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TEN-SECOND REVIEWS

Blanche O. Bush

No other human being is necessary to the reader at the moment of reading. He can take his book with him to the jungle or the desert, on the ocean, or the mountain top. He can select his company at will, and rid himself of it by a turn of the hand. It is potentially an inexhaustible resource. All ages of history, all countries, all varieties of human beings, and even of animals and feelings, hopes and fears, conquests and failures, victories and defeats, the real and the ideal, all are available at the turn of a page for the reader's contemplation and understanding. —Anonymous

Burnett, Richard W., "Reading in the Secondary School: Issues and Innovations," *Journal of Reading* (April, 1966), 9:322-328.

In comparing issues and innovations in teaching reading in secondary and elementary schools, the author finds that on the secondary level the issues are more obscure and far less hotly contested than at the elementary level. Innovations in high school reading appear to be fewer and not so colorful or dramatic. Furthermore, research studies in high school reading are exceeded by elementary school research studies at a ratio of about six to one.

Courtney, Brother Leonard, "The Relationship Between the Oral and Silent Reading of College Students," *Minnesota Reading Quarterly* (February, 1966), 10:50-55.

On the basis of the findings from this study the following conclusions, according to Courtney, appear to be justified. (1) The achievement of groups of students in silent reading will frequently provide some clues to the quality of oral reading which may be expected of them, (2) Oral reading continues to improve at a decreasing rate during the college years, (3) The sexes become equalized in oral reading behavior on entrance to college, (4) The great range in oral reading scores among college students is exemplified in some freshman students achieving no better than sixth-grade pupils. More men than women tend to be below although differences are not significant.

Dagliesh, Alice, "Books and Experience—Books for Young People," *Saturday Review*, June 25, 1966.

Several thought provoking questions relative to children's books were presented by the author: Isn't it more important to be energetic about planning whatever is vital for children instead of spending a good deal of time discussing "Sociological implications" in children's books? Do we sometimes forget reality in our haste to get a mirror of every kind of experience into books? Are there school boards today who think the small child's learning experience should be bounded by a desk and a reader? A list of books for young people is included.

Duker, Sam, "Needed Research On Individualized Reading," *Elementary English* (March, 1966), 43:220-225+.

It is the purpose of this article to suggest some significant questions concerned with individualized reading where research might yield useful answers. Twenty-five specific questions having to do with the effectiveness of individualized reading which could usefully be made the focus of research studies are suggested.

Dykstra, Robert, "Auditory Discrimination Abilities and Beginning Reading Achievement," *Reading Research Quarterly* (Spring, 1966), 1:5-34.

A number of conclusions relative to auditory discrimination abilities and beginning reading achievement were drawn by the author from this investigation. (1) Girls were significantly superior to boys in auditory discrimination skills and superior in reading achievement after a year of instruction. (2) In view of the relatively low relationships found between auditory discrimination abilities as measured by the instruments used in this investigation and success in learning to read, the first grade teacher should not expect that the development of auditory discrimination is sufficient to insure success in mastering the reading tasks.

Ellinger, Bernice D., "The Genesis of Creativity," *The Reading Teacher* (April, 1966), 19:493-497.

To investigate the relationship between selected factors

in children's home environments and their creative thinking abilities, tests of creativity were administered to 458 fourth grade pupils. Statistical analysis of the data showed the relationship between selected factors in home and creative thinking scores to be significant. The families of highly creative children involved their children in family activities to a greater extent than did the families of low creative children.

Ellinger, Bernice D., "Literature for Head Start Classes," *Elementary English* (May, 1966), 43:453-459.

Children's literature, Ellinger points out, can provide a prolific source of materials in the scheme of the Head Start teacher. It can give insights into common experiences, extend experiences that children have had, introduce new experiences in a meaningful way, stimulate creative expression and help children distinguish between fact and fancy. A list of books which were found to be helpful in Head Start classes was included.

