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TEN-SECOND REVIEWS

Blanche O. Bush

The reader who comprehends fully projects himself into the situation as he reads. He shares the author's moods and emotions and creates vivid sensory imagery. For example, he not only learns about the desert, he experiences it. He sees the limitless expanses of sand and more sand; he hears the whine of the wind as it moves over the empty stretches . . . he feels the sting of sand on his face and body, the burning heat, and the thirst that catches and dries his throat . . . For a time, this reader actually lives in the desert. Books read in this way open the door to wide vistas; the reader is transported, through reading, to other climes and times; he lives other lives. To him, reading brings not only new knowledge but new experience.

—Marion Monroe, in *Growing into Reading*

Abrams, Jules C., "Parental Dynamics—Their role in Learning Disabilities," *The Reading Teacher* (May, 1970), 23:751-755+.

It is clear that parental dynamics play an important role in the formulation or exacerbation of any learning disability. In this article only two types of learning disorders have been considered—the brain damage syndrome and dyslexia. In children experiencing failure as the result of reactive or neurotic factors, the role of the parents' pathology is even greater. For example, in a family where any expression of aggressiveness needs to be strongly suppressed, the child may have little opportunity to "test out" his own aggressive impulses and to learn to be sufficiently competitive to succeed in an academic situation. It is fairly easy to observe the role of family interaction in a child who is experiencing emotional problems.

Ames, Wilbur S., "The Emerging Professional Role of the Teachers in Adult Basic Education," *Strategies for Adult Basic Education* (Joseph A. Mangano, Editor), International Reading Association, 1969, pp. 75-82.

A number of writers and spokesmen in adult basic education have recognized the need for further development of training programs for teachers. The key to encouraging and enlisting

higher education to participate in the preparation of teachers of adult basic education rests at the local level. If all educators interested in reading instruction appreciate the problems and see the need for further efforts and can present a united front, then the case can be taken to those who ultimately have the power and authority to initiate training programs to fit the needs of these teachers.

Badio, Josephine, "The Author Team," *The Reading Teacher* (April, 1970), 23:633-636.

There is organized within the Department of Education, an author team whose members are responsible for publishing for Liberia. The team plans a program, writes and evaluates the needed materials, and edits and publishes these materials. The members of the team are: 1) a planner, 2) a writer, 3) an editor, 4) an illustrator, 5) a designer, and 6) a printer. After the material is produced and ready for distribution, this same team takes the responsibility for acquainting teachers with its content and methods of use.

Beller, E. Kuno, "The Concept Readiness and Several Applications," *The Reading Teacher* (May, 1970), 23:727-737.

The first part of the article deals with a review of the concept of readiness and a proposed formulation. The second part is concerned with the application of this formulation to recent research on cognitive processes and the teaching of cognitive operations. The third part deals with implications of research on emotional and motivational factors for readiness in disadvantaged children. Learning, language development and training, and certain disturbances of readiness are discussed.

Brazell, Jo, "Streamlined Reading," *The Reading Teacher* (April, 1970), 23:621-624.

As a reading teacher one should be concerned with how to equip students for the future skills they will need in reading. Thus the concept of a streamlined reading class for the academically talented students was created. An interesting description of the procedure was given.

Brazziel, William F., "Teaching Reading to Educationally Disadvantaged Adults," *Strategies for Adult Basic Education* (Joseph A. Mangano, editor), International Reading Association, 1969, pp. 8-14.

One can best understand disadvantaged learners by first understanding how adults learn generally and then add to this knowledge that which has been gained from experience and research for disadvantaged adult learners. Some of the socio-psychological principles from the growing literature are: (1) Adults are motivated learners; (2) Adults are pragmatic learners; (3) Adult students must be treated as adults; (4) Adult education must have dignity and bolster egos; (5) Adults are independent learners; (6) Adult learning is often hampered by concerns of the day; (7) Adults pace themselves as learners; (8) Principles of motivation, serial position, and reinforcement apply in adult learning; (9) Group dynamics can be a valuable tool in the adult classroom; and (10) Adult classes have the potential for "broad ripple" effects in the community.

