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TEN-SECOND REVIEWS

Blanche O. Bush

> One of the most crucial tasks in a reading program
> is the transformation of children whose attitude toward
> reading has been one of indifference and active dislike
> into avid readers.   —A. J. Harris

Barrilleau, Louis E., "Textbooks and Library Usage in Junior High
Science," *Journal of Reading* (December, 1967), 11:192-200.

This investigation was an attempt to present some evidence
in regard to the most effective use of printed materials in
junior high school science instruction. A longitudinal study com-
pared the effects of different basic reading and reference
materials upon library utilization of eighth grade science
students by the end of the ninth grade.

Beard, Jacob G., "Comprehensibility of High School Textbooks—As-
sociation with Content Area," *Journal of Reading* (December,
1967), 11:229-234.

The purpose of this study was to investigate differences in
comprehensibility of textbooks associated with school subjects.
Small and insignificant differences among content areas were
found for the comprehensibility measures and for eight of the
ten structural variables. These variables were unit length, nouns
of abstraction, monosyllablic words, the "i" word, first person
pronouns, second person pronouns, third person pronouns,
different words, sentence lengths, complex sentences, and infini-
tive phrases. It was concluded that the comprehensibility of
prose used in current high school textbooks is, on the average,
about the same for American government, world history,
biology, and chemistry.

Berger, Allen and Constance Kautz, "The Braille Informal Reading
Inventory," *The Reading Teacher* (November, 1967), 21:149-152.

Although the informal reading inventory has become an
important part in diagnosing the reading ability of sighted
children, until recently no such instrument was available for
blind children. An instrument has been developed and is being
used with blind children in a small school system in the

Allegheny Mountains. This article cites the need for develop-
ment of and the research possibilities with the Braille Informal
Reading Inventory.

Bormuth, John R., "New Development in Readability Research," *Ele-
mentary English* (December, 1967), 44:840-845.

Researchers in several disciplines have developed research
tools which have aided greatly the study in readability. Psycho-
logists have developed the cloze procedure into an accurate
and reliable method of measuring language difficulty. Lin-
guists have developed descriptions of various features of lan-
guage and these descriptive devices have been further adapted
into new techniques for measuring the features of language
that influence its comprehension difficulty. Finally, advances
in our understanding of the mathematics used in our analyses
have led to improved designs for readability formulas. Of greater
long range importance is the fact that, with these disciplines,
we will gain much more insight into the comprehension pro-
cesses and into the processes by which language may be made
more understandable.

Brown, Virginia L., "Out of the Classroom: Reading Instruction,"
Exceptional Children (November, 1967), 34:197-199.

This study determined to what extent children in special
classes for the educable mentally retarded were experiencing
success in the reading situation. Success was considered as 95
per cent accuracy in word recognition and 75 per cent accuracy
in comprehension. A study of reading practices and of some
of the conditions associated with these practices has yielded
data which are relevant both to the success experience and to
teacher education.

Calder, Clarence R., Jr., "Self Directed Reading Materials," *The
Reading Teacher* (December, 1967), 21:248-252.

This study was undertaken to test the effects of self-directed
reading materials on improving children's ability to carry out
manipulative activities. The self-directed reading materials con-
sisted of written instructions supplemented with illustrations
which were designed to enable the reader to perform selected
manipulating tasks. A second consideration was the importance

of developing materials which included the pupils' real world of perception and manipulation and were not limited to the two dimensional world of print. The results indicated that if pupils feel an immediate need and desire to read they will do so without concern for difficulty of words used.

Carter, R. Phillip, Jr., "The Adult Social Adjustment of Retarded and Non-retarded Readers," *Journal of Reading* (December, 1967), 11:224-228.

According to data resulting from this study, there exists a close relationship between reading retardation and social malad-justment. The analyses further support the notion that the personal and social maladjustments which were prevalent in school as concomitants of reading retardation persist into adult life. This would indicate that school personnel must not only consider the reading deficiency itself but they should also attend to the accrued emotional and social problems that this deficiency has created.

Davison, Mildred A., "Looking Ahead in Reading," *The Reading Teacher* (November, 1967), 21:121-125.

