

7-1-1973

Ten-Second Reviews

Blanche O. Bush

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons



Part of the Education Commons

Recommended Citation

Bush, B. O. (1973). Ten-Second Reviews. *Reading Horizons: A Journal of Literacy and Language Arts*, 13 (4). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol13/iss4/10

This Book Reviews is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.

TEN-SECOND REVIEWS

Blanche O. Bush

Abrams, Jules C., and Wendy O. Smolen, "On Stress, Failure and Reading Disability," *Journal of Reading* (March, 1973), 16:462-466.

After one or more years of severe reading failure, the primary etiological factor no longer plays the major role in the child's difficulty. The child's continued failure to read is sustained by his aversive reaction to reading, the impact of the prolonged reading failure, and the reaction of the organism to stress.

Ahrendt, Kenneth M., and Shirley S. Haselton, "Essential Reading Skills in Bookkeeping," *Journal of Reading* (January, 1973) 16:314-317.

The authors presented an outline of techniques which should assist the content teacher to instruct students in reading their bookkeeping texts efficiently and effectively. The steps for textbook reading are basically readiness activities which prepare the student to approach the text in a meaningful manner with a specific purpose. He should be taught how to survey, question, recite, and review. The bookkeeping teacher should teach vocabulary and help to develop concepts.

Artley, A. Sterl, R. L. Burton, and Dawn Cook, "Perceived versus Measured Skills," *Journal of Reading* (January, 1973), 16:318-323.

Finding little research about the accuracy of a student's own approximation of his reading status, the authors instituted a study to compare the perceived with the actual reading ability of a group of freshmen college students.

Baer, Constance Joan, and Linda Ruth Fisher, "Let Me Read! Five Techniques That Worked For Us," *Journal of Reading* (December, 1972), 16:227-235.

How do we excite kids about reading and make them want to come to school? After a period of experimentation, trial, and error, the authors discovered five methods: (1) Students as teachers, (2) Buddy System, (3) Improvisation, (4) Incentive Point System, and (5) Class Newspapers.

Bean, Rita, and Catherine Luke, "As A Teacher I've Been Learning," *Journal of Reading* (November, 1972), 16:128-132.

The tutoring approach used in this program should be considered by content area teachers who have poor readers in their classrooms. This teaching technique might be a useful tool if adopted by a creative and supportive teacher. The one-to-one situation provided a learning experience that was reassuring for student and tutors alike.

Becker, John T., "Language-Experience Attack on Adolescent Illiteracy," *Journal of Reading* (November, 1972), 16:115-119.

The language-experience approach has much to recommend it as a remedial technique for disabled readers on the junior and senior high school levels. Through this method, language is respected as a part of the individual, and the process of teaching and learning is viewed as an interaction rather than the submission of one group to another's language. The four aspects of language-learning—speaking, reading, listening, and writing—are employed.

Bentley, Mary Ellen, and Gladys Martineau, "Community Helpers Within The School," *The Michigan Reading Journal* (Clarice Stafford, editor) (Winter, 1973), 7:7-8.

Redford Union School System has a whole new group of letters centering around the various services performed by para-professionals. PAL (Parent Assist in Learning)—The PALS are mothers who donate from one hour to a whole day a week to tutoring a child. VTC (Volunteer Teachers Corps) is composed of elementary teachers who donate time before or after school to work with children who need extra help in reading. LEND-A-HAND is composed of high school juniors and seniors who work with a child. It has been found that these community volunteers are able to give more individual attention to students and to increase the interest of many parents.

Bingham, Jane, "Don't Read To Us," *The Michigan Reading Journal* (Clarice Stafford, editor) (Winter, 1973), 7:18-19.

Reading aloud to pupils is encouraged by almost all reading language arts programs. Children most often enjoy and respond

to those activities which are presented to them with a sense of urgency and enthusiasm. Children tend to like activities which satisfy certain common human needs—physical and material security, need for belonging, for beauty, for solitude, and for intellectual stimulation.

Bortnick, Robert, and Genevieve S. Lopardo, "An Instructional Application of the Cloze Procedure," *Journal of Reading* (January, 1973), 16:296-300.

This article has attempted to bridge the gap between research findings and their application in the classroom. The procedure is useful in ascertaining the readability of material and in evaluating student performance in terms of the latter. The authors have been engaged in the development of a silent reading inventory based on recent cloze and criterion research.

