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Ten-Second Reviews

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TEN-SECOND REVIEWS

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The pursuit of excellence in books for children is a
basic responsibility of all who work with children.
—Ruth Hill Viguer

Bryant, John E., "Listening Centers: A Sound Investment in Edu-
cation," *Journal of Learning Disabilities* (March, 1970),
3:156-159.

This paper suggests that the use of listening centers with
earphones for teaching listening skills may actually be depriving
some young learners of crucial auditory experiences. It points
out that electronic listening equipment, carelessly used can
impair hearing. Suggestions for preventing accidental acoustic
trauma and for correcting temporary conductive hearing de-
privation caused by collapsed auditory canals under earphone
listening are given.

Burnett, Richard W., "The Classroom Teacher as a Diagnostician,"
Reading Diagnosis and Evaluation (Dorothy L. DeBoer, editor),
International Reading Association, 13:1-10.

The author emphasized that teachers should not limit them-
selves to looking for "how-to-do-it" recipes or last word solu-
tions. Teachers should grow in professional competency by
looking at new materials and programs and by reading new
research and journal reports related to improved methods of
reading instruction. But new approaches must be translated
into our own teaching situations, weighed against our own
understanding of the reading process, measured against our own
personality and teaching style and only then applied and
formally evaluated.

Carter, Homer L. J., "Determining Consequential Factors in Diag-
nosis," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer,
editor), International Reading Association, 13:17-24.

The acts of diagnosis presented in this paper aid in the
determination of relevant, material and consequential factors
in a clinical study. The clinician who follows through these acts
thoughtfully and with a knowledgeable background of research
findings in the field of reading will be better able to identify,

interpret and evaluate cause-effect relationships. These acts which are not necessarily sequential are restated as follows: identification, assumption, rejection, acceptance, discovery, explanation, prediction and verification. The clinician with this model in mind will be able to determine more objectively that which is only relevant, that which is material and that which is consequential. Insignificant details can be swept aside and a clear-cut sequence of factors leading to the disability can become apparent. All of this should be completed before treatment and instructional measures are initiated.

Conklin, Norma K., "Identifying the Disabled Reader," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:11-16.

Every teacher must be aware of the many factors that have a tremendous effect on the child when he is trying to learn the skills needed to read. Some of the causes of reading difficulties are physical limitations, health, environment, emotional factors and individual differences in mental ability. There are certain goals the teacher should strive to achieve for the benefit of every child. Every child should be challenged to work and learn to the best of his ability, have successes, be respected by teacher and classmates, and be happy in learning.

Cramer, Ronald L., "The Language Experience Approach to Beginning Reading Instruction," *The Michigan Reading Journal* (Winter, 1970), 4:9-14.

The language experience approach to beginning reading instruction is an attempt to use the child's ability to communicate his experiences through oral language (speaking and listening), written language (creative writing), artistic ability (drawing and painting), and dramatic ability (creative dramatics). The group experience story, individually dictated stories, learning a sight vocabulary, word analysis skills, language experience and the total language arts program including libraries, creative writing and directed reading are discussed.

Criscuolo, Nicholas P., "A Multi-Media Program for Reluctant Readers," *Journal of Reading* (December, 1969), 13:212-214.

A six week film unit included in a reading improvement program made students want to come to school. The students said that they enjoyed viewing the films because it was better than reading, was better than simply listening to the teacher, made them want to come to school and made discussions interesting.

Dale, Edgar, "The Future of Reading," *The Reading Teacher* (December, 1969), 23:205-216.

An almost certain prediction of the future of reading is that we shall shift our perspective on the role of reading in the school and the role of the teacher of reading. We shall increasingly think of reading as a system in a related hierarchy of systems, all of them classified under language. As we think about a basic system for developing and mastering language behavior we realize that we do so in a social setting. No matter how well we read, listen or observe, experience must be provided for such reaction. The future of reading is closely bound up with the future of writing. Better reading depends on better writing. We must see vocabulary development as one of the responsibilities of the teaching of reading. The learner who must obviously be an independent reader must be skilled in reference reading. The future will be rough but also very exciting.

Davis, William Q., "Functional Use of Standardized Reading Tests," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:78-85.

