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TEN SECOND REVIEWS

Blanche O. Bush

> Some read to think, these are rare; some to write,
> these are common; some to talk, and these are the great
> majority.—The first page of an author not unfrequently
> suffices all the purposes of this latter class, of whom
> it has been said, they treat books, as some do lords, in-
> form themselves of their titles, and then boast of an
> intimate acquaintance.   —Colton

Allen, Robert L., "Better Reading Through the Recognition of Gram-
matical Relations," *The Reading Teacher* (December, 1964),
18:194-198.

   In this article a new approach to grammar is discussed.
Some research, according to Allen, suggests that the ability to
recognize sentence-units and the relationships between such units
may help students become better readers.

Archer, Marguerite P., "Building Vocabulary with a Fourth-Grade
Class," *Readings on Reading Instruction,* Albert J. Harris, ed.,
David McKay Company, Inc., New York, 1963, 250-252.

   The author discusses the procedures used by a fourth-grade
class for building varied and interesting vocabularies. The
group discovered 104 synonyms for the word "said."

Barrett, Thomas C., "Visual Discrimination Tasks as Predictors of
First Grade Reading Achievement," *The Reading Teacher* (Jan-
uary, 1965), 18:276-282.

   This extensive and well-designed study is the first report
of a series of investigations of readiness factors which the
author has undertaken. The study provides a statistical analy-
sis of the relationships and the predictive value of many of
the visual-readiness variables in current readiness tests.

Bateman, Barbara, and Janis Wetherell, "A Critique of Bloomfield's
Linguistic Approach to the Teaching of Reading," *The Reading
Teacher* (November, 1964), 18:98-104.

   Investigations by the authors reveal that interest in the
linguistic approach to teaching reading is high but that most
applications have used modifications of the Bloomfield System.
The objections raised to the method are discussed and evaluated.

Botel, Morton, "What Linguistics Says to This Teacher of Reading and Spelling," *The Reading Teacher* (December, 1964), 18:188-193.

Botel explores intonation, sentence pattern, and spelling patterning which are the areas that linguists believe have important applications for the teaching of reading and spelling. He states that if we do not understand the nature and significance of the structures that carry meaning, we will not fully understand the meaning itself.

Cammarota, Gloria, "Word Groups in Speech and in Reading," *The Reading Teacher* (November, 1964), 18:94-97.

In this article certain words which serve as signals for word groups are discussed. The relationship of these words to the teaching of reading is considered and several specific classroom procedures which may merit experimentation are proposed. The suggestions in this paper stem from information patterns which linguists are making available to us.

Carrillo, Lawrence, "Progress Report: The Chandler Language Experience Readers," *College Reading Association,* Clay A. Ketcham, ed., Easton, Pennsylvania (Fall, 1964), 5:67-70.

The Chandler Language Experience Readers are designed for urban multiracial children and present situations that are real to these boys and girls. They are developmental in nature and provide success and motivation at each level. Experimental editions have been sent to various schools.

Cleland, Donald L., and Harry B. Miller, "Instruction in Phonics and Success in Beginning Reading," *The Elementary School Journal* (February, 1965), 65:278-282.

According to the authors, research on phonics is characterized more by quantity than by quality. Because results are inconsistent, it is possible to quote research to support any position on any aspect of phonics instruction.

Clymer, Theodore, "The Structured Reading Program," *Readings on Reading Instruction,* Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 134-139.

Clymer discusses the characteristics of an effective, structured reading program. The major dangers in this program, the

problems in an individualized program, and research findings relative to these two approaches are presented.

Cohn, Stella M., "Upgrading Instruction Through Special Reading Services," *The Reading Teacher* (March, 1965), 18:477-481.

The program and goals adopted by the Special Reading Services for the child, the parent, the classroom teacher, the school, and the community are presented. The results of Special Reading Services in 11 clinics with 2,900 children during the 1963-64 school year are discussed and evaluated.

Downing, John, "The i.t.a. (Initial Teaching Alphabet) Reading Experiment," *The Reading Teacher* (November, 1964), 18:105-110.

Included in the report on the first two years of the i.t.a. experiment are claims that the "standard of creative writing has improved almost beyond comparison." These claims are at present under objective investigation at the Reading Research Unit and already have some support from the research by Southgate who has reported that free writing appeared more spontaneous and prolific with such children. The author concludes that although caution must be exercised in respect to the findings to date, the results of the i.t.a. experiment in Britain indicate that a fruitful line of inquiry has been found.

Drake, Charles, "Reading; 'Riting and Rhythm," *The Reading Teacher* (December, 1964), 18:202-205.

From six years of testing, observation, and research, Drake reports that it has become apparent that the development of rhythm is intimately related to the acquisition of reading, writing, and spelling skills.

Elkind, David, Margaret Larson, and William Van Doorninck, "Perceptual Decentration Learning and Performance in Slow and Average Readers," *Journal of Educational Psychology* (February, 1965), 56:50-56.

