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TEN-SECOND REVIEWS

Blanche O. Bush

A good reading program must create the desire to read and help the individual to find pleasurable recreation in reading. It should also foster the desire to read for personal development and society.

—T. L. Harris

Algra, CeCelia, and James Fillibrant, "A Study of Student Reading Interest," *Reading Improvement* (Fall, 1971), 8:39-42.

The authors emphasized that what the teacher does in the classroom affects students' interest in reading. His actions might relate to outside reading assignments or his expression of interest in books and his discussion of them. It might be tentatively suggested that a free-choice reading program is probably a positive step toward the stimulation of student reading and enjoyment. The writers stated that the media, particularly motion pictures, greatly influence reading patterns.

Bain, June W., "Reading Achievement Gains of Adults in Air Force Program," *Journal of Reading* (April, 1971), 14:467-472+.

Air Force personnel in Saigon improve reading skills in intensive short term courses. The data presented indicate that concentrated instruction in reading techniques can produce large gains in reading achievement, ranging up to 295 percent. The number of subjects in this study was too small to permit other valid conclusions. However, it appears that age and the number of years of schooling are related to reading achievement, at least with adult students such as these. The implication for new career retraining of middle-age persons is encouraging.

Balow, Bruce, "Perceptual-Motor Activities in the Treatment of Severe Reading Disability," *The Reading Teacher* (March, 1971), 24:513-525+.

There is currently a great wave of interest in dyslexia and other learning disabilities. Balow stated that both diagnoses and treatment suggested are not new. There is some constructive research, however, in this area. Coupled with the current special learning disabilities fervor among educators and ancillary professions is a renewal of faith in motor pathways to learning. There are good reasons for encouraging motor activity in learning, but these reasons are non-specific to academic skill defic-

iciencies. The article also implies that the riddle of serious learning disability will not be solved until truly pertinent questions are asked and subjected to reasonably scientific research.

Barbe, Walter B., and Joseph Renzulli, with the assistance of Michael Labuda and Carolyn Callahan, "Innovative Reading Programs for the Gifted and Creative," *Reading for the Gifted and the Creative Student* (Paul A. Witty, Editor), International Reading Association, 1971, pp. 19-32.

In this chapter, representative innovative practices that are currently being used to improve opportunities for gifted students are described. Attention is directed to practices which focus on reading and the language arts. The use of various media and supplementary reading materials suggest a tendency to depart from the influence of basal reading texts. The frequent appearance of individualized reading programs at all levels indicates a growing awareness that the gifted student has unique reading needs that cannot be dealt with adequately in highly structured group situations through limited reading materials.

Cox, Donald R., "Objectives of Language Arts Instruction Reflected Through Recent Research," *Language, Reading, and the Communication Process* (Carl Braun, Editor), International Reading Association, 1971, pp. 20-28.

This paper was designed to examine recent research to find out if the majority of reported studies substantiate the broad objectives of teaching language arts which are projected in the literature. The conclusion made from this examination is that recent research not only gives continued impetus to these broad objectives but is attempting to narrow the existing gap between the objectives and day-to-day classroom instruction.

Dodson, Mary Kay, "A Context Approach to Vocabulary Study," *Reading Improvement* (Fall, 1971), 8:49-51.

The most effective method that the author found for vocabulary study was learning the meaning of words in context coupled with the related activity of student's using the words in sentences of his own. Once the student is able to use context to aid understanding and can use the word himself, he is likely to retain the word in his vocabulary.

Dollerup, Cay, "On Reading Short Stories," *Journal of Reading* (April, 1971), 14:445-454.

This is a report on some unexpected results from two pilot studies on readers' responses to short stories while reading. Since they shed some light on what happens in the reading process, these results seem to be of value to all who are interested in reading and literature. An analysis of readers' responses to intensity, tension, and suspense in short stories was also made.

Dramer, Dan, "Self-Contained Reading-Oriented Classes in Secondary Schools," *Journal of Reading* (March, 1971), 14:365-368+.

In Sewanhaka Central High School District, which borders New York City, a small percentage of the pupils are, despite average or better intelligence, so seriously retarded in reading as to be unable to meet the demands of even a "modified" curriculum. Title I ESEA brought federal aid and a self contained operation which was designated as the SCALE (Self Contained Academic Learning Environment). Instruction in the SCALE classroom focused on how to read in each subject rather than on the course content of that subject. The fact that one instructor taught all the subjects contributed to the excellent progress most pupils made in the program.