Caskey, Helen J., "Guidelines for Teaching Comprehension," *The Reading Teacher* (April, 1970), 23:649-654+.

Teachers are generally aware that comprehending a given passage, or indeed an entire book, can be on different levels. At a simple level the reader is expected to recall facts and make an accurate summary of the gist of the passage. This level has sometimes been referred to as a passive understanding. Another level involves making evaluative judgments, making inferences about what is not directly stated in the selection, and drawing conclusions based upon the information given. The kinds of instruction and guidance which are most likely to be helpful in bringing about higher levels of comprehension are presented.

Clegg, Ambrose A., "Teachers' Questions in Primary Reading: A Misleading Analysis," *The Reading Teacher* (April, 1970), 23:618-620.

The author states that if educational theory and practice are to advance beyond their present level, researchers must be both consistent and critical in the measures they adopt so that their studies may be replicated in other locations and

under varying conditions. Bartolome's method for classifying teachers' questions and instructional objectives was based upon Sanders' seven categories of classroom questions: memory, translation, interpretation, application, analysis, synthesis and evaluation. However, there is wide discrepancy in findings in this area.

Davis, S. Elizabeth, "Parents and School Should Share," *The Reading Teacher* (May, 1970), 23:707-710.

Heilman (1966) believes that one of the factors which affect a child's learning is the pressure which is put upon him. This pressure appears to come from three major sources—the home, the school and the child. Teachers and parents must enter into a cooperative effort to be aware of the signs of pressure. Hopefully if there is a concerted effort put forth by school personnel to communicate WITH parents not AT them, the child will benefit from the coordinated effort.

Dulin, Kenneth L., "The Middle Half: How Alike are They Really?" *Journal of Reading* (May, 1970), 13:603-609.

The range within the middle is broad. The author illustrates the differences with prose passages tailored to reading abilities at the 25th, 50th, and 75th percentiles. The examples presented show the differences in reading ability ordinarily present within average classes at the high school level. Gross differences exist and no content teacher can ethically ignore them.

Figurel, J. Allen, "Are the Reading Goals for the Disadvantaged Attainable," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 1-10.

It can be said that although the ultimate reading goal for disadvantaged is no different from that of other children, the short term goal needed to achieve the ultimate goal may be quite different, particularly in terms of approaches and methodology. The disadvantaged have equal capacity for language development. They also have equal ability in the acquisition of language. What language patterns they have acquired have certain deficits and limitations in relation to standard English. They have shown that they can overcome these deficits in

doing their school work. They need enlightened and empathetic teachers to aid them in acquiring new language patterns needed for success and competency in reading.

Finder, Morris, "Teaching to Comprehend," *Journal of Reading* (May, 1970), 13:581-586.

In this article the author refers only to the reading of argument and exposition intended for a general audience and suggests that no matter what the topic, the length, or the plan of comprehension the following ten skills or tasks of comprehension are, for the level of generality selected, a complete inventory: 1) Identify the affects that the argument or exposition is intended to produce; 2) Identify the perceived reader(s) and the assumptions about him that may be inferred from the discourse; 3) Identify what essentially, the discourse argues, explains, claims, and asserts; 4) Identify the details presented—thoughts, facts, opinions, examples; 5) Identify the order in which the details are presented; 6) Identify the logical or psychological basis for organizing the details; 7) Identify the scale or degree of emphasis assigned to the details and sections; 8) Identify the selection from the available linguistic resources—words, sentences, varieties of usage; 9) Identify the role through which the writer represents himself to his reader; 10) Identify the attitudes conveyed toward author, topic, and audience.

Fry, Edward, "Reading Rates in 1908," *Journal of Reading* (May, 1970), 13:593-596+.