In this study 30 slow readers, and 30 average readers were matched with respect to age, sex, and a nonverbal measure of intelligence. Results showed that slow readers attained significantly lower pre- and post-training scores and took significantly more trials to reach criterion than was true for the average readers. The results were interpreted within the

framework of Piaget's decentration theory of perception as it applies to reading.

Fry, Edward, "Teaching a Basic Reading Vocabulary," *Readings on Reading Instruction,* Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 212-217.

Because 63 per cent of all words used in the first three years of reading consist of just 300 basic words, Fry points to the desirability of stressing a fundamental vocabulary so that these words may be recognized instantly. A number of methods used successfully in teaching these words was presented.

Frymier, Jack R., "The Effect of Class Size Upon Reading Achievement in First Grade," *The Reading Teacher* (November, 1964), 18:90-94.

In terms of reading achievement the author reports that first grade students in small classes are significantly higher than students in larger classes. He feels that further attention should be given to (1) the effect of class size upon reading achievement in classes of less than 20 and more than 30, and (2) the cost of reteaching youngsters who are retained one year or more for lack of achievement in too large a class.

Furst, Norma and Edmund Admidon, "Teacher-Pupil Interaction Patterns in the Teaching of Reading in the Elementary School," *The Reading Teacher* (January, 1965), 18:283-287.

The purpose of this study was to determine the kinds of teacher-pupil interaction patterns present in elementary school classrooms. By applying the Flander's Interaction Analysis procedures to lessons in the content fields and reading, some major behavior differences of teachers and pupils at the various grade levels have been revealed.

Gabler, June, "Which Program for Kindergarten?" *Michigan Education Journal* (March, 1965), 42:17.

The findings, reported by the writer, indicate that both formal and informal kindergarten programs are equally effective in promoting reading-readiness growth. There was a tendency, however, for the younger, less able children to benefit from both programs to a greater extent than the older and more mature children.

Gowan, J. C., and R. W. Scheibel, "The Improvement of Reading in Gifted Children," *Readings on Reading Instruction,* Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 412-415.

Educators have not been enough aware, according to the authors, of the gains in reading rate by gifted students when remedial methods suited to their ability and interests are employed. As the urgency of this problem becomes better understood and it is more widely realized that developmental reading for the gifted is an important service, expansion of high school and college programs for the reading effectiveness of superior students may be expected.

Hollingsworth, Paul M., "Can Training in Listening Improve Reading?" *The Reading Teacher* (November, 1964), 18:121-123.

Research shows, according to Hollingsworth, that listening does have a positive effect on reading achievement.

Jordan, Laura J., "Verbal Readiness Training for Slow Learning Children," *Mental Retardation* (February, 1965), 3:19-23.

How well a child uses verbal skills may largely determine his success or failure. In primary classes for the educable mentally retarded, the teacher faces a dilemma if he does not take time to build the basic verbal skills which the children really need before starting formal reading instruction. In this study, the performance of two groups of children over a four-year span points up a need for caution in interpreting the results of short-term research with children who learn slowly.

Jungeblut, Ann and Arthur Traxler, "Summary and Evaluation of Pertinent Research at the College and Adult Level," *Perspectives in Reading-College Adult Reading Instruction,* International Reading Association, Newark, 1964, 115-134.

From 1930 through May of 1963, the authors found about 800 citations of published studies which involved college students or adults in some phase of research on reading. Effects of reading programs, factors in reading, and principles underlying reading programs were among the research areas. An excellent bibliography is included.

Karlin, Robert, "Developing Reading Skills in English and Social

Studies," *College Reading Association,* Clay A. Ketcham, ed., Easton, Pennsylvania (Fall, 1964), 5:23-25.

The ideas expressed in this paper are conditioned upon three assumptions: (1) General reading ability is a necessary foundation for reading all kinds of materials, (2) the possession of general reading ability does not assure ability to read all kinds of materials, and (3) special reading abilities are associated with materials in subject areas. The specialized skills in reading social studies and literature are described and guidelines for teaching the study skills are presented.

Larrick, Nancy, "The Library is Your Reading Test," *College Reading Association,* Clay A. Ketcham, ed., Easton, Pennsylvania (Fall, 1964), 5:4-8.

In this, the age of testing, we have reading tests, aptitude tests and dozens more, but the most telling test of your reading program is your library. It testifies, Larrick asserts, to your approach to reading, your conception of what reading can mean, and your effectiveness as a teacher of reading or a teacher of teachers.

Martin, John, "Using Test Results to Improve Reading Instruction," *Readings on Reading Instruction,* Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 114-117.

Diagnosis should always be the keystone for the improvement of any form of instruction. Martin emphasizes that test results properly interpreted can be an invaluable aid in diagnosing learning in reading. Mistakes can be made in teacher evaluation unless appropriate measuring devices are employed and careful analysis is made of the results.

Mazurkiewicz, Albert J., "What Does a Test Battery Tell a Teacher?" *Readings on Reading Instruction,* Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 117-121.