Cooperative research projects and rapid advances in automation promise to have influence on school curricula in the very near future. Areas discussed are (1) first grade studies that conclude that no one method of teaching is adequate and each method can be successful with certain pupils with the one essential element being a competent teacher, (2) professional standards which have been set up, (3) Head Start which provides experience and language not available in homes, (4) structural linguistics which the author feels has made a great contribution to the teaching of oral reading. Other factors are impact of federal funds, automation, and efforts of I.R.A.

Demko, Jeannete and Laverne Michener, "Reading Aids," *The Pointer*—for Special Class Teachers and Parents of the Handi-capped (Winter, 1967), 12:8.

Teaching a slow learning child to read can be facilitated by providing a pleasant atmosphere in which he may feel easily accepted by the teacher and the other children. When he begins to react to his teacher as a helper and not as an overseer

of his many mistakes, then the struggle is half over. Activities and materials used successfully for various children are discussed.

Denny, R. Eugene, "The Listening Table Aids Reading," *The Pointer* (Winter, 1967), 12:10-11.

A combination of equipment which is useful in the teaching of reading is the listening table which is wired to provide for listening through the use of six pairs of earphones. Basically the listening table provides the student with meaningful study without requiring the immediate and direct supervision of the teacher. Although it does not supply the full reading program, it is used along with other sound teaching methods.

Dodds, William J., "Highlights From the History of Reading Instruction," *The Reading Teacher* (December, 1967), 21:274-280.

The teaching of reading is the major task of elementary education. Parents view reading as the most important single function of the elementary schools. Almost without exception the general view is that basic reading instruction is especially significant. The author traces reading instruction from the Old Testament days to current developments and projects.

Donelson, Kenneth L. and Sharon Fagan, "A Selected Bibliography for Non-Middle Class Children, Grades 6-10," *Elementary English* (December, 1967), 44:856-861.

The sole purpose of the authors was to present a list with brief annotations of books for non-middle class children. This list is made up of 75 titles which have proved popular with children and which have some literary merit.

Duffy, Gerald G., "Developing the Reading Habit," *The Reading Teacher* (December, 1967), 21:253-256.

There is considerable evidence, according to Duffy, that although Johnny can read he does not do so. This situation may be the result of almost exclusive concern with the reading skills and resultant neglect of recreational reading. Since the reading habit does not develop naturally, time for recreational reading must be provided in the classroom and real effort directed toward making reading a natural and enjoyable part of children's lives.

Elliot, Lee, "Montessori's Reading Principles Involving Sensitive Period Method Compared to Reading Principles of Contemporary Reading Specialists," *The Reading Teacher* (November, 1967), 21: 163-168.

> There is a current revival of Montessori schools as a possible means of educating the individual so that he may realize full, personal, human attainment. Montessori met with rejection in 1917 and will meet with it again if her program is not brought into the mainstream of public school programs. The author has endeavored to delineate similarities and contrasts between Montessori reading principles and those of contemporary reading specialists in order that public school educators may thoughtfully appraise this system.

Elvove, Marjorie, "Teaching How A Poem Means," *English Journal* (December, 1967), 56:1290-1292.

> Many philosophical articles have been written on the teaching of poetry to high school students, many on interpretations of specific poems but, all too few have been written on specific methodology and procedures in transmitting certain basic understanding to students. Certainly what most teachers are seeking are practical methods of imparting to students the *how* and *why* of poetry so that youngsters can enjoy and appreciate not only the literary work itself but the care and nurturing that is part of all good writing. To convey these objectives the author hit upon a way to demonstrate graphically to young people why a writer chooses the form, the rhythm, and the rhyme he does in a particular poem.

Emans, Robert, "When Two Vowels Go Walking and Other Such Things," *The Reading Teacher* (December, 1967), 21:262-269.

> This paper reports some possible modifications in Theodore Clymer's 45 phonic generalizations which might increase their utility. Its purpose is not to encourage keeping those practices which may require only modification. In some cases the writer suggests the rewording of generalizations which already have a fairly high percent of utility.

