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TEN-SECOND REVIEWS

Blanche O. Bush

To give a child a book is suddenly
To move a mountain from before his eyes
And show a world he never knew to be.

Then he will find new stars in his old skies,
Roads going on which he had thought to end,
Seas, and new continents about to rise.

To give a child a book is like a friend
Opening, for the first time, a secret door
Which opens into others, without end;
And he goes forth, still hungering for more.

From ELEMENTARY ENGLISH

Adams, Phylliss J., "Primary Creative Reading," *Reading and Realism* (J. Allen Figurel, Editor), International Reading Association, Newark, Delaware (1969), 13:119-122.

Primary teachers should be greatly concerned about developing creative readers. Creative reading requires the reader to produce fresh, original ideas; develop new insights; and respond imaginatively. If students are to grow in their abilities to read creatively, numerous opportunities must be provided in the school program. The teacher plays the key role in structuring the program in such a way that creative reading abilities are developed.

Andersen, Oliver and Leonard Courtney, "Integrating Reading Instruction With Subject Matter," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 106-111.

Among his many responsibilities a subject-matter teacher at the higher academic level has three basic obligations: (1) lead his students to an understanding of the important concepts of his speciality, (2) help the student relate these concepts to the universe, and (3) give instruction in the area of reading comprehension. The purpose of this paper was to present a tool to aid the teacher in these tasks.

Bagford, Jack, "The Role of Phonics in Teaching Reading," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:82-87.

In this paper it is assumed that phonic analysis is best used in conjunction with other word identification techniques for the purpose of unlocking words which are known in their spoken form but unknown in their written form. Teachers are encouraged to know the research relating to methods and materials and to utilize their knowledge in adjusting their procedures to the individual needs in their own classrooms.

Bigaj, James J., "A Reading Program for Gifted Children in the Primary Grades," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:144-148.

Education today faces an all important challenge in providing for the reading needs of gifted students in the elementary grades. Essential principles of instruction include: Emphasis on individualizing instruction, self directed learning, flexible reading assignments, guidance in critical and creative reading skills, constant challenging, development of confident happy readers, emphasis on quality not quantity of reading, inductive rather than deductive instruction, and diversified reading materials.

Booth, Vera Southgate, "Structuring Reading Materials for Beginning Reading," *Reading: A Human Right and A Human Problem—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968)*, pp. 73-79.

The advantages to be gained, when the emphasis in beginning reading is on pupil learning rather than teacher instruction, are so great that one should continue to explore this line of development, which can be seen to be working well in certain British infant schools. In order to create an ideal learning situation one needs to consider the use of regularized media, materials and equipment of every kind which will lend themselves to heuristic methods of learning and organize the arrangement of all the material in such a way as to ensure the child gradual progress without sacrificing the motivation engendered by freedom of choice.

Brennan, Joseph T., "Selecting Appropriate Materials for Disadvantaged Junior High School Students," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:198-200.

The task of selecting materials for the disadvantaged Junior High school student is a difficult one for both student and teacher. It is more than assigning required reading lists or recording interests by the use of standardized scales. It is a task which is individual by nature and eternal by degree. To oversimplify, it is putting the appropriate materials in the hands of the receptive learner at an opportune moment—not an easy task.

Cameron, Jack R., "Syntax and Semantics in Reading," *Reading and Realism* (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:93-98.

The descriptive approach to language places a greater responsibility on the teacher who is obliged to become an observer and recorder of language in the world today. The methods used to teach students to read must reflect the actual demands of the contemporary culture. If students are to be efficient, intelligent readers, they must be trained to handle the syntactic and semantic problems that will face them in adult life. If much of their reading education is not focused on the realities of daily practice, the program is not descriptive, does not reflect the demands of popular usage and is, therefore, open to the kind of attack currently aimed at the prescriptive teaching of grammar and usage.

