Ten-Second Reviews

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Words are things; and a small drop of ink,
Falling like dew upon a thought, produces
That which makes thousands, perhaps millions,
            think.   —Byron

Aaron, I. E., "Reading in Mathematics," *Journal of Reading* (May, 1965), 8:391-395 +.

In this article the author urges teachers of mathematics to assume responsibility for teaching special reading skills necessary for reading mathematics effectively. The areas are: Mathematical vocabulary, concept background, ability to select appropriate skills, proficiency in reading word problems, equations, charts, graphs, and tables, and skill in the interpretation of mathematical symbols and abbreviations.

Adams, W. Royce, "Turning a 'Dumping Ground' into an Effective Reading Program," *Journal of Reading* (May, 1965), 8:396-401.

After establishing corrective reading classes, the author drew these conclusions. Trained, interested and creative teachers are of prime importance. The criteria of the program must be adhered to by all. The student's self concept provides the impetus to whatever methods are applied. Problems in word recognition appear to be due to inability to perceive clearly the letter order of words. Screening through diagnostic testing and interviewing before admitting a student into the reading program gives status to the course and removes the "dumping ground" attitude toward reading classes.

Austin, Mary C., "Report Cards and Parents," *The Reading Teacher* (May, 1965), 18:660-663.

Surveys of the desires of parents relative to their child's accomplishment in reading have led to the conclusion that parents want three basic types of information: (1) How well their child is doing in relation to his own abilities, (2) How well he compares with others in his grade, and (3) How well he is progressing toward the accomplishment of major academic and personal goals. The progress report, parent-teacher conferences and a combination of both are discussed. Austin states, however, that the most effective type of report to parents is the informal one given each day by the youngsters themselves in reply to the question, "What did you do in school today?"

Bailey, John P., Jr., "Three Decades of Dr. Seuss," *Elementary English* (January, 1965), 42:7-12.

    After reviewing most of the children's books and stories of Theodore Seuss Geisel (Dr. Seuss), the author reported that Seuss' writings fall into three groups. Each has its own characteristics of illustrative style, writing style, and choice of subject matter and follows a definite chronological sequence. A list of Dr. Seuss' books for children is included.

Cutt, Warren G., "Sponsored Research in Reading: Projects and Prospects," *Journal of Reading* (May, 1965), 8:378-383.

    The largest coordinated study of beginning reading in the history of education is now in progress through Office of Education contracts. Costing approximately $800,000 this investigation is actually a group of 27 individual studies being conducted by universities and state departments of education throughout the country. Collectively, the studies are being made to find the best ways of teaching beginning reading in a variety of controlled situations. The methods being compared include phonics approaches, various basal reader systems, the Language-Experience Approach, individualized reading, and new systems such as i/t/a.

Eller, William and Judith Goldman Wolf, "Factors in Critical Reading," *The Philosophical and Sociological Bases of Reading,* Fourteenth Yearbook of the National Reading Conference, Eric L. Thurston and Lawrence E. Hafner, eds. (1965), 14:64-72.

    In this article the authors' implications relative to teaching critical reading which they feel are justified on the bases of research and theory are: (1) The conventional academic approach to the development of critical reading ability does not touch upon some of the major sources of "uncriticalness." (2) Research workers who are also specialists in reading instruction should conduct experiments which parallel many of the studies cited herein. (3) Teachers of critical reading should attempt to improve critical reading skills by arming students with an understanding of some factors which ordinarily cause them to be uncritical. (4) Reading comprehension must be reconsidered in terms of evidence handed over by the social psychologists.

Engelhardt, Reata M., "Speed is Not a Naughty Word," *Journal of Reading* (April, 1965), 8:330.

> Engelhardt feels that we are training young men and women for today's fast moving society. A student today has to read more; and because no one has been able to lengthen the day, he therefore has to read faster. Furthermore students know they have various reading rates and they are able to judge their material and rate need. "Speed is not a hushed word; instead, there is respect for it."

Freeman, Sophie, "Put 'Create' into Creative Writing," *Elementary English* (April, 1965), 42:401-402.

> Children are imaginative, creative and eager for an audience. With patience and teaching, the author believes children can learn to put their own thoughts and experiences on paper. Procedures for helping the child develop the ability to record his ideas are discussed.