Brzeinski, Joseph E., and Helen N. Driscoll, "Early Start In Reading—Help or Hindrance?" *Parents and Reading* (Carl B. Smith, editor) International Reading Association, Newark, 1971, pp. 57-75.

This study appeared to indicate that preschool children can be taught certain basic skills of beginning reading provided they are no younger than four and a half years of age. The key word here is "taught." Research has established that boys and girls can be taught to read earlier than is now generally the case. That most children are not taught to read before the age of six years and six months may be attributed to two factors—tradition and fear of harmful results.

Cahn, Lorynne, "Community Professionals: A Collective Approach," *Journal of Reading* (November, 1972), 16:136-139.

The learning disabilities course described drew from a wide variety of professional resources and reached a wide variety of people. It was a unique dissemination of knowledge. This successful introductory learning disabilities course appeared to be an ongoing community service as well as a teacher education device.

Capuzzi, Dave, "Information Intermix," *Journal of Reading* (March, 1973), 16:453-458.

Information intermix utilizes the benefits of student-to-

student interaction. It also provides for information “input.” Although intermix can never be used as a complete substitute or replacement for individual instruction or “give and take,” lecture, or discussion, it can be a useful adjunct to any teaching-learning style.

Christina, Robert J., and Harold Cafone, “University-Public School Teacher Training Project—Procedures and Benefits,” *The Michigan Reading Journal* (Clarice Stafford, editor) (Winter, 1973), 7:4-6.

When the university and the public schools combined their talents and resources to train reading teachers, the resulting program provided mutual benefits. Aside from providing an excellent opportunity for teachers to learn in a situation similar to the one in which they will work, the following must also be considered important: (1) Reading instruction was provided for children in one-to-one setting. (2) Diagnostic information and recommendations for working with their students was provided for the school district teachers. (3) Closer ties were developed between the university and the public school.

Cramer, Ronald and Hal Cafone, “Main Ideas and Important Details,” *The Michigan Reading Journal* (Clarice Stafford, editor) (Winter, 1973), 7:20.

The authors presented suggestions which will encourage, stimulate, and maintain creative writing facility among students. They were: (1) Remove the constraints typically associated with making students reticent to engage in the writing act. (2) Encourage pupils to write about things that are relevant to their interests and needs. (3) Provide a host of rich and varied experiences for the children. (4) Develop sensitivity and good writing by reading poetry and stories. (5) Start the writing with a short warm-up period where many children have an opportunity to talk about ideas they have. (6) Provide a number of ideas for those children who have a difficult time getting started on their own. (7) Tie the writing in with the entire curriculum. (8) Start a writing center. (9) Write-write-write.

Davis, Elaine C., “Practice in Problem Solving,” *Instructor* (April, 1973), 82:84-88.

Difficulties encountered in problem solving are due to:

(1) Inability to read analytically in order to select details, locate and remember information, organize what is read, separate essential data from nonessential data, distinguish between what is known and what is unknown. (2) Failure to understand what is read because of lack of experience. (3) Lack of knowledge of quantitative relationships implied. (4) Lack of a basic understanding of the differences among and between the fundamental operations. (5) Inability to determine the reasonableness of the answer. (6) Inability to translate verbal statements into mathematical sentences. (7) Failure to see the relationship between reality and the situation in verbal problems.

Duquette, Raymond J., "A Creative Activity for Reluctant Third Grade Readers," *The Reading Teacher* (November, 1972), 26:142-144.

Since ghost stories are a favorite with children, Duquette told a "scary story" to stimulate interest and creativity, employing the language-experience approach. The author also describes this exciting lesson.

Ekwall, Eldon E., "Measuring Gains in Remedial Reading," *The Reading Teacher* (November, 1972), 26:138-141.

In this article, Ekwall presented a method for evaluating reading programs. The ratio of learning is a method of measuring a group's rate of learning before entering a special program versus the rate of learning during a special program.

Erickson, Michael E., "Test Sophistication: An Important Consideration," *Journal of Reading* (November, 1972), 16:140-144.

Test sophistication is basically the ability to use test characteristics as an aid. A test-wise student is one who is able to understand the questions by which level of attainment is being assessed, and to utilize the most efficient approach available when answering these questions.

Evans, Howard M., "Remedial Reading in Secondary Schools—Still A Matter of Faith," *Journal of Reading* (November, 1972), 16:111-116.

