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TEN-SECOND REVIEWS

Blanche O. Bush

I read for three things: first to know what the world has done during the last twenty-four hours and is about to do today; second, for the knowledge that I especially want in my work; and third, for what will bring my mind into a proper mood.
—H. W. Beecher

Arnold, Richard D., "Reliability of Test Scores for the Young 'Bilingual' Disadvantaged," *The Reading Teacher* (January, 1969) 22:341-345.

This study is a small segment of a continuing research project. It was conducted on disadvantaged 'bilingual' children to assess the effects of using tests which were adequate with some populations. This study indicates that the Inter-American English Test of Reading and the Metropolitan Achievement Tests were quite reliable when applied to these particular disadvantaged bilingual children, provided an appropriate difficulty level was administered.

Cadenhead, Kenneth, "Shifting Emphasis in Language Arts Teaching," *Elementary English* (January, 1969), 46:36-39.

The author states that if the elementary school teacher is going to place emphasis on major understandings in the language arts program, obviously, he must be well versed in the language himself. It is mandatory that the teacher not only understand the language but also be able to translate the concept into terms that are understandable to a child. The teacher must be able to see the relationship between spelling and history of language and the relationship among certain sound patterns, spelling, and beginning reading.

Criscuolo, Nicholas P., "Enriching Reading for Pupils of Varied Abilities," *Education* (November-December, 1968), 89:124-126.

Programs for the enrichment of reading should be developed for all children rather than for gifted pupils alone. Some specific enrichment activities are presented.

Dimondstein, Geraldine, "What is Meaning in Children's Poetry?"
The Elementary School Journal (December, 1968), 69:129-136.

What we are seeking with children is a genuine feeling of an experience expressed through a poetic form. Since poetry is a way of knowing as well as a way of feeling, it has both objective and subjective meaning. A teacher can help the child become conscious of his own imaginative style in poetry and help him respond emotionally to someone else's poetry.

Downing, John, "Initial Teaching Alphabet Results after Six Years,"
The Elementary School Journal (February, 1969), 69:242-249.

The results from the British research on the initial teaching alphabet summarized here show quite clearly that three main courses of action are needed. (1) More extensive adoption of the initial teaching alphabet. (2) Research and development to improve the initial teaching alphabet. (3) General and permanent correction of English orthography.

Elmore, Mary Charles and Joel B. West, "A Reading Program Begins," *Journal of Reading* (February, 1969), 12:383-386.

In initiating a secondary reading program, administrators are urged to consider: (1) Strengths and weaknesses of the existing elementary reading program, (2) Teacher involvement in the planning, (3) Need for trained individuals to guide in developing a comprehensive reading program, (4) The responsibility of content area teachers for teaching reading and study skills.

Emans, Robert, "What Do Children in the Inner City Like to Read,"
The Elementary School Journal (December, 1968), 69:119-122.

This study set out to answer the question: Will inner-city children express greater interest in stories in the multi-ethnic series that focuses on a city theme or in stories in a multi-ethnic reader that focuses on a family, friends, pet theme? Contrary to what might be expected after reading much of the current literature on the subject, the children preferred the family, friends, pet stories to the city stories. It must be kept in mind that only the stories were compared. What is done with the stories during reading instruction may be as important as the stories themselves.

Emans, Robert and Raymond Arlas, "Emphasizing Reading Skill in an English Course for Underachievers," *Journal of Reading* (February, 1969), 12:373-376.

The purpose of this study was to test the following hypotheses: (1) Emphasis on reading instruction for underachievers will contribute to greater achievement in reading skills. (2) Reduction of grammar and essay writing as a result of an emphasis on reading will not significantly impede achievement in grammar or essay writing. (3) Children in a course of study adjusted to their needs in reading instruction will express more positive attitudes toward learning than children who are in a course of study that is not so adjusted. Since the first and second hypotheses were supported and the third was not only rejected but reversed, the authors conclude that this course of study adjusted to help the underachiever in reading may succeed with its reading-oriented objectives without damaging students' achievement in grammar and essay writing.

Froehlich, Eleanor, "Creativity and the Gifted Learner," *The Michigan Reading Journal* (Winter, 1969), 3:4-10.

Educators and psychologists prefer to think of creativity not as a product alone or an end result but as a process including much more. The creative spark is often snuffed out by indifference, poorly timed criticism and our habit of accepting mediocrity. We must continue to be more concerned about teaching the child how to think rather than what to think and how to solve problems he will meet rather than to solve ready-made problems provided by a textbook, author, or teacher.

Fry, Edward, "Comparison of Beginning Reading with i.t.a., DMS, and t.o. after three years," *The Reading Teacher* (January, 1969), 22:357-362.