The *Psychology and Pedagogy of Reading*, by Edmund B. Huey, first published in 1908, has been reprinted for contemporary scholars. This reviewer finds it pertinent and penetrating. In the field of reading we are continually finding that today's new ideas are also yesteryear's new ideas. Among the areas discussed were visual perception, subvocalization and lip movement and an account of how to increase reading speed.

Gephart, William J., "The Targeted Research and Development Program on Reading: A Report on the Application of the Convergence Technique," *Reading Research Quarterly* (Roger Farr/Samuel Weintraub, co-editors), International Reading Association, Summer, 1970, pp. 505-523.

The author describes a United States Office of Education supported planning effort on reading, The Targeted Research and Development Program on Reading. This plan contains five phases: a pre-research phase to synthesize existing knowledge about phenomena involved in reading, learning to read, and reading instruction and to set the rationale for the development of a program criterion instrument; a research phase in which research on models of the reading process and learning to read and on reading instruction itself will be conducted to develop components for a reading instruction system; an instructional system design and test phase; a delivery system design and test phase; and an implementation phase. An overview of each of these phases and some of the program management aspects are described.

Gomberg, Adeline Wishengrad, "Preservice Reading Instruction: An Apprenticeship Training Program on Campus," *The Reading Teacher* (May, 1970), 23:761-765.

A reading clinic which started as a volunteer community service became a novel experience which had a significant impact upon elementary school students, their parents and the undergraduate "teacher." This new approach proved to be more than an important instructional technique. It strengthened the teacher preparation program and it fostered positive inter-group relationships for the benefit of the college, the community, and the apprentice-teachers. Another by-product was uncovered—the startling recognition that each person had unearthed his own hidden misconceptions and prejudices.

Goodman, Kenneth S., "Dialect Rejection and Reading: A Response," *Reading Research Quarterly* (Roger Farr/Samuel Weintraub, co-editors), International Reading Association, Summer, 1970, 5:600-603.

Rystrom's study was to determine the extent to which dialect interferes with acquisition of reading skills. But he never did that. Instead he sought to teach the black rural Georgia subjects in his study at least receptive if not productive control over selected aspects of the speech of high status whites. His assumption was that this would somehow contribute to their acquisition of reading skills. The problem with this research lies

in the central idea that black children tend to do more poorly than whites because they are different (and hence deficient). A second problem is in the assumption made about the nature of the reading process: that it involves a process of matching phonemes (speech units) with graphemes (written units).

Harrington, Alma, "Parents and the School," *The Reading Teacher*, (May, 1970), 23:711-716+.

The longer schools continue to operate as separate islands or "specialized lands" apart from their communities, the less the amount of impact or effect schools and their educational training will have upon society. Learning is not limited to a specific time or place. A school system has the children of its community with them for only one-fourth to one-third of each day during five days of approximately forty weeks in a year. The rest of the time these children are involved with their parents and their community. How can schools expect to be effective in educating children if they fail to develop the other segments of society—the home and the community—into their educational program?

Herber, Harold L., "Reading in Content Areas: A District Develops its Own Personnel," *Journal of Reading* (May, 1970), 13:587-592.

There is an increasing acceptance of the point of view that the principal place to provide reading instruction is in the content area classrooms, as part of the regular curriculum of each subject. The fact that this is not widely practiced, in spite of the interest, suggests the lack of personnel with sufficient expertise to provide such instruction. A program was developed in Virginia based on five assumptions: 1) Teachers make the critical difference; 2) Content teachers need additional expertise; 3) There is a shortage of consultants to work with content teachers; 4) Neither teachers nor consultants need to be "experts" in reading before a program starts; and 5) Ongoing Inservice education is the basic ingredient in a successful program.

Lavigne, Shirley, "Eighth Grade Students Appraise Their Science Text," *The Michigan Reading Journal* (Spring, 1970), 4:30-34.