Once you know "why, how and when" to use the tests, it is equally important that you use the results. This is the function of testing. Some of the uses of test results are: (1) Aid in classroom grouping when initial instruction begins. (2) Help to compare groups locally and nationally. (3) Help to screen and to make tentative semi-diagnostic "guesstimates." (4) Can be diagnostic. (5) Reveals reading level, usually taken to be frustration level. (6) Should reveal instructional objectives. (7) Guide for parents. (8) Give a student instant insight, first that he has a problem and more specifically the nature of his reading problem.

De Hirsch, Katrina and Jeanette Jansky, "Kindergarten Protocols of Failing Readers," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:30-42.

This paper represents an attempt to describe the kindergarten functioning of three groups of children identified by their reading and spelling scores at the end of the second grade. The three groups were (1) Children who at the end of second grade excelled in reading and spelling were called "high" achievers. (2) The children who had not "caught on to" reading and spelling at the end of the first grade, but who managed to pass achievement tests at the end of the second year were named "slow starters." (3) The children who failed all tests at the end of second grade were named the "failing" readers. The focus of interest was of course, the failing children.

Dietrich, Dorothy M., "Challenge in Reading," *The Reading Teacher* (December, 1969), 23:260-272.

The author asks, "What challenge to whom?" First: To classroom teachers, the responsibility for the major role of instructing today's youth with necessary skills and for building a desire to read. Second: To secondary level teachers, who are expected to apply good reading techniques as a means of helping students to read course-related materials. Third: To the reading specialist whose duty is to work and to supplement the teaching and the knowledge of the classroom teacher.

Downing, John, "How Children Think About Reading," *The Reading Teacher* (December, 1969), 23:217-230.

Research on young children's thinking indicates five important conclusions about teaching reading. (1) Children's thoughts about reading, their conceptions of its purpose and nature present the most fundamental and significant problems for the teacher of reading. (2) The beginner's ways of thinking are much different from those of adults. (3) The logic of young children cause two serious difficulties in teaching them to read and write. They have difficulty in understanding the purpose of the written form and they cannot readily handle the abstract technical terms used by teachers in talking about written or spoken language. (4) Teaching formal rules, such as phonics or grammar, is unnecessary and may cause long term

reading difficulties. (5) It is important to provide individually relevant language experiences and activities which orientate children correctly to the real purpose of reading and writing and to enable them to acquire an understanding of the technical concepts of language.

Elbert, Clara, "A Diagnostic Approach to Reading Difficulties" *Reading in Montana,* Effective Teaching—Efficient Learning— Reading Achievement. The Reading Center, Eastern Montana College, Billings (C. H. Gilliland, editor), (Fall, 1969) 7:6-8.

    The author emphasized that most reading specialists really work in the capacity of a learning disability specialist. Along with their interest in the child's I.Q. and reading level they are concerned with the total progress of the child including his emotional adjustment. The only sure cure for reading disorders is prevention. In the area of diagnosis we refer to the child's difficulties as developmental, corrective, remedial and a learning disability. This specification of the problem will indicate to the trained and experienced diagnostician the type of remediation needed.

Ellingsen, Lloyd, "Teaching of Thinking Strategies in the Elementary School," *Reading in Montana,* Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, Eastern Montana College, Billings, (Fall, 1969) 7:13-17.

    The late Dr. Hilda Taba studied the relationship between the questions teachers asked and the development of cognitive processes in a child. She identified three cognitive tasks and designed the strategies that could be used by teachers to give children opportunities to practice and develop these processes.

Farr, Roger, "Reading Tests and Teachers" *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:49-54.

    In order to determine whether reading tests are being used effectively it is important to examine the reasons that tests are administered. The primary purpose is to provide the instructor with feedback information regarding student progress toward goals. A second major reason for administering tests is to

evaluate student strengths and weaknesses so an effective instruction plan can be developed.

Fearn, Leif and Amelia Martucci, *Reading and the Denied Learner,* International Reading Association, Newark, 1969 (Pamphlet).

This bibliography offers references for the development of teachers and children. It is organized under categories which appear to be significant to the teacher of children in the reading curricula sphere. The whole sphere of reading instruction is given attention as is the role of language development as an influence upon reading. Materials for teachers, literature for children, and other available bibliographies are included. These references are merely representative of that which is available to the teacher and the children.

