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TEN-SECOND REVIEWS

Blanche O. Bush

Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours. So far as we apprehend and see the connection of ideas, so far it is ours; without that it is so much loose matter floating in our brain—Locke

Ayers, Jerry B. and George E. Mason, "Differential Effects of Science: A Process Approach Upon Change in Metropolitan Readiness Test Scores Among Kindergarten Children," *The Reading Teacher* (February, 1969), 22:435-439.

The purpose of the study was to ascertain the effects of a science program upon readiness test scores of kindergarten children. The implications are that the program can add to the reading readiness of five-year-old boys and girls.

Betts, Emmett A. "Reading is Thinking," *Developing Comprehension Including Critical Reading* compiled by Mildred A. Dawson and reprinted from publications of International Reading Association, Newark, Delaware, 1968, pp. 109-111.

Children can be taught to think. Their ability to think is limited primarily by their personal experiences and the uses they make of them in problem solving, in abstracting and generalizing to make concepts, in judging, and in drawing conclusions. Under competent teacher guidance children gradually learn to think within the limits of their rates of maturation.

Blair, Harold, Eugene Schaulb, Eugene Zanger, and Harriet Blau, "Developmental Dyslexia and Its Remediation," *The Reading Teacher* (April, 1969), 22:649-653.

The authors in summary said: (1) Developmental dyslexia is demarcated from other reading problems. (2) The possibility exists that learning to read, and possibly learning in general, may be obstructed instead of helped by the uncritical and rigid incorporation of the visual modality at all times in the learning pattern of every individual. (3) Modality blocking suggests that there may be more opportunities for the specific treatment of reading and other learning deficiencies than have been suspected.

Cohn, Marvin L., "Structured Comprehension," *The Reading Teacher* (February, 1969), 22:440-444+.

Structured comprehension is a technique developed for working with problems in literal meaning and comprehension. Clearly, structured comprehension is not to be applied as a panacea for all who have reading problems. It is designed primarily for use with those who have adequate word analysis skills (but may not necessarily use them), and for those who are so passive in their reading as to have difficulty with grasping appropriate literal meaning.

Cramer, Donald L., "The Influence of Phonic Instruction on Spelling Achievement," *The Reading Teacher* (March, 1969), 22:499-503.

The relative contribution of instruction in phonics to aid spelling achievement is uncertain. The following conclusions appear to be warranted in light of research cited: (1) Clear-cut definitions of what is meant by phonic knowledge and phonic training have not been made. (2) There is little agreement about what constitutes an appropriate phonics program to aid spelling performance. (3) Some type and amount of phonic knowledge and training may be of substantial benefit to spelling achievement. (4) There appears to be a close relationship between general phonic knowledge and spelling ability especially at lower grade levels. (5) Auditory and visual discrimination abilities are significantly related to spelling ability. (6) Auditory and visual discrimination training may foster spelling growth. (7) The type of language program in which children have participated appears to be an important determinant of spelling success. (8) There is a need for carefully designed research to determine the effectiveness of various types and varying amounts of phonic instruction in fostering spelling achievement.

Dauzat, Sam V., "Good Gosh! My Child has Dyslexia," *The Reading Teacher* (April, 1969), 22:630-633.

Dyslexia is a term, which in its generic use, refers to a reading disability. The term is so general that it might be applied to twenty to forty percent of the school population and therefore tells parents very little about the child's condition. An entire lifetime could be spent in isolating causes of dyslexia and there would still be need for further study. In view of only those causes which have been mentioned in the article the author asks, "How can dyslexia be accurately defined?"

Davis, John E., "The Ability of Intermediate Grade Pupils to Distinguish Between Fact and Opinion," *The Reading Teacher* (February, 1969), 22:419-422.

The purpose of this study was to ascertain the ability of fourth, fifth and sixth grade pupils to distinguish between statements of fact and statements of opinion. On the basis of the findings of this study it was concluded that there is an obvious need for improvement in distinguishing between fact and opinion. Pupils in order to learn these skills need much encouragement and opportunity for the application of these skills. Above all pupils need time to think.

Deutsch, Cynthia P., "Socio-cultural Influences and Learning Channels," *Perception and Reading*, Helen K. Smith, editor, Proceedings of Twelfth Annual Convention of International Reading Association, Part IV, 1968, 12:83-86.

The topic of this paper is really more in nature of a hypothesis than an area of fact and interpretation. The hypothesis is that environmental circumstances are influential in the process of acquiring knowledge. This statement means that not only what one learns but also how it is learned are influenced by the social and cultural conditions under which he lives. Evidence has accumulated to show that whatever portion of perceptual function may be innate, substantial portions are learned or at least are modified by experience. The kinds of experiences which influence specific aspects of perception and the way in which they are influential should be considered.

