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Ten-Second Reviews

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If we teach a child to read, yet develop not the taste for reading, all our teaching is for naught. We shall have produced a nation of "illiterate literates"—those who know how to read, but do not read.   —Charlotte S. Huck

Adelman, Howard S., "Learning to Read in the Classroom," *The Reading Teacher* (December, 1970), 24:257-260+.

In general, the author concluded that a molar view of the process of classroom reading instruction generates a number of important and researchable hypotheses and implications. It is felt that the investigation of these ideas will contribute not only to the improvement of classroom practices but also will expand overall knowledge regarding the critical variables involved in learning to read.

Austin, Mary C., "Strategies for Evaluating Reading Programs: Elementary Level," *Diagnostic Viewpoints in Reading* (Robert E. Leibert, Editor), International Reading Association, 1971, pp. 8-18.

The writer describes the effect of more precise statements of objectives on the teaching task and on the outcomes of evaluation. Two systems for collecting and interpreting data are presented. Evaluation must be realistic and pragmatic, as well as somewhat idealistic. The total waste of resources that accompanies some elaborate schemes which are excessively time-consuming and virtually impossible to perform should be corrected.

Barney, LeRoy, "Linguistics Applied to the Elementary Classroom," *The Reading Teacher* (December, 1970), 24:221-226+.

Historical linguistics may be used as a tool by teachers to eliminate the use of abbreviations by rote, applying silent letter combinations through sheer memory only, or other such questionable practices. In short, the rationale and the logic of historical linguistics underlying the uses and changes of language make it easier for the teacher to determine relative importance of *what, why, how,* and *how much* of an item should be taught.

Berretta, Shirley, "Self-Concept Development in the Reading Program," *The Reading Teacher* (December, 1970), 24:232-238.

Self concept is as much a factor in reading success as intelligence or mastery of basic skills. A program integrating reading instruction and development of positive self perceptions is exciting because it offers the promise of meeting individual needs for learning and for good emotional development.

Birkley, Marilyn, "Effecting Reading Improvement in the Classroom through Teacher Self-Improvement Programs," *Journal of Reading* (November, 1970), 14:94-100.

Whereas traditional reading courses are directed toward developing theory alone as an approach to the teaching of reading, the main objective of this course is to teach teachers how to read. Pedagogically, this concept, according to the author, is a sound one and the results can be really phenomenal.

Brittain, Mary M., "Informal Reading Procedures: Some Motivational Considerations," *The Reading Teacher* (December, 1970), 24: 216-220.

While informal methods of appraising reading ability have long been valued as diagnostic tools for the classroom teacher, there has been considerable disagreement among reading experts regarding the criteria for estimating instructional level. The present article is concerned with another limitation inherent in the application of predetermined statistical criteria to informal reading performance: such criteria fail to take into account important personality differences among learners. Both theoretical and empirical studies in the field of motivation indicate that the optimal amount of novel stimulation (e.g., unfamiliar words, concepts or grammatical structures) is highly variable, depending on such factors as level of drive, achievement motivation, aspiration level, reaction to threat, degree of curiosity, and desire for novelty. Hence, motivational considerations suggest the importance of flexibility in estimating individual instructional level.

Calder, Clarence R., Jr. and Suleiman D. Zalatimo," Improving Children's Ability to Follow Directions, *The Reading Teacher* (December, 1970), 24:227-331+.

This study was undertaken to test the effects of instructional

booklets on improving children's abilities to follow directions, as reflected by their abilities to perform on pre- and post-tests. The study focused on the development and testing of a program that would improve subjects' abilities to follow written and oral instructions. The instructional booklets consisted of written directions supplemented with illustrations designed to enable the reader to perform, on the assumption that pupils can be led to an interest in learning through the use of intrinsic motivational devices emphasizing their immediate needs and interests. A second consideration was the importance of developing materials with which children could work that go beyond the printed page.

Dietrich, Dorothy, "New Approaches to Easing Word Attack at the Beginning Reader Levels," *Teaching Word Recognition Skills* (Compiled by Mildred A. Dawson) Reprinted from the Publications of the International Reading Association, 1971, pp. 188-193.

While there are many ways of teaching children to learn to read and many ways of helping children to decode at the beginning levels, teachers should not rely on one method or approach for all children within their classes. Little research has been done to show the superiority of one decoding method over another. In some instances there is little research that tells conclusively how effective any one particular method is. Teachers must become skillful enough in knowing children and approaches to reading so that the best approach might be found for each child. Flexibility in teaching is still the byword.

