Ten-Second Reviews

Blanche O. Bush

WESTERN MICHIGAN UNIVERSITY
Dorothy J. McGinnis
Reading Center and Clinic

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Most individuals can improve their reading skills and make normal academic progress as a result of adequate developmental instruction provided by the alert and well-prepared classroom teacher. —Carter and McGinnis

Allen, Gary G., "Right to Read: Rhetoric or Reality," *Phi Delta Kappan* (December, 1971), 53:217-220.

Was the President's proclamation that the 1970's is the "Right to Read decade," an empty proclamation? Has the huge federal, state, local, and public-private effort gotten off the ground? The author investigated two views—the first by the former acting director of Right-to-Read's National Reading Center, the second by the new director of the Right-to-Read office.

Anastasiow, Nicholas, *Oral Language Expression of Thought,* International Reading Association under the direction of the ERIC Clearinghouse of Reading, 1971, 51 pp.

This paper attempted to clarify some relationships between children's language and children's thinking. The premise was that children's speech is a reflection of their level of development and their thinking processes. Speech can also reflect the child's level of language mastery or the child's mastery of a language different from the standard system.

Athey, Irene J., "Language Models and Reading," *Reading Research Quarterly* (Roger Farr and Samuel Weintraub, Co-Editor), (Fall, 1971), 7:16-110.

In this paper models from three different sources, developmental psychology, psycholinguistics, and information processing are analyzed in terms of their basic concepts and assumptions. Research literature pertinent to the testing of hypotheses derived from the models and implications of each for reading are also considered. The final section on needed research concludes with an appeal for greater cooperation among these disciplines and the field of reading. The mutual goal is enhancing children's intellectual development in general, and their reading comprehension and enjoyment in particular.

Byrne, Sister Mary Ann, John E. Feldhusen, and Robert B. Kane, "The Relationship among Two Cloze Measurement Procedures

and Divergent Thinking Abilities," *Reading Research Quarterly* (Roger Farr and Samuel Weintraub, Co-Editors), (Spring, 1971), 6:378-393.

The authors reported the relationships between three divergent thinking abilities and modified and regular Cloze performance. The Cloze procedure was adapted in an attempt to elicit more divergent thinking. Results indicated that subjects who were high in associational fluency scored significantly higher on Cloze. The adapted Cloze form did not elicit higher levels of Cloze performance. There was only one interaction between associational fluency and Cloze form that approached significance. It is important that educators and researchers recognize the influence associational fluency has on Cloze results.

Cleland, Donald L., "Presidential Address . . . That All May Read," *Reading Lecture, Lectura, Laesning, Lesen,* 1970-1971, Annual Report, International Reading Association, pp. 1-6.

The components of a teacher educational program which should receive greater emphasis are as follows: First, understanding the nature of the language and reading process; second, a broad definition of reading; third, an understanding of the limitations of standardized tests and group evaluative instruments; fourth, skill in methodology; fifth, skill in the appropriate use of commercially prepared instructional materials and aid; finally, an elementary understanding of personality theory and counseling techniques.

Colvin, Charles R., "Theory and Objectives in College Reading," *Journal for the Improvement of Reading Teaching* (Fall, 1971), 8:35-38.

The point of view of this paper is that organization, administration, testing, diagnoses, methods of instruction, selection and use of materials and evaluation of college reading programs all flow from a philosophy of college reading and the specifying objectives.

Cramer, Ronald L., "Dialectology—A Case for Language Experience," *The Reading Teacher* (October, 1971), 25:33-39.

Noting problems in reading for children who speak nonstandard English, Cramer concludes that language experience offers an attractive teaching alternative. The language exper-

ience approach is predicated upon the notion that reading must be meaningfully taught. This can be done when the material accurately reflects the child's own experience as described by his language. A child is more likely to learn to read when the activities associated with the approach have functional relationships with his language, experiences, needs, and desires.

Davis, Floyd W., and James S. Lucas, "An Experiment in Individualized Reading," *The Reading Teacher* (May, 1971), 24:737-743+.

For purposes of this study two definitions were deemed essential to individualized reading instruction. (1) Individualized reading implies a one-to-one relationship between teacher and pupil. (2) The student must have almost unrestricted freedom to choose reading material from a vast supply of written material. This article is concerned with achievement between an individualized group and a traditional reading group. From personal interviews, teacher anecdotal records and surveys, it was apparent that changes in attitudes toward reading and school were favorable on the part of individualized reading center subjects. No differences in vocabulary and comprehension nor achievement gains in overall reading were reported.

