Ten-Second Reviews

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> Reading without purpose is sauntering, not exercise.
> More is got from one book on which the thought settles
> for a definite end in knowledge, than from libraries
> skimmed over by a wandering eye.   —Bulwer

Asher, J. William, "Comment on Spelling Achievement following i.t.a.
Instruction," *The Reading Teacher* (November, 1968), 22:153-
156.

> According to the results of experiments by Mazurkiewicz
> (1966) and Mazurkiewicz and Lamana (1966) children taught
> by i.t.a., as compared to t.o.—taught children, seemingly drop
> precipitously on their word study skills from mid term to the
> end of the year in the first grade and are poorer in punctuation
> and capitalization in a creative writing sample at the second
> grade. The i.t.a. children seemingly are superior in word reading
> and word study skills at mid term in the first year and are in-
> ferior in spelling at the end of the first grade while superior in
> number of running words, spelling, and number of polysyllable
> words at the end of second grade. There seems to be no theory
> to account for these phenomena.

Barbe, Walter B., "Reading and Language in the Instruction of Young
Children," *Education* (September-October, 1968), 89:18-21.

> More important than setting an age at which children
> should be taught to read, is establishing a philosophy which
> allows for individual differences. Acceptance of each child as a
> unique individual and adapting educational procedures to meet
> his needs, rather than attempting to make him fit the mold,
> will likely result in earlier teaching of reading to many children.
> The nongraded elementary school seems to offer the best oppor-
> tunity to meet these highly idealistic and difficult goals.

Blau, Harold and Harriet Blau, "A Theory of Learning to Read,"
The Reading Teacher (November, 1968), 22:126-129+.

> This article reports on a new and interesting alternative in
> which the visual modality is deliberately suppressed or blocked,
> initially at least, instead of being reinforced. The basic theory

involved is that, in some cases, learning to read may be literally cut off or short-circuited by the visual modality rather than merely obstructed.

Chall, Jeanne S. (reviewed by Shirley De Leon) "Learning to Read—The Great Debate," *Children's House* (Fall issue, 1968), 11:20-22.

Chall's study concentrated on the methods of beginning reading instruction. It includes definitions of methods, interviews with leading proponents of the different approaches, observations of these methods being used in schools, and analyses of readers, workbooks and instructional manuals from the two reading series most widely used in the United States in the late 1950's and early 1960's.

Chambers, Dewey W., "Signposts for Creative Teaching," *The Instructor* (October, 1968), 78:57+.

Research in the field of creativity is still new and doubts exist as to the validity of some findings but most authorities agree that certain practices can encourage creative thinking. The following are examples of such practices: (1) Less emphasis on conformity, (2) Flexible scheduling, (3) Provision for time, (4) Less emphasis on group work, (5) Less dependence on panaceas, (6) Wise use of tests, (7) Less stress on sex role, (8) Reasonable use of the closed question, (9) Flexible teacher attitudes.

Colvin, Charles R., "A Reading Program that Failed—Or Did It? *Journal of Reading* (November, 1968), 12:142-149.

Is "failure" a relative term? This article gives an account of an investigation which tried to avoid contamination of the subjects under study but failed. The author's view is that reading research of the experimental control type should constantly be checked for group contamination (Hawthorne effect) before implications either positive or negative can be made.

DeCarlo, Mary Rossini and Donald L. Cleland, "A Reading In-Service Education Program for Teachers," *The Reading Teacher* (November, 1968), 22:163-169.

An in-service education program geared to the needs of teachers can have a salutary effect upon teachers, can develop

a positive attitude toward reading supervision and teachers will not resist change. Desirable effects upon pupil attitude toward reading and interest in reading did occur as an outcome of the behaviorial changes effected by teachers in an in-service education program. Improvement in teaching of reading in the intermediate grades did occur with the better interpretation of instructional materials in current use in the school district.

Diederich, Paul B., "The Transition from Juvenile to Adult Books," *The Education Digest* (October, 1968), 34:46-48.

Puberty seemingly is the point at which average readers finally have to make a transition from juvenile to adult books if their reading interests are to continue. Stories concocted for juveniles are rejected as kid stuff but a surprising number apparently cannot make the jump to books written for adults. The most obvious difficulty is the vocabulary. Also adult books are full of non-literal statements and the young reader who takes them literally must often feel that what he is reading is nonsense. Other difficulties in adult books are long and complex sentences, complex characters, literary forms and devises, interrupted time sequences, and views contrary to one's own.

