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TEN-SECOND REVIEWS

Blanche O. Bush

Not sound films, nor educational comic books, nor all the audio-visual aids in the world can lure a student from his sweet repose, unless these devices are used as learning aids rather than teaching aids . . . Teachers can plead, beg and tempt, but real learning springs from the student.

—Ralph E. Gauvey

Aaron, Ira E., "In-Service Help on Word Analysis Techniques," *The Reading Teacher* (March, 1966), 19:410-414.

A part of any in-service program aimed toward helping teachers become more proficient in teaching word analysis techniques must be devoted to broad guides. Aaron suggested these guides: (1) Word recognition is only the means to the ends of understanding, interpretation and appreciation. (2) Appropriate techniques must be selected by the child for unlocking the particular unknown word. (3) Sequential teaching of word attack skills is important. (4) Repetitive practice is necessary. (5) On the spot help when the child encounters an unknown word is most valuable. (6) Teachers must know word analysis skills in order to teach them effectively.

Artley, A. Sterl, "Implementing A Developmental Reading Program On the Secondary Level," *Perspectives in Reading—Reading Instruction in Secondary Schools*, International Reading Association, Newark (1964), 2:1-16.

The particular concern in this paper was the consideration of the questions and problems involved in getting a reading program established and under way on the secondary level. Artley emphasized that if an all-school program is introduced it would be advisable to build it on a firm base of faculty interest, support and competency.

Austin, Mary C., "In-Service Reading Programs," *The Reading Teacher* (March, 1966), 19:406-409.

Austin emphasized that colleges should not be expected to shoulder the entire burden for the improvement of classroom reading instruction. Local school systems must assume at least a fair share of the responsibility through viable in-service activities. She recommends (1) that in-service programs, continuous from year to year, be designed to increase the knowledge and performance of teachers; (2) that released time be allowed for

teachers to attend meetings; (3) that participants play a more active role in program planning; (4) that the size of the group be limited to permit active participation of those in attendance; and (5) that use be made of case studies for the purpose of developing theoretical concepts in realistic situations.

Barrett, Thomas C., "The Relationship Between Measures of Pre-reading Visual Discrimination and First Grade Reading Achievement: A Review of the Literature," *Reading Research Quarterly*, International Reading Association, Newark, 1:51-76.

Accumulated research which deals with the relationship between various types of visual discriminative abilities and first grade reading achievement is reviewed. The relative predictive power of visual discrimination of letters, words, geometric designs, and pictures when these abilities are studied individually and in combination is reported. A need for investigations that employ statistical design utilizing multivariate analysis is indicated.

Berg, Paul Conrad, "Methods and Materials in College and Adult Reading Programs," *Perspectives in Reading—College-Adult Reading Instruction*, International Reading Association, Newark (1964), 1:27-44.

In summarizing the literature on the present use of methods and materials in the adult program it was found that instructional techniques are selected to include the broadened objectives of vocabulary building, diversified reading and comprehension, flexibility, better writing, speaking and listening, and better management of time. There has been a marked trend, according to Berg, away from the indiscriminate use of mechanical aids toward materials to fit individual needs. Training personnel now ask, "Where can we get a good instructor?" rather than "What equipment should we buy?"

Berks, Jean, "The Child's Language and Written Language," *Education*. (November, 1965), 86:151-153.

In this article the author reminds us that knowledge of the child's own language, particularly his sound system, can be helpful to the reading teacher in anticipating difficulties and giving meaningful explanations.

Bloom, Sophie, "Israeli Reading Methods for their Culturally Dis-

advantaged," *The Elementary School Journal*, (March, 1966), 66:300-310.

Research on six approaches to the teaching of reading in Israel are discussed. The three successful methods which were based on the needs of the children and their particular ways of thinking demonstrated that given appropriate methods and materials, culturally disadvantaged children can learn to read. The resulting data strongly support the position that thinking abilities such as judgment, evaluation, and conceptual foresight have much in common with reading ability.

Chicago Graduate Library School, University of, *Bulletin of the Center for Children's Books*, University of Chicago, Chicago, (March, 1966), Vol. 19, No. 7.

New titles with annotations for children and young people are listed by grade level rather than age. An excellent list of professional readings for teachers by well known authorities in reading is also included.

Cleland, Donald L., "Reading and the High School Principal," *Journal of Reading*, (January, 1966), 9:157-162.

