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TEN-SECOND REVIEWS

Blanche O. Bush

The status quo of today's reading instruction is an educational renaissance to which productive scholars from many disciplines are contributing, ranging from linguistics to psychology to engineering to optometry.

—Emmett Betts

Artley, A. Sterl, "Oral Reading As A Communication Process," *The Reading Teacher* (October, 1972), 26:46-51.

The concept of oral reading as a check on word perception should be replaced by oral interpretation as a process of communicating to interested listeners a writer's ideas, thoughts, and feelings. Accurate word perception, though certainly a legitimate teaching objective, can be tested by more effective means than by having children engage in round robin reading. Oral interpretation is not unlike art, the dance, or music in providing children with the opportunity for creative self-expression. As such, it becomes in its own right an extremely important objective in a well rounded reading program.

Austin, Lettie J., "Reading: A Dimension of Creative Power," *Journal of Reading* (May, 1972), 15:565-571.

The author cites several vivid examples indicating that reading can be a vital force in the development of an individual.

Bing, Lois, "Vision and the 'Right to Read' Effort," *Journal of Learning Disabilities* (December, 1972), 5:626-630.

A plea is made for interprofessional teamwork in making the Right to Read effort a success. The author, an optometrist, discusses the physical, physiological, and psychological aspects of vision as it relates to learning.

Baghban, Marcia, *How Can I Help My Children Learn To Read English As A Second Language*, An ERIC/CRIER + IRA Micrograph, International Reading Association, Newark, 1972, 15 pp.

Suggestions given for parents to help their children learn to read English as a second language are: (1) Help him build a positive self concept; (2) Help him to want to learn; (3) Let

him talk; (4) Get him a health check up; (5) Talk to him; (6) Read to him; (7) Read yourself—be a model; (8) Have books at home; (9) Encourage pets and hobbies; (10) Organize home tasks; (11) Improve your English; (12) See what is in your neighborhood, such as libraries, museums; (13) Find out what the school offers; (14) Support your school. A list of books and magazines with helpful information is included.

Bridges, Judith S., and Ken Lessler, "Goals of First Grade," *The Reading Teacher* (May, 1972), 25:763-767.

Evidence is presented showing that stated goals of primary education and actual goals do not always coincide. University faculty rank curiosity as a more important goal than do either first or second grade teachers. Evaluation of the child and the teacher, in actual practice, is based on the child's performance in basic educational skills, not on his enthusiasm for learning.

Bruton, Ronald W., "Individualizing A Basal Reader," *The Reading Teacher* (October, 1972), 26:59-63.

The basal reader remains our most important and most rigidly entrenched stumbling block to individualization. Designed for group instruction, use of basal series often ignores individual differences. The important aspect of this project is that basal instruction can be individualized by certain inexpensive modifications in classroom practice. For those with a commitment to recognizing the individual needs of each child, this is important.

Brzeinski, Joseph E., and Gerald E. Elledge, "Early Reading," *Some Persistent Questions On Beginning Reading* (Robert C. Aukerman, editor), International Reading Association, Newark, 1972, pp. 65-75.

The authors conclude that it is our task in the 1970's to consolidate what is known about early childhood education and about reading. We must conclude the soap opera antics and embark upon a revitalized format based on the "how" and "what" of reading. The demise of the "when" factor should be acknowledged. We should relinquish the security of research

reruns which add very little to the understanding of reading instruction.

Champine, Mary Loretta, "Creative Teaching," *The Michigan Reading Journal*, The Michigan Reading Association (Clarice Stafford, editor), Detroit, (Fall, 1972), 6:49-50.

Every person has tremendous potential. The creative teacher is much like an explorer and pioneer. It is his job to find the seed of interest. He must nurture and water it with patience and understanding, and to admire and praise the finished product as it radiates the beauty of a blossom in full splendor.

