

THE PILOT

PUBLICATION OF THE
Elementary Classroom Teachers' Association
OF THE DISTRICT OF COLUMBIA

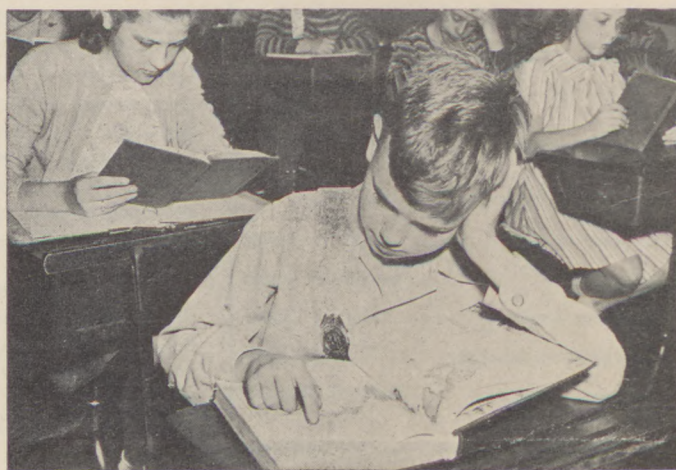
Vol. VIII, No. 2

WASHINGTON, D. C.

June, 1947



*Youngsters learn when they are small
That books can offer fun galore
It's then that choice takes a hold
And asks for guidance more and more.*



*Future citizens of our land,
Children for whom truth awaits,
Read facts that help them formulate
Opinions free from musty hates.*

WHY READ—ITS PLACE IN THE CURRICULUM

Recently our schools have been referred to as **READING SCHOOLS**. Should we consider this analysis a complimentary observation, or should we look upon it as a constructive criticism? Which procedures used have been responsible for this assumption? What should be our reaction?

Our schools *are* reading schools. Why have we put such emphasis upon this accomplishment? What is our justification?

In the course of our development we are taught reading as a tool for further knowledge and enjoyment. Why? Because through this entire period of growth there is a child **NEED** for what reading can provide. And what reason could be more worthwhile since reading has the power to bring these needs to a comprehensive fruition?

Today there is a coordination between reading skills and other learning techniques which point out the need for efficiency in reading. It is difficult to think of any experience in the course of a school day without seeing opportunities wherein reading has its place. Therefore, to be called a Reading School has broad and endless possibilities. Since reading is continuous in its processes and a most vital tool for learning, can we be criticized for the emphasis we place on its importance in child development?

We speak of reading readiness on all levels of endeavor. What is this readiness but a realization by the child of a need for further learning through reading? And before each readiness period we find a new stage of acceptance. What is the training and experience essential to reading proficiency

which contributes to child development?

There are four levels or stages of reading growth displayed by the child as he learns new skills using reading as a tool. During the first level the child has gained a working vocabulary in the arts of beginning reading, and reads with reasonable understanding. As early as this he has found a **NEED**. Also, during this stage there is a facility in the use of ideas in solving problems; in using good judgment; and in understanding new experiences in relation to old experiences. Here, too, we find in the child a desire to express himself with confidence and precision. He acquires a speaking vocabulary which will help in determining the meaning of words. He improves habits in pronunciation and enunciation. Together with these accomplishments there is genuine desire to read for understanding which helps him over the many difficult stepping stones in reading development.

In the second period, after this initiation, we find a marked absorption when doing independent reading; a disappearance of lip movement and longer eye span. There is a desire for further knowledge through intelligent questioning; a confident feeling in audience reading situations, in that, thought reading, rather than word reading, is given preference. During the second stage there is a marked emphasis on meaningful reading. The child realizes that meaning comes from a definite purpose for reading, first hand as well as vicarious experiences. He also finds it imperative in social studies to participate

(Continued on page 6, col. 3)

PERSONALITY AS SHOWN IN READING CHOICES

Even though a librarian may see a child for a few moments at rare intervals, she would have a most definite glimpse of his personality. Through his choice of reading material a child will expose much of himself—much of which even we, as teachers, are unaware.

Jane is an only child. Her parents, ever watchful, take her with them wherever they go. Being deprived of the companionship of others her own age, Jane enjoys reading about "children." In books about children Jane finds that for which she has so little time in real life: companionship.

Because of family difficulties, Bob has turned to stories of English history. Why? He has heard much of his mother's background in England and it is there he seeks security.