Cushenbery, Donald C., "Building Effective Comprehension Skills," *Reading and Realism*, (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:100-103.

If one is to help children with comprehension skills, the relationship of certain factors to this body of skills must be understood. These are physical and mental factors, background experiences, word recognition skills, and purpose of reading. Comprehension must be thought of as a combination of several facets—Reading for details, reading to secure main ideas, reading to differentiate between fact and opinion, reading to

follow directions, reading maps, graphs, and charts, reading to predict outcome, reading to follow the writer's plan and intent and reading to summarize and organize.

Dietrich, Dorothy M., "Developing Reading Comprehension, Ages 8-11," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 56-60.

Dietrich constructed an outline of procedures to be used by the teacher in developing comprehension skills. She emphasized that comprehension does not develop unless guidance is provided with all types of reading materials in a most consistent fashion such as: (1) The introduction of unfamiliar word forms and concepts, (2) Review and discussion of pupil's experiential background on the topic, (3) Presentation of purposes for reading, (4) Discussion, (5) Application.

Emans, Robert, "Use of Context Clues," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:76-82.

This paper shows the importance of helping children develop skill in the use of context clues in word recognition and makes suggestions as to how to teach these skills. There are at least four uses of context clues in word recognition. (1) Context clues can help children remember words they have identified earlier but forgotten. (2) Context clues may be combined with other word-analyses clues (phonics and structural analysis) to check on the accuracy of words tentatively identified by the use of other clues. (3) Context clues help in the rapid recognition of words for all readers by helping one to anticipate what a word might be. (4) Context clues are required for the correct identification of some words.

Farr, Roger and Nicholas Anastasiow, "Tests of Reading Readiness and Achievement," *Reading Aids Series* (Vernon L. Simula, Editor), International Service Bulletin, International Reading Association, Newark, Delaware (1969), p. 51.

This book is intended primarily for classroom teachers and other personnel who work directly with teachers in selecting

reading readiness or achievement tests. It is designed to review the major issues that should be considered before a test is chosen as the one to be used in a classroom.

Feitelson, Dina, "Training Teachers of Disadvantaged Children," *Reading: A Human Right and A Human Problem—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968)*, pp. 141-146.

In the forties, Allison Davis in his classic works described the problems arising out of the discrepancy between the home background of large segments of pupils and the school. Unless teachers-in-training are introduced to these differences via a well-planned program including first hand field experience, there is little hope that necessary changes will be achieved in the near future. A well-planned preservice training based on anthropological theory combined with intensive field experience in families and community institutions seems the most hopeful approach for breaching the cultural gap between teacher and pupil.

Frazier, Elizabeth, "Teaching Listening in the Elementary School," *Reading and Realism* (J. Allen Figurel, editor), International Reading Association, Newark, Delaware (1969), 13:67-71.

Although this paper does not include the "how-to's" of teaching the listening skills in the elementary grades, all teachers need to start by first improving their own abilities as listeners. Also one must always keep in mind that teachers set the pattern of listening which will be copied by students. Teachers must be certain that the topics utilized for the development of listening skills will evoke an interest within the listener to insure that he will listen. Also teachers must ask questions which demand more than understanding and comprehension but require evaluation and critical listening.

Guszk, Frank J. "Questioning Strategies of Elementary Teachers in Relation to Comprehension," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:110-116.

Essentially the reported research found that teachers tended

to (a) emphasize recall thinking about reading (b) utilize several controlling actions to cue, clarify, extend or shut off pupils' thinking or answering, and (c) miss many opportunities for putting questions together into clusters that would extend thinking.

Hittleman, Daniel R., "Teaching Reading to the Disadvantaged Elementary Pupil," *Reading and Realism* (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:154-160.