Evans, James R., "Auditory and Auditory-Visual Integration Skills as They Relate to Reading," *The Reading Teacher* (April, 1969), 22:625-629.

The purpose of this article was to discuss some of the past thinking and recent research on the topics of auditory acuity, auditory discrimination and auditory-visual integration as they relate to reading. Impaired auditory acuity especially for higher pitched sounds appears to be somewhat associated with retardation in reading. However, the incidence of hearing loss does not seem great enough to consider it a factor in most reading disability cases. Difficulties in auditory discrimination especially in development of a sight vocabulary have been shown to be at least slightly associated with reading disability on a much wider

scale. Recently skills in auditory-visual sensory integration have been demonstrated by several investigators to be at least moderately correlated with reading achievement.

Gilliland, Hap, *Evaluation and Teaching of Word Analysis Skills*, published by Reading Clinic, Eastern Montana College, Billings Montana, 1969.

This bulletin was intended as an aid to the teacher both in evaluating and in teaching the specific skills in word analysis needed by each student. In elementary school classes after certain skills have been taught, it is important that the teacher check the children's knowledge of these skills and their ability to use them in identifying new words in reading. Those skills not used easily by pupils should be reviewed or retaught. The initial material can be used for instruction and also for re-evaluation at a later date. In the remedial reading program the teacher must first evaluate to determine in which areas the student needs help. After instruction in these skills, re-evaluation is necessary. The material can be used for both teaching and evaluating.

Gilliland, Hap, *The Establishment and Operation of A Remedial Reading Program*, published by Reading Clinic, Eastern Montana College, Billings, Montana, 1968.

The purpose of this publication was not to describe in detail methods of teaching remedial reading. Only a few general principles which should be understood by all members of the school staff are listed. Included are the following topics: The remedial reading teacher, the remedial pupils, diagnoses and evaluation, grouping, administration of program, parent relationships, teacher aids, materials, and methods. A good appendix of publishers of tests is also included.

Goodman, Kenneth S., "Dialect Barriers to Reading Comprehension," *Developing Comprehension Including Critical Reading* compiled by Mildred A. Dawson, reprinted from publications of International Reading Association, Newark, Delaware, 1968 pp. 109-111.

The hypothesis of this paper is: The more divergence there is between the dialect of the learner and the dialect of learning the more difficult will be the task of learning to read. With these dialect-based difficulties in mind the author suggests the best approach to teaching divergent speakers to read. (1) Literacy

should be built on the child's existing language. (2) The child's pride in his mother tongue and his confidence in using it to express his ideas and to communicate should be strengthened as a firm basis for learning. (3) No attempt should be made to teach the child to speak a preferred or standard dialect while he is learning to read.

Halle, Morris, "Some Thoughts on Spelling," *Psycholinguistics and the Teaching of Reading*, Kenneth S. Goodman and James T. Fleming, editors, Selected papers from I.T.A. Pre-Convention April, 1968, pp. 17-24.

The question of concern in this paper is what are the formal properties of an optimal writing system for a given language? It was assumed that the optimal orthography of a language is the one that is most readily learned and once learned is utilized with the fewest errors by normal subjects.

Hardman, Helen W., "Exploration with a Simplified Phonemic Alphabet," *The Reading Teacher* (March, 1969), 22:541-549.

A desire to use the child's natural language and yet use the alphabetic principle or code emphasis in approaching writing and reading led to the development of this alphabet. The specific purposes were: (1) To give the children a tool for early written expression to aid personal growth and to reinforce reading and phonic instruction. (2) To free the teacher from vocabulary limitations in the use of experience stories. (3) To allow the use of short poems and prose bits as early reading materials. (4) To allow the immediate inclusion of the vowel phonemes in the aural-visual phonics program. (5) To provide for each phoneme a single symbol to which the multiple spelling patterns encountered could be related.

Holmes, Jack A., "Visual Hazards in the Early Teaching of Reading," *Perception and Reading*, Helen K. Smith, Editor, Proceedings of Twelfth Annual Convention, 1968, I.R.A., Newark, Delaware, pp. 53-62.

