

10-1-1972

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. (1972). Ten-Second Reviews. *Reading Horizons: A Journal of Literacy and Language Arts*, 13 (1). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol13/iss1/11

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

One of the most important things a child can use in learning to read is encouragement. The child has to feel good about himself. —Manning and Basel

Atkinson, Richard C., and John D. Fletcher, "Teaching Children To Read With a Computer," *The Reading Teacher* (January, 1972), 25:319-327.

The CAI (Computer-Assisted Instruction) described is in no way intended to replace the teacher. It is a tool that can free the teacher for more creative forms of instruction. Even though the program is experimental, it is felt that it warrants a large scale tryout, preferably in a metropolitan city. No new building would be required. The necessary CAI equipment could be housed in existing physical plants.

Baker, O. Lee, "I Can't Believe You Heard the Whole Thing," *Kansas Reading Quarterly* (Summer, 1972), 5:23-25.

Many educators believe that the development of listening skills is not only a great aid but also a necessary fact in the teaching of reading. The following practices, according to the author, contribute to good listening habits and will undoubtedly help in producing better reading skills: (1) Be a good listener to pupils; (2) Encourage pupils to talk about what they have heard; (3) Help the group to develop a code for good listeners; (4) Share with pupils ideas you have heard; (5) Share pupil's ideas with other pupils, demonstrating that you have listened; (6) Make listening experiences a part of a program built around pupil's interests; (7) Make it possible for pupils to do more talking and listening to one another; (8) Give less time to questions and answers and more to group discussions and problem solving; (9) Be alert to first signs of bad listening habits and give attention to causes such as uncomfortable surroundings, defective hearing, inadequate preparation for listening experiences, or inappropriate materials.

Barksdale, Lilburn S., *Building Self-Esteem*, The Barksdale Foundation for Furtherance of Human Understanding, Los Angeles, 1972, 42 pp.

This booklet is a work book for those who are sufficiently

unhappy with their present life style to spend the time and effort required to gain peace and happiness. Three approaches are discussed. The first approach is expanding your awareness. Awareness is the degree of clarity with which you perceive and understand, both consciously and non-consciously, all the factors which affect your life. The second approach is reprogramming your awareness. The key word of this procedure is "relax." The third approach is a direct action program. The purpose of this "direct action program" is consciously to generate positive feelings of self-esteem and provide a new life style that generates, nourishes, and maintains sound self-esteem.

Blanton, William, Roger Farr, and J. Jaap Tuinman (Editors), *Reading Tests for the Secondary Grades: A Review and Evaluation*, An IRA Service Bulletin, International Reading Association, Newark, 1972, 55 pp.

This book is intended primarily for classroom teachers and other personnel who are directly concerned with selecting reading achievement tests. This pamphlet presents criteria for reviewing tests and suggestions for selecting a reading test. It also includes reviews of fourteen tests.

Brown, Flora Morris, "Becoming a Reading Teacher—On Short Notice," *Journal of Reading* (January, 1972), 15:286-291.

Nine steps toward becoming a reading teacher on short notice are: (1) Reexamine your philosophy concerning the teaching of reading; (2) Obtain from your principal the names of any teachers in the locality who have distinguished themselves as reading teachers; (3) Contact the head of the local university reading clinic; (4) Join the International Reading Association; (5) Read anything you can put your hands on that might shed some light on the teaching of reading; (6) Organize the materials you've collected; (7) Become well acquainted with the materials at your own school; (8) Fill your classroom with books; (9) Attend reading and reading-related workshops and conferences.

Bryant, Antusa, and Benjamin F. Bryant, "Special Learning Disabilities and the A.B.E. Program," *Minnesota Reading Quarterly* (May, 1972), 16:195-205.

The number of illiterate adults in America is in the millions. The assumption has been that this phenomenon is due largely to lack of opportunity. An often overlooked cause of illiteracy is, however, special learning disabilities. There is a dearth of research in this area. Much needs to be done to determine the extent and nature of the problem to discover the techniques useful in remedying the condition. Teachers, who recognize learning disabilities as a possible explanation for a student's poor performance and who develop techniques of remedying such problems, will be much more effective A.B.E. (Adult Basic Education) reading instructors.

