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TEN-SECOND REVIEWS

Blanche O. Bush

Diagnosis of reading problems is useful to the classroom teacher only to the extent that it suggests what he can do to improve the child's reading performance.

—William L. Rutherford

Allen, Irene, and Richard Thompson, "Individual Reading—A Revisit and Review," *The Michigan Reading Journal* (Spring, 1972), 6:29-32.

The authors reviewed much information concerning individualized reading. They described what it is, its advantages and disadvantages, why it meets pupils' needs, and how one can prepare and conduct an individualized reading program.

Anderson, Jonathan, "Research On Comprehension In Reading," *Improving Reading Ability Around the World* (Dorothy Kendall Bracken, and Eve Malmquist, editors), International Reading Association, Newark, 1970, pp. 115-121.

This paper is a report of research on cloze procedure. The technique that researchers, reading specialists, and classroom teachers are finding increasingly useful in measuring the reading difficulty or readability of printed material is discussed.

Bader, Lois A., "Preparing Future Secondary Teachers In Reading," *Journal of Reading* (April, 1972), 15:492-495.

An attempt was made at Michigan State University to provide a series of experiences for future secondary teachers. A model describing the preparation of future secondary teachers in reading was presented. A key feature of this model is cooperation between the public schools and the university. The goal was to produce content area teachers who will not see reading instruction as an added burden, or a remedial chore, but as an integral part of their effectiveness as instructors.

Becker, George J., and Thaddeus M. Trela, "Case Studies in Reading," *Journal of Reading* (March, 1972), 15:436-438.

The authors listed ten references which are typical of the work which has been done in the area of case studies in read-

ing. These references were selected to provide a representative sampling of diagnostic and instructional procedures in books and magazines at varying grade levels.

Boyan, Catherine S., "Critical Reading—What Is It? Where Is It?" *The Reading Teacher* (March, 1972), 25:517-522.

This paper presents some techniques for teaching critical reading. It emphasizes the need for teachers to provide the proper setting and encouragement for their pupils.

Bracken, Dorothy Kendall, "Research and Practice in Improving Listening," *Improving Reading Ability Around the World*, Procedures of the Third International Reading Association World Congress of Reading, Newark, 1970, pp. 122-131.

This presentation, concerning the relationship between listening and reading, explains the difficulties of listening and makes suggestions for both basic and cognitive listening skills. It describes the benefits of special training for improved listening and the gains to be expected in reading from listening training.

Carlson, Ruth Kearney (editor), *Folklore and Folktales Around the World*, Perspectives in Reading, Number 15, International Reading Association, Newark, 1972, 172 pp.

This ten-author volume focuses upon folklore and folktales around the world. A few definitions of commonly used terminology about folklore and folktales clarify some of the sections of this collection of papers. The authors hope that readers will lose some of their ethnocentrism and learn to appreciate the contributions which the folktale offers toward a better understanding of the peoples of the world. A bibliography is included.

Criscuolo, Nicholas P., "Reading Courses for Parents," *The Instructor* (August-September), 1972, 82:64.

Educators realize the importance of parental reinforcement as it relates to the reading program. A worthwhile activity is a reading course for parents to teach them ways they can help their children to become more proficient. Ten topics were developed: (1) defining reading; (2) infant, toddler, prereading stage; (3) kindergarten child; (4) how children learn to read;

(5) reading readiness and beginning reading experiences; (6) helping children at home; (7) word analysis skills (workshop session); (8) sight vocabulary (workshop session); (9) comprehension thinking skills (workshop session); (10) guiding reading interests.

Crews, Ruthellen, "More Myths on the Teaching of Reading," *Journal of Reading* (March, 1972), 15:411-424.

It is true that too many myths have been kicked about in the search for a solution to the reading problems in our schools. We have long passed the time when we can afford to place the blame on someone else as a possible solution. The author suggests that we practice those well-known clichés: "Take the child where he is," and "All teachers are teachers of reading."

Cunningham, Richard C., "Resurrecting Meaningful Inservice Training," *Journal of Reading* (April, 1972), 15:485-487.

Inservice education, once the bane of content teachers, appears about to make a comeback on the American educational scene. Several factors are acting to resurrect inservice. The most important factor is the continuing need of practicing teachers to familiarize themselves with new developments in curriculum and methodology.

Downing, John, "A Gap Has Two Sides," *The Reading Teacher* (April, 1972), 25:634-638.

The author maintains that the learner's tasks, as well as the teacher's techniques, probably need to be modified to bring about student progress. The quickest way to build a bridge across the readiness gap is to start from both sides.