The specific question with which this paper is concerned is: In teaching the child to read before the age of six, does one increase the risk of damaging his eyes, perhaps for life? The review of the literature searched for the answers to the questions when should children be taught to read. The age was established to be younger than the age of six. Whether the

updating was desirable was discussed. Having established an assumed basal age at which reading can be taught, several questions arose: (1) What is the most economic age to teach children to read? (2) What is the most natural age in terms of their personal interests and needs? (3) Could other subjects be taught more profitably at preschool age? (4) Will teaching children to read before the age of six contribute to an advance in the rate at which so-called school myopia takes place; that is, when one submits young and immature eyes to the strain of the close work involved in reading from the age of two to five, what risk is run of permanently damaging eyes? Researchers in this area are duty bound to collect comprehensive optometric data as one of the important facets of their studies and have each child pass the modified clinical test before he begins to read. There is little experimental evidence dealing with changes in children's eyes between the ages of two and five years with or without the imposition of the task of learning to read.

Howards, Melvin, "An Interpretation of Dyslexia—An Educators Viewpoint," *Reading Disability and Perception*, George D. Spache, editor, Proceedings of the Thirteenth Annual Convention, International Reading Association, (Part 3) 13:8-15.

Dyslexia is a syndrome of communication problems, mainly receptive. Estimates of the incidence of dyslexia or strephosymbolia by practitioners in this "new" art of reading diagnosis and correction have increased from 2 percent of the population three or four years ago to some estimates today of 20 to 30 percent. The diagnosis, labeling and resultant behavior of parents, teachers or friends in response to the new label produce altered behavior on the part of the person so labeled or diagnosed. In other words, people have a tendency to behave in accord with the perceptions others have of them. The author reported three basic areas which should be investigated: (1) Who does the diagnosing? (2) What is neurological damage as related to dyslexia, or specific learning disability? (3) What is the corrective program?

Johnson, Marjorie Seddon and Roy A. Kress, "Readers and Reading," *The Reading Teacher* (April, 1969), 22:594 and 608.

Two oft neglected common-sense ideas in the field of reading are: (1) a reader is one who reads, (2) one learns to read by reading. Each individually and the two in combination have

profound implications for reading instruction and in fact for the total school curriculum, and home life. Unavailability of time and relegation of reading to the bottom of the barrel are compounded by inaccessibility of material. These and many other factors combine to discourage reading. High scores on achievement tests do not give evidence that an individual is a good reader—the fact that he reads and does it well gives the evidence. Learning about reading or learning how to read may not be either learning to read or the path to becoming a reader.

McClurg, William H., "The Neurophysiological Bases of Reading Disabilities," *The Reading Teacher* (April, 1969), 22:615-621.

From research, clinical studies, observations, and more precise diagnosis the bases of potential and real reading disabilities appear to stem from intersensory malfunctioning, or developmental lags within the neurophysiological fields. Psychological, sociological, and educational factors play variable roles as secondary causes of reading retardation. Symptoms of reading problems appear early in some children while in others the weaknesses may go undetected until they have trouble in symbolization and abstraction. Leaving the child on his "own" until he outgrows his difficulty is wishful thinking. Schools will come closer to reaching their educational goals when they provide for diagnosis, preventive, corrective, and remedial services.

Miller, Wilma H., "Home Prereading Experiences and First Grade Reading Achievement," *The Reading Teacher* (April, 1969), 22: 641-643.

In this investigation there were some prereading experiences that the lower-lower class children had had little opportunity to participate in. They were especially lacking in the opportunities to take family trips and did less well than did middle class or upper-lower class children in many of the items related to visual and auditory discrimination. Home prereading experiences were found to be related to children's reading readiness but not to first grade reading achievement, possibly because of the influence of teacher personality and skill. The results of the statistical analyses for significant difference in home prereading experiences indicated that middle class children had participated in the greatest variety of activities and lower-lower class children in the least variety. This seemed to indicate that middle class children might be the best prepared for beginning reading.

O'Connor, William J., "The Relationship Between the Bender Gestalt Test and the Marianne Frostig Developmental Test of Visual Perception," *Reading Disability and Perception*, George D. Spache, editor, Proceedings of the Thirteenth Annual Convention, International Reading Association, Newark, Delaware, 1969, (part 3) 13:72-81.

In order that the child harvest his intellectual and educational potential he must successfully develop four basic psychological functions or abilities: (1) sensory-motor, (2) language, (3) perception and (4) higher cognitive processes. These four abilities are thought to unfold in a definite sequential order with each interdependent upon the other. The purpose of this study was to explore the relationship between two clinical instruments, the Bender Gestalt Test using Koppitz developmental scoring system and the Marianne Frostig Developmental Test of Visual Perception. Both tests are standardized and both attempt to measure perceptual functions. Findings indicate that there is a positive relationship between the scores on the Bender Gestalt and the Frostig. Both the Bender Gestalt and Frostig tests were related to the Harrison Readiness Test. This suggests the possibility of using the Bender Gestalt in the classroom as a "rough" screening for perceptual readiness. Children who perform poorly on the Bender could then be given a Frostig test. It is not suggested that the Bender replace the Frostig or Readiness tests, rather it is suggested that they might make good companions.