Durkin, Dolores, "Phonics Materials: A Big Seller," *Teaching Word Recognition Skills* (Compiled by Mildred A. Dawson) Reprinted from the Publications of the International Reading Association, 1971, pp. 69-73.

This brief article has tried to enumerate a few of the reasons why phonics materials are an especially big seller in the educational market place. Its content has been developed on the assumption that an awareness of some of the factors that affect buying will make the buyer more perceptive and discriminating. In no sense does the article imply that educators must rely only on published materials to do their job. Certainly some of the best materials used by children are what a teacher

makes out of her knowledge of what needs to be taught and practiced. However, it is unrealistic to think that all the materials required by classroom instruction can be "home made." There is an ever increasing need to be wary of products, knowing that the motivation of the educator and that of the publisher will not always be the same.

Early, Margaret J. and Harold L. Herber, "False Dichotomies," *Journal of Reading* (November, 1970), 14:75-76.

The authors ask for a moratorium on the following five questions: (1) Electronic media versus print (or will reading be as necessary in the 21st century as it has been in the past?); (2) Special reading classes versus reading instruction in appropriate content areas; (3) Phonics versus look-say; (4) "Individualized" or "free" reading versus planned instruction; (5) Hardware versus software, (or are machines necessary?).

Fay, Leo, *Organization and Administration of School Reading Programs*, The Reading Research Profiles Series of Bibliographies, Printed in cooperation with the International Reading Association, 64 pp.

The Reading Research Profiles series of bibliographies is structured on the ERIC/CRIER classification system and is printed in cooperation with the International Reading Association. Bibliographies include ERIC/CRIER Basic References; School Organization; Classroom Organization; Administrative and Supervisory Policies and Practices; and Organization and Administration of Special Programs.

Frazier, Robert I. and Susan S. Zaslav, "An Automated and Non-Automated System of Teaching," *The Reading Teacher* (November, 1970), 24:115-119.

Since its arrival on the educational scene in the early 1960's the "talking typewriter" or Edison Responsive Environment Learning System has helped many children learn to read. This typewriter is a complex, but very flexible machine, its prime feature being that reading instruction can be programmed to meet the individual needs of the child. The typewriter (ERE) is a multisensory instructional system that teaches the child by

talking and responding in much the same manner as a teacher does.

Grillo, Anna, "Self-Concept and the Teaching of Reading," *The Michigan Reading Journal* (Winter, 1971), 5:11-13.

The object of this study is to set up a model classroom in which all aspects of it would lead to improving the self-concept of the individual students. Tests, techniques, attitudes (teacher and students), and the total environmental setting in which a good self concept is nurtured and the direct bearing this has upon reading are also investigated.

Hollingsworth, Paul M., "An Experiment with the Impress Method of Teaching Reading," *The Reading Teacher* (November, 1970), 24:112-114+.

The various approaches and methods to increase reading achievement have led to extensive research into the factors involved in teaching children to read. The Impress method (often called the neurological impress reading method) is yet another method developed to increase reading achievement for children. Using the impress method as a vehicle for the correct reading process, the child is exposed to only accurate, correct reading patterns. The impress method is a unison reading process in which the child and the teacher read aloud, simultaneously.

Hunt, Lyman C., Jr., "The Effect of Self-Selection, Interest, and Motivation upon Independent, Instructional, and Frustrational Levels," *The Reading Teacher* (November, 1970), 24:146-151+.

According to the author, the reading level concept has contributed greatly to efforts by teachers to teach readers on their own instructional terms. Through application of this concept, teachers have been learning to differentiate instruction. Utilization of the reader levels concept is not only valuable but commonplace. Yet for all its virtues, the conventional use of the reader level concept is not without significant limitations. When a reader has chosen material to read because of personal interest, he can break many of the frustration barriers. Strong interest can frequently cause the reader to transcend not only

his independent but also his so-called instruction level. Such is the power of self motivation.

Huus, Helen, "Reading and the Individual," *Reading, Lecture, Lectura, Laesning Lesen,* 1969-1970 Annual Report, International Reading Association, pp. 1-8.

