Ten-Second Reviews

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> For children to comprehend what they read, they must be able to understand the written language structure by which ideas, information and concepts are conveyed.—William T. Fagan

Allen, Arthur T., "Sparkling in Wonderment," *Journal of Reading* (November, 1971), 15:132-134.

Today young people are not finding many of the pre-adolescent trade books to be what they want or need. The child of every age adopts those works primarily intended for the adult that possess for him timeliness and personal meaning within his cultural setting. A close examination of children's literature in its historical perspective is a way of looking at literature for children. Possibly the best way to look at children and their literature is to ask what it does to and for the child.

Applebee, Arthur N., "Results of the Experiment-Silent Reading Tests: What Do They Measure?" *The Education Digest* (February, 1972), 37:45-47.

In this experiment two tests were carefully examined. The first was a traditional reading comprehension test for each third grader. This was essentially a power test. The second test was a "speed" test for fourth, fifth, and sixth graders. Probably for most children these tests measured how well each child understood what he read. For students having school problems the tests probably provided the least accurate assessment of ability.

Becker, George J., "Offbeat Paperbacks for Your Classroom," *Journal of Reading* (November, 1971), 15:127-129.

The books listed in this article are representative of "offbeat" paperbacks. The material is offbeat in the sense that it is not usually available through educational paperback book clubs, book stores, libraries, or similar conventional sources. Some of the paperbacks are particularly suitable for older disabled readers because they combine a relatively simple line of reading with a relatively sophisticated content format.

Carpenter, Robert L., and Diane J. Willis, "Case Study of An Auditory Dyslexic," *Journal of Learning Disability* (March, 1972), 5:121-129.

A child with a severe reading disorder of an auditory nature

is presented. Intellectual and visual factors appeared to be intact. Very poor achievement was evidenced on a variety of auditory tasks. Evaluation of auditory functioning, the relationship of auditory perception to reading, and the numerous forms that disturbed auditory perception can take are emphasized.

Charlton, Bette, "Seeing is Believing," *The Reading Teacher* (November, 1971), 25:162-164.

The author recounts uses of a reading eye camera in a reading center's diagnostic program. The device records eye movement as reflected off the reader's cornea onto moving film.

Cheyney, Arnold B., *Teaching Reading Skills Through the Newspaper*, Reading Aids Series (Charles T. Mangrum, Editor), International Reading Association, 1971, 50 pp.

The newspaper is the most widely and consistently read piece of literature published. Besides material for teaching reading skills, there are arithmetic problems, science information, historical events, entertainment features, and a panorama of societal needs and challenges. The teacher of elementary and secondary students will find techniques for developing reading skills among both reluctant and superior readers. What teachers must do is help students develop themselves into readers who can and do read.

Criscuolo, Nicholas P., "A Note on Publishing Reading Scores," *The New England Reading Association Journal* (Fall, 1971), 7:19.

The author stated that releasing reading scores can be a healthy thing, provided that they are used constructively. This would be to marshall all the necessary forces in achieving the common goals for an improved reading program. An increase in reading skills for the youngsters can be involved in it.

Criscuolo, Nicholas Paul, "Training Tutors Effectively," *The Reading Teacher* (November, 1971), 25:157-159.

Problems or "pitfalls" can often be presented in the organizational stages of a tutorial program through careful planning and a measure of foresight. It is crucial to provide an adequate period of preservice work. Many prospective tutors are apprehensive concerning their knowledge of specific tutorial techniques and materials. During training some sensitivity should be developed on the part of the tutor regarding "do's and

don'ts" in the broad context of the entire tutorial program. If little progress is being made, the teacher and tutor should seek ways to vary or change the instructional and tutorial approaches being used.

Corder, Reginald, "Project III: The Information Base for Reading," *The Reading Teacher* (November, 1971), 25:154-156.

Project III of the Targeted Research and Development Program in Reading focused itself on three principal tasks: (1) Determination of the extent and distribution of the national reading program; (2) Determination of use frequency and use distribution of instructional methods, approaches, materials and equipment for reading instruction; (3) Description of the nature and extent of current practices in training those who teach children to read.

Cucinotta, David M., "A Study of Two Methods of Improving Certain Reading Comprehension Skills of Able Eleventh Grade Learners," *The New England Reading Association Journal* (Fall, 1971), 7:27-29.

The purpose of this study was to determine what superiority, if any, might be found in either of two methods of improving certain reading comprehension skills of college preparatory eleventh grade students. They had average to above average verbal reasoning and comprehension ability. The study investigated the possibility that verbally-able students might develop power reading proficiency through training in analyses of reading comprehension errors. The results indicated that improvement in untimed reading comprehension was influenced most by the verbal reasoning ability of a student. The very able group achieved the highest mean score.

