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AUTHOR Ediger, Marlow
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ABSTRACT

Focusing on various areas of concern to classroom teachers, this collection contains the following essays: (1) "Herbart versus Froebel on Teaching Pupils"; (2) "The Integrated Reading Curriculum"; (3) "Motivation and the Learner in Reading"; (4) "Issues in the Reading Curriculum"; (5) "Inservice Education and the Curriculum"; (6) "Textbooks and the School Curriculum"; (7) "Improving the Reading Curriculum"; (8) "Classical Poetry in the Language Arts"; (9) "Issues in Microcomputer Use in the Classroom"; (10) "Evaluation and the Psychology of Learning"; and (11) "The Basics in the Social Studies Curriculum." (SR)

THE PSYCHOLOGY OF READING INSTRUCTION
(A Collection of Essays)

by
DR. MARLOW EDIGER
Professor of Education

Northeast Missouri State University
Kirksville, Missouri 63501

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HERBART VERSUS FROEBEL ON TEACHING PUPILS

Educators differ considerably on methodology which should be utilized in teaching-learning situations. There are selected educators who believe that a subject centered curriculum should be emphasized in the school and class setting. Pupils might then acquire vital facts, concepts, and generalizations. Generally, subject matter is received by the learner from academic learnings in the classroom setting. Lecture and explanations (expository methods) might then become relevant methods of teaching. Thus, understandings objectives, rather than skills and attitudinal goals, would be attained by pupils.

Other educators believe that the feeling or attitudinal dimension needs to be emphasized in teaching and learning. Thus, what exists within the learner needs to come to the surface. Creative endeavors on the part of learners then become significant. The teacher's task is not to explain or lecture, but rather to stimulate pupils to exhibit unique, novel ideas, products, and processes.

Johann Friedrich Herbart

Herbart (1776-1841) believed strongly in a subject centered curriculum. To teach subject matter effectively, the teacher needs to utilize selected methodology. Herbart advocated the development and use of lesson plans to implement a selected teaching strategy. The first step in teaching to emphasize in a daily lesson plan is preparation. Thus, the teacher needs to review with learners what has been studied previously; otherwise, previously acquired learnings are vague in the minds of pupils. The step of preparation in teaching then helps pupils to review and clarify what has been learned previously.

The second stage of teaching, as written in the lesson plan is presentation. Here, Herbart advocated that teachers present new learnings to pupils. An excessive number of isolated ideas might be in evidence unless step three is followed in a lesson plan. In step three, the teacher helps learners to associate newly acquired ideas (step of presentation) with previously attained subject matter (step of preparation). From associations made, pupils are lead to achieve generalizations (step four in the lesson plan). Generalizations must be used by pupils (step five in teaching) or forgetting of subject matter may well occur.

Herbart believed that history and literature are highly beneficial curriculum areas for pupils to study. Why? The end results of education should be to develop the moral individual. By studying the lives of noble individuals in history and literature, pupils individually might pattern their lives after these moral peronalities. Other curriculum areas would also be taught. However, a study of history and literature might well assist pupils to become persons with high moral standards, according to Herbart.

Friedrich Froebel

Froebel (1782-1852) believed strongly in an activity centered curriculum for pupils. The major goal to achieve by pupils is to develop the creative individual. To achieve the goal of developing the creative person, Froebel advocated using selected learning experiences. One set of experiences had to do with the using of materials called "gifts". The gifts consisted of cubes, cylinders, spheres, and physical models of lines, points, and planes. The cubes could be taken apart to

developp smaller cubes, as well as put together to make a large cube. Small cylinders could be taken out of the larger cylinder and put back again.

What might pupils do with the gifts? They might wish to count the elements in a set. Pupils could add, subtract, multiply, and divide when using the gifts. A model farm or community might be built creatively using the gifts.

A second set of materials to be utilized by teachers in setting the stage for pupil learning was called "occupations". The form or shape of materials could be changed in what was known as occupations. Thus, clay might be modeled by pupils. Or, perforations using different colors of pencils might be portrayed on paper. Other means of emphasizing occupations include paper folding and cutting as well as bead stringing.

A third type of creativity experience for pupils involved mother play songs. In the mother play songs, pupils formed a circle. If pupils were singing a song on gardening, each learner would dramatize what was sung. Pupils would then role play the work of a gardener in planting seeds, tilling the soil, and watering the garden.

Friedrich Froebel believed that each pupil should be free and spontaneous to engage in learning experiences involving gifts, occupations, and mother play songs. The teacher would definitely not dictate to pupils the objectives and learning experiences in the curriculum. Rather, each pupil might try out novel ideas in order to achieve the goal of developing into becoming the creative individual.

Contrasting Herbart Versus Froebel

The differences in educational thinking between Herbart and Froebel appear quite large. Johann Herbart, as compared to Friedrich Froebel, might well stress the following:

1. a teacher centered curriculum. The teacher is highly instrumental in guiding pupils in each step of teaching-preparation, presentation, association, generalization, and use. Froebel advocated that pupils choose what to accomplish within a flexible framework.
2. The teacher has definite goals in mind for learners to achieve. Thus, the moral individual is to be developed, according to Herbart. Froebel believed in an open-ended curriculum with creativity being a key pupil objective.
3. Literature and history appear to be highly important curriculum areas in teaching pupils for Herbart. Froebel's materials seemed to favor the curriculum area of mathematics. However, his ultimate goal of instruction-creativity, did not favor any curriculum area.
4. According to Herbart, the mind of an infant at birth is like a blank sheet, as compared to Froebel believing that the infant is born as a good individual.

Teachers and supervisors need to contrast the educational thinking of Johann Herbart and Friedrich Froebel. The comparative educational philosophies of modern day educators also need studying. The end result of curriculum study might well be to synthesize the following:

1. a teacher centered versus a child centered curriculum.
2. precise versus open-ended goals of instruction.
3. the scope of the curriculum. Which subject matter learnings should receive major emphasis in ongoing units of study?

4. the environment (teaching and learning) making or breaking the learner, as compared to the creative mind being in operation in ongoing situations. If a mind is like a blank sheet at birth, the environment is highly important since it imprints itself upon the empty slate. A person born as a good individual needs to have the goodness come to the surface in terms of creative response.

THE INTEGRATED READING CURRICULUM

Considerable debate has been in evidence pertaining to how reading should be taught. During the 1960's and 1970's, the debate centered around approaches to the teaching of reading. The approaches included the use of individualized reading, basal readers, language experience methods, the Initial Teaching Alphabet (ITA), linguistic procedures, as well as programmed textbooks.

During the 1980's, behaviorism as a psychology of learning has been strongly advocated. With behaviorism, the following are in evidence:

1. precise, measurably stated objectives for students to achieve.
2. state mandated objectives for teachers to stress in teaching students.
3. state wide testing to determine the extent to which students are achieving the precise goals.
4. the use of standardized tests (norm referenced) to measure learner progress in reading.
5. instructional management systems (IMS) developed on the local district level. IMS plans contain behaviorally stated objectives. After instruction, the teacher can measure if a student has/has not achieved the specific goal.

The New Debate in Reading

With IMS and state mandated testing, emphasis is placed upon students achieving precise, measurably stated objectives. The tests within the IMS or state mandated testing are to be valid. The test items then measure what has been taught by the reading teacher to assist students to attain the precise ends. If a first grade teacher has ninety objectives in reading for learners to achieve, much emphasis in ongoing lessons and units will focus on students achieving the stated objectives. Each objective is highly specific, such as the student will underline the "fr" sound correctly on a worksheet in ten words pronounced by the teacher. With ninety precise objectives for student attainment in a school year, much drill and practice can be in evidence. There may be little time left over for enjoyment of reading. The measurably stated objectives have fragmented the act of reading into developing specific skills in phonics, syllabication, and structural analysis. Reading orally and silently to comprehend worthwhile subject matter may be minimized.

The act of reading is holistic and involves acquisition of facts, concepts, and generalizations. Relationship of words, phrases, sentences, and paragraphs must be perceived by students. Comprehension is the ultimate goal of reading

instruction. Subject matter may be understood through reading for a variety of reasons or purposes. These reasons or purposes include reading for facts, sequence of ideas, main ideas, and generalizations. Additional comprehension skills involve critical reading, creative reading, reading to solve problems, as well as recreational reading. Even with all of the above purposes or reasons for reading content, subject matter should not be divided into isolated, fragmented parts. Rather the whole or gestalt of content read is vital. Content is related and does not occur in fragments or pieces.

With IMS and state mandated testing, too frequently reading becomes a means of appraising the achievement of students in acquiring word recognition skills (phonics, syllabication, and structural analysis), as well as diverse comprehension abilities. These skills and abilities are measured very frequently in isolation from the actual act of reading.

The writer would reccmmend that school systems and teachers of reading emphasize increasingly so, the tenets of individualized reading. Advocates of individualized reading believe that each person is at a different level of achievement compared to others in the classroom. Library books are utilized as reading materials. Learners

individually select their own sequential library books to read. Ideally, each reads at his/her optimal rate of speed. Library books chosen by a student are of personal interest and purpose. Each book selected is on the reading level of understanding of the chooser. After the completion of reading a library book, the student needs to have a conference with the reading teacher to check comprehension, attitude, and oral reading abilities. The teacher needs to know the content of library books read by students in order to have a quality conference.

Individualized reading advocates believe that

1. the act of reading is holistic and not fragmented. The entire library book is read by a student, prior to having a conference with the reading teacher.

2. students should select reading materials within a flexible framework. The learner must do the reading. The teacher is a stimulator and guide for students in reading. He/she, however, does not choose reading materials for students. The only exception would be if a student is unable to select a library book to read. If this should be the case, the teacher must select an appropriate book for the student to read.

3. the student is heavily involved in appraising his/her reading performance. To appraise comprehension in reading a library book, open ended discussions are in evidence. To evaluate word recognition through oral reading, the learner selects the section within the conference framework.

Individualized reading is quite opposite of the measurably stated objectives movement. The former is holistic, the latter tends to be fragmented. The reading

curriculum would benefit from being holistic in that students actually read and engage in much reading. A primary goal of reading instruction should be to develop attitudes of appreciation and interest within students to read. Each student should then have a greater intrinsic desire in wanting to read. These attitudes of appreciation and interest should motivate learners to increase their desire to read.

Further Goals in the Teaching of Reading

Holistic means of assisting students in reading stressed within the framework of individualized reading philosophies may also be emphasized with the utilization of basal readers. With carefully chosen, quality basal readers, students must have ample opportunities to read and enjoy the content. If IMS is utilized, time for reading instruction becomes fragmented. Learners then achieve precise, measurable objectives. The specific objectives may be totally unrelated to each other. There may be so many precise goals to attain that little time is left for the actual reading in depth of selected stories in the basal reader. Students learn to read by reading. Isolated skills may be measurable, but can students apply what has been learned? The major objective in reading is to develop

quality attitudes which encourage doing more reading on the part of each student.

In a holistic plan in the teaching of reading, students learn to identify new words when they read subject matter. In contextual situations, many new words are recognized by the learner. The teacher or a good reader can give assistance to those students who cannot identify a word while in the actual act of reading. In a stimulating environment, rich with reading materials, students locate content of personal interest. Interest in reading can hurdle many difficulties in word recognition and identification problems. To be sure, selected new words may need to be printed, neatly and legibly, on the chalkboard prior to the actual act of reading. However, these new words must be integrated into a contextual situation involving the actual act of reading.