Oliver, Marvin E., "Looking at Word Pictures," *The Reading Teacher* (February, 1969), 22:426-429.

Good literature paints word-pictures. The imaginative story or poem leads the reader into a world of mental images described by the writer. Reading is a process by which the communication is made from writer to reader. The writer paints a word picture. The reader logically must interpret the word picture in order to receive the writer's intended communication.

Potter, Rachael, "The Art of Questioning in the Literature Lesson," *The Reading Teacher* (February, 1969), 22:423-425.

Questioning in the literature lesson should not be used merely to find out if the students know and understand what they have been reading. Together with exercises and discussions they form the means by which students are led to

appreciate literature. The author illustrates a way to teach poetry in order to develop sensitivity to feelings expressed. Can the same idea be extended to the study of all literature?

Ramsey, Wallace, "A Pilot Study on the Use of Videotaping in Reading Remediation," *Journal of Reading* (March, 1969), 12: 479-482.

This pilot study explored two possible uses of videotaping in remedial reading: feedbacks on teaching strategies and evaluation by the students of their performance. The findings support these conclusions: (1) Children become quite accustomed to being videotaped and eventually perform about as they would if videotaping were not being done. (2) The value of videotaping of children in remedial reading and subsequent viewing of the tapes with their teacher is not very marked in terms of influence on their short-term aims in reading achievement. (3) Remedial reading teachers seem to be able to profit to an appreciable extent from viewing videotapes of remedial reading sessions they have conducted. The influence of the viewing of the tapes on their subsequent teaching behavior is substantial. (4) Videotaping equipment of the type used in the study presents technical problems that prevent making tapes of excellent quality that can be easily utilized in situations other than the clinical situations. (5) Videotaping of remedial reading sessions with other equipment could result in the assembling of a library of tapes for training either undergraduate or graduate students for clinical reading instruction.

Riendeau, Betty, "Since Children Are Creative—Involve Them in Reading," *The Reading Teacher* (February, 1969), 22:408-413.

A creative child according to the author is one who accepts himself and learns social responsibility in that order. Since he is naturally curious, he examines his environment—he sees, hears, feels, smells, and tastes. He organizes his thoughts and communicates his ideas through speech, through painting and coloring to name but a few of his tools for self expression. He is any child in any classroom who is involved in his education.

Robertson, Jean E., "Kindergarten Perception Training: Its Effect on First Grade Reading," *Perception and Reading*, Helen K. Smith, editor, Proceedings of Twelfth Annual Convention, International Reading Association, Newark, Delaware, (part 4) 1968, 12:93-99.

It is assumed in this paper that selected activities in perceptual training could have a beneficial effect on first grade reading and that some children are ready for direction. The activities could be classified with Sheldon's phrase "pre-book learning and oral language development;" but nevertheless they are activities which attempt to accelerate the development of skills associated directly with known perception problems of first grade reading programs. The remarks in the paper are confined to some of the aspects of auditory perception and to the impact of oral language development on perceptual development.

Rubin, Joseph B., "The Stage is Set—Language Experience Begins!" *The Reading Teacher* (February, 1969), 22:414-418+.

The author describes his preparation for language experience approach to reading. Youngsters learn self direction skills. The teacher assumes a new position where an emphasis is placed upon a transferring of the learning responsibility from the teacher to the child. The aim is to raise what education is aiming to do for the child to the level of consciousness within the child himself.

Schubert, Delwyn G., "Diagnosis in Severe Reading Disability," *Heading Disability and Perception*, George D. Spache, editor, (Part 3), 13:29-37.

In spite of many suppositions, theories and investigations, the relationship between neurological impairment or brain damage and severe reading disability remains undetermined. A number of leading authorities in reading believe that neurological impairment is seldom if ever a cause of reading disability. The contention that neurological impairment is a major cause of reading problems is without support at the present time.

Sheldon, William D., Franga Stinson and James D. Peebles, "Comparison of Three Methods of Reading: A Continuation Study in the Third Grade," *The Reading Teacher* (March, 1969), 22: 530-546.

This study confirms the findings of the research of the first and second grade studies that not one of the three approaches to reading instruction—the basal reader method, linguistic instruction or the modified linguistic, is entirely successful in teaching all children to read. Secondly, it is apparent that survey tests are useful for identifying potential reading failures at the

beginning of grade one. Confirming the findings of two previous studies, it appears that the responsibility for effective instruction rests with the teacher.

