Ten-Second Reviews

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> One of the greatest problems in teaching reading, as in all subjects, is the degree of transfer that the student makes from theory to actual practice. He himself must identify, interpret and evaluate. This adjustment cannot be made for him. That method is best which places the student on his own.   -Homer L. J. Carter

Adkins, Patricia G., "Relevancy in Children's Language," *The Reading Teacher* (October, 1970). 24:7-11.

How often are children presented with "linguistic puzzles" in the language which they are expected to read and comprehend? Observation of a third grade group of native speakers of Spanish in an English speaking classroom indicated that the 31 children in this group were disinterested and did not benefit from reading or language arts because they were not stimulated by the material. Further they did not comprehend the story they were "reading" in the English language. Teachers must surmount the "linguistic puzzles" with relevant teaching of relevant language.

Aliotti, Nicholas C., "Ability to 'Read a Picture' in Disadvantaged First Grade Children," *The Reading Teacher* (October, 1970), 24:3-6+.

In this study findings appear to be consonant with a number of studies pointing up the general perceptual impairment found among disadvantaged groups. What these tentative clues may be suggesting is a need for educators to be sensitive to children's visual literacy or ability to "read" a picture. This study indicates that disadvantaged children fare relatively poorly on these skills. In view of the large number of pictures found in school textbooks it is interesting to speculate how ability to "read a picture" may account in part for reading performance, particularly comprehension.

Ames, Wilbur S., "Possible Limiting Factors in Teaching Adults to Learn," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 321-326.

It was the intent of this paper to discuss various factors which teachers have considered as handicaps impeding the progress of the adult illiterate in learning to read. The writer tried to clarify the issues involved for each of these factors and to provide suggestions which could be implemented or at least which could stimulate others to make better suggestions.

Ames, Wilbur S., "The Use of Classification Schemes in Teaching the Use of Contextual Aids," *Journal of Reading* (October, 1970), 14:5-8+.

A preliminary study of context clues showed frequency of types of clues and analyzed students' successes in using them. This article suggests further research but also discusses implications for teaching based on this study. The writer believes that separate units or lessons on the use of contextual aids should generally be avoided. Instead, teachers should use frequent informal group discussions of the use of context.

Baratz, Joan C., "Beginning Readers for Speakers of Divergent Dialects," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 77-83.

The purpose of this paper is to demonstrate that the dialect of Negro children is sufficiently divergent from standard English so as to cause difficulty for children who are attempting to learn to read in a dialect which is not similar to the dialect that they speak. Thus, the reading failure results from what Tabor has described as "the ignorance of standard English rules" on the part of the potential readers on the one hand, and "the ignorance of nonstandard English rules" on the part of teachers and text writers on the other hand.

Beery, Althea, "And Gladly Read," *Children and Literature* (Jane H. Catterson, editor), International Reading Association, 1970, pp. 1-8.

All educators share one thing in common—a deep desire that children learn to read with efficiency and to use reading in ways that will help them develop their full potential for learning and living. This paper does not deal technically with research nor with the disciplines that impinge on reading, although research has not been ignored. The paper is concerned

with ways to achieve the overall goal of having children read—gladly, joyously, successfully.

Berger, Allen, *Speed Reading—an Annotated Bibliography,* International Reading Association, 1970, 44 pages.

This revised bibliography contains 50 new entries, the great majority relating to research. The reader will also find references to theoretical discussions. Topics included are: Tachistoscope and Controlled Pacing, Paperback Scanning, Retention of Gains, Flexibility, Perception, Processing Information, Studying, Conditioning, Sex Differences, and Measurement.

Biemiller, Andrew, "The Development of the Use of Graphic and Contextual Information as Children Learn to Read," *Reading Research Quarterly* (Fall, 1970), 6:73-96.