With measurable stated goals, too frequently the emphasis has been on students learning isolated phonics sounds. Better it would be if each student learns phonics generalizations while reading content. When reading content from library books and textbooks, students may achieve many goals pertaining to phoeneme-grapheme relationships. Becoming a proficient reader is a must in the teaching of reading rather than emphasizing lesson after lesson of

phonics instruction. While reading content, students develop and perceive patterns in sound-symbol relationships.

Students should be active participants in learning. Too frequently, passivity is inherent within learners. Teachers raise questions for students to answer pertaining to content read. Rather active learners should do the asking of questions. They tend to see gaps in knowledge and desire to have these deficiencies minimized. With quality questions raised, answers can be generated. Purpose for learning is involved when students identify relevant questions and problems. Intrinsically, a desire is there to secure needed information. Basal reader content, as well as other reference sources, may be utilized to secure needed information. Active involvement of students is preferable to passive recipients in the classroom.

To achieve higher levels of cognition, students need to bring meaning to subject matter. Critical thinking, creative thinking, and problem solving emphasize learners determining and clarifying content read. Traditionally, the perception has been that students passively acquire meaning from subject matter read. Content in the basal reader then moves from the textbook to the student, if the latter secures meaning from what the author has written. Rather, the learner with his/her background experiences should bring

understanding and interpretation to facts, concepts, and generalizations read.

In Closing

A fragmented reading curriculum emphasizes isolated measurably stated objectives for students to attain. Rather, reading emphasizes students bringing meaning to subject matter read. Reading involves word recognition and comprehension skills. However, skills must be secured and utilized within the framework of quality holistic reading experiences.

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Motivation and the Learner in Reading

Motivation is a rather persistent problem in guiding students to read well. If a student lacks motivation, a low energy level will be available in learning to read. Through motivation, a learner is encouraged to achieve definite goals in reading. Persistence is there to aid students in goal attainment with adequately motivated behavior.

Causes and Effects Related to Motivation

Numerous causes can be listed which hinder student motivation in reading. Books that are not on the reading levels of students hinder these learners to achieve optimally. A book that is too complex to read makes for a lack of comprehension of ideas. Or, if the contents are too easy, challenge to read may well be lacking.

Teachers who fail to teach reading minimize the importance of student progress. Teachers need to develop readiness within learners prior to the latter engaging in the actual reading of content. Readiness activities need to be interesting. Otherwise, students' attention may be difficult to secure in an ongoing lesson or unit.

Outdated textbooks that show excessive wear lack appeal for students to read. Textbooks/trade books need to be

appealing to students. The appeal helps establish set within students to learn. The student and the reading materials must become integrated. Otherwise, the learner disassociates himself/herself from the reading experience. Motivation in reading then is lacking.

A stimulating room environment with bulletin board displays to encourage reading is important. Jackets from library books on a bulletin board may stimulate many to increase consumption of reading materials. Comfortable, attractive furniture in a reading area may well be a further stimulator to read an increased number of books.

Proper temperature readings with appropriate ventilation is necessary for quality comprehension to occur. The late A. H. Maslow, advocating humanism as a psychology of learning, stressed the importance of meeting needs of students in order that the latter can acquire self-actualization. At the apex, Maslow listed physiological needs which must be met by learners. These included appropriate temperature readings and ventilation, food, clothing, shelter, and water. Students lack motivation to learn if these needs are not met. Maslow further stressed students meet security, love and belonging,

and esteem needs. Self-actualization then becomes a possibility. Maslow's hierarchy of needs is known as a theory of motivation. Lower needs must be met before higher level needs become important. Thus, physiological needs generally must be met first before other needs in sequence become significant.

Why Motivation is Lacking

Numerous reasons are given for students lacking motivation. Frequently, teachers are blamed for learners not being motivated due to poor teaching methods. This may be one reason. Teachers need to feel challenge covering the subject matter being taught. Enthusiasm of teachers might be reflected within learners. Thus, a teacher who enthusiastically tells learners what he/she has read and demonstrates interest in reading content, as well as in teaching reading to each student, may well encourage the latter to read proficiently. Certainly, a teacher showing motivation in teaching students to read critically and creatively should have these reading skills reflected within learners. Higher levels of cognition, such as critical and creative reading, must be emphasized in the reading curriculum.

There are numerous other reasons for students lacking motivation in reading. A variety of reading materials, including textbooks, library books, and other print materials must be available for learners to provide for individual differences. It certainly is not motivating for learners if the subject matter read is too complex or excessively easy. Each student needs to be ready for reading specific subject matter. Readiness factors include having ample opportunities to see new words in print, attach meaning to each new word, have adequate background information, as well as have a purpose (reason) to read, prior to reading the involved subject matter.

Subject matter to be read should be of interest to students. A lack of interesting reading materials can make for inappropriate motivation. With interest in subject matter being read, students possess a high energy level for reading. Motivation is inherent when each student is interested in reading the involved subject matter.

Reading teachers must use a variety of methods in teaching students. To learn inductively on the part of students, the teacher needs to ask stimulating questions covering content read. Each question needs to be on the

understanding level of students. Questions for students need to lead to higher levels of thinking, such as the levels of analysis (separating facts from opinions, fantasy from reality, accurate from inaccurate content, as well as detecting bias, glittering generalities, and card stacking), synthesis (hypothesizing), and evaluation (appraising subject matter read in terms of quality criteria).

Deductive methods emphasize a teacher modeling behavior pertaining to analysis, synthesis, and evaluation. Students then apply what has been learned pertaining to higher levels of cognition.

Problem solving methods should also be utilized. Here, students with teacher guidance identify a problem or broad question. Information is gathered through reading and the use of audiovisual materials. A hypothesis or answer to the problem or question should then be in evidence. The hypothesis is tested in action and revised if necessary. Problem solving methods are good to utilize when students elect real, life-like problems in reading pertaining to subject matter read. A variety of reading materials and nonreading activities assist in data gathering, as well as in checking hypotheses. Critical and creative thinking are

emphasized in true problem solving experiences. Problems identified are new to involved students. Challenge is involved in choosing learning opportunities to solve the identified problems. If the same methods are utilized continuously, students will tend to dislike reading.

Balance among cognitive, affective, and psychomotor objectives should be emphasized in teaching reading. A single domain of objectives, such as cognitive, is not adequate. The development of the intellect (cognition) is significant in the teaching of reading. Students then need to learn to achieve skills in reading to follow directions, skim, or scan, develop sequence in ideas, as well as achieve main ideas and generalizations. Analyzing what has been read and achieving unique ideas covering subject matter ideas are further relevant cognitive goals.

The affective dimension of objectives is equally important as compared to the cognitive domain. With desirable affective objectives, students learn to select and enjoy quality literature. When ready, a learner then enjoys characterization, setting, plot, irony, and theme of literature read. An individualized reading program needs to be in evidence in which the student can select the title and

achievement level of the library book. Hopefully, challenging library books will be selected by the learner. The teacher in a conference with the student needs to encourage, not force, increased interest in reading. Fascinating questions raised by the teacher and the student can be discussed within the conference setting. Evaluation of the success of each conference would emphasize students doing more reading and appreciating subject matter content.

The psychomotor level of objectives should receive adequate attention in the reading curriculum. With psychomotor goals, students develop proficiency in using the gross and finer muscles, as well as skill in eye-hand coordination. Numerous quality learning opportunities can be stressed by the teacher in the psychomotor domain. Thus, after reading content from basal textbooks or through an individualized reading program, learners may complete specific projects to reveal comprehension. These projects include

1. developing a mural or pencil sketching.
2. making a diorama.
3. creating a pantomime or creative dramatics presentation.

4. completing a movie set, showing illustrated scenes of subject matter read.
5. writing a different beginning or ending for the story with accompanying illustrations.
6. constructing a model relating directly to ideas contained in a story or reading selection.

Teachers of reading then need to have students attain balance among cognitive, affective, and psychomotor objectives.

A further reason why students may lack motivation in reading is that meaningful learning is not present. The reader needs to relate the self to the selection being read. The reading teacher must make certain that students understand subject matter. Students who do not read well enough to benefit from the reading of the textbook need assistance. A good reader could orally read the contents to the disabled reader as the latter follows along in his/her book. He/she can then learn to identify words in the process as well as listen to the ideas read. Attaching meaning to the subject matter listened to is then possible. Gifted/talented readers need to read challenging materials, otherwise a lack of meaning is not possible when subject

matter is boring and lacks maturity. These learners must also be assisted to achieve to their optimal which will be well above the grade level they are presently in. If a student with eighth or ninth grade reading abilities is asked to utilize textbooks written for fifth graders, it is no wonder that meaning cannot be attached to subject matter read. Or a fifth grader, reading on the second grade level, will not become an independent reader in understanding the content being read written for average achievers in grade five.

The key to successful reading achievement of students is to match their present level of attainment with materials of instruction that are meaningful and understandable.

Recommendations to Improve the Reading Curriculum

Numerous recommendations have been made by experts to improve reading skills on the part of students. The writer would like to recommend definite quality criteria to assist students to achieve more optimally in reading.

First of all, with the accountability movement in vogue, basic essential skills for students have been identified on the state or local school level. These skills are generally listed as behaviorally stated objectives. The

reading curriculum then becomes fragmented. Each student needs to attain the sequential precise ends. Too much time by the reading teacher needs to be spent on having learners achieve each behaviorally stated objective. Little time may be available to have students read subject matter in a holistic approach. Learning of isolated skills becomes relevant, rather than reading sequential ideas in order to learn. Certainly, comprehension of quality literature must be the end result, rather than acquiring isolated reading skills.

Secondly, th writer recommends that students have a greater voice in determining which sources to read from and which problem areas to solve, involving the processes of reading. Student-teacher planning of goals, experiences, and appraisal procedures emphasizes a sound philosophy of education.

Thirdly, well educated and trained teachers should be able to make good decisions in terms of providing for individual differences in reading. With state mandated objectives or local district instructional management systems (IMS), decision making by the reading teacher is minimized. Certainly, a quality teacher should be able to

determine scope and sequence better than can be done on the state or district wide level. Each teacher, regardless of age level of students taught or academic area taught, must be a teacher of reading.

Fourthly, state certification departments need to require in teacher preparation programs that all prospective teachers have adequate course work in the teaching of reading. Schools of education preparing teachers need to be certain that all have demonstrated proficiency in the teaching of reading. Teachers need to possess adequate knowledge and skill in teaching word recognition techniques and diverse kinds of comprehension skills to develop within students.

Fifthly, teachers need to stimulate st· . ts to enjoy and appreciate reading. It is a blessing to be a good reader. Nonreaders or those limited in the ability to read suffer grave consequences in society. The level of job attainment is lowered if an adult can not read at a required proficient level. Enjoyment of life is minimized due to not possessing needed skills in reading.

Sixthly, teachers need to guide students to move to higher cognition levels, as compared to rote learning and

drill experiences. Students should experience needed drill and practice in reading subject matter. However, life itself demands that learners be skillful in problem solving situations.

Seventhly, students should experience life vicariously. It is impossible to experience, in many situations, desirable situations in life. Through reading or vicariously, learners may experience what is good, true, and beautiful. Undesirable situations in life are costly to experience directly. With vicarious experiences in reading, what is undesirable can be experienced in a relatively harmless manner.

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ISSUES IN THE READING CURRICULUM

Pros and cons are in evidence in objectives, learning activities, and evaluation procedures emphasized in the teaching of reading. It is a problem to harmonize diverse psychologies, philosophies, and opinions in the reading curriculum. This paper will focus its attention on issues with attempts made at harmonizing opposing points of view.