Cohen, S. Alan, and Thelma Cooper, "Seven Fallacies: Reading Retardation and the Urban Disadvantaged Beginning Reader," *The Reading Teacher* (October, 1972), 26:38-45.

This article emphasizes that quality teaching can overcome the stumbling blocks of a disadvantaged background. The seven fallacies discussed are: (1) Urban black children tend to be less verbal than middle class children; (2) There is little verbal interaction between the disadvantaged child and adults who are psychologically significant to him; (3) Black English is a sub-standard, inferior form of standard English; (4) The mismatch between Black English (BE) syntax and Standard English (SE) syntax requires the Black Child to translate written SE into spoken BE; (5) The disadvantaged urban child's deficient conceptual and usual vocabulary interferes with his learning to read in the beginning grades; (6) If we improve oral language patterns of disadvantaged children we will be able to teach them to read better; (7) Poor articulation contributes to auditory discrimination deficiencies, and, therefore, to deficiencies in learning phonic skills among disadvantaged urban black and Puerto Rican children.

Cooper, Charles P., *Measuring Growth in Appreciation of Literature*, ERIC/CRIER + IRA, International Reading Association, Newark, 1972, 30 pp.

This monograph was written primarily for the researcher. It reviews a number of attempts to measure appreciation of literature. The measurements are grouped in two categories:

(1) Discrimination among poems or prose extracts, and (2) Content analyses. Following the review is an evaluation of the limitations and possibilities of these measures. The monograph concluded with specific recommendations for further research into the problem of measuring growth in appreciation of literature.

Courtney, Brother Leonard, "A Challenge Of Our Time—Motivating The Teenage Reader," *Minnesota Reading Quarterly*, Minnesota Reading Association, Robinsdale, Minnesota (Tracy F. Tyler, Jr., editor), (December, 1972), 17:57-63 +.

This article discusses: (1) The nature of motivation; (2) Some characteristics of the adolescent and specifically of the teenage reader; and (3) Some practical suggestions for junior and senior high school teachers working with adolescent students.

Daines, Delva, and Lynne G. Mason, "A Comparison of Placement Tests and Readability Graphs," *Journal of Reading* (May, 1972), 15:597-603.

The following conclusions were made as a result of the findings in this study: (1) The Fry Readability Graph extended through Preprimer Level as an instrument to measure readability did not produce grade level designations that consistently agreed with the assigned grade level of test-item selections; (2) The Spearman-Rank correlation was an inappropriate statistic to determine agreement of two sets of grade level designations. Tests used were: Durrell Silent and Oral, Gilmore, Gray, Gates-McKillop, SRI, Spache, Silvaroli, and Sucher-Alfred.

Dawson, Mildred A., "Developing Interest in Books," *The Quest For Competency in Teaching Reading* (Howard A. Klein, editor), International Reading Association, Newark, 1972, pp. 36-41.

It is especially important for the home to make books accessible and to provide a child with countless opportunities to handle them. Briefly put, the child should own books, hear books, look at books, read books, share books, borrow books, and value books. We can bring all children to an interest in books if we really try.

Early, Margaret, "Components Of A Language Arts Program In The Primary Grades," *Some Persistent Questions on Beginning Reading* (Robert C. Aukerman, editor), International Reading Association, Newark, 1972, pp. 79-91.

The author considered the awesome feats of learning that children manage before they enter school. She wondered how we could preserve and cultivate their will to learn throughout the primary grades. She urged that many elements of the informal kindergarten be extended to the years beyond, so that a proper balance could be struck between learning on one's own and learning in groups. It was suggested that removal of psychological barriers within the curriculum should precede the knocking down of physical walls within the school.

Eberly, Donald W., *How Does My Child's Vision Affect His Reading*, AN ERIC/CRIER + IRA Micrograph, International Reading Association, Newark, 1972, 11 pp.