Brzeinski, Joseph E., and Will Howard, "Early Reading—How, Not When!" *The Reading Teacher* (December, 1971), 25:239-242.

The dispute over early reading is compared to the old time soap opera. Our task in the 1970's, according to the authors, is to bring together what is known about early childhood education, more specifically reading. They state that we must end the soap opera antics and embark upon a revitalized format based on the "how" and "what" of reading. The demise of the "when" factor must be acknowledged as it adds very little to the understanding of reading instruction.

Burgett, Russell E., "Interests, Sensitivity, and the Basal Reader," *Wisconsin State Reading Association Journal* (May, 1972) 15:6-10.

The author concludes that basal readers today have made little progress in sensitivity to children's reading interests. However, this interest pull may not be significant at the intermediate grade levels. At this point in the educational continuum the child should have attained a level of sophistication in reading performance which would permit extensive use of free-reading materials. This degree of sophistication is unlikely in the child who is just acquiring reading skills through the use of pre-primers and primers. The young reader needs added motivation provided through his basal materials as he strives for proficiency in reading.

Callaway, Bryon, "The Classroom Teacher and Reading Diagnosis," *Kansas Reading Quarterly* (Summer, 1972), 5:26-29.

Diagnosis should be the responsibility of all who contact the

child. However, the major responsibility is that of the classroom teacher. He should use the various means available, observation, informal techniques and standardized measures, for continuous evaluation of individual and group needs. Diagnosis is important only to the degree that it aids teachers in preventing or correcting reading difficulties.

Crawford, Leslie W., "Blackboard Tracings: Questions Teachers Most Often Ask About the Teaching of Reading," *Ohio Reading Teacher* (Summer, 1972), 6:14-15.

The author states that perhaps these questions will lead the teacher towards a solution of reading problems. (1) Are the reading materials relevant to the skills? (2) Are there plenty of reading materials at each child's instructional and independent levels? (3) Is there a comfortable place for reading? (4) Am I a reading model for the child? (5) Do I read aloud exciting stories and verses? (6) Do I gear instruction to the child's interests? (7) Do I have a positive attitude toward the child? (8) Do I introduce books for reading? (9) Have I given an interest inventory to determine the child's interests? (10) Am I individualizing instruction?

DiBiasio, Anthony J., Jr., "Reading—A Secondary School Function Tool!" *Ohio Reading Teacher* (Summer, 1972), 6:24-26.

In general, regardless of the subject area, a good case can be made for the fundamental importance of reading during school and after. If the ability to read well can be taught, it should be taught consistently and intensively. All we have learned about reading leads inevitably to this conclusion. Without special training no one reads to capacity and no matter what his age or educational background, any person can learn to read much better than he does.

Downing, John, "Children's Developing Concepts of Spoken and Written Language," *Journal of Reading Behavior* (Winter, 1971-72), 4:1-19.

The aim of this research was to gain greater understanding of the child's view of language and its written and spoken form. The focus of these interviews and experiments has been on the development of children's thinking about language

during their first years in a British Infant's School. The research was only an exploratory study which cannot provide definite answers to the problems investigated. Nevertheless trends in the children's responses have been detected which suggest a number of theoretical implications for our understanding of the learning to read process. The results of this present investigation indicate that a more fruitful theory may be one which considers literary learning as a problem solving task rather than one of associative learning.

Elkind, David, "Ethnicity and Reading: Three Avoidable Dangers," *Reading, Children's Books, and Our Pluralistic Society*, (Harold Tanyzer, and Jean Karl, Editors), International Reading Association, Newark, 1972, pp. 4-8.