This research suggests at least two conclusions. (1) The

available studies provide only questionable support for assumptions made about remedial reading courses as a solution to the problem of the disabled reader. (2) Studies of the longitudinal effects of remedial instruction can lead only to the conclusion that the benefits, if any, from special programs are often lost. Consequently, they will have little effect upon the student's classroom performance where supportive instruction following remediation is denied.

Falik, Louis H., and James W. Sichel, "Classroom Consultation As An Intervention Strategy," *The Reading Teacher* (November, 1972), 26:187-192.

The authors explored major dimensions of classroom consultation and described how a cooperative project used a consultation model.

Fiddler, Jerry B., "Who Says The Boy's No Angel?" *The Reading Teacher* (November, 1972), 26:145-148.

The author calls the article "just another anti-mythologist's attack in the battle against the term dyslexia." He criticizes as escapism the mere labeling of poor readers and calls for an interdisciplinary effort to remediate reading problems.

Franco, E. J., "Operation Upgrade," *Journal of Reading* (November, 1972), 16:120-123.

A curriculum was designed using the traditional subject areas—English, mathematics, sciences, and social studies—probing the skills required in each. The thrust was toward mastery of study skills that would be useful, regardless of grade level.

Goldfield, Ben., "Semantics: An Aid to Comprehension," *Journal of Reading* (January, 1973), 16:310-313.

Semantic awareness alerts the student that there is no one exact meaning to words or phrases. It compels the reader to define terms with specific examples. It repeatedly demonstrates that most of the meaning is not in words but in people.

Guszak, Frank J., and Wallace R. Mills, "Preparation of a Reading

Teacher: A Program Metamorphosis," *Journal of Reading* (March, 1973), 16:444-448.

This article presents the evolution of a typical reading methods course. The date line of events is: 1966, Reading methods—a lecture course; 1967, Reading methods—lectures and voluntary tutoring; 1968, Tutorial based reading (one-to-one tutoring); 1971, Tutorial based reading (multilevel tutoring); 1972, Communication Skills Block. The real test of any teacher preparation program is whether those skills learned are transferred to the classroom situation.

Hansen, Harlan, and Ruth Hansen, "Let's Read to Children," *Instructor* (April, 1973), 82:69-70+.

The author's storytelling and reading-to-them experiences serve three broad purposes: (1) To introduce children to the literature which is so central a part of the culture in which they live; (2) To impart information and to extend the boundaries of what they know about, and to lead them to want to know more; (3) To develop language-related skills suggested by sub terms as memory, sequence, and analyses.

Harker, W. John, "Instructional System of Reading: Program Model," *Journal of Reading* (January, 1973), 16:301-304.

This article presented a generalized model for the instructional system for reading (ISR). The focus of the entire ISR is the pupil. The pupil entering the system brings with him characteristics such as intelligence, attitudes, emotional maturity, and previous learning experiences. All of these influence the learning-to-read process at each stage of the pupil's development.

Johnson, Dale D., "Linguistics and Reading: What's Happening?" *Journal of Reading* (November, 1972), 16:133-135.

When we speak of teaching a child to read, we generally agree that this involves helping him gain meaning from the written form of a language. It seems essential, then, that the teacher of reading must have an accurate understanding of the nature and components of the language to be read. At least one course in the structure of English should be required for all teachers who will be concerned with the teaching of reading.

Keislar, Evan R., Helena Hsieh, and Chander Bhasin, "An Intercultural Study: Discrimination and Informal Experience," *The Reading Teacher* (November, 1972), 26:171-179.

Chinese and Hindi versions of the *Marianne Frostig Development Test of Visual Perception* were prepared. In orthographic units in different languages, a matching format was used. This intercultural study was admittedly lacking in information about other factors which influence acquisition of better discriminative skills. It does distinguish between a general form discrimination ability and a specific ability to deal with orthographic elements in the native written language.

Lanier, Ruby Jeanne, and Anita Price Davis, "Developing Comprehension Through Teacher-Made Questions," *The Reading Teacher* (November, 1972), 26:153-157.

The "experts" don't always have the answers. Solutions are often found by classroom teachers. The authors describe a summer program for reading teachers which illustrates this premise.

Miller, Wilma H., and Gerald A. Koski, "A Critique of Neurological Organization and Reading," *The Michigan Reading Journal* (Clarice Stafford, editor) (Winter, 1973), 7:9-13.

This article presented the history of the study of neurological organization from 1896 until the present. It also described how neurological organization is related to reading in such areas as dyslexia, alexia, and left-right orientation. The article briefly gave the stages of development through which a child must pass in order to attain complete neurological organization according to Delacato. Recommendations on the present usefulness of the Delacato techniques were included.