State Mandated Objectives and Testing

Many states emphasize their written objectives in reading instruction mandated for pupil achievement. The objectives have been analyzed and chosen by selected educators within the state supervised by the state department of education. The philosophy involved in state mandated objectives is that key skills have been identified and need to be taught to students. It is believed that the state, rather than the district level or the classroom level, is in the best position to select goals for implementation in the classroom. Much criticism has been hurled at the number of people in society who have not been taught to read. Blame for this situation usually is given to teachers and the local school system.

With state mandated objectives, it is believed that a comprehensive set of goals will have been chosen so that individuals ultimately may become good readers. The goals are there for

teachers to emphasize in the teaching of pupils. The teacher then needs to select activities so that learners might attain the state mandated objectives.

Statewide tests are given at selected grade levels in order that pupils may reveal what has been learned. Test results are available to each school. Comparisons might be made among schools within a district and within school districts in a state. Many lay people and selected educators believe that these comparisons should be made to reveal which schools excel and which lack achievement.

Advocates of the state mandated tests believe that

1. measurable results need to be in evidence to reveal the quality of education being offered in a school or district.
2. lay people are satisfied with the quality of education if test results from students is positive.
3. objective, unbiased evidence needs to be in the offing to indicate learner achievement in reading. Test results provide objective data.

Critics of state mandated tests in reading state that

1. local initiative is stifled when states usurp more and more responsibilities of teaching pupils.
2. classroom teachers, professionally educated, are in the best position to make educational decisions pertaining to the teaching of reading.

3. unmotivated teachers of reading accrue when decision-making is taken out of their hands.

Pertaining to the debate involving state mandated objectives in the teaching of reading, the writer recommends that

1. teachers receive quality programs of preservice education to teach pupils to read will.
2. teachers be given much responsibility to select objectives, learning activities, and appraisal procedures so that individual differences among learners may be adequately provided for.
3. diverse means of appraising pupil achievement be utilized in addition to using standardized and state developed tests.

Time on Task and the Reading Curriculum

Time on task has been a slogan in the teaching of pupils which includes the area of reading. It almost sounds as if pupils' wholehearted attention can be maintained continually on the learning activities provided for them. Objectives emphasizing intellectual tasks are significant. Certainly quality understandings, skills, and attitudinal goals are demanding for pupils to attain. Each learner needs to achieve optimally. Up to a point, a learner who concentrates fully on word attack skills and comprehension abilities should attain more optimally than a pupil who lacks attending to

vital learning opportunities. There are definite weaknesses in adhering to the concept of time on task, if this means pupils continually, with no letups, working to achieve in the area of reading. These weaknesses include basic needs which pupils have that may interfere with the time on task concept. These are the following:

1. hunger, rest, and variation of experiences need to be provided for.
2. acceptance and status needs for learners must be met.

The pupil in the curriculum area of reading is not an intellectual being alone. He/she also experiences physiological and emotional needs.

The writer recommends that

1. the concept of time on task be adequately understood by educators as well as by the lay public. No person can continually achieve in intellectual tasks such as reading without diversity of learning opportunities and experiences.
2. personal and social needs of pupils be met. Adequate nutrition and sleep, proper temperature readings and shelter, as well as acceptance and love from others are vital and necessary. These needs must be met if pupils are to achieve more optimally in reading.

A Logical versus A Psychological Reading Curriculum

Numerous states, as well as school districts, require a management system of reading instruction. Precise, measurably stated objectives for pupils to achieve are then developed by committees of teachers and supervisors chosen for the task. The objectives are selected and written prior to teaching pupils in the reading. The entire reading curriculum, or much of it, may center around pupils attaining the precise ends. If ninety measurably stated objectives are to be achieved by first grade pupils, a considerable amount of time will be given in the teaching of reading to have pupils achieve these goals.

A logical curriculum results if teachers and supervisors choose, prior to instruction, objectives in reading that learners are to attain. The ends may even be arranged by teachers and supervisors for learners to achieve sequentially.

Toward the other end of the continuum in the teaching of reading, a psychological curriculum may be in evidence. Ample opportunities exist for pupils to select their very own reading materials, such as library books. After the completion of a self-selected library book, the learner may decide how he/she wishes to be evaluated in terms of being able to identify words in reading,

comprehension skills, and fluency in being able to read well orally. The pupil is then involved heavily in sequencing experiences in the reading curriculum.

With the use of basal readers, in degrees, a psychological curriculum might also be emphasized. Ample opportunities in any reading lesson should then be given to having pupils identify problems and questions to be discussed. Sequence resides in the pupil and not in a management system with its predetermined objectives for students to attain.

In the debate of a logical versus a psychological reading curriculum, the writer recommends that

1. management systems of instruction be deemphasized. Pupils basically have no voice here in determining the scope and sequence of the reading curriculum.
2. emphasis be placed upon the gestalt theory of reading instruction. Thus, the whole child is involved in reading. The learner's interests, purposes, and goals are important to consider in developing a quality reading curriculum. Predetermined objectives in management systems of instruction tend to leave out the personal goals of pupils in reading.
3. educators rethink the goals, learning opportunities, and appraisal procedures in the teaching of reading. Should

other philosophies of reading instruction be stressed and incorporated, other than management systems of instruction?

Extrinsic versus Intrinsic Motivation

How should students be motivated to achieve optimally in reading? Two points on opposite ends of the continuum need to be discussed. Toward one end of the continuum are educators who believe in extrinsic motivation. Primary (the actual prizes) and secondary reinforcers (tokens to be exchanged for the chosen prizes) are given by teachers to pupils for improved reading performance. The teacher needs to decide and convey meaningfully to students the number of precise objectives in reading to achieve to receive a primary or secondary reinforcer. The learner is encouraged to attain word recognition techniques or comprehension skills through a reward procedure. The reinforcers must be worth working toward on the part of the learner. To secure the reward, effort needs to be put forth in achieving one or more measurably stated objectives. Extrinsic rewards are then in the offing.

Toward the other end of the motivation continuum, learners read for its very own reward. The content in the story or book read is interesting and fascinating. Interest in reading makes for effort in comprehending sequential stories, content in library books, and

subject matter in basal readers. The joys of reading are their own inner satisfaction. From within the student, feelings of satisfaction and appreciation come from the reading of content.

Pertaining to the extrinsic/intrinsic debate in motivation, the writer recommends that

1. primary and secondary reinforcers be utilized only with students who cannot be motivated through positive means and methods of teaching reading.
2. inner satisfaction of reading be its own reward for students.
3. diverse methods of teaching be implemented whereby reading becomes its very own reward.
4. research be conducted on methods of teaching reading which intrinsically encourages students to do more reading.

Observable Results versus Subjective Appraisal Procedures

Behaviorism, as a psychology of learning, advocates that observable results only, count in terms of what students have learned. Test results, checklists, and observation scales which provide objective, verifiable data are desired. What is internal cannot be measured. The interests, purposes, and intrinsic goals of students are not measurable and thus not observable. Behaviorists then believe that test scores and observable results indicate if a

learner has or has not achieved a precise objective. It is an either/or situation. Either the student has or has not achieved a specific objective.

Toward the other end of the continuum of appraising student progress, humanism, as a psychology of learning, advocates that significant learnings acquired by learners cannot be measured. Lower levels of cognition only, according to humanists, lend themselves to verifying if a student has or has not achieved an objective. Humanists believe that internally, students have creative ideas, positive appreciations and attitudes, as well as skills in using the gross and finer muscles that do not always lend themselves to observable results. Perhaps, rarely or never can one observe what is intrinsic in terms of what has been learned by a student.

The writer recommends that

1. selected word recognition and comprehension skills be stated in measurable terms in the reading curriculum. These goals would emphasize basic word recognition and comprehension skills.
2. evaluation procedures allow much leaway to permit subjectivity to enter into appraisal situations. The personal meanings, motivations, purposes, and interests of students defy precise measurement.

3. diverse psychologies be utilized to evaluate student learning in reading. The meaning that a student brings to the reading situation is personal indeed. However, there are specific phonics, syllabication, and contextual word recognition skills which do permit rather objective appraisal by evaluators if a student has or has not been successful in goal attainment.

In Closing

Specific issues have been discussed pertaining to the teaching of reading. These issues include

1. state mandated objectives in reading.
2. time on task for students when ongoing learning opportunities in reading are in evidence.
3. a logical versus a psychological curriculum.
4. extrinsic versus intrinsic motivation.
5. observable results versus subjective means of evaluating learner progress.

Definite recommendations were made pertaining to synthesizing each of the above names issues. The writer believes that reading specialists and teachers should not go overboard in any one extreme in the issues discussed in this paper.

INSERVICE EDUCATION AND THE CURRICULUM

by
Marlow Ediger

Inservice education needs to be in evidence in order to improve the curriculum. Merely having diverse training programs for staff members will not guarantee a quality curriculum for students. Definite objectives, experience to attain the chosen ends, and evaluation procedures need utilizing to implement improved inservice education programs for administrators and teachers. Unruh and Unruh (1) wrote:

> Planning for implementation is critical in the process of curriculum improvement. Frequently, the planning process extends only as far as creating new ideas or adopting them from elsewhere, initiating a process, and developing the new or revised curriculum plan, but then it stops short of planning out the actual implementation process. Essential strategies for implementation, which may require two years or more for development, include: acquiring sufficient resources, involving the implementers on a continuing basis, and arranging for planned channels or two-way communication among the participants.

Faculty Meetings and Inservice Education

Numerous educators have hailed the effects of faculty meetings in the school setting to improve the curriculum. There are teachers, however, who believe that faculty meetings participated in have not been as profitable as they might have been. Ediger (2) wrote the following emphasizing quality criteria in conducting faculty meetings:

> Faculty meetings in an elementary school can be used wisely in improving the social studies curriculum. Properly developed criteria need to be utilized in implementing concepts pertaining to improving the elementary school social studies program through the use of faculty meetings.
>
> 1. Each faculty member of an elementary school should have ample opportunities to provide input in terms of the agenda to be used at a faculty meeting.
> 2. All faculty members should have numerous opportunities to serve on a committee to arrange problem areas for consideration on an agenda.
> 3. The agenda should be ready for faculty member study, approximately, two days before the meeting.

4. Faculty members should identify relevant problems to discuss at a faculty meeting. These problem areas may include changing from the use of basal social studies texts to a more individualized approach in reading content, using management systems in the teaching of social studies, and integrating science, mathematics, as well as language arts, into the social studies curriculum.

5. Participants in a faculty meeting may volunteer to serve on a committee of their own choosing to solve relevant problems. Individual study in attempting to resolve an identified problem may also become an inherent part of the faculty meeting.

6. Adequate resource materials should be available to help individuals in the area of problem solving. These resources may include college and university level textbooks in the teaching of elementary school social studies, professional periodical articles in this area, as well as related films, filmstrips, tapes, slides, and resource personnel.

7. Direct teaching of pupils using innovative ideas may also become an inherent part of these faculty meetings. Tape recording and video taping of lessons may provide participants needed data to improve teaching-learning situations in the social studies.

Faculty meetings can aid in improving the curriculum if:

1. Teachers, as well as administrators, have input into the agenda. Thus, each participant needs to perceive purpose or reasons for attending faculty meetings.

2. Individual differences among members are adequately provided for. Opportunities then need to be evidence for participants individually to pursue and solve relevant problem areas.