Some of the dangers that should be avoided in attempts to make children's literature relevant to black youngsters are: (1) The danger of intuitive psychology. Psychology has the disadvantage that everyone believes he knows something about it without ever having studied the subject. (2) The danger of reverse prejudice. The emphasis on black-white differences badly misrepresents the heterogeneity among black families and children. (3) The danger of an easy conscience. In trying to make children's literature free of stereotypes and relevant to black experience there is complacency—easy conscience.

Emans, Robert, "That's All Right in Theory, But . . ." *Ohio Reading Teacher* (Summer, 1972), 6:28-29.

The purpose of this article is to show that this statement, "That may be all right in theory, but it doesn't work out in practice," reflects a misunderstanding of the concept of theory. In summary, teachers must be aware of the differences between philosophical, theoretical, and hypothetical statements. Through such understandings teachers will be better able to interpret the relationship between theory and practice.

Erickson, Ann, and Sister Mary Donald Miller, "Do Basal Series Mix and Match?" *Minnesota Reading Quarterly* (May, 1972), 16:206-209.

It has been common practice in our schools to transfer from one basal series to another both within and between grade levels.

In order to discover just how well basal readers “mix and match,” the authors surveyed 13 reading programs through grade three and plotted the point at which 100 phonic elements were first taught. Several conclusions were made. (1) There is a variance in level or grade of initial teaching for each of the 100 phonics elements surveyed. (2) The greatest overall variance appeared in the teaching of vowels. (3) Two specific comparisons were made between the Ginn Basic 100 series and the Scott Foresman 1960 editions: (a) Five consonants were taught at the same position and 16 were not. (b) Of the vowel clusters included in the survey, seven were taught in the same position and ten were not.

Fleming, James T., “Teachers’ Understanding of Phonic Generalization,” *The Reading Teacher* (February, 1972), 25:400-404.

The results of this study point up a frequently uttered caution usually directed at young, beginning readers. There is little value in merely being able to verbalize some phonic generalizations. What is not so frequently uttered is that this same caution should be heard and taken into account by the teacher of reading. It should not be assumed that a knowledge of phonic analysis is equivalent to a knowledge of how to teach reading.

Frostig, Marianne, “Disabilities and Remediation in Reading,” *Academic Therapy* (Summer, 1972), pp. 373-391.

The juxtaposition of remedial methods with a child’s observed deficits in reading is an attempt to guide the teacher. The material presented in chart form is designed to alert the teacher to possible relationships between the child’s apparent reading difficulties, possible underlying deficits, methods of evaluation, and remedial methods.

Geeslin, Robert H., “The Placement Inventory Alternative,” *The Reading Teacher* (January, 1972), 25:332-335.

Goodman and his associates are making a great contribution to understanding reading as a complex psycholinguistic process. Statements to the effect that counts of reading errors are not worthwhile to the classroom teachers are refutable. Instead of engaging in the tedious process of recording and analyzing

miscues, a teacher can quickly place each student in a level of material suitable to his successful use of marginal skills. This placement can be made by simply counting miscues in oral reading and observing the point at which frustration is evidenced.

Glass, Gerald G., and Pauline Rea Jarrett, "Teacher's Choice: Books For Kids," *The Reading Teacher* (December, 1971), 25:257-261.

The books recommended by these teachers were not only read and enjoyed by youngsters but were also felt to be good enough to be recommended by classroom teachers. Lists for children from kindergarten through grade six were included.

Glock, Marvin D., "Is There a Pygmalion in the Classroom?" *The Reading Teacher* (February, 1972), 25:405-408.

It is time to stop arguing about whether a particular basal series, a linguistic approach, or a phonic approach, is the best teaching method. It is not the method or approach that makes the difference; it is the individual teacher. Teachers are more important than the quality of the facilities, the quantity of materials and equipment, or the level of financing. There is a growing concern among educators to return to the concept of the basic importance of the pupil-teacher relationship. The teacher must face the task of replacing a child's negative self-concept with a more positive image.

Good, Thomas L., and Jere E. Brophy, "Questioned Equality for Grade One Boys and Girls," *The Reading Teacher* (December, 1971), 25:247-252.