Finder, Morris, "Comprehension: An Analyses of the Task," *Journal of Reading* (December, 1969), 13:198-202+.

Finder offers a task analysis of "comprehension" which sheds light on a vague term in the lexicon of reading instruction. This analysis makes explicit what good readers and good teachers know and do.

Frederick, E. Coston, "Motivation in Reading," *Reading in Montana,* Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, East Montana College, Billings (Fall, 1969), 7:7-9.

Motivation seems to be one of those educational words full of sound and fury but signifying nothing. Suggestions for what it is and how to get it accomplished are as follows: (1) As motivation is an implied psychological state within the learner it makes it possible for him to be aware of a given stimulus and provides some reason for him to believe that a satisfactory response will follow. (2) Since motivation takes place within the individual the teacher must rotate his thinking from teacher activity to learning activity. (3) Motivation seems to be an intellectual activity in the classroom rather than pedagogical. (4) Motivation is temporary and personal. (5) Motivation comes from the personal experiences of the individual.

Gates, Arthur I, "Teaching Reading Tomorrow," *The Reading Teacher* (December, 1969), 23:231-238.

> We in education have been slow compared to several other professions to capitalize upon the products of technology. Although the most powerful educational influence is the environment, meaning by that the social as well as the physical features, the school teacher will continue to play an indispensable role. To promote reading and other language arts we should take vigorous steps to provide more sagacious management of children during the years from one to seven.

Glock, Marvin D., "Reading Tests: Past, Present and Future," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:55-64.

> Reading tests are not ends in themselves. Rather, they are instruments which should aid in learning to read. In this context, the impact of reading tests on the improvement of instruction in reading was discussed. Reading tests in the past were far less sophisticated than some of the better instruments available today. They provided only one score, they were not analytical. An important contribution during the present time is that measurement specialists have attempted to clarify educational objectives. Future tests must cope more effectively with the problem of rate.

Goldberg, Herman K., "Ocular Motility in Learning Disabilities," *Journal of Learning Disability* (March, 1970), 3:160-162.

> Improving ocular motility has become a widely discussed technique of assisting children who have learning disability. It has been assumed that learning difficulties in some cases were due to lack of binocular coordination.

Guider, Hazel, "Motivation for Reading," *Reading In Montana,* Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, Eastern Montana College, Billings (Fall, 1969), 7:9-12.

> The definition used by the author of motivation is, "The need or desire to know what to do." It is a process that can lead students into experiences in which learning can occur. It can energize and activate students and keep them reasonably

alert. It can help keep their attention focused in one direction at a time. In final analysis learning and motivation are affected not only by things as each person perceives and values them but also by the way he sees himself.

Hartung, Joseph E., "Visual Perceptual Skill, Reading Ability and the Young Deaf Child," *Exceptional Children* (April, 1970), 36:603-608.

The purpose of this study was to evaluate visual perceptual skills of beginning readers. Greek and English trigrams were presented tachistoscopically to deaf and normal hearing children to test their ability to recognize single symbols and recall trigrams. The performance of the two groups of children was essentially the same on recognition tasks but the normal hearing children performed significantly better on the recall tasks. Both deaf and hearing groups showed better performance for pronounceable items.

Hill, Margaret Keyser, "Testing Needs of the Future," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:65-67.

In order that test results be more useful to the teacher, norms which approximate realistic reader levels need to be established. There is a need for development of pairs of tests which are intended to test listening comprehension as reading potential and reading achievement as pupil growth. It is essential to educate teachers about the purposes of testing and how to use the results to plan better learning situations for pupils.

Johnson, Laura S., "The Newspaper: A New Textbook Every Day," *Journal of Reading* (December, 1969), 13:203-206+.

This article presents the results of using newspapers in reading classes. In most instances students having learning problems are poor readers and until their reading improves the other school work will not improve. Like any skill, reading will not improve except with practice and practice won't come from older students until they initiate it. They are willing to do this when they like what they are doing and when it seems to be accomplishing something for them. The newspaper seemed to be the means for getting students to read.

