

1-1-1968

## Ten-Second Reviews

Blanche O. Bush

Follow this and additional works at: [https://scholarworks.wmich.edu/reading\\_horizons](https://scholarworks.wmich.edu/reading_horizons)



Part of the [Education Commons](#)

---

### Recommended Citation

Bush, B. O. (1968). Ten-Second Reviews. *Reading Horizons*, 8 (2). Retrieved from [https://scholarworks.wmich.edu/reading\\_horizons/vol8/iss2/10](https://scholarworks.wmich.edu/reading_horizons/vol8/iss2/10)

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 by an authorized editor of ScholarWorks at WMU. For more information, please contact [maira.bundza@wmich.edu](mailto:maira.bundza@wmich.edu).



# TEN-SECOND REVIEWS

*Blanche O. Bush*

A love of good reading is more likely to be caught than taught; the only ceiling on effective ways of bringing books and people together is the creative imagination of the adult who is the guide. And so—  
Books are for reading. Fannie Schmitt

Ausubel, David P., "Cognitive Structure: Learning to Read," *Education* (May, 1967), 87:544-548.

Ausubel analyzes the cognitive processes involved in learning to read and concludes that from a psychological point of view the phonetic method of teaching children to read is preferable. He emphasizes that the phonetic and wholistic approaches need not be mutually exclusive procedures, either in theory or in practice. Advocates of the phonetic method ordinarily teach whole-word recognition of some of the more common words as a means of making possible earlier reading of simple meaningful text, and thereby enhancing the beginning reader's interest, self-confidence, and motivation. "Look-say" advocates typically introduce varying degrees of phonic analysis after their pupils acquire some reading fluency.

Belok, Michael V., "Noah Webster's Speller and the Way to Success," *Phi Delta Kappan* (October, 1967), 49:85-87.

Noah Webster of Blue-Backed Speller fame aimed for much more than language conformity and a sense of national unity. Pioneer America demanded thrift, self discipline, hard work—the "laborious virtues" as opposed to the "easy vices." As one of the first self-improvement books, Webster's speller told young Americans that "They alone were responsible for what they became."

Berger, Allen, "Increasing Reading Rate With Paperbacks," *Reading Improvement* (No. 3, 1967), 4:47-53+.

Would you like to double the reading rate of your students in one session? Here is a simple method—and it works according to the author for nearly every student. Following a pretest of rate and comprehension, the students should record their scores preferably on a graph sheet, so they may chart their progress. At this point it might be valuable to explain a bit

about fixation, recognition span, vocalization, sub vocalization, and regression and their relationship to the reading process. Emphasis might also be given to the concept of flexibility which involves the purpose and experiential background of the readers and the material being read. Paperbacks used were selected with particular consideration to a relatively easy readability level.

Bigge, June L., "Out of the Classroom—Expected Learning Often Comes Through Unexpected Teaching," *Exceptional Children* (September, 1967), 34:47-50.

Because of the unique characteristics of certain children, teachers are often most successful when they use completely unexpected procedures to accomplish commonly expected learning. Child innovated ideas, uncommon use of common material, building concepts through daily experience, adapted phonic techniques and unusual use of television are discussed.

Bilenker, Ruth M., "Learning Through the Five Senses—Hand Them A Frobish," *NEA Journal* (October, 1967), 56:30-31.

"Please hand me the frobish." You won't understand this request since you have never had any experience with frobish; you can't bring any meaning to the word. A word, whether spoken or written, has no intrinsic meaning, it is we who assign meaning to it. And the only meaning we can bring to a word is that which we first learn through experience. Language learning is nourished through many experiences and with the words that label them. Visual and auditory perceptiveness, touch, smell and kinesthesia are vital to learning to read.

Brinkman, Albert R., "A Worried Look at Workbooks," *The PTA Magazine* (April, 1967), 61:8-10.

