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TEN-SECOND REVIEWS

Blanche O. Bush

Flexibility in reading is the product of an attitude and environment that offers the reader a maximum of psychological freedom and safety.

—Paul Conrad Berg

Arnold, Richard D., "English As A Second Language," *The Reading Teacher* (April, 1968), 21:634-639.

Several assumptions were made by the author in considering the most appropriate way to teach reading to disadvantaged children who are learning English as a second language or dialect. To date insufficient empirical data have been gathered to validate these assumptions based on Mexican-American children in Texas. However, the author feels that these assumptions are reasonable. (1) The disadvantaged Mexican children have a different experiential background. (2) The children are undeveloped in visual perception abilities associated with learning to read. (3) The children's knowledge of English is highly inadequate. (4) The auditory discrimination abilities associated with success in beginning reading are grossly underdeveloped.

Blake, Howard E. and Gabriel Cohen, "Innovation In Oral Language," *The Reading Teacher* (April, 1968), 21:647-653.

In the Soloman Schecter Day School, a small private Jewish school in Philadelphia, the children study two languages, Hebrew and English. Efforts on a school-wide basis have provided opportunities for children to experiment with and express language. From these experiences children seemingly better understand the power of the English language and its importance to them.

Burkott, Ann P. and Ambrose A. Clegg, Jr., "Programmed vs Basal Readers in Remedial Reading," *The Reading Teacher* (May, 1968), 21:745-748.

The purpose of this study was to compare two methods of teaching reading in a remedial situation as measured by the behavior of the subjects in silent and oral reading tests and in spelling. No significant differences in the effectiveness of the

two reading methods, programmed instruction and a developmental program, were evidenced.

Butts, Gordon K., "How Effective are Audiovisual Materials?" *The High School Journal* (May, 1968), 51:343-347.

In deciding on the effectiveness of any audiovisual material certain assumptions must be made. (1) Educational efficiency can be measured only in one place—the classroom. (2) The most important element in any school is the teacher. (3) The keys to classroom efficiency are the relationships, the motivations and the strategy that the teacher uses in teaching. Words are still the most potent teaching force we have. Audiovisual materials must help teachers become better communicators.

Criscuolo, Nicholas, "Sex Influence on Reading," *The Reading Teacher* (May, 1968), 21:762-764.

Sex differences and their effect on educational progress have received renewed interest lately. It is advisable that classroom teachers become sensitized to this problem and seek ways in the instructional program to offset the inequality of the sexes particularly as it affects progress in beginning reading.

Courtney, Brother Leonard, "Some Fresh Thought in the Content Areas," *The Michigan Reading Journal* (Spring, 1968), 2:24-32.

Courtney presents fresh thought in the content area by answering four questions: (1) How extensive and effective are existing reading programs? (2) Is it reasonable to expect that improved content area teaching will help to allay our recognized problems? (3) How much reading instruction is going on in the content area classroom? (4) How may we effect better support for reading instruction in the content area?

Cramer, Ronald L., "The Influences of Reading on Spelling Achievement," *The Michigan Reading Journal* (Spring, 1968), 2:36-38.

A close examination of the studies cited indicated that the following conclusions are warranted: (1) There is sufficient evidence to indicate that reading ability and reading instruction can promote spelling growth. (2) Recency of words encountered in reading may aid spelling achievement for good spellers but apparently makes no significant contribution to growth in

spelling for retarded readers. (3) Reading improvement has less influence on growth in spelling achievement for retarded and poorer readers than for good readers. (4) Reading vocabulary appears to be most closely related to spelling success at the elementary level. (5) Word recognition difficulties are closely associated with poor spelling achievement.

Downing, John, "British i.t.a. Research," *The Reading Teacher* (April, 1968), 21:640-645.

