

1-1-1974

Ten-Second Reviews

Blanche O. Bush

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons



Part of the Education Commons

Recommended Citation

Bush, B. O. (1974). Ten-Second Reviews. *Reading Horizons: A Journal of Literacy and Language Arts*, 14 (2). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol14/iss2/10

This Book Reviews is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.

TEN-SECOND REVIEWS

Blanche O. Bush

Reading is a key to education but it can be more than that. It can also be a key to self-discovery, self-awareness and the achievement of individuality in a world where mass production and a grey quality of sameness are an ever present threat. —Jean Karl

Ahern, Patricia Russell, "Into Reading—And How" (Part one of a four part series), *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:456-461.

This article spotlights people who are working in reading. They're all fired up about reading and tirelessly working toward new ways to promote and improve it.

Ahern, Patricia Russell, "Into Reading—And How" (Part three of a four part series), *The Reading Teacher*, International Reading Association, Newark (April, 1973), 26:680-683.

In the author's opinion, administrators do not understand that a solid background of experience and academic preparation is necessary for success in reading programs. Many reading teachers are appointed with no concern for their preparation.

Baratz, Joan C., "The Relationship of Black English to Reading," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), E+O and I.R.A., Newark, 1973, pp. 101-113.

From this review it is evident that there is still a great need for adequate research on the question of dialect interferences in the acquisition of reading skills. The possibility that dialect books might prove useful in the process of learning to read must be dealt with as an empirical question, involving their effect on children who otherwise are not learning to read.

Barlow, Genevieve, "Latin American Folklore and the Folktale," *Folklore and Folktales Around the World* (Ruth Kearney Carlson, editor), International Reading Association, Newark, Perspectives in Reading 15, 1972, pp. 25-39.

In this paper an attempt was made to present briefly various aspects of Latin American folklore and folktales, both pre-

and post-Columbian. In order to explain more fully the different types of folktales, seventeen were retold—twelve from the pre-Columbian or Indian period and five from Colonial times. The variance noted in these tales is due to time, civilization, religion, language, and topography.

Braun, Carl, "Johnny Reads the Cues: Teacher Expectation," *The Reading Teacher*, International Reading Association, Newark (April, 1973), 26:704-712.

Braun reviews research on teacher personality cues and mis-cues as factors in student achievement.

Brunner, Joseph, "Reading and Urban Education: Analysis of Some Traditional and Emergency Premises," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 31-39.

The major goal of this paper was to raise some important questions to consider if we are to counteract some of the most recent trends in reading instruction in urban education. The role of the reading teacher in our urban institutions should be that of reconstructing the urban milieu (if it is devastating to the child), and not that of changing the child's behavior to fit his devastating environment.

Bryant, Willa C., "Counteracting the Problem of Negative Stereotyping," *Views of Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 22-29.

Bryant takes issue with the unfounded assumptions about "disadvantaged" children and discusses curricula which meet the needs of the inner-city child.

Burke, Carolyn, "Dialect and the Reading Process," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 91-100.

Dialects involve reasonably predictable differences among the language systems of people. In this very real linguistic sense, dialect variations face every reader. None of us needs to

abandon his dialect in order to become a reader. As receivers of language we all learn and recognize alternate forms even though we might never make use of them in language production. The key is not language change but language growth and flexibility.

Carlson, Ruth Kearney (editor), "A Bibliography of Folklore and Folktales Around the World," *Folklore and Folktales around the World*, International Reading Association, Newark, Perspectives in Reading 15, 1972, pp. 161-172.

This bibliography includes folklore from the Pacific, Japan, China, India, Mongolia, Philippines, other Far Eastern Countries, Russia, Central Asia, Eastern Europe, Greece, Scandinavia, Holland, France, Spain, The British Isles, Africa, North America, Central and South America.

Carlson, Ruth Kearney (editor), "World Understanding Through the Folktale," *Folklore and Folktales Around the World*, International Reading Association, Newark, Perspectives in Reading 15, 1972, pp. 3-21.

Throughout history attention has focused upon the origin of things—the creation of the world and man's early days on earth. This volume presents some folktales from a vast collection and suggests ways that such tales can be created imaginatively with young readers and adolescents. The author hoped that all children will intuitively grasp the better qualities of the human spirit; and, that through the use of imaginative literature, man's reach can exceed his grasp.