Filmer, Henry T. and Helen S. Kahn, "Race, Socio-Economic Level, Housing, and Reading Readiness," *The Reading Teacher* (November, 1967), 21:153-157.

This study was designed to test the relationship of race, socio-economic levels and housing to the reading readiness of entering first graders. The most significant finding of this study was the high relationship of housing to scores on reading readiness. Non-white pupils from the lower socio-economic level living in low middle type housing demonstrated higher readiness scores than non-white pupils from the middle socio-economic level living in the same type of housing. This is a departure from results usually obtained from readiness investigations involving socio-economic levels alone.

Gillham, Isabel, "Self Concept and Reading," *The Reading Teacher* (December, 1967), 21:270-273.

If a teacher is to help free the pupil from his distorted picture of himself she must be significant to him. She must be able to see him as a more adequate person than others have seen him before. It is necessary to find the good in him and show it to him. Many studies are cited.

Glass, Gerald G., "Rate of Reading: A Correlation and Treatment Study," *Journal of Reading* (December, 1967), 11:168-178.

This study investigated 7 variables and their relationship to rate of reading. Hypotheses were constructed relative to the differential effect of the interrelationship of the 7 variables upon improvement in rate of reading due to training. If any generalized conclusions are to be made from the results of this study, the writer stated, they lie in the area of training to increase ability in the predictable variables and not in selection of students who should receive training.

Gould, Hinda, "Word Recognition Game," *The Pointer* (Winter, 1967), 12:9-10.

Using pantomine as a word recognition game is described by the author. The game involves several imageries and has been satisfactorily used in learning action verbs, specific blends and adverbs.

Guszak, Frank J., "Teacher Questioning and Reading," *The Reading Teacher* (December, 1967), 21:227-234.

> This study was initiated in an effort to make determinations about the state of reading-thinking skills development as it occurred in the context of the reading group in the elementary grades. Observations and study were guided by these questions. (1) What kinds of thinking questions do teachers ask in the 2nd, 4th, and 6th grades? (2) How frequently are teacher questions about reading assignments met with congruent or correct student responses? (3) Do teachers employ certain questioning strategies as they question students about reading assignments? If so, what are the characteristics of these strategies? Results of the study are discussed in accordance with these three areas.

Hanna, Paul R., Jean S. Hanna, Richard E. Hodges, and E. Hugh Rudorf, "A Summary: Linguistic Cues for Spelling Improvement," *Elementary English* (December, 1967), 44:862-865.

> The study summarized was undertaken to explore more exhaustively a series of relationships basic to the encoding of our language. The major purpose of the research was to account for the phoneme-grapheme correspondence of 1700 different American-English words and to analyze the phonological structure underlying the orthography.

Hall, Nason E. and Gordon P. Waldo, "Remedial Reading for the Disadvantaged," *Journal of Reading* (November, 1967), 11:81-92.

> The Youth Development Project is a school based delinquency prevention program. It consists of specially designed classes conducted during the regular school day for delinquency prone seventh grade boys. One of the important aspects of this project involved the development, implementation, and evaluation of a remedial reading program.

Harvison, Alan R., "Critical Reading for Elementary Pupils," *The Reading Teacher* (December, 1967), 21:244-247+.

> Probably the greatest need in the area of critical reading lies in the field of research to determine exactly what set of teaching techniques, published materials, and guided pupil

experience yield accomplished critical readers. The author recommends that the development of critical reading can best be accomplished through systematically planned experiences which encourage problem solving, inductive thinking, and frequent verbal expression.

Hawkins, Michael L., "Are Future Teachers Readers?" *The Reading Teacher* (November, 1967), 21:138-141+.

The results of this study indicate that future elementary teachers read an average of three books and four magazines during a three months period. Freshmen students recorded the highest number of books read followed in order by sophomores, juniors, and seniors. Illogical as it may appear, the longer the student remained in college the less recreational reading he did.

Higgins, Judith, "Great Paperback Mystery," *Top of the News* (November, 1967), 24:72-79.

