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ABSTRACT

Written by an experienced teacher and addressed to beginning teachers, the paper concerns the problems and pleasures of teaching in the '70's from one teacher's point of view. The physical, emotional, spiritual or moral, and intellectual requirements for teaching are examined. Also explored are four broad objectives of the teaching-learning process: self-realization, human relationships, economic efficiency, and civic responsibility. Suggestions are made concerning how a teacher can reach these objectives, in addition to suggestions concerning the importance and characteristics of a good teacher, the physical layout of the classroom, and organizing for teaching. A check list is provided to help in estimating a child's learning readiness, and the field trip technique in teaching is explained. Discussed in relation to developing the language skills are helping the child to listen, oral language, and teaching reading.  
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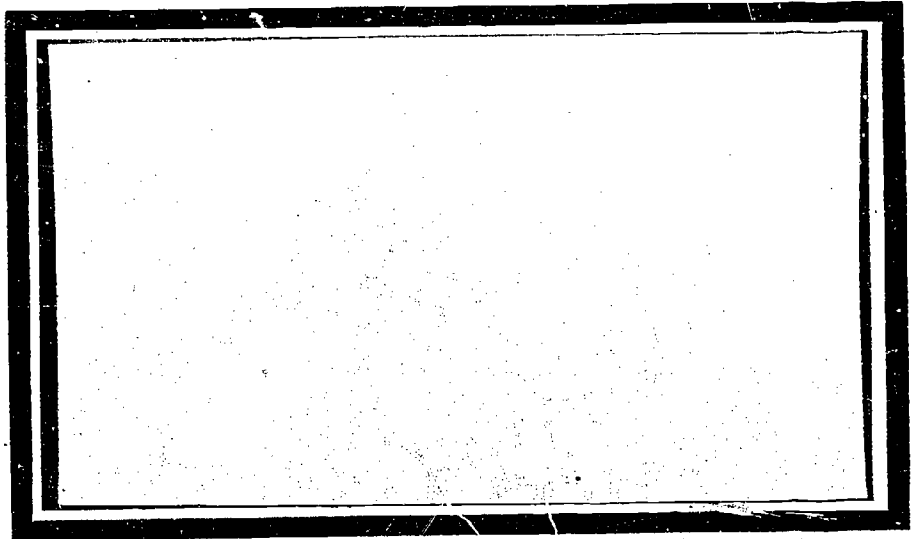
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# EARLY CHILDHOOD EDUCATION FOR HANDICAPPED CHILDREN

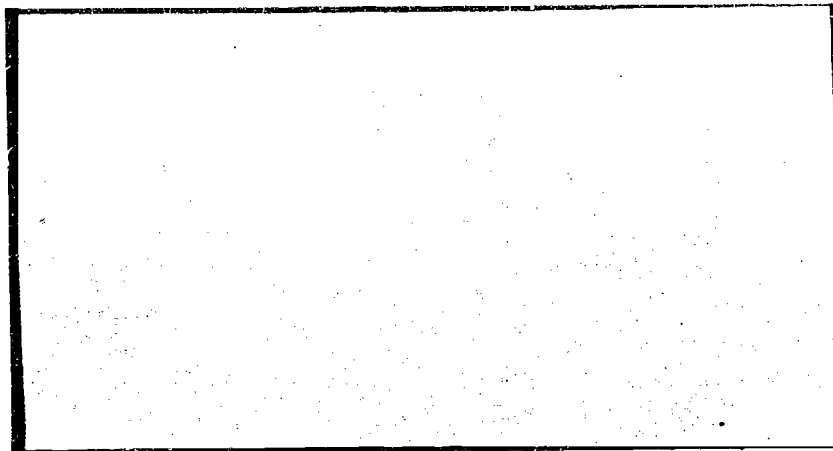


THE DEPARTMENT OF SPECIAL EDUCATION  
THE UNIVERSITY OF TEXAS AT AUSTIN

STAFF TRAINING



## A MONOGRAPH



**A PUBLICATION OF:  
Staff Training of Exemplary Early Childhood  
Education Centers for Handicapped Children**

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THE UNIVERSITY OF TEXAS AT AUSTIN

Program for Staff Training of Exemplary Early Childhood Centers  
for Handicapped Children

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P R E S E N T S

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FOR THOSE WHO CHOOSE TO TEACH

IN THE '70's

by

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Vol. 1 No. 12

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## PREFACE

This paper has been written by an experienced teacher and directed toward a beginning teacher. It is a sharing of thoughts which attempts to give the new teacher an informal look into the serious business of teaching in the '70's. It proposes answers to the questions: What does it "take" physically, socially, emotionally and intellectually to teach? What are the objectives of the teaching-learning process? How can I reach these objectives? In substance this paper is a face-to-face "teacher talk" about the problems and pleasures of teaching in the '70's.

## Outline

### Important Inclusions in a Staff Training Program

Physical Requirements for Teaching

Psychological or Emotional Requirements for Teaching

Spiritual or Moral Requirements for Teaching

Intellectual Requirements for Teaching

The Professional Asks: Why Are We Teaching?

- A. Self-Realization
- B. Human Relationships
- C. Economic Efficiency
- D. Civic Responsibility
- E. A Look At You
  - 1. The Importance of you as a person
  - 2. The School of the '70's and you
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- F. Readiness for Learning
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  - 1. The teacher helps the child to listen
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  - 3. Teaching the Child to read

Did I hear you correctly? Did you say you're going to teach, in this time of constant crisis and upheaval? In this day and age of youthful challenge and revolution, are you really serious when you say that you are looking forward with great anticipation and enthusiasm to a teaching career in the '70's? If that is what you believe in and hope to do, may I greet you with a special salute? I take my hat off to you, my younger, eager counterpart! Good luck, best wishes to you and may you always keep that important ingredient of high interest in what you are doing because you know it is the best possible choice you could make for your own personal satisfaction and fulfillment and for the meaning it can hold for the good of future generations.

Your eyes are full of stars and your feet have the wings of those expecting to take off to heights of success and happiness for yourself and others. This is as it should be, but may I borrow a few minutes of your precious time to think through some ideas with you? These ideas may, in the long run, prove to be of value. It is often true, after all, that an ounce of prevention is worth a pound of cure.

It takes a special kind of person to be an effective teacher because the teaching profession requires a great deal of its members. This requirement is one of personal commitment in terms of the physical, psychological, spiritual and intellectual life of the individual. You might ask: "I know that teaching is not an easy job, but all work requires good physical and mental health. What is so different about teaching?"



The difference, my reply would be, is that you are not only involved with a job or position which gives personal satisfaction but one that intimately and profoundly affects the youth of our nation. Because of its far flung influences the instructor guiding the teaching-learning process must be in tip-top mental and physical condition. Where much is expected, much must be given in return. Let us not continue to speak in generalities, however. Let us look at you through the approach of the scientist; that is, we shall describe the teacher in her many facets of responsibility to determine if you fit the description. Through such a diagnosis we may be able to understand the individual better, that same individual who hopes to influence others through the Godlike role of the teacher.