Carner, Richard L., "Psycho-Ecology and Reading Failure," *Journal of Reading*, International Reading Association, Newark (April, 1973), 16:556-559.

In the twentieth century the failure of significantly large numbers of children to learn provides abundant evidence that the psycho-ecology of many classrooms has been marginal at best. The waste of human potential is the worst kind of pollution. Educators may have achieved a high degree of expertise in promoting failure for hundreds of thousands of children. If reading truly "maketh a full man," it is apparent that a seriously

disabled reader attempting to survive in a symbol-saturated society must be a pitifully fragmented and incomplete person.

Carroll, John B., "Language and Cognition," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 173-185.

This article is a brief summary of some of the facts, principles, and views that linguists hope to make more widely known. These include not only things that linguists know but also facts and conclusions that have been reached through studies of the psychology of language.

Dauzat, Sam V., "Wise Utilization of Human Resources: The Paraprofessional in the Reading Program," *Views on Elementary Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 91-97.

Twelve specific ways paraprofessionals can contribute to the reading program are presented. The author emphasized that the paraprofessional must be under the supervision of the reading teacher.

Dulin, Kenneth L., "Teaching and Evaluating Reading in the Content Area," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 73-81.

In this article Dulin differentiates between narrative and expository writing styles. His suggestions for teaching and evaluating content area reading could be usefully adopted throughout the elementary grades.

Earle, Richard A., and Peter L. Sanders, "Individualizing Reading Assignments," *Journal of Reading*, International Reading Association, Newark (April, 1973), 16:550-555.

This article described several techniques for individualizing reading assignments in subject matter classes. According to the author, the use of these approaches has provided many "non-readers" with the help they needed to become more successful readers. They do not guarantee to be equally practical or comfortable for all teachers.

Egoff, Sheila A., "Reflections and Distortions: Canadian Folklore as Portrayed in Children's Literature," *Folklore and Folktales Around the World*, International Reading Association, Newark, Perspectives in Reading 15, 1972, pp. 47-61.

Canadian folklore illustrates that Canada is culturally still a mixture, not a compound. Though the stock of legends is not large, Canadians are learning to prize and use it. It is hoped that, with time, this heritage will come to be a valued element in the international store of myth, fable, legend, and folklore.

Emans, Robert, "Linguists and Phonics," *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:477-482.

In this article Emans summarized possible misconceptions and reservations about linguistic approaches to phonic teaching.

Emans, Robert, and Jeanne McLain Harms, "The Usefulness of Linguistically Based Word Generalizations," *Reading World* (Formerly *The Journal of the Reading Specialist*) The College Reading Association, York, Pennsylvania (Samuel S. Zeman, editor), (October, 1973), 13:13-21.

This study was an investigation in two parts. First, a study of the applicability of spelling patterns to syllables was made. Second, the applicability of the spelling patterns to whole words was examined. The second part of the study was deemed necessary since spelling patterns are generally related to syllables rather than words.

Estes, Thomas H., and Ralph C. Staiger, "I.R.A. Project Compass, An Overview," *Journal of Reading*, International Reading Association, Newark (April, 1973), 16:520-524.

Compass (Consortium of Professional Associations for the Study of Special Teacher Improvement programs) had six specific objectives in the plan of operation: (1) To disseminate knowledge about methods and materials for teaching reading within various disciplines in secondary schools. (2) To improve students' achievement in English, social studies, mathematics, and science. (3) To demonstrate teaching methods and materials appropriate to increase students' achievement in

these disciplines. (4) To change teaching strategies in college methods courses so that they serve as models for appropriate instruction at the secondary level. (5) To apply in liberal arts courses the same methods and similar materials that are deemed appropriate and useful in similar disciplines in secondary schools. (6) To bring about greater cooperation among personnel in liberal arts, colleges of education, and public schools.

Ford, David H., and Mildred A. Fitzgerald, *Contingency Management and Reading, An Annotated Bibliography*, International Reading Association, Newark, 1973, 30 pp.