The author presents results from a study of oral reading errors made by 42 children in two first-grade classes from October to May. Errors were analyzed in terms of their contextual constraints ("making sense" in light of preceding context) and graphic constraints (graphic approximation of error response to printed word). Non-response errors were also studied. Three main phases of development were identified. The first is characterized by a predominant use of contextual information. The second phase is characterized by a predominance of non-response errors and a significant increase of graphically constrained errors. The third phase is characterized by an increase in co-occurrence of graphic and contextual constraints and in most cases by a reduction of the frequency of non-response errors.

Bissett, Donald J., "The Usefulness of Children's Books in the Reading Program," *Children and Literature* (Jane H. Catterson, editor), International Reading Association, 1970, pp. 73-80.

It has become very unfashionable these days to talk about the usefulness of literature. A judicious comment to the effect that books to fulfill children's psychological needs is acceptable, providing that it is spoken with not too much enthusiasm. A restrained suggestion that certain types of literature possibly, in some instances, *might* further a child's social awareness and development, is acceptable also, if one is careful of the pro-

fessional company he keeps. By and large, it is rather gauche today to suggest that books have utilitarian purposes. But they do. The suggestions in the article spring from the conviction that books must be central in the instructional program in reading.

Burrucker, Joseph D., and John T. Becker, "Reading Can Be Fun," *The Reading Teacher* (October, 1970), 24:42-46+.

The primary purpose of Cleveland's *Reading Is Fundamental Program* (RIF) like that of the national organization is to stimulate an interest in and an enjoyment of reading. RIF attempts to accomplish this by providing children with a wide variety of interesting books--books they can select and own "just for fun." These children come from the grim, enclosed world of poverty, and the idea that *reading can be fun* is foreign to the thinking of many of them. RIF is based on the premise that children can be appreciably motivated to develop meaningful relationships with books if they are presented with the opportunity to select and own books of their choice.

Cegelka, Patricia A. and Walter J. Cegelka, "A Review of Research: Reading and the Educable Mentally Handicapped," *Exceptional Children* (November, 1970), 37:187-201.

This paper reviews the literature dealing with the importance of reading to educable mentally handicapped children, the characteristics of these children which influence the acquisition of reading skills, and current approaches to teaching reading to the mentally handicapped. The implications of this research to the teaching of reading are summarized.

Codwell, John E., "Changing the Learning Patterns of the Culturally Different," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 23-33.

This paper is concerned with three areas of approach related to changing the learning patterns of the culturally different: (1) four imperatives which should form a part of today's educator's repertoire for action, (2) three suggestions for implementing relevant and appropriate educational strategies and activities, and (3) a brief description of an action program for

change—The Education Improvement Project of the Southern Association of Colleges and Schools.

Cohen, S. Alan and Gita S. Kornfeld, "Oral Vocabulary and Beginning Reading in Disadvantaged Black Children," *The Reading Teacher* (October, 1970), 24:33-38.

Urban disadvantaged black children have smaller vocabularies and less experience in labeling and categorizing than do middle class black or white children (John and Goldstein, 1964). That seems to be a fact. But does that fact allow one to conclude that vocabulary deficiency is a cause or contributor to reading retardation in disadvantaged children in the first two grades? This article reports a study of existing analyses of urban black children's functional vocabularies compared to vocabulary demands of basal readers.

Cohn, Maxine D., "Pairing of Remedial Students," *Journal of Reading* (November, 1970), 14:109-112.

The values of a shared-learning situation for the remedial student should not be underestimated. When two students are involved in such a program, their interaction can relieve anger and hostility, ease tension, elevate the self-image, and stimulate learning through competition. If all these needs can be served, at least to some degree, learning can proceed.

Fearn, Leif, "Ten More Important Sources for Reading and the Denied Learner," *The Reading Teacher* (October, 1970), 24:51-53.

The term *denied* refers to children typically labeled "disadvantaged," "deprived," "culturally deprived," and "culturally different." *Denied* is used because it lends itself to definition—and definition is critical if problems are to be solved. A denied child has been denied the specific verbal stimulation necessary to cope with a school system which tends to respond to specifically defined verbal competence; he is denied the extra-school experiences necessary to cope with a school system based upon a broad repertory of experiences in relatively specific areas; he is denied the human respect—whether economic, racial, or linguistic—necessary for healthy human development. Ten articles are reviewed which may lead to overcoming some of this denial.