Good teachers can find many good uses for good workbooks. What is worrisome is not only poor workbooks but their misuse by poor teachers. In the hands of a good teacher, the workbook can be a constructive, productive teaching tool. Such a teacher knows better than blindly to assign the workbook, or the textbook for that matter, from cover to cover. Nor is he likely to commit the unpardonable error of using a workbook to teach new material. Instead, he uses it to reinforce or strengthen learning of the new work.

Bond, Guy L., and Robert Dykstra, "The Cooperative Research Program in First Grade Reading Instruction," *Reading Research Quarterly* (Summer, 1967), 2:5-142.

Data used in this study were compiled from the 27 individual studies comprising the Cooperative Research Program in First Grade Reading Instruction relevant to three basic questions: (1) To what extent are various pupil, teacher, class, school, and community characteristics related to pupil achievement in first grade reading and spelling? (2) Which of the many approaches to initial reading instruction produces superior reading-spelling achievement at the end of the first grade? (3) Is any program uniquely effective or ineffective for pupils with high or low readiness for reading? The instructional approaches evaluated included Basal, Basal plus Phonics, i.t.a., Linguistic, Language Experience and Phonic Linguistic.

Brodinsky, Ben (ed.) "Teaching Technology: Research Evaluates Use of Reading Machines," *Education Summary*, August 15, 1967, p. 7.

Machines that teach reading comprehension are gaining popularity in the schools. Dr. Robert M. Guinivan reviewed available research findings on the subject and noted that they were contradictory. Among his findings were: (1) The machine approach is no more effective than less complicated but sound, classroom procedures. (2) The machine approach has some motivational value. (3) The machine approach causes an undue emphasis on reading rate per se. (4) Devices which compel the reader's eyes to move at an even speed will in the long run destroy flexibility of reading skills. (5) The machine approach may be successful because the machine contributes to improvement in habits of perception and organization or the reduction of cues needed for word recognition.

Criscuolo, Nicholas P., "Are We Developing Critical Readers?" *Reading Improvement* (No. 3, 1967), 4:41-42+.

Critical reading is an area which has not received the attention of reading instruction it deserves. This is due, in part, to the uncertainty among educators concerning the nature of critical reading as well as lack of agreement regarding the most propitious time to introduce skills associated with critical reading. Definite provision for their teaching must be made. The

author believes that if this is done we will have more assurance that we are producing critical and discriminating readers.

Davis, O. L., Jr. and June Jenkinson Slobodian, "Teacher Behavior Towards Boys and Girls During First Grade Reading Instruction," *American Educational Research Journal* (May, 1967), 14:261-278.

This study explored 238 first grade children's perception of interaction, as reported by questionnaire-interviews and actual teacher-student interactions as measured by a new reading observation record (ROR) to determine whether teachers discriminate against boys. In addition reading achievement scores of boys and girls were compared. Results indicated that children perceived that teachers discriminated against boys and favored girls in the situation of reading instruction. On the other hand an analyses of observation of actual teacher-pupil interaction revealed no differential treatment. Boys' and girls' achievement did not differ significantly.

Docking, Robert, "Ungrading a High School," *Michigan Journal of Secondary Education* (Winter, 1967), 8:36-40.

Ungrading a high school is not the difficult task it appears to be, if administrators and teachers focus on the critical issue of reading ability of the students involved. As a word of encouragement, according to the author, ungrading at the secondary level has seldom, if ever, failed. The question is not really whether to do it, but how to do it. Some of the suggestions presented were meant to help in ungrading a part of the school, and as a result, to help meet the needs of the students as they learn.

Donald, Sister Mary, S.S.N.D., "The SQ3R Method in Grade Seven," *Journal of Reading* (October, 1967), 11:33-43+.

The purpose of this study was to determine the effect of using the SQ3R method of study to increase reading and social studies achievement in Grade Seven. Within the limits of this study, the pupils at the junior high school level benefited from the organized study method introduced in the SQ3R (Survey, Question, Read, Recite and Review) approach. The use of this method resulted in a significant difference in the factual type of knowledge of content material. Test scores

showed that this method developed better powers of organization, association and critical thinking. Teacher observations indicated that the SQ3R method resulted in the development of better study skills and gave security in attack when confronting content material.

