, unaware of visual association involvement in word study techniques, learn to spell each word as a separate entity and therefore need extra help in mastering visual perception. Advocates using a pretest to screen out those children who already know the words before they are presented, then individualizing spelling exercises accordingly.

Maintains that spelling cannot be taught unless a teacher uses diagnosis for grouping pupils, analyzes their errors, and explains their errors for individual attention.

Vollbrecht, Dorothy M. "Vocabulary Analysis of Thirteen Second Grade Readers." XXXI (Apr. 1954), 206-207.
Presents the fact that reading materials should be closely analyzed especially when using materials supplementary to the basic reading series. Factors to be considered are (1) the physical character of the book, (2) humor, (3) appeal, (4) the timeliness of the stories, (5) the length and construction of the sentences.

Discusses the arbitrary syllable divisions used by texts and the actual manner in which the syllables appear.

Weary, Carmen, "Vocabulary Growth through Creative Writing." XXXII (Nov. 1955), 441-446.
Presents a plan to encourage children to write creatively, including 5 necessary prerequisites.

Asserts the belief that when children are given the proper motivation and if they are not mentally retarded, all children can spell. Suggests making a "fun game" of spelling and the experience will be more meaningful for children.

Wants to put thinking back into spelling and suggests spelling should not be a drill, automatic and unthinking.

Reports a study made to determine what mathematical terms are used in the elementary grades. Gives tables showing which words are used most frequently in the following areas: (1) words which are technical; (2) words relating to time; (3) terms relating to measurement; (4) commercial terms; and (5) terms relating to spatial figures.

Presents two lists of words compiled from children's writing vocabulary and compares the lists.

Discusses one teacher's method of teaching spelling with emphasis on individual spelling needs.

Suggests that the class be broken into several groups in spelling so that each group deals with spelling words at its own level of difficulty. Also sets up a weekly schedule to be followed in presenting spelling words to each group.

Yee, Albert H. "The Generalization Controversy on Spelling Instruction." XLIII (Feb. 1966), 154-161, 166.
Discusses the controversy over the use of spellers and particular methods of teaching spelling.

Zeeman, Agnes C. "Words and Teaching." XXXIX (May 1962), 484-485.
Emphasizes the importance of establishing concepts before words. Otherwise words
interfere with or even inhibit teaching and cause confusion. Words are only tools and are useless unless attached to valid concepts.

World Literature and Understanding—35


Tells of a pioneer in American education whose aim was to show that children are alike everywhere. She loved children so well that she opened a small school in her home in Massachusetts and taught children geography through maps and the globe, reading, and other practical skills.

Arndt, C. O. "Background Reading on China." XX (May 1943), 195-199.

Reviews books carefully selected to develop in the reader a deeper understanding of China, its history, culture, and people.


Bibliography of children's books listed by topics and countries.


Emphasizes the need for authors to present a realistic picture of other cultures. Children should be able to identify with the children of other countries as to behavior, customs, personalities, problems, and adjustments. Fifty-four Japanese fiction books are listed under headings "exceptional" and misleading.


Explains how 37 countries listed books that were believed representative of their countries' backgrounds to the Department of Children's Literature, a branch of the International Bureau of Education in Geneva, Switzerland, for more centrally located information.

Edman, Marion. "Building Unity within a Community." XXI (May 1944), 179-185.

Describes ways the Detroit public schools built pupils' understanding of cultural differences among people.


Describes attempts to bring North American children a true picture of their Latin American neighbors through books, radio, and motion pictures. Describes attempts at setting up criteria for choosing such materials and the difficulties that have been encountered. Points out important part literature has played in bringing the people of North and South America together.


Stresses the need for Americans to develop a real appreciation and tolerance for their Latin American neighbors. Lists and discusses aids for such an elementary program.

Hogan, Marita, and Yeschko, Margaret. "Latin American Countries in Children's Literature." (1) XV (Oct. 1938), 225-232; (2) XV (Nov. 1938), 270-274.