Smith, Nila Banton, "The Good Readers Think Critically," *Developing Comprehension Including Critical Reading*, compiled by Mildred A. Dawson, reprinted from publications of International Reading Association, Newark, Delaware, pp. 6-15.

This article has two objectives. First, to stimulate fresh thinking about the old topic of comprehension and second, to delineate the true fundamentals of meaningful reading, namely concepts, linguistic ability and the use of the thinking process.

Smith, Richard J., "Questions for Teachers—Creative Reading," *The Reading Teacher* (February, 1969), 22:430-434.

The purpose of the programs described was not to teach the viewers a new concept, but rather to stimulate thinking about a dimension of reading that observation suggests is being neglected in the classroom. An analysis of the content of the program and teachers' responses resulted in the construction of questions designed to provide teachers with criteria to determine the status of creative reading in their classrooms. It was posited that creative reading was neglected in most classrooms, although the teachers felt that this was not case.

Stauffer, Russell G., "Certain Psychological Aspects of Children's Learning to Read," *The Reading Teacher* (April, 1969), 22:634-640.

Language is a means of communication ordinarily thought of as being directed from person to person. Since the function of language is to communicate, teaching must be based on the functional use of language—to communicate. Linguists state that by the time children have acquired functional speaking vocabularies of 2,500 or more they have also expert phonological skill. Piaget said, "Learning is possible only when there is active assimilation." It is essential then with all of this linguistic and cognitive wealth in mind, with all of these psychological facts quite clearly established to weigh carefully reading instruction practices especially beginning reading. If this is done, one can understand readily why the so-called language experience approach is the most comprehensive and effective.

Stauffer, Russell G., "Teaching Critical Reading at the Primary Level," *Reading Aids Series*, Marjorie Seddon Johnson, editor, An International Reading Association Service Bulletin, Newark, Delaware, 1968, p. 55.

This publication describes in theory and in practice the fundamental premises on which critical reading rests. Each child must be taught how to use his intellectual faculties for sizing up information and reaching acceptable and workable conclusions. As described, this process can be taught by using well structured fiction that is planned to hold the reader's attention as well as provide plot development data and a timely climax outcome or conclusion.

Wakefield, Mary W. and N. J. Silvaroli, "A Study of Oral Language Patterns of Low Socioeconomics Groups," *The Reading Teacher* (April, 1969), 22:622-624+.

A study was conducted to determine whether there is a significant difference in speech patterns as measured by the Indiana Conference Scheme of 1959 among low socioeconomic Negroes, Spanish surname and anglo children entering first grade. The study attempted to gain insight into whether a difference, if it exists, is influenced more by ethnic or economic background of the children in these subgroups. It was found that the economic background seems a stronger influence on language than the ethnic background. The results of this study suggest that rather than concentrate on unique materials for these ethnic groups the school could focus on their general adjustment to the school environment.

Wardhaugh, Ronald, "The Teaching of Phonics and Comprehension: A Linguistic Evaluation," *Psycholinguistics and the Teaching of Reading*, Kenneth S. Goodman and James T. Fleming, editors, Selected Papers from International Reading Association, Pre Convention Institute, Boston, 1968, pp. 79-90.

The writer has been critical of two of the basic areas of reading instruction, the teaching of phonics and the teaching of comprehension. Phonics is not rejected but phonics without a linguistic basis is rejected. Neither is reading for meaning rejected—only the teaching of children to read for meaning when the teacher herself does not know how sentences achieve meaning. Again linguistics has something to say about sentence

meaning. Five principles for developing good materials and methods for teaching reading are: (1) They must be based on sound linguistic content; that is, on the best available description of language. (2) They must be based on a sound knowledge of the relationships and differences between sounds and symbols and between speech and writing. (3) They must be based on a thorough understanding of just what children know about their language as this knowledge reveals itself in what they can do in their language rather than in what they can verbalize about their language. (4) They must differentiate between the descriptive and the prescriptive particularly when the prescriptions are unrealistic. (5) They must recognize the important active contribution the learner makes in reading, both in trying to make sense out of the orthographic conventions of English and in trying to make sense out of sentences.

Zwerg, Richard L., "Perception Training Through the Reading Medium," *Reading Disability and Perception*, George D. Spache, editor, Proceedings of the Thirteenth Annual Convention, International Reading Association, (part 3) 1968, 13:127-133.

The real key to the success of this program was its motivation and the structuring the class set up, plus the freedom of the students and teacher to react within it. Systematic functioning permitted the teacher to devote more of her time and energies towards the individualized teaching and motivation of students. Reportedly it has produced significant results with an overwhelming percentage of students with severe perceptual involvement.