Dauzat, Sam V., "Teacher Preparation at the Graduate Level," *Journal of Reading* (November, 1971), 15:103-108.

Three concepts for preparation for teachers presented by the author are: (1) Performance-based teacher preparation which expects the graduate reading program to focus on what the teacher is able to do as well as what he knows; (2) Personalization of graduate reading programs which allows for and tries to develop the individual teaching style of the student; (3) Field-centered teacher education which implies that the

students spend large amounts of time within the context of real school settings.

Davis, Bonnie M., *A Guide to Information Sources for Reading*, A Joint Publication of National Reading Center and ERIC/CRIER and International Reading Association, 1971, 158 pp.

    This pamphlet is intended to serve as a guide to the literature and to other sources of information related to the study and teaching of reading. It is directed to students, teachers, librarians, and researchers interested in systematic inquiry into the physiological, psychological, sociological, and pedagogical aspects of the reading process.

DiBiasio, Anthony J., Jr., "Motivating the Reluctant Reader," *Ohio Reading Teacher* (Spring, 1972), 6:2-3.

    The author stated that motivation in learning will occur: (1) If the learner thinks it is relevant; (2) If the behavior seems interesting; (3) If the peer group care; (4) If the learner has confidence he can do it; (5) If the learner anticipates some type of significant reward.

Dribin, Eileen, "Reading With Joy," *The Education Digest* (March, 1972), 37:45-47.

    Frank Ferguson is the creator and director of the program to teach three-to-five year old preschool children to learn to read by the machine described. Ferguson claims several merits for the program: (1) The child gets exclusive one-to-one attention from the machine. (2) The learning process becomes an enjoyable experience. (3) The child who learns to read becomes extremely pleased with himself. The program initially received an O.E.O. grant of $21,000.

Dulin, Kenneth L., "Skill Training for All Secondary Teachers," *Journal of Reading* (November, 1971), 15:109-114.

    Essentially teacher training consists of two parts: Curriculum, the "what" of teaching, and instruction, the "how." Within instruction there are three types of "method" courses. (1) Those that deal with certain subjects; (2) Those that deal with certain instructional techniques; (3) Those that deal with certain groups of learners, like methods of teaching the mentally retarded. To the elementary teacher, a course in reading should be essentially of the first type. To the specialist in reading courses

should probably be of the third type. To the secondary content teacher, reading courses fall best in the second category.

Emery, Donald G., "The National Reading Center," *The Reading Teacher* (November, 1971), 25:138-141.

As guide lines, the Council has identified seven functions to be carried out by the Center: (1) Assist national and state organizations in furthering the "right to Read" program. (2) Encourage bonds of cooperative effort between the world of business and industry and the school. (3) Encourage programs that will reach into the home and stimulate family learning in the area of reading. (4) Act as ombudsman for reading concerns. (5) Stimulate on a nationwide basis and as a public service all media to report on efforts to stimulate reading capacity. (6) Promote volunteer tutoring programs. (7) Gather and disseminate information and data which would help arouse public support to improve reading.

Entwisle, Doris R., "Implications of Language Socialization for Reading Models and for Learning to Read," *Reading Research Quarterly* (Fall, 1971), 7:111-167.

This paper suggests that there are large differences among social and ethnic groups in cognitive style. These are such things as what is attended to, how problems are seen and solved, and in how language is socialized. Some extension of Bernstein's theory of language-socialization in relation to educability per se are outlined. Some of the recent research on bilingual programs and bidialectal programs are reviewed in relation to reading. Finally some recommendations are made for research in this area.

Estes, Thomas H., "A Scale to Measure Attitudes Toward Reading," *Journal of Reading* (November, 1971), 15:135-138.

A scale to measure attitude toward reading has been described from its inception to its present hopefully useful form. Directions for use of the scale have been delineated. The scale will allow teachers of reading to measure objectively how pupils in their schools and classes feel about reading. It allows a view of the pupil not presently permitted by testing programs.

Fagan, William T., "Transformations and Comprehension," *The Reading Teacher* (November, 1971), 25:169-172.

It was the purpose of this study to determine if the reading comprehension of fourth, fifth and sixth grade pupils was affected by the number and/or types of transformations in the language of the passages they were requested to read. Within the last decade a new theory of language has been formulated by Noam Chomsky. This is the theory of transformational-generative grammar which holds that every sentence can be represented on two levels—a surface structure level and a deep structure level.

Gottesman, Ruth L., "Auditory Discrimination Ability in Negro Dialect-Speaking Children, *Journal of Learning Disabilities* (February, 1972), 5:94-101.