Naturally, the children's interests in reading aren't exclusively indications of maladjustments in their lives. At this time of the year comes the baseball season. So stories—fictional as well as true—are the choice of the boys (and some girls, as well). What pre-adolescent doesn't dream of thrilling adventures on the range? Western stories—of cowboys, rodeos, and cattle—therefore intrigue many youngsters. Children enjoy animal stories at this age as well as at younger ages; the emphasis has shifted and horses are foremost, followed by dogs and cats. Girls, and boys as well, enjoy "pretending." To those who are readily able to project their personalities, fairy tales offer

(Continued on page 7, col. 3)

The Pilot

Publication of the
Elementary Classroom Teachers' Association

Published Semi-annually

Circulation.....1,200

Editor

FRANCES EMILY NOLL

Assistant Editor

ELLEN REED PALMER

E.C.T.A. OFFICERS FOR 1946 - 1947

President James W. Taylor

Vice-President Gertrude L. Bogan

Recording Secretary Mary R. Leiper

Corresponding Secretary M. Louise Bush

Treasurer Helen R. Maguire

A WORLD LANGUAGE FOR UNIVERSAL UNDERSTANDING

Today the promoters of civilization are faced with the problem of uniting in friendship all nations of the world. A great body of these nations, already organized, is attempting to function intelligently that this problem may be solved permanently. We read of the actions taken by this group, of speeches made, of social gatherings and we marvel that peoples of so varied tongues can accomplish so much. Seldom, however, does the average citizen set about finding out how such contacts are made possible when it is a known fact that the alphabets of the world are in conflict with each other.





At present, delegates to the United Nations must rely on interpreters. Proceedings must be interrupted constantly that the delegate from Russia may be informed as to the content of the remarks made by the delegate from the United States, and so on. Not only is much time wasted by this constant interrupting but often significant factors are misunderstood through interpretation. When the possibility of a lasting peace hinges on fact, we cannot afford to allow an opening for any misunderstanding. Consequently, we find ourselves face to face with a second world problem, one which involves all of us: Acquiring a common means of communication, a common language.

There are those who advocate that English should be made a world language. Former Senator Robert L. Owen is a pioneer in this belief and has invented the global alphabet for this purpose. As president of the World Language Foundation, Washington, D. C., Senator Owen is making every effort to get the public interested enough in his invention to use it. He claims that it is an easy

way to acquire an understanding of foreign languages. Further, its acceptance and use will mean that knowledge can be diffused through newspapers, books, and magazines. There will evolve a common understanding. This, in turn, he says, can increase production and distribution in commodities and services to the highest standards in the world.

In the *Global Alphabet Guide Book* published by the World Language Foundation we are told that language is composed of vocal sounds of the human voice and that every sound can be written with the Global alphabet. The thirty-seven Global characters are made up of these thirty-seven vocal sounds. It is also stated that every word in any spoken language can be identified and written with the aid of these sounds.

Learning to speak any language is easy, the reference explains. It requires only a few hundred words. Global is easy to learn because of the similarity of the Global letters to each other. No Global letter is ever silent. For example.

















-  is pronounced as "v" in vie
 is pronounced as "n" in nay
 is pronounced as "s" in sip
 is pronounced as "z" in zip

Dr. Frank C. Laubach, an authority on the teaching of English and foreign languages through phonetic alphabets throughout the world, says of the Global alphabet that it looks a little like Gregg shorthand. He continues to evaluate Senator Owen's invention by saying that if the alphabet can get started, it has a chance of winning by sheer merit. "It is the simplest, best alphabet I have ever seen," he continued. The only thing Dr. Laubach failed to understand was the fact that the Global alphabet was not intended to supplant the Roman alphabet now in use. It was meant primarily to be used in furthering world understanding through the accurate interpretation of printed matter pertaining to the customs, habits, and beliefs of all nations.

Who can learn to read Global? The inventor claims that any English-speaking person from beginning reading age through adulthood can learn to write and pronounce the English language within a few weeks, using this new, quick, easy way to read. Global bilingual books show how to read, write, and speak Russian, Chinese, Spanish, or any leading language within three to four months. It is not a question of intelligence. The average person can master a language within this short time.

The business of learning this Global alphabet can be carried on by one person

teaching another as Senator Owen has so plainly stated in this short verse with Global accompaniment:

All	men	are	kin,
			
They	should	be	kind.
			
Let	each	teach	each,
			
And	friendship	find.	
			

Frances E. Noll

Congress Heights School

A WORLD CORRESPONDENT AIRS HIS VIEWS

"Grasp destiny by the hand and walk forward with it." With these words, Frank Gervasi highlighted his discussion of the "Struggle for Power in the Mediterranean." Mr. Gervasi, author, correspondent, and authority on the present-day Mediterranean area, spoke to guests attending the cooperative luncheon sponsored by the fourteen educational groups in the District of Columbia at the Mayflower Hotel on April twenty-sixth.

Around the Mediterranean there are bound to be areas of conflict because of the widely divergent groups of people living there. Up until this last war there was but one country in this section which was independent in spirit: Palestine.

Profiting by our mistakes in the past, any interest taken by the United States in the lands of the Mediterranean should avoid pushing upon the inhabitants of the countries any ideas which are unpleasant to them. At present our aid is most needed for Greece so that "the cradle of democracy shall not become its coffin." With any aid we give, it must be remembered that economic stability is far more vital than political stability.

While the Truman Doctrine can't itself lead to a democratic Europe, its wise administration is our country's main hope. More faith in democratic principle is necessary to back up this desire to spread the advantages of democracy. What is Mr. Gervasi's definition of democracy? It is a "political application of Christianity." The past war created in Europe a vacuum and it is Communism which now is filling this space. In order to create a more democratic Europe we must see that conditions leading to Communism and Fascism are destroyed.

Ellen R. Palmer

Congress Heights Schools