Foody, Norma E., "Reading Periodicals in a Community College," *Journal of Reading* (October, 1970), 14:15-18.

Habitual exposure to the printed word, most community college instructors will agree, is not a mark of their first year students, most of whom exhibit an information gap which reveals them to be extremely unsophisticated in handling new or old ideas. The author in a class in College Reading and Study gave an assignment in reading periodicals. This assignment was very successful not only in increasing background information but also in developing a number of reading and writing skills. A summary of articles in the student's own words followed by reaction to the article was required of each article read.

Gantt, Walter N., "Questioning for Thinking: A Teaching Strategy That Makes a Difference for Disadvantaged Learners," *The Reading Teacher* (October, 1970), 24:12-16+.

In general, educators subscribe to the dictum that teaching for thinking is a primary function of the school. Less concurrence exists about what teaching for thinking implies in teacher behavior and pupil acts. For the purposes of this presentation, thinking is concerned with those specific tasks, discussed by Crutchfield (1969), of formulating problems, processing information, and generating and evaluating ideas. There is wide agreement that teacher questions are the means of triggering the pupil replies which evidence thinking behavior. A survey of the analyses of probes given shows that the pupil provides cues to his need for help with thinking.

George, John E., "High School Reading Programs for the Disadvantaged," *Reading Goals For the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 149-162.

Before we can discuss meaningfully the reading behavior of the disadvantaged, we must await further developments in reading behavior research. In this article, George discusses reading instruction now being provided disadvantaged high school students and the steps to be taken to provide better reading instruction for the disadvantaged in our high schools.

Gibbs, Mary Ellen, "The Coach Teaches Reading Through Music," *Journal of Reading* (October, 1970), 14:23-25.

How do you reach unmotivated teen-agers who have been turned off by all traditional methods of teaching? How do you keep them in school? Some answers are found and good things are bound to happen when a dedicated faculty presents a unified front in its effort to reach and teach those assigned to its school. The article describes how a coach taught reading through music during his planning period once a week.

Goodstein, H. A., G. Whitney, and J. F. Cawley, "Prediction of Perceptual Reading Disability Among Disadvantaged Children in the Second Grade," *The Reading Teacher* (October, 1970), 24: 23-28.

This report details one aspect of a longitudinal study, the relationship of psychoeducational measures administered in the first grade to perceptual reading achievement in the beginning of the second grade. Several questions were raised in this research. (1) What were the psychoeducational measures which demonstrated the strongest relationship to reading achievement among disadvantaged children? (2) Did average-IQ children and low-IQ children who perform poorly in reading achievement differ on those psychoeducational tests most strongly related to that achievement? (3) By examination of the scores on those psychoeducational tests could those children who failed in reading be separated from those who evidenced some progress?

Gunderson, Doris V., "News from the Capitol—U.S. Office of Education," Washington, D.C., *Journal of Reading* (October, 1970), 14:49-50.

Five projects in reading-language arts currently supported under the Education Professions Development Act are concerned with in-service training for elementary teachers. The program at Ohio State University, directed by Charlotte Huck, is based on the assumption that universities must accept greater responsibility and accountability for the quality of teaching in the public schools and that local systems should play a larger role in the education of pre-service teachers. At Portland State University, William Jenkins is directing a program which focuses on improving the teaching of reading within the broad instruc-

tional area of the language arts. Emphasis is placed upon the potential leadership roles of the participants as in-service leaders in their own school. Project DELTA, directed by Robert Ruddell at the University of California, Berkeley, is based on the assumption that the most significant educational agent is the classroom teacher. The Chapel Hill Public Schools in cooperation with the Learning Institute of North Carolina have established a model elementary school. The focus of the school is the total language development of the children demonstrating the relationship of all major areas of study of effective development. The Project for Improving Reading-Language Teaching, directed by Marjorie Farmer in the Philadelphia Public Schools in cooperation with Temple University, focuses upon the improvement of oral and written language skills as they affect reading ability, the individualization of reading-language instruction, and the improvement of teacher attitudes.