The optimum relationship, according to Cleland, between the school principal and the program of language development involves certain essentials. The high school principal must be aware (1) of the importance of language, (2) that learning to read is a lifetime endeavor, (3) that the reading process requires reasoning and thinking, and (4) that every teacher should be a reading teacher in his subject. Furthermore, he must be continuously cognizant of changes and development in reading materials and methods.

Courtney, Brother Leonard, F. S. C., "Organizations Produced," *Perspectives in Reading—Developing Study Skills in Secondary Schools*, International Reading Association, Newark (1965), 4:77-96.

This paper proposed to investigate practical procedures whereby the teacher could guide his students to attack study materials effectively, whether written or dictated, read or heard, and to record the essential ideas for orderly study and use. As the organizational skills of outlining and note-taking are essential for successful high school work, the responsibility for guidance in this area must be borne by all content teachers on

all levels. These skills, the author reported, when mastered could increase students' confidence in all reading and learning situations and should encourage orderly thinking.

Cushenbery, Donald C., "Two Methods of Grouping for Reading Instruction," *The Elementary School Journal* (February, 1966), 66:267-271.

The success of the Joplin Plan and Cluster grouping has been based on a careful division of pupils to ensure that each child is challenged to improve at his own rate. The Joplin Plan involves grouping of fourth, fifth, and sixth grade pupils on the basis of general reading ability. Cluster grouping requires the division of children of two grade levels according to their needs with one teacher handling group activities and the other, individual and small group teaching. The author suggests that school officials carefully weigh possible limitations as well as advantages before considering either plan.

Dalton, Patrick, David Gliessman, Harriet Guthrie, and Gilbert Rees, "The Effect of Reading Improvement on Academic Achievement," *Journal of Reading* (March, 1966), 19:242-253.

A study conducted in the School of Education, University of Missouri at Kansas City, for three semesters provides further evidence of the effect of reading instruction on academic performance in college.

Darby, Charles A., Jr., "Referred and Self-Initiated Students in Reading-Study Programs," *Journal of Reading* (January, 1966), 9:186-192.

This study investigated the relationship between referred and self-initiated student groups in reading ability, study attitudes and habits, longevity of stay in the reading laboratory, time spent in the reading laboratory, appeal of self-help approach to improved reading and studying skills, and the degree to which students' reading and study skill plans were fulfilled.

Durkin, Dolores, "Linguistics and Teachers of Reading," *Education* (November, 1965), 86:154-157.

Durkin explains in this article various kinds of linguistics and discusses possible contributions that linguistics can make to the teaching of reading. She avers that one of the greatest

contributions is increasing the teachers' knowledge and understanding of language as a means of communication.

Durkin, Dolores, *Reading and the Kindergarten, An Annotated Bibliography*, International Reading Association, 1964.

This bibliography was compiled to encourage objective and unbiased consideration of the wisdom of earlier reading instruction, at least for some children. Durkin has attempted to be both objective and thorough in making selections.

Ellington, Careth, and James Cass, "Teaching the Dyslexic Child: New Hope for Non-Readers," *Saturday Review* (April 16, 1966), pp. 82-86+.

The child with specific dyslexia cannot trust his visual and auditory senses to report and record accurately the symbols of the printed page. Therefore, other senses must be brought to bear in the learning process to supplement sight and hearing.

Ellson, D. G., Larry Barber, T. L. Engle, and Leonard Kampwerth, *Reading Research Quarterly*, International Reading Association, Newark, 1:77-127.

This is a summary report of ten experiments in which the techniques of programmed tutoring applied to the teaching of beginning reading are developed and given preliminary field tests. The data of several experiments indicated that programmed tutoring is more successful when used as a supplement to and coordinated with regular classroom teaching. Used in this way, it produced significant improvement on standard tests which require sight reading, comprehension, and word analyses.

Fillmer, Henry T., "Linguistic and Reading Comprehension," *Education* (November, 1965), 86:158-161.

Fillmer compares the linguistic approach with the traditional approach in teaching reading and shows how they differ in content and methodology.

Gates, Arthur I., "How Can One Tell What Practices Seem Most Promising?" *Improvement of Reading Through Classroom Practices*, International Reading Association, Newark (1964), 9:23-24.