Farr, Roger, and J. Jaap Tuinman, "The Dependent Variable: Measurement Issues in Reading Research," *Reading Research Quarterly* (Spring, 1972), 7:413-423.

This article discusses concerns about measurement in reading research. These concerns are addressed to researchers and consumers of research. The problems are organized into four major categories: (1) the selection and validity of measures; (2) the reliability of assessment; (3) the appropriate scores to use, and (4) the description of tests and testing conditions. A

list of questions is included as a guide to considering measurement problems in reading research.

Fleming, James, "Promoting Language Skills in Preschool Programs," *Some Persistent Questions on Beginning Reading* (Robert C. Aukerman, editor), International Reading Association, Newark, 1972, pp. 13-19.

Reportedly there is much recent concern for preschool language development. Possibly this is the result of (1) studies of children's language acquisitions which have incorporated major changes in investigative approach as well as in linguistic theory; (2) notions of what constitutes readiness for intellectual activities which have increasingly received sophisticated, interdisciplinary attention; and (3) the demand of many heretofore rather quiet segments of society which have challenged many underlying assumptions, overt practices, and apparent outcomes of traditional preschool activities. Most of the emphasis regarding preschool language development is concerned with that segment of the population which usually is labeled "disadvantaged."

Freshour, Frank W., "Beginning Reading: Parents Can Help," *The Reading Teacher* (March, 1972), 25:513-516.

According to the author a parent should make activities with his child enjoyable, not long and difficult. In all relationships, the child should be granted the right to fail, to have his successes praised, and to be treated with respect. A parent is a parent—not a teacher. A parent can be a strong, positive influence on his child. The teacher can teach the skills.

Goodman, Kenneth S., "Reading: The Key Is in Children's Language," *The Reading Teacher* (March, 1972), 25:505-508.

In reading, the solutions to the teaching-learning problems are in the children themselves. If we view them as users of language, our goal becomes one of making literacy an extension of the learner's natural language development. Instruction will be successful only to the extent that it capitalizes on children's language-learning ability and their existing language competence.

Griffiths, Anita N., Joseph F. Fillen, and Roberta Dankel, "Leave Dyslexics in the Classroom," *Academic Therapy* (John Arena, editor) (Fall, 1972), 8:57-65.

The authors stated that there is a clear indication that the children with learning disabilities can be dealt with in the classroom by the classroom teacher provided they are given remedial help. It seems clear that: (1) Learning disabilities can be recognized by the classroom teacher once she knows how to identify the symptoms; (2) Final diagnosis and recommendations for remedial help need to be defined by competent psychologists or educators; and (3) A relatively small amount of inservice allows the classroom teacher to bring about material improvement in the child's classroom achievement and behavior.

Gump, Patricia L., and Richard R. Muller, "Using Art and Imagery in a Multimedia Center," *The Reading Teacher* (April, 1972), 25:657-662.

The program the authors describe deals with figure-ground relationships in art and reading. On the basis of this experiment, there are a great many opportunities for the reading teacher to combine nonprint visual media with the skills involved in deciphering and understanding the printed word.

Humphrey, Jack W., and Sandra R. Redden, "Encouraging Young Authors," *The Reading Teacher* (April, 1972), 25:643-651.

The authors describe a project they helped develop which combines reading, writing, and library services. As a result of the project, over three thousand children are authors of books or stories in anthologies for this year alone.

Kasdon, Lawrence M., "Causes of Reading Difficulties," *Parents And Reading* (Carl B. Smith, editor) Perspectives in Reading No. 14, International Reading Association, Newark, 1971, pp. 23-36.

The author presented some of the facts and assumptions about the causes of reading difficulties. Among the causes of reading difficulties are physical, intellectual, and educational factors. Other factors concern more fashionable terms such as learning modality problems, dyslexia, perceptual handicaps,

and minimum brain damage. The author suggests that carefully designed longitudinal studies are needed before we can speak with certainty about causes of reading problems.

Knight, David W., and Paul Bethune, "Science Words Students Know," *Journal of Reading* (April, 1972), 15:504-506.

In order for teachers to teach adequately the specialized vocabulary peculiar to a content area, it would be helpful if the teacher knew which words are probably known or understood by students at a given grade level. Edgar Dale has done an extensive study of the vocabulary of students in grades four to sixteen. Some possible applications by teachers for this list are: (1) Use words that are in the reading vocabulary of students as they prepare materials for classroom use; (2) Use the list as a guide in estimating the number of new vocabulary words introduced in commercially prepared materials; (3) Use the list as a guide in selecting supplementary materials, and (4) Use the list as a guide toward the development of vocabulary which more specifically meets the needs of their students or content areas.