The numerous studies and projects linking contingency management to reading skill development frequently represent research of a high order. Their increasing commonness reflects the frequency with which school districts now employ contingency managers in their curriculum departments. School districts are, more than ever before, recognizing that motivation of children is or can be linked to the development of the curriculum.

Gagliardo, Ruth, "What A Parent Can Do To Help At Home," *Parents and Reading, Perspectives in Reading 14* (Carl B. Smith, editor), International Reading Association, Newark, 1971, pp. 5-9.

The author emphasized that boys and girls who possess books will live far richer lives than they could otherwise live and will contribute that richness to the communities in which they will become the successful parents of children.

George, John E., "Variables in Beginning Reading Instruction," *Improving Reading Ability Around the World* (Dorothy Kendall Bracken and Eve Malmquist, editors), International Reading Association, Newark, 1971, pp. 28-37.

Proponents of various approaches to beginning reading instruction often fail to point out important variables, other than the mechanics of the approach, which contribute to success or failure in beginning reading. Three other major factors—the teacher, the child, and the environment—are variables which must be given due consideration.

Gladney, Mildred R., "Problems in Teaching Children with Non-standard Dialect," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 40-46.

Teachers are not trained to deal with new ideas and new theories in intellectual fields, that is, to understand, evaluate, and then perhaps to change their own attitudes, to do something differently or to do the same thing with a better understanding of why it is done that way. Not knowing how to deal with new theories or new knowledge is one of the deficiencies or inadequacies that the maturing teachers find in themselves. Teachers are not trained to be comfortable with differences among people, to accept, and to utilize these differences. In order to begin with teaching-learning problems, the maturing teacher must become a teacher-researcher.

Harrington, Alma, "Teaching Parents to Help at Home," *Parents and Reading* (Carl B. Smith, editor), *Perspectives in Reading* 14, International Reading Association, Newark, 1971, pp. 49-56.

Teaching a parent is no different from teaching any other individual. The participants in this course have usually come seeking simple, workable, specific information, and activities to use and understand. The parents seemed willing to take the time to help their children with reading after obtaining an understanding of what to do and how this activity could be worked into the regular functioning of their home.

Hartman, Nancy C., and Robert K. Hartman, "Perceptual Handicap or Reading Disability," *The Reading Teacher*, International Reading Association, Newark (April, 1973), 26:684-695.

It is the contention of the authors of this article that a false dichotomy has been created because of different terms, diagnostic approaches, and remedial techniques. What is presently needed is more coordinated, higher level communication between university departments training reading specialists and those training learning disability specialists, as well as an acceptance of ideas and information from medical and psychological researchers. An extensive reference list is included.

Higgins, Margot, "Prereading Programs and Examination of Some Guiding Principles," *Improving Reading Ability Around The World* (Dorothy Kendall Bracken and Eve Malmquist, editors), International Reading Association, Newark, 1971, pp. 22-27.

In this paper prereading programs have been examined in the light of some of the principles which influence their content and their application. This examination has shown the need to analyze the reading task and to identify its earliest forms in detail.

Humphrey, Jack W., "Educational and Environmental Causes of Reading Problems," *Improving Reading Ability Around the World* (Dorothy Kendall Bracken and Eve Malmquist, editors), International Reading Association, Newark, 1971, pp. 72-77.

If reading is important, then schools will have an environment conducive to preventing or correcting reading problems. This environment would encourage an examination of any issue or question pertaining to reading failure. The reading specialist and school reading committee would know their work, would receive prompt attention, and would be influential in policy decisions. This combination of intellectual climate, curriculum priority, and decision-making style would assure that reading failure due to educational causes would be substantially reduced.

Johns, Jerry L., "What Do Innerscity Children Prefer to Read?" *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:462-467.

The current emphasis on effective urban education requires additional research. Specific research is needed to determine whether or not innercity children in the intermediate grades actually prefer to read stories or books which contain illustrations, settings, and characters attuned to their experiences and problems. This study investigates these three factors with regard to the reading preferences of innercity children in grades four through six.

Johnson, Roger E., and Eileen B. Vardian, "Reading, Readability and Social Studying," *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:483-488.