#### Physical Requirements for teaching ...

Most of the jobs one would apply for today require a physical examination; even more so should the job of teacher require a complete check-up for the physical demands of the position are many. Ask yourself these questions:

1. Is my health fairly good?
2. Have I missed work often due to illnesses, more often than that which would be considered normal or average? Everyone has an occasional cold or upset which would not signal serious mishaps.
3. Have I had occasional eye, ear, nose and throat examinations? These would be a must for most wise persons, but might be

considered a real necessity for anyone working with children or youth and where close work would be expected.

4. A chest examination and regular dental check-ups are in the program of most adults, but these, too, would be serious matters for the teacher. Have you been attentive to these needs?
5. The normally healthy person can stand for a period of time in one place or one position, can use her voice so that it projects and can walk when the need arises. Are these activities within your physical abilities? I sincerely hope so for teaching requires a good healthy body at all times.

At this point, you might ask if all this is really necessary? My answer would be: Yes, positively! If you doubt this, simply visit a teacher who is required to sit most of the time. Or notice the instructor who has difficulty hearing adequately. Observe, too, the teacher who does not have adequate vision — even with the help of glasses — and you will probably see a class which soon takes advantage of this inadequacy, to the loss of all concerned. Yes, you do have to have all-around normally good health to do a good job of teaching.

#### Psychological or Emotional Requirements for teaching ...

Stability is the keynote in every good teaching situation. This, above all, is probably the hardest thing to diagnose when it comes to determining our own mental health. Perhaps the soundest approach is to ask yourself these questions:

1. Even though it is only honest and human to recognize that fact that all human beings have human problems, can I "forget myself" and leave my own personal problems outside the classroom?
2. Even while knowing that some children are easily liked and others harder to relate to, is my attitude to the individual and/or entire group a sound and positive one?
3. Just how reliable am I in the position of teacher? This implies integrity, conscientiousness and cooperativeness with one's peers and students.
4. Can you bend, figuratively speaking, in such a manner as to listen to another's point of view? Enough cannot be said concerning this type of behavior. When one is flexible the entire situation takes on a healthier air of receptivity and mood for learning.
5. In the listed specifications for teaching in most colleges of education, little or nothing is said about a sense of humor, but you have many points to your credit if you are gifted with a sense of lightness and laughter. To laugh with children and at yourself at times is the best medicine in the world for an upset classroom. Can you laugh in such times and places? It can be learned, if you really try.

Spiritual or Moral Requirements for teaching ...

This whole business of the teaching-learning game revolves around that which we call goals or objectives. Of late, a phrase used in the

profession is one that speaks of behavioral objectives. This means that everything that the teacher does should be done with a definite purpose in mind. These purposes usually refer to the attainment of skills or the acquisition of knowledge — but another purpose is the foundation upon which the other two are built, in my opinion. This spiritual or moral purpose to which I refer is that which speaks of values. He or she who dares to teach another should have moral or spiritual values of his own so that the children affected might respond in like manner. Ask yourself these questions:

1. Are you conscious of your responsibility to each and every child as your personal charge, regardless of his ability or previous behavior?
2. While recognizing the various learning levels and rates of each child, are you morally committed to plan and teach and reteach in any and all situations?
3. Even though it may be hard to act and react as a morally responsible instructor in times of stress, do you think you could refrain from criticizing the individual and criticize the work instead?
4. Are you willing to show sympathy toward the child when love and warmth is needed above all else?
5. Normal security must be present in a healthy classroom where children need not fear or harbor guilt. Will you provide an atmosphere of understanding for each and every child and the little or great work he may be able to accomplish?

Intellectual Requirements for teaching ...

The individual adult who is to teach must be of average or better intelligence. I would hope that the person who chooses to teach would have a natural curiosity concerning the world about him and the knowledge that is there for the taking, not just that which is found between the covers of a book but all that surrounds him in his natural environment, as well. Can you ask yourself these questions and answer in the affirmative?

1. Am I willing to spend a given number of years in college study so that I may be adequately prepared to teach others?
2. Am I willing to continue to study even beyond that which is required by degree acquisition and professional certification?

If the answer to this is a definite no or even a doubtful shrug, maybe you'd better consider another life's work. This is a real must in this day and age when our body of knowledge is doubled and more every ten years! If a beginning teacher thinks she has all the knowledge and technical skill necessary after obtaining a single degree or even two, then she just does not want to acknowledge how fast the world is moving in the '70's. Post graduate work, in-service workshops and study sessions, laboratory experience "on the job" are common expectations of the teacher today. The good teacher knows this and welcomes the opportunity to grow with the world and would not hesitate to change when change is warranted for the good of the learner. I hope you are such a teacher. If you aren't now, you can be if you determine to change today.

And now you're on the job; where do you go from here? You're healthy, happy, enthusiastic and intellectually able and ready for a study of the techniques of teaching.

The Professional asks: Why are we teaching? ...

If you are to carry on your chosen work as teacher of the young, you must seek knowledge that will help you understand yourself in relation to the objectives of education. First things first, so let's consider the role of the teacher -- which is broadly defined as one who imparts knowledge. Everyone who has known an effective instructor, though, knows that she is much more than that. Just mull over a recipe for a good teacher and note the requirements:

Select a young and pleasing personality,

Trim off all affectations,

Pour over it a mixture of equal parts of

The Wisdom of Solomon

The Courage of Daniel

The Strength of Samson

The Patience of Job

Season with the salt of experience,

The pepper of animation, and

The oil of sympathy.

Add a dash of humor,

Stir for a few years in a warm classroom,

Testing occasionally with the fork of criticism,

Thrust in by a principal or supervisor.

When done to a turn, garnish with a fair salary and serve  
hot to the community.

Such a person is what the community of the '70's rightly expects to get when it hires a professionally trained adult and places into that person's hands the most precious possession of a parent's life — the hope of the future — the very minds, skills and abilities of youth.

Yes, if you are still with me, you must have seen through my words that the heart of a good school is an able and devoted teacher. By this I mean that the heart of the body is the very nucleus around which our physical life revolves and maintains itself. So, too, does the progress and growth of our schools depend upon the human element, the individual teacher. To guide this important individual in the determination of her objectives we might look to the Educational Policies Commission of 1938 for the broad goals have not changed from that time. This Commission defined the objectives of education as the following four points:

- A. The Objectives of Self-Realization
- B. The Objectives of Human Relationship
- C. The Objectives of Economic Efficiency
- D. The Objectives of Civic Responsibility

Again at the White House Conference on Education in 1956 the same set of objectives were repeated and embellished. Laymen leaders themselves agreed with educators; our challenge today is to give these objectives meaning in light of a more complex society. The rapidity which accompanies the changes which surround us in the '70's demands 100 percent concern

from the teacher. Let's look at these objectives individually in the light of today:

A. Self-Realization:

In this age of protest and demand on the part of the individual to be heard, this objective is more appropriate today than in the '30's when it was first proposed. Protest itself seems to indicate a recognition of needs, thus far unsatisfied. This means that the educated person has an appetite for learning and thus deserves the right to

- (1) speak his mother tongue clearly,
- (2) read his mother tongue efficiently,
- (3) write his mother tongue efficiently,
- (4) solve his problems of counting and calculating,
- (5) achieve skill in listening and observing,
- (6) understand the basic facts concerning health and disease,
- (7) protect his own health and that of his dependents,
- (8) improve the health of the community,
- (9) participate in or to observe any or all sports and other pastimes,
- (10) mental resources for the use of leisure,
- (11) appreciate beauty, and to
- (12) give responsible direction to his own life.