British i.t.a. research shows conclusively that T.O. is a major handicap for teachers and students of reading in English. The ultimate solution for the educational point of view would be the correction of the defects in a conventional English orthography. Research should be conducted in the practicability of such reform. Downing stated that i.t.a. is a definite improvement on T.O. but i.t.a. itself is in need of refinement.

Drew, Mary, "Workbooks Make Us Sick," *The Michigan Reading Journal* (Spring, 1968), 2:40-44.

Workbooks can be used wisely for reinforcement of reading skills, for student evaluation and application of these skills, for independent student reading and as a diagnostic tool. Used with these purposes in mind workbooks will enhance the basal reading program for the student and assist the teacher. Do most teachers use workbooks wisely?

Ecroyd, Donald H., "Negro Children and Language Arts," *The Reading Teacher* (April, 1968), 21:624-629.

According to the author there seems to be no question that the Negro children who attend a predominantly Negro school in a neighborhood with a low socio-economic level are not learning to read as well as they should. Recent studies indicate that the problem is at least partly related to the oral language the urban ghetto Negro child brings to school.

Flierl, Nina T., "The Reading Skills Class," *The Reading Teacher* (May, 1968), 21:749-753.

This article focused on the daily reading skill classes which have been carried on for four years, and on the follow up study

of nine original students. On the bases of the achievement of these students the reading skills class is continuing as an integral remedial facet of the developmental reading program in this district.

Fry, Edward, "A Readability Formula That Saves Time," *Journal of Reading* (April, 1968), 11:513-516+.

The purpose of this article was to present a revision of the Readability Graph with directions for its use and to present some validity data which compares readability scores on several different formulas. This Readability Graph is presented as a faster and simpler method of determining readability.

Gallo, Donald R., "Free Reading and Book Reports—An Informal Survey of Grade Eleven," *Journal of Reading* (April, 1968), 11: 532-538.

The tremendous influence of friends on reading and discussion is something that a wise teacher takes advantage of in the classroom. Eliminating the threat of grading, minimizing the amount of required writing, and encouraging free discussions about books ought to produce more enthusiasm for reading. Research has shown that completely free reading does increase the amount of reading but does not necessarily tend to improve the taste for good books.

Geerlofs, Marjorie White and Martin Kling, "Current Practices in College and Adult Developmental Reading Programs," *Journal of Reading* (April, 1968), 11:517-520+.

A gap between theory and practice in teaching reading at college and adult levels has been noted in the literature. However, there are several indications in this survey that the gap between theory and practice might be closing. Encouraging, too, was the evidence of a movement toward more individualized instruction, multiplicity of materials, and diversity of programs.

Glass, Gerald G., "Students' Misconceptions Concerning Their Reading," *The Reading Teacher* (May, 1968), 21:765-78.

This paper attempted to alert teachers to some of the self

defeating misconceptions which students have concerning their reading abilities and responsibilities. Glass stated that it is each teacher's responsibility to talk to his students and listen to what they say about themselves to find out what concerns them and what they feel they are or should be doing.

Goolsby, Thomas M., Jr., "Listening Achievement in Head Start," *The Reading Teacher* (April, 1968), 21:659-662.

The purpose of this study was to explore the technique of oral presentation of reading passages and questioning to train non-reading preschool children to answer questions similar to those found in reading skills tests designed for readers. The tentative outcome of this experiment suggests techniques for dealing with Head Start children with respect to reading and readiness in general.

Heckerl, John R. and Russell J. Sansbury, "A Study of Severe Reading Retardation," *The Reading Teacher* (May, 1968), 21:724-729.

From this study, the authors set up certain guideposts to be followed in group therapy. (1) Groups should be small, no more than six. (2) The group should be as homogeneous as possible in terms of reading level. (3) The remedial therapy should be a daily occurrence. (4) A long term program should be planned as little is accomplished in six months or a year. (5) Minimum returns should be expected from a great deal of time and energy invested.

Hicks, Robert A., "Maralee J. Hicks, Mary Kellogg, and Ruth A. Honnen," *The Reading Teacher* (May, 1968), 21:738-739+.