Discusses significance of books on Latin America and presents a bibliography of books that describe accurately the Latin American life and satisfy a healthy and inquisitive attitude toward our Latin American neighbors.

Second article adds sections on folklore and fantasy and on nonfiction for intermediate and upper grades.

Hogan, Marita, and Yeschko, Margaret. "Latin American Countries in Children's Literature." (1) XVII (Oct. 1940), 230-234, 256; (2) XVII (Nov. 1940), 276-284.

Provides a two-part annotated bibliography of children's fiction in Latin American countries, a revision of the bibliography printed in Oct. and Nov. 1938.


Describes samples of the types of books children should read to develop ideals of justice and generosity and an interest in international friendship. Because of space, lists only books for imagination, in 6 categories; includes author, publisher, and price.

-35

Presents format for children's books that could be written for purpose of acquainting children with other countries and consequently promoting in them international goodwill. Contains a list of such books.


Reviews many stories about children of foreign lands for classroom use. Includes a bibliography.


Argues that if civilization is to go forward, rational internationalism is necessary and the hope of internationalism and permanent peace is only to be looked for in the enlightened development of children. Suggests two classes of books which should disappear or be counteracted: stories with racial animosity or contempt and “Boy's Book of Battle Hero” with outdated notions of war and visionary military careers. Concludes with these 7 aims that literature of world friendship should include: what was a good thing in the past is not necessarily a good thing in the present; everything that helps toward bringing up the new generation, internationally minded, should be considered; all races and nations, given equal chances for enlightenment, are in the aggregate equal; internationalism does not mean violent and bloody riots nor surrendering individual liberty; the continuance of modern militarism leads but to the extermination of man; there are many heroes besides those of the battlefield; and “God's Country is not my country but the Universe.”

Mahon', Bertha E. “Far Horizons in Spring Books for Boys and Girls.” VI (June 1929), 143-146.

Presents a review of 8 books relating to the study of European countries: The Beckoning Road, Boy of the Desert, Falmouth for Orders, Hobnails and Heather, Kultu of the Carts, Prince Bantam, Saturday's Children, and Story Book Europe.


Recommends that foreign literature (both books about foreign countries and in the foreign language itself) be kept in libraries to enhance children's appreciation of our cultural heritage.


Expresses the value and relevance of folk music and folk tales. Encourages correlating them with other subject areas for a better understanding of other nations. Concludes with suggested activities to interest and inspire pupils.

Moscrip, Ruth M. “Children's Reading and World Friendliness.” VII (Apr. 1930), 91-93.

Declares that goodwill among neighbors can be fostered by having children read about peoples of other countries, in classes in literature, geography, civics, music, art, and modern languages. Finds that very few of 40 children's readers contained stories of other lands, but realizes that more recent readers are touching on this subject.


Discusses the place that dragons occupy in literature of many countries.


Discusses trend in children's literature to promote international understanding.


Reviews the leading books dealing with the topic of Latin America for the purpose of serving as a background for teachers concerned with creating a better understanding among students regarding these countries.


Tells of an author's attempt to locate children's books in various native languages which if translated would acquaint American children with boys and girls in other lands.

Sullivan, Mary G. “Books on Other Lands for Second Grade Literature.” XVI (May 1939), 179-183.

Indicates a need to expose children to
literature about people of other countries in order to promote understanding of them and development of empathy. Provides a bibliography of literature appropriate for students and teachers.

Thomas, Macklin. "Surveying Our Soviet Ally." XX (May 1943), 183-188.
Contains brief reviews of books selected in order to promote a more sympathetic understanding by Americans of the Russian people.
Wisdom, Elizabeth B. "International Friendship in Children's Reading." II (May 1925), 157-161, 163.

Stresses sympathetic understanding of other races, a matter for education and of an education that begins at home. Wants program for schools extending over years, and lists literature to be included.

Talks of the standards for choosing books on other countries as proposed by the committee on Standards for Books about Other Lands of the National Council of Teachers of English.
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