If teachers are going to expect children to read textbooks on their own, teachers must: (1) Be sure the objectives for the reading are clearly identified. (2) Introduce material so that the purpose of the assignment is understood. (3) Develop new vocabulary needed so the material will have meaning. (4) Provide materials for students of different reading ability. (5) Make sure the assignment is understood so that the student will know whether to skim for ideas, read for a specific reason, or just study the charts, graphs, or maps. (6) Circulate about the room during the period of reading to help with any reading difficulties that may occur. (7) Be concerned with every child during the entire lesson and then evaluate how well the pre-stated objectives were reached.

Karl, Jean, "Building Interests and Selecting Books for Children," *Parents and Reading* (Carl B. Smith, editor), International Reading Association, Newark, Perspectives in Reading 14, 1971, pp. 37-42.

Children respond to what they hear and what they are exposed to. The parent who wants a book-loving child will introduce him to good books at an early age. The books he begins with should contain nursery rhymes and short, simple, but good poems—not silly jingly stuff. There should be cloth books that small uncoordinated hands cannot tear easily. There should be some picture books of the usual paper, designed for use by both adult and child.

King, Ethel M., "Reading in Canada," *Improving Reading Ability Around the World* (Dorothy Kendall Bracken and Eve Malmquist, editors), International Reading Association, Newark, 1971, pp. 188-194.

The diversity of problems in Canada provides an excellent opportunity for comparative studies on the teaching of reading in English to English speaking, teaching of reading in French to the French speaking, and the teaching of reading in the second official language to each of these groups. Paramount among the challenges facing reading teachers in Canada is the development of materials for instruction and evaluation which will reflect the emerging Canadian identity and yet provide sufficient scope for the diversity of the population.

Loepp, Kathlyn V., "Individualizing Reading Instruction," *Views On Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 63-70.

The author provides insights into and suggestions about individualized reading instruction through a sevenfold plan. The challenge which confronts all teachers is whether they can provide instruction that will meet the needs and highlight the interests of each unique being.

Maffei, Anthony C., "Reading Analysis in Mathematics," *Journal of Reading*, International Reading Association, Newark (April, 1973), 16:546-549.

The author, using different interpretations for each heading, applied the PQ4R method to mathematical word problems. The PQ4R readings are Preview, Question, Read, Reflect, Rewrite, and Review.

Matteoni, Louise, "Developing Reading Ability Through the Language Experience Approach," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 49-55.

The author presented techniques and activities to use with the language experience approach to help children develop knowledge of the mechanics of reading and the ability to decode words, apply thinking-comprehension skills, and use study skills.

Miller, Ethel Beryl, "You Want to Read? Listen!" *The Reading Teacher*, International Reading Association, Newark (April, 1973), 26:702-703.

The author's translations of some childhood misinterpretations are humorous but point out the need for good listening and diction by teachers. Children can and do comprehend erroneously.

Modiano, Nancy, "Juanito's Reading Problems: Foreign Language Interference and Reading Skill Acquisition," *Language Differ-*

ences, Do They Interfere? (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 29-39.

The use of foreign language interferes with the acquisition of reading in every way. First of all, the learner can understand only the most rudimentary type of instruction when his teacher speaks in a foreign language. He cannot hear many of the sounds and words of the foreign language, he cannot perceive the letters and visual configurations by which the words are represented, and he can seldom link the sounds and the symbols meaningfully. What he learns, he learns by rote. The lack of vocabulary and nonmastery of grammatical structures greatly impede comprehension of what he does read.

Page, William D., "Destructive Myths That Block the Right to Read," *Reading World* (Formerly *The Journal of the Reading Specialist*) (Samuel S. Zeman, editor) York, Pennsylvania (October, 1973), 13:22-36.

Reading pedagogy today is beset with myths that obstruct efforts to assure the right to read to our citizenry. As a nation, we are concerned with assuring the right to read to every citizen. This, according to the author, is a good and noble purpose deserving full support. Therein lies a great risk that the concept of man's right to read is subject to political manipulation. There is potential political power in reading because people will go to great lengths to secure the right to read. If this power is harnessed improperly by politicians who know little about reading but much about power manipulation, the right to read may become little more than a campaign hymn.

Postman, Neil, "The Politics of Reading," *The Politics of Reading Point-Counterpoint* (Sister Rosemary Winkeljohann, editor), International Reading Association, Newark, and ERIC Clearing House on Reading and Communication Skills, 1972-1973, pp. 1-11.

