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## Ten-Second Reviews

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# TEN-SECOND REVIEWS

*Blanche O. Bush*

Reading is a purposeful process of identifying, interpreting, and evaluating concepts in terms of the mental content of the reader. It involves an integration of skills rather than an accumulation.

Carter and McGinnis

Amble, Bruce R., "Phrase Reading Training and Reading Achievement of School Children," *The Reading Teacher* (December, 1966), 20:210-218.

This study attempted to assess the usefulness of tachistoscopically presented phrase reading materials. In terms of procedures and techniques used in this study, findings indicate that tachistoscopically presented meaningful word phrases are an efficient approach to improving reading comprehension of intermediate grade children.

Baker, Carolyn C., "Individualized Reading With the Educables," *The Reading Teacher* (November, 1966) 20:148-149.

The educable classes in Fairfax County, Virginia, are planned for mildly retarded and slow learning children. The focal point of the academic curriculum is reading. After much deliberation, it was decided that individualized reading was a technique that could possibly be utilized. The library was able to provide the necessary books on high interest levels with preprimer vocabularies. A great deal of planning, the writer stated, is necessary to fit this reading technique in with other academic work, but it can be done.

Bixel, Gordon, "Vision—Key to Learning or Not Learning," *Education* (November, 1966), 87:180-184.

The author points out that extensive reading is a new activity for which man is not visually adapted and that this fact has resulted in many visual problems for children which teachers and vision experts have failed to understand. There are many visual skills, which if not adequately learned, interfere with the ability to read.

Bossone, Richard M., "Developing and Extending Reading Interests," *Education* (October, 1966), 87:103-106.

Bossone describes a program designed to help students extend their interests in order to improve and educate themselves. Too often the teacher forgets, the author points out, his principle responsibility: to develop and extend the student's reading interest so that he will continue to read with pleasure the rest of his life.

Boyd, Rae, "Rate of Comprehension in Reading Among Sixth-Form Pupils in New Zealand Schools," *The Reading Teacher* (December, 1966), 20:237-241.

Until 1964 when reading advisers were appointed to advise on reading instruction in primary and secondary schools, teachers in New Zealand secondary schools tended to regard reading as a skill that ought to be acquired in the primary school years rather than a developmental subject that required special nurture at advanced levels. Therefore reading research in New Zealand has been chiefly concerned with problems at the early stages of reading and the difficulties facing backward readers in the primary school. In this study results clearly point to the desirability of organizing reading improvement programs for sixth-form pupils.

Calvert, James J., and George F. Cromes, Jr., "Oculomotor Spasms in Handicapped Readers," *The Reading Teacher* (December, 1966), 20:231-236.

The authors in this exploratory study with a number of handicapped readers have been concerned about the differences within the remedial group with emphasis upon etiology and treatment. The usual test battery consists of the Ophthalmograph, intelligence tests, personality tests, reading surveys or other specific tests as needed. Findings obtained from the Ophthalmograph records revealed that all of the subjects not making progress under treatment possessed an oculomotor characteristic uncommon to those subjects who made adequate progress. The pilot study relative to oculomotor spasms and treatment suggest important ramifications in the study of reading problems but much research, including long term follow-up studies, is needed before generalizations can be made.

Chambers, Dewey W., “. . . Let them Read,” *The Reading Teacher* (December, 1966), 20:254-257.

Chambers suggests that “perhaps,” along with teaching children to read, we should let them read, as well. We as teachers have the grave and responsible privilege of giving children the gift of reading. A large part of this gift must be accepted in the form of skills and controls that are taught in a developmental sequential manner. We are, however, as teachers, responsible also to see that this gift of reading is used. We are working to develop a literate society that will read, not just know how to read. It is time to evaluate our reading programs and find out what opportunities we are giving our pupils.

Cranney, A. Garr, “Selected Study-Skill References, *Journal of Reading* (December, 1966), 10:185-187.

The references were selected from a comprehensive list of study-skill texts and articles compiled at the University of Minnesota. The texts are most appropriate for college students and college-bound high school students.

Davidson, Dorothy L., “Books for Poor Readers in High School,” *Education* (November, 1966), 87:164-166.

The author reports the results of an analysis of bibliographies for poor high school readers. She concludes that present bibliographies are inadequate and that any successful bibliography must be based on the curriculum. The main need of the poor reader in high school is help in achieving success in his daily classwork, and the reading required in his daily assignments which is already more than he can handle.

