Ten-Second Reviews

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The learners of today and, indeed, tomorrow may very well be attempting to cope with forces outside our ken or range of understanding. Hence, the reading process must be that of assisting students to become potent, independent readers, as much at home as possible with the reading matter confronting them in the many disciplines. —H. Alan Robinson

Adler, Belle, Norma S. Rees, Blanche L. Server, Beatrice Stockers, "Implications of Vowel Diphthong Distortions," *Exceptional Children* (September, 1968), 35:51-55.

Clinical records of 42 children with functional articulation disorders characterized by vowel and diphthong distortions were studied to reveal any peculiar features of this group. The data studied were speech patterns, sex distribution, intelligence, interaction between intelligence and sex, position in the family constellation, duration of therapy and personality factors. The findings showed evidence of a characteristic speech pattern, an unusually high proportion of males to females, and personality factors tending to include immaturity, anxiety, poor body image, organicity, insecurity, distortion of reality and repressed aggression.

Alley, Gordon, "Reading Readiness and the Frostig Training Program," *Exceptional Children* (September, 1968), 35:68.

Significant differences in mean scores in favor of the experimental group were found when comparing two groups on a reading readiness measure after approximately eight months of visual perceptual training. The findings appear to support the author's hypothesis that the Frostig program is of benefit in a reading readiness program for culturally deprived kindergarten children to adjust for the limiting factors.

Ames, Ernest, "An Interdisciplinary Approach to Visual Reading Readiness," *Education* (April-May, 1968), 88:357.

Ames describes the threefold role which optometry may play in promoting visual reading readiness. Optometry's role in visual reading readiness consists of (1) early detection of visual-motor and perceptual delay, (2) remediation and guidance in the visual aspects of child development and (3) active, positive exchange and communication with all other behavioral sciences

that concern themselves with the child.

Bailey, Beryl Loftman, "Some Aspects of the Impact of Linguistics on Language Teaching in Disadvantaged Communities," *Elementary English* (May, 1968), 45:570-578+.

The purpose of this article is to report some of the findings of linguistics research in this area and to underscore the need for a specialized approach to the teaching of English in the schools that serve such students. The author proposed that teachers who work with non-standard speakers be required to have an introductory course in linguistics to alert them to the pervasive nature of some of the problems and to provide them with the minimum necessary tools for coping with some of them.

Betts, Emmett Albert, "Reading: Visual Motor Skills," *Education* (April-May, 1968), 88:291-294.

Dr. Betts discusses the importance of two recent studies of the contributions of visual-motor skills to perceptual readiness for reading.

Brittain, Mary M., and Clay V. Brittain, "A Study at Two Levels of Reading-Cognition and Convergent Thinking," *Education* (April-May, 1968), 88:321-323.

These authors explain a study of relationships between reading ability and cognition and convergent thinking at two grade levels. It was hypothesized that at an early grade level, cognition would be significantly related to reading ability but convergent thinking would not. At a later grade level, the correlation between reading ability and cognition would be rivalled by the relationship between reading and convergent thinking.

Calabria, Frances, "Reading . . . Not Just Books," *Grade Teacher* (April, 1968), 85:40.

Children will discover how to read fluently if invited to read whatever form of material interests them rather than being rigidly harnessed to books alone. The author suggests that students be encouraged to share their reading matter with the teacher, whether it be comic books, children magazines, advertising brochures, the sports section of the newspaper, pet manuals, directions for playing games, bubble gum wrappers or baseball cards.

Cameron, Jack R., "Read Critically or Join the Mob," *Journal of Reading* (October, 1968), 12:24-26.

In this article Cameron states that the need to balance emotional responses to literature with reasoned non emotional and critical reading is evident. The chief job of reading education in an age of media fallout is not to train people to read novels in front of a fire, attractive as such a prospect might be, but to make them critical readers in a world where emotional reading at the wrong time can amount to joining the mob rather than resisting it and will in the long run enslave a man rather than set him free.

Dykstra, Robert, "The Effectiveness of Code-and Meaning-Emphasis Beginning Reading Programs," *The Reading Teacher* (October, 1968), 22:17-23.

Chall defines code emphasis programs as those which aim at the beginning to teach the pupil mastery of the alphabetic code rather than expecting from him a mature reading performance. Meaning-emphasis programs are those which emphasize from the very beginning the necessity of reading for meaning, undoubtedly a more mature skill than mere code-breaking. Although, in general, this study supports Chall's conclusions concerning the superiority of code-emphasis program in beginning reading, a note of caution is in order.

Ebert, Don, and Marie Gaasholt, "Materials for Teaching Adults to Read," *Curricular Bulletin*—School of Education, University of Oregon (July, 1968) Vol. 24, No. 292.