Donlon, Thomas F., "Whose Zoo? Fry's Orangoutang Scores Revisited," *The Reading Teacher* (October, 1971), 25:7-10.

Fry stated that he who uses test scores at or below chance level should be certified to teach, test, and provide guidance service only to orangoutangs. If you are interested in a meaningful reading score for use with humans, the way out is really quite simple. Scores at chance level or below should be disregarded and the test on the next lower level should be administered. However, the author urges caution in dismissing low level scores as non-predictive. He reports that empirical studies repeatedly establish the utility of chance-level scores through their nonrandom character.

Enstrom, E. A., and Doris C. Enstrom, "Reading Help for Lefties," *The Reading Teacher* (October, 1971), 25:41-44.

The authors discuss handwriting as it relates to other skills. They also give methods of instruction which can be used to prevent reading failure for the lefty.

Flynn, Austin M., "Community Attitudes Toward Reading," *The Reading Teacher* (May, 1971), 24:708-710+.

　　Flynn lists factors responsible for the cultivation of community attitudes: (1) The publicity given reading scores, (2) The proposal of James Allen, former U.S. Commissioner of Education, that every person has a "right to read," and (3) Black people who have developed a group of authors that not only speak for them but write for them.

Freshour, Frank W., "Parent Education and Reading Readiness and Achievement in Research" (J. Wesley Schneyer, Editor), *The Reading Teacher* (May, 1971), 24:763+.

　　The studies reviewed suggest that guided parent involvement can be successful in helping children to greater success in the area of readiness and reading achievement. The question is how and what can the parent do to help the child with his reading?

Gargiulo, Raymond J., "Applying Learning Theory to the Reading Process," *The Reading Teacher* (October, 1971), 25:20-23.

　　Because of its nature, the reading process is inevitably tied to learning theory. To make learning theory more relevant to the reading process, teachers need a better understanding of three learning theory principles: discrimination, reinforcement, and transfer. This article describes these three principles of learning and their use in instruction.

Gibson, Madelyn Squire, "Should Remedial Readers Be Given a Report Card Grade in Reading?" *The Reading Teacher* (May, 1971), 24:715-717.

　　The author stated that grading remedial readers should not be perpetuated for the following reasons: (1) Grading is subjective; (2) A concern for the end (grade) and not the means (how and why of reading) becomes important, (3) Grades induce unfair competition, (4) Grades are thought of as punishment, (5) Failing grades contribute to a failing self-concept, and (6) Individual differences are not taken into account.

Gilliland, Hap and Harriett Mauritsen, "Humor in the Classroom," *The Reading Teacher* (May, 1971), 24:753-756+.

　　The first step toward the use of humor in teaching is for

the teacher to be enthused and ready to have fun along with the children. Classroom humor is most effective when it is pertinent to the situation and contains something of the personality of the teacher or the child. Reading time is an ideal time to develop an appreciation of humor. The methods one uses to relate humor to classroom and individual reading depends largely upon the personality of the teacher and the type of children with whom she works.

Green, Richard T., *Comprehension in Reading, An Annotated Bibliography,* International Reading Association, Newark, 1971, 22 pp.

This book contains 816 references. It summarizes the articles on comprehension, interpretation, creative reading, critical reading, concept development, and thinking.

Hafner, Lawrence E., Wayne Gwaltney, and Richard Robinson, "Reading in Bookkeeping: Predictions and Performance," *Journal of Reading* (May, 1971), 14:537-546.

This study undertook to investigate possible relationships existing among certain selected variables for a group of high school students enrolled in a bookkeeping course. Of particular interest were intelligence, reading ability, and teachers' ratings of student characteristics. The investigators believed that business education offered a particularly interesting area for study. It has a heavy loading of content in most of the textbooks. The authors chose the Cloze technique to study content.

Hill, Walter, and Norma Bartin, *Reading Programs in Secondary Schools* (Ramon Ross, General Editor), International Reading Association, 1971, 15 pp.

This annotated bibliography reflects changing status and needs in the secondary reading situation.