In reference to this first objective we must acknowledge that our body of knowledge is multiplying so rapidly and changing so constantly that at first glance this seems an almost insurmountable task for the teacher of the '70's. This need not be a stumbling block to you, for the



recognition of the goal itself is the first step to its attainment. It takes all persons concerned, working together, to attain the objective of self-realization for the learner. It can and will be done when the instructor begins with a positive approach and is convinced of his own importance in the teaching-learning situation and thus continues to grow in his search for the truth.

The second objective is a more socially minded one in which all men relate to each other in their quest for happiness and justice for all. This objective is:

B. Human Relationship:

To be human means to be concerned with the social aspect or character of man. This says that every child or youth you will meet in your classes is a student of human nature or affairs. This means that by his very nature the child is interested in and concerned with human welfare and dignity which holds an important place in the value system of every individual. In the realm of human relationships recognized over thirty years ago and reaffirmed years later, every teacher has the responsibility to every student to help them achieve these satisfactory relationships. Analyzed specifically this means that every person has the right to:

A Respect for humanity -

The educated persons puts human relationships first.

Friendships -

The educated person enjoys a rich, sincere, and varied social life.

Co-operation -

The educated person can work and play with others.

Courtesy -

The educated person observes the amenities of social behavior.

Appreciation of the Home -

The educated person appreciated the family as a social institution.

Conservation of the Home -

The educated person conserves family ideals.

Homemaking -

The educated person is skilled in homemaking.

Democracy in the Home -

The educated person maintains democratic family relationships.

With just the listing of the objectives of human relationships with which every good teacher is concerned, we can see that it is not enough to be interested in teaching the child for his own growth and good. The influence goes out beyond the individual and includes the social responsibility that must be shared among all human beings. You see, we are educating children today to be citizens of the world and that world is swiftly becoming smaller and smaller. Travel by jet, instant communication by telephone, television, to say nothing of the wonders of telestar bring the world into the student's backyard. It is our responsibility to guide the learner in his search for knowledge which will help him to live happily with any and all kinds of people.

The third objective of education is to help the student learn how to support himself. The teacher's responsibility is to expose the child to the many different ways that man can work to provide for himself and others. In the '70's the child talks about vocations as a young student, not as in the past when vocational information was provided for the high school or college youth. It is just never too early now as can be seen in the interest evident in the questions and readings of children. This objective is:

C. Economic Efficiency:

To understand this objective we speak of both the consumer and the producer and the young child soon learns to know the difference.

Analyzed specifically this means:

Work -

The educated producer knows the satisfaction of good workmanship.

Occupational Information -

The educated producer understands the requirements and opportunities for various jobs.

Occupational Choice -

The educated producer has selected his occupation.

Occupational Efficiency -

The educated producer succeeds in his chosen vocation.

Occupational Appreciation -

The educated producer appreciated the social value of his work.

Personal Economics -

The educated consumer plans the economics of his own life.

Consumer Judgment -

The educated consumer develops standards for guiding his expenditures.

Efficiency in Buying -

The educated consumer is an informed and skillful buyer.

Consumer Protection -

The educated consumer takes appropriate measures to safeguard his interests.

Economic specialization and vocational interest is at an all time high today for adults, who in turn impart that thirst for practical knowledge to their youngsters. All teachers would do well to realize that occupational opportunities are almost without limit and thus a greater challenge to teachers. Even instructors are surprised to learn facts such as: in 1900 the Dictionary of Occupational Titles listed 1,000 to 2,000 occupations; today there are more than 30,000 occupations identified - and what occupations they are! Could you imagine the knowledge it takes to inform a wondering child who questions you about:

"What is an astronaut?"

"How do you get to be a spaceman?"

"Can girls get to walk on the moon?"

The happy fact about this occupationally geared objective is that the educational publisher has become aware of this need — even for the very

young child. One such publisher has a series entitled: The True Book Series and another calls theirs: I Want to be a ... (Teacher, Bus Driver, Doctor, Beauty Operator, and others). These books are written as read-aloud books for the pre-school child and easy-to-read books for the primary youngsters. You see, it is just never too early for the curious mind of the child of today to contemplate the work of the future.

The fourth and final general objective of education is one of civic interest and concern. Before our means of communication became so instant in nature and before our many means of transportation, the child was educated to be a citizen of his immediate community, and little else outside of his own national responsibility as an adult. Today both young and old are aware of and interested in the entire world as a whole. Familiar figures of the entertainment world such as Danny Kaye take the young child with them from one country to another by means of television. Children learn more about all children of the world and come to know that there are many more likenesses than differences. They learn to respect the many cultures of the world which should help the young as they grow to be less likely to make value judgments of others as to one being better or less good than another. To analyze this objective specifically let us look at its implications:

D. Civic Responsibility:

To understand this objective we speak of the educated citizen.

Social Justice

The educated citizen is sensitive to the disparities of human circumstances.

Social Activity -

The educated citizen acts to correct unsatisfactory conditions.

Social Understanding -

The educated citizen seeks to understand social structures and social processes.

Critical Judgment -

The educated citizen has defenses against propaganda.

Tolerance -

The educated citizen respects honest differences of opinion.

Conservation -

The educated citizen has a regard for the nation's resources.

Social Applications of Science -

The educated citizen measures scientific advance by its contribution to the general welfare.

World Citizenship -

The educated citizen is a cooperating member of the world community.

Law Observance -

The educated citizen respects the law.

Economic Literacy -

The educated citizen is economically literate.

Political Citizenship -

The educated citizen accepts his civic duties.

Devotion to Democracy -

The educated citizen acts upon an unswerving loyalty to democratic ideals.

To assure the growth and development of our democratic way of life, even the youngest child must be introduced to the responsibility and privilege of American citizenship. Our lines of communication, especially between the old and the young, teacher and student, must be well established and constantly kept open. We must change the ground rules to win the game of living together as productive and happy human beings.

The "knowing" teacher, the real heart of our profession, can only be effective through the best possible means: a full and comprehensive knowledge of the objectives of education and an awareness of the behavioral expectations inherent in the teaching itself.

Now, you ask, how can this same teacher accomplish her goals both professionally and personally?

Could this be by:

1. Understanding the children -- individually and completely as a class group,
2. Applying her knowledge of human growth and development to her own teaching situation,
3. Studying her community, its resources and the environmental conditions which surround the child under her care,
4. Investigating test results which help to interpret abilities, skills, and needs as well as interests,
5. Using available materials for the enrichment of your teaching,
6. Planning your teaching and your own thinking well in advance so that the teaching experience is of maximum meaning and worth for all concerned?

