Ten-Second Reviews

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Give a man a taste for reading and the means of gratifying it, and you cannot fail to make him a happy, as well as a better man. You place him in contact with the best society and the best minds in every period of history, with the wisest and the wittiest, the tenderest and the bravest, those who have really adorned humanity. You make him a citizen of all nations and a contemporary of all ages. —Sir John Hershell, 1830

Ames, Louise Bates, "Is Your Child in the Wrong Grade?" *Ladies Home Journal* (June, 1967), 84:119-120+.

Research shows, Ames states, that at least one out of three youngsters is struggling with school work that is far beyond his capacity. The author emphasizes that parent and school personnel must recognize the importance of total readiness. A child, no matter how bright, can not proceed in school successfully any faster than his physical and mental state of growth permits. A list of danger signs are presented which every parent should consider before needless misplacement sends the child along the school-dropout road.

Arnsdorf, Val, "Selecting and Using Collateral Materials in Social Studies," *The Reading Teacher* (April, 1967) 20:621-625.

According to the author the criteria for the selection and use of collateral materials in the social studies need to be developed in terms of (1) purposes of the social studies instructional program, (2) the students engaged in the program, and (3) the instructor. Each of these variables is in itself important and each becomes increasingly important as it is viewed in its relationship to the others.

Artley, A. Sterl, "Some Issues in the Teaching of Reading," *The Michigan Reading Journal* (Spring, 1967), 1:5-13.

Issues, Artley emphasizes, mean that there are various sides to some questions. In this article issues discussed were early reading, ITA, self-help kits, machines and devices, programmed materials, elementary libraries and phonics. It is suggested that teachers stop spinning wheels over several of these issues and

attack such important questions as further development and financing of elementary libraries, the matter of critical reading, propaganda analyses, reading attitudes and competency on the secondary level, and ways of differentiating instruction so that the needs of all, from brightest to slowest, will be adequately met.

Bachner, Saul, "The Paperback Library," *Journal of Reading* (April, 1967), 10:473.

This article is an account of the author's experiences with a portable library. Bachner believes that the results indicate that portable library units in class are the intermediary between intensive study in the classroom and leisure reading outside.

Berkey, Sally C., "A Successful High School Developmental Reading Program," *Journal of Reading* (April, 1967), 10:442-447+.

Berkey, a reading coordinator, describes the reading and study skills program of Centinela Valley Union High School District, in southwest Los Angeles. Concentrated in the freshman English classes, the developmental reading program is a required course. It is mandatory for every ninth-grade student in the district to spend eight weeks of the school year in the reading laboratory. Before entering the program, a period of motivation and orientation is given. Goals of the program are to increase reading rate, enlarge vocabulary, raise the level of comprehension, and teach the student how to study in all areas.

Blank, Jessie C., "What About the Non-Reader in the Classroom?" *The Michigan Reading Journal* (Spring, 1967), 1:14-15.

All children need to know many ways of learning, including reading. But for children of lower ability and for seriously disabled readers it is important that the teacher provide different ways of discovering information. We need to teach so that school will be profitable enough to induce these children to stay and learn the skills and attitudes necessary for some kind of social independence. The teacher must believe that the non-reader has a right to be in the classroom. He should be taught to use the senses that he is endowed with such as observing, listening, and thinking.

Carroll, L. Patrick, S.J., "Those Pesky Book Reports," *Journal of Reading* (April, 1967), 10:468-475+.

Carroll outlined his solution of the pesky book report problem. His method involves the blending of three important elements: (1) the actual reading of the book, (2) some understanding of the book in depth, and (3) at least some appreciation and enjoyment of the book. A simple objective test to force the reading of the book, some sort of writing involved with the book to encourage intelligent reading, and some previous indication of the merits, style, and beauty of the book to aid appreciation and enjoyment are necessary.

Carter, Homer L. J. and Dorothy J. McGinnis, *Reading, A Key to Academic Success.* Dubuque, Iowa, Wm. C. Brown, 1967, pp. 156.

Throughout the book purposeful thinking and creativity in reading are stressed in literature, mathematics, science and social studies. This book also emphasizes the importance of the experiential background of the reader and the awareness by the reader of the effects of physical, psychological and social factors which contribute to success in reading. A distinctive feature of this book is that its contents are devoted to practical procedures rather than abstract theories about reading. The most effective approaches known to leaders engaged in teaching reading at the adult level are presented.