Della-Piana, Gabriel, and Helen Martin, “Reading Achievement and Maternal Behavior,” *The Reading Teacher* (December, 1966), 20:225-230.

The study reported is the first in a series of studies to be concluded within the next few years directed toward providing parents with various kinds of assistance in facilitating the reading achievement of their children. The focus of this first report is on a comparison of the behavior of mothers of overachieving and underachieving sixth grade girls in two semi-structured

inter-action situations. Findings indicate that the underachieving girls and their mothers showed more disagreement in opinions than the overachieving girls and their mothers, but the difference was not significant. Mothers of overachieving girls exhibited significantly more positive social-emotional reactions. Other scores yielded differences that approached statistical significance but it would be hazardous to speculate on these.

Dobbs, Mary Carolyn (Editor), "Functional Reading," *The Pointer* (1966) Number 2, 11:13-16.

The source of the material presented in the article was from a collection of ideas on functional reading by teachers of mentally retarded children in Michigan. Many techniques were presented which would be helpful for any slow reader.

Fay, Leo, "Interesting Books for the Reading Teacher," *The Reading Teacher* (December, 1966), 20:261-265.

Fay's reviews of such books as "The Paperback Story," "Sources for Children's Books," "New Editions," "The Disadvantaged Child," "A New Proposal," "For the Fun of it" should inspire teachers with various reading problems to locate the book or article and read the material in full.

Folcarelli, Ralph J., "Don't be Afraid of Individualized Reading," *Grade Teacher* (November, 1966), 84:110+.

Close teacher-librarian teamwork is a must for an individualized reading program, but the effort pays off in the vastly increased scope and excitement of children's reading. Common elements in an individualized program include: (1) Prime consideration of each child's individual difference, his interest and abilities; (2) built in motivation as each child selects his own reading material; and (3) a teacher's knowledge of each child as an individual through frequent conferences and detailed reviews. Essential requirements for beginning an individualized reading program include: (1) support and leadership from the administration, (2) adaptability and willingness to change by teacher, (3) nucleus of a school library with plans for expansion.

Gans, Roma, "Aim at What They Can Do—Not at What They Can't," *Grade Teacher* (November, 1966), 84:96+.

Beginning readers need to be given many opportunities to appear successful. This encouragement will help them to do even better. Five things a teacher can do to diminish the negative aspects of instruction are: (1) Make pupils eager to learn to read; (2) Provide materials that can be used with a minimum of assistance; (3) Help students to know their strengths and weaknesses; (4) Give students concrete evidence of growth; (5) Provide many opportunities to read.

Gillispie, John T., "How To Be A Do-It-Yourself Expert on Children's Books," *Grade Teacher* (November, 1966), 84:84-108+.

There are many guides and annotated bibliographies to help you become a self made authority. The two guides to children's literature that have become classics in the field are *Children and books* by May Hill Arbutnot and *Children's Literature in the Elementary Schools* by Charlotte S. Huck and Doris A. Young. Five annotated bibliographies, four texts on evaluating books and many good books containing suggestions on children's literature are included.

Glass, Gerald G., "Reading Improvement Course for Graduate Students," *Journal of Reading* (December, 1966), 10:161-167.

This paper discusses the course in reading improvement for graduate students at Syracuse University, including such areas as the student population involved, the course objectives, and a brief summary of the techniques, methods, and materials used.

Gosden, J. W., "They Played Cards and Learned to Spell," *Grade Teacher* (November, 1966), 84:18.

Faced with a class half of whom were habitual misspellers, the author designed a game that would compel the student to notice which letter in a word came after which. In this game they handled the letters, put them in the correct order and almost effortlessly memorized proper sequence. The game was popular, provided instant success and developed an interest in words while the number of spelling errors diminished.

Hawkins, Michael L., "Mobility of Students in Reading Groups," *The Reading Teacher* (November, 1966), 20:136-140.

There seems to be general agreement that the key to successful grouping for reading instruction is flexibility. Usually this flexibility is defined as it relates to method, materials, time, and mobility of pupils within the classroom. The writer observed that in many elementary schools the classroom organization for teaching had little provision for movement of pupils between reading groups.

Hunkins, Francis P., "Using Questions to Foster Pupils' Thinking," *Education* (October, 1966), 87:83-87.

The author points out that questions have always been an important part of a teacher's technique but have been used for testing the pupil's knowledge instead of stimulating him to think.

Kalamazoo Gazette, *The Newspaper in the Classroom. Suggestions for the News Period*. Pamphlet.