Engelmann, Siegfried, *Preventing Failure in the Primary Grades*, Science Research Associates, Inc., Chicago, 1939, 369 pp.

Although the title of this book refers to children in the primary grades, the tasks that are outlined in the reading and arithmetic sections are designed for children who have not mastered the basic skills, whatever their age or grade level. If a child has serious problems in reading, language comprehension, or arithmetic, he should be tested on tasks from the book which appear to be related to his deficiencies. The book details a catch-up program for the child who is seriously behind in basic arithmetic and reading skills.

Enzmann, Arthur M., "A Look at Early Reading," *The Reading Teacher* (April, 1971), 24:616-620.

Early reading can be considered along two dimensions, timing and methodology. It would seem, the author states, that the key words to be kept in mind are "some children." Some children are able to read before they start school;

some children are developmentally ready to begin reading during kindergarten; some children will not be reading until well beyond kindergarten; some children will learn to read best by a strong emphasis on comprehension and meaning; some children will learn to read despite all we may do as teachers to confuse and discourage them.

Farr, Roger, *Measurement of Reading Achievement, Reading Research Profiles*, International Reading Association (April, 1971), 96 pp.

This annotated bibliography, according to the author, will probably be used more extensively by researchers than by any other group. It focuses on the problems and procedures of assessing reading behavior.

Finder, Morris, "Teaching to Comprehend Literary Texts—Poetry," *Journal of Reading* (March, 1971), 14:353-358+.

The comprehension of literature, as submitted by the author, consists of identifying the effects intended, their causes or analytic parts, and the relations between cause and effect. The author suggests specific ways to help students attain the author's objectives. First, the student should be able to state the literal sense of what is going on in a poem, play, or piece of fiction. Second, the student should be able to classify a work either as an "argument" or as an "imitation" as these terms have been defined. Third, the reader should identify the intended effect. Fourth, he should identify the causes or analytic parts. Fifth, he should relate parts to effect.

Gamsky, Neal, and Faye Williams Lloyd, "A Longitudinal Study of Visual Perception Training and Reading Achievement," *The Journal of Educational Research* (July-August, 1971), 64:451-454.

The impact of the Frostig Program for the development of visual perception on students' participating in this study was examined. Pre and post tests with the Frostig and Metropolitan Readiness were administered to control and experimental groups. The experimental group received the Frostig Program for 15 minutes for four and one half months. Results indicated that the Frostig Program benefitted the students' readiness ability.

Goldman, Ronald, Macalyne W. Fristoe, and Richard W. Woodcock, "A New Dimension of the Assessment of Speech Sound Discrimin-

ation," *Journal of Learning Disabilities* (August-September, 1971), 4:364-366.

Discussed here is a newly developed test to evaluate ability to discriminate speech sounds. The influence of variables such as abstractness of materials or familiarity with the vocabulary and illustrations used were minimized. The new procedure represents more closely the type of speech sound discrimination task to which a child or adult is subjected daily.

Goodman, Kenneth S., "Decoding—From Code to What?" *Journal of Reading* (April, 1971) 14:455-462+.

Simply speaking, reading is a meaning-seeking process. Listeners have learned to handle listening as a meaning-seeking process. What a reader has to do is to get from print to that same underlying structure from which he can get the meaning. He always has to keep in mind that the purpose of language is to convey meaning. It is not an end in itself but always a means to an end. To summarize: There should never be an argument between whether to start with code or with meaning because the code only operates in relationship to meaning.

Groff, Patrick, "How Do Children Read Biography About Adults," *The Reading Teacher* (April, 1971), 24:609-615+.

The author concluded the following: (1) Children will undoubtedly make many mistaken interpretations of the activities of adult subjects in the biographies they read. (2) An exaggerated male biographical figure will be more emotionally acceptable to boys than will a female figure. (3) Children see adults, particularly parents, as authority figures who play decision-making roles. (4) If biography is to have a therapeutic effect as some people say it has, it must portray adults dealing with children in understanding and accepting ways. (5) To assume that a child who apparently has had a good relationship with his parents will understand the motivation, behavior, and code of conduct of the adult world is stepping beyond the bounds of any evidence gathered so far on this matter. (6) Adult biographical figures seen through children's eyes may be an effective way to write biography. The author raised a number of interesting questions: Will a direct, formalized or conscious examination by the child of his abilities to role-take improve his abilities to identify with adult biographical figures? Will

acting out of the roles of these biographical figures by children help? Will the use of puppetry, for example, which allows a child to take several perspectives, increase the child's role-taking skills as he reads biography?

