1-1-1967

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Blanche O. Bush

Recommended Citation

Bush, B. O. (1967). Ten-Second Reviews. *Reading Horizons, 7* (2). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol7/iss2/13

TEN-SECOND REVIEWS

Blanche O. Bush

> Reading is not the act of saying the words on
> a page but a process of getting meaning from
> printed language. This basic tenet needs to be
> heeded from the day a child takes his first
> pre-primer in his hands.　　—A. Sterl Artley

Amble, Bruce R. and Siegmar Muehle, "Perceptual Span Training
and Reading Achievement of School Children," *The Elementary
School Journal* (August, 1966), 57:192-206.

To determine whether or not a reading program of over
5,000 phrases would help improve reading skills and be a
useful supplement to regular reading progress, three experi-
mental studies were conducted. The phrase training program
was designed to increase perceptual span and help students
develop habits of integrative phrase reading. Subjects were
intermediate grade school children and remedial readers. Find-
ings indicate that reading gains were consistent for low, medium
and superior readers and were maintained in follow-up tests.

Barbe, Walter B., "A Personalized Reading Program," *Education*
(September, 1966), 87:33-35.

In this article the nature and importance of a personalized
reading program are discussed. The author believes that per-
sonalized reading gives the teacher adequate flexibility to
provide effective instruction for every child.

Bennett, Margaret, "The Logical Extreme Reading Method," *Phi
Delta Kappan* (October, 1966), 48:65-67.

For this study two new basal readers, one for low and one
for upper grades, were created. The students were divided into
three homogeneous socio-economic groups. It was assumed
there would be no problem of differing reading abilities within
the group since the children would be reading books that pre-
sented familiar, vivid life situations.

Bond, Guy L., "First Grade Reading Studies," *Elementary English*
(May, 1966), 43:464-471.

The major goal of the investigation is to explore the effects

upon reading growth of various approaches to first grade reading under conditions that make it possible to compare findings among a group of individual studies. The major outcomes of the study can be separated into those dealing with (1) the improvement of instruction as a result of the combined study of the 27 individual projects, (2) the feasibility of such cooperative research, and (3) the testing of the application of new statistical models to such extensive and multivariant data which previously would have been too overwhelming to contemplate.

Bordeaux, Elizabeth Ann and N. H. Shope, "An Evaluation of Three Approaches to Teaching Reading in First Grade," *The Reading Teacher* (October, 1966), 20:6-11.

This study compared a basal reader approach, a basal reader plus intensive phonics approach, and a basal reader plus intensive phonics plus sensory experience approaches. Statistically significant differences were found among the three approaches on several achievement variables. First, if only the basal reader and phonics approaches were used, no differences were observed with white children but Negro children benefitted more from the phonics approach. However, if a choice were made from all three approaches the sensory experience approach appeared to be most beneficial for both white and Negro children. The study, according to the authors, emphasized the theory that the more varied experiences a child has, the more he will learn.

Cellura, A. Raymond and Earl C. Butterfield, "Intelligence, Bender Gestalt Test and Reading Achievement," *American Journal of Mental Deficiency* (July, 1966), 71:60-63.

This study was designed to clarify the relationship between Bender Gestalt performance and academic achievement. Specifically, it was concerned with the validity of the Bender Gestalt as a predictor of reading achievement among mildly mentally retarded adolescents.

Chandler, Theodore A., "Reading Disability and the Socio-Economic Status," *Journal of Reading* (October, 1966), 10:5-21.

After the writer examined the studies discussed in this article and many others, he raised these questions. Isn't the

I.Q. test basically an achievement test? Could not socially disadvantaged children have the ability to learn and yet show up poorly on standardized tests? What sort of learning tasks can we devise? Are there perceptual-motor-visual differences between socially disadvantaged children and average children? These and other significant questions will have to be answered before some of the socially oriented correlates of reading disability can be resolved.

Cleland, Donald L. and Lorraine C. Morgan, "The Role of Phonics," *Education* (September, 1966), 87:3-6.