It was not the author's purpose to delineate the methods for teaching individuals how to read nor to show how a teacher can cope with individual differences in a class. The purpose was to analyze the interaction between the individual and his reading and to recognize the contribution that reading can make to his total development. Only four points were discussed, though admittedly there are others. First is purpose. Reading for what? To what end? Is reading necessary in an Electronic Age where no printed means of communication abound? Second is the individual's acceptance of *responsibility* for his own learning. Third is the development of the *thinking* individual. Fourth is the necessity for self-renewal as a lifelong pursuit.

Jan-Tausch, Evelyn, "Reading as Language," *The Reading Teacher* (November, 1970), 24:152-158.

Two essential components of the reading process seem to be ignored—at a measurable cost—when reading instruction is departmentalized, compartmentalized, and grade-stratified. The first of these constituents is the understanding of reading as an integral part of the total language and thinking development of the individual; the second, realization that reading is a *skill* to be employed for the acquisition of knowledge and self-growth. There seems to be no valid reason for teaching reading apart from the rest of the curriculum; rather one might expect it to be taught as part of every subject that involves the use of language.

Johns, Annette L., "The Petal-Plucker," *The Michigan Reading Journal* (Fall, 1970), 4:46-47.

"Petal-Plucker" is a term used by Dr. Walter Loban which describes the individual who thinks life, and all things, is as simple as plucking the petals off a daisy. Generally speaking, the petal-pluckers in education have this characteristic in com-

mon: a firm belief that there is one and only one way to teach reading. Three major factors contributing to the petal-plucking syndrome have been isolated: insecurity on the part of the teacher, investment by administrators in one program to teach reading, and ignorance of the many techniques which can be used to teach reading.

Johnson, Terry D., "Must It Always Be the Three Little Pigs?" *The Reading Teacher* (December, 1970), 24:209-215.

The inclusion of much greater amounts of expository material in future reading programs would make more rational the relationship between the reading skills children are expected to acquire and the material through which they are expected to acquire them. It would free narrative fiction from the burden of coercion and permit children to read fiction for pleasure. It would make the reading program more relevant to the demands that society will eventually make of the student at maturity, and possibly produce better quality textbooks in the content areas.

Kirk, Edith C., "The Future of Reading for Partially Seeing Children," *The Reading Teacher* (December, 1970), 24:195-202+.

This article considers the future reading of partially seeing children in light of recent advances in technology, reading research, parent education, and knowledge of child growth. The partially seeing child of tomorrow will have many things in his favor. Medical and optical advances and even new legislation will be to his advantage. During preschool years his preparation for reading will be enhanced by varied experiences and by many skills taught him by his parents. Such a background will give him self-confidence and a real interest in learning to read.

Klosterman, Sister Rita, "The Effectiveness of a Diagnostically Structured Reading Program," *The Reading Teacher* (November, 1970), 24:159-162+.

This experiment was planned to study the benefits of a diagnostic and structured tutoring program in reading conducted by students majoring in elementary education. Specifically, the study sought to determine (1) if fourth grade

pupils who were tutored as part of their regular classroom instruction achieved significantly greater gains in reading achievement than fourth grade pupils who received only the regular classroom instruction; and (2) if pupils who were tutored individually achieved greater gains in reading achievement than pupils who were tutored in small groups. Findings indicate that the subjects tutored both individually and in small groups made significant gains in comprehension and total reading achievement, however, the subjects tutored individually made significantly greater gains in vocabulary than the subjects in the control groups.

Leibert, Robert E. and John K. Sherk, "Three Frostig Visual Perception Sub-tests and Specific Reading Tasks for Kindergarten, First, and Second Grade Children," *The Reading Teacher* (November, 1970), 24:130-137.

The purpose of this investigation was to determine the relationships between kindergarten, first, and second grade pupils' performance on Frostig's sub-tests of Position in Space, Spatial Relations, and Figure Ground with their performance on tests of letter discrimination, word discrimination, phrase discrimination, and word identification. Little evidence was found to support Frostig's contention that (1) specific relationships exist between performance on the Frostig Tests employed in this study and reading performance and (2) that "normal" visual-perceptual development as measured by Frostig's tests must occur as a prerequisite to "normal" ability to learn to read.

Livo, Norma J., "Reading Readiness Factors and Beginning Reading Success," *The Reading Teacher* (November, 1970), 24:124-129+.