A culturally disadvantaged child is one who comes from a home environment which does not provide him with experiences that transmit the cultural patterns needed for learning and success in the larger society or schools. The language involvement program which is akin to that used to teach a foreign language is described. The benefits of the language involvement program are that the child: (1) responds to questions, (2) passes along information, and (3) acquires basic sentence patterns and concepts of classification. The teacher is in full control of vocabulary, sentence patterns and concepts which are presented and developed. Most important of all, the child with a main purpose to gain knowledge, has no sense of failure because reading is maintained in proper perspective as just one of the communicative acts.

Hollingsworth, Paul M., "Instruction and Instructional Materials—Methodology, Interrelating Listening and Reading," *Reading and Realism* (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:63-67.

With greater emphasis upon listening in the language arts curriculum of the schools even more research studies seem to be concerned about the interrelationship. It has been reported that there are common elements that are similar in both reading and listening and that an interrelationship does exist between these two receptive skills. In listening or reading instruction the steps are quite similar: (1) A goal is necessary. (2) Practice is needed. (3) An evaluation or appraisal should be made of the progress. Reading accompanied with discussion will help in interrelating reading and listening in the classroom.

Huck, Charlotte S., "Teaching Critical Thinking Through Reading," *Reading: A Human Right and A Human Problem—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968)*, pp. 48-54.

In this paper, critical reading has been defined as the analysis and evaluation of both the content and structure of fiction and non fiction materials. It is a process involving both knowledge of criteria for evaluation and skill in applying them. The thoughtful reader is not just the result of maturation, he is the product of planned instruction. Teachers can improve the quality of their questioning and so improve the quality of children's reading.

Ives, Josephine Piekarz, "Linguistic Principles in the Elementary School," *Reading and Realism* (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:88-93.

Variations in pronunciation, grammar and vocabulary among dialects and differences in the customs used by speech and writing are important to the teaching of reading in the elementary school, particularly in the primary grades. Linguistic principles related to dialectal variation need to be incorporated into teacher-training programs as well as into instructional materials. Attention needs to be given to dialectal variation in the preparation of materials for children to read in the initial stages of reading instruction.

Janes, Edith C., "Developing Critical Reading Skills in Literature," *Reading and Realism* (J. Allen Figurel, editor) International Reading Association, Newark, Delaware (1969), 13:238-242.

Critical reading or critical thinking is one of the skills of a mature reader. It is developed gradually through instruction and through practice. Children, even in primary grades, should be guided by skillful questions to think about the things they read, see, or hear and to react critically.

Jenkinson, Marion D., "Basic Elements of Reading Comprehension," *Reading: A Human Right and a Human Problem—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968)*, pp. 41-47.

In this study three elements basic to the understanding of reading comprehension are: the nature of comprehension and the factors involved, the measurement of reading comprehension and word knowledge. Though most of the research has tended to stress the cognitive aspect of the process, some attention has been directed to the affective domain which must be part of appreciation.

Kinder, Robert Farrar, "Building on Early Reading Skills," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 61-64.

Whether it be those concerned with the pupil's purposes for reading, method of attack, comprehension of meaning, evaluation of ideas or uses for reading, all reading skills have their roots in early schooling. As the child progresses to the higher levels of education, he continues to need instruction in these skills for he must use them in a more sophisticated manner on reading selections that are more varied, more complex, and more abstract. With an effective reading program at higher levels of education which builds on the skills taught in the early years, a youth stands a better chance for making a difference in the adult world, a difference that is better.

King, Ethel M., "Organization of Reading Programmes," *Reading: A Human Right and a Human Problem*—Second World Congress On Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 95-100.

Organizational changes in reading programs should be undertaken when there is some evidence that the changes will facilitate progress of the individual. A good reading program provides for the use of books on varied levels of difficulty. There should be large groups, small groups, and individual instruction. Skill development should be assessed at frequent intervals. Diagnosis of strengths and weaknesses should be recorded on an individual basis. The organizational changes discussed are based largely on teacher cooperation in planning, on sharing materials and facilities, on communication among teachers, and on frequent diagnosis and appraisal.