Downing, John, "What's Wrong with i.t.a.?" *The Education Digest* (May, 1967), 32:6-9.

The fundamental error made by teachers is the association of i.t.a. with any one teaching method. Perhaps in the future, according to Downing, after appropriate experiment and research, teaching methods in i.t.a. classes will be modified but until then i.t.a. should be regarded as a writing system which is available for teaching by any methodology. The most important things wrong with i.t.a.'s accretion are: (1) extravagant claims, (2) ambiguity about copyright status and consequent lack of competitive programs, (3) false notions that i.t.a. comes in a package along with outmoded formal phonic drills. Other wrongs such as teachers' indoctrination in i.t.a., instead of education about i.t.a., are considered.

Froelich, Martha, Florence Kaiden Blitzer, and Judith W. Greenberg, "Success for Disadvantaged Children," *The Reading Teacher* (October, 1967), 21:24-33.

This article describes some of the facets of the beginning reading program at Finley School. According to the authors the diverse approaches to instruction, the emphasis on oral language development, the great variation allowed for in both levels and rates of learning, the interrelationship of reading with other curriculum areas, and classroom activities, the encouragement of individual responsibility, the frequent evaluation, and intensive pupil-teacher-parent involvement have contributed to greater progress for each child.

Fry, Edward, "i.t.a. A Look at the Research Data," *Education* (May, 1967), 87:549-553.

Fry reported the findings of several investigations into the effectiveness of i.t.a. which has been one of the most widely publicized and controversial developments in reading in recent years. The weight of research seems to be leaning towards the

conclusion that there is very little difference between the reading abilities of children taught to use the traditional alphabet and those taught to use i.t.a.

Goodman, Kenneth S., "Word Perception: Linguistic Bases," *Education* (May, 1967), 87:539-543.

Goodman discusses the vital role that is played by language structure, or syntactic or structural context as opposed to semantic context, in making language comprehensible. Perhaps the most significant insight from this research is that children can literally teach themselves to recognize unfamiliar words as they read. They do this by regressing, by going back and gathering more information when they have made an error so that they can read it. If we understand language structure as it relates to reading we may be able to help children teach themselves to read.

Goodman, Yetta M. and Kenneth S., "References on Linguistics and the Teaching of Reading," *The Reading Teacher* (October, 1967), 21:22-23.

This listing is a selection from a bibliography soon to be published by IRA.

Hanson, Earl and H. Alan Robinson, "Reading Readiness and Achievement of Primary Grade Children of Different Socio-Economic Strata," *The Reading Teacher* (October, 1967), 21:52-56+.

The purpose of this article was to describe differences in reading readiness and achievement in reading which were found among a small number of advantaged, average, and disadvantaged kindergarteners, first, second, and third graders. The authors concluded that the intelligence, reading readiness, and reading achievement scores attained by the advantaged subjects are significantly higher in each grade than those attained by the disadvantaged. Differences in the performances of advantaged and average subjects on the tests administered are generally smaller and less uniform. It follows that specific factors related to socio-economic status which affect progress in learning to read should be identified and their impact upon reading readiness and achievement be measured. Curriculum and instructional provisions designed to help children overcome socio-economic barriers to academic learning appear to be essential and immediate needs.

Hawkins, Michael L., "Changes in Reading Groups," *The Reading Teacher* (October, 1967), 21:48-51.

Several conclusions might be noted with different aspects of the changes in reading groups. These conclusions are based on the data presented but they also reflect the qualitative evaluations of the writer and the teachers involved in the study. Evidence of the teachers' using formal procedures for determining when to move a child from one reading group to another is lacking. The teachers, using the resources available to them, were not able to identify specifically the strengths and weaknesses of their pupils that would warrant a change in reading groups. Since the reasons for moving a child are so indistinct, classroom teachers are in need of formal guidelines. Research is needed to determine and test workable guidelines for reading group movement.