Hunt, Lyman C., Jr. "Updating the Individual Approach to Reading: IPI or IRP?" *Meeting Individual Needs in Reading* (Helen K. Smith, Editor), International Reading Association, 1971, pp. 43-51.

Two major concepts are considered in this paper. First, a distinction is made between two forms which have resulted from the thrust toward individualized instruction in education. Prescriptive individualization associated with IPI is distinguished from a personal form of individual instruction found in the more typical individualized reading program (IRP). Features

which differentiate the two forms of individualization are outlined. The structure which is usually highlighted as the contrasting factor between the two forms is challenged. The difference is not one of structure (prescribed) versus unstructure (personal) but rather one of the nature of structure. The second major concept, a delineation of the structure needed to succeed in IRP, consumes the remainder of the paper.

Huus, Helen, "Reading and the Individual," *Meeting Individual Needs in Reading* (Helen K. Smith, Editor), International Reading Association, 1971, pp. 1-9.

This presentation focuses on the individual and how reading affects him. The purpose is to analyze the interaction between the individuals and his reading, and to recognize the contribution reading can make to his total development. Four points were discussed: First, was purpose; Second, was the individual's acceptance of responsibility for his own learning; Third, was the development of the thinking individual; Fourth, was the necessity for self-renewal as a lifelong pursuit.

Katrein, Robert M., Stanley M. Steed and William J. Waldner, "A Cooperative Approach to High School Reading," *Reading Improvement—Critical Reading, Reading Interests-Vocabulary Development* (Fall, 1971), 8:43-45+.

This paper describes a summer program conducted by an English teacher, a reading teacher, and a counselor. The specific intent of the program was to help incoming freshmen adjust more easily to high school.

Kennedy, Larry D., "Textbook Usage in the Intermediate-Upper Grades," *The Reading Teacher* (May, 1971), 24:723-729.

The classroom teacher can through planning and teaching give her pupils a headstart in comprehending the content of the textbook. Such concern with the textbook does not alter the realization that a single textbook will not meet the individual needs of pupils. Elementary teachers may hope for the day when each classroom is a library. Teachers feel that the mastery of a textbook is not the determiner of school success. However, the textbook provides a course of study for students. The textbook is responsible for three essential elements of any curriculum; the content, the skills, and the sequence in which these skills are to be learned.

Laffey, James L., *Methods of Reading Instruction, Reading Research Profiles,* ERIC/CRIER, International Reading Association (March, 1971), 87 pp.

> This annotated bibliography is divided into three major parts, elementary, secondary, and college and adult reading. One reason for dividing the bibliography into these three parts is to stress the differences as well as the similarities in methodology at these three levels. While the goals of reading instruction at the elementary school level stress teaching the child how to read, reading instruction at the high school and adult levels emphasizes applying reading skills to learning and studying.

Laurita, Raymond E., "Reversals: A Response to Frustrations?" *The Reading Teacher* (October, 1971), 25:45-51.

> Perhaps the most insidious problem facing the teacher of reading is that of reversals. The author in this experiment focused on a specific problem within his general concern over the effects of frustration and anxiety on learning to read.

MacGinitie, Walter H., and Richard Tretiak, "Sentence Depth Measures as Predictors of Reading Difficulty," *Reading Research Quarterly* (Roger Farr and Samuel Weintraub, Co-Editors), (Spring, 1971), 6:364-377.

> Two summary measures of sentence complexity—depth of postponement and number of levels in a sector analysis—were evaluated as predictors of reading difficulty. Criteria were Cloze scores and listed grade level equivalents for 80 of the McCall-Crabbs Standard Test Lessons in Reading. The Lorge Readability Formula was also recalculated using both the Test Lessons and the Miller-Coleman Readability Scale. The two sentence complexity measures were found to be highly correlated with sentence length and similar to it as predictors of reading difficulty.

McCracken, Robert A., "Interesting Sustained Silent Reading," *Journal of Reading* (May, 1971), 14:521-524+.

> In our press for achievement, the importance of practice in reading silently has been overlooked. Our students are overtaught and under practiced. Each student should learn to read silently and to sustain the act of reading in books for reasonably long periods of time. Each student can learn this

from adult example and through teaching complemented by practice. Teachers reported that students want to talk about the books read and most students want credit for what they do. When given the opportunity to respond, they do so.

McDonald, Thomas F., "An All School Secondary-Reading Program," *Journal of Reading* (May, 1971), 14:553-556.