Eastland, Patricia Ann, " 'Read Aloud' Stories in the Primary Literature Program," *The Reading Teacher* (December, 1968), 22:216-222.

The stories read aloud by the teacher are an important part of the primary literature program. Care must be taken in the selection and presentation of these stories if they are to serve their intended educational purposes. Some 'Read Aloud' titles are listed in the order from the simplest to the more complex.

Ekwall, Eldon E., and Ida Bell Henry, "How to Find Books Children Can Read," *The Reading Teacher* (December, 1968), 22:230-232.

Classroom teachers often find it difficult to locate books for children which they can read independently. Most teachers do not have the time nor the experience to apply formulas to check the readability of large numbers of books. One solution to the problem is to use the standards defined in this article for an informal reading test and, in light of the test results, to assign

grade-level ratings to books. By cooperating with the school librarian, classroom teachers can give books markings that can be seen at a glance.

Fleming, James T., "Skimming: Neglected in Research and Teaching," *Journal of Reading* (December, 1968), 12:211-214+.

An increase in our understanding of the nature of skimming is essential. Studies are needed wherein materials representing a variety of content are presented to several age-grade levels of youngsters who themselves represent equally diverse backgrounds, aptitudes and levels of achievement. A thorough and systematic investigation of some of the issues raised in this article should substantially increase our capacity to assist in the development of a basic reading skill—a skill which to date has received little more than abundant lip-service, and little less than total neglect.

Ford, Robin C. and Janos Koplyay, "Children's Story Preferences," *The Reading Teacher* (December, 1968), 22:233-237.

The research reported describes the construction of a non-verbal test of children's story preferences and explores in a tentative way the use of the instrument to disclose story preferences among kindergarten, first, second, and third grade children, one group from an upper-middle class suburban school system and another group with a predominantly Negro, urban school district.

Hagen, Mary and Barbara Solfermoser, "Surveying A Community for Reading Materials," *The Reading Teacher* (December, 1968), 22:228-229.

Probably one of the most important products of this project is the sudden awareness of how much literature is available to everyone at all times if he but searches. This survey may help to eliminate frustration teachers feel when they must teach in schools with inadequate libraries or in schools where, all too often, textbooks are the only available source of information. The survey also makes the pupils aware of the tremendous number of sources for learning surrounding them. Because the sources are outside of the school, the students may well use them in accomplishing a lifetime education.

Hall, Maryanne, "Teacher Education in Reading," *The Reading Teacher* (December, 1968), 22:265-270.

   The purposes of this experimental program were: (1) To provide planned correlation between the on-campus pre-service preparation in teaching reading and the student teaching; (2) To present student teachers with a variety of experiences in teaching reading at all grade levels in the elementary school; (3) To provide situations for observations, discussion, demonstration and participation with selected materials and techniques; and (4) To effect improved communication between the university and the public schools concerning students' preparation.

Harris, Albert J., "Research on Some Aspects of Comprehension, Rate, Flexibility and Study Skills," *Journal of Reading* (December, 1968), 12:205-210+.

   Research on rate, flexibility and study skills has been conducted over several decades. Harris selected several significant studies for review. Reportedly it is evident that rate and comprehension vary according to groups tested, kinds of reading matter used, the measuring instruments, and purpose for reading. Most correlations have been positive but quite low.

Hildreth, Gertrude, "Reading with A Rational Alphabet: The Russian System," *The Reading Teacher* (December, 1968) 22:251-261.

   The facts cited in this article confirm the conclusion that Soviet children learn to read their native language rapidly with ease, during the first year in school as the result of well organized lessons in textbooks supplemented by other forms of practice and reading experience. For teaching beginning reading, a consistent alphabetic code has the same advantages as an unambiguous numbers system or simple scheme for musical notation. With a consistent alphabetic code in which the letters and syllables "say their sounds," learning the mechanics and their application in meaningful, interpretive reading can proceed simultaneously. Methods of teaching beginning reading in the U.S.S.R. remain remarkably constant year-by-year.

Hill, Charles H., "Reading On the Reservation," *Journal of Reading* (November, 1968), 12:125-128.

