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TEN SECOND REVIEWS

Blanche O. Bush

If you would be pungent, be brief, for it is with words
as with sunbeams—the more they are condensed the
deeper they burn. —Southey

Albany, New York, *The Teaching of Reading*, Walter Crewson, Associate Director of elementary, secondary and adult education, The University of the State of New York, 1963.

The purpose of this publication is to provide teachers and administrators of the elementary schools of New York with some guidelines in providing effective reading instruction. The guide has been planned as a synthesis of the best that is known about the teaching of reading.

Angola, Indiana, Metropolitan School District of Steuben County, *Reading in the Angola Schools*, Betty Johnson and Sara Swickard, Special Consultants, 1964.

The purposes of this study of reading were threefold: (1) to look at the existing program, (2) to strengthen teachers' understanding of reading, and (3) to publish a study guide which could serve as a resource for all teachers. The resulting comprehensive course of study provides for individual differences, emphasizes continuity of instruction from kindergarten through high school, and stresses sequential development and integration of skills.

Axford, Roger W., and Alice H. Richardson, "Reading Improvement: Key to Knowledge," *Adult Leadership* (June, 1964), 13:55-59.

The authors suggest that study techniques be made an integral part of reading improvement programs for adults.

Battle, Jean Allen, "I Don't Have Time to Read," *Mental Retardation* (October, 1964), 2:273-274.

If it is true that teachers and administrators do not have time to read, then, according to the author, there is something basically wrong with our educational system. Battle believes that every educated man must constantly replenish his mind by discovering new ideas through reading, listening, and experimenting.

Beckett, Dorothy B., "Philosophical Differences in Reading Concepts," *The Reading Teacher* (October, 1964), 18:27-33.

Evidence from the past and future is presented relative to one of the major issues in elementary education today—"Shall formal reading be a part of the kindergarten program?"

Boutwell, William D., "An Easier Way to Learn to Read i/t/a, Questions and Answers," *PTA Magazine* (October, 1964), 59: 11-14.

From a question-answer series, Boutwell concludes that no one can afford to overlook the promise that i/t/a holds for reading improvement, creative writing, and interest in books. Authorities agree, he states, that our current efforts to teach all the children to read well leave much to be desired. He hypothesizes i/t/a will open the door to the creation of a truly literate society.

Brzeinski, Joseph E., "Beginning Reading in Denver," *The Reading Teacher* (October, 1964), 18:16-21.

Interim results reported by Brzeinski indicate: (1) parents can help their children begin to read, (2) boys and girls in a large public school system can be taught beginning reading successfully and (3) such early reading has a measurable, positive, continuing effect. Because the present study is of a longitudinal nature, final evaluation must await the end of the research.

Budoff, Milton, and Donald Quinlan, "Reading Progress as Related to Efficiency of Visual and Aural Learning in the Primary Grades," *Journal of Educational Psychology* (October, 1964), 55:247-252.

In this study, the learning efficiency of 28 average and 28 retarded second grade readers was compared when meaningful words were presented orally and visually in a paired-associates paradigm. The authors report that aural learning was more rapid for both the average and the retarded readers. Retarded readers were slightly slower visual readers than the average readers. The authors stated that this discrepancy was most evident in the early phase of learning and in the total number of trials required to attain the criteria.

Carlton, Lessie, and Robert H. Moore, "Individualized Reading," *NEA Journal* (November, 1964), 53:10-11.

Much of the disagreement over the usefulness of individu-

alized reading as an approach to the teaching of reading has been the result of a widespread misunderstanding about what is involved in the individualized approach. The question-and-answer sequence has been designed by the authors to clear up some of this misunderstanding. The questions are based on a survey covering materials, instructions, evaluations, and development of skills.

Carroll, John B., "Words, Meanings, and Concepts," *Harvard Educational Review* (Spring, 1964), 34:178-202.

According to Carroll, the difficulties that learners have in attaining a concept are due to the inadequate mastery of prerequisite concepts and to errors made by the teacher in presenting in proper sequence the information essential to the definition of the concept.

Duval, Frank H., Elizabeth Theiss, Sylvia Stryker, and Edith McKinnon, "American Classroom—Three Heads Are Better Than One," *Grade Teacher* (May, 1964), 81:61-68.