This study was one of 27 United States Office of Education sponsored first grade reading studies which, by agreement of the directors, used common achievement measures and many other common factors of research design. The main finding of no difference between i.t.a. (Initial Teaching Alphabet), t.o. (Traditional Orthography), and DMS (Diacritical Marking System) has been fairly well confirmed by other investigators. It

must be disconcerting for teachers to find that classes of the varying sizes studied did not differ significantly in reading achievement. Teachers, however, can be encouraged by the finding that “good teachers” as determined by teacher-rating devices do make a real difference in reading achievement.

Furness, Edna L., “New Dimensions in Paragraph Instruction,” *Education* (November-December, 1968), 89:105-111.

The author presents in outline form, information designed to help students recognize good paragraphs and construct good paragraphs. The author summarizes by stating that teachers can help students improve their paragraphs by developing inductively understandings which are basic to writing. These understandings have to do with the relevance of words, sentences and paragraph patterns.

Gilliom, M. Eugene, “Current Events—Rejuvenating the Vital Program,” *The Clearing House*, 4:206-208.

Sensitivity to current affairs does not just happen—it must be cultivated just as inquiry skills must be cultivated. It is the wise social studies teacher who sets aside several days early in the school year to prepare his students for an analytic study of newspapers and television news programs. When students are encouraged to probe and question when analyzing newspapers and television reports and when they are provided the opportunity to assume an active, first person role in the study of significant events of our times, the current affairs portion of the social studies program will reap the reward for which it is designed.

Gilpatrick, Naomi, “Teaching Literature in the Elementary School,” *Education* (November-December, 1968), 89:136-141.

The author stresses that for best results children must approach literature with the same spirit of curiosity and wonder with which they would view sights at a world's fair.

Grenda, Edward R., "The Image of Canadian Society in Grades One and Two Reading Textbooks Used in British Columbia Elementary Schools," *The Elementary School Journal* (December, 1968), 69:145-150.

As it appears to the author, rather than being effective devices for socialization, reading textbooks are instruments that, unintended by the authors, reinforce prejudices inculcated earlier, engender additional prejudices and create misleading impressions of the social reality surrounding the child.

Groff, Patrick, "Research on Spelling and Phonetics," *Education* (November-December, 1968), 89:132-134.

Recent research indicates that children who spell well in school generally manifest great sensitivity in auditory discrimination.

Hansen, Harlen S., "The Impact of the Home Literary Environment on Reading Attitude," *Elementary English* (January, 1969), 46:17-24.

This study was undertaken to investigate the influence of the home literary environment on a child's independent reading attitude. This study suggests that the home environment can be studied with more direct measures than social class characteristics and that these more direct measures will be able to identify sub classes of the home environment which social class characteristics are incapable of doing. It suggests that parents might well consider the effect the early environment has on later reading patterns.

Hardy, Madeline I., "Follow-Up of Four Who Failed," *Journal of Reading* (February, 1969), 12:379-382.

From a study which followed the academic, vocational and social adjustment of a group of young adults who had received clinical diagnosis and individual remedial treatment during their elementary school years, four representative cases have been selected for presentation in detail. The follow-up study revealed that the forty subjects could be divided into four broad categories with respect to the outcome of the clinical treatment: (1) those who overcame their learning difficulties (11 cases);

(2) those whose learning difficulties persisted (13 cases); (3) those who experienced severe learning disabilities which persisted and which were probably of neurological origin (10 cases); and (4) those with learning difficulties and social difficulties which persisted (6 cases).

Hardyck, Curtis and Lewis F. Petrinovich, "Treatment of Subvocal Speech During Reading," *Journal of Reading* (February, 1969), 12:361-369.

Development of sensitive recording devices and solid state low noise amplifiers has allowed detection of subvocalization without recourse to surgical procedure. This paper discusses this painless and safe technique for the detection of subvocal speech during reading, outlines an effective and simple method to treat subvocal speech, and presents some preliminary evidence regarding the type of students who do and do not benefit from treatment of subvocal speech during reading.

Haring, Norris G. and Mary Ann Hauck, "Improved Learning Conditions in the Establishment of Reading Skills with Disabled Readers," *Exceptional Children* (January, 1969), 35:341-352.

Learning conditions were individually programmed in a group setting to provide sequential arrangement of reading materials and systematic presentation to reinforcing events to optimize each child's performance. Arrangements of reinforcing events were designed first to accelerate performance rate, then to maintain the high rate. The students not only made more correct responses daily and worked longer but also progressed in instructional reading levels from one and one-half to four years over five months of instruction.