   Remedial programs at the secondary level inside the Yakima

Indian Reservation, even when they are well-financed, and well-staffed, leave much to be desired. The author raises serious questions about recent efforts to alleviate the reading problems of disadvantaged secondary students.

Hillerich, Robert L., "Linguistic Efforts in Reading," *The National Elementary Principal* (September, 1968), 48:36-43.

The purpose of this article was not to praise nor to condemn but to analyze and compare, to see where reading teachers and linguists might agree or differ and to suggest the reasons for their individual viewpoints.

Hurley, Oliver L., "Perceptual Integration and Reading Problems," *Exceptional Children* (November, 1968), 35:207-215.

This article reports an investigation of the relationship between reading and automatic sequential level skills. Even though the results were negative, these data are reported to (a) invite criticism of the procedure, (b) head off a line of investigation which does not appear to be fruitful, and suggest problems of sampling to other investigators who wish to pursue similar projects.

Johns, Jerry L., "Informal Techniques Aiding Diagnosis in Reading," *The Michigan Reading Journal* (Fall, 1968), 2:47-49.

Informal tests, based upon the reading materials used in the classroom and charts of faulty habits and difficulties observed when the child is reading, can provide the best basis for planning effective instruction. Tests, both formal and informal, represent a substantial part in diagnosing reading difficulties, but unless they are used in conjunction with observation, oral evaluation, cumulative records, and other evaluative techniques, serious error may and probably will result.

Kavanagh, James F., Scientific Editor, *Communicating by Language, The Reading Process,* Proceedings of the Conference, February 11-13, 1968, New Orleans, pp. 228.

In general the purpose of this conference was to understand the nature of reading. The following questions were discussed by various authorities: (1) Are we on profitable and sensible tasks in our research on reading? (2) What are the promising

lines of evidence? Are there some congruences among our findings? Or, are we asking such diverse questions and using such different methods that our results are not comparable? and (3) Finally, can we discover new questions and new directions for future research on reading?

Kirk, Edith Cohoe, "Physical Conditions for Reading," *The Reading Teacher* (December, 1968), 22:223-227.

The physical facilities of the school must provide optimum conditions for all children to read and learn. Children with slightly defective vision, especially if uncorrected, as well as those who are partially seeing, must often expend real effort to distinguish the reading matter. This article discusses the provision of adequate physical conditions in the classroom for all children, the normal and the partially seeing, identifying children with defective vision, and making special provisions for the partially seeing. Many school systems provide no special supervisor or other staff member to give assistance to partially seeing children. In such systems, this responsibility must be assumed by the regular teacher.

Kline, Carl L., Carolyn L. Kline, Marjorie Ashbrenner and Sandra Calkins, "The Treatment of Specific Dyslexia in a Community Mental Health Center," Journal of Learning Disabilities, 1:456-466.

A major program for the diagnosis and treatment of specific dyslexia was established in the Maralhon County (Wisconsin) Child Guidance Clinic. This paper reports the experience of the first year of operation of the Clinic and analyzes the first fifty completed cases.

Leigh, Teresa, "i.t.a. and Progressive Teaching Methods," *The Reading Teacher* (November, 1968), 22:148-152.

In British Infants' Schools, i.t.a. has been integrated successfully with modern progressive teaching methods associated with an eclectic approach to beginning reading. The most common practice with i.t.a. in British classrooms is an i.t.a. eclectic basal reading series with a definite look-say beginning, plus a language-experience approach and careful consideration of individual difference in the learning style of children.

Lorang, Sister Mary Corde, *Burning Ice: The Moral and Emotional Effects of Reading,* New York: Charles Scribners Son, 1968, p. 303.

This study is based on the results of a questionnaire sent to over 3,000 high school students in the United States, the Philippines, Guatemala and Tanzania in both public and parochial schools. The questionnaire covered these points: a listing of three books read, with "character liked best—why?" "character liked least—why?" and "did you like the book—why?" "What books or magazine or books have had a good effect on you? a bad effect?" This book not only correlates the information received but quotes many of the answers directly. The author concludes "we do have evidence that reading can effect socially acceptable or anti-social behavior."

Lowry, Heath W., "A Glossary of Terms—Linguistics," *The Reading Teacher* (November, 1968), 22:136-144.