Cline, Caroline T., "Project: Think!" *The Michigan Reading Journal* (Spring, 1967), 1:16+.

A group of 47 junior high school remedial reading students was selected for an experiment to determine if any evidence of improved thinking could be established by a daily exercise of 5 or 10 minutes devoted to analogies. It was hypothesized that the by-products of this experiment would be improved comprehension, increased vocabulary and some evidence of inductive reasoning. According to the author, there was some evidence of improved reasoning. Reading materials requiring inferences were less formidable and the pupils' approach to all types of reading was more enthusiastic.

Durkin, Dolores, "Phonics Materials: A Big Seller," *The Reading Teacher* (April, 1967), 20:610-614.

A variety of factors account for the special market value

of phonics. For one thing, phonics instruction is often equated with reading instruction. While such an equation confuses a part with the whole, the association has still resulted in assigning to phonics a rather special place of honor. For the market place the confusion has resulted in "a big seller." Another characteristic of phonics that makes it especially enticing to the publishers is that its content can be packaged.

Elder, Richard D., "Detecting the Visually Inefficient Children in Our Classrooms," *The Michigan Reading Journal* (Spring, 1967), 1:17-19.

Visual efficiency, with the related factor of personal comfort, is a crucial readiness factor in the learning process at any grade level. At the present no screening test appears to be as reliable as the observant teacher or parent who watches for symptoms of vision problems. Symptoms include reading inefficiencies such as pointing, confusion of letters, reversals, and vocalizing during silent reading; negative attitudes; poor posture; appearance of eyes, and complaints such as seeing double, blurring, and fatigue.

Fry, Edward B., "First Grade Reading Instruction Using Diacritical Marking System, Initial Teaching Alphabet and Basal Reading System—Extended to Second Grade," *The Reading Teacher* (May, 1967), 20:687-693.

The results of the second-year study comparing children who had beginning reading instruction with (1) the Initial Teaching Alphabet, (2) basal readers with traditional orthography, and (3) the Diacritical Marking System have been completed. Findings are about the same as those of the first-year study; namely, that there are no significant differences between groups on most parts of either the Stanford Achievement Test or the Gilmore Oral. What did seem to make a difference was a good teacher and a child with a high IQ.

Goodrich, Howard B., "Reading Poetry Is Creative Too," *Journal of Reading* (April, 1967), 10:435-411.

Reading a poem, according to the author, is discovering and building. A reader tries to discover the poem in the mind of the poet by building a poem in his own mind, using the poem on

the paper as a guide. The student must build images that have meaning within the confines of the poem. A teacher must not give his own images to his students before they have a chance to form their own, or to restrict their creativity and imagination by the limits of his own or the author's.

Hahn, Harry T., "Three Approaches to Beginning Reading Instruction —ITA, Language Experience, and Basic Readers—Extended to Second Grade," *The Reading Teacher* (May, 1967), 20:711-715.

At the close of the first year children in the ITA and Language Experience groups tended to make higher scores on the various evaluation devices. The pattern of differences in performance among children in the three approaches which was noted in the first grade continued to show at the close of the second grade. According to the author, it doesn't appear that the use of ITA has given children an advantage over those using a comparable instructional approach with traditional orthography. However, ITA-oriented children do not appear to be handicapped by their unique learning experience.

Harris, Albert J., Blanche L. Serwer, and Lawrence Gold, "Comparing Reading Approaches in First Grade Teaching With Disadvantaged Children—Extended into Second Grade," *The Reading Teacher* (May, 1967), 20:698-703.

The Craft Project is one of the 27 cooperative first grade studies that were supported by the United States Office of Education in 1964-1965. A proposal to continue to study the children through the third grade was approved and third grade data are now being collected. This report is a brief summary of the second grade program and the results.

Hayes, Robert B. and Richard C. Wuest, "ITA and Three Other Approaches to Reading in First Grade—Extended into Second Grade," *The Reading Teacher* (May, 1967), 20:694-697+.

The major part of this study attempted to follow the 1964-1965 first grade students, as intact class, into the second grade to determine the results of continued teaching of the approaches used in grade one upon student achievement and attitudes during second grade. These approaches were (1) a basal reader program with its "whole word" ability grouping method, (2) a

combination whole word phonic reading program with ability grouping, (3) the phonic, filmstrip, whole-class approach, and (4) the Early to Read ability-grouping program of ITA Publications, Inc. Results were not always consistent. Longitudinal evidence being collected during the 1966-1967 year may help to answer the question as to which method of teaching beginning reading is best for which children.

