

7-1-1967

Ten-Second Reviews

Blanche O. Bush

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons



Part of the Education Commons

Recommended Citation

Bush, B. O. (1967). Ten-Second Reviews. *Reading Horizons: A Journal of Literacy and Language Arts*, 7 (4). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol7/iss4/10

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: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.

TEN-SECOND REVIEWS

Blanche O. Bush

Growth THROUGH reading is the ultimate goal of instruction while growth IN reading is the means to that end.
—A. Sterl Artley

Alexander, Duane and John Money, "Reading Disability and the Problem of Direction Sense," *The Reading Teacher* (February 1967), 20:404-409.

The authors conclude that defective direction sense and defective space-form perception may be implicated in the etiology of some cases of reading retardation because of the effect in preventing modification of the Law of Object Constancy (perceiving an object regardless of change in directional orientation). The authors state that it is possible that the differentiation of direction sense and territoriality may be more complex and more liable to failure in boys than in girls and thereby be indirectly responsible for the greater proportion of dyslexic boys.

Ames, Wilbur R., "The Development of a Classification Scheme of Contextual Aids," *Reading Research Quarterly* (Fall, 1966), 2:57-82.

The main purpose of this study was to obtain a better understanding of the process of the use of verbal context as an aid in determining word meaning. The results of the study indicate that it is possible to place the types of contextual aids that are useful in helping readers derive the meanings of unfamiliar words into a classification scheme having substantial reliability.

Anapolle, Louis, "Visual Training and Reading Performance," *Journal of Reading* (March, 1967), 10:372-382.

The aims of visual training, as expressed by Anapolle, are to teach the student the art of improved visual efficiency through better eye coordination, increased fusional range, improved accommodation facility, greater convergence flexibility, and accelerated speed and span of perception to enhance reading performance. In conclusion he quotes Ward Halstead, "Clear and efficient vision . . . is one of the highest functions

of the human brain: Let us make certain that the eye as the great window of the mind, is properly cared for at all professional levels."

Anastashow, Nicholas J. and Duncan Hansen, "Criteria for Linguistic Reading Programs," *Elementary English* (March, 1967), 44:231-236.

In brief the linguistic approaches base their programs on linguistic criteria involving the structural nature of the phonological and syntactic system of English, while the conventional programs, according to the authors, involve the criteria of word frequency; experiential familiarity, demonstrability (pictorial nature of the vocabulary) and story content. A test was constructed by the authors to serve a research project in Palo Alto Schools. The subtests were designed specifically to measure those aspects of the decoding process pertinent to the beginning reading program regardless of the method of instruction. The early results are encouraging and merit further development.

Atkinson, Richard C. and Duncan N. Hansen, "Computer-Assisted Instruction in Initial Reading; The Stanford Project," *Reading Research Quarterly* (Fall, 1966), 2:5-25.

The purpose of this paper is to describe a computer-based system and curriculum for teaching initial reading completely under computer control. The system and curriculum are organized in such a way that instruction is on an individual basis with each child progressing at his own pace through a subset of materials designed to be best suited to his particular aptitudes and abilities.

Bailey, Mildred Hart, "The Utility of Phonic Generalizations in Grades One through Six," *The Reading Teacher* (February, 1967), 20:413-418.

The purpose of this study was to investigate the utility of phonic generalizations in reading instruction through application of recommended generalizations to a list of words representative of words encountered in reading in grades one through six. The findings of this study emphasize the need for the supplementation of future research to establish the value of phonic generalization in reading in the elementary grades.

Berg, Paul C. and Victor M. Rentel, "Guide to Creativity in Reading," *Journal of Reading* (January, 1967), 10:219-230.

While a single, categorical delineation of creativity is impossible to make, its relationship to other potentials, including intelligence, personality and other aptitudes, are discussed as background to its possible relationship to reading.

Black, Millard H., "Problems of a Big City Consultant," *The Reading Teacher* (March, 1967), 20:500-504.