The past two years have brought the great leap forward in paperback books for children. One of the big mental blocks about paperbacks centers around durability. Librarians say that they get dog-eared, lost pages, or, worst of all, need to be thrown out. A much more serious deterrent to paperback use is what might be called "The big distribution problem." If the physical problems can be licked, then the philosophical objections ought to be put to rest once and for all. Getting a good book to the child WHEN he needs and wants it is our job. Does it really matter if the cover is hard or soft?

Kantrowitz, Viola, "Bibliotherapy With Retarded Readers," *Journal of Reading* (December, 1967), 11:203-211.

The author has attempted to find the type of reading material that would have special meaning for the slower learner, the emotionally disturbed child, the child with learning problems, whether they stem from physical difficulties inherent in him or result from traumatic circumstances in his life. From her study the author concludes that carefully selected materials to motivate emotionally and socially deprived children can present rewarding results. There is no way of telling whether the results are temporary or long reaching.

Karlin, Robert, "Research Results and Classroom Practices," *The Reading Teacher* (December, 1967), 21:211-223.

Exploration into the research on reading, according to Karlin, produces no definitive conclusions. However, some trends appear sharper than others and some practices seem more promising than others. Through weighing and comparing plans and patterns for teaching, signs are likely to emerge which should lead to better teaching programs.

Krail, Jack B., "The Audio-Lingual Approach and the Retarded Reader," *Journal of Reading* (November, 1967), 11:93-104.

A great deal of time, effort, and money is currently being expended in the construction of reading materials for adults 18 and 19 years of age who are reading between the third and sixth grade levels. The author gives a few tentative suggestions for assisting these young adults. In building vocabulary, a list based on oral rather than printed words which reflect the interest of readers should be compiled. The presentation of materials would entail using some of the audio-lingual techniques currently employed in teaching modern foreign languages. The audio-lingual technique stresses the progression of language skills in the order of hearing, speaking, seeing, and writing. Another basis for audio-lingual presentation is that reading appears to be mastered more easily if the student can subvocalize correctly.

Lake, Mary Louise, "First Aid for Vocabularies," *Elementary English* (November, 1967), 44:783-784.

Interest in words can be taught independently of formal reading, and, in the process, the language arts program can be greatly enriched and stimulated. Almost every child responds to games and puzzles and there are numerous types which can be used to enlarge vocabularies painlessly. Several practical suggestions are presented.

Martin, Marian, Keith Schwyhart, and Ralph Wetzel, "Teaching Motivation in a High School Reading Program," *Journal of Reading* (November, 1967), 11:111-121.

Two requirements stand out in successful teaching. The

first involves an ordered set of learning tasks which present material to the student in units which he can grasp. The second requirement calls for sufficient motivation to ensure that the student engages in the tasks that are presented. Investigations of the teaching situation both of skill sequences and motivation have made productive use of the principles of reinforcement.

Mason, George E., "Pre-schoolers' Concepts of Reading," *The Reading Teacher* (November, 1967), 21:130-132.

Most of the pre-schoolers interviewed reported that they liked to read and that they wanted to learn to read. Apparently, most children believed that they could already read. The majority of the children reported that someone read to them but who and under what circumstances, varied widely. However, the comments of some revealed the paucity of reading that occurred in their homes. Teachers should remember this moral from the mouth of babes. "One can't be expected to like doing what one doesn't know how to do."

Newport, John F., "The Joplin Plan: The Score," *The Reading Teacher* (November, 1967), 21:158-162.

The plan now referred to by many as the "Joplin Plan" is one of inter-class ability grouping for instruction in reading in grades 4 through 6, and is based upon the philosophy that the more homogeneous the group the more successful will be the instructional program. Research has shown that inter-class ability grouping in reading to be as effective as ability grouping within the self contained classroom. While the results of most studies have not favored the Joplin plan, some reports have attributed significant gains to the plan. It may be that enthusiasm for something new was a major factor in the program in which gains were noted.

Nordstrom, Ursula, "Fall Books for Young People—The Joyful Challenge," *Saturday Review* (November 11, 1967), pp. 39-51.

The wonderful way children react to good books is one of the rewarding aspects of the author's life as a children's book editor. Children respond to what is fresh, original, and honest. Talent and honesty are the telling factors. Anything less is not

good enough for a child. Fifty books are reviewed and listed according to age levels.