Kottler, Sylvia B., "The Identification and Remediation of Auditory Problems," *Academic Therapy* (John Arena, editor) (Fall, 1972), 8:73-86.

The information in this article is intended to provide procedures and samples for both testing and training children with auditory problems. These problems are sound localization, sound discrimination, and sound sequencing. These informal programs are based on varied developmental activities. The author presented these procedures as supplemental, structured opportunities for the child to learn and practice the skills in which he is deficient.

Lane, Patricia K., and Margery Staman Miller, "Listening: Learning for Underachieving Adolescents," *Journal of Reading* (April, 1972), 15:488-491.

The studies and experiences mentioned in this article, although not conclusive, are evidence that listening plays a major role in a well-balanced curriculum at any level. A listening

program, if incorporated into the general curriculum, may be instrumental in raising the interest level and increasing the thinking skills of students who have been "indifferent" and intermittent learners.

Mann, Gloria T., "Item Analysis vs. Test Scores For Evaluating the Results of Reading Achievement Tests," *The Reading Instruction Journal* (January, 1972), 15:29-37.

This paper discusses the silent reading achievement tests that accompany the *Lippincott Basic Reading* series. Its purpose is to show that: (1) Scores, per se, made on these tests have limited diagnostic value regardless of the test scores; (2) An in-depth item analysis of these tests is necessary in order to identify the specific strengths and weaknesses of each child and to aid the teacher in planning her instruction to meet these needs.

McNaughton, Anthony H., "Research on Children's Written Language in Social Studies," *Improving Reading Ability Around the World* (Dorothy Kendall Bracken and Eve Malmquist, editors) Proceedings of the Third International Reading Association, Newark, 1970, pp. 142-148.

The major objectives of the Taba Curriculum in social studies are: (1) the development of a number of specific thinking skills; (2) the acquisition, use and understanding of important elements of knowledge; (3) the formation of particular attitudes and values. This report describes the development of techniques for evaluating a child's written responses against aspects of the first two of these objectives.

McNeil, John D., "Performance Tests: Assessing Teachers of Reading—A Proposal," *The Reading Teacher* (April, 1972), 25:622-633.

McNeil stated that there is a need for more research in the performance tests which assess teachers of reading. To identify properly the effective instructor, variations in test construction should be created and tried out. Research should also be undertaken to find out how generalizable are the results of performance tests. What is the relation of a short fifteen-minute per-

formance score to achievement of semester goals? What connection is there between a teacher's success with classes of reading skills and his success with reading tasks within a class of skills? Such knowledge is important if one is testing to evaluate individual teachers and would eliminate any suggestion of discriminatory job testing.

Miller, Burley, "What Parents Can Do For the School," *Parents and Reading* (Carl B. Smith, editor), International Reading Association, Newark, 1971, pp. 107-111.

The New York City Schools have prepared a list of suggestions for parents that seems particularly useful: (1) Talk to your child; (2) Listen to your child; (3) Read to your child; (4) Help him with his reading; (5) Teach your child how to take care of books; (6) Take him on trips; (7) Build up a reading atmosphere at home; (8) Encourage him to join and use the public library; (9) Buy games and puzzles for your child; (10) Praise your child; (11) Keep your child well and rested; (12) Give your child responsibilities; (13) See that your child has good habits of attendance; (14) Check your child's report card. Don't nag about grades; (15) Set aside a time for homework and a comfortable place to do it; (16) Guide your child in movie going and T.V. viewing; (17) Accept your child as he is; (18) Show an interest in the school.

Moburg, Lawrence G., *Inservice Teacher Training in Reading*, ERIC/CRIER and the International Reading Association, Newark, 1972, 42 pp.

This paper summarizes and evaluates the research published since 1963 dealing with inservice teacher training in reading. The review of research concerned with inservice programs in reading is followed by a synthesis of research findings. Recommendations for future research in the area are made.

Nephew, Erv, "Behavioral Objectives and Program Reorganization," *The Reading Teacher* (April, 1972), 25:618-621.

The author argues that development of behavioral objectives must begin by determining direction for the school district. The author recounts the steps one school district took in ap-

proaching the problem. This district first decided what they really wanted to accomplish for the children of the district. They then revised their proceedings and their approach on that basis rather than with a change of system or organization. If quality education is to result, the first consideration in improving education must be accountability. A new organization or a new system must only be used as a vehicle to arrive at that point.