This glossary is not considered by the author to be comprehensive, but is offered as a guide for the classroom teacher to use in his perusal of journal materials and/or teacher's manuals accompanying some of the newer publications being used in the classroom or college course. This list should at least serve to introduce the user to a linguist's basic vocabulary.

McCallum, Carol, "Non Graded Team Teaching," *Science and Children* (September, 1968), 6:42.

Another attempt to integrate team teaching into the curriculum has been undertaken by the Village Height Elementary School in the Cherry Creek School District near Denver, Colorado. For the first year of non-gradedness each teacher was relieved of teaching one subject matter area and each of the six teachers involved was a team leader or resource teacher in one subject area. A key part of the planning was that all children would have the same subject at the same time so that a child could be moved up or down the ladder of difficulty. There was no attempt to put "alikes" together.

Miller, Lyle L. and Robert N. Sawyer, "A Double Track for Developmental Reading in High School," *Reading Improvement* (Fall, 1968), 5:39-42.

The purpose of this study was to evaluate the potential

value of each of the developmental reading programs in the local school and to investigate the question of selective criteria which might be valuable in selecting students for one or both of the levels (Freshmen and Seniors) of the program. Nothing, according to the authors, from this study would provide any selective criteria upon which to exclude any student from participation in a developmental reading program. This program as presented to both the samples of seniors and freshmen was highly successful and the programs as initiated seem worthy of continued support.

Milligan, Jerry L. and William H. Crawford, "A Junior College Reading and Study Program," *Reading Improvement* (Fall, 1968), 5:23-29.

For the community college to have an effective reading and study skills program, the program must have some very clear-cut objectives. The authors suggest that the program should be designed to accomplish the following: (1) Identify pupils who can profit from the services offered; (2) Provide for faculty-wide cooperation and involvement; (3) Improve reading rate; (4) Provide appropriate instruction in spelling for those who need it; (5) Include instruction aimed at improvement of comprehension skill; (6) Include instruction aimed at improvement of listening ability; (7) Provide instruction in use of library and resource materials; (8) Provide instruction in basic writing skills; and (9) Work in cooperation with counseling services.

Morency, Anne, "Auditory Modality Research and Practice," *Perception and Reading,* Proceedings of the Twelfth Annual Convention-International Reading Association, Newark, Delaware, Part 4, 12:17-21.

The purpose of this paper is to discuss and attempt to clarify the role of auditory perception, especially the functions of auditory discrimination and auditory memory, in the process of learning to read. The findings of this study support the theory that perception is a developing process in the early school years.

Morrison, Virginia B., "Teacher-Pupil Interaction in Three Types of Elementary Classroom Reading Situations," *The Reading Teacher* (December, 1968), 22:271-275.

This report is concerned with findings of teacher-pupil be-

havior occurring in three types of classroom reading situations:
(1) The use of the same (single) reading or subject area text
by the teacher and all pupils; (2) The use of multi-level texts
in reading groups or ability-subject groupings; and (3) the
use of supplementary and/or individualized reading materials
by teacher and pupils in classrooms of elementary schools. The
findings indicate that the use of multi-level and supplementary
reading and subject area materials showed the greatest number
of significantly positive aspects of classroom interactions in
classroom activities. These findings support the knowledge that
reading methodology must provide for the needs and interests
of students to attain the goals of reading instruction—the
desire and ability to read.

Olson, Norinne H., Arthur V. Olson, and Patricia H. Duncan,
"Neurological Dysfunction and Reading Disability," *The Reading
Teacher* (November, 1968), 22:157-162.

The conditions of alexia, dyslexia, mixed-lateral dominance,
and strephosymbolia are but a representative group of the types
of disorders having a neurological basis. They have been found
to coexist frequently with more broadly classified neurological
categories, such as cerebral palsy which may be accompanied
by dyslexia, nystagmus, and/or mixed dominance (Kirk, 1962).
The problem with these conditions lies in the inability to screen
and to diagnose accurately. Diagnosis without prognosis and
treatment has been a major criticism of the clinicians who
attempt to determine the nature of a disability.

OzMon, Howard A., Jr., "Value Implications in Children's Reading
Material," *The Reading Teacher* (December, 1968), 22:246-250.