3. Understandings, skills, and attitudinal goals achieved in the faculty meeting might be implemented in the school and classroom setting.

4. Appropriate materials and facilities are available to promote an environment conducive to learning.

Workshops and Inservice Education

There are numerous educators who extoll the utilization of workshops to improve the curriculum. Merely having a plethora of workshops does not guarantee an improved curriculum for each learner.

There is a definite philosophy that needs to be followed by involved persons pertaining to the workshop concept. Cooperation is one vital concept in developing quality workshops. Thus, administrators and teachers need to work together harmoniously in deciding upon the theme of the ensuing workshop. The theme needs to reflect such concepts as significance, purpose, as well as being worthwhile and relevant.

Cooperatively, adquate facilities and resource materials need to be decided upon by workshop participants.

Generally, three levels of participation are emphasized in workshop. The first level--the general session--involves all members of a workshop identifying problems of concern in improving the curriculum. Each person needs to participate to select problems. Teachers and administrators experience problems in the school and community environment. A good place to choose relevant problems resides in the general session.

Each workshop participant should volunteer to serve on a committee in attempting to solve a specific problem. A variety of reference materials may be utilized in the problem solving activity. Thus, reading materials, as well as slides, films, filmstrips, cassettes, and consultant help may well provide needed guidance in the problem solving situation.

To provide more adequately for individual differences, the third level of the workshop concept needs implementation. Thus, each workshop participant must have ample opportunities to work on a project of his/her very own choosing. Adequate resources need to be available to assist in solving the chosen problem area. The following examples are given as possible problems to identify and solve:

1. Working with a disrupter in the classroom.

2. Guiding the gifted and talented learner.

3. Helping pupils with reading problems.

4. Using a variety of techniques to appraise pupil achievement.

5. Wanting needed innovations in the curriculum.

Wiles and Lovell (3) wrote the following pertaining to the workshop concept to improve the quality of teaching and learning:

> In the planning of a workshop, provision is made for great emphasis on evaluation--of the process, the ways of working together and the learning outcomes. During the entire program the evaluation is a continuous process in which all members of the group participate. It is unusual in most workshops to establish an evaluation committee that has the responsbility of recommending evaluation procedures to the total group and of organizing and carrying out the evaluation procedures to the total group and organizing and carrying out the evaluation procedures the workshop group accepts. Evaluation periods with the discussion under the leadership of a panel composed of members of the various work groups have proved to be an effective way of improving the workshop process. Almost all workshops have found it advisable to use, in addition, a formal check sheet to focus the attention of the workshop members on the important phases of the workshop experience and to help everyone to strengthen weak points. Workshop members grow in teaching skill through opportunities to analyze why group activities are productive or unsatisfactory.

Visiting Innovative Classrooms

Teachers and administrators may observe as well as appraise experimental teaching and learning situations by visiting specific schools. Hopefully, the end result will be to implement that which was deemed worthwhile from the innovative school.

Vital methods of teaching to be accepted and implemented must assist each pupil to progress in an optimal manner. Thus, each learner needs to achieve relevant understandings, skills, and attitudinal goals. A variety of learning activities must be provided to guide pupils to achieve objectives. Why should the concept "variety" be emphasized? Pupils have diverse learning styles. There are selected pupils who

might achieve more optimally with the utilization of reading as a major means of learning. Others might achieve at a more optimal manner with the utilization of concrete (actual objects and items, as well as experiencing excursions) and semi-concrete (films, filmstrips, slides, transparencies, and illustrations, among others) materials.

A variety of appraisal procedures need utilizing to evaluate learner progress. Why? No procedure is perfect, by any means. Thus, one method of appraising is a check against other approaches. Teacher written test items (true-false, multiple choice, matching, completion, and essay), rating scales, checklists, attitudinal inventories, standardized tests, criterion reference tests, anecdotal statements, among others, might be used to assess learner achievement.

Teachers and administrators continually need to locate improved objectives, learning activities, and appraisal procedures. Otherwise, the curriculum might remain stagnant.

Which innovations then might administrators and teachers observe and thus, hopefully improve the curriculum?

1. Team teaching, the nongraded school, and dual progress plans of grouping pupils for instruction.

2. Individualized reading, color coding, and diacritical marking systems in guiding pupils to read at an increased level of proficiency.

3. Implementing process objectives in the curriculum.

4. Using formative and summative distinctions in appraising the curriculum.

5. Using teaching performance tests, mastery learning, and criterion-referenced supervision.

6. Utilizing peer learning, the contract system, as well as learning centers and open space education.

Pertaining to inservice education, Roe and Drake (4) write the following:

1. Inservice education should be directly related to a specific goal and/or objective of the educational program.
2. Channels should be maintained so that inservice needs may be easily communicated and initiated from the faculty.
3. Tangible commitments in the form of money, time, and materials need to be made by the central administration and school board. Commitments of time and energy should also be expected from the teachers.
4. Communications with the whole system is essential to ensure participation by those interested as well as at least partial avoidance of misinformation regarding the purpose, or cause, of the inservice program.
5. A carefully designed evaluation of the inservice program should be considered part of every inservice attempt. The evaluation should be directly related to the effect upon the main clients of the school--the pupils.

Using Teaching Performance Tests

There are selected educators emphasizing that teachers be tested to reveal competency. Diverse approaches might be utilized here. One method, as a model, will now be described. Administrators may develop measurably stated objectives for learners to achieve. These objectives are provided to teachers, e.g., one set to be utilized in teaching a given set of pupils. The teacher is also provided background subject matter to be used in planning a lesson directly related to the measurable goals. The teacher then needs to select learning activiites to guide learners in achieving the stated objectives. A sample of measurement (test items) procedures may also be provided to teachers.

The administrators needs to choose pupils who have not achieved the precise ends and yet can attain the chosen objectives.

After the teacher has had ample opportunity to prepare the lesson, he/she is ready to teach it to the chosen learners. Pupils are then tested to notice if objectives have been attained. The administrator then notices which objectives have/have not been attained by learners. The success of the involved teacher depends upon the number of measurable stated objectives achieve by pupils.

Preferably, a teacher should take more than one performance test to demonstrate proficiency in teaching. Tests must be safeguarded so that they might be utilized again by other teachers in the school.

James Poham (5) wrote the following guidelines in using teaching performance tests for instructional improvement and skills assessment:

1. Allow sufficient planning time for the teacher.
2. Use naive but teachable learners.
3. Use small or large groups of learners.
4. Item sampling post tests may be used.
5. Routinely assess learner affect.

For instructional improvement:

1. Clinical observers should conduct instructional analysis on basis of learner performance.
2. Provide opportunities for re-planning and re-teaching of unsuccessful learners.

For skill assessment:

1. All relevant conditions should be comparable for each teacher.
2. Assign learners to teachers randomly.
3. More than one performance test should be completed by each teacher.
4. Preserve test security.

Independent Studies and Inservice Education

Numerous relevant topics exist from which teachers may choose to develop an independent study involving a problem area. A topic that is chosen needs to possess purpose for the involved teacher. A solution to a vital problem in teaching and learning needs to be a significant end

result. A variety of reference sources, including consultant assistance, should be in the offing. An adequate amount of time must be given to complete a quality independent study.

Which areas might be relevant to pursue in an independent study? The following are given as suggestions:

1. Diagnosing learner achievement in reading.
2. Utilizing science equipement proficiently.
3. Using innovative techniques to appraise pupil progress.
4. Implementing recommended procedures in reporting learner achievement to parents.
5. Emphasizing affective goals in teaching and learning.
6. Emphasizing computer assisted instruction.

In Conclusion

There are numerous inservice techniques available to improve the curriculum. Each administrator and teacher must work in the direction of providing quality experiences in order that pupils individually might progress optimally. Hass (6) wrote:

> In selecting goals and objectives curriculum planners make choices regarding the relative importance given to society, human development, learning and knowledge, and cognition in planning the curriculum. Philosophy enters into every curriculum decision that is made. There is rarely a moment in the school day when a teacher is not confronted with situations in which philosophy is a part of determining the choices that are made. It is one's (usually covert) answers to such questions as "What is the good person?" "What is the good society?" "What is the good life?" that determine action. All curriclum thinking and work is value based.

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TEXTBOOKS AND THE SCHOOL CURRICULUM

Much criticism is hurled at textbook content used in the public schools. Textbooks have been criticized for numerous reasons. One reason being that textbooks lack challenge for students. More demanding subject matter then must be printed in texts. If students read and study from textbooks which are too easy, boredom sets in and a lack of challenge is in evidence. On the other hand, textbook content too complex for students to understand makes for failure to learn.

Raising Student Test Scores

Presently in society, the emphasis is upon higher standards for students to attain on each grade level. Diverse states test on selected grade levels, such as three, six, eight, and ten to monitor learner progress. The intent here is to determine on which grade level(s) the student is or is not making progress. If a lack of progress is in evidence from test results, the teacher is to determine what can be done to up - student's achievement. The classroom teacher is held accountable for student achievement on criteria and or norm referenced tests.

With state mandated tests or district wide instructional management systems (IMS), precise objectives are available for teachers. The objectives are predetermined with little or no local teacher input. The learning opportunities are selected by the classroom teacher to guide students to achieve the precise ends. Statewide tests or district wide tests as a part of the IMS are there to align the tests with the

objectives. Increased validity should be in emphasis with the test items measuring against the precise ends.

Textbook content becomes a part of the learning opportunities which assist students to achieve objectives. With an increased emphasis placed upon testing students to notice achievement, more complex textbooks need to be in the offing in order to up test scores.

Educators and the lay public concerned about raising student test scores want textbooks to

1. contain more demanding and complex subject matter.
2. emphasize accuracy of subject matter.
3. deemphasize trivia, the irrelevant, and the inaccurate.
4. present balance in points of view in subject matter content.

The right wing element in society may wish to crowd out what they deem to be leftist ideas. Textbook censorship, complaints about secular humanism, and pro creationism points of view might tend to crowd out the active, creative pursuit of knowledge.

Textbooks and Problem Solving

A second philosophy to emphasize in textbook usage involves problem solving. Test results may have little or no relevance in a problem solving emphasis. Textbooks are utilized as one learning opportunity for students to solve problems. Problems are identified by students with teacher guidance. Once the problem has been clarified, data is gathered. The data or information, in part, can come from the textbook. After data gathering, a hypothesis or answers to the problem is gleaned. the hypothesis is tested. Textbooks here can again be utilized and that

use being to read subject matter to test the hypothesis and revise it if necessary.

Textbook usage in problem solving procedures emphasize flexible procedures in teaching and learning. The problems are open ended as identified by students. From among many possibilities then, one or more problems are selected to be solved. Open ended possibilities are in evidence when data is gathered, as well as when hypotheses are tested utilizing textbooks, as one material of instruction. Students need to work in committees to solve problems. In society people in committee settings engage in problem solving activities.

Problem solving advocates believe that

1. life itself in school and in society stresses students developing skill in solving personal and social problems.

2. change is a key concept in school and in society. Problems vary from place to place and from time to time. With change, new problems arise.

3. the sequential steps therein are flexible. The steps are not absolutes carved in stone. Rather, a person may develop problem solving skills utilizing creative procedures.

4. values adopted depend upon the situation involved. The value emphasized depends upon the involved place and time.

5. there is one absolute and that is there are no absolutes.