To be effective, the reading program must be considered an integral part of the total curriculum rather than an isolated entity. This article presents a series of stages for implementing an all school secondary reading program.

Miller, Wilma H., "Organizing A First Grade Classroom for In-dividualized Reading Instruction," *The Reading Teacher* (May, 1971), 24:748-761+.

A successful individualized reading program requires that the children have many opportunities to engage in independent learning activities. At the same time the teacher should con-duct individual reading conferences or teach skills in small groups. Especially early in first grade, most children can do little independent reading during this free period. Children need centers in their first grade classroom to which they can go to find meaningful activities which they can work on inde-pendently.

Morgan, Lorraine, "A Model for Preservice Education of Elementary Reading Teachers," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 163-170.

Suggested elements for designing a model of preservice education for teachers of reading at the elementary level are: (1) Choice—Learning to choose responses from an expanding range of options is developed through many opportunities. (2) Responsibility—When a student is the active agent for his own learning, he makes a deeper commitment to a task. (3) Individualization—The educational program should be sufficiently flexible to accommodate itself to the mode of in-dividual students. (4) Self-Awareness—Understanding of one's own origin, experiences, values, and identity may be one of the most important characteristics of the effective teacher. (5) Social-Awareness—Only after some degree of self-awareness has been achieved can the student begin to reach out to other

people. (6) Communication—Both the impressive and expressive angles of reading, listening, speaking and writing occupy the prominent portion of facilitating learning.

Naylor, Marilyn J., "Reading Instruction Through the Multi-Station Approach," *The Reading Teacher* (May, 1971), 24:757-761.

The purpose of this article was to describe the initial phase of a program designed to incorporate the strengths of numerous known approaches. These approaches are designed to meet the individual needs of intermediate grade students. The multi-station approach is so named because materials are located at various learning areas or stations within the classroom. Reading areas reflecting basic skills were identified as vocabulary, word recognition, comprehension, oral reading, application, and appreciation.

Otto, Wayne, and Richard J. Smith, "School-University Cooperation in the Preparation of Reading Teachers," *The Reading Teacher* (May, 1971), 24:719-723.

This article describes some relationships worked out between the University of Wisconsin and the Madison, Wisconsin Public Schools primarily for the training of reading specialists at the graduate level. Some of the guidelines presented for maintaining the schools-university relationship with maximum mutual benefits were: (1) Professors and University students should understand the school reading program, the philosophy that guides it, its recognized weaknesses, and budgetary limits. (2) Cooperating teachers, principals and consultants should be aware of constraints that are imposed for university credit courses. (3) Parents of children who participate in the program should be informed and be involved whenever possible. (4) Reading Consultants from the public school should be invited to make presentations regarding program, procedures, and materials to university classes. (5) Professors and graduate students should locate research problems identified and given high priority by school personnel. (6) Professors and graduate students should be invited to participate in the planning and implementation of inservice education for public school personnel.

Rist, Ray C., "Black Studies and Paraprofessionals—A Prescription

for Ailing Reading Programs in Urban Black Schools," *Journal of Reading* (May, 1971), 14:525-530+.

The data from this study suggest that the combination of black studies material with the continual use of paraprofessionals may provide the necessary ingredients for the formulation of a successful reading program with black studies in urban schools. The findings suggest that both the deprivation and expectation theories provide important insights that can be transmitted into practice within urban black classrooms.

Rosen, Carl L., and Phillip D. Ortego, "Resources: Teaching Spanish-Speaking Children," *The Reading Teacher* (October, 1971), 25:11-13.

The ten sources presented here are intended to provide insightful and analytic information on issues in language and reading instruction of Spanish speaking children.

Sanders, Peter L., "Impetus, Participant, Facilitator—A Definition of the Administrator's Role," *Journal of Reading* (May, 1971), 14:547-552.

This paper defines the role of the administrator in the reading program and suggests several roles he must play. He must be the impetus, causing the philosophy of reading to be defined. He must be a participant in the learning undergone and the decisions made. He must be the facilitator for the implementation of new ideas.

Send, Mark W., "The Linguistically Different: Learning Theories and Intellectual Development," *Reading for the Disadvantaged—Problems of Linguistically Different Learners* (Thomas D. Horn, Editor), A Project of International Reading Association, Harcourt, Brace and World, 1970, pp. 99-114.