This study was concerned with the values reflected in child-
ren's readers at the primary level and the relationship of these
values to educational philosophy. The findings seem to indicate
that a more pluralistic value structure in children's basal readers
is in order, and that teachers need to be more critical of values
presented in textbooks as perhaps reflecting only one point of
view. This study also serves to highlight the pervasiveness of
values throughout basal readers, and the need for educators to
become more aware of the value structure and its philosophical
implications.

Pauk, Walter, "Focus on Study Skills—Do College Students Use Shorthand?" *Reading Improvement* (Fall, 1968), 5:46-47.

The results of this survey point strongly to the inadvisability of learning a system of shorthand for the purpose of taking notes on college lectures with the intent of using the notes for immediate or later study.

Personke, Carl R., "The Listening Post in Beginning Reading," *The Reading Teacher* (November, 1968), 22:130-135.

Tape recorders and listening posts are becoming more and more available to the classroom teacher. To fail to use these valuable tools in the advancement of reading instruction, particularly in the primary grades, is to neglect an important tool of instruction. Meaningful independent activities, long the bane of the primary teacher who groups her reading classes for instruction, are made possible in a manner never before attempted. Furthermore, the activities provided, since they are related to understanding and conceptual growth, are more firmly supported by the research in language learning.

Porter, Sara, "Pictures in Reading," *The Reading Teacher* (December, 1968), 22:238-241+.

Understanding what is read is not always easy for elementary children, especially those who are slow learners or underachievers. Obviously, one reason for poor comprehension is that the reader has not learned to visualize. Teachers aware of the importance of background experiences in reading can provide more frequently many types of visual aids and activities, since children cannot easily visualize what they have not had the experience of seeing. Also teachers will help children "see" what they are reading about by asking them to illustrate the ideas in pictures, murals, homemade movies, or pantomime. Other ways of helping are to have children follow directions, organize the facts in graph or tabular form, and make and read maps and charts.

Pyles, Audrey, "Test Review: Gilmore Oral Reading Test," *The Michigan Reading Journal* (Fall, 1968), 2:50-52.

The most important benefit which can be gained by administering this oral reading test lies in the original purpose Gilmore

set out to accomplish when he established this test. He wanted to provide those people concerned with reading instruction with a reading instrument by which to measure oral reading strengths and weaknesses for one individual. After determining the reader's oral reading ability the teacher can then continue the diagnosis and then employ appropriate techniques and material to aid this reader in improving his reading and comprehension ability and lessening, or removing, his weaknesses.

Rankin, Earl F., "Learning Disabilities—What's In a Name?" *Journal of Reading* (December, 1968), 12:215-218.

The writer has attempted to show some of the effects stemming from the terminological confusion about "learning disabilities" and has recommended uses of the term "minimal brain dysfunction" as defined in the Task Force One Report. It is believed that this would eliminate some existing confusion and would stimulate and encourage the kinds of inter-disciplinary thinking, research, treatment, and organizational efforts which will benefit children with these particular kinds of learning problems.

Rankin, Earl F. and Charlotte L. Thames, "A Methodology for Studying Children's Reactions to Stories in First Grade Readers," *The Reading Teacher* (December, 1968), 22:242-245+.

The primary purpose of this study was to try out a method of measuring interests in published reading materials, which might be useful for future research. Will first grade children merely give socially acceptable responses to an adult concerning questions about school related materials? Can they make meaningful discriminations among different questions and materials? Can they verbalize the reasons for their likes and dislikes? A secondary, but related, purpose was to see if there is a better reaction of first graders to a story from a phonics reading series than to a story from a basal reading series. In general, it may be concluded that first grade children can make meaningful discriminations indicating interests in first grade reading material.

Schiffman, Gilbert B., "Total Language Arts Commitment-Kindergarten Through Twelfth Grade," *The Reading Teacher* (November, 1968), 22:115-121.

The author states that there is nothing new in this county

program. It is the attempt of one school system to develop a total reading program with the focus and emphasis on prevention and not remediation. There will undoubtedly be numerous changes in concepts, approaches, and techniques in the next few years. Constant objective evaluation and flexibility in programming will result, it is hoped, in providing every pupil with a better chance to achieve to his fullest potential.

Schwartz, Elizabeth, "Slow Readers Can Enjoy Oral Reading," *Journal of Reading* (November, 1968), 12:139-141.