Kerfoot, James F., "Reading in the Elementary School" *Review of Educational Research* (April, 1967), 37:120-133.

This article reviews significant research on reading in the elementary school from July, 1963 to June 1, 1966. Studies in elementary school reading are discussed under the headings of bibliographies and reviews, methods, U.S. Office of Education, First Grade Studies, early reading and readiness, factors in success and failure, in-service programs and evaluation, and interests and tastes. An extensive bibliography is presented.

Koziey, Paul W., "The Optimum Grade Level for Reading Study," *Reading Improvement* (No. 3, 1967), 4:58-60.

Two specific questions were asked in a study designed to provide more information on this topic: (a) At which grade level, 7, 9, 12, does a course in developmental reading result in the greatest improvement of reading efficiency? (b) At which of these three grade levels is the retention of reading efficiency the greatest after a lapse of six months following the completion of a developmental reading course? Results were interpreted as follows: (a) Students in the seventh grade were not sufficiently mature to cope with the high degree of psychological pressure used for motivational purposes. (b) The 12th grade students were more set in their reading habits. (c) Students in the 9th grade seemed to possess the attitudes and temperament neces-



sary to cultivate mastery of the skills needed for effective reading.

Lee, Dorris M., "Secondary Level Reading Aids," *The Pointer* (1967), 11:42-43.

In working with reluctant teen-age readers, the author suggests that they write their own material. The most important task is to develop the self concept of each student, and to make him feel that he is a person who can read. A practical source of material is available in student periodicals and weekly papers.

LeFevre, Carl A., "Reading: Intonation and Punctuation," *Education* (May, 1967), 87:525-530.

The relationship between intonation and reading comprehension and between intonation and punctuation are discussed in this article. The author explains that intonation patterns integrate sentences and help to clarify their meanings. In his judgment, intonation is of critical importance to reading comprehension.

Littrell, J. Harvey, "Judging Student Reading Abilities," *Reading Improvement* (No. 3, 1967), 4:45-46.

The author noted that the value judgments teachers make are too frequently based solely on subjective observations because objective evidence is lacking. An attempt was made to determine to what extent teachers' subjective judgment of their pupils' rankings in certain reading-associated traits agreed with objective measurements of the pupils' abilities. The four traits used were: uses wide vocabulary, uses reference materials effectively, reads widely, and takes initiative in exploring new areas of learning.

MacGinitie, Walter H., "Auditory Perception in Reading," *Education* (May, 1967), 87:532-537.

The author stresses the importance of auditory perception in learning to read. He expressed the belief that it has received insufficient study by educational researchers. He does not imply that auditory perception should be the exclusive or even the principal concern of the teacher of beginning reading, however.

McAnarney, Harry, "Why an Increased Emphasis on Guided Reading?" *Education* (May, 1967), 87:558-561.

The author pointed out why the guided or directed reading of textbooks is one of the most practical and productive steps that may be taken to achieve overall excellence in teaching. Directed reading does not involve any bold or revolutionary steps or require the investment of large sums of money.

O'Connor, John R., "What Skills Do Reading Tests Measure?" *High Points* (Spring, 1967), pp. 23-25.

Current emphasis on "reading grade" as the measure of success in school raises the question, "What are the skills that children must possess in order to attain a specific reading level?" The aims in this study were to determine: (1) Which questions were most frequently missed by our children? (2) The specific skills required to answer standard test items. (3) Whether there were marked differences in the abilities of our pupils to use certain skills, depending upon their reading level. (5) Whether the reasons for failure on certain items could easily be assessed.

Patterson, Oliver, "Developing Inferential Reading," *Reading Improvement*, (No. 3, 1967), 4:43-44.