Through the preschool years and in the early school years, girls exceed boys in most aspects of verbal performance. By the beginning of school, however, there are no longer any consistent differences in vocabulary. Girls learn to read sooner, and there are more boys than girls who require special training in remedial reading programs. But by approximately the age of ten, a number of studies show that boys have caught up in their reading skills. Throughout the school years girls do better on tests of grammar, spelling, and word fluency. Perhaps in their presentation of reading as a desirable skill or in their choice of

books to read to children, teachers may inadvertently cause the subject to be perceived as less relevant by boys than by girls.

Greer, Margaret, "Affective Growth Through Reading," *The Reading Teacher* (January, 1972), 25:336-341.

The classroom reading program can become a major source for growth along the affective continuum. The content of reading materials provides the affective substance. The use of the content determines whether or not it serves affective goals. The reading teacher who structures reading content to provide a broad program of affective experiences, as described in this article, makes possible the achievement of a major educational objective.

Groff, Patrick, "Sequence for Teaching Consonant Clusters," *Journal of Reading Behavior* (Winter, 1971-72), 4:59-65.

This article presents new sequences in which to teach children to read consonant clusters at the beginnings and endings of words. So far, much disagreement has ensued as to the order in which these clusters should be taught. The varying beliefs about this reflect the previous lack of any generally accepted process for determining such a sequence. The author presents a new rank order sequence, basing the rank order in which clusters should be taught on a combination of four facts about the words in which the clusters are found: (1) The spelling difficulty of these words; (2) The reading difficulty of these words; (3) The frequency of use of these words, and (4) The total number of different words in which the clusters are found.

Hall, Mary Anne, *The Language Experience Approach for the Cultural Disadvantaged*, ERIC/CRIER and the Reading Information Series "Where Do We Go?", International Reading Association, Newark, 1972, 42 pp.

The "Language Experience" approach to reading denotes a method of teaching reading in which, during the early phases, reading materials are developed by recording children's spoken language. The content of pupil created reading represents the experiences and language patterns of the reader. Listening, speaking, reading, and writing are integrated in language arts and reading instruction. Language differences and

experiential backgrounds, unlike those of the school culture, handicap the culturally disadvantaged child. In this review, the feature of language difference is given greater attention than other dimensions of cultural disadvantage.

Harris, Albert J., "New Dimensions in Basal Readers," *The Reading Teacher* (January, 1972), 25:310-315.

* While a number of innovations in basal readers have appeared in the past decades relatively few of them have become widely adopted. In regard to objectives, there has been an increased emphasis on decoding in beginning reading. There has also been a shift from emphasis on literal comprehension toward critical and creative reading. Recently there is an interest in behaviorally stated objectives. In vocabulary control recent series employ richer vocabularies, although most retain some restriction on new words through the sixth grade. Content shows a trend toward a multiethnic and multicultural scope. The recent trend in enrichment is to provide in convenient packages the kinds of enrichment materials formerly just mentioned in the teachers' guides.

Hasluck, Alexandra, "First Things First: Know Thy Words," *The Reading Teacher* (December, 1971), 25:232-235.

What does learning to read mean? It does not mean simply to learn the alphabet, make it into words, and learn to pronounce them. It means learning to understand exactly what the words mean, and the earlier the better. Teachers with a critical background will teach their pupils to listen and to read meaningfully. If people learn to understand exactly what words mean and how to apply them, they will develop a critical approach.

Hudiburg, Joyce, "Adjusted Reading Readiness: A Preventive Measure," *Kansas Reading Quarterly* (Summer, 1972), 5:20-22.

The author stated that perhaps there would be fewer failures if behavioral objectives were used based on reading readiness skills and students were required to master those skills, regardless of age, before normal reading was started. The readiness skills should include the following: (1) Vocabulary, both word recognition and word meaning; (2) Perception,

visual, auditory, and sensory; (3) Comprehension and interest in reading; (4) Oral expressive speech.