Miller, Wilma H., and Cheryl Hendress, "Organizing Techniques and Secondary School Reading Comprehension," *Wisconsin State Reading Association Journal* (Donald M. Quick, editor) (March, 1973), 16:19-28.

There appears to be some positive evidence between the ability of secondary school students to locate the main idea in a paragraph and to comprehend in reading. Apparently the

use of support paragraphs should improve reading comprehension. Secondary school students undoubtedly could improve their reading comprehension ability by effective instruction in the use of the organizational techniques described in this paper.

Mountain, Lee, "How Parents Are Teaching Their Preschoolers To Read," *Parents and Reading* (Carl B. Smith, editor), Perspectives in Reading 14, International Reading Association, 1971, pp. 76-86.

With just three simple materials—word cards, homemade books, and phonic games—many parents have been able to help their preschoolers start to read. Parents should, however, go only as far as the child wants to go.

Nagle, John E., "Staff Development: Do It Right," *Journal of Reading* (November, 1972), 16:124-127.

Staff development programs must have specific purposes which are clear to all involved. They must have relevance and meaning for participating personnel and must provide a follow-through procedure.

Niles, Olive Stafford, "Behavioral Objectives and The Teaching of Reading," *Journal of Reading* (November, 1972), 16:104-110.

Behavioral objectives have two major characteristics which must be considered in any evaluation of the effect they have on reading instruction. (1) Behavioral objectives are always stated in terms of the learner's behavior, not the teacher's activity. (2) They describe pupil performance that is measurable or at least objectively observable.

Pauk, Walter, "The Interest Level—That's The Thing!" *Journal of Reading* (March, 1973), 16:459-461.

Over a period of six years, The Study Center at Cornell has modified 120 adult-type articles to conform to reading levels ranging from early fourth grade to high twelfth grade. By starting with a book of articles approximately one grade level below the grade level achieved on a standardized test, all students were able to read, comprehend, and enjoy the articles without external assistance. It appeared that the topics of interest carried the readers through the articles. It seemed that controlled

levels of readability are important, but appropriate levels of interest are crucial.

Petty, Walter T., "The Reading Teacher and Language Study—What Value?" *Minnesota Reading Quarterly* (Tracy F. Tyler, Jr., editor) (February, 1973), 17:105-118.

A language arts program including reading must not be narrowly conceived. It must not simply be a program of teaching skills. A language arts program must be vitally concerned with communication. It must be a program that focuses upon language development first and foremost.

Price, Landon Dewey, "The Trouble With 'Poor Auditory Discrimination'," *Academic Therapy* (John Arena, editor) (Spring, 1973), 8:331-338.

Poor auditory discrimination can be defined as the inability to differentiate between individual speech sounds. Poor auditory discrimination distorts the receptive, spoken language on which such skills as speech, spelling, writing, and reading are based. The practice of summing up a student's problems as one of "poor auditory discrimination" is extremely superficial.

Quandt, Ivan, *Self-Concept and Reading*, ERIC/CRIER, International Reading Association, 1973, 39 pp.

The purposes of this article are (1) to explore the relationships that exist between reading and self-concept through the examination of research based current thinking. (2) to describe the practical applications of these relationships so that an elementary teacher can use them in the classroom to improve self-concepts as well as reading abilities.

Quick, Donald, "Parent-Teacher Involvement Activities For Improving Reading of Children," *Wisconsin State Reading Association Journal* (Donald M. Quick, editor) (March, 1973), 16:30-35.

This article listed some basic and fundamental activities for parents and teachers to aid in the development of a child's reading readiness and reading ability during pre-school and early elementary years. Parents can: (1) Talk to the child; (2) Allow opportunities for manipulation, discrimination, and

motor development; (3) Provide positive verbal stimulus; (4) Make visitations to stores, parks, and farms meaningful; (5) Be aware of good health habits; (6) Develop a genuine interest in the child and his school; (7) Participate in school related activities; (8) Reinforce and supplement the child's learning experiences; (9) Set a good example; (10) Listen to him and talk to him. The teacher can do the following: (1) Seek the support of parents; (2) Involve the parents (a) have talks on reading, (b) hold panel discussions, (c) demonstrate some approaches used, (d) provide video tapes and slides and films of various aspects of the reading lessons, (e) send information through creative bulletins, school newspapers, letters from children, or through the city newspapers.