Three elementary teachers who were teaching on three grade levels launched an experimental program in team teaching. Their primary objective was to provide a better instructional program by using each teacher's talents and interests. As these teachers had the same basic daily schedule, it was possible to assign children to various learning activities in relation to their demonstrated development rather than on the basis of their particular grade or age. The teachers report, "Team teaching works."

Early, Margaret J., "The Meaning of Reading Instruction in Secondary Schools," *Journal of Reading* (October, 1964), 8:25-29.

Direct teaching of reading skills, according to Early, must proceed in an unbroken line from the first grade through twelfth and be superseded by a program which insures the application of skills in every subject where reading is an important means of learning. High school teachers, she feels, should realize: (1) they have something to contribute to the whole reading program, but they need not become reading specialists themselves; (2) even though emphasis on direct instruction decreases, it does not disappear; (3) the responsibility for this direct instruction is that of the reading teachers. This program requires expert teachers of reading and subject-

matter specialists who understand and respect each other's goals and can agree upon the means of achieving them.

Fox, Esther, "Considerations in Constructing a Basic Reading Program of Functionally Illiterate Adults," *Adult Leadership* (May, 1964), 13:7-9.

Locating the illiterate adult, administering a reading program, and diagnostic and progress testing are discussed.

Keislar, Evan, "Conference on Perceptual and Linguistic Aspects of Reading," *The Reading Teacher* (October, 1964), 18:43-49.

This conference, as reviewed by Keislar, focused upon the acquisition and transfer of beginning reading skills. A central issue was the way in which the teaching of reading should be guided by the correspondence between written and spoken English. It was generally agreed that if one considers the relation only of individual letters to their sounds in English speech, there is not one-to-one correspondence. Divergent views were expressed with respect to the significance of this fact for reading instruction.

Keppel, Francis, "Research: Education's Neglected Hope," *Journal of Reading* (October, 1964), 8:3-6.

In discussing research in education, Keppel points out that the greatest need today is in the field of reading. From the findings of one of the most important studies in reading recently completed, Keppel reports that the relationship between the spelling of a word and the sound of a word constitutes the major difficulty in learning to read and to spell. From another study it was learned that children have much larger vocabularies and speak in more complex sentences than are found in the traditional basic readers. Results of a third study indicate that the teaching of reading must be tailored to the language experiences of the child. The author believes that if we wish to keep our schools in tune with the needs of our time we must elevate research to the status it should have and adapt our methods and materials accordingly.

McCallister, James M., "Using Paragraph Clues as Aids to Understanding," *Journal of Reading* (October, 1964), 8:11-16.

To read paragraphs effectively, McCallister emphasizes that attention must be directed to the differing internal clues in the paragraphs instead of attempting to fit all paragraphs

into the single pattern of central thought and supporting details which is the accepted approach used by many teachers. Nine paragraphs illustrated the various kinds of internal clues and the differences in the mental processes of reading. Mature readers, the author avers, utilize internal clues as an important guide to understanding.

McManus, Anastasia, "The Denver Prereading Project Conducted by WENH TV," *The Reading Teacher* (October, 1964), 18:22-26.

McManus reports that this study has made a definite contribution in determining, within the limits of a small regional sampling, what positive benefits may be derived from instructing parents who are interested in working on prereading skills with their preschool children. A particular value of the project, as expressed by the parents, seemed to be the opportunity to work creatively with their children in a home situation.

Nicholich, Gloria F., "Picture-Story Books to Increase Reading Ability," *The Instructor* (October, 1964), 74:16+.

Nicolich believes that once the child has become interested in picture books, it is easy to encourage him to go to books in various curriculum areas. Books concerned with intermediate grade subjects, but presented in picture-story form, are listed.

Pincus, Morris and Frances Morgenstern, "Should Children be Taught to Read Earlier?" *The Reading Teacher* (October, 1964), 18:37-42.

The authors feel that much of the difficulty and some of the controversy that arises in considering the question, "Should younger children be taught to read?" could be avoided by asking more specific questions such as: "What characteristics enable children to learn to read successfully before they enter the first grade? How can we best help children who are already reading? Which methods and materials are most effective for introducing young children to reading?"