Jeffers, Pearl B., "Guidelines for Junior High Reading Programs," *Journal of Reading* (January, 1972), 15:264-266.

Five guidelines were set forth by the author for junior high reading: (1) A well formulated statement of philosophy and objectives for the readiness program as a basis for developing, modifying, and improving that program; (2) Provision by the school for the administration and supervision of its reading program so that the philosophy and objectives may be implemented most efficiently and effectively; (3) Provision of instructional methods and materials; (4) Adequate staff of professional, secretarial, clerical, and related personnel to achieve the objectives; (5) Adequate provisions for the evaluation of all aspects of the reading program in terms of the philosophy and objectives of that program.

Johnson, Ronald J., Karen Lamb Johnson, and James F. Kerfoot, "A Massive Oral Decoding Technique," *The Reading Teacher* (February, 1972), 25:421-423.

A massive oral decoding technique can provide a remedial alternative for children who fail to respond to conventional techniques. The massive oral decoding technique was developed to provide the intensive treatment these children must have in order to internalize decoding skills. The approach described in this paper has proved effective across a considerable range of retarded readers. The author suggests that this technique be seriously considered by teachers when they fail to get results by more conventional remedial procedures.

Koenke, Karl, "Another Practical Note on Readability Formulas," *Journal of Reading* (December, 1971), 15:203-208.

Three questions on practical readability are presented and discussed: (1) Why may books or stories with identical grade level designations seem not to be equally difficult when students read them? (2) How should a readability formula be used? (3) Why are the Fry and the SMOG formulas considered to be simpler than the older Dale-Chall?

Lane, Patrick, Cecelia Pollack, and Norman Sher, "Remotivation of Disruptive Adolescents," *Journal of Reading* (February, 1972), 15:351-354.

Though not a controlled study, what has been described in this article is an experiment in an innovative treatment combining behavior modification and motivational behavioral theory around the task of teaching reading. Adolescents tutored younger children. In the process, the self image of the adolescents improved strikingly. The tutors were able to discover new strengths within themselves, to develop a responsible giving relationship with another person, to evaluate objectively their troubled lives, and to implement behavioral changes successfully.

Lesnik, Milton, "Reading and Study Behavior Problems of College Freshmen," *Reading World* (May, 1972), 11:296-319.

Interviews with college freshmen reveal a wide proliferation of problems. They appear to range from those which directly impinge on study and behavior such as inadequate study techniques, scheduling time, word-by-word reading and poor comprehension, to indirect problems such as the college curriculum, college instruction, and poor self esteem. The interviews further reveal that in many cases the direct problem relates to study behavior and could not be fully understood apart from the total behavior of the college freshmen. Interviews and guidance appear to bring some light to many of the students who heretofore have been confused about the nature, symptoms, and causes of their difficulties. The role of personality in study behavior also becomes apparent during the interview.

Manning, John, "Unresolved Classroom Problems in Reading Instruction," *Ohio Reading Journal* (Summer, 1972), 6:12-13.

In an address at the twenty-fifth annual school Vision Forum the author explained three major unresolved classroom problems: (1) What is it that the child is to know or acquire? (2) What is it that the pupil uses to acquire what is on the board or chart? (3) How does the teacher adjust the print to the child? The author stated that a reading program will be good if the reading teacher is good. An ambitious teacher will search for new ways to interest children and the children will look forward to another day of reading.

Maxwell, Martha J., "Evaluating College Reading and Study Skills Programs," *Journal of Reading* (December, 1971), 15:214-221.

The evaluation of a college reading program cannot be separated from the goals, objectives, and practices of the program. Evaluation seeks to answer questions like "How effective is our service in meeting our objectives?" "In what ways are students improving their skills?" "What students fail to benefit from our program?" and "Are some students harmed through their experience in the program?"

Miller, Wilma H., and Martha L. Bates, "Flexibility: Another Reading Skill," *The Michigan Reading Journal* (Winter, 1972), 6:7-11.