Personke, Carl and Lester Knight, "Proofreading and Spelling: A Report and a Program." *Elementary English* (November, 1967), 44:768-774.

Research indicates that most spelling errors are highly individual. Solutions to the problem have generally involved some aspects of proofreading written work. Motivation to proofread, or what has been termed spelling consciousness, does not in itself seem sufficient. Evidence suggests that techniques of proofreading for spelling are not being offered to children in their regular spelling program. Results of this study indicate that boys who were taught techniques for checkguessing and proofreading in spelling made significantly fewer errors than those who did not receive such instruction. Evidence in regard to girls is not conclusive although there is some indication that they too profited from the instruction. Instruction in the use of the dictionary, unless specifically directed toward the correction of spelling errors, did not seem to be effective in the area of proofreading for spelling in written composition.

Root, Shelton L., Jr., "Books for Children—What is Wrong with Reading Aloud?" *Elementary English* (December, 1967), 44:929-930.

High on the list of reasons for teachers reading aloud to their children is that reading aloud is one of the most commonly shared, pleasure-filled experiences that can be provided by the schools. It can provide the right literary experience at the right time. It offers children a chance to hear and understand the nuances of literary style that are often basic to getting the full esthetic impact of the work. One of the most sure-fire ways of inducing children to read independently is to read aloud to them. Finally, reading aloud is vitally important if we want children to get so interested in literature that they will, as adults, habitually turn to books for recreation.

Samuels, S. Jay, "Attention Process in Reading: The Effect of Pictures on the Acquisition of Reading Responses," *Journal of Educational Psychology* (December, 1967), 58:337-342.

Pictures may be used as prompts when the reader cannot read a word in the text, but pictures may miscue and may divert attention from printed word. Investigations show that poor readers, with no pictures presented, learned more words. Among better readers the difference was not significant.

Schell, Leo M., "Teaching Structural Analysis," *The Reading Teacher* (November, 1967), 21:133-137.

To teach children how to figure out the pronunciation and meaning of an unrecognized word through the use of phonics and structural analysis is one important goal of reading instruction. Schell examines some of the problems concerning the content of structural analysis as found in both professional textbooks and basal reading series. There seems to be sufficient evidence, according to Schell, that some of the content of structural analysis is incorrect and seldom applicable and that some current methodology may be inefficient and questionable.

Sebesta, Sam Leaton, "The Neglected Art: Thought Questions," *Elementary English* (December, 1967), 44:888-895.

Amid a variety of devices and activities aimed at propelling literature from the dead page into living experiences, the "thought" question continues to offer excellent possibilities. Four avenues for examining these possibilities are suggested: disclosing imagery and inference, considering another person's point of view, relating story to one's own experiences, and identifying basic plots.

Thatcher, David A., "Reading Instruction, Creativity, and Problem Solving," *The Reading Teacher* (December, 1967), 21:235-240.

The success of children's reading may be measured in many ways. Most often, gains are measured on standardized tests. A different approach is reported here. An attempt was made to see if children learning reading by two different methods of instruction would differ in their performance on creativity and

problem solving tests. The two methods compared in the study were a basal reader method and the individualized reading approach. Results in general indicated that (1) the individualized reading students exceeded the basal reader students and (2) girls exceeded boys on these tests.

Wheelock, Warren H., and Nicholas J. Silvaroli, "Visual Discrimination Training for Beginning Readers," *The Reading Teacher* (November, 1967), 21:115-120.

The major aspects of the problem of this study were: (1) Will those kindergarten students who are trained to make instant responses of recognition to the capital letters show a significant difference in their visual discrimination ability from those kindergarten students who did not receive the training? (2) To what extent can instant responses of recognition to the capital letters be trained during the readiness stage of and prior to formal reading instruction? The authors stated certain limitations must be considered while learning to make instant responses of recognition to the capital letters of the alphabet. The children were learning to attend to these stimuli and to concentrate on them. While the pre-test results favored the children who came from environments characterizing the upper extreme of the socio-economic level within the district, the children from the lower extreme, seemed to profit most from training.