Lichman, Marilyn, "Keys to a Successful Reading Program," *The Reading Teacher* (April, 1971), 24:652-658.

This article sets forth six components of a successful reading program. The first step towards the improvement of a reading program at the class, school, or county level is the determination of goals and objectives of the total reading program. The next task for the teacher is to diagnose each child to determine the level at which instruction should begin and the specific reading skills needed by each individual. A third characteristic of an effective reading program is the provision in each class, and for each child, of a wide variety of reading materials. Fourth, in order for a teacher to teach reading effectively, she must have selected, developed, adapted, and modified to her own abilities and style, a logical, structured system for the teaching of reading skills. Fifth, in order for a reading program to be successful, procedures that will reinforce the objectives and skills need to be established. Sixth, evaluation of program effectiveness must be based on evaluation of children's progress in relation to the stated objectives.

Martin, David P., "Teaching Reading in a Community College—A Remedial Activity," *Journal of Reading* (March, 1971), 14:369-376+.

What is the challenge of—and response to—"high risk" students in a community college? The challenge? First of all, to interest the high risk student in helping himself; second, to deal effectively with his reading problems; and finally to help him apply his new skills to other course work before he becomes a casualty. A program of correction is most successful when a student becomes involved in his own remediation.

Maxwell, Martha J., "The Role of Attitudes and Emotions in Changing Reading and Study Skills Behavior of College Students," *Journal of Reading* (March, 1971), 14:359-364+.

When a student sits in a lecture room, reads a textbook, studies, or takes an exam, he does not dissociate his emotions, feelings, attitudes, motives, and values from the cognitive task

involved. If we are to help him cope more effectively with the academic demands of college, we must understand his emotional attitudes as well as his strengths and weaknesses in skills. The college reading specialists need to understand the dynamics of personality, motivation, and interpersonal relationships and should possess counseling skills if he is to be effective in helping students acquire the insights which must precede and accompany any changes in their reading and study skills behavior.

Monroe, Marion, "The Child and His Language Come to School," *Language, Reading, and the Communication Process* (Carl Braun, Editor), International Reading Association, 1971, pp. 121-142.

In summary, Monroe states: (1) Oral and written language skills are closely related in that listening, speaking, reading, and writing all use the same vocabularies and syntax of English. (2) Children bring the language of their homes and communities into their classrooms not only at the kindergarten level but into every other grade level. (3) There is a wide range of individual differences in language at every grade level. (4) It is economical of time and effort to coordinate the teaching of all the language skills. (5) The primary purpose of all the language skills is communication. (6) Language that children bring to school undergoes growth and change, growth as children pool their language and change as dialect and colloquialisms are replaced by standard English. (7) The transition from oral to written language takes place in the kindergarten for those children who have not had a book experience at home. (8) An informal reading circle of selected children who have superior language achievements and who are motivated for reading is often successful in the kindergarten.

Niensted, Serena, "Reading in a Thinking Curriculum," *The Reading Teacher* (April, 1971), 24:659-662.

A child can read only so well as he thinks; and he can think only so well as he uses language. Before he comes to school without any formal lessons he has acquired both the fundamentals of language and a fund of knowledge. He might possibly acquire reading and writing skills in the same informal way, but for most children school offers a more efficient and thorough program. This program can never be independent from other aspects of communication for they are closely interrelated.

Pomerantz, Helen, "Subvocalization and Reading," *The Reading Teacher* (April, 1971), 24:665-667.

The term subvocalization has been used to describe various degrees of covert movement (e.g., vibration of vocal chords or facial muscles) which accompanies reading or other forms of mental activity. Review of past research in this area forces one to evaluate the viability of two practices: making the pupil conscious of such tension and implementing artificial measures to remove or reduce it. It would seem, after reflecting, that natural decrement in subvocalization should accompany a learning environment which stimulates maturity of language skills and guards against frustration. In summary, if a teacher is maximizing the potential for her students' reading development, she should not fear the pressure of subvocalization.

Pool, Lydia B., "Progress 13 in Action," *The Reading Teacher* (March, 1971), 24:500-505.