The purpose of this study was to measure the effects of the number of remedial reading periods per week in the reading achievement of third and fourth grade pupils. The results of this study tend to indicate that time allotments are an important consideration in the development of a third grade remedial reading curriculum. No such relationship was demonstrated for the fourth grade pupils. Two sessions per week seemed to be as beneficial as three or four.

Johnson, Marjorie Seddon and Roy A. Kress, Co-editors, "Programs for Disabled Readers," *The Reading Teacher* (May, 1968), 21:706.

Too frequently in the educational setting, efforts of so-called remedial programs seemed to be directed toward the vain objective of getting all children "up to grade level." Another concern about programs for disabled readers has been the degree to which, at least in some schools, they have taken precedence over the normal developmental program. Programs for disabled readers are and always will be necessary but let us be careful to see that they neither result in wasted energies nor allow attention to be drawn away from the more basic job of preventing the development of difficulties in reading.

Kaufman, Maurice, "Will Instruction in Reading Spanish Affect Ability in Reading English," *Journal of Reading* (April, 1968), 11:521-527.

This article describes a study in two New York City Junior High Schools where Spanish speaking students were taught reading skills in Spanish to determine the effect upon their performance in reading English. The study appears to imply that planned transfer of learning from Spanish to English has some value for improving reading ability in English.

Kilanski, Doris M., "A Reading and Guidance Center," *The Reading Teacher* (May, 1968), 21:754-757.

The establishment of a reading and guidance center can be viewed as a preventive measure. The activity carried out in this center could help prevent children from experiencing constant defeat, from continuing on a down-graded path of futility, from eventually giving up altogether, from inevitable existence on the periphery of a successful life.

Klein, Mabelle, "Motivation for Reading," *The Pointer* (Spring, 1968), 12:19.

Over a period of weeks chart stories were written about each child's animals. The boys and girls not only enjoyed reading their stories but also those of the other children. A variety of games and drills based on the reading chart vocabulary was compiled. Lists of the words frequently used became a part of the children's writing vocabulary.

Lowery, Lawrence F. and William Grafft, "Paperback Books and Reading Attitudes," *The Reading Teacher* (April, 1968), 21:618-623.

Results of this study led to the conclusion that the attitudes of the tested children were significantly affected by the supplemental use of paperback books by fourth grade students. Specific causes for changes in attitudes cannot be determined by this study.

Marcus, Fred, "Rx For Teachers of Literature—The Rewards of Rigorous Reading," *Educator's Guide to Media and Methods* (April, 1968), 4:14-15.

Teachers of literature stand united on three fundamental objectives: (1) They want their students to read with pleasure; (2) They want their students to continue reading independently; and (3) They want their students to learn to make literary judgments.

Meier, John H., "A Program for Children with Reading Disorders," *The Reading Teacher* (May, 1968), 21:712-716.

To launch a program to meet the needs of children with reading disorders, five major activities were planned and implementation of them begun in the Rocky Mountain Educational Laboratory: (1) Regional incidence study of learning disabilities; (2) Training program for specialists; (3) Prescriptive programs to provide appropriate learning experiences for the prevention and remediation of individual learning disabilities; (4) Traveling seminar to acquaint classroom teachers with the visible signs of learning disabilities and techniques for their prevention and remediation; and (5) Parental information program.

Melnik, Amelia, "Questions: An Instructional Diagnostic Tool," *Journal of Reading* (April, 1968), 11:509-512+.

If teachers spend most of their time asking questions, a sure way to improve instruction is to develop the art of questioning. The author concludes that if the effective reader is a questioning reader, more and more opportunity should be given to students to formulate and analyze questions themselves. Perhaps in this changing world of expanding knowledge, it is more im-

portant to learn how to formulate significant questions than it is to memorize all the answers.