The main purpose of this study was to determine what combinations of total scores and sub-test scores from the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Sartain Reading Readiness Test (SRRT) and an Oral Language Sample would be the most successful in predicting a pupil's achievement in beginning reading as measured by midyear success on the Metropolitan Achievement Test (MAT). A secondary purpose of the study was to investigate the usefulness of these new measurement instruments. Findings indicate that the WPPSI, although somewhat helpful,

does not appear to be the most effective and efficient test to use for predicting success in beginning reading. (The performance scores were slightly more valuable than the verbal scores.) The SRRT appears to be quite effective in predicting success in beginning reading. The unique sub-test Word Memory, did an excellent job of discrimination and predicting. Any combination of parts of all tests contributed to a higher estimation of reading achievement than the use of any of the tests separately, but varied sub-tests may be necessary in order to assess certain individual strengths and weaknesses in abilities used in reading (behavioral and intellectual tasks).

Mann, James W., "The Relevance of Reading to the Social Revolution," *Reading and Revolution*, IRA Perspectives in Reading 13 (Compiled and edited by Dorothy M. Dietrich and Virginia H. Mathews), International Reading Association, 1970, pp. 1-8.

In summary the author reiterated some of his major concerns and proposals: (1) That we maintain confidence in comprehension, interpretation, appreciation, and application of what is being read as the basic goals in reading and give them priority in teaching; (2) That techniques and methodology be made to serve these ends and that they not be held primary in emphasis or in timing; (3) That we exploit to the fullest the value of individual personal motivation through a sense of involvement in content; (4) That we face the fact that relevance to students is more closely related to the new environment than it is to the traditional school content.

Marcus, Albert David, "The Development of a Diagnostic Test of Syntactic Meaning Clues in Reading," *Diagnostic Viewpoints in Reading* (Robert E. Leibert, Editor), International Reading Association, 1971, pp. 48-63.

This study was undertaken to develop a diagnostic instrument to measure the understanding of literal meaning by intermediate grade students through the use of syntactic clues within written standard English sentences. It was hypothesized that the diagnostic instrument would be a valid and reliable measure of students' ability to understand syntactic structures of predication, structures of complementation, structures of modification, and structures of coordination. The test served

its diagnostic purpose by indicating those syntactic structures with which an individual student had difficulty. This information enabled the teacher to plan a specific program for those students who needed additional help.

Martin, John E., "Guidelines for Planning Special Reading Facilities," *The Reading Teacher* (December, 1970), 24:203-208.

This report consists of a systematic treatment of these four crucial questions. (1) What kind of planning is worthwhile? (2) What functions should be considered? (3) What facilities should be considered? (4) Where does one go for additional information?

Rauch, Sidney J., "How to Evaluate a Reading Program," *The Reading Teacher* (December, 1970), 24:244-250.

There is a need for constant evaluation of reading programs. However, all concerned must participate. Teachers must have confidence in the evaluators, and the evaluators must recognize the many day-by-day problems faced by the average teacher. Despite the importance of standardized test results, the heart of the evaluation is classroom performance. Recommendation must be realistic. They must consider not only what should be done, but what can be done within a specific school-community environment. In most instances, evaluation has a positive effect on the reading program. It compels administrators and teachers to take a closer look at their methods, their materials, and their children—and this close examination generally results in progress.

Robinson, Helen M., "Significant Unsolved Problems in Reading," *Journal of Reading* (November, 1970), 14:77-82+.

The author discussed six significant unsolved problems related to reading instruction. The first unsolved problem was to reach agreement about the terms used. A second unsolved problem was to understand and describe the reading process. The third unsolved problem was the preparation of competent persons to carry on the research needed to solve problems. A fourth unsolved problem dealt with the quality of teachers. If every child is to learn to read in harmony with his

capacity within the next decade, then the fifth problem, reading retardation, will be eliminated. The sixth problem, fully as significant as any other, was critical reading.

Ross, Ramon (General Editor), *Junior-Community College Reading/ Study Skills,* An Annotated Bibliography (Compiled by Gene Kerstiens), International Reading Association, 1970, pp. 45.

This annotated bibliography is deliberately limited to pertinent studies and prescriptions based on junior-community college populations and to literature specifically addressed to the junior college audience involved in improving reading/ study skills.