Just as we've agreed that the teacher must know herself, we acknowledge without question that the teacher who knows more about each and every individual before her has a better chance to succeed. But do we really know what is "normal?" The individual differences among youngsters present the challenge — and the interest if we but take the time to probe. The Fable of the Animal School has now become a classic among educators but let us recall it again, dear teacher, in light of the children of the '70's and their demands to "see it as it is:"

Once upon a time, the animals decided they must do something heroic to meet the problem of a "new world," so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying, and to make it easier to administer, all the animals took the subjects.

Author's Note: Does this sound familiar to you?  
It should!

The duck was excellent in swimming, better in fact than his instructor, and made passing grades in flying but he was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

Author's Note: The webs we mortals weave by trying to be like everyone else!



The rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming.

Author's Note: Why, oh why, do so many of our children try to conceal excellence? Could it be teachers, or society, or what?

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the tree top down. He also developed "charlie horses" from overexertion and then got C in climbing and D in running.

Author's Note: We say that we teachers start from where the child is, but do we — always? Is it sometimes easier to put everyone in the same material or activity because the class is just too large to do otherwise?

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

Author's Note: If we say we strive to teach creatively, can we also say that we encourage children to learn in the same, individual manner?

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little had the highest average and was valedictorian.

Author's Note: Average — oh, how teachers should hate that word!

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.<sup>1</sup>

Author's Note: Unhappily, many of the school drop-outs of today start their moves very early in their school experience for we literally shove them out with our refusal to look at the needs and interests of real children in a real world.

Just as the teacher has privileges and responsibilities, may I suggest that the child, too, must be recognized. His rights can be verbalized in this manner:

- I. His right to have his confidence kept when he has given it in good faith.
- II. His right to his personal pride in being given common courtesy.

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<sup>1</sup>From Dr. G. H. Reavis, Assistant Superintendent, Cincinnati, Ohio.

- III. His right to have his questions and opinions treated seriously.
- IV. His right to reasonable freedom in the selection of his friends.
- V. His right to his own possessions.
- VI. His right to physical and mental privacy.
- VII. His right to have his choice respected when he has been asked to make one.
- VIII. His right to a promise being kept.
- IX. His right to a share in family joys and sorrows.
- X. His right to firm guidance in matters he is too inexperienced to puzzle out for himself.
- XI. His right to meet and be influenced by warm, thoughtful adults who can serve as models for the young.

As I'm sure you know, most of the elementary schools in the United States do not as yet have elementary counselors or persons training in the areas of personal and/or vocational guidance. This means that you, the classroom teacher, from the pre-school level through to the secondary school must be willing and equipped to assist every child in his class. Who, indeed, knows the child better than his own homeroom teacher?

We've been talking in generalities, as we teachers are bound to do. This is necessary for background information, but let us now get down to real situations. Let's assume that you are assigned a pre-school class and you are taking "stock" of the situation:

A look at you ...

You are as happy, as healthy, as well informed as you possibly can be before entering a classroom. Your study has been concerned with the human growth and development of children. If the class is the pre-school level, the preparation should have been with readiness for learning; if the class is one of exceptional children, your study should have been in areas which concern learning problems of the exceptional student. But what if you realize that your training has not been adequate or your caution at approaching the teaching is based on real fear that you cannot handle the situation? I strongly suggest, at this point, three roads you might follow:

1. Take more course work which can provide answers for very real situations you will encounter. If these courses cannot be taken as pre-service work, then they should most certainly be taken as inservice study by way of workshops, seminars, summer school work or after-school classes.
2. Take every opportunity offered to you to observe other teachers on-the-job. There is no teacher like an experienced teacher and her advice and guidance are invaluable to you, the beginning teacher, or one who seeks to enter a new area or level of teaching. If these opportunities are not offered to you, seek them. It will be well worth your time and efforts.
3. Read - Read - Read! I cannot suggest this strongly enough. We cannot visit all teachers in the world or know "first-hand"

the result of the study and research done continually. We can gain valuable insight into our own work by reading of the experiences of others and how they handled them.

The Importance of you as a person ...

We all imitate but the very young child learns about this big, wide and wonderful world through the eyes and person of another -- usually the teacher. We teachers must never forget that our example is of the utmost importance because of this mimicry. Children react most readily to love, as seen in the warmth and humor of the smile and very presence of the teacher. Just notice the teacher with the twinkle in her eye, excitement in her hushed voice, gaiety and lightness in the lilt of the voice; you will notice children, too, catch the enthusiasm of such a teacher as surely as they catch the common cold -- by exposure!

If you know something about language it will help you in your chosen job of teacher. You will know, then, that the quality, pitch and enthusiastic tone of voice used by the teacher is imperative for a happy, learning situation. Children will sense the emotional climate which such a teacher provides and respond accordingly. The children of the '70's are not all fortunate in equal environmental situations. Many are often seriously language deprived youngsters. There is little or no real standard language spoken in the homes of some of the children of today. Where then do they hear language which is that which can be called "standard," in any sense of the term? The child's first real awareness of the function of the spoken and written language in its more imaginative

or "standard" phases may come through the teacher's use of it. Our children truly deserve a pleasant and profitable start; don't you agree?

Another point must be made here, too, in my opinion. We all react to neatness and color; even more so do children respond to the individual who is "something to look at!" This does not mean only the young and beautiful instructor has a chance, but it does mean that the individual who can be child-oriented in approach to her work is the teacher who knows what children react to most favorably. As with any job but even more so in the case of teaching, the instructor who dresses appropriately and who knows the pleasure of complimentary color will attire herself with her children in mind.

Here we've spoken of the impact of the voice and the reactions to pleasurable language. We must not forget, either, the impression of "habits" made on the child. As teachers we must be aware of time and not be guilty of tardiness; we must be aware of our attitudes toward other persons and things, for this too, is carefully observed by the child. Our positive behavior toward all persons is essential. Are you a responsible, conscientious, willing-and-ready-to-work teacher? Let's sincerely hope so, otherwise we had better not expect that of our children. After we have thought through some of these essentials, let's preface our meeting with the class with these questions — and hope our answers are in the affirmative:

1. Am I really professional in my approach to this teaching position? By this is it understood that we are in the business for children and they and their needs come first?

2. Am I knowledgeable about the children under my care? If I need more information, am I willing to make the effort to locate it?
3. Am I interested in involving the parents in this complex job of guiding children in their formative years? Am I willing to admit that I cannot do the job alone but rather that it is a job which can succeed only with team effort, the home and the school working together?
4. Am I willing to change or adjust to any situation given to me by superiors on the job, even if the initial assignment is not to my personal liking but rather for the good of children?
5. Am I informed about that which I am to teach to the children under my direction? Am I confident enough myself that I would dare to seek advice and guidance elsewhere, when the need arises?

We've met the challenge, personally. Now let us advance to the school and classroom itself, still firmly convinced that the finest position of all positions in the world is that of the teacher. Only through education can the world be made a better place in which to live — and you can be a vital part of that growth for good.

The School of the '70's and you ...

It is a great adventure, stepping into your very "green," new position in your first school assignment. You have gone through a successful period in your life where you earned the degree of bachelor

of "something" ... the arts, education, science, special education, and the like. You have been certified by the agency so designated of the state in which you are to serve as a professional. During this certification period you served an apprentice period with one or more experienced teachers and were stamped as successful at that as well. As a student teacher, however, you were not the only adult responsible for the class. Depending on your experiences, you were guided step by step and you grew under the watchful eye of the cooperating instructor. But the hour of truth has arrived. Now YOU are the teacher!