Lloyd, Bruce A., "Helping the Disabled Reader at the Elementary Level," *Reading and Realism* (J. Allen Figurel, Editor), International Reading Association, Newark, Delaware (1969), 13:171-176.

The purpose of this paper was to explain some ground rules for providing individualized reading for disabled readers. First of all, one must identify the pupil who is truly disabled and then diagnose the difficulties and plan an instructional program that fits the pupil. It was suggested that one of the best procedures to use was that of the total team approach whereby pupils help each other. A typical lesson would include: (1) flash card drill to increase the pupils' sight vocabulary, (2) reading for comprehension activities to increase the pupils' awareness of reading for meaning, and (3) specific skill practice such as phonogram substitution for better word attack and subsequent success in the reading act.

McCullough, Constance, "Bridges to Understanding," *Reading and Realism* (J. Allen Figurel, Editor), Proceedings of the Thirteenth Annual Convention, International Reading Association, Newark, Delaware (1969), 13:20-28.

In this paper the author fosters three ideas; that the reading act is a matter of the interaction of concepts, cognitive patterns, and linguistic patterns; that logical analysis suggests the presence of seven or more distinct operations, some of which we are neglecting to teach, that the behavior within any one of the seven operations, as well as among these operations, is a matter of relativity or environment. These elements, considered by the author, should not be taught in complete isolation: word form, sentence order and structure, word meaning, sentence meaning, sentence formation, evaluation and interpretation, and use.

McCullough, Constance M., "The Language of Basal Readers," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 67-72.

This paper explored some of the thinking one must do in order to decide the language to use in a basal reader and to

decide what the child's preparation must be for that language. In the past, when a child was failing to read, the teacher merely worked harder but that recipe did not always work. If a language group is to have only one basal reader series, that series should probably be in the standard form of the group language. Many educators are beginning to see specific steps to take in diagnoses of learning problems and some of those steps must be tailored to the differences between the child's dialect and the reader series.

Parsley, Jerry H., "An Approach to Teaching Inferences — High School," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:123-127.

Making inferences is an important comprehension skill which does not seem to be acquired incidentally by many students. It is therefore the teachers' responsibility to provide direct instruction in this general skill. The high school teacher should be aware of the prerequisite for making inferences. Growth in this aspect of reading proceeds from the simple to the complex.

Preston, Ralph C., "An Appraisal of Medical Research on Dyslexia," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 172-179.

In this paper the writer summarized and evaluated a selection of opinions and findings from the medical literature which typifies matters of importance for the teacher of reading and the reading clinician. The research here reviewed was conducted chiefly by neurologists, psychiatrists, pediatricians and ophthalmologists. About one-third of the studies are reports based on clinical experiences and impressions. Almost as many are diagnostic surveys of children without controls. Next in frequency come diagnostic surveys with controls and cross-sectional clinical studies. Last are reports of longitudinal case histories.

Raciti, Domenica, "Critical Reading Techniques in Elementary School," *Reading and Realism* (J. Allen Figurel, Editor) Inter-

national Reading Association, Newark, Delaware (1969), 13:98-99.

Specific skills of critical reading listed by the author are: (1) drawing conclusions, (2) predicting outcomes, (3) drawing inferences, (4) recognizing cause and effect, (5) making comparisons, (6) distinguishing between fact and fancy, (7) judging skill of author, (8) accepting or rejecting author's facts, (9) understanding need to suspend judgment until more information is known, (10) willingness to accept the ideas of the author if he is an expert, and (11) ability to judge the bias of the author.

Reed, Estella E., "What Do We Look at When We Read?" *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:71-76.

What do we look at when we read becomes a complex question that is governed by such factors as age, attitude, and gender of the reader; availability of reading material; and the power to decode.

Sailor, Carl, "Building Reading Skills via Reading the Newspaper," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:127-132.