This brief study in the content area of the science text commonly used in the parochial schools of the Archdiocese of Detroit was undertaken in the belief that one who can read and does not may be worse off than one who cannot but wants to. Concern is felt over why these students did not read their science text; was it because it was too difficult, too inane or too unrelated to personal experiences of the student or tragically was it because there is a carry over of the often repeated threatening situation of earlier years when the student felt that he never could do as well as the teacher expected? Children were asked to evaluate their acceptance or non-acceptance of the text in the hope that this analysis would spark greater effort.

Lieberth, Mary Lou, "The Developmental Reading Program Complements a Non-graded School Organization in Producing Better Readers," *The Michigan Reading Journal*, (Spring, 1970), 4:23-29.

The chief aim of this program was to help pupils become skillful, self-reliant, and independent readers who will continue to enrich their understandings and satisfactions through life by reading. Both the developmental reading program and the non-graded schools are similar in many ways, such as: 1) providing for differentiated individualized instruction which emphasizes a) the recognition of developmental needs and tasks of the learner as being important; b) the provision for levels of upward progression in a program of continuous progression; c) the production of higher academic achievement and better reading habits and attitudes in the learner; and 2) providing for group structures which emphasize; a) the use of small flexible groups and individualized procedures; and b) the provision of meaningful, varied group experiences for learning and social interaction. The difference between the two concepts is in dimension.

Mumpower, D. L. and Sharon Riggs, "Overachievement in Word Accuracy as a Result of Parental Pressure," *The Reading Teacher* (May, 1970), 23:741-745.

The hypothesis studied here is that there is a positive relationship between a child's overachievement in word accuracy and the parents' use of pressure on the child for educational achievement. One conclusion to be drawn from these findings

is that the child who overachieved in word accuracy was subjected to more pressure than was necessary or good for him. He succeeded by achieving on a lower level of learning where he could learn by rote (that is, in word accuracy), but he failed to do as well in comprehension. Another conclusion is that the parents of the overachiever needed to understand their child better and to accept his limitations.

Nunney, Derek, "Survey of Present Programs," *Strategies for Adult Basic Education* (Joseph A. Mangano, editor), International Reading Association, 1969, pp. 3-7.

The central theme of this survey of programs in adult basic education is "Inspiration without direction leads to frustration." The writer has viewed adult education from various aspects and believes that the people—teachers, administrators, citizens—dealing with the problem of adult basic education are somewhat frustrated. The students are frustrated, and society is frustrated with the problems of the poor and the poorly educated. Through a combined effort one needs to produce a critical mass to insure real and permanent change in the traditional education system. One needs the help of universities, business, industry, and professional organizations to produce this critical mass.

Pagano, Jules, "Teachers in Adult Basic Education Programs," *Strategies for Adult Basic Education*, (Joseph A. Mangano, editor), International Reading Association, 1969, pp. 67-74.

From observation there is strong evidence that preservice and, more especially, inservice training and supervision are paramount requirements for teachers regardless of background. In general, observers agreed that the personality and attitudes of the teacher and his ability to relate to students as individuals were the key elements in making learning an exciting experience.

Platt, Penny, "Teaching Beginning Reading to Disadvantaged Children from Pictures Children Draw," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 84-90.

This experiment to improve the reading performance of children in the ghetto schools of the District of Columbia dur-

ing the years 1966 to 1969 was initiated by an art teacher rather than a reading teacher. Conclusions drawn were that when a word is presented as a picture form, or as a linear picture, there is an easy transition from drawing to writing and reading. The institution of the program resulted in measurable success in improvement of the disadvantaged child's reading performance. This program requires no special hardware and no teacher retraining. It should also reduce the need for expensive remedial reading programs in the future.

Powell, Frances, "Parents Should Know About Reading Skills," *The Reading Teacher* (May, 1970), 23:738-740.