Michigan Reading Association Professional Standards Committee, Beverly Chamberlain, Chairman, Jessie Blank, Pierce McLeod and Dorothy E. Smith, *The Michigan Reading Journal* (Spring, 1968), 2:22-23+.

The standards for professional preparation and the description of positions in reading instruction were adopted by the Michigan Reading Association on March 10, 1968. The positions in reading instruction were: (1) classroom teacher, (2) reading specialist, (3) reading consultant, (4) reading clinician, (5) reading coordinator, and (6) college teacher.

Moulton, Paul and Ellen Lamar Thomas, "How Teachers Can Help Toward Better Reading," *Reading Improvement* (Spring, 1968), 5:1-13.

Today the art teacher, the music teacher, the industrial arts teacher, even a popular athletic coach all do their part in "operation grade-wide-reading." The author lists nine suggestions that can be used by teachers. (1) In every classroom use test results that throw light on reading. (2) Be concerned that students learn to adjust speed and method to material. (3) Take practical steps to match materials to individual reading levels. (4) Adjust the assignment in view of abilities. (5) Give step by step demonstrations on how to approach reading assignment. (6) Improve comprehension through a well formulated assignment—one that helps students have a purpose for reading. (7) Use questioning to start the use of different comprehension skills. (8) Strengthen background for difficult reading assignments. (9) Help students master the vocabulary of their subjects.

Nason, Doris E., "Remedial Instruction in Reading," *The Reading Teacher* (May, 1968), 21:740-744.

Remedial instruction can never take the place of a developmental program carried on in all classrooms. Whenever remedial teachers are expected to do the teaching which should and could be done by regular teachers the remedial teacher is severely

limited in his opportunities to do those things for which he is most needed. When a teacher is free to teach only those children with severe problems and to assist teachers in learning how to teach reading to all other pupils, the remedial teacher can play an important role in a truly effective total reading program.

Neal, Carolyn M., "Sex Differences in Personality and Reading Ability," *Journal of Reading* (May, 1968), 11:609-614+.

This study attempted to find rudimentary patterns of relationship between the affective domain and cognition by relating personality characteristics (measured on the MMPI and the Kuder Preference Record) to reading ability. Findings indicate that the quiet, thoughtful, feminine, agreeable woman is a better reader and the quiet, thoughtful, cultured man is the better reader among men. In the cases of both sexes, however, it is not neurosis that relates to ability, but the more positive character traits.

Reddin, Estoy, "Listening Instruction, Reading, and Critical Thinking," *The Reading Teacher* (April, 1968), 21:654-658.

This investigation was concerned with whether instruction in listening which utilized various types of approaches and materials would have positive effects upon the development of reading skills and critical thinking. Specifically, data were sought on these questions: (1) Is there gain in reading to identify main ideas and to note details following a period of instruction in listening? and (2) Is there gain in critical thinking following a period of instruction in listening? Age of students and materials used seemingly had a significant effect on the results.

Reilly, David, "Emotional Word Connotation," *The Reading Teacher* (April, 1968), 21:630-633.

This study utilized the word association technique as a means of studying the possible effects of reading material with emotionally disturbed and non-disturbed children. The author stated that reading material that deals with possible sources of emotional conflict is probably not the best to use with emotionally disturbed children. Word association technique appeared warranted along two lines: (1) as a diagnostic aid in establish-

ing those children who have a reading disability in association with emotional maladjustment and (2) as a diagnostic aid in the prediction of future reading disabilities associated with emotional maladjustment.

Summers, Edward G. and James L. Laffey, "Doctoral Dissertations in Reading in Secondary School and College," *Journal of Reading* (May, 1968), 11:605-608+.

This annotated bibliography includes doctoral research reported in Dissertation Abstracts (Ann Arbor, Michigan: University Microfilms) for 1965. It summarizes doctoral dissertations in secondary, college and adult reading. Annotated listings for 1961-1964 have been published in previous volumes of the Journal.