Progress 13, a Title III ESEA or PACE (Project to Advance Creativity in Education) serving ten school systems in rural central Georgia, is concerned with improving the reading performance of children. Progress 13 is presently moving through four stages: inquiry, invention, demonstration, and adaptation. Progress 13 is a program in action. Evaluations from vast numbers of people having received services and observations made by project personnel have revealed that the project is having significant effects upon changes in behavior of teachers and other school personnel.

Raven, Ronald J., and Richard T. Salzer, "Piaget and Reading Instruction," *The Reading Teacher* (April, 1971), 24:630-639.

In order to grasp the fundamental nature of the reading act, investigators must gain an understanding of the individuals' perceptual and cognitive skills. Piaget has described in some detail the ontological development of the perceptual and logical operations which the child employs in structuring his universe. It therefore appears advisable that students of reading seek among Piaget's findings for insight and clues which may apply to their problems of theory, research, and practice.

Riggs, Corinne, *Bibliotherapy* (Ramond Ross, General Editor), International Reading Association, 1971, p. 26.

The major emphasis in this annotated bibliography is on

reports of research rather than on articles based primarily on opinions and conjectures; however, some items are included which will have practical utility for those seeking specific books and techniques to use in bibliotherapy.

Ritter, Joyce H., "University Study Skills Program," *Journal of Reading* (March, 1971), 14:377-380.

The Reading Clinic, a part of the Counseling Service at the University of Manitoba, Winnipeg, received many requests for a course that would emphasize study skills useful in studying college subjects. A course was set up within which were the following series of lessons: (1) listening and taking notes; (2) underlining; (3) skimming; (4) making study sheets in outline form; (5) taking examinations, and (6) writing term papers and essays.

Rosner, Jerome, "Perceptual Skills—A Concern of the Classroom Teacher?" *The Reading Teacher* (March, 1971), 24:543-549.

During the past decade there has been a remarkable increase in methods and materials for testing and training perceptual skills. In as much as this article is directed to the classroom teacher, only two perceptual systems were discussed—the visual and the auditory. A list of 35 suggested compensations intended to assist in accomplishing the goal of instruction was given. The suggestions are representative of what can be done to aid a child in organizing sensory data (1) by providing overt support in the environment in which the sensations are embedded, and (2) by using overt motor support for analysis of the sensations. Many teachers have used some or all of them for years, albeit their rationale was not based on a perceptual development model.

Rubin, Dorothy, "To Help the Needy," *Journal of Reading* (April, 1971), 14:463-466+.

The common learning needs of college students who have language and reading handicaps include the development of divergent thinking, critical reading and listening skills, concentration, ability to follow directions, and an increased vocabulary. The author found the best approach to be a structured course emphasizing the systematic presentation of material at graduated levels of difficulty in ways somewhat similar to those used in teaching English as a second language.

Samuels, S. Jay, "Letter-Name Versus Letter-Sound Knowledge in Learning to Read," *The Reading Teacher* (April, 1971), 24: 604-608+.

Belief that letter-name knowledge facilitates learning to read has a longer history than most would suspect. The purpose of this article is to explore the origin of this belief and to test the validity of the assumptions. The alphabetic method used almost universally until well into the nineteenth century is now chiefly of historical interest. The failure in the experimental studies to find that letter-name knowledge facilitates word recognition leads one to suspect that the correlational findings between letter-name knowledge and reading may be a product of some other factor such as intelligence or socio-economic status. Although letter-name knowledge does not seem to have any beneficial effect on reading, there is evidence that letter-sound training does have a positive effect.

Schneyer, J. Wesley, "Drug Therapy and Learning in Children," *The Reading Teacher* (March, 1971), 24:561-563.

One factor that should be considered in studies dealing with the effects of drugs on children is that symptoms exhibited may in fact be reflections of their disinterest and boredom in an unsuitable school program. The use of drugs alone to relieve such symptoms, rather than efforts to modify and individualize the curriculum and improve the quality of teaching, place all responsibility for the behavior on the child rather than on the school. While a few better controlled studies suggest that some drugs may be useful in reducing anxiety and improving attention and concentration for some children, the evidence is certainly not yet conclusive.

Slobodian, June J., and Herbert Haffner, "Using Games for Reading Improvement," *Reading Improvement* (Fall, 1971), 8:52-54+.

The teacher who uses reading games successfully is one who knows his students as well as the games. He knows which skills each student needs to learn or have reinforced, and he can select the appropriate games from his wide repertoire. In using reading games the teacher and student should agree upon goals such as learning more efficient ways of playing the game, effectively analyzing game strategies in order to become a good

team member, and studying gains and losses in order to be a good winner or understanding loser.