Teachers of reading comprise a most sinister political group whose continued presence and growing strength are more a cause for alarm than celebration. The author suggested that teachers of reading ask a few questions before considering the techniques of teaching reading. Questions suggested were: What is reading good for? What is it better or worse than?

What are my motives in promoting it?—and the ultimate political question, Whose side am I on?

Quick, Donald M., "Toward Positive Self-Concept," *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:468-471.

Effective strategies for promoting the development of positive self-concepts through reading instruction are discussed by the author. They are: (1) Personalize your reading instruction. (2) Guide each child through the reading process. (3) Establish a positive instructional setting. (4) Provide for flexibility in planning and in learning.

Raim, Joan, "Rolling Out the Welcome Mat to Tutors," *The Reading Teacher*, International Reading Association, Newark (April, 1973), 26:696-701.

In order to produce a strong and viable tutorial program, the author suggested that the following areas be considered: (1) Design and implement adequate training programs to prepare tutors for the job. (2) Define the tutorial program in such a way that it clearly outlines specific goals for the children being tutored. (3) Provide adequate supervision for the tutor, often in a group setting so that his practice is refined. (4) Provide for formal evaluation of the child's progress at the end of a sufficient period of teaching time. (5) Provide for a supervisor of the tutorial program to whom the tutor can relate. (6) Plan for specific space and adequate materials.

Risko, Victoria Joyce, "Relate Auditory Discrimination To Reading Achievement," *Reading World* (Formerly *The Journal of the Reading Specialist*) York, Pennsylvania (Samuel S. Zeman, editor) (October, 1973), 13:43-51.

The purpose of this study was to relate specific auditory discrimination skills to reading achievement. The results indicate primary children can distinguish the beginning, middle, and ending sound of a word and relate it to the sounds in other words. Furthermore, the results of this study suggest that the identification of these specific sounds is more related to reading achievement than the assessment of the sound similarities presented in minimal pairs of words.

Robinson, H. Alan, "Psycholinguistics, Sociolinguistics, Reading and the Classroom Teacher," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 3-11.

Looking at reading from a psycholinguistic and/or sociolinguistic viewpoint, we become aware of the complexities involved when the writer and the reader carry on a meaningful dialogue. It becomes evident that more study is needed concerning the processes of reading. Obviously psycholinguistic and sociolinguistic insights exist which can be useful in guiding each learner to strengthen strategies as he unlocks ideas in a variety of materials for multiple purposes. Robinson presented eight inferences of importance to teachers of reading.

Rosen, Carl L., "Reading and the Disadvantaged: Some Psycholinguistic Applications for the Classroom Teacher," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 12-21.

Disadvantaged pupils require teachers who can break from compulsive teaching patterns and develop conditions for freeing themselves and their children so that language, thought, and natural curiosity are released and applied to learning to read. Fourteen reading activities, many quite innovative, are presented which could be adopted by classroom teachers.

Rystrom, Richard, "Reading, Language, and Nonstandard Dialects," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 86-90.

The results of the author's research examining interactions between reading and the black dialect were summarized by the following conclusions: (1) There are measurable differences between black and white speech. (2) Many of the apparent differences between dialects are misconceptions by white teachers. (3) Speaking a black dialect does not cause reading failure. (4) Black remedial students can be taught to read. If we can eliminate our own linguistic biases, we may find that many of the problems in teaching black children to read will disappear.

Schubert, Delwyn G., "The Role of Interest and Motivation in the Reading Process," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 59-64.

The importance of using pupils' interest as a means of involving them in their reading is emphasized. The author suggested a number of practical suggestions for ways of achieving this goal.

Shohen, Sam, "A Language Experience Approach to Reading Instruction," *Views on Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 43-48.

Shohen highlights the importance of using a child's thought, language, and action as a basis for teaching him to read. The teacher must serve as a facilitator when developing a language experience program and must view failure as a nonexistent word for her pupils.

Smith, Frank, "The Politics of Ignorance," *The Politics of Reading* (Sister Rosemary Winkeljohann, editor), International Reading Association, Newark, and ERIC Clearinghouse on Reading and Communications Skills, 1972-1973, pp. 43-55.