Any school is only worth the people that comprise its staff. At that first school meeting of the year you will meet the people that will be your co-workers and you will find as many satisfied and as many dissatisfied people at that meeting as you might find in other professions. Don't judge too quickly for personalities differ so widely; you might jump to conclusions that first day that prove to be wrong as the year proceeds. The persons who will profoundly influence your start are members of the administration. In all justice to principals in the '70's, one must admit that their job is a very challenging one which takes a great deal of time "outside" of school hours. Because of the ever-growing involvement of the community, the principal and assistant or consultant of the school are members of the staff which must have their fingers on the pulse of all members of the school family — children, teachers and parents. This is not an easy assignment for the school must keep abreast of the times, and society is moving so quickly and our body of knowledge is doubling and tripling so that the professional leader must



be of strong body and mind. This person must be all things to all people — and that is a super-human job at times. By this I mean, give the principal a break. The title implied principal teacher so this individual is the prime resource in the building; you must just remember to seek advice only when it is needed and serious. You are a professional in your own right now so make the most of it and assert your own independence remembering always the weighty responsibility you have assumed.

Your fellow teachers are of limitless aid to you, as the new teacher. You will probably draw closer to those whose responsibilities are similar to yours. A word of advice here: It is well to listen carefully to words of wisdom, but remember that each teacher attacks problems in her own individual manner. This is not to say your young, enthusiastic, innovative ideas are all right; neither does it say that because something has been done one way for forty years then it just has to be the only way. My advice here is to be a good listener. You will find you will learn much that is of great use to you on the job. At other times you will not agree with that which is being said. That is your right as an intelligent, educated professional in your own right.

One of my greatest friends and aids my first year of teaching was the secretary or clerk of the school. You will find that many persons of the office staff are highly informed and pleasant people who will be delighted to be of assistance to you. One of the hardest jobs of the new teacher is record keeping. Most secretaries are great sources of information concerning this paper work, but more important, at times, secretaries know the business of the school and the people that make that business a

smooth running one. Often the secretary is the first person of the school to meet parents and children alike and when the secretary is assigned to a school, transfer is seldom, in most cases. She thus knows generations of families, at times. What better resource could you have in your search for understanding of a child's home environment?

The custodial and engineering staff of the school are important people as well. The physical environment in which you are to perform your duties as teacher is their responsibility. You must know what you are expected to do to help them maintain a building which is pleasant to work in. To become friends with such essential people is a wise thing to do just as soon as you have located your room. Introduce yourself as the new teacher in the building; they will appreciate your courteous ways and will respond to you in equal fashion. Isn't it a happy thing to be friends with the people with whom you are to work? How else can this ever be a real team effort?

#### The Classroom and you ...

You have now been assigned your very own domain -- and it is yours to do with as you might for the best possible teaching situation for children. Whether large or small, one of your first tasks is surveying the physical area of the room. Perhaps it is unnecessary to mention such obvious things, but the new teacher has so much to think about on a new job that it may not be meaningless to talk about the physical plant. These are a few points to notice:

1. If your student seats are adjustable you can be sure that that is just what you will do with them -- adjust and rearrange the seating of the class to gain the maximum use

of the moveable desks. The total group may be facing you when total group instruction is the plan. They may be moved into small groupings when small group teaching causes such an organization.

2. One of the most important facts to remember about moving desks is that it is essential that children have maximum benefit of light, whether it is artificial or by means of sunlight. This goes, too, for heat in the colder months. Attention to such concerns pays off in the long run with student comfort for maximum learning. Your own desk, too, must be placed in such a position as to be of easy reach to whom-ever seeks your counsel when you are seated, easily seen by all students when you are in the same position and easily reached by you when you place instructional materials there for comfortable use.
3. Display and storage space are to be noticed when you survey your room for these are matters which are essential for good planning. Bulletin boards can be skillfully used by a wise teacher who introduces new concepts in this manner, or who reinforces that which is assumed as learned. Image building can be seen when the student's best work is tastefully displayed on these boards.

Even in the smallest most crowded room, the effective teacher must store or house instructional materials; books,

toys and aids of all sorts must be within handy reach if they are to be put to the use for which they were meant. This sounds easy; it often is not. Good planning takes into account the orderly classroom is one where materials are in the right places and handy to the student who will use them.

Organization for teaching and you ...

Structuring your approach to the act of teaching is in no way an inhibiting factor. The truly creative professional is one who has thought through the process in which she is involved and knows in at least outline form what her procedure will be. It is recommended that the deductive form of reasoning be applied to your planning. Understanding the whole picture, the ultimate goals in mind, helps the teacher in the over-all approach to a teaching situation. Then the planning becomes more definite when a time limitation is proposed, if only loosely proposed. Finally, day-to-day scheduling is verbalized and aided by the teacher who forced herself to plan for that which is to take place in the classroom. This lesson plan can be a simple one but should certainly include such things as the following:

1. Objective(s)

These aims should be stated in terms of real behavioral expectations. What do you want the child to be able to do?

2. Materials to be used

These instructional aids might be texts, supplementary materials, toys, games or resources to be found within the community or the student's environment. What better

aid could you have than to call upon human resources which would make the subject come "alive?"

3. Procedures to be used

This is the how of teaching. This may be recorded in definite statements of action or it may be open-ended so that the teacher begins the process and then turns to the child to continue the action. It may involve oral or written language or some other means of involvement such as sheer observation.

4. Follow-through by the learner

The teacher is the guide, the instigator of behavior, or the motivating agent. The child must become involved in order to bring about any change. After the direction and stimulation of the teacher, the learner must react in some manner in order to gain the behavioral objectives stated at the offset of the activity.

5. Evaluation of the process

This is not something that happens just after the lesson is concluded or following a given period of time. This evaluation must begin as the entire teaching process begins for it is on-going and meaningful during the entire experience.

It is my humble opinion that which is planned for is highly recommended in contrast to the unanticipated approach to teaching. A definite day-to-day scheduling of objectives, even in the simplest form, gives the

teacher a confidence and the children a security which little else can replace.

Organization, too, implies a knowledge of the standards of the teaching situation. This means knowledge which is understood and accepted by both the teacher and the learner, regardless of his age. You see, there are rules which determine all operations and if those rules are known by all participants in the process, the maximum good can be expected. Let's look at a hypothetical group interacting warmly together because of commonly known and accepted rules of behavior:

Every class is a normal class of children when you refer to normality in the sense that they are all individuals in their needs, abilities and disabilities. There are, however, more similarities than differences within the same age group and it is the sameness in their similarities that form the basis for our mutual understandings. May I suggest that the standards under which we operate include these points:

1. Every child regardless of individual differences must operate within a normal atmosphere of security. He must be able to "count on" his teacher. Consistency of behavior must be the rule. Just as the teacher should be able to rely on the word of the administrator, so should the child be able to rely on his teacher. It is truly so simple yet so important. When a promise is made, a rule is stated, a direction is given or a goal is proposed, it is the serious responsibility of the teacher to follow through.