The purpose of this chapter was: (1) to explain the function of language, (2) to identify and describe four learning theories, (3) to illustrate how these theories can be incorporated within instructional materials, (4) to suggest ways in which teachers with a grasp of underlying learning theories can teach the linguistically different more effectively.

Simons, Herbert D., "Reading Comprehension: The Need for a New Perspective," *Reading Research Quarterly* (Spring, 1971), (Roger Farr and Samuel Weintraub, Co-Editors), 6:338-363.

The seven major approaches to comprehension reviewed are: (1) the skills approach, (2) the measurement approach, (3) the factor analytic approach, (4) the correlational approach, (5) the readability approach, (6) the introspective approach, and (7) the models approach. These approaches are criticized on the grounds that they have not produced more information about the comprehension process. This lack of knowledge of the comprehension process is attributed to the failure of past research to be theory based. A new direction is proposed which is based on linguistic theory and psycholinguistic research.

Smith, Frank, and Deborah Lott Holmes, "The Independence of Letter, Word, and Meaning Identification in Reading," *Reading Research Quarterly* (Roger Farr and Samuel Weintraub, Co-Editors), (Spring, 1971), 6:394-415.

Two traditional assumptions about fluent reading are examined and rejected: that identification of letters is a necessary preliminary to word identification and that identification of words is a prerequisite for comprehension. A model is presented, proposing that letter identification, and the comprehension of meaning are distinct tasks that can be performed independently on the same visual information.

Smith, Nila Banton, "Strategies for Improving the Teaching of Decoding Skills," *Reading Methods and Teacher Improvement,* International Reading Association, 1971, pp. 1-19.

Diversity in decoding approaches has never been as great in the schools of our country as it is today. The decoding skills are the focus of unprecedented attention and this attention is well deserved for nothing is more fundamental to the reading process than ability to "crack the code." Smith reviewed some of the recent research in this area with the hope that from it some strategies for improvement may emerge directly or through inference.

Spache, George D., "Strategies for Improving Remedial Reading," *Meeting Individual Needs in Reading* (Helen K. Smith, Editor), International Reading Association, 1971, pp. 53-58.

Strategies for remedial reading or the treatment of learning disabilities may be categorized under three headings: The first involves the pupil-teacher relationship. The second strategy

involves a therapeutic or psychological approach. The third strategy concerns the academic progress of the learner.

Spencer, Gary D., "Some Personality Factors Relating to Reading," *Meeting Individual Needs in Reading* (Helen K. Smith, Editor), International Reading Association, 1971, pp. 22-28.

This paper tried to show how personalities of both teacher and pupil are related to reading and learning. The writer stated that the model presented a neat, concise description of some obvious types of personality differences, which, in actuality, are never pure. Also the multiplicity of variables that affect personality development—such as the first born vs. the youngest in the family; two radically different personality types in the home; traumatic shocks in early life such as divorce, deaths, severe physical illness—can never be static.

Stanchfield, Jo M., "Development of Pre-Reading Skills in an Experimental Kindergarten Program," *The Reading Teacher* (May, 1971), 24:699-707.

Basic to the current approaches in teaching reading is the assumption that success in beginning reading is crucial. Reading programs in primary grades must be organized to assure success. Evidence of the emphasis on early stages of reading is found in the number of research projects in reading readiness. Sesame Street through the medium of television has greatly increased the interest in pre-reading skills. Results of this experiment reported indicate that kindergarten children taught in structured-sequential programs with appropriate materials achieve significantly more than those in the regular curriculum.

Stauffer, Russell G., "Slave, Puppet or Teacher?" *The Reading Teacher* (October, 1971), 25:24-29.

The author challenged certain rather common practices with an alternative proposal, the directed reading-thinking activity. The title raises a question every teacher of reading should ask: "Am I a slave, puppet, or teacher?" Stauffer stated that our teachers are bright, able, prepared people and they do not need to be either slaves or puppets.

Stensland, Anna Lee, "American Indian Culture and the Reading Program," *Journal of Reading* (October, 1971), 15:22-26.

This bibliography with comments includes books on Indian

culture, books for reluctant readers, biographies, and anthologies.

Stevens, Deon O., "Reading Difficulty and Classroom Acceptance," *The Reading Teacher* (October, 1971), 24:52-55.