Hartley, Ruth Norene, "Effect of List Types and Cues on the Learning of Word Lists," *Reading Research Quarterly* (Fall, 1970), 6:97-121.

The author gives six instructional methods for initial reading vocabulary acquisition involving two list types (minimal and maximal) combined with three sources of cue (the word itself, a context cue, a picture cue), using 127 first-graders divided into six treatment groups. The subjects in each treatment group received four types of tests to determine the level of performance for each treatment. Three sources of variation were significant.

Henderson, Edmund H. and Barbara R. Long, "Predictors of Success in Beginning Reading Among Negroes and Whites," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 34-42.

Perhaps the most prominent academic deficiency among lower class school children is their failure to learn to read in first grade. Moreover, this early failure all too often predicts later failure and eventual discontinuance of education altogether. For this reason it would seem necessary to re-examine the common predictors of success in beginning reading for children of *varying* backgrounds and to extend this investi-

gation to other possible correlates. Such has been the purpose of this study. It was believed that an investigation of personal, social, and academic characteristics of children who succeeded in learning to read would promote a better understanding of educational strategies for first grade teaching.

Johnson, Raymond L. and Richard W. Cortright, "Auditory and Visual Word Recognition in Beginning Adult Readers," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), 1970, pp. 298-305.

In this study, an exploratory attempt was made to investigate cross-modality matching among beginning adult readers, within the quite limited context of word recognition skills. The specific aim of the study was to assess the possibility that a deficit in cross-modality matching might be potentially useful as a diagnostic and predictive indicator of the rate at which adults learn to read.

Klein, Howard A., "Interest and Comprehension in Sex-Typed Materials," *Children and Literature* (Jane H. Catterson, editor), International Reading Association, 1970, pp. 59-64.

The purpose of this study was to determine how the typing of stories by occupation and sex of the main character affected the interest and comprehension of fifth grade boys and girls. This study points up the fact that concern for meeting girls' interests should be no less than concern for meeting boys' interests. Failure to meet girls' interests could limit what girls are able to learn. For example, this study suggests that a strong female main character could enhance the appeal of content for girls.

Linder, Ronald and Henry T. Fillmer, "Auditory and Visual Performance of Slow Readers," *The Reading Teacher* (October, 1970), 24:17-22.

The purpose of this study was to determine the comparative effectiveness of auditory, visual and simultaneous auditory-visual presentations in second grade Southern Negro boys who are poor readers. In order to obtain information regarding sensory channel presentation, it was decided to present one task necessary in learning to read well—that of sequential recall.

Sequential recall is related to comprehension of material presented, sequence of activities as they occur within a story, word order and letter and sound order within syllables and words.

Lissitz, Robert W., and Sidney L. Cohen, "A Brief Description and Evaluation of the Syracuse Oral Language Development Program," *The Reading Teacher* (October, 1970), 24:47-50.

Several programs have been initiated by the Special Projects Division of the Syracuse City School System in an attempt to correct prereading problems before they become reading problems. A large number of the children come with disadvantaged backgrounds (with respect to standard English usage). The oral language development program is an attempt to teach oral communication skills in the area of auditory discrimination and to provide experience in language-comprehension and expression. The major purpose of the program, then, is to aid in the development of an awareness of standard English usage as a tool in communicating feelings, ideas, and experiences.

Marani, S. Donald and Joseph Tivvis, "A Successful Reading Program for the Disadvantaged," *The Reading Teacher* (October, 1970), 24:39-41+.