2. We know that it is a fact of life that each human being has a need for some personal satisfaction, no matter how limited it may be in the case of an exceptional child. This is why it is so very important that the individual teacher becomes somewhat of a scientist. Only in this way can a real program of diagnostic study "pay off" in teaching. Standards must be realistic and so when it is estimated that children differ and what those differences are; then the teacher can plan her work with the class so that all children gain an estimate of their own worth.
3. Even though all children learn as the individuals they are, cooperation is the key-note for success in learning. It is recognized that standards for organization in learning presuppose that learners learn through cooperative study and work together. We all, as humans learn from each other.
4. Our rules, too, take into account the fact that as individuals we set our own courses. It is the responsibility of a good teacher to help the child develop this personal approach to a task.
5. Though self-diagnosis indicates a potential, each child should be guided toward the use of his own creative spark. How refreshing for the child to know that his own creativity is welcomed by the teacher, while understanding the objectives of the activity.

6. During our entire contact with children, it is the privilege and responsibility of the teacher to develop a sense of values by which the child may work out a worthwhile and productive life for himself and others.
7. Within this period of value-development, the wise teacher will help the child to recognize his problems and needs and will support him in his striving to handle these situations.

Readiness for learning ...

We often hear the term readiness but like many other terms heard frequently, it means many things to many people. To me it means a charge to the teacher to estimate the personal and academic progress of the child so as to stimulate him on to greater heights of achievement in his progress through life. We don't just "wait" for the learner to become ready for future challenge or tasks but rather we provide experiences for him which cause the growth to be quickened and thus pushes the child toward greater learning. A check list or inventory helps the teacher estimate the point of readiness achieved by each child. It can go along as the one suggested here:



A CHILD'S READINESS INVENTORY

Child's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

This is one teacher's estimate of a child's personal readiness for learning. Circle either answer (Yes or No) depending on your observation of the child's own readiness:

Personal and Social Development of the Child

- |   |     |    |
|---|-----|----|
| 1. This child seems to possess good health, as reflected in his work with the class and me.         | Yes | No |
| 2. He seems to have adequate hearing.   | Yes | No |
| 3. He appears to see well.  | Yes | No |
| 4. He is making satisfactory general physical development, in comparison with children his own age. | Yes | No |
| 5. He appears to need attention from the medical doctor, in my opinion.                             | Yes | No |
| 6. He should see a dentist.   | Yes | No |
| 7. He works well with the children in the group.  | Yes | No |
| 8. He takes directions from the teacher.  | Yes | No |
| 9. He shares his materials with other children in his class.  | Yes | No |
| 10. He can take turns happily.  | Yes | No |
| 11. He is polite to others.   | Yes | No |

- |   |     |    |
|---|-----|----|
| 12. He has learned not to interrupt others.             | Yes | No |
| 13. He can take care of his own clothing and materials. | Yes | No |
| 14. He can work alone.                                  | Yes | No |
| 15. He can work for (10 - 15 - 20) minutes by himself.  | Yes | No |
| 16. He is dependable without persons watching him.      | Yes | No |
| 17. He has confidence in himself.                       | Yes | No |
| 18. He plays well with other children.                  | Yes | No |
| 19. He is careful with his own property.                | Yes | No |
| 20. He is careful with the property of others.          | Yes | No |
| 21. He can take correction.                             | Yes | No |
| 22. He has a good attitude toward school.               | Yes | No |

Work Skills Development

- |   |     |    |
|---|-----|----|
| 1. He listens with attention.   | Yes | No |
| 2. He follows directions of the teacher.                                | Yes | No |
| 3. He works with care and thought for the anticipated outcome.          | Yes | No |
| 4. He uses his time wisely.   | Yes | No |
| 5. He plans well.   | Yes | No |
| 6. He keeps his work area neat and ready for work.                      | Yes | No |
| 7. He completes the work he starts.                                     | Yes | No |
| 8. He completes the work he starts within a reasonable time limitation. | Yes | No |

- |   |     |    |
|---|-----|----|
| 9. He can go from one activity to another, cheerfully and quickly.                      | Yes | No |
| 10. He cleans up after a task is finished.  | Yes | No |
| 11. He volunteers occasionally.   | Yes | No |
| 12. He is attentive most of the time.   | Yes | No |
| 13. He can adjust his speaking voice to the task.                                       | Yes | No |
| 14. He can contribute to a group discussion.  | Yes | No |
| 15. He can respond to questions.  | Yes | No |
| 16. He responds to musical stimulus.  | Yes | No |
| 17. He responds to rhythm.  | Yes | No |
| 18. He shows creativity in his tasks.   | Yes | No |
| 19. He can be dramatic when the need arises.  | Yes | No |
| 20. He shows willingness to participate in school activities.                           | Yes | No |
| 21. He is interested in stories read or told to him.                                    | Yes | No |
| 22. He enjoys books.  | Yes | No |
| 23. He can speak clearly.   | Yes | No |
| 24. He can tell the main idea of a story which is shared with him.                      | Yes | No |
| 25. He can repeat a story or an experience related to him in logical order or sequence. | Yes | No |
| 26. He can "read" or interpret pictures.  | Yes | No |
| 27. He can recognize details in a story.  | Yes | No |
| 28. He can anticipate what happens next in a story.                                     | Yes | No |
| He asks "what" questions.   | Yes | No |
| 30. He asks "why" questions.  | Yes | No |

31. He asks the meanings of words.	Yes	No
32. He has a good oral language sense.	Yes	No
33. He sees likenesses in words or figures.	Yes	No
34. He sees differences in words or figures.	Yes	No
35. He hears likenesses in words or figures.	Yes	No
36. He hears differences in words or figures.	Yes	No
37. He recognizes his own name in writing.	Yes	No
38. He has a desire to read.	Yes	No
39. He knows some of the most frequently used colors -- red, yellow, blue, etc.	Yes	No
40. He is aware of numbers or counting.	Yes	No
41. He can count up to 10 - 100, etc.	Yes	No
42. His motor skills are developing at a rate that will allow him to use manuscript and help him recognize letters in print.	Yes	No

In estimating a child's readiness for learning, the simple answers yes or no may not tell the whole story either for you yourself or for an interested parent. You may want to use a scale which indicates that the child's readiness is satisfactory, improving or needs improvement. Which ever way you decide, you will discover it will aid you in your teaching if you can verbalize the child's progress for in this way you can better estimate your impact on his development.

Techniques for Teaching ...

There are as many different techniques for teaching as there are teachers to teach. The reason is obvious. Teachers are creative people, or should be, and as such cannot be bound by books or guides but rather devise methods of their own to guide the educational life of children. Let me propose one technique, however, which can be manipulated according to the needs of children and is dependent upon the ingenuity of the teacher who uses it. I refer to the "field trip" technique of teaching. This technique includes any and all organized efforts to enlarge the experiences of the child. These efforts usually extend beyond the boundaries of the classroom. This technique is of particular interest to the children and teachers of the '70's because of its "realness." The classroom is the world and the world is the child's classroom. We educate for life and no child is too young to know that he is an important part of the world and the more he knows of his world the better he can face its challenges.