Frostig, Marianne, "Corrective Reading in the Classroom," *The Reading Teacher* (April, 1965), 18:573-580.

> The author discusses techniques which can be used in conjunction with the basic reader approach, individualized reading approach, and the language experience approach. These auxilliary techniques include labeling or matching words and pictures, a highly controlled vocabulary, and a child's own book based on his experiences.

Godwin, L. Ruth, "Teaching Reading: A Professional Task," *Improving College and University Teaching* (Summer, 1965), 13:172-174.

> This article discusses briefly the five instructional needs of reading competency. These are—vocabulary proficiency, reading rate variation, organization skills, research reading skills, and use of the library. The author emphasizes that the responsibility for the development of student reading skills must be accepted by all staff members.

Hardy, Lois Lynn, *How to Study in High School*. Palo Alto, California, Pacific Books, 1961.

> Suggestions for improving study habits with definite procedures for improving reading skills are presented in this pamphlet.

Jordan, William C., "Prime-O-Tec—A New Approach to Reading," *The Instructor* (September, 1965), 75:77+.

Basically the Prime-O-Tec process is a simple and new approach to beginning reading. The teacher chooses a set of easy trade books at pre-primer level and puts the story verbatim on tape. She seats the children about the reading table, places the books in their hands, and provides them with earphones. She then turns on the recorder, watches to see that all is working well, and goes to her developmental reading group which needs her assistance. Jordan believes that this is an excellent reading readiness technique.

Kendall, Rose, "Give Them a Chance," *Journal of Reading* (April, 1965), 8:326-329.

In this article the author describes the developmental reading programs presented in a reading laboratory which give the ineffective reader a chance to improve.

King, Paul T. and William Dellande, "The University of Missouri Reading Improvement Program," *Journal of Reading* (April, 1965), 8:307-310.

The purpose of this paper is to outline in a general way the reading program now being sponsored by the University of Missouri. The authors see this program as a developmental method for improving the reading ability of college students and adults.

Kingston, Albert J., "Is Reading What the Reading Test Tests?" *The Philosophical and Sociological Bases of Reading,* Fourteenth Yearbook of the National Reading Conference, Eric L. Thurston and Lawrence E. Hafner, eds., (1965), 14:106-109.

The reading specialists know that standardized reading tests are inadequate in many respects, yet they are the only measures available and so they continue to use them. Kingston conducted an experiment to determine how students behave when administered a reading test under modified conditions. They were given ample time to read the article, list five of the most important ideas read and draw conclusions. The author noted that the type of reading demanded in this test more closely resembles the reading required by the college student in preparing for his daily assignments.

La Fauci, Horatio M., "Team Teaching in a General Education Program," *The Journal of General Education* (July, 1965), 17:149-159.

 This article describes team instruction in operation at the college level at Boston University. Team teaching, the author reports, is not a panacea for all ills but rather is a system of instruction, tested and found successful in that it provides an educational environment in which a student can develop his total potential. Organization of a team, faculty responsibilities, obvious advantages and problems are discussed.

Larrick, Nancy, "The Great Game of Chance," *The Reading Teacher* (May, 1965), 18:634-638.

 Breaking into print has become the most popular game of chance in the education world. The editorial gambler faces three gnawing questions: (1) Does he have something to say? (2) Will the editor accept his manuscript? (3) Will it be widely read? Larrick suggests that authors limit their subject; be graphic, specific and honest; and avoid cliches, empty words, redundancy, pedaguese and run-on sentences.

Levin, Harry and Nancy S. Meltzer, "This Reading Thing," *American Education Special Report—The Elementary and Secondary Education Act of 1965* (April, 1965), 1:30-32.

 Late in 1963 Cornell University applied to the Office of Education for assistance in a developmental project to discover "What reading is." So began Project Literacy. Four national conferences have supported the program and more than seventy researchers from twenty-five universities are cooperating. The authors hope that as a result of this project, instruction will no longer be a matter of changes in fad or fashion and that it will determine what "reading really is."

McCormick, Nancy, "Individualized Reading in Action," *The Instructor* (September, 1965), 75:73-77.

 Experimenting with individualized reading for five years has proved to the author that children love to read when they do so at their own speed and from their own selected material. Materials, cataloging of books for the children, organization of the program, procedures, record keeping and evaluation are discussed.