The authors present a practical approach to the role of phonics based on two assumptions. Teaching phonetic generalizations inductively as the need arises and providing teachers with an instructional guide to serve as a tool of reference in teaching are necessary.

Dolan, Sister Mary Edward, PBVM, "Effects of a Modified Linguistic Word Recognition Program on Fourth Grade Reading Achievement," *Reading Research Quarterly* (Summer, 1966), 1:37-65.

Two samples of beginning fourth grade children were investigated to determine the effects of a modified linguistic word recognition program on reading achievement. Results indicate that the experimental group performed significantly better than the control group in most word recognition skills and reading abilities. Methods of teaching did not influence the predictive power of word recognition.

Durkin, Dolores, "The Achievement of Pre-School Readers: Two Longitudinal Studies," *Reading Research Quarterly* (Summer, 1966), 1:5-36.

The two longitudinal studies described in this report showed positive and statistically significant findings regarding the progress in reading made by children who learned to read at home prior to entering first grade. However, there was some indication that teachers did not always take advantage of this early start. Durkin concluded that kindergarten teachers ought to be prepared to offer appropriate help in reading both to children who are already reading and to those who are interested and ready to start.

Durkin, Dolores, "Teaching Reading to Young Children," *Education* (September, 1966), 87:37-41.

From some of the research findings relative to the recent trend toward teaching reading to young children, Durkin formulated significant questions which she believes must be asked and answered. Good education at any age level is an adaptive response to the children being educated. As the children change, so, too, must their education.

Ferrari, Lewis J. (Superintendent), "Anti Drop-Out Program—John, 17, was Reading at the Fourth Grade Level, But He's Still in School," *Education Age* (September-October, 1966), 3:40-42.

A program designed to keep potential drop-outs in high school proved to be so successful that plans are underway to continue it and if funds are available to expand it. Seventeen potential drop-outs were given help in remedial reading after school for one hour, three days a week for fourteen weeks.

Figurel, J. Allen, "A Reading Teacher Looks at Linguistics," *Education* (September, 1966), 87:25-29.

Figurel describes the perplexities in a teacher's effort to determine what linguistics contributes to the teaching of reading. Meaning has to take a back seat, he states, in the linguistic approach. Linguists say that the main task of learning to read is to be able to reproduce sounds of a language and to relate the melody of speech to the written page.

Frierson, Edward C., "The Role of Oral Reading," *Education* (September, 1966), 87:21-24.

The traditional uses of oral reading are reviewed along with some of the newer emphases such as (1) an experience reading approach for the slow learning and retarded, (2) diagnostic application of oral reading with emotionally disturbed, sensory impaired, and cerebrally dysfunctioning persons, (3) and use of oral reading skills of better students in activities designed to enrich their educational experiences.

Grotberg, Edith H., "Individualized Reading—A Symbol for Change," *Education* (September, 1966), 87:7-11.

Grotberg concludes that schools like individual reading because it permits changes in teacher-learning activities without requiring major changes in the school systems.

Hillerist, Robert L., "Bringing Together Children and Books—A Decentralized School Library," *The National Elementary Principal* (September, 1966), 46:32-35.

The decentralized library in the Glenview Elementary Schools is an outgrowth of experience, study and discussion of the purposes of libraries. Because they believe that the purpose of the library program is to develop an interest in and an enjoyment of reading, three necessary elements were considered: (1) An abundance of good books, (2) use of books, and (3) encouragement which brings together the children and the books. Every teacher, it was agreed, should assume the responsibility for promoting interest and enjoyment, as well as skill, in reading.

Holt, John, "How Young Children Learn," *Parents' Magazine and Better Homemaking* (September, 1966), 41:60-63.

If we adults, Holt avers, would let children find their own paths to learning, there would be fewer problem students. When youngsters explore the world in a way that is interesting and natural to them, they learn faster. When we try to make them learn the way we think they should, we merely slow them up. Children should be encouraged to ask questions and make discoveries. They should be freed from the pressure of competition which only stifles a child's capacity and urge to learn.