A steady decline in the scores on standardized reading tests, in comparison with both county and national norms, prompted action on the part of the teachers to check the downward trend. The reading teacher, the English department chairman, and two English teachers decided to develop a program of intensified reading instruction geared to the two lowest sections of the incoming seventh grade. The schema around which this program was built provided for a skill to be taught, a follow-up session for those students who needed additional help, and finally a reading period during which practice in applying the particular skill could be given.

Mathews, Virginia H., "Media and Instruction for the 1970's," *Children and Literature* (Jane H. Catterson, Editor), International Reading Association, 1970, pp. 9-17.

There are at least three aspects of the subject "Media and

Instruction" that one could discuss: the *why* of curriculum change and the necessary responding support by media; the *what* of media in its relationship to learning; and the *how to do it*. This discussion focuses on the *why* and *what* of curriculum change, media utilization and learning, since the *how to* is probably still an unknown quantity for most people.

McDonald, Thomas F. and Earl Moody, "A Basic Communication Project for Migrant Children," *The Reading Teacher* (October, 1970), 24:29-32.

Migrant Mexican-American children often have a very difficult time developing a positive self-image. This report was prepared to share experiences in Migrant Child Education Programs in Arizona. The program is in its infancy. Additional refinements, more organized units of instruction, better behavioral objectives for each of the four levels, better screening of students, and additional in-service training of teachers are all priorities for this year. But the need for the migrant to acquire facility in standard English and build his own self-concept is much greater than all the obstacles that are encountered in initiating change.

Millsap, Lucille, "The Ubiquitous Book Report," *The Reading Teacher* (November, 1970), 24:99-105.

The number of school pupils who have hated and despised the usual written book report must surely amount to tens, if not hundreds, of millions. The thesis of this article is that perhaps because of the ubiquitous written book report, millions of potential book lovers may have died a-borning. Whatever the means chosen, it seems desirable that children should have opportunities to share what they have read. The purposes in reacting to what has been read seem fourfold: (1) to allow the individual the opportunity to share if he wishes to do so; (2) to encourage him to study and probe, analyze, recognize his own reactions—to think; (3) to give the members of the class a wider opportunity to know about books and the worlds that await them there; (4) to provide the teacher with an opportunity to observe and promote sincere and honest growth in the appreciation of literature—and all of this with the overarching theme of *personal enjoyment of books*.

Peck, Richard E. and Roy Brinkley, "College Reading Services for the Marginal Entrant," *Journal of Reading* (October, 1970), 14: 19-22.

> Contrary to the opinion of some educational leaders, administrators, and college faculty members, many students who enter college today lack the language skills and/or study skills necessary to insure the probability of their success in college level work. In order to provide for the language needs of those who indicated that their success in college might be imperiled, the English Language Enrichment Center at Temple University (ELECT) began operating an interrelated language program for these students in September, 1970.

Schneyer, J. Wesley, "Research: Underlying Mental Abilities and Reading," *The Reading Teacher* (October, 1970), 24:55-57.

> These studies suggest that underlying mental abilities such as abstract thinking or conceptualization are highly associated with successful reading performance, particularly at the upper grade levels, and that one important cause of reading retardation may be lack of development of conceptualizing abilities. It appears possible that, in some cases at least, reading performance may be improved by development of underlying mental abilities even in the absence of reading instruction.

Shuy, Roger W., "Language Variation and Literacy," *Reading Goals for the Disadvantaged* (J. Allen Figurel, editor), International Reading Association, 1970, pp. 11-22.

> 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 decided that learning to read and write is more important than the immediate acquisition of standard oral English. Let's give children time to acquire standard English gradually. We must revamp our attitude and materials with respect to non-standard varieties of English, particularly in the area of literacy.

Summers, Edward G., "Doctoral Dissertations in College and Adult Reading," *Journal of Reading* (October, 1970), 14:9-14+.

This is Part Two of Summer's Annual Annotated bibliography of doctoral studies related to secondary, college and adult reading. Eighteen studies completed in 1968 are reviewed. The first part of this bibliography appeared in the May issue.