Millis, George H., "Let's Use Oral Reading Right," *Grade Teacher* (September, 1965), 83:103.

> During the past decade there has been a revival of interest in oral reading. To make oral reading of real value, the author urges that teachers not return to the old practice of having pupils take turns reading passages that other pupils have already read. Instead, the author suggests more flexible grouping in the classroom and that oral reading be for an audience, with the child having a real purpose for reading and the audience a real purpose for listening.

Nason, H. M., "Multimedia in Reading Instruction," *The Reading Teacher* (May, 1965), 18:654-659.

> Nason believes that no one medium can be isolated from other media. Educational television, films, filmstrips, overhead projectors, videotapes, recorders, tape recordings, tachistoscopes, and the traditional classroom procedures all must be brought to bear in one coordinated effort if the child is to develop into a good reader without unnecessary conflict and frustration.

Okyne, Robert R., "The Problem of Spelling in the Middle School," *Ghana Teacher's Journal* (January, 1965), No. 45.

> Observations made relative to teaching spelling in the upper forms of the middle schools in Ghana include: (1) Listening, speaking, reading, writing and spelling should be thought of as one activity. (2) Proper grading of vocabulary is essential—words should not be beyond the pupil's comprehension. (3) Systematic instruction is necessary after pupils have acquired a large amount of sight vocabulary. (4) Words that the child needs to use should be taught. (5) Spelling should be taught in relation to other aspects of English such as correct pronunciation and clear enunciation. (6) Spelling is needed for reading as well as for writing. (7) Spelling should be taught functionally both by reference to dictionary and by direct reading.

O'Leary, Helen and Robert F. Murphy, "Creative Book Reporting," *The Instructor* (September, 1965), 75:60.

> A project undertaken at Marks' Meadow Observation Laboratory School at the University of Massachusetts was designed to motivate creative book reports. By joint pupil-teacher discussion, thirty stimulants or suggestions were developed based

on the readers' interest and reading levels and arranged in alphabetized order for easy reference.

Petty, Walter T. and Paul C. Burns, "A Summary of Investigations Relating to the English Language Arts in Elementary Education," *Elementary English* (April, 1965), 42:411-431.

Sixty-seven studies and ten summaries of research are reviewed in this fourth annual review of reported research in elementary school English language arts. The large majority of studies deals with various aspects of reading instruction, but there is an increase in the number of studies related to written expression. Research on oral language continues to receive least attention.

Ruark, Henry C., Jr., "Materials—Lifeblood of Instruction," *Educational Screen and Audiovisual AV Guide* (August, 1965), 44:11.

The instructional process, according to the author, is the heart of education and the flow of instructional materials mediating that process is its "lifeblood." If teachers are to be effective, they must have at their command not only more materials but better materials. If these materials are readily accessible, the teacher can spend more time in diagnosing difficulties, prescribing solutions, and guiding the learner.

Simmons, John S., "Reasoning Through Reading," *Journal of Reading* (April, 1965), 8:311-314.

In what we now rather casually accept as an increasingly complex society, the ability to read printed matter with insight is, and will continue to be, of vital importance. Simmons identifies four characteristics that are found in critical reading. (1) Critical reading is a skill which involves cumulative comprehension. It includes entities—that which is explicit and also higher mental processes. It can be contrasted with literal reading, as critical reading is a process which goes beyond the passive acceptance of ideas and information stated in print. Critical reading becomes a habit of examining printed statements and attacking problems in the light of related objective evidence.

Smith, Nila B., "Parents are People," *The Reading Teacher* (May, 1965), 18:624-628.

Anyone who teaches reading at any of its levels or in any

of its specialties has dozens and dozens of contacts with people, most of whom are parents in their out-of-school life. If a teacher's ear is attuned to opportunities to "put things in a better light" and is willing to take the time to do it, a great service to schools and to teachers, and to all concerned with reading instruction can be performed. When parents fully realize that the teacher is deeply interested, that she wants to help, that she can help, and that she is able to give reasonable explanations, the floodgates are opened. Information flows freely and criticism melts away.