Horn, Thomas D., "Three Methods of Developing Reading Readiness in Spanish-Speaking Children in First Grade," *The Reading Teacher* (October, 1966), 20:38-42.

The primary purpose of the study was to compare the effectiveness of three methods of developing reading readiness in Spanish-speaking children in grade one. Differences in methods of instruction, differences between scores earned by boys and girls, and differences in the treatment groups (oral-aural English, Oral-Aural Spanish, and no oral-aural) were studied.

The need for developing suitable measures for assessing the capabilities, experiential background, cognitive functioning, and language levels of Spanish-speaking disadvantaged children is, perhaps, the most significant implication drawn from the findings of this research.

Hughes, James W., "The Myth of the Spelling List," *The National Elementary Principal* (September, 1966), 46:53-54.

Spelling lists, Hughes says, do not necessarily indicate the spelling needs of children. Use of study-test-study procedures in teaching such word lists can often result in gross inefficiencies in a learning situation. We can make spelling lists mean more to children by creating word lists which reflect the needs as indicated by the children's writing and vocal usage.

Kendricks William M., "A Comparative Study of Two First Grade Language Arts Programs," *The Reading Teacher* (October, 1966), 20:25-30.

The purpose of this study was to compare a language arts approach to beginning reading instruction with a basal reader approach. Among the differences observed, the traditional method appeared more effective (1) for developing the skills of deriving meaning from the written paragraph for males of all socio-economic levels and for middle class females, (2) for developing the listening ability of lower class females and (3) for developing speaking competence of both males and females in all socio-economic levels. The experience approach seemingly increased interest in reading in lower class males and favorably affected both males and females in writing. A curious finding was the superiority of upper class females in arithmetic when instructed by the experience approach.

Klare, George, "Comments on Bormuth's Readability: A New Approach," *Reading Research Quarterly* (Summer, 1966), 1:119-125.

John Bormuth's paper "Readability: A New Approach" is an excellent contribution, according to Klare, to the literature in this field. One of the surprising points to come from Bormuth's research is the value of counting letters per word as a measure of passage difficulty. A second point of interest is

Bormuth's finding relative to the value of using independent clauses rather than sentences as units in readability.

Krippner, Stanley, "Evaluating Pre-Readiness Approaches To Reading," *Education* (September, 1966), 87:12-20.

Krippner discusses the importance of pre-readiness factors in reading and refers to such well known people as Montessori, Delacato, Kephart and Frostig for verification of his views. Factors which the author associates with readiness are picture interpretation, speaking vocabulary, left to right orientation, quality of oral English, experiential background, desire to read, ability to attend to task at hand, ability to sense a sequence of ideas, ability to follow direction, and ability to handle books and related equipment.

Levin, Esther, "Beginning Reading-A Personal Affair," *The Elementary School Journal* (November, 1966), 67:67-71.

The personalized approach described by the author seemed to release unplumbed depths of interest, ability and individuality. Having a set of cards of words that were of interest and of personal need gave each child the feeling of possession and involvement that made reading something of unique importance. Many insights into the children's backgrounds, problems, and personalities were gained that would not have been possible otherwise.

Marita, Sister M., "Beginning Reading Achievement in Three Classroom Organizational Patterns," *The Reading Teacher* (October, 1966), 20:12-17.

The objective of the present study was to compare reading achievement under three classroom organizational patterns for reading instruction: a modified individualized plan, a three-to five group pattern, and the whole-class "child-centered" approach. The author stated that the "whole-class" pattern in a child-centered context might be as meaningful an approach to the teaching of reading as either of the other two patterns. However, further in-depth study is essential since there is a real danger of this plan reverting to the traditional "whole class" approach.

Murphy, Helen A., "Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction," *The Reading Teacher* (May, 1966), 19:585-589.

> The timing and nature of phonics instruction is the most controversial area of beginning reading, according to Murphy. The purpose of this study was to compare the effects of a gradual approach to phonic instruction as outlined in a basal reader approach with a program of early teaching of letter names and sounds. Three problems were involved: (1) The relation of perception of word elements to sight vocabulary growth, (2) the effect of early teaching of a speech-based phonics program on reading achievement, and (3) the value of emphasis on writing.