Textbooks and Decision-making

Decision-making philosophies emphasize students individually learning to choose and to make choices. Textbooks, library books, and

(single or multiple series) as well as other media in print, the student may select which to read and which to omit. The learner makes choices based on interests, purposes, and needs. The involved books, pamphlets, and brochures need to be on a variety of reading levels. A learner may then select sequentially which media in print harmonizes with his/her present level of attainment.

Individualized reading may be implemented in any curriculum area and in diverse units of study. The student selects a book to read. The teacher intervenes if a student is not able to choose and read a book. The teacher then picks a library book for that student. After the learner has completed reading a library book, he/she selects how to be evaluated by the teacher to reveal achievement and progress. There are diverse means to reveal comprehension of content. Covering the content read, the student may draw a related picture, write summary statements, develop an outline, and/or take a test.

With students in a flexible framework selecting which reading materials to pursue, a psychological curriculum is in evidence. Sequence resides within the learner. The learner then must make sequential choices. The choice may involve reading to solve problems or reading for its own sake.

Decision-making advocates belive that

1. the individual student is the focal point in selecting objectives, learning opportunities, and appraisal procedures.

2. life itself means making authentic choices. To choose is to be human; others should not make decisions for the individual.

3. choices made are subjective. Objectivity is not involved in the making of any decision.

4. morality should be the first item of consideration in making of choices as to the content in reading materials.

5. values held by any individual need examining. Reading can be an excellent means for the student to examine and clarify personal values held.

An Idea Centered Reading Curriculum

An idea centered curriculum emphsizes cultivation of the student's intellect as the major objective of instruction. Mind is real and must be challenged. Textbooks need to contain challenging abstract concepts and generalizations. Concrete and semi-concrete materials of instruction should assist students to attain the abstract.

The academically inclined teacher needs to stimulate learner achievement in moving from the finite to the infinite being. Quality discussions following the reading activity are important. Students need assistance to achieve optimally in any reading activity. A subject centered, not an activity centered curriculum, is to be prized. Intellectual development of students, rather than affective and psychomotor achievement is to be stressed.

Idea centered advocates of instruction using textbooks believe that

1. subject matter learnings for students should be dominant.

2. mental development of students should receive primary emphasis.

3. abstract content rather than the use of objects and the pictorial should receive major stress as materials of teaching.

4. a priori, truths preceding human experience, exist and must be taught to students.

5. universal truths as ideals need to be taught to develop moral individuals.

Textbooks and a Look to the Vital Past

The Great Books advocates believe the reading materials for elementary and secondary students should include the salient ideas of the past. Thus, the enduring ideas of the classics are significant for all. To be enduring, subject matter must have been written, perhaps, centuries ago. The great ideas can only be identified if they were written some time ago to notice if they have survived in time and place. Much of what is written and printed does not survive. The ideas therein have been forgotten and are irrelevant. Recent ideas may not survive. It takes time to notice if any writing will meet criteria of being significant in time (history) as well as place (geography). The writings of such intellectual writers as Plato (427-347 B.C.) in his book, The Republic, Aristotle (384-322 B.C.) in his Politics and Ethics, and The New Atlantis by Francis Bacon (1561-1625) are well known today due to having survived over the centuries in terms of being vital.

Great Books Advocates believe that

1. eternal ideas exist which do not change in value within the framework of time (history) and place (geography).

2. vital content remains important regardless of societies involved, past, or present.

3. all should experience the enduring ideas of the past, regardless of which jobs, occupations, or professions to be pursued.

4. general education for all should stress the ideas of great thinkers of the past.

5. careful selection of subject matter to be learned indicates that a time interval is necessary, be it one or more centuries, to ascertain what represents the good, the true, and the beautiful.

Reconstructionism and Textbook Use

Reconstructionists believe that society needs to be transformed rather rapidly. Major problems exist, need identification, and solutions. Reconstructionists look toward the future for objectives. These kinds of ends indicate the necessity for rather rapid moves to change society. These ills in the societal arena need identification and related solutions. Evils in society should definitely not remain permanently. Rather, the school curriculum needs to take the lead in closing the gap between what is and what should be.

Reconstructionists do not look to the past for goals in the school curriculum. The past is gone. The present alone is important. However, the present has its identified problems. These identified problems provide objectives for student and societal solutions. The future then has its targets, and its aims, goals, and objectives.

Reconstructionism emphasizes

1. a need for a changed society. Identified weaknesses in society need changing.

2. a more ideal society for all, than is presently in evidence.

3. a futurist plan of curriculum organization. Textbooks, as teaching materials, must reflect possibilities in what represents goodness, truthfulness, and the beautiful for all.

4. flexible creative students identifying and solving problems. The concept of tentativeness is important when thinking of answers to problems.

5. identification of a future representing the good life for all.

A reconstructionist curriculum emphasizes textbooks which contain definite content pertaining to changing society. Assisting students to fit into and accept society as it is would not harmonize with the thinking of reconstructionists. Continual revision of society is needed so that all might achieve the good life.

In Summary

Quality textbooks may be used to harmonize with diverse philosophies. The following distinct philosophies in the use of textbooks may be emphasized:

1. to assist students to achieve higher test scores.
2. to enable learners to solve problems.
3. to aid in decision-making procedures.
4. to attain ideas in a subject centered curriculum.
5. to acquire vital content of the past which has endured in time and place.
6. to reconstruct society so more may experience the good life.

Teachers, supervisors, and adminsitrators need to experiment with diverse philosophies of teaching with the intent of guiding students to achieve more optimally. Each student needs to achieve as much as possible in all curriculum areas.

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IMPROVING THE READING CURRICULUM

Reading, the first of the three R's, is a skill which integrates with all academic disciplines and each curriculum area. To achieve well in society, reading skills need thorough development. Being a good reader aids in securing jobs and work in the societal arena. Those who fail to attain needed abilities in reading may well lack success in the world of work.

Enjoying quality experiences in a vicarious manner emphasizes being a proficient reader. Life in its many and diverse dimensions can not be fully appreciated unless reading abilities are functionally developed.

Developing skills in reading is sequential. The young learner when starting in formal schooling generally begins the sequential ordered steps in learning to read and reading to learn. A few pupils have acquired specific reading skills in the preschool years. In either situation, young learners need to experience a sequential, quality program of reading instruction.

Readiness for Reading

A quality curriculum in reading stresses the concept of providing for individual differences. Each pupil then needs to achieve optimally in reading. A reading readiness program is not

needed for all kindergarten or first grade pupils. Those who possess selected reading skills upon entering formal programs of education must experience sequence in learning. Also, those pupils who have few or no reading skills in their repertoire upon entering school need to experience appropriate order of activities in learning to read.

A quality reading readiness program needs to emphasize a holistic philosophy. First of all, the teacher needs to select quality library books on the understanding level of early primary grade pupils. These books should be read orally in an appealing manner to pupils in a reading readiness curriculum. Proper voice inflection, stress, pitch, and juncture need to be in evidence when reading orally to pupils. Eye-contact with learners is important in the oral reading act. Illustrations with the library book need to be shown to pupils as they are related to the abstract words read. The contents in the library book emphasize related content, not isolated ideas. Holism on the part of pupils is important in perceiving the relationship of content read by the classroom teacher.

A second reading readiness activity emphasizes the use of language experience approaches. Young learners must experience objects, audio-visual materials, an excursion in school or on the playground, or a listening activity to secure background information. Based on one or more of the above named experiences, a pupil or a committee of learners may present ideas orally for the teacher to record on the chalkboard, or a chart, or on the monitor of a word processor. Young pupils then experience writing in that

talk is perceived in print. The teacher guides pupils to read the content individually or collectively in a group. The teacher points to words and phrases as the oral reading experience progresses. The emphasis is upon integrating the listening, speaking, reading, and writing vocabularies of pupils in the language experience approach in a quality reading readiness program. Isolating these four vocabularies from each other is not warranted. Rather, a philosophy of holism must prevail. The listening, speaking, reading, and writing vocabularies are further integrated with the personal experiences of pupils in providing content for the experience chart. When learners are guided to read the content orally, holistic content must be an end result. Analyzing subject matter in the experience chart in terms of phonics or syllabication instruction is not recommended. Rather, holism emphasizes pupils with teacher guidance read and understand the contents in the entire experience chart.

In a quality reading readiness program, pupils, may engage in auditory discrimination activities. It is salient for pupils, if at all possible, to hear likenesses and differences in sounds. Once learners attach meaning to the concept of rhyme, they can give words which rhyme with those presented by the teacher. Or, young learners can provide words which have the same beginning sounds as those given by the classroom teacher. Pupils presenting words which rhyme or words which have the same beginning sounds like those given by the teacher can emphasize an enjoyable game. Each word given by learners may be printed on the chalkboard and used in a sentence after the game has been completed. The emphasis here is upon holism

with words being a part of complete sentences. Pupils must realize the relatedness of words to sentences and sentences to paragraphs, as sequence is stressed in reading.

Visual discrimination also needs adequate emphasis in a quality reading readiness curriculum. Here, pupils may see three words, two of which are spelled correctly, within one sentence. The three words may be printed vertically as they should come within the sentence. Pupils should always realize that words come in sentences and are not functional in isolation. The word which looks different from the other two words is then crossed out by the pupil. The crossed out word is the incorrectly spelled word.

Labels may also be placed on a few selected items in the classroom. The label, printed in manuscript style only, names the object it is placed on. Each label should appear within a sentence and be underlined. Learning to identify words in isolation is not recommended. Rather, each label contains a word within a contextual situation. Young learners need to be stimulated to identify new words within sentences.

Story telling by the teacher can be an excellent activity in a reading readiness program. A flannel board with cutouts may be used in this activity. A stimulating manner and voice to tell the story may encourage young learners to become better listeners. Stories told need to be sequential and meaningful. Content in the story is holistic and not to be analyzed. Enjoyment and appreciation by the pupils of stories told are major objectives to attain. Story telling activities can contain content of literature which pupils will read later in a more formal program of reading instruction.

Audio-visual materials can provide excellent content in literature for young learners. For example, a filmstrip that contains subject matter of a popular selection in literature for pupils can provide the basis for a discussion among pupils. Learners may become well acquainted with literary characters, setting, and plot in a story. Later on, pupils when ready will wish to read library books pertaining to what was discussed in the class setting. The teacher needs to guide students to understand sequentially each story holistically from an audio-visual presentation.

A Sequential Reading Program

With appropriate sequence, a reading readiness program blends into a more formal program of instruction.

Reading specialists generally emphasize six techniques of word recognition which pupils should achieve. Care must be taken to avoid having pupils feel that each technique is in isolation from the act of reading. The six techniques are utilizing phonics, syllabication, structural analysis, configuration clues, picture clues, and context clues.

When students work and complete sequential pages in a phonics workbook, the following need to be emphasized:

1. Use whole word phonics, not isolated sounds.
2. Stress whole word phonics with complete

sentences.

3. Emphasize phonics as a tool to unlock unknown words. Phonics is not and end in and of itself.
4. Teach phonics sounds as related within a word and within sentences.

Syllabication and structural analysis must:

1. Emphasize units such as syllables and their relationships within a word as being a part of a complete sentence. Units such as prefixes and suffixes should not be taught in isolation. Rather, prefixes, suffixes, and base words must reflect meaning and holism within a complete word being related to larger conclusions such as words and sentences.
2. Receive adequate emphasis but not be over stressed in the reading curriculum. Pupils who read well do not need instruction in syllabication and structural analysis. These learners have demonstrated adequate skills in syllabication and structural analysis due to reading effectively.