Harris, Albert J., "Key Factors in a Successful Reading Program," *Elementary English* (January, 1969), 46:69-76.

A successful reading program should pay attention to at least ten areas of concern: (1) beginning reading, (2) independence in word recognition, (3) vocabulary development, (4) use of audio-visual aids, (5) provisions for individual difference, (6) richness and variety of materials, (7) training in study-type reading, (8) fostering of interest in reading, (9) evaluating all important areas of reading, and (10) providing for retarded readers.

Holmes, Jack A. and Ivan M. Rose, "Disadvantaged Children and the Effectiveness of i.t.a.," *The Reading Teacher* (January, 1969), 22:350-356.

Although the authors conclude that i.t.a. has been of unquestionable benefit to these disadvantaged children, one must also conclude that neither i.t.a. nor any of the reading methods or materials tested are of much value to the children not yet ready to learn to read. From this statement emerges the obvious need for a reformed prereading curriculum, a curriculum specifically designed to fill in the gaps in children's development.

Langer, John H., "Vocabulary and Concepts: Essentials in the Reading-Thinking Process," *The Elementary School Journal* (April, 1969), 69:381-385.

Reading comprehension is a thinking process. The concepts represented by pupils' vocabularies are the materials on which reading understanding and thinking are based. Teachers must help pupils to become conscious of and to develop both the convergent and the divergent aspects of the reading-thinking process. Only then will pupils become really independent in reading and thinking.

Levine, Shirley, "Teaching Readiness for Reading to the Immature," *Education* (November-December, 1968), 89:121-123.

Immature children can be taught to read through the use of materials which are devised to correct their inadequacies. In summary, the author states that children whose perceptual skills have not fully matured or who are at an early stage of mental growth upon arrival in the first grade, can be trained to read in a developmental text, as early as November of the school year. The methods described are especially used to develop directionality and visual perception.

Lewis, James N., "The Improvement of Reading Ability Through a Developmental Program in Visual Perception," *Journal of Learning Disabilities* (November, 1968), 1:652-659.

This study attempted to evaluate a program of therapy designed to aid youngsters with reading disabilities. The Frostig Program was administered over a ten weeks period to five males

who were exhibiting severe reading difficulties. Although there was a ten point perceptual quotient mean increase on the Frostig developmental test, the gain was not large enough to reach statistical significance.

McConnell, Freeman, Kathryn B. Horton and Bertha R. Smith, "Language Development and Cultural Disadvantage," *Exceptional Children* (April, 1969), 35:597-606.

This article presents preliminary information gathered from the first two years of a research and demonstration project funded by the United States Office of Education. The program described reflected the philosophy that the disadvantaged child needs instruction early in life of a type that differs from that of the traditional preschool. A major objective of this study was to prevent the very common occurrence of school failure in the child from a culturally disadvantaged background. The authors have taken the position that it is the language deficit which constitutes the greatest hazards to later school learning and subsequent life achievement. Superiority of visual capacities over auditory was noted.

Meacham, Merle L., "Reading Disability and Identification. A Case Study," *Journal of School Psychology* 1968-1969) 7:26-28.

An account is given of how the school psychologists and teachers can utilize parental help in alleviating reading disability when the parents are seen as highly nurturant of the youngsters. The study involved enlisting the parents' help as tutors and then using their reinforcing characteristics to change the behavior of the children. There is, however, disagreement among school psychologists and teachers as to value of using parents as tutors.

Otto, Wayne, "Consensuality of Good and Poor Readers—Word Association with Verbal and Pictorial Stimuli," *Psychology in Schools* (January, 1969), 6:68-72.

The general purpose of this study was to examine further the consensuality of good and poor readers' responses to a word association task. More specifically, answers to two questions were sought. Will poor readers give more idiosyncratic responses

than good readers when the stimuli are limited to concrete nouns? Will poor readers respond less idiosyncratically than good readers when the stimuli are pictures rather than words? Findings indicate that the good readers give more consensual responses than the poor readers even with concrete nouns as stimuli. And there was no tendency for poor readers to respond less idiosyncratically when the stimuli were pictures instead of words.

Rettke, Gordon H., "Psychological Services: A Developing Model," *Journal of School Psychology* (1968-1969), 7:34-39.

The Charlotte-Mecklenberg School System in North Carolina is finding the Psycho-educational Clinic Approach an effective organization for psychological services. Each clinic provides a specialized team of psychologists, reading clinicians, speech clinicians and social workers, based in a psycho-educational center serving ideally one high school, a junior high and elementary schools, made up of approximately 8,000 to 10,000 students.