Harris, Frances Lane, "Teaching Adults to Read with Teacher Made Materials," *Journal of Reading* (May, 1967), 10:560-564.

Work with adult literacy is a fascinating kind of teaching for it would seem that all of a teacher's ingenuity and resourcefulness can never be quite enough to teach all kinds of students fast enough. Yet the little cumulative successes bring the kind of emotional rewards that make a teacher proud to have persevered. Newspapers and teacher-made stories have several advantages. They have high interest, are short, and are on the reading level of the individual.

Johnson, Eleanor M., "Guidelines for Evaluating New Instructional Programs," *The Reading Teacher* (April 1967), 20:600-604.

In considering new instructional programs in any area for any level, educators need to find answers to certain questions: (1) What are the desired goals of this program? (2) What tested research has been used as guidelines in developing this teaching-learning program? How do the materials and activities of this program improve learning? Does this program provide tested multiple approaches to learning?

Klausner, Dorothy Chenoweth, "Screening and Development of the Remedial Reading Teacher," *Journal of Reading* (May, 1967), 10:552-559.

According to Klausner, the teacher's personality is important to her success in teaching remedial reading, and attention should be directed to the development of such personality traits which are helpful. Mackie and Engle list the following traits: (1) sympathetic and understanding attitude, (2) warm, approachable, and friendly manner, (3) spirit of cooperation and helpfulness, (4) genuine love of and interest in people; (5) faith in the dignity and worth of a person regardless of social position or

handicap, (6) enthusiasm, (7) optimistic, idealistic, yet practical attitude, (8) keen-thinking, intellectually alert mind, (9) emotional maturity, and (10) tolerance, kindness, patience, and tact.

Langer, John H. , "Vocabulary and Concept Development," *Journal of Reading* (April, 1967) 10:448-455.

Langer states that vocabulary has a direct and essential relationship to concept and the conceptual process. Concepts are general ideas, discriminatory in nature which must be symbolized to be effectively communicated. Concept development is a gradual process in which concepts grow from simple to complex mental contructs which are evoked and labeled by signs which are most often words and which serve as guides for behavior.

Mallinson, George G., "Science Learning and the Problem Reader," *Perspectives in Reading-Corrective Reading in the High School Classroom,* International Reading Association, H. Alan Robinson and Sidney J. Rauch, editors, 1966, pp. 88-101.

Mallinson makes six suggestions for working with the problem reader in the social science classroom: (1) Time must be taken to assist the problem reader; (2) The text should be explained; (3) Materials other than the basal textbook should be available; (4) The usage of terms in the context should be discussed; (5) Newspapers' "science corners" should be utilized; (6) Reading should be encouraged through activities involving inquiry and the processes of science.

McLeod, John, "Some Psycholinguistic Correlates of Reading Disability in Young Children," *Reading Research Quarterly* (Spring, 1967), 2:5-31.

Three experiments with second-grade children were designed to compare the ability of disabled readers with a control group to reproduce tachistoscopically presented letter sequences and to discriminate and vocally reproduce auditorily presented words. The author believes that it would be premature and scientifically untenable to venture too far out on a theoretical limb on the basis of the experimental results to date. Perhaps the major practical conclusion is that the use of the techniques which were employed in the three experiments is not only possible

with children, but also with relatively young children with learning disabilities.

Muelder, Richard H., "Helping Students to Read Mathematics," *Perspectives in Reading-Corrective Reading in the High School Classroom,* International Reading Association, H. Alan Robinson and Sidney J. Rauch, editors, 1966, pp. 102-113.

This article is based primarily on the writer's experiences in dealing with high school mathematics students. The suggestions and techniques described have resulted from talks with many people—math teachers, reading consultants, and others. The suggestions are not supported by objective research, but they have worked in mathematics classes, to some degree at least.

Murphy, George E., "And Now—The Package Deal," *The Reading Teacher* (April, 1967), 20:615-620.

Publishers have created package deals for classroom teachers to answer the need of many books for each individual rather than one book for many. However, these package deals are not successful in making readers of all pupils, no more than were the McGuffey readers or the basals. Murphy suggests that we must meet the challenges of present-day youth and of learning and reading.