The ability to draw correct inferences from stated details is one of the most difficult skills to teach, and certainly, for the student, one of the most difficult to learn. Part of the difficulty lies in the fact, according to the author, that forming inferences is highly dependent on a great many other skills, including the ability to note details, to form generalizations, to note different types of relationships (cause and effect, time logic), to follow sequence of events, to comprehend central thought, to note tone of writing, and to detect connotative as well as denotative word meaning.

Pfau, Donald W., "Effect of Planned Recreational Reading Programs," *The Reading Teacher* (October, 1967), 21:34-38.

The results of the experimental program described in this study indicate that independent reading material can be obtained for operating a successful recreational reading program in first and second grades. During the "impressionable years"

most children can begin to develop an interest in reading which manifests itself in increased use of the library and greater preference for reading as a school and recreational activity. Teachers expressed the opinion that the experimental program rendered the child more fluent in all aspects of the language arts program by broadening concepts and ideas which facilitated easy verbal, written and creative interchange. As reported in the findings the study did not reveal significant differences between groups in spelling and oral language fluency, however, teachers stated that these areas of the language program appeared to proceed with greater ease and interest in the experimental group.

Pitman, Sir James, "Is i.t.a. Public or Private Property?" *Phi Delta Kappan* (June, 1967), 48:524.

The design and choices of spellings as presented by Pitman are free in terms of their use. However, what has been retained is the right to protect the public from the damage which might arise if the alphabet or spellings were changed by anyone seeking to produce his own version of i.t.a.

Ramsey, Wallace, "Reading in Appalachia," *The Reading Teacher* (October, 1967), 21:57-63.

This study was an attempt to determine the nature of certain organizational and instructional practices which might tend to influence the quality of reading instruction. Variables measured in the study included: the amount of time devoted to formal and to informal reading instruction, the use of single basal or multi-basal readers, methods of caring for individual differences, type of phonics program used, type of school library, nature and extent of special activities, type of school organization, type of in-service program, recent college courses taken by teachers, experiences of supervisors, and experimental efforts designed to improve reading instruction.

Ruckhaber, Charles, "Practical Spelling Techniques," *The Pointer* (1967) 12:34.

A modification of the Fernald technique was presented by the author as follows: (1) Write word to be learned on blackboard as word is pronounced by teacher. (2) Students pro-

nounce word two or three times. (3) The teacher discusses the word using visual aids and points to word on board when appropriate. (4) The children write word on paper and study it. (5) Teacher traces over the word on board as child traces with pencil as they say the word aloud. (6) Children write the word on back of paper with their fingers as they pronounce the word aloud. (7) They write word on back of paper as they say it. (8) The teacher writes word on board as she pronounces it and students check their own word. Individual attention may be necessary for some. The process should be repeated if necessary.

Salt, Edna, Mary Dumais, June Handler, Harriet Kavanaugh, Betty Rowen and Adele Schully, "The Montessori. No!" *The Education Digest* (May, 1967), 32:22-24.

These authors state that if Maria Montessori were alive today she would be appalled at some of the things that are being done in some American schools in her name. In most Montessori schools creative original responses are not encouraged. The didactic materials and procedures used do not foster imagination. Social interaction or group interplay is neglected. The natural exploration of color and line that so often results in exciting paintings in some nursery schools and kindergartens is rarely found. The music program also has definite limitations.

Silberberg, Norman E. and Margaret C. Silberberg, "Hyperlexia-Specific Word Recognitions in Young Children," *Exceptional Children* (September, 1967), 34:41-42.

For children who are successful in reading, it is usually assumed that school will not be a stressful or anxiety-provoking experience. It has been the author's experience, however, that this may not necessarily be so. A number of school children have been encountered who are subjected to certain stresses in school because they can read or rather, because their ability to recognize words is on a higher level than their ability to comprehend and integrate them. Because elementary teachers probably equate word recognition skills with intellectual functioning, the demands put on these children may be greater than they can handle. For this phenomenon of specific word recognition skills the authors coined the term hyperlexia.

Soares, Anthony T., and Ray H. Simpson, "Interest in Recreational Reading of Junior High School Students," *Journal of Reading* (October, 1967), 11:14-21.