This bibliography, which is arranged alphabetically by publisher, does not attempt to be a complete list of all the reading materials available for teaching adult reading. It was designed to be used as a resource guide in locating appropriate adult reading materials. No materials are included that are used for teaching grammar, spelling, vocabulary development or Social Studies.

Eggener, Helga, "The Race to Read," *Elementary English* (May, 1968) 45:609-610.

Pressure for early reading originates from shifting public opinion, parents of precocious children, commercial firms and some kindergarten and first grade teachers. The question essentially is not whether young children can be taught to read in kindergarten but whether this is the best use of a five-year-old's time. Today the emphasis in the kindergarten is not on preparing the child for first grade or looking to the next year, but rather

upon helping him to live richly and fully as a five-year-old.

Emans, Robert, "History of Phonics," *Elementary English* (May, 1968), 45:602-607.

This summary of the literature has shown that historically there has been much controversy centered around the teaching of phonics. Although phonics instruction is being given today, it is very different from what it was in the past. As a result there has been a tendency to discard phonics instruction at times, only to reintroduce it again later. Each time phonics has been returned to the classroom it usually has been revised into something quite different from what it was when it was discarded.

Eovodia, Sr. M., "Visual Memory Training" *The Pointer For Special Class Teachers and Parents of the Handicapped* (Fall, 1968), 13:13.

Visual memory is an important skill in learning to read. This ability to remember stimuli presented visually is essential to development of an initial sight vocabulary. The author stated that activities are designed to stress immediate, intermediate and extended memory functions.

Feitelson, Dina, "Teaching Reading to Culturally Disadvantaged Children," *The Reading Teacher* (October, 1968), 22:55-61.

When dealing with a fundamental educational problem like the teaching of reading to culturally disadvantaged school entrants, it might prove beneficial to try to break down the basic problem into a series of problems, which could be dealt with on a more direct level. Such an analysis might allow the seeking out and testing of specific solutions for each of the separate sub problems as a means of solving the whole problem.

Fleming, James T., "Oral Language and Beginning Reading: Another Look," *The Reading Teacher* (October, 1968), 22:24-29.

In confirming the relation between oral language and beginning reading, assumptions about both the nature of language and the nature of the reading act must be clear. The relation is not a simple one but properly interpreted and implemented it can serve as a solid base from which to plan effective and informed language arts reading programs. In particular, concern was voiced for a possible imbalance in teaching and testing which might occur primarily as a result of placing exclusive emphasis on "word meaning" or vocabulary activities.

Flood, Anne, "A Team Approach to Learning," *Pointer For Special Class Teachers and Parents of the Handicapped* (Fall, 1968), 13:28.

The author states, "Once a week our children like to play 'team work' as we call it." The pupils work in teams of two and each pair moves to a section of the room with plenty of space between groups. A fixed format is used which the children are able to follow easily. On written work each person on a team works with the other to produce only one paper when finished. The poor student always has a feeling of success with this type of activity. He learns from other children, sometimes after repeated failure with teachers.

Gluck, Suzy, "Reading: Basic for Adults," *Journal of Reading* (October, 1968), 12:33-36.

This article describes a pilot program for the "functionally illiterate" adult offered at the University of Southern California Reading Center. This course is geared to the students' likes and needs.

Goodman, Kenneth, "Linguistic Insights Which Teachers May Apply," *Education* (April-May), 88:313-316.

While the basic application of linguistic and psycho-linguistic insights to reading materials and methodology has yet to be made, there are some concepts about language and how it is used to convey meaning which can make a difference in the teaching of reading now. To teach reading effectively, Goodman states, linguistics must be integrated with knowledge of psychology, child development and actual practice.

Grant, Phyllis P., "Learning With a Camera," *Pointer for Special Class Teachers and Parents of the Handicapped* (Fall, 1968), 13:12.

It has been said that there is nothing like seeing your own picture or name in print to build up the ego. Pictures of items of interest were placed on bulletin boards. This photographic exhibit continued to change and periodically all the pictures were put up in a big show. In addition to having a stimulating class hobby the boys and girls derived many opportunities for oral and written language and developed learning activities based upon their own vivid experiences.

Henderson, Edmund H. and Barbara H. Long, "Correlations of Read-

ing Readiness Among Children of Varying Background," *The Reading Teacher* (October, 1968), 22:40-44.

This study attempted to investigate aspects of primary education by exploring the relationship between certain non cognitive variables and reading readiness scores among children of varying background. The findings of this study support the broad view of readiness which must include social, emotional and experiential factors.

Kinder, Robert F., "Reading Specialists DON'T Need Training," *Reading News Report* (October, 1968), 3:21.