Ornstein, Allan C., "101 Books for Teaching the Disadvantaged," *Journal of Reading* (May, 1967), 10:546-551.

This list of books was compiled mainly to help teachers plan intercultural and minority-cultural lessons. In most cases, the disadvantaged child is deficient in reading skills. Thus, the books recommended for junior high school students range from fifth- to ninth-grade reading level; the books recommended for high school students start from eighth-grade reading level.

Rauch, Sidney J., "Ten Guidelines for Teaching the Disadvantaged," *Journal of Reading* (May, 1967), 10:536-541.

It is the purpose of this paper to develop guidelines and to suggest materials to help teachers overcome reading problems. The guidelines are: (1) Proceed on the assumption that the students are capable of reading improvement; (2) Provide

materials slightly below their "instructional" level; (3) Give assignments that are brief, concrete and well-motivated; (4) Be alert and sensitive to the reading needs of the group; (5) When possible, avoid standardized reading tests; (6) Clarify word and concept meanings in preparation for reading; (7) Make sure that the reading program involves more than word recognition exercises; (8) Use a variety of approaches and vary the daily program; (9) Content area teachers should emphasize the reading study skills; (10) Remember that the psychology of the learning process includes the four steps of motivation, clarification, application and satisfaction.

Schab, Fred, "Motivation in Remedial Reading," *The Reading Teacher* (April, 1967), 20:626-627+.

The motivation of retarded readers has been a continuing problem. This article is an account of an attempt to rebuild the interest of students by a process of creative ego involvement.

Strang, Ruth, "Teaching Reading to the Culturally Disadvantaged in Secondary Schools," *Journal of Reading* (May, 1967), 10:527-535.

Regardless of what specific procedures or reading materials are used, teachers and administrators must take an attitude of "positive expectancy" toward the pupils and focus on their assets rather than their faults. Instruction must be personalized. Each pupil must see the purpose and must feel rewarded by objective evidence that progress is being made toward becoming the kind of person he wants to be. Apathy, diagnoses, and teaching procedures are also discussed.

Summers, Edward G., "Materials for Adult Basic Education," *Journal of Reading* (April, 1967), 10:457-467.

This bibliography is divided into four sections listing instructional material in reading, written and oral communication; arithmetic; citizenship; and personal adjustment. A fifth section includes a brief listing of professional references for the teacher.

Tinker, Miles A., "Devices to Improve Speed of Reading," *The Reading Teacher* (April, 1967), 20:605-609.

A summary for the evaluation of machines, gadgets, and

devices used to improve speed of reading is as follows: (1) Many so-called procedures for training eye movements or for controlled reading result in improved speed, however, improvement is not greater than that resulting from motivated reading alone. (2) Experiments concerned with pacing eye movements and controlled reading usually involve other techniques and are never divorced from increased motivation. (3) The use of pacing devices too often becomes a ritual tending toward an over-emphasis upon the mechanics of reading to the sacrifice of adequate attention to the processes of perception, apprehension, and assimilation. (4) The tachistoscope is without value for increasing speed of reading. (5) As long as gadgets and comparable devices are used by those with an inadequate understanding of the psychology of reading we shall continue to have the undesirable emphasis upon oculomotor mechanics.

Von Horn, Arlene and Edith Janes, "A City-Wide Vocabulary Project for Ninth-Grade Students," *Journal of Reading* (April, 1967), 10:476-479.

This study, according to the authors, would seem to indicate that direct instruction to enlarge vocabulary has a definite place in the school curriculum. Research has shown that even the most capable students must meet a new concept many times before it is really learned. The materials used provided an opportunity for students to review, study, and learn the words met in their daily lessons.

Wilderson, Frank B., Jr., "An Exploratory Study of Reading Skill Deficiencies and Psychiatric Symptoms in Emotionally Disturbed Children," *Reading Research Quarterly* (Spring, 1967), 2:47-73.

This study presents clinical and experimental evidence which suggests a general hypothesis that specific reading disabilities are related to symptomatic expression of more central emotional disorders. Factors of reading dysfunction appear as characteristic phenomena associated with factors of other behavioral-emotional symptoms in children. Intercorrelation matrices of reading-related skills and psychiatric symptoms were analyzed and yielded four psychiatric and seven reading deficiency factors. Factor sets showing significant correlations were interpreted and discussed.