Johnson, Terry D., "A Bibliography For Self-Directed Practice in Reading," *Journal of Reading* (February, 1970), 13:370-378.

One of the areas of concern in college and adult reading instruction is follow up. This self-directing "package" is an index to thirty-six texts and workbooks published for college and adult reading improvement and study skills programs.

Kirby, Clara L., "Using the Cloze Procedure as a Testing Technique," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:68-77.

This study was designed to determine whether scores derived from a cloze test would differ significantly from scores derived from selected silent and oral reading tests. Findings indicate that the Cloze Test, Gates Reading Tests, Gilmore Oral Reading Test and Gray Oral Reading Test do not appraise equivalently the reading attainment of elementary school children in grades one through six. Generally the four instruments identify comparable reading levels for pupils in grades five and six and for sub readers. The findings of this study indicate that the use of a cloze test by classroom teachers for determining instructional reading of children is a promising technique.

Ladley, Winifred C., *"Sources of Good Books and Magazines for Children,* Pamphlet, International Reading Association, Newark, Delaware, Revised, 1970.

This bibliography is a selective one with emphasis upon tests compiled within the period 1960-1969. The pamphlet includes general book lists, books about Children's Literature, magazines containing annotated lists of current material, lists of specialized materials and a directory of publishers.

Leggitt, Dorothy, "Preparing Reading Clinicians in a Summer Session," *Journal of Reading* (February, 1970), 13:355-362.

This summary of a successful summer program for public school reading clinicians details objectives and procedures adaptable to in-service as well as campus courses. Syllabi for remedial reading courses and for practicum in clinical reading are included as well as a discussion of the instructional program.

Levine, Jane B., "Anticipated Development in Research on Dyslexia," (Research, Wesley Schneyer, editor), *The Reading Teacher* (December, 1969), 23:273-275.

A principal stumbling block in studies of dyslexia has been the delimitation of the problem, which is so closely related to underachievement in reading and various other disorders that separating them is difficult. It is easy to understand why studies entitled "dyslexia" and "reading retardation" have focused on similar phenomena or similar population as have studies using the terms "learning disabilities," "minimal brain dysfunction" and a number of other names. Another source of confusion stems from lack of agreement on the definition of dyslexia.

McGinnis, Dorothy J., "Making the Most of Informal Inventories," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor), International Reading Association, 13:93-99.

The use of informal inventories can be extended to areas other than reading. Observations made during the administration of these inventories produce facts which form the bases of hunches regarding the child's reading disability and why they have developed. These hunches must be integrated with other data before they can be accepted or rejected. This requires evaluation of each inference so as to determine whether it is relevant, material or consequential. Each material and consequential inference will become an integral part of the diagnosis. The combined use of informal inventories and observations can be a valuable addition to the teacher's repertoire of skills in studying the child.

Miracle, Brian, "The Slow Reader—Born That Way or Taught That Way?" *Reading In Montana,* Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, Eastern Montana College, Billings (Fall, 1969) 7:33-36.

Teachers do not teach students. No teacher has ever taught a student anything. All learning is personal. All learning occurs within the person. The teacher simply sets the stage. At times he may become one of the players upon the stage. However, learning itself must, in the final act, happen within the learner. Only through the relationship which exists between the teacher and the student can the student finally participate in the very personal act of learning.

Page, William, "Environmental Context: Key to a Broader Spectrum On the Word Recognition Scene," *The Michigan Reading Journal* (Winter, 1970), 4:17-20.

Environmental context includes those aspects of the environment which modify the thought and expectations of the reader encountering a word. We are touching upon the relationship of language, thought and reading. In combination, these three enigmas represent a set of interrelated structures which are inexhaustible.

Pauk, Walter, "A Practical Note On Readability Formulas," *Journal of Reading* (December, 1969), 13:207-210.

The author raises the question of speed and accuracy in the application of two new readability formulas. Fry's formula revolves principally around two factors, average sentence length and aggregate number of syllables in the sample. McLaughlin's formula, simply stated, revolves around but one factor, the aggregate number of three or more syllables in the sample. After two decades, the Dale-Chall formula is still in use which revolves around two factors, a list of 3,000 common words and the average sentence. It was found that the two new formulas took much less time but were not as reliable.