This study examined whether differences exist in auditory discrimination between Negro dialect-speaking and standard English-speaking boys. Results indicate that Negro dialect-speaking children are *not* inferior to standard English-speaking children in general auditory discrimination. They experienced particular difficulty only when discriminating among sounds homonymically pronounced in their own dialect, when these sounds are pronounced contrastingly by standard English speakers.

Guthrie, John T., and Herman K. Goldberg, "Visual Sequential Memory in Reading Disability," *Journal of Learning Disabilities* (January, 1972), 5:41-46.

The purpose of this investigation was to relate visual sequential memory to reading in normal and disabled readers. Findings indicated that reading disability may derive from the lack of coordination among the three different visual memory functions required for reading. These capabilities include visual perception, visual discrimination, and visual fusion.

Greenfeld, Stuart, "Going to Bed with Captain Marvel and a Flashlight Is not a Home Reading Program," *Academic Therapy* (John Arena, Editor), (Winter, 1971-72), 7:117-122.

Among the obvious deficiencies inherent in this home reading program are: (1) Improper lighting, (2) Dubious worth of vocabulary, (3) Over reliance on picture cues, (4) Lack of corrective feedback, (5) Questionable carry over to academics

and the classroom. The author described his instructions to the students and the process by which the program was implemented. Recommendations for any new program that is to be implemented in the classrooms were also presented.

Gwaltney, Wayne K., "Reading Expectancy—Do We Need it?" *Kansas Reading Quarterly* (January, 1972), 5:19-22.

A child's reading expectancy is not a permanent entity. It changes with the passage of time. A computed reading expectancy should be considered as an estimate—a guide—and not as an exact, absolute value. The writer stated that if teachers are to be held accountable for a child's reading performance, teachers must first accept the limitations and attempt to answer the paramount question, "What is our expectation for a youngster?

Halleran, John F., "Suggestions for Increasing Speed—A Cautious Look at Accelerated Reading," *The Education Digest* (January, 1972), 37:36-37.

Speed of reading is generally dependent on many factors. Two of these are the reader's background and his purpose. Four speeds according to the author satisfy most reading needs: Skimming, which is skipping with discretion; Rapid Reading, which is the fastest rate at which virtually all words in a selection can be read; Intensive reading, which is the rate for slow, careful reading and rereading; Recreational reading, which is the speed for personal reading with the main goal being pleasure and possibly a secondary goal of information getting. Ten suggestions that will assist in increasing reading speed were also given.

Johns, Jerry L., and Annette L. Johns, "How Do Children in the Elementary School View the Reading Process," *The Michigan Reading Journal* (Fall, 1971), 5:44-53.

This study emphasizes the need to teach children that reading involves thinking and understanding as well as decoding.

Johnson, Kenneth R., and Herbert D. Simons, "Black Children and Reading," *The Education Digest* (March, 1972), 37:41-44.

These suggestions for teachers of black children were based on research into the relationship between dialect and learning to read: (1) It is important for teachers to understand the

nature of the conflict that arises when a child's language is rejected by his teacher. (2) Teachers must become aware of specific conflict points between black dialect and standard English. Teachers should further be aware that synthetic or blending phonics methods also may create problems. They exaggerate the conflict points and these must be tailored to ghetto teaching.

Jongsma, Eugene, *The Cloze Procedure as a Teaching Technique* ERIC/CRIER and the International Reading Association Reading Information Series: Where Do We Go? 1971, 42 pp.

The purpose of this paper is threefold: The author first critically reviewed the literature pertaining directly to the use of cloze as a teaching technique. Secondly, an attempt was made to organize and synthesize the literature that was reviewed in order to determine what is known about cloze as a teaching device. Thirdly, based on the problems and weaknesses identified, suggestions were offered as to the direction future research might take in this area.

Kling, Martin, "Project II: Strategies and Milestones," *The Reading Teacher* (November, 1971), 25:152-153.

The specific objectives of Project II of the Targeted Research and Development Program in Reading were to: (1) Identify and evaluate all significant contributions to the literature in language development, learning to read, and the reading process. (2) Identify explanations in the literature of how these processes operate and how the behavioral events of operation within them interact. (3) Describe and synthesize models and partial models, to present as many different logically coherent models in each area as seemed necessary. (4) Describe hypotheses and associated tests needed to refine and extend models presented, to test assumptions and to synthesize with them the unincorporated facts and insights of fields studied.

Musgrove, Walter J., "A Follow-Up Study of Black and White Kindergarten Children on Academic Achievement and Social Adjustment, *Academic Therapy* (John Arena, Editor) (Winter, 1971-1972), 7:123-130.