Sohn, David A., "The Promise of Paperbacks," *The Philosophical and Sociological Bases of Reading,* Fourteenth Yearbook of the National Reading Conference, Eric L. Thurston and Lawrence E. Hafner, eds., (1965), 14:57-63.

One way to surround our students with good reading without going bankrupt is to consider the paperback and what it can do for our cause. It is estimated that there are now over 30,000 titles in paperback form at this time and over one million paperbacks are sold during each business day. Its promise is powerful if we learn to use its potential to build the love of reading.

Stanchfield, Jo M., "The Reading Specialist in the Junior High School," *Journal of Reading* (April, 1965), 8:301-306.

With the need for increased education to compete effectively in our highly technological and complex culture and with the tragic consequences of the high school dropout and the jobless youth, the author emphasized the idea that reading specialists in the junior high should be expanded in number. To enable the reading specialist to function at maximum efficiency in a rapidly changing society, Stanchfield urges that studies in such areas as norms for reading classes, motivation of interests, collection and use of materials, in-service training, use of outstanding resource people in the field of reading, and pre-service preparation of secondary teacher be promoted.

Tremonti, Rev. Joseph B., "The Contribution of College Reading Specialists to Pre-College Reading Programs," *The Philosophical and Sociological Bases of Reading,* Fourteenth Yearbook of the National Reading Conference, Eric L. Thurston and Lawrence E. Hafner, eds., (1965), 14:81-87.

The author states that it is evident that the contributions of college reading specialists to pre-college programs are broad in scope and effective in nature. While there is a variation in the contributions made by college reading specialists from campus to campus, there are, nonetheless, salient, identifying characteristics of high quality programs which this presentation has sought to enumerate and describe. The author emphasizes that we cannot rest upon our laurels as much remains to be done in research and program improvement.

Walker, Jerry L., "Conducting an Individualized Reading Program in High School," *Journal of Reading* (April, 1965), 8:291-295.

English teachers, the author states, should lead the way to individualized reading programs. The first step, the author believes, in conducting an individualized program is to gather as much information as possible about each student. A good individualized reading program, according to Walker, is marked not so much by what a student reads as by how he reads.

Wark, David M., "Twenty-five Years of Research on Adult Reading," *The Philosophical and Sociological Bases of Reading,* Fourteenth Yearbook of the National Reading Conference, Eric L. Thurston and Lawrence E. Hafner, eds., (1965), 14:218-222.

In this article the author has attempted to trace the trends of twenty-five years of research on adult reading based on analysis of data as placed in categories. Wark concluded that social events like World War II and the influx of returning veterans, and technological advances such as television have had some effect upon adult reading.

Weaver, Wendell W., "Theoretical Aspects of the Cloze Procedure," *The Philosophical and Sociological Bases of Reading,* Fourteenth Yearbook of the National Reading Conference, Eric L. Thurston and Lawrence E. Hafner, eds., (1965), 14:115-132.

The cloze procedure spreads before the subject a language sequence in a relatively normal form. At some points in the sequence, however, rather than a sign to recognize and match, there is a gap in the sequence. Where most reading input supplies a certain, direct cue to the matching mechanisms of the organism, the cloze procedure requires an analysis, a search of a distribution of probable elements in order to arrive at a "most likely" one in the light of the reduced cues which are

presented. The author emphasizes that the cloze procedure and its variations carry major theoretical implications for a psychology of language and thought.

Weber, Helen, "Time for Reading," *Teaching Aids News—The Magazine of Educational Technology* (July 14, 1965), 5:13.

You need only one requirement, according to Weber, to be well read, "The will to read." If you have the will you have the time, no matter how busy you are. Keep your book at hand.

Woolf, Maurice D., "Ego Strength and Reading Disability," *The Philosophical and Sociological Bases of Reading,* Fourteenth Yearbook of the National Reading Conference, Eric L. Thurston and Lawrence E. Hafner, eds., (1965), 14:73-79.

The purpose of this study was to discover the relationship of ego strength to reading disability. The author hypothesized that poor readers would have less ego strength when compared to good readers using the ego strength research scale of the M.M.P.I. as a measure. The hypothesis was confirmed showing a statistically significant difference between the two groups. Other scales on which significant difference were found were K (anxiety) and Pt (psychasthenia). All three of these variables are apparently linked with reading disability.