Rystrom, Richard, "Listening, Decoding, Comprehension, and Reading," *The Reading Teacher* (December, 1970), 24:261-266.

The description of listening, decoding, comprehending, and reading presented by the author suggests a number of procedures which should be employed by teachers of reading. First, auditory and visual discrimination skills should be developed before they are required for learning more complex skills, such as decoding. Second, the decoding process should not require a child to read language patterns or use comprehension skills which he has not yet learned. Third, information sources should contain some real information. Many of the reading materials have little to comprehend. Fourth, teachers should encourage a child to vocalize during the initial stages of the decoding process, while he is learning to associate letters with sounds. And fifth, sources of interference which intrude upon the main channel, should be reduced.

Sargent, Eileen E., "College Reading Before College," *Journal of Reading* (November, 1970), 14:83-88.

The prime purpose of the College Reading course is to give instruction and practice in advanced reading skills appropriate for learning in college. The requirements of the course are flexible, adapted to the needs of the students who elect it. Approximately fifty percent of the time is spent on vocabulary development and its many related factors. High school students should know what is actually involved in the

process of reading. Therefore, time is spent in orienting students to a theoretical understanding of reading, to the various purposes for which we read, and to various methods of reading needed to satisfy these purposes. Intensive and critical reading techniques are explained and students are given exercises for practice in these areas. Rapid reading, skimming, and scanning techniques are taught in relation to their fulfillment of a particular purpose.

Shafer, Robert E., "The Practical Criticism of I. A. Richards and Reading Comprehension," *Journal of Reading* (November, 1970), 14:101-108.

This paper attempts to point out some of the implications of Richards' work for reading comprehension. Both literary criticism and rhetoric have much to contribute to the development of new models of comprehending. Richards' findings have many implications. He found that readers have certain difficulties in comprehending. These difficulties are: (1) Making out the plain sense of poetry; (2) Sensuous apprehension; (3) Visual imagery; (4) Mnemonic irrelevancies; (5) Stock responses; (6) Sentimentality; (7) Doctrinal adhesions; (8) General critical preconceptions.

Singer, Harry, "Teaching Word Recognition Skills," *Teaching Word Recognition Skills* (Compiled by Mildred A. Dawson, International Reading Association, 1971, pp. 2-14.

To teach word recognition, the tutor should know some principles of teaching word recognition, have an idea of a sequence of it, and learn some basic techniques for teaching it. In each of the remaining sections of this chapter are practical suggestions to use in teaching word recognition.

Smith, Dwight, "The Concept of Performance Contracting," *The Michigan Reading Journal* (Fall, 1970), 4:45+.

Teachers in the field of reading instruction probably ought to be interested in this innovation in school management since most contracts to date have been in reading instruction and/or computational skills. Reading teachers should want to know about instruments employed for pupil "entry" into the guaran-

teed contract as well as the evaluation process which will determine the final payment. Reading teachers should be concerned that a contract has turnkey provisions, i.e., the process of management and teacher training toward eventual local "takeover" of the systems employed by the contractor. Perhaps most importantly, reading teachers should be most vitally concerned with the definition of "reading" in the contract: What skills will be obtained? One caution: Performance contracting as a concept is only an administrative device, a systems vehicle for obtaining certain predetermined goals.

Sunderman, Hazel Kirbie, "Accept the Negative, Accentuate the Positive," *The Reading Teacher* (December, 1970), 24:251-256.

"Accept the negative; accentuate the positive," is a good philosophy of life. It seems just right for cooperation between teachers and librarians. It is not a question of whether they will work together or not. The question is "how?" It must be the goal of every teacher to help each child to reach his destiny. Even one librarian or one teacher who has a consuming enthusiasm for reading will find some way to share this love with other people around. (1) Make the library as attractive as possible. (2) Use the bulletin boards to attract readers. (3) Personalize bulletin boards. (4) Cull magazines and send out notices of selected articles. (5) Alert teachers about television shows, local productions. (6) Anticipate, if possible, teachers' needs. (7) Distribute a "book review" bulletin. (8) Make a book review file. (9) Compile a simplified "handbook" giving correct forms for writing papers. (10) Display projects done by students. (11) Keep an individual annotated interest file on teachers and students. (12) Affiliate yourself with professional library organizations. (13) Attend curriculum meetings. (14) Ask teachers to help weed out books that are out dated in their subject areas. (15) HAVE FUN.