Ten-Second Reviews

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> The best way to teach reading is not to teach reading
> but to provide the occasion . . . in which reading func-
> tions . . . Let pupils read to learn, incidentally, they will
> learn to read.   —J. L. Meriam

Atwater, Joan, "Toward Meaningful Measurement," *Journal of Read-
ing* (March, 1968), 11:429-434.

This informal investigation of eleven reading improvement
workbooks is an attempt to clarify in some measure what we
mean when we talk about evaluating reading comprehension.
It centers on the definition of comprehension not alone as it is
defined in these texts, but as it is measured in the tests and
exercises included in these workbooks. This study is a step
toward clarification of what is being done and the direction to
be taken in the future. A challenge of finding the means for
testing a more significant level of comprehension is indicated.

Bagford, Jack, "Reading Readiness Scores and Success in Reading,"
The Reading Teacher (January, 1968), 21:324-328.

In this study the author investigated the relationships be-
tween reading readiness scores and later success in reading by
correlating reading readiness tests with fourth, fifth, and sixth
grade achievement test scores. Within the limitations of the study
the data seem to warrant the following conclusions: (1) Reading
readiness test scores are significantly related to later success in
reading. (2) Reading readiness test scores are as related to later
success in reading as they are with early success.

Center, Clare, "Senior High Taped Lessons," *The Pointer For Special
Class Teachers and Parents of the Handicapped* (Spring, 1968),
12:42-44.

The author is convinced that taped lessons are one of the
most effective ways of teaching the mentally retarded on the
secondary level. Such lessons give the student the effect of
individualized instruction, maintain his attention on the work
at hand, and are a multi-sensory approach using eye, ear, and
hand.

Chasnoff, Robert E., "Two Alphabets: A Follow Up," *The Elementary School Journal* (February, 1968) 68:251-257.

> This is a report on second graders who as first graders took part in a study that compared achievement when experimental classes used the initial teaching alphabet and the control classes used the traditional orthography. It was concluded, that there were advantages for either population with respect to scores on a standardized test of language ability and ratings of writing samples. These findings cause one to refrain from making any claims for or against the initial teaching alphabet. Results for the second graders showed no significant difference between experimental and control groups.

Crescimbeni, Joseph, "The Need for Diagnostic Evaluation," *Education* (November-December, 1968), 88:160-164.

> Tests prepared systematically by the classroom teacher may be an inestimable help in evaluating the effectiveness of instruction and in discovering individual needs. Some instructional factors to consider when preparing tests are: (1) Determine the purpose of test. (2) Carefully plan test questions. (3) Make test specific. (4) Write questions well. (5) Make test comprehensive.

Criscuolo, Nicholas, "Enrichment for Culturally Disadvantaged Readers," *School and Society* (March 30, 1968), 96:219-222.

> One implication which the author has drawn from this study is that enrichment should not be reserved for the academically able or one particular social class.

Davis, Sandra S., "Pied Piper Way to Reading," *High Points in the New York City Public Schools,* Winter, 1968, pp. 8-10.

> The author's experience indicates that music and dramatics can be used with other basic and creative methods of teaching reading to help insure maximum achievement for all children.

Denney, Patti, "Starting from Scratch," *Journal of Reading* (January, 1968), 11:271-275.

> This article discusses the provisions made by one school system for the professional growth of reading teachers newly

appointed under ESEA Title I Funds. There were five stages of the in-service program. (1) An overview of reading, disadvantaged children, and the Reading Improvement Project. (2) Exploration of methods and materials. (3) Emphasis on Diagnosis. (4) Teacher responsibility for content of meeting. (5) Teacher research.

Durr, William K., "The Nature of Reading," *Helping Your Child Grow in Reading*. International Reading Association, Newark, Delaware, 1968.

Basically, reading is translating the printed language into familiar spoken language, but for the mature reader much more is involved. It involves reading for a variety of purposes, varying the rate according to the purpose and difficulty of the reading material. The nature of the reading act varies according to the maturity of the reader.

Fennimore, Flora, "Reading and the Self Concept," *Journal of Reading* (March, 1968), 11:447-451+.

This study, limited as it was by numbers and duration, raises more questions than it answers. The college students involved in the study not only improved significantly in reading achievement but they also significantly altered their view of ideal self. Was it the nature of the course? Personal contact? Could same results be achieved in varied settings?

Furness, Edna Lue, "Pupils, Teachers and Sensory Approaches to Spelling," *Education* (February-March, 1968), 88:267-274.