Flaherty, Rose and Howard B. Anderson, "Boys' Difficulty in Learning to Read," *Elementary English* (May, 1966), 43:471-473.

Observations have shown that more boys than girls experience difficulty in learning to read. Many reasons have been offered as to the causes of male retardation in learning to read. The wise selection and use of books and other instructional materials, and careful grouping within classrooms and schools should help to promote a more challenging curriculum for boys.

Furth, Hans G., "A Comparison of Reading Test Norms of Deaf and Hearing Children," *American Annals of the Deaf* (March, 1966), 111:461-462.

In May 1959 a comprehensive survey of the reading ability of deaf children was done by Wrightstone, Aronow and Moskowitz. The findings confirmed what earlier investigations found—that the typical deaf make slow progress in linguistic competence. The author stated that the low reading level of the deaf does not constitute a reading deficiency but linguistic incompetence. The sooner this fact is realized the sooner we shall

be able to face the reading problems of deaf children and their full implication.

Graff, Virginia A., "Testing and Reporting Procedures for an Intensive Tutoring Program," *The Reading Teacher* (January, 1966), 19:288-291.

This article reports on procedures developed to carry through an intensive testing program and ways of using the resulting scores to ensure quick and efficient assignment of the tested subjects to appropriate reading therapy groups.

Hahn, Harry T., "Three Approaches to Beginning Reading Instruction—ITA, Language Arts and Basic Readers," *The Reading Teacher* (May, 1966), 19:590-594.

This project was designed to examine the relative effectiveness of three approaches for beginning reading instruction. From the findings of this investigation, no significant differences in reading attitudes were evidenced. ITA and language arts pupils wrote freely and extensively throughout most of the school year. ITA and language arts approaches had significantly higher scores than the basal reader approach on the Word Reading Test. Language arts and basal reader approaches provided significantly better spellers. On individual oral reading tests no significant differences were recorded for speed and accuracy. Studies which controlled such variables as intelligence, reading readiness, and socio-economic status failed to add much more useful information regarding the relative effectiveness of the three approaches.

Hanson, Irene W., "First Grade Children Work with Variant Word Endings," *The Reading Teacher* (April, 1966), 19:505-507+.

The findings of this study indicate that the teaching of generalizations concerning the use of variant word endings is possible and effective in the second half of first grade. The present practice of severely restricting the use of variant word endings in first grade reading materials is unnecessary since most first grade children are already familiar with reading materials which can conform more easily and naturally to English speech.

Harris, Theodore L., Wayne Otto, and Thomas Barrett, "Summary and Review of Investigations Relating to Reading, July 1, 1964 to June 30, 1965," *Journal of Educational Research* (June, 1966), 59:243-268.

A review of the literature on reading in the areas of sociology of reading, psychology of reading, physiology of reading and teaching of reading is presented. Each section has an extensive bibliography.

Heyman, Malcolm and Richard Holland, "Reading Improvement in the Industrial Arts Class," *Industrial Arts Education* (January-February, 1966), 25:48-49+.

Suggestions are offered as to how industrial arts classes can play their part in the all-important role of leading under-achievers back to the fruitful and rewarding experiences in school which have not been available to them because of poor reading skills. It is suggested that a shop program designed with reading as a main part of the class activity and with reading improvement as its ultimate aim can be implemented very easily. However, close coordination with a teacher trained to teach remedial reading is highly recommended.

Ilg, Frances L. and Louise Bates Ames, "Your Child May Be in the Wrong Grade at School," *Readers Digest* (August, 1966), pp. 56-60.

Recent studies at the Gesell Institute reveal that a great many youngsters would benefit tremendously if they were held back a year. Suggestions to parents relative to grade placement include: Don't regard it as a stigma on your child if he is held back. Remember that it is never too late to put your child in the proper grade. If a parent feels that his child is wrongly placed and if the school resists making a change, fight for your rights.