Included in this pamphlet are some ideas for organizing the news period, standards for news reporting, content of a news period, reasons for clipping and filing newspaper articles, and suggestions for using the newspaper in curriculum areas.

Knutson, Dorothy M., "I.T.A. Aids Reading Disability," *The Pointer* Number 2 (1966) 11:7-12.

Reading disability is of increasing concern to educators. The teacher of a pupil with reading disability has a concern to become as fully informed about that child as possible and then to evaluate methods and materials of instruction as they apply to him. Since most cases of reading instruction have evolved within the traditional framework of reading instruction, it would appear desirable to employ methods and materials that are as far removed as possible from the failure-producing one. The appearance of the Initial Teaching Alphabet (i.t.a.) adds a new dimension and a new hope for teachers of failure-frustrated children. The author summarizes some of the unique features found in i.t.a. for children with reading disabilities: (1) Its code appearance is excellent motivation for "allergic" readers;

(2) Its stability and relative simplicity afford greater chances for early and repetitive success; (3) It is free from the limitations imposed by a controlled vocabulary with attendant "level" stigma.

Levine, Isidore, "The Limits of Individual Reading," *Journal of Reading* (December, 1966), 10:156-160.

Some of our basic theories in reading instruction are predicated on the popular misconception that reading is a skill which can be applied universally to all printed matter. The numerous facets of reading in the subject areas should inspire sympathy for the multiple reading tasks of the adolescent. And this compassion Levine states, should yield a program in which each subject teacher, rather than a reading expert, is responsible for subject reading. Levine presents six questions that he believes should be investigated relative to reading: (1) Are there skills other than word recognition? (2) Can we postulate a list of reading powers which can be of practical use in every field? (3) Can a secondary school reading expert who has no special province of learning in subject matter prepare students for their reading responsibility in these various areas? (4) What is the value of teaching students reading skills? (5) Can we assume the existence of a subject area known as developmental reading? (6) Should subject teachers be alerted to the necessity of spending class time in silent reading of texts because no one else can provide such training?

McCormick, Nancy, "The Countdown on Beginning Reading," *The Reading Teacher* (November, 1966), 20:115-120.

Reading in the public schools has long been a subject of controversy. Despite the faults that have been found in our reading practices, the cry now is to place children in that questionable situation at least one year earlier than is necessary or recommended. The pressure of society will develop the child soon enough. Let us try to guarantee children an education relieved of pressures they cannot handle, especially when these pressures can only be detrimental to their educational growth. For first grade children, the author emphasizes that happiness is a child learning to read, security is allowing him to do it when he is ready.



McGee, Robert T., and Jean M. McClintic, "Early Instruction in Readiness: Who Speaks for the Children?" *The Reading Teacher* (November, 1966), 20:121-124.

This study was conducted to obtain answers to the following questions: (1) Can significantly greater gains in reading be achieved with groups of culturally disadvantaged elementary school children through the use of classroom self-directive dramatization of stories than through methods involving the traditional use of basal readers in small groups or in the whole class? (2) Can favorable changes in the self concept of culturally disadvantaged elementary school children be brought about through classroom self-directive dramatization of stories? Significantly greater gains in reading were achieved in the study by groups of culturally disadvantaged elementary school children through the use of classroom self-directive dramatization of stories which pupils selected and read than in the other approach. There is also evidence to indicate that through the use of self-directive dramatization favorable changes occurred in the self concept of the children. The results, according to the authors, may indicate a breakthrough in the effort to help disadvantaged children make more rapid progress in reading.

Miller, Richard B., "Program in Primary Readiness," *Education* (October, 1966), 87:107-110.

In recent years, studies have shown that the number of retarded readers, slow learners, and non achievers has not decreased despite the fact that new materials, methods, and techniques have been introduced into our schools. Research indicates that this lack of educational success begins in the primary grades. The author describes a program designed to provide children with the readiness experiences necessary to insure success in beginning reading.

Penn, Julia M., "Reading Disability: A Neurological Deficit?" *Exceptional Children* (December, 1966), 33:243-248.

In this article, medical studies of the causes of reading disabilities including dyslexia are reviewed and discussed. Results of epidemic diseases are compared and conclusions drawn on the causes of specific reading disabilities.

Rausen, Ruth G., "The Junior High Reader," *Top of the News* (November, 1966), 23:19-22.