Newman, David, "Perceptual Versus Phonics Training," *Academic Therapy* (John Arena, editor) (Fall, 1972), 8:15-20.

The purpose of this study was to compare the effectiveness of two standard methods—perceptual training and phonics training—being used in remedial reading today. Most of the students in the perceptual and the phonics training programs showed significant educational growth on many of the subtests. The relative growth for each student on each subtest depended on the training method on the particular subtest. In some instances it depended on age and intelligence. Any conclusions to be drawn from this study must reflect the nature of the training; how the children and teacher were selected; the nature of the reading measure; and the extent to which these findings could be generalized to other children with learning disabilities.

Powell, William R., "The Effective Reading Teacher," *The Reading Teacher* (April, 1972), 25:603-607.

What is an effective reading teacher? The author offered the following criteria as a partial answer. First, a conception of what makes up diagnostic teaching; Second, the ability to determine the various reading levels inherent in each child; Third, an appreciation of the value of interpreting accurately the potential of each student; Fourth, a conceptual system of the organic nature of comprehension (cognitive system); Fifth, an understanding of the concept of readability (symbol system); Sixth, a knowledge of the basic ingredients of phonics, structural analysis, and linguistic patterns.

Rampp, Donald L., and Jan R. Covington, "Auditory Perception, Reading, and the Initial Teaching Alphabet," *Journal of Learning Disabilities* (October, 1972), 5:497-500.

The purpose of this study was to ascertain the effectiveness of the i.t.a. reading program for children with auditory perceptual disturbances. Results of this investigation revealed that the ten children studied were reading significantly better at the conclusion of the forty-week program. Implications of the results are discussed.

Rutherford, William L., "From Diagnosis to Treatment of Reading Disabilities," *Academic Therapy* (John Arena, editor) (Fall, 1972), 8:51-55.

Why does the child have so much difficulty with reading? What should be done to improve the child's performance? Generally, the teacher will accept an explanation of the problem at one of four diagnostic levels. Those levels are: general cause, terminology, overt behavior, and prescription. This article considered each of the levels and their comparative usefulness in improving the child's performance. The author maintains that diagnosis of reading problems is useful to the classroom teacher only to the extent that it suggests what he can do to improve this performance.

Schell, Leo M., "Promising Possibilities for Improving Comprehension," *The Journal of Reading* (March, 1972), 15:415-424.

This article attempted to describe some of the promising possibilities for improving reading comprehension which seem most useful and practical. The author discusses listening, phrase reading films, Impress Method, the Cloze procedure, linguistics, and sentence patterns.

Schoeller, Arthur W., "The Child and the Curriculum, Reading: Emerging Role of the 'RRT'," *Instructor* (August-September, 1972), 82:69-70.

A new source of help in teaching reading is becoming available to teachers in many schools across the country. Reading specialists who have been doing remedial work with pupils are now, instead, working with teachers. Prevention must replace remediation. The author discussed the emerging role of the reading specialist as a reading resource teacher (RRT).

Smith, Carl B., "The Effect of Environment on Learning to Read," *Parents and Reading* (Carl B. Smith, editor), International Reading Association, Newark, 1971, pp. 10-22.

In this presentation, the author summarized the research on environment, looked at aspects of the environment that relate to operation in the reading process, and described some programs intended to overcome the environmental factors. Research indicates that the following environmental factors are often related to poor reading: (1) Inadequate vocabulary; (2) Lack of early experience with a variety of shapes and sounds; (3) Few experiences that relate to the content of the books used in school; (4) Lack of stimulation through books; (5) Lack of discussion, questions and answers, cause and effect conversation; (6) Negative attitudes toward school and authority and learning; (7) Rigid restrictions on behavior.

Soll, Lila, "Learning by Doing," *Journal of Reading* (April, 1972), 15:496-499.

The reading skills program at Baruch College for open enrollment students has been developed to put meaning into the cliché of "learning by doing." Reading classes are scheduled in coordination with specific required freshman year courses. This procedure allows the students to experience the realistic demand of a credit-carrying college level course. At the same time the students learn specific study skills and ensure that the skills carry over to academic skills.

Sullivan, Joanna, "Liberating Children to Creative Reading," *The Reading Teacher* (April, 1972), 25:639-642.

The author developed this article from a study she recently completed on the relationship of creative and convergent thinking to literal and creative reading ability. She stated that if children are to be judged on their ability to express what they know, they should have the freedom of using their experiences and imaginative abilities and to respond on their terms.