Great demands are placed on a child's vision at approximately the same time that he is introduced to reading. Eighty percent of what he learns in school will come to him through his vision. Hopefully over the first five years of life he has had enough opportunities and experiences to develop adequately his visual skills. But if his visual experiences have been limited or if visual development has been slower than normal, the demands of reading may be more than his visual system can handle. Generally these demands include the following visual skills: (1) Clear single vision, (2) Integration of both eyes into one single image; (3) Coordination of eye movements. Identifying visual problems and suggestions for parents are discussed.

Fiedler, Margaret, "Did the Clinic Help?" *Journal of Reading* (October, 1972), 16:25-29.

Well conceived longitudinal studies with sizable populations and control groups are extremely difficult to arrange in the area of remedial reading because of changing personnel, student mobility, and funding difficulties. The author stated that the present report, although puny, does support the conviction that most remedial reading teachers share, that their efforts have more far-reaching effects than is generally realized.

Fraser, Ramona, and Annabelle Walker, "Sex Roles in Early Reading Textbooks," *The Reading Teacher* (May, 1972), 25:741-745.

This study was undertaken on the assumption that sex role behavior is culturally determined and is produced by social learning. This learning takes place through many channels and includes both sex role expectations and examples for identification. The purpose of this study was to compare the roles, relationships, activities, and relative importance assigned to male and female characters in stories in readiness and first and second grade reading textbooks. From the findings of this study, it was concluded further research should be done in all aspects of possible school influence on the social learning process as it relates to sex role expectations and models.

Fuhr, Morton L., "The Typewriter and Retarded Readers," *Journal of Reading* (October, 1972), 16:30-32.

The findings of this experiment suggest that the experimental procedure of teaching typewriting techniques rather than remedial reading to high school age retarded readers resulted in a greater increase in reading achievement than achieved when remedial reading was taught by high school teachers. One of the reasons for the results was that typing instruction does not carry the stigma of a high school remedial reading class.

Graebner, Dianne Bennett, "A Decade of Sexism in Readers," *The Reading Teacher* (October, 1972), 26:52-58.

Comparing two editions of two series of reading texts, Graebner found that these texts had changed only slightly over the past ten years. The major difference between the two versions is that more occupations for women appear in the new editions. Societal changes are reflected only slightly.

Green, Richard T., "Ten Information Sources on Comprehension in Reading," *Journal of Reading* (October, 1972), 16:55-57.

The ten sources listed were selected from the 22-page IRA annotated bibliography—*Comprehension in Reading*. These ten sources were selected for their clarity, balance, and topicality. Topics considered were: Cloze, Critical Reading and Creativity, Factors, Language, Readability, Skills, Theory, and Thinking.

Harris, Albert J., "New Dimensions in Basal Readers," *The Quest for Competency in Teaching Reading* (Howard A. Klein, editor), International Reading Association, Newark, 1972, pp. 124-130.

While innovations in basal readers have appeared in the past decade, relatively few of them have become widely adopted. There has been an increased emphasis on decoding, a shift from emphasis on literal comprehension toward critical and creative reading, and a very recent interest in behaviorally stated objectives. Basal reader series generally employ richer vocabularies and have devoted more space to critical and interpretive reading and study skills. Content shows a trend toward a multi-ethnic, multi-cultural scope.

Harris, Albert J., "Psychological and Motivational Problems," *Improving Reading Ability Around the World*, International Reading Association, Newark, 1971, pp. 96-103.

Progress in understanding the interrelationships of emotional problems and reading disability has been slow; however, there is good reason to believe that emotional maladjustment is present in most cases of reading disability. The author recommends that further research should be concerned with clinical study of well defined groups of different ages, IQ levels, and sociocultural populations.

Jackson, Ruth, "Building Reading Skills and Self-Concepts," *The Reading Teacher* (May, 1972), 25:754-758.

This report summarizes the Mental Hygiene Linguistic Reading Program which focuses on the innercity child. Its aim is to so cultivate the child's self image that, with effective teaching, he learns the basic reading skills in about three years. More than that, it is hoped the child will recognize his capacity to learn reading. He may be motivated to continue development of his reading ability and to expand other accomplishments which will enrich his personality.