Children do not arrive at school ignorant, though they may arrive illiterate. Whether or not they leave school illiterate, they frequently leave it ignorant. This is the state in which the more successful of them may enter universities and other institutions of higher ignorance. In due course some return to the classroom and spread the infection to another generation of children. Encouraging people to think would be an enormously political issue. It is not, however, one that currently occupies much of the attention of politicians, nor is it a dominant question in schools.

Snodly, James E., "Improving Study Skills: A Review of Selected Research," *Views of Elementary Reading Instruction* (Thomas C. Barrett and Dale D. Johnson, editors), International Reading Association, Newark, 1973, pp. 81-87.

The author reviewed the research efforts of four doctoral

candidates whose dissertations dealt with study skills. Conclusions were disappointing but provocative.

Stafford, Jerry, "Oral Reading Diagnosis and Purposes for Reading," *Reading World* (Formerly *The Journal of the Reading Specialist*) (Samuel S. Zeman, editor) York, Pennsylvania (October, 1973), 13:5-12.

The findings from this study suggest that for oral reading it makes little difference whether examinees are told to read carefully or are given general or specific purposes prior to reading. All things being equal, the careful reading procedure, involving a less complex procedure and a shorter amount of time, appears to be the most desirable practice for oral reading diagnosis. Additional investigation concerned with purposeful oral reading is needed to give added credibility to the findings of this study.

Venezky, Richard L., and Robin S. Chapman, "Is Learning to Read Dialect Bound?" *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 62-69.

The purpose of this paper is to examine the extent to which a child's language pattern per se could affect his learning to read. The author examined the skills which the child uses in learning to read. In each case he asked whether or not a mismatch between the child's language habits and the reading material could lead to learning difficulties.

Ward, Byron J., "A Suburban School District's Five Year Experience With the Initial Teaching Alphabet," *Reading World* (Formerly *The Journal of the Reading Specialist*) (Samuel S. Zeman, editor), York, Pennsylvania (October, 1973), 13:52-70.

The study was undertaken to determine the feasibility of using the i.t.a. for providing beginning reading instruction for children attending the West Genesee Central Schools. The i.t.a. instructed first-grade students tested on an i.t.a. form of the Stanford Achievement Test appeared to make more rapid progress in reading during their first year of reading instruction than did children with comparable I.Q.'s taught using traditional orthography.

Way, John Gilbert, "Teaching Listening Skills," *The Reading Teacher*, International Reading Association, Newark (February, 1973), 26:472-476.

The author noted the correlation between listening and reading abilities. He reported that teaching listening improved reading almost as much as the program for improved reading. Categories of listening as classified by Zollinger are: (1) Casual listening, (2) Creative listening, (3) Exploratory listening, (4) Intent listening. The author emphasized that one of the primary duties of the teacher is to assure that his students are able to listen by establishing it as an explicit educational objective in and of itself.

Weber, Rose-Marie, "Dialect Differences in Oral Reading," *Language Differences, Do They Interfere?* (James L. Laffey and Roger Shuy, editors), International Reading Association, Newark, 1973, pp. 47-61.

This paper, according to the author, is an exercise in the description of oral reading errors. The description has several purposes. First of all, it is intended to show which supposed errors in a given passage have their source in the speech of a group of children who speak black nonstandard English. The more general purpose of the description was to demonstrate by example the importance of analyzing errors in the context of the sentence in which they occur. Such analysis may show that some errors are better viewed as positive signs of fluent reading than viewed as unfortunate blunders.

Weintraub, Samuel, Helen M. Robinson, Helen K. Smith, and Gus P. Plessas, "Summary of Investigations Relating to Reading, July 1, 1971 to June 30, 1972," *Reading Research Quarterly*, International Reading Association, Newark (Spring, 1973), 8:247-437.

Three hundred and two reports of reading research have been categorized under six main headings. The first category includes research, classified as general or under specific titles. The second category consists of research literature related to teacher preparation and practice. Category three includes topics related to the sociology of reading. The largest category is the fourth, the physiology and psychology of reading. Category

five includes studies related to the teaching of reading. In addition, a section on testing is included. The final category encompasses all research reporting on the reading of atypical learners. An annotated bibliography follows this last section.