Little or no specialized training is required in half of the states in the United States for those working as school reading specialists. This fact and some other revealing aspects of the complex problem emerged in a report of the findings of Kinder's study on the national scene.

Kinder, Robert Farrar, "State Certification of Reading Teachers and Specialists," *Journal of Reading* (October, 1968), 12:9-12+.

In twelve states representing a third of our school population there are no certification requirements for reading personnel and no plans to develop such requirements in the foreseeable future. At present only 23 states require certification of reading personnel. Improved state reading certification standards can protect the professional status of teachers and specialists and at the same time strengthen reading instruction for more children and youths.

Lehner, Andreas, "Letting Reading Make Sense," *Journal of Reading* (October, 1968), 12:5-8.

Two peculiarities of this program implement the learning of educational decision making: no marks are given and no textbooks used. The absence of a traditional marking system helps enforce the honesty of a child's choice, by removing what many feel is a phony system of motivating students. The children are persuaded as soon as possible to demand that reading make sense and to be impatient with the empty ritual of filling in blanks in somebody else's questions.

Littrell, J. Harvey, "Teacher Estimates Versus Reading Test Results," *Journal of Reading* (October, 1968), 12:18-23.

In a correlational study, Littrell finds teachers' estimates of pupils' abilities and interests in reading correspond roughly with

standardized test scores. Where there are differences, which is right? The author wisely refuses to speculate.

Moffett, J. Bryron, "Getting the Most from Weeklies," *The Instructor* (October, 1968), 78:125.

Weekly school newspapers provide children with opportunities to learn about important news events at their level of understanding. Moffett makes these suggestions for use. (1) Don't use the paper every week. (2) Don't ask the entire class to read the paper. (3) Don't send the paper home. (4) Don't neglect the paper designed for other grade levels. (5) Ally weekly paper experiences with other news media. (6) Appoint pupil experts to monitor the paper. (7) Clip paper for a school-wide resource file.

Morrison, Coleman and Albert J. Harris, "Effect of Kindergarten on the Reading of Disadvantaged," *The Reading Teacher* (October, 1968), 22:4-9.

This study of children with and without kindergarten experience is part of a larger one called the CRAFT Project which investigated progress in reading of disadvantaged urban Negro children in the New York public schools. Children in the study were taught to read by two approaches, Skills Centered and Language Experience. The Language Experience Approach developed reading materials from the experiences and verbalizations of the children and gradually moved into individualized reading. At the end of the first grade, twenty-one grade equivalent comparisons were made and all comparisons but one favored the kindergarten group.

Mortenson, W. Paul, "Selected Pre-Reading Tasks, Socio-Economic Status, and Sex," *The Reading Teacher* (October, 1968) 22:45-49+.

The purpose of this investigation was to determine how beginning first grade children differ in their performance on pre-reading visual and auditory discrimination tasks according to their socio-economic level and sex. On the basis of the findings these conclusions were made. (1) Differential performance on pre-reading discrimination tasks was closely associated with the socio-economic backgrounds of beginning first graders. (2) Performance on most of the visual and auditory discrimination tasks significantly favored the girls over the boys. (3) Although intelligence appeared to be related to socio-economic level, the re-

lationship between socio-economic status and performance on discrimination tasks remained intact when intelligence was held constant. (4) Differential performance on pre-reading discrimination tasks cannot be attributed entirely to any occupational level within a particular socio-economic level.

Neville, Mary H., "Effect of Reading Method on the Development of Auditory Memory Span," *The Reading Teacher* (October, 1968), 22:30-35.

   A comparison of the effects of the reading method on the development of memory span suggests that both the increase in memory span and reading may be affected by the manner in which the child reads. Especially for children of lower reading aptitude, excessive oral reading may be detrimental in the development of auditory memory span, although the hypothesized associated drop in reading achievement was not found. Moreover it is silent reading practice rather than oral reading which appears to produce the relationship between auditory memory and word recognition.

Potts, Marion and Carl Savino, "The Relative Achievement of First Graders Under Three Different Reading Programs," *The Journal of Educational Research* (July-August, 1968), 61:447-450.

   A random sample of 150 first graders was studied to determine progress under three different reading programs. Two were based on the teaching of sound-symbol relationships, the other emphasized whole word reading first. Four criterion tests were administered. Data were analyzed through analyses of covariance, using a standardized reading test as the adjusting variable. Results indicated differences among all three of the reading programs which were significant beyond the .01 level. The program which used the most intensive phonics training proved to be the most effective. The other program based on sound-symbol relationships was next in effectiveness and the one which emphasized whole word reading first was least effective.