The author describes various approaches to learning to spell, points out factors affecting learning, and suggests effective teaching procedures to follow. The first step in teaching spelling is to present common words the pupil must write and use. The second, and perhaps the most important, is to teach the pupil an effective method of learning the words he knows and uses. The learning involves perceiving the word, pronouncing it, recognizing its meaning, visualizing the configuration of the word and stowing away a visual image of it.

Gardner, James and Grayce Ransom, "Academic Reorientation, A Counseling Approach to Remedial Readers," *The Reading Teacher* (March, 1968), 21:529-536+.

This paper reports the initial findings of a pilot project with remedial readers in which an attempt has been made to develop counseling procedures which would be directly relevant to the student's school learning problem. This counseling procedure is termed "academic reorientation" in order to specify its general goal.

Hackney, Ben H., Jr., "Reading Achievement and Word Recognition Skills," *The Reading Teacher* (March, 1968), 21:515-518.

The purpose of this study was to determine which of the word recognition skills normally taught in a basal reading series program had been acquired by a random sample of fourth grade students in the public schools of North Carolina. The study identified the word recognition skills possessed by the students and attempted to answer the following questions. (1) Is there a basic pattern of word recognition skills acquired by students at designated reading achievement levels? (2) Are there word recognition skills which are commonly taught in a basal reading series program that do not contribute to reading achievement? Data revealed a consistent pattern of word recognition skills for students in designated reading level achievement groups. The author also interpreted data to mean that word recognition skills measured by the Doren Test contributed to reading achievement.

Harris, Albert J., "Psychological Basis of Reading in the United States," *Reading Instruction,* An I.R.A. Publication, Newark, Delaware, 1966, pp. 336-346.

This paper attempted to review significant new contributions to knowledge in several aspects of child development. Consideration was given to the following topics in relation to the reading process: reading readiness, intellectual development, language development, perceptual development, lateral dominance, physical development, cultural factors and personality development. The author stated that we do not yet have final answers to most of the important questions concerning child development and reading.

Hayward, Priscilla, "Evaluating Diagnostic Reading Tests," *The Reading Teacher* (March, 1968), 21:523-529.

This article is intended only as a guide in evaluating diagnostic reading tests. The final judgment must come from the teacher for only he knows what will work best with his children. Three criteria are suggested as guidelines for reviewing diagnostic tests. (1) How does the test measure the skills and do the subscores represent meaningful areas for providing remedial instruction? (2) Are the subscore reliabilities sufficiently high (above .90) for individual use? (3) Are the intercorrelations among subtests sufficiently low (below .60) to warrant differential diagnoses?

Hildreth, Gertrude, "On First Looking into A Greek Primer," *The Reading Teacher* (February, 1968), 21:453-463.

In this article Hildreth describes in a personal forthright manner her observations of Greek Children in Athens learning to read and write in the first and third grades. She discusses how the children learn these skills in a language which is written with a phonetic alphabet and with a regular consistent spelling system.

Laffey, James L., "The ERIC Clearinghouse on Reading," *Journal of Reading* (January, 1968), 11:293-300.

This is the first in a series designed to keep teachers and researchers informed of ERIC (Educational Resources Information Center) services. ERIC makes available to teachers, administrators, and researchers information derived from the accelerated programs in research and development which are characteristic of this decade in education.

Lerner, Janet W., "A Global Theory of Reading and Linguistics," *The Reading Teacher* (February, 1968), 21:416-421.

The purpose of this paper was twofold: first to discuss a global theory of reading, that is, what are the major aspects of the field called reading, and what are the elements that should be considered within each of the major aspects, second to

discuss the role that linguistics can play within such a global theory, that is, at what points can linguistic findings be applied?

Levine, Shirley, "Teaching Readiness in Reading to the Immature," *Education* (February-March, 1968), 88:260-261.

The author suggests twelve methods which may be used in teaching slow learners. (1) Appeal to children through their auditory senses, (2) Introduce concepts by moving from intuitive to level of awareness, (3) Strengthen the power of association by presenting parts in relation to whole, (4) Use mediums of arts and crafts to help children develop small muscles of eyes and fingers, (5) Watch for opportunities to relate food to subject matter, (6) Use words and concepts that personally involve the child, (7) Maintain an orderly and calm arrangement of classroom routine but supplement it with a system of rewards, (8) Develop and use built-in readiness procedures, (9) Present vocabulary for reading, concepts and generalizations for science, mathematics and social studies apart from formal basic texts, (10) Teach reading through the look-say-phonic method, (11) Suffer no self recriminations, (12) Be patient at all times.