Sutton, Marjorie Hunt, "Accountability and Teaching Reading," *The Reading Teacher* (March, 1972), 25:528-532.

Teachers must proceed with caution and full awareness of

the many problems of accountability. There are many pitfalls to be avoided if accountability is to succeed. An additional problem is that of overcoming the false assumption that all gains in reading ability are a direct result of classroom instruction for which the teacher is responsible. The assumption, that all failure to make expected gains in reading ability can be laid to ineffectual classroom instruction, is also untrue.

Thelen, Judith N., "Everyone Shall Have the Right to Read, But Who's Going to Teach Them?" *The Reading Teacher* (April, 1972), 25:612-615.

In answer to the question, "Everyone shall have the right to read, but who's going to teach them?" the author made a national survey on certification of personnel. Results indicate that over a period of ten years the percentage of agencies requiring a course in reading for certification of elementary school teachers has risen from 14 percent to 47 percent. Ironically, over 50 percent of those states not requiring reading courses do have specific certification requirements for reading specialists.

Valmont, William J., "Creating Questions for Informal Reading Inventories," *The Reading Teacher* (March, 1972), 25:509-512.

The author presented hints which may aid in avoiding many of the common difficulties typically encountered in creating questions for Informal Reading Inventories. Some of the hints are: (1) Questions should be in the approximate order in which the information upon which they are based is presented; (2) Main idea questions should be placed first; (3) Ask the most important questions possible; (4) Check the sequence of questions to insure that a later question is not answered by an earlier one. (5) Keep questions short and simple. (6) Generally state questions so that they start with who, what, when, where, how, and why. (7) Avoid asking questions on which the child has a fifty-fifty chance of being correct.

Wanat, Stanley F., "Performance Tests: Assessing Teachers of Reading—A Response," *The Reading Teacher* (April, 1972), 25:623+.

Teacher assessment is an important concern, and performance tests can be developed to serve as one means for evaluating instructors.

Weber, Rosemary, "Bibliography," *Reading, Children, Books and Our Pluralistic Society* (Harold Tanyzer and Jean Kari, editors), International Reading Association, Perspectives in Reading No. 16, Newark, 1972, pp. 81-89.

Each bibliography listed was examined to ascertain, if possible, the authority and outlook of the compiler, the criteria used for the selection of items to be listed, and the level of reader for whom the materials were assembled. These points are discussed in the annotation following each listing.

Weintraub, Samuel, "Auditory Perception and Deafness," ERIC/CRIER—International Reading Association, Reading Research Profiles, Newark, 1972, pp. 51.

The relationship between various auditory abilities and reading performance has long been a topic of interest to reading educators and researchers. Researchers, administrators, reading specialists, and classroom teachers, as well as individuals in related areas such as speech and hearing, will find information of use in this bibliography.

Whisler, Nancy G., "The Newspaper: Resource for Teaching Study Skills," *The Reading Teacher* (April, 1972), 25:652-658.

Supplementary materials to any commercial approach to reading are often necessary to service the individual needs of youngsters. The newspaper activities described in this article have tremendous potential in the developmental reading program. They can be effectively used in conjunction with any reading series or method of instruction.

Wiggins, Phyllis Wynn, "The Reading Teacher: Heart of the Curriculum," *Journal of Reading* (April, 1972), 15:482-484.

The reading teacher in today's high school, particularly in the central city, is the heart of the curriculum. This has been reaffirmed and supported during the last two years at the Rufus King High School in Milwaukee. Not only have King teachers been learning techniques for strengthening reading skills in content areas, but many have also learned that they have been teaching reading in ordinary classroom work assignments all along, albeit unaware. The author added that

the reading teacher must assume the responsibility for showing content area teachers how and why to develop reading and learning skills.

Williams, Maurice, and Virginia M. R. Stevens, "Understanding Paragraph Structure," *Journal of Reading* (April, 1972) 15:513-516.

The authors conducted a study of elementary and secondary students to determine the effectiveness of teaching methods concerning paragraph structure. In the areas of summarizing the main idea and finding the topic sentence, students did seem to progress in these areas as they moved from elementary to secondary schools, but they need further improvement at both levels.

Zuck, Louis V., and Yetta M. Goodman, "On Dialects and Reading," *Journal of Reading* (April, 1972), 15:500-503.

The articles in this bibliography are classified under four headings: (1) Linguistic concepts related to oral language; (2) Linguistic concepts related to written language; (3) Implications for the classroom; and (4) Social class dialects and language: are they related?