Jones, John Paul, *Intersensory Transfer, Perceptual Shifting, Modal Reference and Reading*, ERIC/CRIER + IRA, International Reading Information Series, "Where Do We Go," 1972, 48 pp.

Modality research is important to the field of reading, direct-

ing attention to intersensory transfer, intersensory perceptual shifting, and modal preferences. This paper provides a critical review of the most pertinent research relating each of these factors to reading achievement.

Kerfoot, James F., "What Parents Should Know About Reading Comprehension," *Parents and Reading* (Carl B. Smith, editor), International Reading Association, Newark, 1971, pp. 87-92.

Parents should understand that several strategies will be used by teachers to develop comprehension. They will find a program rich in its variety of reading material and will observe children creatively responding to both listening and reading tasks. They will find teachers carefully preparing children for the difficulties of the selection to be read and setting purposes for reading which will generate greater breadth and depth of understanding.

Levine, Isidore, "Quantity Reading: An Introduction," *Journal of Reading* (May, 1972), 15:576-583.

Quantity reading is a philosophy of reading which explains how the learner develops mastery of the written language by paralleling such growth with a child's mastery of oral language.

Lipton, Aaron, "Miscalling While Reading Aloud: A Point of View," *The Reading Teacher* (May, 1972), 25:759-762.

The author explored the variety of learning behaviors evident in a classroom, the difference between miscalling or misperceiving a word, and the variety of ways a teacher can deal with differences in learning behaviors and perceptual difficulties.

Maginnis, George H., "Measuring Underachievement in Reading," *The Reading Teacher* (May, 1972), 25:750-752.

Some of the difficulties inherent in the practice of comparing capacity and achievement test scores are: (1) Underachievement may be a result of differences in the difficulty level of tests; (2) When tests are of equal difficulty, about one-half of a group may be expected to achieve above its capacity; (3) The assumption that an individual should be able to perform tasks equally well may not be valid; (4) Capacity can be

changed; (5) Different tests yield different capacity scores; (6) The practice of comparing tests may be confusing when scores are reported in different units; (7) Lack of reliability may make test comparisons difficult. In the final analysis we should rethink our concept of underachievement.

McCullough, Constance M., "The Future of Reading," *Improving Reading Ability Around the World* (Dorothy Kendall Bracken, and Eve Malmquist, editors), International Reading Association, Newark, 1971, pp. 162-170.

The future of reading depends upon the priority which society gives its development and the extent to which the nature of reading is recognized and understood.

Mackworth, Norman H., "Seven Cognitive Skills In Reading," *Reading Research Quarterly*, International Reading Association (Summer, 1972), 7:679-733.

An outline is given of an experimental program which will examine the three stages of reading—matching, coding, and comprehension. Since reading is primarily a visual task, the tests include pictorial processing as well as verbal processing. The seven skills include memory for orientation; coding of temporal sequences to spatial ones; orientation and habituation to novelty; and four tests of comprehension and prediction.

Miller, Wilma H., and Carol A. Evans, "I Wish I Could Read," *The Michigan Reading Journal*, Detroit (Clarice Stafford, editor) (Fall, 1972), 6:45-48.

This article briefly summarizes the research on the teaching of reading to preschool children. It discusses the potential value of teaching reading to very young children in both formal and informal ways. The article illustrates some of the formal methods and materials for teaching preschool children to read which have been put on the market recently.

Palmer, William S., "Cognition in Reading: Modes and Strategies," *The Quest for Competency in Teaching Reading* (Howard A. Klein, editor), International Reading Association, Newark, 1972, pp. 171-178.