Pictures should be utilized in textbooks to build background information within pupils prior to reading abstract words. Thus, the illustration are directly related to the content to be read. An illustration should never be separated from the context in a basal

reader. For young learners, an additional use for pictures within a textbook is to assist in word identification. Here again, the picture and an abstract word or phrase become one and not separate entities.

Context clues and their use to identify unknown words emphasize holism in reading. With a sentence, pupils choose a word which fits in with the rest of the words in a sentence. The isolation element of individual words is entirely eliminated.

Selected teachers tend to isolate the utilization by pupils of configuration clues in identifying unknown words.. When viewing the length, shape and form of any word, the learner must perceive these learnings being related to other words in the sentence, as well as attach meaning to an entire paragraph.

With six word recognition techniques to teach to pupils the reading teacher must:

1. Relate each approach to the concept of holism. Each technique becomes a tool in becoming a more proficient reader. Techniques of word recognition do not become ends in and of themselves. Reading to acquire meaningful content is the major objective.
2. Stress higher levels of cognition. With increased skill in comprehending ideas, learners become critical and creative thinkers, as well as develop skills in problem solving.

3. Assist pupils to achieve quality attitudes toward reading. Reading should not consist of constant drill in word recognition techniques. Rather, the act of reading is to enjoy, to appreciate and to empathize.

Comprehension in the Reading Curriculum

Comprehension skills can be developed by pupils in an isolated manner, just as is true of attaining skills in word recognition.

Reading to follow directions may be taught as an isolated entity. Thus, pupils read and then show comprehension to the reading teacher of acquired content. Rather, directions read by the pupils should be utilized in a functional situation. In this way, learners reveal comprehension of directions by utilizing or applying what has been learned. The reading of directions then is not separated form the actual, related sequential concept of doing received from the abstract words.

Reading to acquire facts can certainly emphasize isolated knowledge. Facts, however, should be perceived by learners as supporting a generalization. The generalization is supported by facts. Facts are utilized to develop broader ideas, such as generalizations.

Reading to skim or scan for isolated bits of information in and of itself has little or no value. Rather, the learner skims or scans for a purpose or reason. The skimming or scanning is done to locate small items of knowledge to develop a chart, a bulletin board display, or other useful product. The bits of information are not entities unto themselves, but are instrumental to completing a sequential task or product.

Reading critically and creatively as well as reading to solve problems emphasizes holism. Thus, with ideas gleaned from reading, pupils are to think critically, creatively, and to solve problems.

In Conclusion

A holistic curriculum integrates word recognition techniques with ideas gleaned from reading. Diverse kinds of comprehension skills should not be taught in isolation. Rather, whatever the kind of comprehension skill being emphasized in reading, the learner utilizes the acquired subject matter to engage in critical and creative thinking, as well as to solve problems. Reading is a utilitarian skill in school, as well as in society. Reading also stresses enjoyment of content to enrich personal lives and its many rich facets and experiences.

CLASSICAL POETRY IN THE LANGUAGE ARTS

Language arts specialists agree that poetry has an important place in the curriculum. Reading and writing of poems should emphasize goals of

1. developing the creative person.
2. stressing novelty, uniqueness of ideas.
3. originality of learner behavior.
4. use of the right hemisphere of the brain.

Separate units of study pertaining to poetry may be emphasized in language arts. Definite objectives, learning opportunities, and appraisal procedures pertaining to poetry should then be in evidence. Objectives emphasizing poems might also be stressed in science, social studies, reading, and mathematics units of study. A correlated curriculum is then in evidence.

Poems written by modern writers may be emphasized. Poetry studied here should stress securing the interests and appreciations of students. Learners need to find these poems to be meaningful and understandable. Individual differences among fast, average, and slow learners need adequate consideration in curriculum development. Each student needs to achieve as optimally as possible in ongoing lessons and units. All students need to be accepted regardless of present achievement levels in understanding and appreciating poetry.

The balance of this paper will relate to the teaching of classical poetry. The writer was greatly influenced in the ability to like and prize classical poems during his elementary and high school years, as well as when serving

as an elementary and secondary classroom teacher in the United States and abroad.

What is Classical Poetry?

The classics emphasize that which has stood the test of time. Writers of the past whose writings have endured in space (geographical location) and in time (history) are considered as classical content. The classics have to possess age. Recent writings will not do. What has been written in recent times has not demonstrated its endurance. These writings may not endure, but they come and go. Recent writings may be completely unknown in a few years.

Poetry is strictly personal. Each student has personal likes in selecting poems to enjoy. Poetry can deal with any subject matter. Therefore, poems written on a variety of topics should be available to students. The learner might then select which poems are to be read, enjoyed, and appreciated. The poem chosen by a student may be of recent vintage or be classical in nature.

Poems read or written by learners may possess rhyme or be unrhymed. It might have a certain number of syllables per line such as haiku or tanka poems. Or, the involved poem may have a specific shape, such as a diamond (a diamante). The poem might contain no rhyme, no specified number of syllables, and no defined shape or form. The result is free verse. Students need to experience a variety of forms of poetry, be it recent or classical.

Poetry should not be dissected excessively for purposes of analysis. Rather, poems need to be experienced holistically. Interest, meaning, and enjoyment should be inherent within the student when reading and writing poems.

Classical Poetry in the Curriculum

Selected poems remain with the writer from his junior and senior high school years, covering the school years 1940-1946. These poems are classical in nature. There is much enjoyment and richness of experiences in recalling and reciting these classical poems.

One of the writer's favorite poems is My Shadow by Robert Louis Stevenson (1840-1898). This poem was required as memorization when the writer was a junior high student. The first verse reads as follows:

> I have a little shadow that goes in and out with me,
> And what can be the use of him is more than I can see.
> He is very, very like me from the heels up to the head;
> And I see him jump before me, when I jump into my bed.

It is stimulating to be able to recall and recite interesting poems. Interest resides within the individual. Each person must choose which poems excite, stimulate, and challenge. The feeling dimension is definitely involved in learning to appreciate poetry. Poetry then is personal and individuals need to select meaningful content. Poetry should provide springboards for individual creative endeavors. The writer has had three textbooks and 825 manuscripts accepted for publication. The latter have been published in the United States, England, France, Zambia, Australia, India, Canada, Poland, Tanzania, and Romania. The joys of learning and writing add much to the enrichment of the learner. Learning must be ongoing and continuous. Enjoying and appreciating poetry should be the right of all persons. The richness and fulness of life itself requires experiencing a quality poetry curriculum.

Robert Louis Stevenson's "My Shadow" along with other poems written for children in A Child's Garden of Verses emphasizes the imagination of children. The simplicity of ideas expressed in his poems for children appeals to individuals of all age levels. Stevenson's poems written for adults are

relatively unknown today.

In the writer's days of public schooling, memorization of selected poems was required. Advantages and disadvantages accrue from these requirements. The writer benefited from the required memorization of classical poetry. No doubt, selected learners were turned off from this requirement. Again, methods of learning are personal to the involved individual. When choral reading is emphasized in the literature curriculum, students may be challenged to memorize involved poems. However, it should not be required. There will be students who will desire to memorize selected poems in choral reading.

A second poem memorized by the writer in the junior-senior high school years was "The Vision of Sir Launfal" by James Russell Lowell. Sir Launfal was a knight in King Arthur's Round Table. He was searching for the Holy Grail. When Sir Launfal left the castle one morning riding horseback, everything was fine in this dream. Lowell wrote:

> And what is so rare as the days in June
> Then, if ever, come perfect days.
> Then heaven tries earth if it be in tune
> And over it softly her warm ear lays.

It was a beautiful day for Sir Launfal, until he saw a leper. He threw a coin uncaringly at the leper. As an old person, Sir Launfal returned and ate bread and drank water with another leper. In this vision, Sir Launfal shared his wealth with poor people. A beautiful moral is inherent in the poem "The Vision of Sir Launfal." This poem was written in iambic tetrameter meter.

The poems of James Russell Lowell (1819-1891) contain common sense, wit, and forceful expression. Beauty of phrases, words, and lives are clearly in evidence in the writings of Lowell. James Russell Lowell was also a literary

and political critic, serving as Ambassador to Spain and England.

Students need to attach meaning to diverse kinds of poems. Robert Louis Stevenson's poem "My Shadow" has quite different content, as compared to James Russell Lowell's "The Vision of Sir Launfal." "My Shadow" should be read and enjoyed in terms of leisure time values. Creativity, uniqueness, and novelty of ideas are present. Lowell's "The Vision of Sir Launfal" contains a moral message. The characteristics of quality verse which have stood the test of time is in each poem.

A third classical poem memorized in the public schools and enjoyed by the writer was "Old Ironsides" by Oliver Wendell Holmes (1809-1894). Old Ironsides was a ship used during Civil War days and was to be dismantled in the days of Holmes. Oliver Wendell Holmes showed strong feeling and emotion when he wrote in "Old Ironsides" the following:

> Aye, tear her tattered ensign down
> Long has she waved on high
> And many an eye has danced to see
> That banner in the sky.

Old Ironsides was built in Boston in 1795. It carried food and other provisions for 475 crew members. After Old Ironsides had been used in battling the Barbary powers in 1803 and defeated a British ship in the War of 1812, it was declared unseaworthy and was to be dismantled in 1830. Oliver Wendell Holmes, greatly impressed with "Old Ironsides" wrote:

> Oh, better that her shattered hulk
> Should sink beneath the wave,

Sentiment was then aroused within American society. Old Ironsides was rebuilt and used again as a ship in the navy. It now sits in the Boston Naval Shipyard and thousands of viewers each year view this famous ship.

Individuals are human with their strong feelings toward objects, events, and issues. Each person has felt strongly about a happening or an occurrence.

Students need to discuss emotions held pertaining to what is and what transpires in society. Learners differ from each other in feelings internally, as well as those exhibited. The English teacher needs to take ample time to discuss with students feelings the latter has. Listening to diverse poems can aid in clarifying personal feelings. Students need appropriate readiness experiences to benefit from classical and modern poetry. Ultimately, students need to write poems expressing personal feelings, just like Oliver Wendell Holmes wrote his reactions to the proposed dismantling of an outdated ship "Old Ironsides" used in the War of 1812. Classical poems can well assist students to understand the feeling dimension more effectly.

There were several poems written by Henry Wadsworth Longfellow (1807-1882) that were memorized in whole or part by the writer, as a junior high-senior high school age student. These included, The Children's Hour, The Song of Hiawatha, Paul Revere's Ride, and Evangeline. Which students, in general, have not been fascinated with the following lines from Longfellow's Paul Revere's Ride?

> Listen, my children, and you shall hear
> Of the midnight ride of Paul Revere.
> On the eighteenth of April, in seventy-five-
> Hardly a man is now alive
> Who remembers that famous day and year.
>
> He said to his friend: "If the British march
> By land or sea from the town tonight,
> Hang a lantern aloft in the belfry arch
> Of the North Church tower as a signal light-
> One, if by land, or two, if by sea;
> And I on the opposite shore will be,
> Ready to ride and spread the alarm
> Through every Middlesex village and farm,
> For the country folk to be up and to arm."

In the above, the writer was fascinated with the pattern of rhyme, lines 1, 2, and 5 rhyme, as well as lines 3 and 4 rhyme of the first verse. The sequence of ideas expressed were understandable and pleasant to hear. The style of Longfellow's writings indeed were read and memorized with great

appreciation for his contributions in poetry. Classical poetry, such as Paul Revere's Ride, can greatly aid in enjoying and appreciating historical content. Students may be aided in desiring to learn history through the reading of related poems. Many students may volunteer to memorize selected stanzas of this poem.