There is no difference reported between the races or sexes in general social adjustment early in the second grade. There

have been indications of a frequent concomitant social adjustment problem in much of the literature on reading difficulties. This study suggests that problems in the language and reading areas may arise first, and social or personal adjustment problems develop later. This is an area that is ripe for further investigation, for it may be established that successful, early training in language may be partially responsible for the prevention of later personal-social adjustment problems.

Otto, Wayne, "Thorndike's 'Reading as Reasoning' Influence and Impact," *Reading Research Quarterly* (Summer, 1971), 6:435-442.

This review of Thorndike's article on reading as reasoning yields a paradoxical summary statement. The Thorndike article has exerted considerable influence, but it has had little practical impact. While its influence on present conceptions of what reading is has been profound and unequivocal, its impact on subsequent research and/or practice has been minimal. Despite general agreement that the outcome of the reading act ought to be understanding, the means for moving efficiently toward that end are not yet very well understood.

Schell, Leo M., "Meeting Individual Differences Through A Skills File," *The Michigan Reading Journal* (Fall, 1971), 5:42-43.

A primitive skills file is nothing more than pages torn from various grade level skills books. These are grouped according to skills and filed sequentially in a file cabinet, wooden box or cardboard container by grade level. When a teacher discovers that a student needs additional practice, the teacher can go to the file and pull one or more skills sheets at the correct level of difficulty and assign them to the pupil.

Schell, Leo M., "Evaluate Reading," *Ohio Reading Teacher* (Spring, 1972), 6:20-21.

There are some skills which we can give pupils direct instruction in. But, in general, it is the attitude of the reader which determines whether or not he will read critically. The development of this attitude must permeate all curricular areas and be evident throughout the school day. One way to develop this attitude is to make pupils aware of the contradictions between sources.

Schleich, Miriam, "Groundwork for Better Reading in Content Areas," *Journal of Reading* (November, 1971), 15:119-126.

> The secondary schools must provide basic teacher training for secondary reading development as well as ongoing inservice education. Sometimes the impetus for reading improvement comes from parents, sometimes from administrators, and often from teachers. Whatever its source and whatever its precise form, ideally it should actively involve all students, all content area teachers, and their administrators.

Sieger, Frederick J., "Literature and a Concern for Human Values," *Journal of Reading* (November, 1971), 15:139-142.

> The personal values and the aspirations of the adolescent, so much a part of the total personality, are a recognizable good to which the educator must address himself. With traditional values and institutions under severe strain, the troubles endemic to the American way of life, are no less pressing in the schools. The teacher has often looked to the study of literature as one vehicle which might help the student see beyond his circumscribed existence and come to grips with the social and moral dilemmas of our time.

Shore, Robert Eugene, "Programmed Approach vs. Conventional Approach Using a Highly Consistent Sound-Symbol System of Reading," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 104-111.

> The purpose of this study was to reveal the effects on reading achievement of two primary reading programs using a programmed format and a conventional format in a highly consistent sound-symbol system of reading at three primary grade levels.

Stroud, Marion, "Integration of Reading with Other Disciplines in the Open Classroom," *The New England Reading Association Journal* (Robert C. Aukerman, Editor), (Fall, 1971), 7:9-11.

> The concept of the open classroom is linked very closely with talking, reading, and written work. Reading ceases to be an isolated subject as the traditional concept often infers, and becomes one of the many forms of communication used by

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children. With reading the open classroom places equal emphasis on the total forms of communication, including verbal, nonverbal, dance, painting, sculpture, etc. The open classroom has limitations, short comings, problems that become apparent as one develops the concept.

Sutherland, Zena, "Tell Me Where is Fantasy Bred?" Books for Young People, *Saturday Review,* March 25, 1972, pp. 109-110.

The books of fantasy listed are suggested for children ranging from four years to twelve years and up. The author feels that there are too many "how-to" and science and nature books and not enough fantasy.

Westermark, Tory, Kenneth Slade, and Kenneth Ahrendt, "The Development and Use of Film in the Language Experience Approach to Reading," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 98-103.

In the use of films and slides with both preservice and inservice teachers the results have been most satisfactory. The material provided a stimulus for discussion, for further reading, and for sources of ideas that teachers can put into practice immediately. The overall practice as prepared by the Extension Department of the University of British Columbia included a commentary, discussion questions, articles, and a bibliography, as well as two twelve-minute films, and sixty slides.

Wolfe, Elaine Vilscek, "Factors Contributing to the Success of Primary Reading Teachers," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 143-151.

In this paper, major factors that affect the beginning reader's successes, the primary reading teacher's success, and the successful interaction between teachers and pupils are discussed.