Mattila, Ruth H., "The Reading Problem of the Big Boys," *Journal of Reading* (March, 1968), 11:452-455.

This article is concerned with gathering a collection of easy reading books for boys, twelve to sixteen years of age, who may have second to fourth grade reading skills. The author presents these guidelines: (1) Avoid all basal readers. (2) Avoid all growing up books such as "Helpful Jimmy" who holds the board while daddy saws. (3) Avoid picture books and beginners' books. (4) Avoid books with a middle class suburban family orientation. (5) Avoid books which require well-developed concepts in time and space orientation or historical and geographical data. (6) Avoid easy to read classics written down for a poor reader. Among the promising areas left to explore are animal and nature stories, sports and sport heroes, adventure and mystery biography with rugged non-bookish heroes, folk literature and tall tales humor, space exploration and selected historical fiction.

McClane, Mary B., "Dramatics Improve Reading." *The Pointer For Special Class Teachers and Parents of the Handicapped,* Spring, 1968, 12:7.

> Dramatics is the author's favorite technique for motivating the reading for mentally retarded children. The normal child can appreciate the benefit of systematic drill, but for slow learners there is little joy in such an approach. Simple dramatic activities leading to formal plays and programs foster happy associations with learning. In addition there is more enrichment connected with the learning.

McCracken, Robert A., "Supervision of Reading Instruction in Junior High School," *Journal of Reading* (January, 1968), 11:276-284.

> This is a report of a year-long program with junior high school teachers aimed at improving instruction in reading. The program began with a seven-week summer session and continued through the academic year with monthly seminars, bimonthly observations in the teachers' classrooms and evaluations by a team of university professors of reading methodology.

Napoli, Joseph, "Environmental Factors and Reading Ability," *The Reading Teacher* (March, 1968) 21:552-557+.

> The number of books in the home might not always determine a good or poor reader but in this survey the honors student or the good readers generally had more books and reading matter at home and more emphasis was placed on education. Results seem to point out that the home environment greatly influences the child's reading habits and ability.

Niensted, Serena, "A Group Use of the Fernald Technique," *Journal of Reading* (March, 1968) 11:435-440+.

> This method involves teacher-prepared duplicated manuscripts to be traced by the pupils as the graphemes are pronounced, followed by an underlining of the syllables and a reading of the passage. The content of the duplicated sheets can be chosen to fit any requirements or aims of the class. This method requires the use of ears, eyes, fingers, and muscles.

Oliver, Marvin E., "Reading Instruction. Preventive? Remedial?" *The National Elementary Principal* (February, 1968), 47:30-33.

> The author recommends that one highly trained expert on the causation and prevention of beginning reading problems be employed to serve the entire school district as a reading consultant instead of an expensive staff of remedial teachers to treat intermediate grade reading difficulties. This preventive philosophy does not claim that all potential reading failures can be eliminated, however.

Racette, Rene J., "Special English Classes for Poor Readers," *Journal of Reading* (March, 1968), 11:441-446+.

> The concern for English students who have reading deficiencies is more than realized by most secondary school English teachers. This article is a description of what one school did to cope with the problem. The author states that this program has been a success. It not only increased reading abilities but also, in the opinion of the teachers involved, has greatly changed attitudes and self concepts.

Rauch, Sidney J., "A Checklist for the Evaluation of Reading Programs," *The Reading Teacher* (March, 1968), 21:519-522.

> This checklist devised by the author can give guidance to the administrators, supervisors, or reading specialists who may be called upon to evaluate a school or system-wide program. The items listed cover five areas: (1) The reading program, (2) Administrators and supervisors, (3) Teaching staff, (4) Pupils, and (5) Parents.

Robinson, H. Alan, "Developing Lifetime Readers," *Journal of Reading* (January, 1968), 11:261-267.

> This article attempts to bring together a variety of suggestions for developing lifetime readers of secondary school students. Staff members who make their own reading visible, who make books attractive and accessible to students, who know adolescent literature and relate it to the needs of their students, play a significant role in shaping the leisure-time activities of their adolescent charges.

Robinson, H. Alan and Earl Hanson, "Reliability of Measures of Reading Achievement," *The Reading Teacher* (January, 1968), 21:307-313+.

> The results of this study demonstrate that some highly reliable standardized instruments for measuring selected factors that may be related to reading success or failure are available. On the other hand, the results show that some tests often used need to be more carefully studied and perhaps refined. This study does contribute information about reliability but the reader must bear in mind that high reliability is not necessarily related to validity.