A test battery, the author states, whether it is an achievement battery or a battery of tests chosen by the teacher for specific diagnostic purposes, produces information in direct proportion to that which was fed into it. Test users need to know exactly what the tests are designed to measure and recognize that data obtained from responses provide clues for further action on the part of both the teacher and the learner.

McDonald, Arthur, "Research for the Classroom," *Journal of Reading* (January, 1965), 8:187-189.

Forty-one studies were reviewed by the author relative to rate and reading flexibility. He states that due to the efforts of many researchers, teachers, and other workers, the field of reading improvement has moved far ahead of the simple days of "read faster, comprehend more." He believes that students should be taught how to alternate reading techniques as one or more elements of the reading situations, such as purpose, previous knowledge, nature of materials, change.

McNeil, John D., and Jane Stone, "Note on Teaching Children to Hear Separate Sounds in Spoken Words," *Journal of Educational Psychology* (February, 1965), 56:13-15.

The purpose of this study is to test the hypothesis that children learn to identify sounds in spoken words better through practice with nonsense than with familiar words. Findings indicate that children trained with nonsense words made fewer errors during the training period. On the criterion test they did significantly better in identifying sounds found on both nonsense and meaningful words.

Miller, Edith F., "Stimulate Reading . . . With a Dictionary," *Readings on Reading Instruction,* Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 257-260.

Making a dictionary as a class project provides a valuable addition to the reading program and can be adapted to any grade level. Miller reports that the most important outcome of making dictionaries is that pupils will come to love words and want to know their meanings.

Newton, Eunice Shaed, "Training the Volunteer Reading Tutor," *Journal of Reading* (January, 1965), 8:169-174.

A syllabus for training the volunteer reading tutor was presented. It emphasized that the degree of enthusiasm and dedication of the volunteers, their own skill in reading, the types of client with whom they work, the skills of the director, as well as the availability of material determine the quality and quantity of the training which may transpire.

Piekarz, Josephine A., "Common Sense About Phonics," *The Reading Teacher* (November, 1964), 18:114-117.

The defenders of phonics seem to believe that a rigid set of rules governing the pronunciation of letters is the one true road to success in reading. The opposition seems to believe that there is no point in teaching phonic generalization because there are many exceptions. The author emphasizes that efficient word identification and reading are possible only through the combined use of structural phonetic analysis and other word recognition techniques.

Robinson, H. Alan and Allan F. Muskopf, "High School Reading—1963," *Journal of Reading* (November, 1965), 8:85-96.

This article summarizes professional literature on junior and senior high school reading published in 1963 with a few earlier reports that have been called to the authors' attention.

From their study the authors report that evidence indicates that: 1) The best materials for teaching comprehension skills are the regular textbooks. 2) Teachers cannot afford not to teach reading. 3) A competent reader senses a third-dimensional effect of ideas on a printed page. 4) More life-long readers emerge from satisfying personal reading than from the in-class study of literature. 5) Readers are made, not born. An excellent bibliography is included.

Robinson, Helen M., Samuel Weintraub, and Carol A. Hostetter, "Summary of Investigations Relating to Reading July 1, 1963 to June 20, 1964." *The Reading Teacher* (February, 1965) 18:331-429.

The number of items in the summary reached an all time high this year even though a number of action studies was omitted. Besides the increase in number of summaries the psychology of reading reflects a marked trend toward investigations of learning in which letters, words, and longer selections are used. A lengthy bibliography is presented.

Russell, David H., "Reading Research that Makes a Difference," *Readings on Reading Instruction,* Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 28-32.

Russell describes ten studies which have widely influenced reading instruction over the years. He notes that each of these studies is closely connected to the problems of the day. Russell suggests, as we look to the future, that we ask, "What is relevant

and pressing?" Research in reading has influenced and will influence practice. "Research can make a difference."

Whipple, Gertrude, "What Is A Good Reading Program?" *Readings on Reading Instruction,* Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 17-21.

Eight criteria based on publications in the field of reading and supported by the consensus of judgments of the yearbook committee are presented along with several clues which aid in determining whether a given reading program meets essential standards.

Wildebush, Sarah, "Oral Reading Today," *The Reading Teacher* (November, 1964), 18:139-140.

Wildebush states that the time involved in repetitious inflected oral reading today in all grades is wasted. Nothing is gained from it but boredom, interference with the rate of thinking of children, and discipline problems. The author asks, "Shall reading be devoted to vocal gymnastics for oral reading or to the development of silent reading skills for studying?"

Wollner, Mary H. B., "Should Parents Coddle Their Retarded Readers?" *Readings on Reading Instruction,* Albert J. Harris, ed., David McKay Company, Inc., New York, 1963, 451-454.

Tests and interviews with children, who show a true pattern of reading and spelling retardation, and talks with parents reveal both turmoil and tragedy.

The author suggests that (1) parental pressure be removed (2) parental example be provided, (3) teachers be objective and help build the morale of retarded children, and (4) home and school discipline be firm and consistent.