This article explores the background of flexibility and describes a flexible reader in concrete terms. It also reviews much of the relevant research on flexibility at both the upper elementary, secondary, and college levels. Finally, the article presents some suggestions for developing reading flexibility.

Miller, Wilma H., and Michael Legerski, "Do Various Readability Formulae Give Similar Results?" *Minnesota Reading Quarterly* (May, 1972), 16:185-194.

This article presents a definition of readability and describes the characteristics of five well-known readability formulae: the Dale-Daniel Formula, the Dale-Chall Formula, the Flesch Formula, the Fry Formula and the SMOG Formula. Six junior high school history textbooks were analyzed using each of these five formulae. The obtained readability levels suggest that the Dale-Daniel and/or Dale-Chall formulae are to be preferred for use by textbook publishers and secondary school content teachers even though they are time-consuming to calculate.

Mork, Theodore A., "Sustained Silent Reading in the Classroom," *The Reading Teacher* (February, 1972), 25:438-441.

Sustained silent reading as described in this article must not be interpreted as a substitute for reading instruction. The various skills that are needed for decoding, interpreting, and applying what is printed must be taught. They must be practiced. One of the important means for providing this practice is sustained silent reading. Teachers have begun this activity

with short periods of reading. When children have been able to sustain their silence and their reading for five minutes, the period is gradually lengthened until usually as much as thirty minutes or more is given over to private reading.

Muehl, Lois B., "Incremental Reading at the College Level," *Journal of Reading* (January, 1972), 15:267-272.

The method of incremental reading operates on two assumptions: That any student brings with him a treasure house of prior knowledge and that some degree of open classroom is good. In practice, incremental reading holds ten advantages: (1) It adapts easily to the student's individual needs. (2) It reinforces the conscious value of what each student has experienced. (3) It trains the student to perceive connections between past and present learning. (4) It builds each student's confidence in his own ability to read, think, and talk. (5) It rewards the student by successful performances. (6) It associates reading with pleasant experiences. (7) It introduces variety and vitality into the reading scene. (8) It provides assurance and source materials for both neophyte and experienced teachers. (9) It contains its own up-dating system, since every new student brings his year's world to incremental reading exchange. (10) It encourages reading to move ahead toward "cultural de-standardization" and the benefits of "literary diversity."

Painter, Helen W., "Realism in Children's Literature," *Ohio Reading Teacher* (Summer, 1972), 6:22-23.

Children's literature has many great writers who have written because they have something to say to children. Great books of all times have nobility of character and faith in human nature. The author raises the questions: Is some of the current realistic fiction the best we have to offer children? Can we afford to negate the human spirit?

Pearson, David A., "Effective Utilization of Volunteer Reading Tutors," *Wisconsin State Reading Association Journal* (May, 1972), 15:25-26.

When a school begins to use volunteer tutors, teachers should meet with the school reading specialist to establish procedures and to review the school reading materials most conducive to

tutoring. Volunteer tutors will become an important part of the *Right to Read* effort only if they are effectively utilized.

Petre, Richard M., "Reading Breaks Make It in Maryland," *Journal of Reading* (December, 1971), 15:191-194.

Some of the schools in Maryland shut down the school daily and have the administration, faculty, and students take a reading break. Basically it depends for success on four steps. (1) Administration and faculty should schedule a daily thirty-five minute reading break for the total school. (2) Students should select their own material to read during the reading break. (3) Administrators and teachers must read during the break. (4) A faculty-student reading committee should be appointed to select a variety of paperbacks to be placed throughout the school, conduct a monthly promotional idea, and evaluate the ongoing progress of the reading environment.

Pikulski, John J., "Candy, Word Recognition, and the 'Disadvantaged,'" *The Reading Teacher* (December, 1971), 25:243-246.

The results of some previous research and instructional projects have suggested the need for using material rewards such as candy or toys when attempting to teach "disadvantaged" children. The results of this study suggest that children from low socio-economic backgrounds do not necessarily need candy or some other form of material reinforcement in order for them to respond in an instructional situation. Girls from such a population seem to find the approval and enthusiasm of the examiner significantly more rewarding. Examiner approval and enthusiasm were about as effective as candy with the population of boys.

