Children in the classrooms of the Torrance Unified School District are probably receiv ing better instruction in phonics and more of it than their parents did. This is a pretty big statement to make, but, if we take a look at the then and now of the situation, we can build a strong case to sup-

Those of us whose ages have mellowed to or near the half-mellowed to or near the half-century mark can well remem-ber when the teacher would write, in her best Palmer method, the letters of the al-phabet on the blackboard. Snapping her hickory pointer at each letter, the class would pronounce in unison "ah . . ., buh . . . , ouh . . . , duh . . ."

Products of this method be-Products of this method be-came letter-by-letter, word-by-word readers with all the halt-ing and stammering that went with it. Youngsters were cer-tainly in trouble when they ran across such words as "though," "although," "night," and other non-phonetic words, which make up almost 20 per cent of the English language.

DURING the late 1920's educators, considering only the shortcomings of this method, took an "all or nothing at all" attitude toward the teaching of phonics. The "sight word" method was introduced, and for almost 20 years, most youngsters were graduated with the ability to read and understand only the words or phrases they had memorized. They had little or no verbal skills with which to attack a word phonetically.

Since they were unable to memorize all of the thousands of words in the English language, they were unable to read words not previously drilled into their vocabularies, drilled into their vocabularies, to say nothing of understanding their meanings.

RV THE LATE 1940's teach-

EXACTING CONTROL

The control of transmitted The control of transmitted sounds within an industrial plant can increase as much as 20 per cent, a survey has revealed. The use of acoustical plaster on ceilings and sound resistant plaster in walls maintain the high fire-proofing rating of standard lath and plaster, yet will still provide an exacting control over unwanted noise. over unwanted noise



nized the shortcomings of the ucational Materials Building, "sight" method and with a "Whoa, just a minute!" attitude began to turn the educational buggy around. Most schools heeded the cries and wails of "Bring back phonics" and developed stronger phonics instruction; but they did it silently-almost secretly. The trouble was that schools either failed to let the public know that they were doing it or called phonics by another

name. The "Sputnik" event, shak-In a "Sputink" event, snaking the pride of all Americans,
resulted in an immediate microscopic examination of all
phases of public education.
Admirals, generals, and college professors who viewed
themselves as the "Saviours
of American Education" del. of American Education" del uged the public with speeches, books, and magazine articles, branding our system and praising European education. As a result, the schools and every-thing about them have become a "hot issue," taking a first priority in news interest and political promises.

DURING THE past several State and local elections, can-didates for public office have promised to "put phonics back into the classrooms" if elected. Upon learning that phonics never left the classroom, many of them in order to save their political faces now say, "Well, we need more phonics in the classroom.

School districts like Tor-rance have been plagued with thousands of so-called "new" thousands of so-called "new" phonetic materials from hundreds of publishers and authors who have seen the opportunity to peddle their wares by jumping on the phonics wagon. These pressures to buy more materials are not likely to subside until the taxpayers are informed about the methods and materials they have paid for and are now being used.

HERE ARE some answers and facts about phonics that are long overdue. Out of the hundreds of books, brochures, films, etc. that have been careevaluated by teachers

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tain anything new — not one contained anything more or different from the carefully cellent program of phonic in-struction.

few if any were found to con-

planned phonic material now

ual Discrimination," "Defini-tions," "Likenesses," "Structu-ral Analysis," "Phonetic An alysis," "Visual Recognition,"

Clues

"Configuration

available in the new S reading series text books.

From the kindergarten through the eighth grade, Tor-rance children are taught rance contaren are taugin phonics. The areas taught may be disguised with educational double talk, like "Auditory Perception," "Rhyming," "Vis-ual Discrimination," "Defini-

BETTIE THOMAS STUDIOS

up to the makings of an ex- always been a vital part of the

reading program of the Tor-THE IMPORTANT fact is that the information is available in the teacher's guides of

rance Unified School District since its beginning in 1947

the two State basic reading series, which have already been paid for by the tax dollar.

fail to include enough material for the best phonics program available, we will look

aid for by the tax dollar. The teaching of phonics has elsewhere.

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