The junior high age is the one in which the tastes of childhood and those of sophistication are often found in the same person. Any measure of influence of reading on their lives is bound to be pure speculation. Books and other reading have some power because we can hear changes in attitude and points of view in their remarks. Books do help give them insight into their own behavior and that of others. Reading can help them to find their way in school and assist with vocational goals. At this age, they are finding and setting the bases of their adult opinion. Many of these decisions and commitments to life which they make as a result of reading will depend on how well we, as librarians, know these young people and how intelligently we provide for their needs.

Rouse, John, "In Defense of Trash—Value of Popular Fiction," *The Education Digest* (December, 1966), 32:47-49.

The author states that if we are going to make readers of young people then we will have to turn to the fiction of contemporary writers. And this means not just the work of the best writers, but the work of popular writers of all kinds. The difference between poorly written and well written books is very often one of degree and not of kind. The great themes are not found only in the great books. The success of good teaching depends on finding books that will interest young people and that deal with matters important enough to provoke them to discussion. This is not easy. Good trash is difficult to find. But not quite as difficult to find as a good classic.

Robbins, M. P., "A Study of the Validity of Delacato's Theory of Neurological Organization," *Exceptional Children* (April, 1966), 32:517-523.

This report is a summary of a doctoral dissertation designed to test practical implications of a theory about neurological organization proposed by Delacato. According to the findings of the study, the program had no effect that could not be accounted for by chance. Although there are limitations in this research, it is one of the few attempts that have been made

to assess empirically some of the practical aspects of a theory that is becoming widely known.

Robinson, H. Alan, "Reliability of Measures Related to Reading Success of Average, Disadvantaged, and Advantaged Kindergarten Children," *The Reading Teacher* (December, 1966), 20:203-209.

This study attempted to find, develop or adapt test instruments which would give reliable results in the kindergarten. Specifically, instruments designed to identify visual, auditory, and visuo-motor abilities were tested. Readiness and intelligence tests were also administered. Robinson stated that it seems evident, from an inspection of some of the results of this study, that the socio-economic status of the kindergarten child needs to be considered in ascertaining test reliability.

Silvaroli, Nichoas J. and Warren B. Wheelock, "An Investigation of Auditory Discrimination Training for Beginning Readers," *The Reading Teacher* (December, 1966), 20:247-251.

This study is concerned with the extent to which children, especially those from lower socio-economic groups, have acquired the auditory signs for their language signals, and whether these children need auditory discrimination training. Results suggest that auditory discrimination programs helped children in the experimental group to discriminate more effectively thirty-three basic speech sounds. The post-test results of the experimental groups did not support the use of either known or nonsense words. Both presentations seemed to have equal effect on the experimental groups. It also appears that group tests are not appropriate for six-year-old children in lower socio-economic groups. This study is limited due to the fact that no attempt was made to evaluate the effect of this auditory discrimination training on the actual reading achievement of these groups.

Slobodian, June, "Practices in Teaching Beginning Reading," *Education* (October, 1966), 87:94-98.

The author suggests workable ways of teaching pupils not only to read but to enjoy learning to read: (1) Vary your approach, (2) Be positive toward contributions and supportive of individuals, (3) Guide pupils toward independence in read-

ing, (4) Provide readiness for all pupils, (5) Enrich and extend the reading activities for all groups in proportion to their abilities, (6) Provide skill development techniques to meet individual needs, (7) Continuously evaluate progress but beware of over-using one method such as oral reading. Pupils learn to read in a variety of environments. The time allocated various activities, the sequence of reading activities, the use of the basal reader itself are as varied as individual teachers and pupils.

Snipes, Walter T., "The Effect of Moving on Reading Achievement," *The Reading Teacher* (December, 1966), 20:242-246.

The present study was designed to test differences between pupils who have moved and those who have remained in continuous residence on certain selected variables of reading achievement. Conclusions justified in view of available data include: (1) The number of moves pupils make does not appear to have a detrimental effect on achievement in reading and often strengthens this variable; (2) Pupils who have had some experience in various schools tend to score higher on tests of reading achievement; (3) Pupils who have lived in other states and countries appear to be favored in reading achievement over non-movers or in-state movers; (4) No specific area of reading achievement (vocabulary or comprehension) appears to be favored in moving. The research lends weight to the idea, according to Snipes, that the problems of the mobile child are probably not academic. Further research, however, is needed in the area of mobility, achievement and adjustment.

Stauffer, Russell G., "A Vocabulary Study Comparing Reading, Arithmetic, Health and Science Texts," *The Reading Teacher* (November, 1966), 20:141-147.