Wall, Sinclair, "Is Your Science Vocabulary What It Should Be?" *Reading Improvement* (Spring, 1968), 5:14-28.

In a large sense all reading begins with a knowledge of words, especially when words are put together into meaningful phrases and then into ideas. A glossary of scientific terms which are the kinds of words needed to read the daily newspapers and magazines with proficiency is very necessary for all students. A suggested method for figuring out the sound and meaning of unknown words is structural analysis.

Warner, Dolores, "Increased Assistance=Increased Achievement in Reading," *The Delta Kappa Gamma Bulletin* (Fall, 1967), 34:41-44.

In a study conducted in 1966 it was found that increased teacher assistance appeared to be involved with increased achievement in reading for first grade children who were culturally deprived. Since culturally variant children do not naturally see the teacher as a helping person it is important that they develop awareness of the teacher as one who does provide assistance and on whom they can rely.

Weintraub, Samuel, Research Editor, "Factors Related to Reading Rates,"—by Earl Hanson, *The Reading Teacher* (April, 1968), 21:663-669.

This resume of research tends to illustrate the complexity of

the reading act and shows that rates of reading are influenced by many different factors, some of which have probably not yet been accounted for. It appears that physiological and psychological, as well as factors outside the reader, may all be involved in affecting an individual's ability to read rapidly. It is also reasonable to note that all children can not be rapid readers.

Whitsell, Alice J. and Leon J. Whitsell, "Remedial Reading in a Medical Center," *The Reading Teacher* (May, 1968), 21:707-711.

This article attempted to answer such questions as, "Why should a teaching hospital have a remedial reading clinic for children? How does a reading clinic in a hospital differ from a private clinic or one in a public school? What are the special advantages of a hospital reading clinic? Who should be in charge of the remedial reading program in a hospital? What is the best use of such a clinic—for the hospital—and for the community? The authors stated that it appears that the greatest advantage of this setting to remedial reading teachers—as well as to each of the other team members—has been the unique opportunity for mutual education and personal professional growth.

Willson, Margaret F., "Clinical Teaching and Dyslexia," *The Reading Teacher* (May, 1968), 21:730-733.

This article describes an experiment designed to investigate the complex problem known as "associative learning difficulty" or dyslexia. The experiment investigated the relative effectiveness of three clinical techniques applied to children having associative learning difficulty for each of whom the most probable of three possible causes of the difficulty had been identified. The results of this investigation revealed the probability that associative learning difficulty is not a unitary disorder calling for a uniform program of treatment. Continued experimentation is obviously in order.

Wilson, Robert M. and Donald W. Pfau, "Parents Can Help," *The Reading Teacher* (May, 1968), 21:758-761.

Working with parents of troubled readers appears to be an area of concern for educators. If acceptable remedial maneuvers are shrouded in secrecy, it is hardly likely that much good is

attained by asking parents to cooperate. Likewise, it is futile to tell parents they are not teachers, and therefore, should not help their child. Reading teachers must be encouraged to take a fresh look at the possibilities of parental cooperation when working with problem readers.

Wilt, Miriam, "Talk-Talk-Talk," *The Reading Teacher* (April, 1968), 21:611-617.

The writer as well as many educators and researchers believe that the best insurance for later success in reading and writing depends upon the facility children have in using and understanding their language. The author discusses the relationship of the oral-aural activities to the initial and continuing program in reading and writing.

Wood, Judith, "Using the Tape Recorder in Teaching Adults to Read," *Journal of Reading* (April, 1968), 11:528-531.

Sixty teachers of adult Basic Education contributed their ideas for using the tape recorder as an instructional tool. The compilation of their ideas was divided for convenience into these general categories: (1) To teach beginning reading, (2) To improve phonetic ability, (3) To improve oral reading, (4) To improve comprehension, (5) To improve motivation, (6) For diagnosis and evaluation and (7) As a supplemental aid.