Parents' ignorance of teaching methods is not entirely the fault of the teachers. One solution of informing parents would be for teachers to work through their teachers' associations to persuade school boards to allow more parent conference days so that some time could be devoted to explaining to parents developmental reading skills and how they are taught. Another idea would be to devote a P.T.A. meeting early in the year to a presentation of reading skills development.

Roberson, Dorothy Reed, "Parents and Teachers: Partners in the Teaching of Reading," *The Reading Teacher* (May, 1970), 23:722-726.

Action makes for active partners. Specific activities and opportunities must be defined and described in detail for the professional's parent-partners. Begin immediately to take every occasion that presents itself to promote this kind of active parental involvement. Accept speaking engagements, develop panel presentations with other reading teachers, use the local newspaper, send bulletins into the home, and make use of educational television where it is available. Do all that you can to get parents actively involved with professional educators in a partnership to teach children how to read and how to enjoy it.

Rystrom, Richard, "Dialect Training and Reading: A Further Look," *Reading Research Quarterly* (Roger Farr/Samuel Weintraub, co-editors), Summer 1970, 5:581-599.

The main purpose of the research described was to deter-

mine the extent to which Negro dialect interferes with the acquisition of reading skills. The data presented do not support the assumption that a dialect training program will significantly increase the reading achievement scores of children who speak Negro dialect. Dialect training had a negative effect upon decoding skills. Two related assumptions have gained currency. First, a number of reading people believe Negro children will learn to read faster and more effectively if they are taught from materials written in their dialect. A second group feels that Negro children are linguistically deprived, that these children need special instruction in the cognitive uses of language before they can successfully be taught to read.

Sartain, Harry W., "Individualized Reading," *An Annotated Bibliography*, International Reading Association, (Ramon Ross, general editor), pp. 1-19.

The items listed in this bibliography were selected to help the reader obtain varied points of view without reading 600 articles. They include carefully considered arguments for and against individualized reading, research studies and summaries, suggestions on instructional materials to be used, and descriptions of programs which are fully individualized as well as those which incorporate individualized reading as one phase of the work.

Schoeller, Arthur and David A. Pearson, "Better Reading Through Volunteer Reading Tutors," *The Reading Teacher* (April, 1970), 23:625-630+.

This report presents the findings of the 1967-68 Volunteer Reading Tutoring Program developed in Milwaukee, Wisconsin's central city by community residents with the help of the University of Wisconsin Reading Clinic, the University of Wisconsin-Extension Center for Community Leadership Development, and the Milwaukee Public Schools. The authors stated that improvement was made in word recognition and phonics and possibly other reading skills but evidences on attitude building are less conclusive.

Shuy, Roger W., "Language Variation and Literacy," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), pp. 11-22.

According to the author, it is high time that we stopped fearing language variation and started putting it to work for us. At least part of our fears have been unfounded. Variety, per se, is neither bad nor illogical. In fact, it is often highly valued. It is also high time that we put our priorities in order and decide that learning to read and write is more important than the immediate acquisition of standard oral English. Just as our teaching frequently puts techniques ahead of content, so we have tended to put the social aspects of English usage ahead of learning the important step in the curriculum—writing and reading.

Smith, Edwin H., "Innovations in Adult Basic Education," *Strategies for Adult Basic Education* (Joseph A. Mangano, editor), International Reading Association, 1969, pp. 15-20.

Until recent years sentimentality rather than sense dominated much of the basic education designed for native-born adults. In the 1960's with the advent of the Great Society, poverty and illiteracy began to be regarded as a curable fault of the society. The responsibility for correcting this fault was accepted by the federal government, and funds were made available for adult basic or prevocational education. These funds gave an impetus to the development of new materials and new approaches to those materials; thus the 1960's saw a rash of new publications. At this time it seems that the next decade will see more and more kit programs, more programmed-instruction workbooks, more programs that use audio-visual aids, and the advent of computer-assisted instruction as a major method of teaching functional illiterates.

Summers, Edward G., "Doctoral Dissertations in Secondary Reading," *Journal of Reading* (May, 1970), 13:597-602 + .