Sheldon, William, and Roma Gans, "ITA (Initial Teaching Alphabet) Sheldon and Gans Evaluate the New Alphabet," *Grade Teacher* (October, 1964), 82:34-36+.

Sheldon believes that ITA has something to offer educators both in terms of reading instruction and the process of learning. However, the question which he raises is, "Will the children

make an easy transition to the traditional orthography?"

Gans states that as yet there are not enough results from experimentation to warrant the extravagant claims that are being made for the ITA approach to reading. Only broad and longitudinal evaluation can determine its permanent place in the teaching of reading.

Smith, Helen K., "The Development of Evaluation Instruments for Purposeful Reading," *Journal of Reading* (October, 1964), 8:17-23.

This report on the development of evaluation instruments is a part of a larger study to determine if high school freshmen can learn to adjust their reading to specific purposes by systematic instruction. A secondary purpose of this study is to develop a test to assess the competence of high school freshmen in reading for different purposes. No normative information is available at the present time.

Stoltz, Mary, "An Honorable Profession," *Saturday Review* (November 7, 1964), pp. 45-46.

Stoltz, a well-known writer for teen-agers, younger children, and adults, asks, "What makes a children's writer? What nourishes the imagination and the pen of the writer for young people, as distinct from other sorts of writers?" Stoltz feels that one must have a genuine respect for youth and have a long memory—the author must feel within himself like a child.

Strickland, Ruth G., "The Contribution of Structural Linguistics to the Teaching of Reading, Writing, and Grammar in the Elementary School," *Bulletin of the School of Education*, Indiana University Vol. 50, January 1964.

This study was undertaken to discover what concepts in the published material of some of the linguistic scholars could be adapted and utilized to improve the teaching of reading, spelling, and grammar in the elementary school. Strickland states that few of the linguists have given specific attention to the needs at the elementary level, yet in their offerings are ideas which appear applicable. Interested teachers may be able to turn some of the ideas into actual teaching materials and procedures for trial in the school. Much work remains to be done, according to Strickland, before the ideas can be put into widespread application.

Tensuan, Emperatriz and Frederick B. Davis, "An Experiment with

Two Methods of Teaching Reading," *The Reading Teacher* (October, 1964), 18:8-15.

Data from this experiment lead to the conclusion that the combination or multiple approach method of teaching reading yields better results in teaching Pilipino, the national language of the Philippines, in grades 1 and 2, than the cartilla, direct-phonetic method. Furthermore, the data strongly suggest that training in learning to read Pilipino by the combination method facilitates the reading of English more than learning to read Pilipino by the cartilla method.

Wagner, Guy, "What Schools are Doing—Developing Reading Power in the Content Areas," *Education* (October, 1964), 85:122-125.

Wherever a strong reading program is achieved, the teachers of the content subjects will be found in supporting roles as teachers of reading. Criteria for judging whether teachers are assuming responsibility for the teaching of reading as it is related to special fields are presented.

Wattenberg, William W., and Clare Clifford, "Relation of Self Concepts to Beginning Achievement in Reading," *Child Development* (June, 1964), 35:461-469.

This exploratory study was an effort to determine which was the antecedent phenomenon, severe retardation in reading or low self-regard. Measures of mental ability and self concept were obtained for children in their first semester of kindergarten in two Detroit elementary schools. Two and one-half years later, measures were obtained of their progress in reading and the self-concept measure repeated. The measures of self-concept taken in kindergarten proved significantly predictive of progress in reading but not significantly related to mental test scores.

Witty, Paul A., "In a Developmental Reading Program, Many References are Essential," *Grade Teacher* (November, 1964), 82: 84-85.

Witty believes that to achieve a good developmental reading program, we need a balanced program, utilizing a wide variety of source material. Moreover, we need teachers who make an effort to understand every pupil and to obtain materials to meet his interests and needs.

Woods, Margaret S., "Four Year Olds Meet Books," *Grade Teacher*

(November, 1964), 82:38-41+.

The children's room of a public library in Seattle, Washington provides a place where hundreds of four-and five-year-old boys and girls are "meeting" books through a program sponsored for the past ten years by the Seattle PTA Council in cooperation with the public library. The purposes of the program are: (1) to develop in the young child an interest in books and in good literature, and (2) to give the child, through free dramatization of stories, a chance to express his feelings and to make the story truly his own.