New methods of teaching reading are appearing now with unusual frequency. Gates lists a few ways of deriving some useful hunches about them. (1) Consider one of the soundest principles of psychology—it is unwise to require a person to

learn a procedure that must later be unlearned or disregarded and replaced by another. (2) Make a critical survey of the evidence offered and study all available research data. (3) Study the history of the new method. Most of them have a long ancestry.

Harris, Albert J., "Teaching Reading to Culturally Different Children," *Improvement of Reading Through Classroom Practice*, Proceedings of Annual Convention (1964), 9:24-26.

This paper attempted to survey some of the important questions related to the teaching of reading to the culturally different or disadvantaged. Some of the significant problems considered were: reading readiness; specific approaches advocated such as language experience emphasis versus systematic skills centered; disparity between content of typical beginning material and lives of culturally deprived children; type of program—programmed materials, strong phonetic emphasis, linguistic basis, i/t/a; needs of middle grades and secondary students.

Herber, Harold L., "Teaching Secondary School Students to Read History," *Perspectives in Reading—Reading Instruction in Secondary Schools*, International Reading Association, Newark (1964), 2:73-86.

Herber summarizes his philosophy by stating that history teachers are responsible for teaching their students how to read history material well. They need not sacrifice the teaching of the subject content to do this as both skills and concepts can be taught simultaneously. Such teaching is possible when techniques commonly used at the elementary levels are applied to the secondary, such as vocabulary study before reading and identification of purpose for reading and the skill to be used.

Holmes, Jack A., "Basic Assumptions Underlying the Substrata Factor Theory," *Reading Research Quarterly*, International Reading Association (Fall, 1965), 1:5-28.

The substrata factor theory, as presented by the author, assumes that the acquisition of information and the formulation of new concepts is an extension of earlier learning. Further, it assumes that since acquiring a body of knowledge means the establishment of a preferential organization of associations in accordance with the internal logic of the systems, it must

take the form of a number of functionally stable hierarchies. The assumptions are supported by mathematical, psychometric and neurological evidence.

Johnson, Marjorie Seddon and Roy A. Kress, "Informal Reading Inventories," *Reading Aid Series*, International Reading Association, Newark, 1965.

Only limited benefits can accrue from taking and using a "ready made" inventory. Such an inventory can be used only once with any one child and can only result in a determination of his achievement levels and his specific needs in reading. The authors believe that greater impact on both diagnostic and instructional work is apt to be felt when construction of inventories not merely administration of them is experienced.

Kilanske, Doris M., "The Reading Teacher and An Elementary Guidance Program," *The Reading Teacher* (March, 1966), 19: 429-432.

Even though elementary guidance programs are having either birth or growing pains in many school systems, it is hoped when the final plans are formulated they will call for a high degree of cooperation between the elementary guidance counselor and the reading teacher. It is not unrealistic to suggest that with this kind of cooperation more students will remain in school and continue their education.

Matthews, John H., "Some Sour Notes on Speed Reading," *Journal of Reading* (January, 1966), 9:179-181+.

Speed reading, obviously a valuable skill when used wisely, is not simply another manifestation of our modern hysteria for hurrying. But, according to the author, there are dangers in the ideas behind speed reading techniques, the foremost being the emphasis upon reading as a fact-accumulating experience. Fact accumulation is certainly an important aspect of reading but many things we read do not necessarily merely convey facts. Matthews states that man would be happier and fuller if he learns not simply how to read faster but more richly and commodiously so that his reading itself becomes part of the pleasure of his days.

McNeil, John D., "Psycholinguistics and the Reading Problems," *Education* (November, 1965), 86:162-165.

Neither psycholinguistic scientists nor educators who attempt to apply newer findings about language will solve the reading problem. They will, however, illuminate dimensions of the problems never seen before and give rise to new reading materials and objectives. The application of psycholinguistics, which is a blend of linguistics, statistics, and psychology, sets more problems to be studied and in turn changes reading in other directions.

Nealon, Thomas E., "The Adapted Classic in the Junior High School," *Journal of Reading* (March, 1966), 9:256-262.

The adapted classic unfortunately is in disfavor among some English teachers and librarians who believe that an injustice must be done to a great classic by "toning it down." Granted the original is the best, Nealon asks, "Shall great literary works then be denied to those lacking the ability to read them?" The rigid policies used by most editors and publishers in simplifying a classic are discussed and a list of adapted classics for Junior High School students with third to sixth grade reading levels is included.