Henry Wadsworth Longfellow wrote many poems based on the lives of common every day persons, as well as of personalities in American history. The only American poet whose bust is in the poets' corner of Westminster Abbey in London is that of Longfellow.

Sutherland, Monson, and Arbuthnot[1] discuss criteria for stimulating students to learn to enjoy poetry.

1. Know What Poetry Children Like. Here the above named authors have in mind that poetry is personal. Likes and dislikes will vary from student to student. The teacher needs to select poems for learners to listen to and to read which are fascinating and interesting to the latter. Only then will students learn to love and enjoy poetry.

2. Provide Children with Rich Poetry Experiences. Sutherland, Monson, and Arbuthnot have in mind here three kinds of responses from students relating to poetry--- enjoyment, exploration, and deepening understandings. Enjoyment comes first. Then with exploration and deepening understandings, students might identify with the authors and determine creative meanings of poetry read.

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[1]Zona Sutherland, Dianne L. Monson, and May Hill Arbuthnot, *Children and Books*, sixth edition. Glenview, Illinois: Scott, Foresman and Company, 1981, pp. 258-263.

3. Read Poetry to Children. Poetry read to students should be on their understanding level. When poems are introduced to students, sheer enjoyment should be involved with no analysis during the exploratory stage. Sutherland, Monson, and Arbuthnot advocate that body movements should accompany selected poems due to poetry being related to music with its rhythm, rhyme, and other poetic devices used by the poet.

4. Exploring Poetry Books with Children. Here, the teacher should explore various types of verse written by diverse poets. There should be balance between classical and modern writers. Students should notice how poems are classified.

In Closing

The writer would recommend that students have ample opportunities to study the contributions of classical poets. Learners should have a voice in selecting which poems to emphasize in the curriculum. Stimulating students to read classical poems, using a variety of interesting experiences, may well assist students in desiring to become consumers and memorize selected content. The richness of these experiences may truly be enduring forever!

ISSUES IN MICROCOMPUTER USE IN THE CLASSROOM

Selected issues need addressing pertaining to the utilization of microcomputers in the classroom setting. Software technology is becoming increasingly common in the schools. Individual school buildings as a unit, as well as the city or county school system must address problems involving the increased use of microcomputers.

Student-Microcomputer Ratio

How many students should there be for each terminal in the classroom? For example, if lessons in mathematics are taught, what is an effective number of microcomputers which need to be available? The writer in supervising student teachers has asked cooperating teachers, as well as other teachers and administrators a recommendable ratio of students for each microcomputer. The answer varies from two to four pupils for each microcomputer. Presently, in the United States a 78 to 1 ratio is generally reported. Complex scheduling is in evidence then to guide students in learning from diverse programs in software. Certainly, an increased number of microcomputers are then needed so that more pupils may benefit from this mode of instruction. However, as the number of microcomputers increases, additional problems become apparent.

1. Are classrooms adequate in size to house needed microcomputers? In a 5 student to 1 ratio, five microcomputers need to be in evidence for a set of twenty-five students.
2. Are an adequate number of repair/service personnel available to take care of malfunctioning of computer technology?
3. Will teachers truly utilize microcomputer instruction when an adequate number is available in the classroom? There may well be learning activities emphasizing traditional methodology which are as effective as microcomputer technology. For example, in drill and practice activities in arithmetic, flash cards as well as workbook and textbook utilization might be as proficient as software and microcomputer instruction. The latter, however, could also be used to emphasize varied experiences for students in the drill and practice arena.

4. Can software truly fit in to a specific lesson in terms of sequence or order? Or, does the teacher need to tailor make each learning activity in terms of where an individual learner is presently in actual achievement?
5. How does a logical curriculum in which a programmer has developed sequential steps for students to achieve in software content harmonize with the involved learners style of learning? Do selected pupils achieve more effectively with a psychological curriculum? In a psychological curriculum, the involved student is involved in decision making as to which activity comes first, second, third, and so on in ongoing lessons and units. To harmonize then with the student's personal style of learning, a variety of activities need to be in the offing from which a student may select to participate in a psychological curriculum.

The Teacher and Microcomputers in the Classroom

The role of the instructor has changed with the rather rapid increase of microcomputers in the instructional arena. Another material has then been added for pupil interaction and experience.

The teacher needs to be skillful in grouping students to use microcomputers effectively in the classroom. With a range of seventy to twenty students for each personal computer in a school, the instructor must manage or organize effectively for teaching and learning. Each learner needs guidance to achieve sequentially in programmed instruction.

Secondly, software needs to be cataloged in a manner whereby each program can be secured readily. The chosen program needs to fit in to the student's present needs whether it be drill and practice, diagnostic and remediation, games, simulations, or tutorial. The appropriate software for a student must harmonize with his/her present level of progress. A program that is exceptionally easy or complex will not provide sequential learnings for the involved student.

Thirdly, the classroom teacher needs to have necessary knowledge and skills to operate a microcomputer. Unnecessary delays in placing software into the microcomputer or not knowing what to do when minor problems occur can provide situations in which pupils become restless and inattentive.

Time on task for learners is salient. Distracted students may have a difficult time attending to microcomputer instruction if needless problems occur when changing from one learning activity to the next. For example in changing from a reading experience involving textbook use to the utilization of the microcomputer, the delay between the two activities must be sequential and not hinder instruction. Instructional materials need to be ready and available to optimize student learning.

Fourthly, relevant standards of conduct need to be in evidence in the classroom. Students need to learn to respect each other not only as an instructional goal but also in that it assists each learner to achieve as much as possible. Thus, students working sequentially at a terminal must desire to help each other learn in an orderly manner. Cooperation between and among students is important when pursuing microcomputer instruction.

Fifthly, the teacher needs to notice and record achievement from each student after a program has been completed. Increased, sequential achievement is desired from each student. The school and classroom setting must have an instructional atmosphere in which each learner may achieve and progress. Past achievement results can be compared with present progress when making comparisons of a student's achievement in programmed learning.

Dennis and Kansky[1] wrote.

> The computer can assume major responsibility for the control and direction of an individualized teaching environment. This application of the computer in the role of teacher is called computer-managed instruction (CMI) and covers a myriad of teaching duties. The mechanics of CMI include diagnosis of a student's learning level or of specific gaps in the student's understanding of a given topic. This diagnosis is linked to a prescription which could be placement in a certain study group or assignment of a learning task to be executed with suitable materials and teacher input. If instruction requires the use of limited resources (laboratory stations, machines, etc.), the computer can

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[1] J. Richard Dennis and Robert J. Kansky, Instructional Computing. Glenview, Illinois: Scott, Foresman and Company, 1984, page 13.

> schedule those resources in a manner which not only optimizes their use but also ensures regular maintenance or repair. CMI can be used to route students through an entire curriculum, the routing of any individual student being adjusted to the student's achievement, interests, and learning style by means of regular evaluation. As individualization within large groups makes increasing demands upon student-teacher and student-student communication, the computer can facilitate that communication by providing "electronic mailboxes" for all participants. The computer can keep track of the academic progress or perils of individuals and groups in ways which the teacher may quickly and regularly use as a basis for modifying instruction, overriding computer decisions, changing the materials of instruction, and working with individuals as individuals. The record-keeping features of CMI also can be used to generate written reports for the student, teacher, parents, or school system.

Sixthly, it is excellent if a learner can receive a printout from programs completed. These printouts, of course, are not available from numerous programs. Hopefully, a printer will be an inherent part of a microcomputer so that the involved student may reflect upon printout results as a learning activity. Reviewing what has been learned previously is significant and a printout of program results may well provide each student an opportunity for review.

Seventhly, how much time should students spend on microcomputer learning in each major academic area? There are educators who believe that a major portion of each day for a student may be spent on a terminal pursuing sequential programs. Toward the other end of the continuum, numerous teachers and supervisors believe that microcomputer use be utilized along with other equally important activities, such as textbooks, library books, workbooks, audio-visual aids, excursions, resource personnel, and worksheet use. Certainly, an adequate number of microcomputers and sequential software for each curriculum area needs to be in evidence prior to advocating a major portion of the day being devoted to microcomputer instruction. Social development of students in interacting with other human beings is salient. Committee endeavors for students then need to be stressed. There are many media from which pupils may learn; microcomputer methodology is one means for students to attain objectives.

Improving Software Quality in the Curriculum

There are definite improvements that need to be made when emphasizing a quality microcomputer curriculum.

1. In a frame emphasizing students finding the area of a circle, the circles should fit the geometrical description and not be ellipses. Also, the diameter or radius of the circle on the screen should be given. It may be highly complex for students to measure accurately the needed radius or diameter on the monitor. Accuracy of geometrical figures is very important in software development.
2. User friendly as a concept needs stressing in software development. Thus, if subject matter is presented on the screen pertaining to a famous president, prime minister, or king, students in a response should definitely not need to type the name of the leader on the keyboard in answer to a question about the content previously read. The computer will not accept the response unless the name is typed in with no errors in spelling. It would be highly recommendable to rather have a multiple choice format in which the involved student types in a, b, c, or d depending upon which is the correct answer to a question covering the subject matter read by the pupil on a previous sequential frame.
3. To advance to the next sequential programmed item, a student should not need to press the return key as well as the space bar. Rather, pressing either the return key or the space bar should be adequate to pursue sequentially in the program.
4. Outline maps, worksheets, and workbook pages for students to complete, after the software presentation has been covered, should be a part of student learning. Thus, follow up activities, in sequence, should aid in clarifying and reviewing of content presented in software form on the monitor of the microcomputer. It is also recommendable that manuals for software be comprehensive in terms of background information and objectives for learner attainment.
5. Students should have the option of deciding if they want sound (a buzzer sounds if a correct response has been made) or not when working on a program. To provide for individual differences, a pupil may or may not wish reinforcement with a specific sound made. Microcomputer use should not disturb students who are working on other tasks in the classroom.
6. Learners should be able to control the speed of sequential learning within a program. Thus, a learner may at the beginning of a program indicate with typing F (fast), A (average), or S (slow) in terms of desired speed in pursuing sequential items in the program. Individually, a pupil may also pursue a program at his/her optimal rate of speed.
7. A printout is desirable after a student has completed selected programs. A peripheral for the microcomputer is then needed which is the printer. From the printout, a student may notice strengths and weaknesses in performance. Remedial work can then remedy the identified deficiencies.

8. Content appearing on the screen or monitor should be clear and unambiguous. Thus, a cursor should not look like a negative sign in arithmetic.

9. Adequate evidence needs to exist pertaining to writers having taken weaknesses out of a program. Taking the bugs out is highly significant in software development. Misspelled words should definitely not appear on a screen. Carefully evaluated sequences within any specific program is necessary.