The primary purpose of this study was to determine if children with reading problems were as well accepted by their peers as were other children. Findings indicate that children identified as remedial readers will not be as socially well-accepted as their classroom peers.

Stine, Doris E., "Teaching Ideas: Tenth Grade Content-Fourth Grade Reading Level," *Journal of Reading* (May, 1971), 14: 559-561.

Reading for a purpose was emphasized. Suggestions to aid the reading problem include: (1) Make questions very specific and tell students where to find the answers. (2) Teach the vocabulary pertinent to the subject. (3) Feed them some success. (4) Have students write down what you expect them to remember. (5) Be sure thoughts are written in sentence form to help organize thinking. (6) Give open-book tests since they reinforce what students have been doing in class. (7) Give students dittoed outlines of the chapter with questions which should be completed in sentence form. (8) Use various media such as taping the class in a general discussion, taping reports, listening to records, watching film slides. (9) Allow students to work together and talk quietly.

Thompson, Ruby L., "Word Power: How to Use What They Like to Give Them What They Need," *Journal of Reading* (October, 1971), 15:13-15.

The "Now List" method described involves words which are presented orally in context and listed on the chalkboard. Each student is responsible for bringing to every class meeting at least one word that he personally feels each member of the class should know. The "Now List" offers possibilities for teachers to use words that are relevant to students. These words can be used as springboards for introducing each of the other approaches to vocabulary development.

Trusty, Kay, "Principles of Learning and Individualized Reading," *The Reading Teacher* (May, 1971), 24:730-736.

The author suggested that the individualized reading program be examined in the light of some of the principles of learning. (1) Children learn best when activities and materials are meaningful. (2) Learning is more meaningful when pupils participate in goal setting, planning, and evaluation. (3) Children learn more readily when many sensory approaches are used. (4) Children learn better when relieved of the pressures for competition and allowed the opportunity for cooperation. (5) Learning is most effective when children are freed from distractions or personal problems.

Walker, Jerry L., "National Assessment of Reading," *The Reading Teacher* (May, 1971), 24:711-714+.

The national assessment is not an individual achievement test and it will not yield individual test scores. It shows what percentage of a population can perform a given task with a particular stimulus. Results may also be reported in terms of the respondents' socio-economic standing and race. The reading assessment is innovative in many ways and could result in many good practices not only in testing, but also in teaching.

Wardhaugh, Ronald, "Theories of Language Acquisition in Relation to Beginning Reading Instruction," *Reading Research Quarterly* (Roger Farr and Samuel Weintraub, Co-Editors), (Fall, 1971), 7:168-194.

Various theories of language acquisition are discussed: behaviorist, nativist, and cognitive. The major input into the theories is from either linguistics or learning theory, both of which are very narrow in their concerns. Four controversial issues in language acquisition are reviewed: frequency of stimuli, imitation, expansion, and meaning. Presently available theories of language acquisition have little to offer anyone in coming to a better understanding of how beginning reading should be taught.

Wilson, James B., "Pilot Study Using Selected Published Material for Retarded Readers in Secondary Social Studies," *Meeting Individual Needs in Reading* (Helen K. Smith, Editor), International Reading Association, 1971, pp. 59-65.

The purpose of this investigation was to determine the effectiveness of selected published materials that have been developed for the retarded readers. This investigation was

carried on in a metropolitan high school. It involved the intro-
duction of new materials in American history, written especially
for retarded readers.

Yarington, David J., and Barnes Boffey. "Eight Myths: Ingrained
Mediocrity," *Journal of Reading* (October, 1971), 15:9-12.

Too many of us in the "reading establishment" perpetuate
several myths which obviate change in behaviors, attitudes and
practices. These myths are (1) Censorship is good: You must
select the right books for children. (2) A child should be
reading at grade level. (3) Time in school equals proficiency
in reading. (4) Reading is good in and of itself. (5) Children
read to learn. (6) Remedial tricks work. (7) "Reading books"
are good. (8) There is no one best method to teach reading.

Zuck, Louis V., and Yetta M. Goodman, *Social Class and Regional
Dialects: Their Relationship to Reading,* (Ramon Ross, General
Editor), International Reading Association, 1971, 16 pp.

This annotated bibliography is divided into four sections:
linguistic concepts related to oral language, linguistic concepts
related to written language, implication for the classroom,
and social class dialects and sound language learning: Are
they related?