Robinson, Helen M., "Provisions Made for Children in the U.S. Who Have Difficulties in Reading," *Reading Instruction—An International Forum*—First World Congress on Reading, Paris, 1966, pp. 127-130.

> In the United States provisions for children with reading difficulties vary from adequate to meager. Most elementary and many high schools are aware of the need for special help but some have been unable to finance such programs or to secure trained teachers. The current trend appears to be toward prevention of difficulties by the use of a relatively new specialist called the reading consultant.

Sawyer, Rita and Lucille B. Taylor, "Evaluating Teacher Effectiveness in Reading Instruction," *Journal of Reading* (March, 1968), 11:415-483+.

> In-service education should produce changes in teaching. In this program 15 items were identified as the teaching goals to be stressed: (1) Knowledge of appropriate instructional materials, (2) Effective use of materials, (3) Understanding reading process, (4) Balanced program, (5) Emphasis on comprehension, (6) Thought questions, (7) Guidance in purposeful reading, (8) Application of skills to content areas, (9) Relation of content to real experiences of children, (10) Attention to individual differences, (11) Effective grouping, (12) Diagnosing reading status of each pupil, (13) Encouragement of free reading, (14) Sharing materials with other teachers, (15) Leadership in in-service programs.

Seymour, Dorothy Z., "Three Linguistic Problems in Using i.t.a." *The Reading Teacher* (February, 1968) 21:422-425.

> The author discusses three linguistic problems that arise with the use of i.t.a. She concludes that i.t.a. can probably be of some help to both teachers and students. However, time must still be spent on working out the linguistic problems and incongruities of this initial approach to teaching children to read.

Spache, George D., "The Perceptual Basis of Reading: United States of America," *Reading Instruction*—An International Forum, Paris, 1966, pp. 181-190.

> This paper deals almost exclusively with the visual aspects of perception in reading. Three theories of perception in the area of reading were discussed. Despite the volume of research available there still remains in this area, as in many other facets of perception, the need for continued applied research.

Spitzer, Lillian K., "Selected Materials on the Language Experience Approach to Reading Instruction," *I.R.A. Annotated Bibliography.*

> The first section of the bibliography, Reference and Research, lists materials for study and research to increase understanding of the language experience approach and its philosophy. The second part, Practices and Ideas, contains many practical suggestions. The Practices and Ideas for Written Expression singles out for special emphasis the use of self-expression through writing.

Viox, Ruth G., "Successful Practices in a Junior High School Summer Reading Program," *Journal of Reading* (January, 1968), 11:285-292.

> This article describes a six weeks corrective program for poor readers in the sixth and seventh grades from diagnosis to final evaluation. It discusses: (1) Setting goals, (2) Diagnosing pupils' needs and weaknesses, (3) Organizing classes, (4) Using commercial materials, (5) Employing successful teaching techniques, and (6) Reporting to parents and evaluation of program.

Wardhaugh, Ronald, "Linguistics Reading Dialogue," *Reading Teacher* (February, 1968), 21:432-441+.

Certain linguistic principles must be recognized in a defini-
tion of reading. The first principle is that a clear understanding
of any kind of language use can be based only on discovering
answers to the questions of what language is and how language
works. The second principle is that there is an important dis-
tinction between competence and performance. The third
principle is that most language behavior is rule-governed be-
havior and this fact must be taken into account if one is to seek
the reinforcement or change of existing behavior.

Whipple, Gertrude, "The Concept of Reading Readiness in the
United States of America," *Reading Instruction,* An International
Forum—First World Congress on Reading, Paris, 1966, pp. 84-90.

Our emerging concept of reading readiness provides for
prereading curriculum for four-and-five-year-olds, and post-
pones reading for immature six-year-olds a few months or a year
or more. It also introduces reading in the kindergarten for the
most capable children. For many others, systematic instruction
in reading is begun in the first grade after several weeks of
orientation. Our concept of reading readiness is kept flexible in
order that teachers and school officials will be able to meet the
needs of the individual child.

White, Evelyn Mae, "Linguistic Learning Cycles," *The Reading
Teacher* (February, 1968), 21:411-415.

The author has outlined one possible instructional program
for beginning reading, involving linguistic learning cycles. It
is a program leading to the discovery of word patterns. Ideas
emphasized in this program include: (1) Writing is used as a
tool in beginning reading, (2) Children can follow letters to
word process without the phonic step, (3) Spelling patterns
are a valuable key to reading, (4) The concept that infants
learning to speak and a child learning to read and write involve
parallel linguistic learning cycles.