Ransom, Grayce A., *Evaluation of Teacher Education Programs in Reading—A Proposed Checklist*, International Reading Association, Newark, 1971, 60 pp.

The sample checklist for teacher education programs in reading was developed by the International Reading Association Committee on Evaluation of Teacher Education. Flexibility is one of the attributes which the committee worked into this checklist.

Robinson, Richard D., and Beverly J. Smith, "Secondary Consultant: Remedial Teacher of Content Teachers," *Journal of Reading* (March, 1973), 16:440-443.

Before beginning teacher instruction, a reading consultant needs to determine each teacher's awareness of and attitude toward reading problems. Four response levels to reading problems often encountered in content teaching are: frustration level, complaint level, experimental level, and problem solving level.

Rutstein, Nat., "Kids and TV: Challenge to Teachers," *The Reading Teacher* (November, 1972), 26:134-137.

Children exposed to television since infancy know more and are more worldly than America's children of twenty-five years ago. Observing how children act while watching TV could make teachers more effective classroom communicators. By

spotting what captures children's attention and noting what bores them, teachers could develop new ways of making school an exciting place to be.

Rystrom, Richard, "Language Patterns and the Primary Child," *The Reading Teacher* (November, 1972), 26:149-152.

The author described some adult speech patterns not easily comprehended by children. He urged that teachers speak understandable language and teach other dialects for student enrichment. He was primarily concerned with the effects of language and language behavior on the acquisition of reading skills, particularly for speakers of Black English.

Schoeller, Arthur W., "Reading—Help Students Learn to Study," *Instructor* (April, 1973), 82:67-68.

The author suggested ways, including games, to help children develop the very important but often neglected reading study skills. Four categories of these reading-study skills can be examined: (1) Locating data for specific purposes; (2) Evaluating information and selecting relevant points; (3) Organizing information for further use; (4) Determining what facts and which generalizations are so important they should be remembered.

Shepherd, Terry R., "Grouping: Sauce, Goose, and Gander," *Journal of Reading* (March, 1973), 16:449-452.

Some people like to be grouped; some don't. For some it may be helpful; for others it may be detrimental. Even when grouping for academic homogeneity, one is still dealing with individuals, and their responses to the grouping process are individualistic.

Smith, Richard J., and Kenneth L. Jensen, "Canaries, Sparrows, and Reading Group Placement," *The Reading Teacher* (November, 1972), 26:166-170.

The authors placed more value on informal observation than on previous test scores when determining students' reading levels. They raised the question, "Is standardized testing a service or a disservice?"

Smith, Richard J., "English Teacher as Reading Teacher," *Journal of Reading* (December, 1972), 16:245-250.

All content area teachers can improve the reading comprehension of their students by improving their instructional practices. These relatively uncomplicated practices are: (1) Success breeds success; (2) Pre-reading instruction; (3) Summary writing; (4) Small group discussion; (5) Teacher anticipation.

Wanat, Stanley F., (editor), *Graduate Programs and Faculty in Reading*, International Reading Association, Newark, 1973, 220 pp.

This guide describes graduate programs for the training of reading specialists. It lists faculty, degrees offered, courses offered, number of students enrolled, what students do when they finish the program, background, and current activities of faculty members teaching in the program, special resource centers, clinic laboratories and institutes available, and name and address of person to contact for further information.

Weintraub, Samuel, *Vision-Visual Discrimination*, ERIC/CRIER, International Reading Association, Reading Research Profile—A Bibliography Series, Newark, 1973, 79 pp.

The bibliography has been divided into four large categories. The first category, Visual Acuity, might be of use to school personnel interested in appropriate screening procedures to identify children and youth with visual anomalies that could interfere with reading. The second category, Visual Perception, and the third category, Perceptual Motor Development might be of help to someone attempting to make decisions about the content of a readiness program. The last category, Eye Movement, is of potential value to readers who are interested in the reading process itself or in eye movement as they relate to the reading process.

William, Robert T., "A Table for Rapid Determination of Revised Dale-Chall Readability Score," *The Reading Teacher* (November, 1972), 26:158-165.

Williams devised a system for quickly and easily determining revised Dale-Chall Readability formulas. Readers should be grateful for the time-saving table which is presented.

Wolpert, Edward M., "Length, Imagery Values and Word Recognition," *The Reading Teacher*, Newark (November, 1972), 26:180-186.

Although generalizations are limited by the sample employed, this study researches the effect of word length and imagery value on beginning reader's word recognition.