Muskopf, Allan F., and H. Alan Robinson, "High School Reading— 1965," *Journal of Reading* (November, 1966), 10:75-87.

> This is the eighth in a series of annual summaries of the professional literature on Junior and Senior High School Reading. It covers reports published in 1965 as well as earlier reports which have come to the attention of the writers. Because of space limitations, the authors have tried to abstract parts of articles and chapters of books which, in their opinion, present findings of most interest to the majority of readers.

Pauk, Walter, "Reading or Studying, What's the Difference? Four Steps in the Study Process," *The Education Digest* (October, 1966), 32:49-51.

> Pauk suggests four steps in studying: (1) The student should skim through the chapter and then question himself relative to material read, (2) take notes so that he is sure that he understands the material, (3) recall through self recitation, and (4) reflect, read critically. Pauk states that we must teach our students that a printed page does not yield up its meaning to the eyes, but rather to the mind that reads and rereads, puzzles and questions, recalls and recites, and reflects and recapitulates.

Quaintence, Brother William, "Critical Reading—As If There's Any Other Kind," *The Reading Teacher* (October, 1966), 20:49-53.

> The author emphasized that (1) a critical reader must be

biased, not prejudiced which he would be if he had formed conclusions without supporting evidence, but biased when he has come to a sincere conclusion on the basis of his background experience with the subject in question; (2) a critical reader is willing to modify his present viewpoint; (3) and a critical reader is willing to involve himself in the consequence of a fact, once he accepts it.

Stauffer, Russell G., "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction," *The Reading Teacher* (October, 1966), 20:18-29.

The purpose of this study was to compare a language arts approach to beginning reading instruction with a basic reader approach. In general, the author concluded that the language arts approach to beginning reading instruction is an effective method. It produced excellent results in reading performance, in word attack skills, in spelling, in vocabulary development, in written communication, and in handwriting.

Stolarz, Theodore J., "Speed of Reading," *Education* (September, 1966), 87:30-36.

The author maintained that when we lose our concern for speed reading and learn to read smoothly for varied purposes, we will read with greater efficiency and enjoyment. He emphasized the need for using thought processes in reading.

Summers, Edward G., "An Important Resource for Secondary Reading," *Journal of Reading* (November, 1966), 10:88-102.

Reports of the last six annual conferences on reading of the International Reading Association are excellent resources for the secondary teacher. The Conference Proceedings review pertinent research on reading at both junior and senior high school levels. An excellent bibliography is included.

Sutherland, Zena, "Autumn Books for Young People—Legacy of the Four Hundred," *Saturday Evening Review,* November 12, 1966, 43-54.

Sutherland stressed that many children can't distinguish between good and bad books because they don't read enough.

A steady diet of second rate reading can be as harmful to the mind as poor food is to the body. A list of books for children from two years of age to adulthood is included.

Vilscek, Elaine, Lorraine Morgan and Donald Cleland, "Coordinating and Integrating Language Arts Instruction in First Grade," *The Reading Teacher* (October, 1966), 20:31-37.

The major objective of the cooperative endeavor between the Pittsburgh Public Schools and the University of Pittsburgh was to examine the effects and outcomes of two instructional approaches, the coordinated basal language arts approach and the integrated experience approach to communication in the language development of pupils in an urban setting.

Whitworth, Richard G., "Improving Reading Taste," *English Journal* (May, 1966), 55:569-577.

The three problems in developing students' reading taste which were rated as most important by Indianapolis teachers were: (1) Stimulating the student's desire to read, (2) guiding students so that the book selected will increase student appreciation and broaden experiences, and (3) building habits of selecting worthwhile books.

Witty, Paul A., "The Electronic Pied Piper—Enemy or Ally of Reading," *Education* (September, 1966), 87:42-47.

This article discussses the results of Witty's latest investigation of children's interests in relation to television programs and his conclusions based on studies during the past fifteen years. Suggestions for a constructive program of guidance at home and school for more effective use of television are presented.