Justman, Joseph, "Academic Aptitude and Reading Test Scores of Disadvantaged Children Showing Varying Degrees of Mobility," *Journal of Educational Measurement* (February, 1965), 2:151-155.

Otis IQ's and Metropolitan Reading Test scores of 934 pupils drawn from 16 schools in disadvantaged areas of New York City were found to be negatively associated with degree

of mobility. Pupils who had attended only one school showed near average functioning whereas progressively poorer performance was associated with number of schools attended.

Kasbohn, Mary Crowley, "Remedial Reading Materials," *Elementary English* (March, 1966), 43:209-214.

A comprehensive list of materials used in the reading program of the Psycho-Educational Clinic at the University of Minnesota is presented. High interest and low reading level books are included as well as "Easy to Read" sets of library books.

Mason, George E. and Norma Jean Prater, "Early Reading and Reading Instruction," *Elementary English* (May, 1966), 43:483-489.

This summary is presented for the benefit of the busy teacher of reading who wants to investigate the background for this controversy of early reading and reading instruction. The studies and articles have been arbitrarily assigned to four categories. (1) Children who learned to read prior to school entrance without deliberate training, (2) Children who received deliberate training in reading prior to age six. (3) Children who entered school prior to age six compared with their older grade mates. (4) Reading readiness training for formal reading instruction.

Maxwell, Martha J., "The College Reading Laboratory," *Journal of Reading* (May, 1966), 9:402-405.

At the University of Maryland the goal of the Reading and Study Skills Laboratory is to assist the motivated student in adjusting to the academic demands of college. It also aids the faculty by providing a service to which students can be referred for improving their skills in subject areas and "plugging the gaps" in their backgrounds.

McCanne, Roy, "Approaches to First Grade English Reading Instruction for Children from Spanish Speaking Homes," *The Reading Teacher* (May, 1966), 19:670-675.

This study had two main objectives. The first purpose was to determine if there are differences in achievement in reading

English between first grade pupils who speak Spanish at home and are taught (a) by a conventional English readiness and basal reader approach or (b) by a modified teaching English as a second language approach. The second objective was to determine a specific sequence of skills appropriate for first grade children from Spanish-speaking homes who are learning to read in English and to identify appropriate materials and techniques for teaching these skills in a culturally integrated first grade classroom.

Mersand, Joseph, "Teaching the Slow Learner in English," *High Points* (May, 1966), 49:38-53.

An outline of the characteristics of slow learners and the methodological adaptations developed by Lass and Smerling is presented by the author. Included are a list of publications that are helpful in the study of the slow learner, suggestions for recognizing the slow learner and a description of the qualifications of the teacher.

Mitzel, M. Adele, "The Functional Reading Word List for Adults," *Adult Reading* (Winter, 1966), 16:67-69.

The primary difference between teaching adults to read and teaching children to read as discussed by Mitzel is in the immediacy of the adult need. Since an adult's reading needs are immediate and concrete, he should be taught those words that he may meet as soon as he steps out of the classroom. He should be taught these words in the context in which he will meet them. A reading word list of 5,000 words is included.

Moore, Robert E., "Science Fiction in a Junior College Reading Program," *Journal of Reading* (April, 1966), 9:329-332.

Junior College students who have reading problems are more likely to be interested in things mechanical than in the humanities, Moore avers. This may give a hint as to the kinds of materials which might tempt the student who does not like to read. The author conjectures that science fiction is interesting to these individuals. An appendix indicating readability scores on some typical science fiction is included.

Olson, Arthur V., "School Achievement Reading Ability and Specific Visual Perception Skills in the Third Grade," *The Reading Teacher* (April, 1966), 19:490-492.

The purpose of this study was to investigate the relationship between school achievement, reading ability and visual perceptual abilities as measured by the Frostig Developmental Test of Visual Perception.

Price, Uberto, "Developmental Reading for All College Freshmen," *Journal of Reading* (April, 1966), 9:333-334.

