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"Dyslexia: Two Points of View," by Richard L. Carner which appears in the *Academic Therapy Quarterly* for 1966? The article presents, through a case history, the points of view of both the parents and child toward a severe reading disability and outlines the school's role in recognizing and helping the dyslexic child.

Zimmerman's and Allebrand's study, "Personality Characteristics and Attitudes Toward Achievement of Good and Poor Readers," published in Volume 59 of the *Journal of Educational Research.* They investigated the personality characteristics and attitudes toward achievement of two groups of school children differentiated in reading ability. The major differences between the two groups appeared to be more in the area of personal rather than social adjustment.

The book, *The Teaching of Reading* by Witty, Freeland and Groberg? It was published in 1966 by D. C. Heath and Company. In this book the results of research are presented and related to classroom instruction in reading. Throughout, the emphasis is placed on reading instruction as a sequential process associated with interest and need.

The 1965 *Review of Educational Research*, volume 35? In it Joanna P. Williams discusses the present state of reading research. She points out that since 1958 there has been a renewal of interest in the theoretical analysis of the basic reading process. Another new development centers on techniques of instruction, especially within the context of programmed instruction.

"A Study of the Validity of Delacato's Theory of Neurological Organization," by Robbins which appeared in volume 32 of *Exceptional Children.* The purpose of this study was to test the theory of neurological organization. Both normative and experimental data from normal second graders were used to test six null hypotheses deduced from the theory. The results failed to confirm the validity and practicality of the theory.

"Effective Reading for the Socially Deprived Child," by Graff and Feldman published in volume 31 of the *Journal of Rehabilitation*?
It describes an approach to teaching the socially deprived child how to read. Particular emphasis is placed upon interaction between teacher and child through the creation of rapport and the use of a variety of instructional materials designed to fit into the child's experience and to stimulate his interest, attention, and motivation to learn.

The interesting article in volume 19 of *The Reading Teacher* entitled "Self-Social Constructs of Achieving and Nonachieving Readers?" The findings of this study by Henderson, Long and Ziller suggest that retarded readers are characterized by a relatively high degree of dependency.