Wright and Forcier[2] developed the following evaluation form to appraise software quality:

Courseware Evaluation Form #3

Program name:_____
Indicate all that apply with yes or no:
Drill and Practice_____Tutorial_____
Simulation_____Tool_____

Interaction

_____ 1. Program is personalized
_____ 2. User can stop at any time
_____ 3. User can see score at any time
_____ 4. User can select level of difficulty
_____ 5. User can review instructions
_____ 6. User can review past mistakes
_____ 7. User goes at own speed
_____ 8. Testing occurs periodically during program
_____ 9. Program can select level of difficulty through testing

Content

_____ 1. Appropriate subject matter
_____ 2. Appropriate for grade level suggested
_____ 3. No implied racial or sexual discrimination
_____ 4. Can reteach principles
_____ 5. Meets objectives (teaches what it is supposed to)
_____ 6. Applicable to more than one subject
_____ 7. Presents correct information
_____ 8. Program is interesting
_____ 9. Program is involving
_____10. Program is realistic
_____11. Program is educationally sound

Format

_____ 1. Clear Documentation
_____ 2. Written instructions are short and concise
_____ 3. Lengthy instructions are subdivided
_____ 4. Program uses reinforcement:
Through sound
Through graphics
Through written text
_____ 5. Program uses graphics appropriately
_____ 6. Program format is consistent with objectives
_____ 7. Program makes full use of computers's ability
_____ 8. User can run program without help from teacher

Other

_____ 1. Program can have more than one user at a time
_____ 2. Program teaches first, entertains second
_____ 3. Program is worth its cost

[2]Edward B. Wright and Richard E. Forcier, The Computer: A Tool for the Teacher. Belmont, California: Wadsworth Publishing Company, 1985, page 160.

Teacher Developed Software

There are selected educat[illegible]ecommending teachers developing their own programs. The classroom t[illegible] in the best position to know what students are ready for in terms of new learnings. Readiness for a new task must be in evidence for individual pupils to benefit from new content being presented on the screen.

The teacher should also be in the best position to know which learnings students can attain sequentially. If a new step in learning is too complex, the involved student may experience failure. Reinforcement in learning is then not in evidence. A problem that teachers do face, more so than a publishing company of software, is the time and money necessary to debug a program. Thus, a professional programmer can use pilot studies in determining at which step or steps a program is not sequential. In the pilot studies, students may reveal at which point the next step of learning was too complex. This is not to say that commercial companies do quality work in debugging a program. The opportunities to do so, however, are more in existence as compared to a classroom teacher who teaches full time and writes one or more programs on weekends or after school hours. Kemp and Dayton[3] wrote:

> Unlike human beings, computers are very particular about the accuracy of the instructions they receive. A single misplaced letter or symbol can render a computer program useless as an instructional tool. Therefore it is very important that CBI materials be thoroughly tested before they are released for broad use.
>
> Errors such as these are called "bugs" and the process by which they are located and removed is called debugging. This is best accomplished by letting a variety of people try the materials to see what types of problems might occur. Ideally these people should be representative of the learners for whom the materials are designed and should go through the materials under the anticipated circumstances for their use. They should be asked to work through the program several times, trying all of the options, so that each branch can be tested. In addition, they should judge the effectiveness of the instructions and the clarity of the documentation.

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[3]Jerrold E. Kemp and Deane K. Dayton, Planning and Producing Instructional Media. Fifth ed. New York: Harper and Row, Publishers, 1985, page 255.

Programs written by a teacher car definitely fit in to an ongoing lesson or unit. The contents in the program are then related to objectives emphasized in the curriculum. It will be more difficult to secure from a commercial company software that sequentially harmonizes with present teaching and learning objectives emphasized in the classroom. However, quality software is increasing in number in schools whereby choices of content can be made which definitely relates to what is presently being taught in the curriculum.

Time is an important consideration for any teacher. Teaching is a demanding profession. Much energy goes into quality instruction in any classroom. Energy may not be available to develop programs by instructors. The "adding on" concept to a teacher's load might well distract from a teacher's ability and performance in teaching. Commerical companies hire programmers to write, edit, evaluate, and produce course software. Administrators and supervisors in schools need to emphasize the nomothetic (needs of the institution or schools and their goals), as well as the ideographic (personal needs of teachers) dimension. A balance needs to be emphasized between the objectives of the school and objectives of human beings.

In Conclusion

There are numerous issues involved in the utilization of microcomputers. Certainly, modern technology is here to stay and will continue to change. Hopefully, the changes will be for the good. Students individually need to achieve as much as possible in the curriculum. Microcomputer instruction may well be a means to guide students to achieve course goals more effectively. What will aid students to achieve and progress continuously?

1. Each learner needs to be successful in learning by experiencing quality sequence in ongoing lessons and units.
2. reasons or purpose needs to be inherent in diverse learning activities.

3. challenging, interesting experiences need to be in the offing for pupils.
4. adequate provisions need to be made for slow, average, and fast achievers in an atmosphere of respect.
5. students must understand and attach meaning to what is being learned.
6. learners need to experience balance in the curriculum. Thus, understandings, skills, and attitudinal goals need to be stressed adequately in the curriculum.

Lockard, Abrahams, and Many wrote:

> With appropriate and effective courseware, the computer can become an integral part of the learning process. It can assume a portion of the teaching responsibility, becoming a student's private tutor. In turn, this may free the teacher to spend more time with individual students. However, to achieve such a goal assumes the availability of excellent courseware.
>
> After identifying courseware of potential interest, a review or evaluation process is critical prior to purchase. The ideal approach is to begin with advice or recommendations from experienced users of a given product. Next, other reviews of the package may be helpful. Finally, a hands-on evaluation is required, unless it is absolutely impossible to obtain the materials.

[4] James Lockard, Peter D. Abrahams, and Wesley A. Many, Microcomputers for Education. Boston: Little, Brown and Company, 1987.

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Wright, Edward B. and Forcier, Richard E. The Computer: A Tool for the Teacher. Belmont, California: Wadsworth Publishing Company, 1985.

A study of diverse schools of thought in the psychology of learning may provide useful guidelines in evaluating the school curriculum.

Advocates of programmed learning for example, believe that programmers are in a significant position to determine what pupils are to learn. Thus, in a programmed textbook, the pupil may read a sentence, several sentences, or a short paragraph, respond to a completion item, and then check his/her response with the correct answer given by the writer of the programmed materials. The learner is then ready to respond to the next sequential items using the same or similar approach in learning. The sequential steps of each item to be learned by pupils are small indeed. Thus, learners make few errors generally when working on programmed materials. These materials must be on their present achievement level.

Teachers, principals, and supervisors may then appraise the school curriculum in terms of tenets of the psychology of learning in the utilization of programmed materials. Stimulus-Response (S→R) school of thought is then involved in learning. The sentence, sentences, or a short paragraph read by the pupil is the stimulus; the answer written by the learner is the response. Reinforcement in learning is involved when the pupil is correct in responding to any item in programmed learning. Success in learning is important!

Teachers, principals, and supervisors may also evaluate the curriculum in terms of using specific, measurable objectives in teaching-learning situations. The following criteria are generally important to follow when writing specific, behaviorally stated objectives:

1. pupil achievement may definitely be determined if a learner has or has not achieved a stated objective.
2. observable evidence is available to teachers, parents, administrators, and other interested individuals if a pupil has or has not achieved a specific objective.

The behaviorally stated objectives are written by the teacher prior to teaching a given set of learners. These ends may be written sequentially for

learners to achieve.

Teachers, principals, supervisors, and interested lay people may wish to appraise the school curriculum in terms of using precise objectives whereby observable evidence is possible as to pupils having or not having achieved desired ends. Specific objectives also emphasize the utilization of the Stimulus→Response school of thought in terms of how pupils learn. The learning activity to achieve an objective is the stimulus, whereas the reactions made by learners to these tasks are the response or responses to achieve behaviorally stated objectives.

A rather different school of thought in the psychology of learning is humanism. Humanists stress the following criteria in the psychology of learning:

1. pupils need to select, from among alternatives, what to learn (ends or objectives) as well as the means of learning (tasks or learning activities).
2. creative endeavors are important for learners.
3. self-actualization or the realization of the optimal self is a very important concept for emphasis in teaching-learning situations.
4. relevant needs of learners must be met for optimal learner achievement to take place.
5. perception of learners is an important consideration when choosing goals, learning activities, and appraisal techniques.

Humanists definitely do not stress the following, generally, in teaching-learning situations:

1. the teacher choosing objectives, learning experiences, and appraisal procedures for pupils.
2. the use of measurable, specific goals in the school-class setting.
3. accountability movements which emphasize precise ends being utilized in the school curriculum.
4. large group instruction in the classroom.
5. the use of lectures and strong emphasis placed upon explanations in teaching-learning situations.
6. a formal classroom environment stressing the importance of pupils being quiet and sitting still.

7. much significance placed upon subject matter learning to the exclusion of learning more about oneself and about other human beings. Humanists generally would advocate adequate use of values clarification content in the curriculum.

Diverse schools of thought in the psychology of learning provide content for educators and lay citizens in evaluating the curriculum. Questions, such as the following, arise in utilizing the psychology of learning in appraising teaching-learning situations:

1. Who should choose objectives for learner achievement? The programmer? The teacher? Pupils with teacher guidance? How much involvement should there be by interested lay people in selecting desirable ends?

2. Who is in the best position to select and sequence or order learning experiences? Behavioristic approaches? Humanistic emphases?

3. Who should be involved in assessing progress of pupils?

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THE BASICS IN THE SOCIAL STUDIES CURRICULUM

The curriculum areas of reading, writing, and arithmetic (the three R's) have long been considered as providing basic learnings for pupils in the school setting. Other curriculum areas in the school-class setting have not received as much recognition in terms of representing vital subject matter needed by all learners in school and in society. The balance of this paper will relate directly to a consideration of social studies as a basic in the curriculum.

Social Studies and the Learner

There is much content for pupils to acquire in the social studies arena. There are numerous social science disciplines which assist in providing facts, concepts, and generalizations in ongoing units of study. Thus, social science disciplines of history, geography, political science, economics, anthropology, sociology, social psychology, psychology, and philosophy may well provide much content for each social studies unit in the curriculum. When visiting a college-university library containing books and periodical articles pertaining to any one of these social science disciplines, one realizes that a human being faces frustrating situations in attempting to keep abreast with only a very small fractional part of the content written. The explosion of knowledge, of course, is very much in evidence in the social sciences, as well as in the numerous other academic disciplines. Human beings need to be studied from diverse perspectives. Otherwise, learners do not understand involved complexities of human behavior. Nations, cultures, and subcultures need to be studied from diverse perspectives which

include each social science discipline that ultimately provides content for significant social studies units.

Numerous problems continually exist in society. Survival and self-fulfillment on the part of human beings demand that significant problems need identification and attempted relevant solutions. These problems and their solution, no doubt, state that social studies in the school curriculum and in the curriculum of life represent basic learnings. Among others, the following problematic situations are persistent in society:

1. wars between and among nations.

2. discrimination toward minority groups in areas such as housing, jobs, and education..

3. poverty and unemployment.

4. air, land, water, and noise pollution.

5. overpopulation in diverse countries on the face of the earth.

6. problems in the health arena including heart attacks, cancer, strokes, accidents, alcoholism, drug addiction, and obesity.

7. arbitrary legal decisions and inequities in taxation.

8. crime in its diverse forms, including blue collar and white collar crime in society.

Thus, major problems experienced by individuals in society are social problems. Significant understandings, skills, and attitudinal objectives which stress problem solving need to be

emphasized in the social studies curriculum. The three R's should be emphasized in these units of study. Among other learning activities, pupils may then read content, participate actively in writing activities, and develop computational skills within the framework of problem solving experiences in the social studies. Content in social studies units should reflect problematic situations in society affecting the lives of individuals in society, presently as well as in the future. Beyond developing skill in utilizing the three R's as well as acquiring vital facts, concepts, and generalizations in the social studies, pupils also need to develop in the direction of achieving the following ends:

1. thinking critically and creatively.

2. engaging in identifying problems, gathering vital related information, as well as developing and testing plausible hypotheses.

3. having an inward desire to learn.

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