When junior high remedial students use the tape recorder to assist lower grade students, their own skills are improved. The use of the tape recorder has proved to be a strong motivating factor in the junior high school remedial reading classes.

Shankman, Florence V., "Games Reinforce Reading Skills," *The Reading Teacher* (December, 1968), 22:262-264.

Games can be used to reinforce many different reading skills. They are an incentive for learning vocabulary, phonics, word structure, and sight words. There are many things that a teacher can do in connection with games. She should encourage the creative efforts of the children to help them develop original games, riddles or puzzles to aid them in remembering certain words or principles in reading. If games are kept interesting and challenging, they can contribute a great deal.

Singleton, Carlton M., "Reading in Ghetto Schools," *Educate,* 1:38-40.

The most glaring and the most dramatic proof of educational disaster is the failure of ghetto children to learn to read. The language of the ghetto is a highly dialectic, highly colorful version of English. The language of the school is formal standard American English. If the language the child brings to school differs from that which he is asked to read, he has trouble learning to read. The school has not as yet been able to adapt its program to meet the needs of ghetto children. The right teaching is a triple play—the right teacher, the right materials and techniques, and the right environment.

Smith, Richard J. and Clinton R. Barter, "The Effects of Reading for Two Particular Purposes," *Journal of Reading* (November, 1968), 12:134-138.

This study found that using writing tasks at different cognitive levels to set purposes for reading did not result in differences in attitudes toward what was read or differences in retention of facts. Therefore, the implication is that teachers who use writing tasks at different cognitive levels to influence either of the two variables investigated in this study may be operating from a false assumption. The findings of this study do not support the notion that involving students with creative writing tasks about a reading selection has a negative effect on their retention of specific facts. Nor do the findings support the notion that students enjoy a selection more if they engage in creative writing about it than if they engage in noncreative writing about it.

Thomas, Ellen Lamar "Books Are the Greatest," *Journal of Reading* (November, 1968), 12:119-124.

Appropriate and available books plus a coach's salesmanship may be powerful stimuli in developing lifetime habits of reading. The author describes the theory on which Coach Sanford Patlake at the University of Chicago Laboratory School operates. Far from viewing his project as an added responsibility for a far-too-busy teacher, Coach Patlake regards it as an integral part of teaching physical education and coaching.

Torrance, E. Paul and Laura R. Fortson, "Creativity Among Young Children and the Creative Aesthetic Approach," *Education* (September-October, 1968), 89:27-30.

The authors report a study to evaluate different creative-aesthetic approaches to learning among preschool children in such basic areas as reading and mathematics.

Whipple, Gertrude, "Good Procedures in Selecting Schoolbooks," *The Reading Teacher* (December, 1968), 22:211-215.

When an adequate amount of reliable information about the books has been assembled, the next step is that of determining the general excellence of each book. For this purpose a

method is needed that will lead to critical evaluation and intelligent choice. First, each book may be given a general rating in light of careful and impartial consideration of all its ratings on specific characteristics. In making final choices, it would seem that a majority vote would not be as good as a consensus of judgment reached through discussion. Conflicting views which are expressed can usually be resolved through reexamination and further discussion.

Williams, Maurice and Sylvia Black, "Assignments: Key to Achievement," *Journal of Reading* (November, 1968), 12:129-133.

Underachievement, say these authors, is a result of poor assignments based on unreadable texts. They offer familiar solutions that bear reiteration. Establishing a worthwhile purpose for beginning the assignment, providing readable materials, developing vocabulary and word attack skills, and building study skills are the factors in a successful assignment.

Young, Virgil M. and Katherine A. Young, "Special Education Children As the Authors of Books," *The Reading Teacher* (November, 1968), 22:122-125.

During the 1965-66 school year, each pupil (except one non-reader) in a class of twelve educable children wrote two "books" as a culmination of a year-long writing program. The stories in these "books" were written in the children's own unique and unrevised wording and speech patterns. After the children had written their stories, they were typed on ordinary lithography paper, altered only by corrected spelling and punctuation and separating them into "chapters." The children then illustrated the stories, and a plastic spine was inserted to form them into a "book." While it cannot be said that a writing program such as this is a cure-all for poor readers, it can be said with certainty that elements of the program should be useful to any teacher, regardless of the group.