Niles, Olive S., "Systemwide In-Service Program," *The Reading Teacher* (March, 1966), 19:424-428.

Since we are caught in a situation in which we cannot possibly wait for pre-service education to develop successful reading programs we have no choice, according to Niles, except to go full speed ahead with imaginative and massive in-service programs. Local in-service training which can be tailored to a particular situation and set up to solve a specific program can be planned to offer both theory and practical techniques.

Rosner, Stanley L., and Gerald Schatz, "A Program for Adult Non Readers," *Journal of Reading* (March, 1966), 9:223-231.

In a special program designed for adults with reading problems at the Reading Clinic at Temple University, instruction was initiated at the level where each individual demonstrated his reading needs. This required teaching at different levels. Two fundamental approaches to the teaching of reading, experience and basal, were used in the program. A specific word learning technique utilizing visual, auditory, kinesthetic and tactile stimulation was helpful in developing word perception and analysis.

Sellin, Donald, "Using a Basic Reading Series with Educable Mentally Retarded Children," *The Reading Teacher* (March, 1966), 19:442-445.

The purpose of this article is to suggest guide lines to the classroom teacher in adapting a reading series to make it appropriate educationally for the mentally retarded. The major assumption of this article is that a basic reading series by its very nature possesses distinct advantages, although it is recognized that experiential and other non-basic reader approaches have value as well.

Singer, Harry, "A Developmental Model for Speed of Reading in Grades Three Through Six," *Reading Research Quarterly*, International Reading Association, Newark (Fall, 1965), 1:29-49.

The major developmental hypothesis of the substrata-factor theory of reading was tested by administering a selected battery of variables to approximately 250 pupils in each grade through the sixth. Substrata analyses of the resulting correlation matrices confirmed the statistically formulated hypothesis that quantitative and organizational changes in substrata factors are, in fact, associated with development in speed reading. A theoretical model which was constructed to depict these substrata factor changes also revealed several developmental trends.

Smith, Nila Banton, "Early Reading: Viewpoints," *Childhood Education* (December, 1965), 42:229-232+.

The author discussed the pressures involved in teaching reading to children of average or below average intelligence and the need to recognize the ability of superior children who are already reading when they come to kindergarten. The bulk of evidence at the present time indicates that pressuring children to read before the organism is ready is of no advantage in the long run and it may have harmful effects.

Strang, Ruth, "Clinical Study of High School Students' Reading," *Perspectives in Reading—Reading Instruction in Secondary Schools*, International Reading Association, Newark (1964) 2:103-116.

The proposed clinical method of studying high school students would recognize the continuing development of the individual's reading, his inner urge to improve, the environmental conditions that are inhibiting or facilitating improvement and his interaction with the clinician and others in the school and at

home. The clinician should begin working with the reading problem as the student sees it, assist him to clarify his perception by means of tests and interviews, teach him learning methods which he can apply to himself, and try to change conditions that inhibit his progress.

Tremonti, Joseph, C.S.V., "Administration Must Improve Reading Programs," *Journal of Reading* (March, 1966), 9:232-237.

Since administrators are responsible for the quality of education in our schools, the reading program, according to Tremonti, will be no better than the kind of leadership provided. The principal, superintendent, and teachers should become acquainted with various types of available programs, materials, and techniques; evaluate present programs; secure teachers who are leaders in the reading area; and establish in-service programs.

Whipple, Gertrude, "Essential Types of Reading in the Content Fields," *Improvement of Reading Through Classroom Practice*, Proceedings of the Annual Convention, International Reading Association, Newark (1964), 9:31-33.

To advance children toward maturity in reading in the content fields, the following points are suggested by the author relative to instruction: (1) Reading should be used only when it is the most effective medium for the purpose. (2) Real reading is idea-centered rather than fact-centered. (3) Real reading can be promoted only if the teacher has a knowledge of the structure of the subject. (4) Various kinds of reading ought to be used to further the goals of the content subjects, as opposed to one or a few patterns of reading.

Wright, John C., "High School Students in a College Reading Class," *Journal of Reading* (March, 1966), 19:238-241.

A comparison was made of the progress of high school students and college students enrolled in a college level reading class. Subjective estimates of daily progress records, attendance, class participation, and interaction suggest no major differences between the two groups. Analysis of objective test data indicated a significant change on the rate subtest for the combined group. In terms of this report, there was no indication of differential effects when high school students and college students participated in the same college level reading classes.