Using the daily newspaper as material, one can teach all of the most important reading skills. This statement is true whether one is speaking of the simplest skill, vocabulary, or the most complex and highest technique, critical and creative reading. In between are several other important skills—comprehension leading to interpretation and evaluation, fact and opinion differentiation, ability to recognize propaganda devices, and absorbing and acting on editorials and columns.

Sanders, Joe, "Worth of an Indian? Arizona Indians Require Facilities and Services," *Children Limited* (December, 1965), 14:9-10.

George Gist, called Sequoyah, a physically handicapped Indian, used his intellectual powers and developed a syllabary for his native Cherokee language. Sequoyah's talking on paper spread among his tribe like wildfire. Newspapers were printed,

magazines and other educational materials were made available to the 20,000 Indians.

Smith, Donna, "Word Magic," *Reading in Montana* (Summer 1967), 5:18-21.

Primary children use a detective approach to understand that our words come from many different languages. Modern English includes slang, colloquialisms and vulgarities, which are made up of every language under the sun. Primary children should be taught to look for the history of words.

Smith, Kenneth J. and Henry M. Truby, "Dialectal Variance Interferes with Reading Instruction," *Reading and Realism* (J. Allen Figurel, Editor) International Reading Association, Newark, Delaware (1969), 13:166-171.

Reading teachers are beginning to realize that much of the general difficulty in teaching the so-called "disadvantaged" child could well stem from the fact that the teacher speaks one language and the child, essentially another. This paper is a plea for an awakening in the field of language study, and the primary language target is our own language. There is a wealth of knowledge about language that the student is quite capable of assimilating. Teachers are urged to join in promoting the availability of that knowledge. Do not wait for something to happen—make it happen.

Strang, Ruth, "How Successful Readers Learn: A Global View," *Reading: A Human Right and A Human Problem—Second World Congress in Reading, Copenhagen*, International Reading Association, Newark, Delaware (1968), pp. 15-20.

Both the children's responses and pedagogical research on factors associated with children's development in the language arts, indicate that the teachers of the communication arts should be concerned with the totality of the task, not only with the separate parts. In the global view of reading we first focus our attention on the specific definite behavior or competencies to be acquired.

Sucher, Floyd, "Use of Basal Readers in Individualizing Reading Instruction," *Reading and Realism* (J. Allen Figurel, Editor), International Reading Association, Newark, Delaware (1969), 13:136-143.

Three major topics were discussed in this article: (a) a viewpoint of individualized reading instruction, (b) use of basal readers in individualized instruction, and (c) a review of selected individualized programs emphasizing use of basal readers. From this study it can be inferred that basal readers can be effectively used in individualized reading programs: (1) as a self selection service, (2) as a skill lesson source, (3) as an exercise or application source, (4) as a common source for discussion and skill application, (5) as a program in which to start the child in reading, and (6) as a screening device.

Tinker, Miles A., "Selecting Methods for Evaluating Reading Progress," *Reading: A Human Right and A Human Problem*—Second World Congress on Reading, Copenhagen, International Reading Association, Newark, Delaware (1968), pp. 101-105.

This paper was limited to the use of standardized tests, informal reading tests, teacher observation and records. Tinker suggested methods to use for evaluating reading progress through the above media.

Whipple, Gertrude, "Practical Problems of Schoolbook Selection For Disadvantaged Pupils," *Reading and Realism* (J. Allen Figurel, Editor), International Reading Association, Newark, Delaware (1969), pp. 194-198.

This paper stressed three main points (1) that every year the purchase of unsuitable books for disadvantaged children wastes millions of dollars; (2) that the selection results in extensive reading failures; (3) that to overcome such waste of money and human resources, book committees need to employ reliable standards and methods of evaluation which will obtain facts about books and thereby aid in identifying appropriate books for disadvantaged children. Any sacrifice of time and effort is justified to this end. Disadvantaged children respond to instruction only when they are given schoolbooks which are adapted to their needs.