For improved cognition in reading, the author suggests that: (1) Cognitive skills in reading can be arranged in a hierarchy; (2) To teach those students at or near the apex of the hierarchy, teachers must involve the emotions of the student and parts of his personality of which he may not be fully aware; (3) Teachers can do so by building upon natural responses the student makes in reading encounters; (4) Teacher-student interaction is needed for developing and refining of student responses to reading but such interaction must be different from the visual cold-blooded analysis; (5) Cognitive reading is not an isolated mechanical skill that can be achieved at a measurable rate. Rather, it is a vital, vibrant, and vigorous interaction between teachers and students.

Pauk, Walter, "Reading Imaginative Prose: The Category System," *Journal of Reading* (May, 1972), 15:572-575.

The category system is an approach to help both the teacher and the learner approach imaginative literature. It is based on asking one specific question in each of six categories. These categories have been determined after several years of experimenting and consulting as being essential to understanding, appreciating, and enjoying literature.

Pearl, Jeanette, "Reading Instruction in Mathematics," *The Michigan Reading Journal*, Michigan Reading Association (Clarice Stafford, editor), Detroit (Fall, 1972), 6:51-56.

Efficient learning of mathematics in the classroom is not a haphazard phenomenon. Student learning is determined greatly by the kind of reading guidance that is given by the teacher. Reading and mathematics cannot be divorced. They must receive attention beginning at the primary level. The implication to be drawn from this study is that the primary teacher has a responsibility to plan for effective teaching of mathematics reading as well as mathematic concepts.

Pertz, Doris L., and Ozeal Shyne Brown, "An NDEA Institute Promotes Changes," *The Reading Teacher* (October, 1972), 26:25-31.

This article reports changes in professionalism among reading specialists who attended an institute for advanced study in

reading at the University of Chicago during the summer of 1967.

Ransbury, Molly Kayes, *How Can I Encourage My Primary Grade Child to Read*, An ERIC/CRIER + IRA Micromonograph, International Reading Association, Newark, 1972, 11 pp.

This article is intended to help parents identify factors that influence reading interest and suggests ways that parents can build interest. Reading interest is influenced by the child's age, sex, grade level, experience, availability of printed material, self concept, and ability. There were suggestions to stimulate the interest of the child.

Reidelberger, Helen, "Serendipity—A Reading Program, *Journal of Reading* (May, 1972), 15:584-589.

The all-school reading program at San Carlos (California) High School accomplished much more than their regional problem-solving committee could have foreseen. With falling scores on standardized reading tests, increasing numbers of "remedial" classes, and a large portion of the staff unaware of the complexity of these all too prevalent problems, San Carlos initiated a reading program enjoying total staff involvement. After a year of change and preparation for change, San Carlos emerged with these serendipitously achieved goals: (1) To make the staff more reading-conscious, and (2) To involve the staff with those students diagnosed as having reading problems.

Richard, Ethel, "The Black Child and His Reading," *Reading, Children's Books and Our Pluralistic Society*" (Harold Tanyzer, and Jean Karl, editors), International Reading Association, Newark, 1972, pp. 14-19.

The authors noted the following when they looked at the black child in relation to books: (1) When the black child reads, he is astute about content, author, and life as it relates to him now; (2) He wants and needs more about himself—Nonfiction is needed but good fiction is particularly wanted; (3) He is growing in spiritual emancipation—he doesn't want to be white but is willing to have interchanges with other ethnic groups; (4) He demands truth and integrity in his reading;

(5) He demands that literature about blacks reflect the black's humanity.

Robinson, Helen M., "Visual and Auditory Modalities Related to Methods for Beginning Reading," *Reading Research Quarterly*, International Reading Association, Newark (Fall, 1972), 8:7-39.

The author presented the findings of a comparison of the reading progress through third grade. Pupils studied were identified as having high visual-high auditory; high visual-low auditory; low visual-high auditory; and low visual-low auditory abilities when they entered first grade. Two approaches to reading—sight approach and Hay-Wingo—were used. Results indicated that neither method for teaching reading surpassed the other among students with strong or weak modalities. Regardless of method, auditory discrimination made a significant contribution to all reading while visual perception did not.