Samuels, S. Jay, "Research Design in Reading," *The Reading Teacher* (January, 1969), 22:346-349.

The history of research in reading shows several trends. First there is a continued increase in the number of studies produced yearly in reading. Presently the average is about 300 studies a year. Secondly, the last thirty years has witnessed the use of inferential statistics as well as more appropriate use of statistics. It is now imperative to design better studies in reading. The best statistics cannot eradicate the harmful effects of a bad design.

Schell, Leo M., "Informal Reading Skill Inventories," *Education* (November-December, 1968), 89:10:117-120.

Skills inventories when used wisely provide diagnostic information about pupils that cannot be obtained effectively in any other way. The teacher must be cautious in constructing and interpreting the inventory since it is an informal non-standardized instrument. A single item should not be thought to measure accurately a single skill. Interpretation should focus on large skills areas rather than on specific learning within the area.

Shirley, Fehl L., "The Influence of Reading on Concepts, Attitudes, and Behavior," *Journal of Reading* (February, 1969), 12:369-407+.

This investigation was concerned with Russell's fourth level of reading which is related to values that the reader takes "for his own" and which he may incorporate in his emerging life pattern. In this study the individuals were asked to report any changes in concepts, attitudes, and behavior that they had experienced as a result of reading. It was found that adolescents read widely and are influenced positively more often than negatively by both fiction and nonfiction. The findings offer valuable insights into the effects of reading.

Silberberg, Norman E. and Margaret C. Silberberg, "Case Histories in Hyperlexia," *Journal of School Psychology* (1968-1969), 7:3-7.

Children whose word recognition skills are developed to a point significantly higher than expected (expectation being estimated from their general level of intellectual functioning) are called hyperlexic. Several cases are described to exemplify some classroom difficulties which may result, and the need for identification of such children. Hyperlexia resulted in these cases in environmental stress.

Stauffer, Russel G., "Certain Convictions—About Reading Instruction," *Elementary English* (January, 1969), 46:85-89.

A basic tenet viewing reading as a form of thinking is dealt with again and again. This presentation advances certain convictions about reading instruction: (1) that reading process is closely akin to the thinking process, (2) group reading instruction is as essential as individual reading instruction, (3) reading is one facet of language and a means of communication and should from the very beginning of reading instruction be taught as such through a language experience approach, (4) that a school library is more essential to good reading instruction than any basic reading series can ever be, (5) that word attack skills can be taught functionally with attention focused on meaning or context clues, (6) that concept attainment and cognitive structures require early emphasis and take precedence over word recognition, (7) that the major purpose of most reading instruction is to improve comprehension, (8) the mature reader

knows how to adapt his rate of reading to the purpose for which he is reading and the nature and difficulty of the material, (9) that as a person reads and comprehends, new concepts are attained and reality is objectified, (10) that hard to measure outcomes of critical and creative reading must be measured and must replace tests that measure only superficial evidences of reading.

Strang, Ruth, "Student Reasons for Becoming Better Readers," *Education* (November-December, 1968), 89:127-131.

To be better readers is not in itself sufficient motivation for most students. They want to know why they should put forth the effort for effective reading. The most interesting and useful aspect, Strang says, of this study was the quotations from the students. These quotations serve two purposes: (1) to show how aware many students already are of the importance of reading improvement and (2) to supply teachers with reasons expressed by students that might be motivating to other students.

Sutherland, Zena, "A Milestone for Children's Books," *Saturday Review* (April, 1969), pp. 38-39.

The National Book Committee has established an award for a children's book and the first winner is Meindert DeJong for "Journey from Peppermint Street." It is a small news item to most readers but to those who are in love with children's books it is a milestone.

Wagner, Guy, "What Schools are Doing—Improving Spelling Instruction," *Education* (November-December, 1968), 89:183-189.

Correct spelling has a self-reference value because it is measurable and thus can be objectively rated. In a sound program of spelling instruction pupils are given an important tool for expressing their thoughts in writing. Such a program envisages spelling as a challenging road to word power. Thus interpreted spelling instruction moved from the realm of routine memorization to that of effective and meaningful communication. Fifteen guiding principles which will help to increase pupil achievement, 25 practical activities which have inherent motivation and 24 topics for planning a spelling guide, with several pages of bibliography, are included.

Zaus, Robert S., "A Scale to Measure Sophistication of Reading Interests," *Journal of Reading* (January, 1969), 12:273-276+.

This scale to measure the sophistication of high school students' interest in fiction is not presented as a definite measurement of this psychological construct. Rather the construction of the scale indicates that objective estimates of seemingly intangible motivational patterns can be made through making the patterns operational and submitting them to statistical analyses.