A field trip then, is a technique which gives the learner first-hand experience. These may be:

1. a class trip to the school office,
2. to a local post office,
3. to a supermarket,
4. to a library,
5. to a fire house, or
6. to a police station, or the like.

Why would this method be "different" than if a parent took a child to some new place he had never visited before? This method is different because it has its beginning and ending in the classroom under the direction of the teacher. Before the trip (even 100 feet away) the children know the why or the reason for the trip. The children, as a group, have their attention directed to specific points of interest. Immediately after the field trip is concluded, the group discusses the experiences and feelings shared with one another.

Educationally speaking, there are many educational purposes behind this type of experience for children. There are many that are easily observed:

1. Many new interests develop for children during these real, life-like experiences.
2. Many interests already held by children are intensified by these trips.
3. Children observe places, people and objects in their functional relationships rather than in theory which would be the case in other methods.
4. Concepts are clarified for children in these real situations.
5. Children learn to observe more keenly in these situations.
6. That which is heard of or talked about can be verified in this reality.

7. The experiential knowledge of all children can be extended in this pleasant manner.
8. One of the most meaningful outcomes of this type of teaching is that children can gain social skills such as cooperation with each other and responsibility as individuals or as members of a group.
9. Children learn to project their place in the adult world.

With even a slight reflection on the purposes of this method for teaching, one can estimate its possible value. If you intend to use such a technique, you must remember to take these steps in order:

- A. Select the person, place or object to be visited.
- B. Be sure the location is reasonable.
- C. Recognize the visit as a valuable experience for the children for whom it is meant.

You may be wondering if this technique for teaching could be useful for all children, regardless of the abilities or ages of the students? My answer to this would be in the affirmative for this is real and can be of meaning and use to all learners.

#### Developing the Language Skills ...

The pre-school child enters school with wide variations in terms of environmental opportunities and natural skills and abilities. It is soon determined that potentials differ but similarities soon reveal

themselves. These similarities are noted in the language skills, particularly listening and speaking. Perhaps you will allow me to stretch the language concepts to add a deeper meaning to our thoughts. The concepts I would like to suggest are the skills of observing and thinking.

As the infant matures the world around him seems to take shape and as he distinguishes shapes and sounds, his power of observation develops and the thinking process becomes more and more active. Especially with the exceptional child, the process of living brings about change. The challenge comes when the teacher helps the child to bring his powers of thinking and observation into focus so that learning takes place.

#### The Teacher helps the child to listen

Even though every teacher in the country will tell you that her biggest job is to guide children into good listening habits, doesn't it occur to you that that is a strange need? Most people hear, don't we? That is, we have that precious ability if our hearing apparatus, the ears, are normally functioning. The baby reacts to the sound of noisy toys or to a familiar voice. The young child will react with a turn of his head when a noise is present. In working with young children in school it must be remembered that they, too, can hear and will listen -- but only under certain circumstances. First it must be understood that all humans listen most readily to that which is of interest to them. This is even more true for the young child. Therefore, remember that listening will be keenest in areas where the child's interest is highest. These interests will be even greater if the activity is related to something which is familiar to the child. An example of this is the story of



a dog. Most young children are familiar with a common household pet such as a dog. This is why you will find many stories for young children which have dogs in the tales. Experience stories are enjoyed and readily listened to when dogs are a part of the stories.

Another very important aspect to the teaching of listening skills where young children are involved is the attention span of the young. Even though we know that children differ in length of time they can sit still to listen to a story, a record, or even to view a movie, we must realize that these periods of inactivity are relatively short for the little ones. These periods can be lengthened, however, with more and more experience. The first time you read a story to the pre-schooler or the very young child you may be discouraged to discover that the youngsters are squirming almost immediately — or so it seems to you. In working with the language deprived child, it may be the very first time that this disadvantaged child has ever had a story read or told to him. Don't give up! Just realize that this is the most natural thing in the world and give yourself time. Be sure that there is interest present — the higher the better — and then work on listening as the development process it is. Take a few seconds longer each day and you will see that, in most cases, the attention span of the youngster can be lengthened.

Finally we must be aware of the fact that the young child likes to do things. His body is just developing and it is much more natural for him to be a doer rather than just to be an observer or to learn passively. If the listening process can involve the active participation of the youngster, then you will find greater attention being given to the

listening. You will see that this is true when a child will sit only a short time to have a story read to him but if you involve him as a participant in a finger play or some other overt behavior you will have a keen listener. Many of the games and simple directions given to the young child are readily understood when they are the doers; this does not always seem true in the case of the older child who has developed more widely varied interests than his baby brother who is still eager to learn in smaller segments.

Oral Language and the Young Child ...

The young child learns to talk by hearing his family speak to each other and to him. He then talks in imitation of the adults around him. One thing is certain, however: young children, normally, do talk and talk and talk! The only difficulty is that they do not necessarily communicate with us, the teachers! This may be due to a number of things, so don't despair. One reason for this lack of communication is a difference in the dialects and levels of language as used by the teacher and the child. If the child has a different phonological, grammatical and syntactical speech than does his teacher, the teacher has a particular challenge. The child or his family may be natives of another part of the United States. The adults in the child's family may have a very meager academic background and thus use a different level of language. You, the teacher, must then encourage the child to learn another level of speech in addition to his home speech so that he can communicate with both his family and his school community. The linguist says this is teaching English as though it is a second language and the speaker will readily adjust to a

switching technique so that he can use speech to communicate on one level at home and another in school. This sounds impossible, doesn't it? It really isn't though, for all of us use different levels of language, depending on the persons and/or circumstances in which we find ourselves. Young children learn quickly and you will be amazed at the facility he will develop within his own speech mastery, regardless of his innate abilities or disabilities. This seems to be instinctive with many young people.

There is a second reason why young children do not communicate with their peers or you, their teacher. This is a social one for many children have not had to function as social beings until they enter school. Many children come to school with a rather large oral vocabulary but they need to be taught to speak in short sentences and to express themselves in a sequential order of events or logical order. We must help them build their vocabulary, and to give them meanings for words are responsibilities for teachers of the young. This sounds like a great task, but it can be mastered with fun and profit. First we must encourage children to take part in conversations and by this is meant they learn to take their turns in conversations but they listen while others speak, too.

Young children communicate orally when they plan together. These sessions usually involve how their materials are cared for, how a game should be played, planning together for a mutual activity. The famous "show and tell" experiences of the child in the classroom is a good example of how children share their materials, interests, and experiences with each other. The child becomes the speaker in this case and has a

built-in interest and enthusiasm for his subject because it is all his. Even the child who may be shy will want to share a new toy or book or tell about a new baby if he knows the reception he will receive will be a warm and interested one. You, the teacher, can do this in your group-planning before the child becomes the solitary speaker.

The young child, too, learns to communicate with joy in the experience when he is encouraged to respond to stories or to take part in little playlets depicting tales known and enjoyed by the young person. Yes, the young child comes to school desiring to talk; it is your serious responsibility to develop that enthusiasm for his own language and the use of it. When something happens in the school to ridicule or dishearten the child so that he is fearful or discouraged about speaking, it is a most serious thing. We must do all that is within our power as teachers to build the child's confidence in himself so that he wants to share his ideas with others, even though his abilities may be limited.