This annotated bibliography includes doctoral research reported in Dissertation Abstracts Volume XXIX (Ann Arbor, Michigan: University Microfilms) for 1968.

Ward, Evangeline, "A Child's First Reading Teacher: His Parents," *The Reading Teacher* (May, 1970), 23:756-760.

The examples presented in this article point to a growing recognition of the coordinated efforts of all the "influencers of

learning” on behalf of children. Pre-reading years are vital in the child’s gradual movement towards success in reading and parents are the first teachers of reading. To guarantee continuity in learning to read, teachers take note!

Wartenberg, Arlene, “A Parent-teacher Speaks,” *The Reading Teacher* (May, 1970), 23:748-750 +.

At a meeting designed to acquaint the parents with the school’s corrective reading program, the question arose, “What can I do to help my child with his reading?” This question was quickly focused on by many other parents and an animated discussion ensued. As one of the teachers present the author pondered what might have been said and decided to present the following suggestions: 1) Parents should act as models, 2) Parents should read to their children, 3) Parents should provide a variety of reading material for children, 4) Parents should provide children with varied experiences, 5) Parents should suggest entertainment for children, 6) Parents should encourage their children to have pets and hobbies.

Wartenberg, Herbert, “Parents in the Reading Program,” *The Reading Teacher* (May, 1970), 23:717-721 +.

Parent involvement is time consuming. Preparation, explanation and discussion all make inroads on the little free time school people have. Yet many dividends can be expected if the various programs are handled in a gradual, effective manner. Among these is support for the program. Direct involvement, as opposed to only fringe observation, can lead to an appreciation of the daily problems and a better understanding of their own child’s progress. Another benefit that always appears is an improved reading program and a more competent staff. Parent involvement has a tendency to sharpen a teacher’s program, to provide for more individualized help, and to focus on new ideas and techniques. Any one of these might be a justification for bringing in parents. However, they are only the by-products of a more informed and sympathetic parent population.

Weber, Rose-Marie, "A Linguistic Analysis of First-Grade Reading Errors," *Reading Research Quarterly* (Roger Farr/Samuel Weintraub, co-editors), Spring, 1970, pp. 427-451.

The author analyzed oral reading errors observed in a first-grade classroom as approximations to the correct response in terms of letters, word structure, grammatical acceptability, and semantic appropriateness. A measure of graphic similarity showed that better readers excelled weaker readers in more closely approaching the correct response; both groups improved throughout the year. On the syntactic level, judgments of grammatical acceptability reinforced by part-of-speech analysis showed that the class made responses that in general conformed to the constraints of preceding grammatical context, indicating that both strong and weak readers brought their knowledge of linguistic structure to bear on the identification of words. Some evidence arose for an inverse relationship in the use of graphic information and grammatical context. Judgments of semantic appropriateness in the sentence indicated that a response that was syntactically acceptable was almost always semantically appropriate as well.

Winkley, Carol K., "Why Not an Intensive-gradual Phonic Approach," *The Reading Teacher* (April, 1970), 23:611-617+.

In an attempt to shed some light on the problems involved in teaching pupils the phoneme-grapheme correspondence characteristic of the English language, three questions were considered: (1) Why is phonic instruction so ineffective in our schools? (2) How can phonics be taught efficiently? (3) What method of instruction appears to be dictated by a careful analysis of the process involved?

Zabawski, Irene, "As Long as my Child Reads," *The Reading Teacher* (April, 1970), 23:631-632.

Does it matter what medium is used to teach a child to read as long as ideas are appreciated, words are readily identified, and speed and fluency are attained? Effective learning of the skill of reading can take place at the same time that the child is learning striking facts about his world. Children should not be treated in a condescending manner by either parents or

teachers. They should be bombarded with ideas before one concludes that they must mope words around fun plots and action stories. Furniture is usually duo-purposed; why not skills teaching, too?