Robinson, Richard, *An Introduction to the Cloze Procedure*, International Reading Association, Newark, 1972, 12 pp .

This is an annotated bibliography. The sources have been arranged into four categories: General References, Methodology of Cloze Construction, Use of Cloze as a Measure of Readability, and Use of Cloze as a Teaching Strategy.

Rowell, C. Glennon, "An Attitude Scale for Reading," *The Reading Teacher* (February, 1972), 25:442-447.

The development of positive attitudes toward reading is an important objective of the reading program. In order to determine reading attitudes a decision must be made either to let the child whose attitude is being measured read and mark the instrument or let an observer record the behavior of the child in various reading situations. In this article a tool that some teachers might find quite helpful in measuring student's attitudes is described.

Rutherford, William L., "What is Your DQ? (Dyslexia Quotient), *The Reading Teacher* (December, 1971), 25:262-263.

Some of the questions about "specific" or "developmental dyslexia" that are asked most frequently are handled in this article with no promise to resolve all the debates and uncertainties surrounding the topic generally.

Rystrom, Richard, "Linguistics and the Teaching of Reading," *Journal of Reading Behavior* (Winter, 1971-1972), 4:34-39.

There can be little doubt that many children have trouble learning to read because they do not receive adequate nourishment and because they are deprived of the educational advantages of middle class values and perceptions. While applications of linguistics can not make up for all these inequities, such factors should be considered when examining various approaches to reading instruction. There is some evidence indicating that the reading mistakes of black children are often dialectal features misunderstood by white teachers. The role of syntax in the reading process has yet to be fully explored. Little is understood about how children perceive clusters of sounds. In short, it is too soon to advocate specific applications of linguistics to the teaching of reading.

Rystrom, Richard, and Harry Cowart, "Black Reading 'Errors' or White Teacher Biases?" *Journal of Reading* (January, 1972), 15:273-276.

All dialects have their peculiarities. Teachers who learn to listen to a dialect different from their own enhance their ability to communicate with students, an indispensable requirement in teacher-student relationships. They tacitly acknowledge a respect for their students. In the process of learning to hear the dialects

of their students, teachers will learn to discriminate between reading errors and dialect variations rather than to discriminate against children whose dialect is different.

Shore, Jack L., "Preservice Experiences and Responsibilities," *The Reading Teacher* (February, 1972), 25:397-399.

The author discusses the kinds and scope of skills that specialists in reading should have. The eight categories presented are: (1) How well do reading specialists relate to people? (2) How well informed are they about how children learn? (3) How well do they understand the language children bring to school? (4) How well can they teach the many tools of communication? (5) How well do they approach children? (6) How well do they know and use many approaches to reading? (7) How well do they know how to develop independent reading? (8) How well do they know what children are reading?

Swift, Marshall S., Mary Uelli, Tracy Warner, Dale Klein, "Preschool Books and Mother-Child Communications," *The Reading Teacher* (December, 1971), 25:236-238.

Through the use of specifically selected children's books an attempt was made to help mothers gain insight into the meaning of their child's behavior and questions. The use of these books helped the mothers to learn to foster the child's curiosity for positive child development as well as more productive mother-child communication.

Yawkey, Thomas D., and Eugene L. Aronin, "World of Work and Early Childhood," *The Reading Teacher* (December, 1971), 25:253-256.

Dr. Harold Shane contends that there is a great need for teaching children ages three to eight about the world of work. Arbuckles states that there is a need for the information in early grades to develop wholesome attitudes toward all fields of work. Children should be made aware of the wide variety of workers to help them answer questions about occupations and to bring out the varying rewards of work. Approaches to the world of work through social studies and science in early childhood curricula have been attempted. Reading was chosen for this attempt because of its extreme importance in early childhood curricula.