Quarles, J. M., "Emotional Maladjustment Disability," *The Michigan Reading Journal* (Fall, 1969), 3:49-53.

It can be concluded that no definite statement can be made as to whether or not emotional maladjustment is a cause only, is an effect only, or is only part of the reciprocal relationship. Boise points out that further investigation is needed to determine the exact extent of the relationship. Studies, however, have revealed that in order for a child who is handicapped in reading to improve, he must overcome his sense of insecurity, hopelessness and discouragement. The teacher and other people involved in the child's welfare should seek to root out the cause of the emotional disability be it the home, school or personal.

Reichard, Cary L., and William R. Reed, "An Investigation of Format for Reading Material for the Educable Mentally Retarded," *Journal of Reading* (February, 1970) 13:363-366.

The authors experimented with spacing and marginal ad-

justment to determine how these factors affect readability for mentally retarded pupils. It was found that the use of variable line spacing and right margin verification appeared to have a definite and desirable effect. Further and more extensive research relating to this matter is currently being carried on.

Slobodzian, Evelyn, "Use of the Illinois Test of Psycholinguistic Abilities as a Readiness Measure," *Reading Diagnosis and Evaluation* (Dorothy L. DeBoer, editor) International Reading Association, 13:43-48.

Results of individual scores on the I.T.P.A. have practical implications for the kindergarten or first grade teacher. A program for developing readiness for reading can be planned to provide for individual needs. As stated by Monroe and Rogers alert teachers working daily with young children develop a remarkable sensitivity to the language background and potential of each pupil. But even experienced teachers find it difficult to identify and describe the specific aspects of language skills which together make up the individual child's language power.

Smith, Nila Banton, "The Many Faces of Reading Comprehension," *The Reading Teacher* (December, 1969), 23:249-259.

Reading instruction had no comprehension face at all until 50 years ago. The corpus of reading instruction was that of teaching word recognition. Then suddenly a change took place. Standardized tests were developed. In order to use the tests in reading it was now necessary to ask questions on content rather than having children read orally. With the emergence of the present new period in reading instruction under the general educational influences of placing emphasis on the thinking skills, comprehension which first stuck its head above the surface in the 1920's seems to have developed many faces.

Smith, Richard J. and Thomas Burns, "The Effects of Different Instructional Practice on Student Enjoyment and Interpretation of a Ballad," *Journal of Reading* (February, 1970) 13:345-354.

The major findings of this study are that given a particular ballad and certain instructional objectives, the particular instructional practices employed before students read the ballad seem to make a difference in their ability to interpret the ballad

correctly. Students who were given some background information and told which word and word groups to read carefully were better able to interpret the ballad than students who received no instruction, background information and read the ballad orally.

Stebbens, L. Duane and Bernard R. Belden, "Retention of Gains in Reading after Five Semesters," *Journal of Reading* (February, 1970), 13:339-344.

This study was concerned with the ability of university and college students to acquire and then retain reading skills over a three year period of time. Consideration was also given to the effect of academic experience upon the reading skills of college and university students. Although the control group made significant gains in reading skills over a five semester period of time, the gains made by the experimental group were much greater. Academic experience and maturation may account for a part of these gains but it appears that formal training significantly affects reading abilities.

Sullivan, Gerald D., "What's New In the Language Arts?" *Reading in Montana,* Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, Eastern Montana College, Billings (Fall, 1969), 7:1-4.

This article attempted to take a glancing blow at each of the communication skills—reading, speaking, writing, penmanship, spelling and listening. He mentioned some of the pressing items of concern to teachers and administrators.

Tremonti, Joseph B., "The Role of the Home in Promoting Reading," *Reading in Montana,* Effective Teaching—Efficient Learning—Reading Achievement. The Reading Center, Eastern Montana College, Billings (Fall, 1969), 7:45-50.

The first teacher of a child, for better or worse, is the parent or parents. Morally and legally the responsibility rests entirely and completely upon their shoulders. The parents can be guided and counseled but they must be prepared to take the credit for success or blame for failure. Educational facilities are provided for all children but these should not be a substitute but a supplement to the parent's own teaching.