This study was undertaken to determine whether differences in liking for short stories existed for junior high school students when they were grouped according to intelligence (high, average, low, grade (7, 8, 9) or sex. Analyses of various results indicated that significant differences in reading interests for short stories did exist when students were grouped according to intellectual ability or grade levels. The greatest differences appeared between the high intelligence group and the low intelligence group, and between the seventh and ninth grades. Further analysis made into the top 15 stories revealed these elements as most significant: realism, suspense, conflict, the narrative type of story, the animal story, the theme of bravery and cowardice, and the main character as a very attractive teenage boy.

Spencer, Doris U., "Individualized Versus A Basal Reader Program in Rural Communities-Grade One and Two," *The Reading Teacher* (October, 1967), 21:11-17.

The purpose of this study was to evaluate the effectiveness of the individualized reading method of Project 2675 for a Year (second). The individualized Reading Method was compared with a Basal Reader Program to answer the following questions: (1) Does the individualized reading program produce results similar to Project 2673 at first grade level when compared with basal reader classes in a second year? (2) Does the individualized reading program result in higher achievement than a basal series system when the pupils follow the individualized program through the second year? (3) In which areas of reading are the major differences at the end of first grade? Second grade? (4) Does one method serve the high ability pupils, or low ability pupils, better than the other? Does either method favor one sex more than the other? When the second grade data were analyzed the individualized reading pupils achieved significantly higher on tests requiring reading comprehension, the grade level differences were greater in favor of the individualized method; girls were higher than boys and the youngest pupils of both groups were significantly superior to the older pupils. Generally, test results indicated that the individualized

method served the second grade pupils as well as the basal reader method.

Tremonti, Reverend Joseph B., C.S.U., and Brother Celestine Algiers, S.C., "Reading and Study Habits in Content Areas," *Reading Improvement* (No. 3, 1967), 4:54-57.

Intelligent reading and studying demand that the student be familiar with specific techniques for the study of literature, social studies, and mathematics. In the study of short stories, and novels, a quick reading or skimming of the selection should precede a complete and thorough reading. In social sciences, a variety of techniques must be used. Reading and study in the sciences require an orderly, systematic approach which includes the ability to classify, categorize, and memorize. Study in the area of mathematics demands order, logic, and systematic thinking.

Weintraub, Samuel, "Research," *The Reading Teacher* (October, 1967), 21:67-71.

Research over the past thirty-five years shows a rather consistent pattern on the part of classroom teachers. One may interpret the findings in several ways. It does appear that teachers do some reading, but the quality of this reading has been questioned by several investigators. Weintraub stated that if we are to develop in our pupils the habit of reading, the desire to read to find answers to their problems, do we not need to set the example? Is it enough to tell pupils to do what we say and not what we do? If the reading teacher is indeed a member of a profession, then his reading of the professional literature, his knowledge of current issues in reading, and his delving into the literature to seek solutions to his own teaching problems must be fostered.

Williams, Joanna P. and Harry Levin, "Word Perception: Psychological Bases," *Education* (May, 1967), 87:515-518.

In this article the authors point out that psychologically the primary task of the reader is making the correspondence between written symbols and the elements of spoken language which they represent. Two major implications are pointed out by the authors for practice. (1) The words to be used in teaching, as well as the sequence in which they are presented, should be

selected at least partially on the basis of spelling patterns. (2) Consideration of studies such as those discussed in this article may aid the teacher in her diagnosis of a particular pupil's difficulties.

Wynn, Sammye J., "A Beginning Reading Program for the Deprived Child," *The Reading Teacher* (October, 1967), 21:40-47.

This proposed program which provides for active participation by parents and a wide variety of experiences for beginning readers with interesting, reality-oriented materials embodies many of the good reading practices widely used in the teaching of reading to beginners regardless of socio-economic background. The success of the experimental program indicates that this program offers promise of effectively combatting reading difficulties and low achievement so characteristic of deprived children.