Reading Report, "The Controversy About Dyslexia," *The Education Digest* (September, 1968), 34:51-53.

   Dyslexia is perhaps the most difficult, the most controversial, word in reading today. However, the individual with reading difficulty, be he dyslexic, retarded, underachieving, or whatever, needs special help. Whether this help be in reading clinic, in the

classroom, or in special classes really makes no difference. The important concern is whether or not the child learns to read. At this point, the report asks, does validating or refuting this hypothesis of dyslexia really matter?

Robinson, H. Alan, "Reading in the Total School Curriculum" Presidential Address, *Reading, Lecture, Lectura Laesning Lesen—1967-1968 Annual Report,* International Reading Association, pp. 1-9.

Change is inevitable. We must change to keep pace with the times, as difficult as the path may seem. We are obligated, by our very calling, to accept all students on equal terms. We are obligated to help them, to the best of our ability, prepare for a world which none of us can foresee with much accuracy. One thing is certain, however, our field of specialty—communication—will continue to be the most important and, perhaps, most complex aspect of human development.

Rothrock, Dayton G., "Teachers Surveyed: A Decade of Individualized Reading," *Elementary English* (October, 1968), 45:754-757.

Results of a limited questionnaire survey over five Western Central states relative to individualized reading indicate that individualized reading has made an impression upon teachers. In actual practice it has probably been absorbed into the total reading program as a part of an eclectic plan for part of the year or part of the reading period. It has had influence upon materials and it has made teachers more aware of pupil differences.

Scott, Ralph, "Perceptual Readiness as a Predictor of Success in Reading," *The Reading Teacher* (October, 1968), 22:36-39.

This paper reports the results of a follow-up evaluation of children's kindergarten scores on an experimental Seriation Test and their second grade reading attainments. This test had two subtest scales Trial and Error and Operational. On Trial and Error tasks, children were permitted to manipulate illustrated cutouts and paste them in the test booklet. Operational items required children to mediate and then designate responses by marking the test booklet.

Simmons, John S., "The 'Stance' Approach in Responding to Literature," *Journal of Reading* (October, 1968), 12:13-17.

In this article, "The Rhetorical Stance," Wayne Booth con-

tends that writers cannot truly express themselves or persuade their readers until they honestly feel their role in the act of communication. Booth claims that a writer cannot write decently until . . . "he has found a definition of his audience, his argument, and his own proper tone of voice." Simmons drew from Booth's thesis that written or oral response can become clear and emphatic only when the writer or speaker senses the need to persuade, or to explain something to someone and when he has a clear notion of what direction his argument will take.

Stahl, Betty Lou and Zetta Ottenberg, "Organization of a Secondary Reading Program for a Middle-size City System," *Journal of Reading* (October, 1968), 12:27-32.

A coordinator outlines the functions of reading personnel for secondary programs in a middle-sized city system and describes the development of a specific program in one high school in Rockford, Illinois. Organization with a clear definition of the general plan of operation was considered to be the most important determinant of success.

Stauffer, Russel G. and May Dolores Durkin, "Does Sex Difference Affect Reading," *The Instructor* (May, 1968), 77:25.

In general, the authors' experience has been that while the girls are far ahead of the boys at the end of first grade, the difference is less marked the next year and the two groups are nearly equal by the end of the third grade.

Thurman, E., and N. Niesen, "How Parents Can Help," *Pointer for Special Class Teachers and Parents of the Handicapped* (Fall, 1968), 13:56-57.

Parents appreciate a teacher's help and diplomacy, and through combined efforts many of the children's problems can be overcome in an effective manner. Among the suggestions given by the authors are: (1) Help the child discover books by reading to him, asking questions about the stories, and talking about pictures. (2) Give him recognition for what he does. (3) Accept him for what he is. (4) Help him develop a feeling of responsibility. (5) Teach him that all work is honorable by helping him to become emotionally mature and by setting up realistic goals.

Tinker, Miles, "Suitable Typography for Beginners in Reading," *Education* (April-May, 1968), 88:317-320.

To achieve optimum legibility of printing for beginning readers, type, size and face, leads, length of line, ink and paper must be coordinated. In this article the discussion is based upon the available research plus consideration of classroom experiences and publishing practices.

Zaruba, Elizabeth A., "Objective and Subjective Evaluation at Grade One." *The Reading Teacher* (October, 1968), 22:50-54.

The purposes of this study were (1) to examine predictive values of three measures of reading readiness and maturity in September as related to first grade reading achievement in June, as measured by teacher evaluation, and (2) to compare relationships between reading achievement measured by the teacher evaluation with standardized test results. Findings suggest that careful teacher appraisal, based on multiple data, is a valuable tool for evaluating young children's reading readiness and achievement.