This is a report of four different word counts made so that certain vocabularies could be compared. Word counts were made in seven different basic reading series, and in three series of each of three content areas—health, science, and arithmetic. Findings indicate that there exists little overlap of vocabulary between reading series as well as content area materials. The results point up quite clearly that pupils must be taught word attack skills that will permit them to read effectively in dif-

ferent areas of knowledge and that every teacher is truly a teacher of comprehension, that is reading. Concept development and vocabulary growth and refinement skills must take precedence over the auxiliary skills of word pronunciation with each teacher responsible in her area. In short, every teacher must be a teacher of reading and, beginning at the primary level, should teach the reading of arithmetic, the reading of science, and the reading of health.

Story, Suetta B., "Does Johnny Know More Words than Ivan?" *The Reading Teacher* (November, 1966), 20:131-133.

The author was prompted to make this study of what words Johnny can read compared to Ivan by Trace's book entitled "What Ivan Knows that Johnny Doesn't." The study was limited to first grade since her experience was there. Her findings indicate that the children knew at the end of the first grade, when they were six to seven years old, at least 2,500 words compared to 2,000 by Ivan who was just getting ready to start school.

Summers, Edward G., and James Laffey, "Doctoral Dissertation Research in Reading for 1964, Part I," *Journal of Reading* (December, 1966), 10:169-184.

This annotated bibliography includes doctoral research reported in Dissertation Abstract (Ann Arbor, Michigan) for 1964. This bibliography is a continuation of the annotated listings for 1961, 1962, and 1963. The annotations include as much as possible of the procedures, research design, and conclusions reported under the assumption that a complete summary is most useful to the reader.

Vanek, Edna (Editor), *The Booklist and Subscription Books Bulletin* (December 1, 1966), 63:383-424.

An annotated booklist of books and materials recommended for library purchases are included. Books are classified and an index is provided.

Vernon, M.D. "Ten More Important Sources of Information on Visual Perception in Relation to Reading," *The Reading Teacher* (November, 1966), 20:134-135.

Although accurate and detailed perception of form, and especially of the relationships of parts within complex forms, develops only gradually in children, there is little or no evidence to show, according to Vernon, that those who learn to read normally are much affected by perceptual difficulties. But in some backward readers, though not all, a variety of perceptual deficiencies appear. An annotated bibliography is included.

Williams, Wilma Jean, "Academic Achievement in a Graded School and in a Non Graded School," *The Elementary School Journal* (December, 1966), 67:135-139.

The purpose of this study was to determine whether there is a relationship between organizational structure and pupil achievement. To determine the relationship this hypothesis was tested: "There is no significant difference in achievement between comparative groups of pupils who have attended graded and non graded primary schools." The results seemed to indicate that there is little relationship between graded and non graded organization and pupil achievement.

Winkley, Carol K., "Which Accent Generalizations are Worth Teaching?" *The Reading Teacher* (December, 1966), 20:219-224.

As a technique of word identification, several reading specialists and authors of basal reader manuals have advocated teaching children to apply certain accent generalizations to locate the accented syllable in unfamiliar multisyllabic words. However, there has been no agreement among reading experts as to whether accent generalizations should be taught. Results of this study indicate that accent generalizations were helpful in the identification of unknown words. Winkley inferred that such generalizations should be taught to pupils of average ability at the intermediate grade level. Seven generalizations are proposed.

Wootton, Lutian R., "Triggering Reading Concepts," *The Reading Teacher* (November, 1966), 20:150-151.

Wootton stresses that experiences in the room which are on-going and sequential under the guidance of a capable teacher is an effective way of developing communicative skills at the best psychological moment. Through first hand experiences in the room, concepts necessary for beginning reading and writing were triggered and developed into individual stories. In using this approach the child has a tangible encounter, is encouraged to verbalize, then to recognize a reason for writing and reading. The child is led to appreciate reading and writing as tools which bring pleasant and rewarding experiences.

Zimet, Sara F., "Children's Interest and Story Preferences: A Critical Review of the Literature," *The Elementary School Journal* (December, 1966), 67:122-130.

In this investigation more than three hundred studies of children's interests and story preferences have been reported. In addition there are many articles of opinions derived from research findings and based on a psychoanalytic theoretical framework. The author suggests that what is needed is a more serious attack on the problem of providing the classroom with reading material that has a difficulty range and an appeal commensurate with children's abilities and interests.