Problems related to teaching personnel were accorded first place by respondents to a questionnaire on supervisory problems sent in November, 1966 to reading supervisors in 65 of the largest cities in the United States. Among the problems included were inadequately prepared teachers, personnel turn over, large reading classes with extremely wide ranges of achievement, inability of secondary teachers to fit instruction to the pupil at his achievement level, reluctance of teachers to apply principles of learning as they teach, and lack of reading enjoyment often shown by teachers.

Bracken, Dorothy Kendall, "The Reading Clinic as an Educational Service," *The Reading Teacher* (March, 1967), 20:532-536.

Bracken states that the purposes for which reading clinics are organized and for which they operate are varied and many. It appears to Bracken that these services may be offered in a clinic on wheels.

Brzeinski, Joseph, M. Lucile Harrison and Paul McKee, "Should Johnny Read in Kindergarten? A Report on the Denver Experiment." *NEA Journal* (March, 1967), 56:23-25.

A study of 4,000 Denver school children sought to learn whether beginning reading could be taught effectively in kindergarten. Children followed from kindergarten through the fifth grade were assigned by their school to comparable control and experimental groups. Some of the findings indicated that beginning reading can be effectively taught to large numbers of typical kindergarten pupils and that the gains made by experimental groups could be maintained by following up with an adjusted teaching program in subsequent grades. No evidence

was found that early instruction in beginning reading affected visual acuity, created problems of school adjustment or caused a dislike for reading.

Cohen, S. Alan, "Some Conclusions about Teaching Reading to Disadvantaged Children," *The Reading Teacher* (February, 1967), 20:433-435.

Cohen presents two hunches and 12 conclusions about teaching socially disadvantaged children to read and write. Hunch 1: Many psychosocial characteristics associated with socially disadvantaged youth are, in fact, characteristic of adolescents in general. Hunch 2: Suburban children sit still, read "Look, Jane, Look," get in line in a hurry, and do their homework no matter how meaningless the task. Slum children are not as acquiescent, unless the work is really meaningful and they are less likely to play according to school rule. Among the conclusions included are that compensatory programs for socially disadvantaged children have not proved successful, socially disadvantaged retarded readers tend to be visual rather than auditory or phonic readers, children must be taught individually with materials fitting their needs not more of the same, and the culturally deprived child depends upon the school for language development.

Collier, Marilyn, "An Evaluation of Multi-Ethnic Basal Readers," *Elementary English* (February, 1967), 44:152-158.

The purpose of this study was to evaluate the multi-ethnic basal readers published before May, 1965. The evaluation of texts and illustrations were made on the basis of seven major considerations. The author stated that more improvement is needed in order for the multi-ethnic basal readers to meet the needs of culturally disadvantaged children and of non white children in all communities. However, educators and publishers have made progress in providing American children with basal readers which present the multi-ethnic society in which they live.

Covington, Martin V., "Some Experimental Evidence in Teaching for Creative Understanding," *The Reading Teacher* (February, 1967), 20:390-397.

This research is primarily concerned with the development of curriculum programs to foster creative thinking among elementary school children. The author emphasizes that comprehension in reading is fundamentally a high-level cognitive activity. Because of this intimate connection between insightful, thoughtful reading and the higher order cognitive processes the research of the Berkeley Creativity Projects holds a number of implications for the teaching of reading. Two different kinds of reading comprehension are proposed, passive understanding which is understanding of material read and creative understanding which requires searching for an explanation of what has been experienced.

Denberg, Robert and Charles Jones, "Critical Reading in a Developmental Reading Course," *Journal of Reading* (March, 1967), 10:399-403.

An experimental reading course was given at the Randell School in Denver to seventh and eighth grade students and another in Boulders, Colorado, to test the hypothesis that improving and extending the structure of logical and critical thinking results directly in improving critical and integrative reading ability. It was found that in all cases improvement in critical reading ability and in critical thinking was made. As was expected, the carry-over of critical reading into the academic classroom situation was somewhat less than that evidenced during the reading course.