Steirnagle, Edwa, "A Five-Year Summary of a Remedial Reading Program," *The Reading Teacher* (March, 1971), 24:537-542.

The following factors which might be contributing to the lack of success in a remedial reading program were analyzed by the author: (1) appropriateness of materials, (2) competency of teachers, (3) adequacy of facilities, (4) pupil-teacher ratio, and (5) methods of pupil screening. Four years of operation under Title I have redirected the program from one of trial and error to one of objectivity. Two volumes were constructed by teachers and administrators which are expected to facilitate teacher planning.

Stumpe, Doris M., "Planning for an Effective Remedial Reading Specialist Program for the Elementary Schools," *The Reading Teacher* (April, 1971), 24:621-629.

The procedure presented here in planning for a remedial reading specialist program came in part from the literature available on successful programs and from those used during the past year by the Ferguson-Florisant School District of St. Louis County. The first phase was forming a planning committee to work out the procedures for identifying children classified as remedial readers, to assist in establishing objectives, and to help the regular teaching staff understand the operations of the program. The second phase was making crucial administrative provisions such as space, budget, materials, parent communication, testing and school organizational plan. A third critical area was the selection of the remedial specialists. The fourth problem was providing in-service training, and the final critical area of responsibility was planning for program evaluation.

Trela, Thaddeus and George J. Becker, *Case Studies in Reading* (Ramon Ross, General Editor), International Reading Association, 1971, 15 pp.

This annotated bibliography notes some of the most useful sources of case studies of reading disabilities. The opening section lists a collection of sources containing a diversity of studies and provides a good over-view of reading problems. Following this, the cases were presented on a developmental

basis: primary, intermediate, junior and senior high school, and college and adult.

Vellutino, Frank R., and Christopher Connolly, "The Training of Paraprofessionals as Remedial Reading Assistants in an Inner-city School," *The Reading Teacher* (March, 1971), 24:506-512.

It is impossible economically for most school systems to employ sufficient professionally trained staff to provide aid for all those who need it. Therefore, educators must intensify their search for innovative models and programs that will provide competent services for the largest number of children at the least possible cost. This article describes an attempt to develop such a model in a demonstration project carried out in an inner-city school in Albany, New York.

Wartenberg, Herbert, Lilyan Hanchey, and Maurine Locke, "Developing a Full-time Reading Center Within a Public School Setting," *The Reading Teacher* (March, 1971), 24:532-536+.

Recognizing the fact that a two or three times a week tutoring program, even with the best of instructors, was not the answer to specific learning problems the Caddo Parish School District elected to provide a full-time learning situation for 40 of their most disabled learners. The Caddo Parish Reading Center was established in the fall for children with severe reading-learning disabilities to determine whether children with these disabilities would show significant gains in reading ability after utilizing specialized techniques in an individualized approach and to determine the effectiveness of a full time, small-group laboratory school.

Witty, Paul A., "Characteristics of Gifted and Creative Pupils and Their Needs for Reading Experiences," *Reading for the Gifted and the Creative Student*, International Reading Association, 1971, pp. 5-18.

In this chapter, the writer has defined and described gifted and creative students and has indicated some of their most insistent needs for reading instruction and related experiences.

Wolpert, Edward M., "Modality and Reading: A Perspective," *The Reading Teacher* (April, 1971), 24:640-643.

Educators and psychologists appear to have an increasing interest in the use of sensory modalities—visual, auditory, and

kinesthetic—as pertinent learning variables. However, the literature on modality and learning reveals great confusion and ambiguity. This is particularly true in the area of modality and reading. The literature is replete with observatory and experimental data which indicate that auditory, tactile, and kinesthetic activities may enhance the memory of a visually perceived stimulus. However, much of the research on modality and reading to date is not very helpful to the reading teacher or supervisor.

Young, Virgil M., "Summer School for Poor Readers—A Title I Model Project," *The Reading Teacher* (March, 1971), 24:526-531+.

The major task of this new Title I project was to upgrade the knowledge and the teaching skills of the elementary teaching staff. This activity has been successful and is still being continued in spite of the fact that trained reading specialists have not been available to add as permanent staff members. To accomplish their goal, a series of in-service education programs have been held since 1966 for the purpose of helping both children and teachers learn more about reading. From these practical experiences, definite patterns and results have emerged and evaluation has proved their effectiveness.