Teaching the child to read ...

The loud cry heard throughout the nation today is teach the child to read! This complex skill is not taught overnight, however, or by the use of one reading method. This skill begins developing soon after the birth of the child. When the infant in the crib reacts to sound and movement, he is beginning to differentiate and this is the beginning of the reading process in its most general form. The baby differentiates between the sounds of voices, the familiar and the unfamiliar. As he grows, he recognizes the differences between shapes and forms, between big and little, old and young, and the like.

Of late I have read that the child must be given a desire to read. I do not "buy" this idea, for reading surrounds the young person every day of his life just as sounds and people of all sorts do. We really don't have to sell the idea; we just must nurture the growth, as the child develops and his natural curiosity of the unknown develops. Just try to walk in the shoes of the young child and you will soon understand why it is so important to take the time to answer the "why" and "what" questions that are on the lips of the young. Sight words alone surround us constantly. On the ordinary street of our land we see the words "Stop" and "Go". Signs of the times are advertisements which are so much a part of America and soon become part of the child's sight vocabulary, if you but take the time to identify them for him. He may ask on his own, and at other times you will not even be speaking to him and he will learn by listening as you converse with others. Television, too, is a great teacher of the young. Through the appealing sounds of catchy commercial tunes, the young child learns to speak and read new words and to gain a wider vocabulary. He may be using the words simply because he has heard them but may have a wrong idea concerning its meaning or no meaning at all for the word. This is where you come in; you supply the information thus adding to the "reading" knowledge of the young learner. Children read pictures as well. In fact, I have an idea about what I would do with young children as they come to school for the first time. They have heard their oldesters talk so much about reading that they have come to believe that they are going to read -- the very first day they spend with you. I would not disappoint them. I would teach them how to read --

and they would read, pictures, that is. Yes, my friend, I would do just that. I would give the child a picture of something that I would know would be of a familiar experience or circumstance for him. I would give them directions as to what to look for and maybe even some of the words that would describe the picture. The child then would be encouraged to tell me something about the picture and together we would give this very special picture a very special title. When Mother and Dad asked the child what he did in school, he could expect an interested little student who had really done something. He had read that day, for he had interpreted the picture through the use of his experiential environment. He had used his own words to "read" the picture.

And so it goes, teachers of the '70's:

This is your challenge --

Are you enthusiastic about being a teacher?

Are you a warm person who has great hope for the future  
and the children who will populate the world as  
adults?

Are you an organized person in terms of your own personal  
and professional role as instructor to the young?

If you've answered a great, wonderful YES to all three important questions above, go to it -- teachers! You've got the key to the future, now unlatch the great book of knowledge for others.

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Wolpe, J. The experimental foundations of some new psychotherapeutic methods. Experimental Foundations of Clinical Psychology, 1962.



BIOGRAPHICAL RESUME

Subject: (Dr.) Anne Elizabeth Hughes  
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Born: Detroit, Michigan

Education: St. Ambrose School  
Grosse Pointe, Michigan

Dominican High School  
Detroit, Michigan

University of Detroit

Wayne State University

Columbia University

Michigan State University

Professional Experience (in sequential order):

Highland Park Junior College  
Highland Park, Michigan  
Instructor in Sociology and English

University of Detroit  
Dean of Women and Instructor in English

Robinson School  
Detroit Public Schools  
Teacher, elementary level

Maywood Schools  
Maywood, New Jersey  
Substitute teacher, all areas, elementary  
and junior high levels

Fordham University  
New York, New York  
Assistant Professor of Education

Arthur School  
Detroit Public Schools  
Teacher, elementary level

Goodale Junior High School  
Detroit Public Schools  
Teacher

Denby High School  
Detroit Public Schools  
Teacher

Present Position: Supervisor  
Language Education Department  
Detroit Public Schools

Extension and Guest Lecturer:

Wayne State University

Michigan State University

Madonna College  
Livonia, Michigan

Marygrove College  
Detroit, Michigan

Mercy College  
Detroit, Michigan

University of Detroit

Seton Hill College  
Greensburg, Pennsylvania

Our Lady of the Lake College  
San Antonio, Texas

Findley College  
Findley, Ohio

University of Dayton  
Dayton, Ohio

Consultant and/or Speaker for State Department Meetings:

Casper, Wyoming  
St. Paul, Minnesota  
Los Angeles, California  
Austin, Texas  
Springfield, Missouri  
Cleveland, Ohio  
Warren, Ohio

Speaker: National conventions of I.R.A., N.C.T.E. and  
A.S.C.D.; N.D.E.A. Institutes in Reading in  
Pennsylvania and Texas; workshops for teachers  
throughout the State of Michigan, and in  
Illinois and Minnesota

National University of Dublin, Dublin, Ireland  
(Summer, 1968).

Writings:

Author of TASTE, an individualized reading program for the primary grades (Random House, Publisher).

Director and Team-Writer of Detroit Public Schools Language Arts Guides.

Assistant in the Detroit Dialect Study, paper submitted by Dr. Hughes entitled: "An Investigation of Certain Socio-Linguistic Phenomena in the Vocabulary, Pronunciation and Grammar of Disadvantaged Pre-School Children, Their Parents and Their Teachers in the Detroit Public Schools."

Author of a Developmental Reading Series for Grades 7, 8, and 9

Forward in Reading, (Book I)

Onward in Reading, (Book II)

Upward in Reading, (Book III)

Published by Bobbs-Merrill, Publishers, Indianapolis, Indiana

Articles:

Instructor Magazine, published by Instructor Publications, Dansville, New York

1. Linguistics...Is It "for" the Elementary Teacher? August-September 1968 Issue
2. Listen To Learn, February 1969 Issue
3. The Communication Problem, April 1969 Issue
4. Values of Linguistic Grammar, May 1969 Issue
5. Personnally Yours....(Ref: Handwriting), October 1969 Issue
6. Literature Is Love!, March 1970
7. Language Mastery--That's the Answer, May 1970 Issue

Reading - Language Arts Reviewer, The Instructor Magazine, 1970-71

Foreign Travel:

- |            |                  |
|------------|------------------|
| 1. Austria | 10. Italy        |
| 2. Canada  | 11. Lebanon      |
| 3. Cypress | 12. Lichtenstein |
| 4. Egypt   | 13. Mexico       |
| 5. England | 14. Netherland   |
| 6. France  | 15. Switzerland  |
| 7. Germany | 16. Scotland     |
| 8. Greece  | 17. Turkey       |
| 9. Ireland | 18. Wales        |

**Other Recognition:**

**Administrative Assistant to the  
Director of Urban Language Studies,  
Dr. Roger Shuy, Center of Applied  
Linguistics, Washington, D. C.**

**Member of the Editorial Advisory  
Board, Highlights for Children.**

**Linguistics Editor, Curriculum Team  
Instructor Magazine (1968-69)**

**Language Arts Editor, Curriculum  
Team, Instructor Magazine (1969-70)**

**Director, TV-Reading Workshop, Palm  
Beach County, D.P.I., State of  
Florida (1970)**

**1970/1971**