Freshmen at Appalachian State Teachers College in Boone, North Carolina, are required to take one quarter of reading sometime during the year, regardless of how well they read. The course is required and carries credit. It has been found that (1) the drop-out rate for students because of academic difficulty has been reduced, (2) the best readers make the greatest progress, (3) the better readers transfer skills from the reading course to other areas readily and (4) the lowest readers profit least.

Schmidt, Bernard, "Changing Patterns of Eye Movement," *Journal of Reading* (May, 1966), 9:379-385.

This investigation was concerned with what changes in the efficiency of eye-movement patterns take place as a result of specific training. The data obtained in this study indicate that eye movement patterns of the 190 subjects changed significantly during the reading course. Improvement in the basic physical aspects of fixation and regression as well as speed was noted.

Smith, Carl Bernard, "The Double Vowel and Linguistic Research," *The Reading Teacher* (April, 1966), 19:512-514.

Psychologists remind us that the learning process is cumulative and associative, that skills such as reading are developed by mastering one step or one unit, and building a new unit of knowledge on the old. In this way learning becomes meaningful and rewarding. The application seems evident for teaching reading. When a child is given a clue for identifying the written word, he must master that clue before he receives another. After he understands the use of the clue, like the

long vowel rule, he should be given a reading selection that will help him develop automatic recognition of applicable words. Mastery of the long vowel rule should come before the child is asked to differentiate among the long vowel key, the diphthong key and the irregular double vowel.

Stafford, Charlotte, "Reading for Deaf Children," *American Annals of the Deaf* (March, 1966), 111:463-466.

How many teachers of the deaf have felt, as the author did, that if only the deaf child could learn to read, all the wonderful world of books would be opened to him. The writer stated, however, that a guided reading lesson using a basal reader does not encourage love of reading. Oral reading is suggested for the deaf reader because he derives some benefit from the kinesthetic sensations of oral reading.

Usery, Mary Lou, "Critical Thinking Through Children's Literature," *Elementary English* (February, 1966), 43:115-119+.

A means for putting purpose into practice is suggested in the author's theory about one of the thinking processes. A model of the process is described and applied to an area of the elementary language arts curriculum. Critical thinking, one of the abilities commonly accepted as a part of the thinking act, is the focus of the study.

Winston, Ethna, "Foreign Students in Remedial Reading," *Journal of Reading* (January, 1966), 9:170-178.

Recent statistics show that in proportion to the total population, Howard University has the largest number of foreign students of any university in the United States. In this study, in spite of the language adjustment difficulties, resistance toward required remedial training and the need for unpredicted adjustment of traditional approaches to reading, many students reported benefits in their final evaluation of the program.

Woodring, Paul, "Are Intelligence Tests Unfair?" *Saturday Review*, April 16, 1966.

Though the possibility of occasional error in individual cases is real enough in all group testing, the question of fair-

ness to children from disadvantaged homes suggests a misunderstanding of the purpose of testing. It is understood that the intelligence test measures not innate but developed capacity. An intelligence test is unfair to a child from a poor home only in the sense that a scale which measures weight is unfair to the undernourished child. The test merely tells how much a child from an intellectually impoverished home is handicapped. The author stated that it is obviously true that any test requiring the use of language is culture bound but this is less true of intelligence tests than of achievement tests.

Yee, Albert H., "The Generalization Controversy on Spelling Instruction," *Elementary English* (February, 1966), 43:154-161+.

The purpose of this article is to clarify conflicting points of view regarding spelling instruction and to offer a critique of the problem. The debate centers on whether or not competency in spelling can be obtained through general use of spelling rules.

Zeitz, Frank, "i t a and the Below Average Child," *The Reading Teacher* (April, 1966), 19:515-518.

The below average child thrives on simplicity, Zeitz states, and is confused by complexity. The ideal system is one consisting of pure one-to-one correspondence between symbol and sound. Such does not exist in today's use of the i t a. It is the purpose of this author to point out the existing complexities so that a new dimension to the use of "i t a" might be realized.