Rogers, Norma, *How Can I Help My Child Get Ready to Read?* ERIC/CRIER + IRA Micromonograph, International Reading Association, Newark, 1972, 23 pp.

Reading readiness has been defined as the general stage of developmental maturity and preparedness at which a child can learn to read easily and proficiently in a regular classroom. Following specific recommendations made by the author may help parents prepare their child for reading.

Rogers, Norma, *What Books and Records Should I Get For My Preschooler*, An ERIC/CRIER + IRA Micromonograph, International Reading Association, Newark, 1972, 19 pp.

There are so many wonderful, enjoyable books for children that you can be very selective in choosing books to suit your child, while avoiding books that inspire fear, prejudice, bad dreams, or unfavorable attitudes. The appropriateness of a book can usually be determined by how much the child enjoys it. There is a list of books for infants to six years of age.

Scudder, John R., Jr., "Teaching Reading—Technology, Craft or Applied Philosophy," *Journal of Reading* (May, 1972), 15:560-564.

The obvious purpose of this essay has been to argue that the

teaching of reading can be approached productively as technology, craft, or applied philosophy. A less apparent, but underlying purpose, has been to stress the need for dialogue between specialists in the teaching of reading and philosophers of education.

Shuy, Roger W., "Performance Contracts and Reading: The Great Oversimplification," *Journal of Reading* (May, 1972), 15:604-612.

Never has education suffered a greater crisis in confidence than it now endures. This crisis in confidence has led to four gross oversimplifications of the task: (1) Because something is not done well, we should stop doing it all together; (2) The large, humanitarian task of the classroom can be reduced to a mechanized, well-focused skill development; (3) We know enough about the sub-skills of reading to measure them; (4) We know enough about testing to evaluate what it is we are teaching. The author stated that the development of performance contracting in reading can be viewed as a temporary over-reaction to the new focus on accountability.

Shuy, Roger W., "Some Things That Reading Teachers Need To Know About Language," *The Quest For Competency In Teaching Reading* (Howard A. Klein, editor), International Reading Association, Newark, 1972, pp. 141-150.

Reading teachers claim that learning to read is one of the most crucial things that happens to a child in his early schooling; yet, we appear to be willing to risk its development on teachers who are prepared with only one undergraduate course in the subject. Teachers are seldom trained to diagnose the linguistic aspects of reading errors or even to distinguish errors or measures in decoding from the oral rendering of one's natural dialect. Even worse, teachers are often given a collection of half truths or outright lies as principles upon which to teach reading to our children.

Tyler, Tracy F., "A Matter of Principles," *The Reading Teacher* (May, 1972), 15:739-740.

The author suggested six principles of learning which he believes to be of benefit to parents: (1) Nothing succeeds

like success; (2) Children tend to do, and do best, those things that most interest them; (3) Practice makes perfect; (4) Every child is different; (5) We learn by example; (6) Learning requires action.

Warner, Timothy P., "Vocabulary: Make It A Stimulant, Not A Depressant," *Journal of Reading* (May, 1972), 15:590-592.

To reinforce past learning the teacher may assign students the task of locating the words previously studied in class in outside materials. The students will then bring the words to class in a specific context and will be rewarded with extra credit.

Weintraub, Samuel, Helen M. Robinson, Helen K. Smith, and Gus P. Plessas, "Summary To Investigations Relating to Reading," July 1, 1970, to June 30, 1971," *Reading Research Quarterly* (Winter, 1972), 7:213-393.

The 307 Reports of Research in the field of reading published between July 1, 1970 and June 30, 1971 are classified into six major categories. The first category includes 52 summaries classified as general or specific. The second major category abstracts the research identified and classified under teacher preparation and practice. The third category is sociology of reading. The fourth category, the physiology and psychology of reading, is the largest of the major categories. Category five, the teaching of reading, encompasses all reports dealing with instruction and testing. The last category contains reports on the reading of atypical learners.