Dietrich, Dorothy M., "Standards and Qualifications for Reading Specialists," *The Reading Teacher* (March, 1967), 20:483-486.

Minimum standards for the professional training of reading specialists developed by the Professional Standards and Ethics Committee were approved by the Board of Directors of the International Reading Association in 1961 and were revised in 1965. Five categories of reading specialists were decided upon: Reading teacher, consultant, coordinator, clinician, and college instructor.

Emans, Robert, "The Usefulness of Phonics Generalizations Above the Primary Grades," *The Reading Teacher* (February, 1967), 20:419-425.

Most modern authorities of reading advocate the teaching of phonics in some form. The consensus is that children need visual and auditory clues in word recognition. Phonics is one of the helps in providing these clues. Nevertheless, the issue of phonics remains cloaked in an aura of controversy. This investigation has left unstudied the problem of which generalizations should be taught. Future studies need to be conducted to develop procedures for teaching generalizations and to try the procedures under controlled experimental conditions.

Emans, Robert and Gladys Mary Fisher, "Teaching the Use of Context Clues," *Elementary English* (March, 1967), 44:243-247.

The purpose of this study was to develop a series of exercises for teaching the use of context clues in word recognition along with phonetic and structural analysis. Context clues provide one of the best means for achieving the recognition of a word. Authorities such as Nila B. Smith, Arthur W. Heilman, Emmett A. Betts, Homer L. J. Carter, Dorothy J. McGinnis and many others agree to the importance of context clues in identifying words.

Emans, Robert and Gloria Patyk, "Why Do High School Students Read?" *Journal of Reading* (February, 1967), 10:300-304.

This study involves motivation for the reader. Two questions were raised in the study: (1) What are the motives that the high school students say they have for reading? (2) How do intelligence, social class, sex and age influence motives for reading?

Fasan, Walter R. and Helen F. Isbits, "Reading Activities Using Newspapers, Working with the Disadvantaged," *The Instructor* (January, 1967), 76:24 and 49.

Teachers who work with disadvantaged pupils in the Chicago area schools have found newspapers to be a successful technique to supplement textbooks. These pupils who use newspapers do not seem to tire as easily of newspapers as they do of books and use them to develop the skill of oral reading. Vocabulary building and word attack skills, as well as techniques of organization are developed through the use of newspapers.

Papers, enough for each pupil in the class, are delivered each week. They are rotated from teacher to teacher so many pupils can work with them in all subject areas.

Graubard, Paul S., "Assessment of Reading Disability," *Elementary English* (March, 1967), 44:228-231.

Using formal and informal measures of assessment the classroom teacher can sharpen her skills and become more systematic and effective in her teaching. She can refer children who can be helped by specialists with greater dispatch and through assessment of strengths and weaknesses can construct a remedial program that is appropriate for an individual and within the competency of her discipline. Teachers should look for these correlates of reading disability: auditory acuity, auditory perception, blending ability, visual acuity, visual perception, differentiation, physical energy and emotional handicaps.

Kendrick, William M., and Clayton L. Bennett, "A Comparative Study of Two First Grade Language Arts Programs," *Reading Research Quarterly* (Fall, 1966), 2:83-118.

The present study was designed to determine the relative effectiveness of the Experience Approach to the teaching of the language arts as compared with the traditional method. To make this comparison, four areas of the language arts were separately measured: reading, writing, listening, and speaking. In addition, an index of development in reading interest was taken and pupil attitude toward reading determined.

International Reading Association, "Code of Ethics," *The Reading Teacher* (February, 1967), 20:439.

The code of ethics and minimum standards for professional training of reading teachers are presented.

Jones, Ernest A., "A Specialist in Workshop Institutes and In-Service Programs," *The Reading Teacher* (March, 1967), 20:515-519.

Jones summarizes that in most circumstances the role of the reading specialist seems to be that of consultant, learning materials expert, text evaluator, and children's literature expert.

Of all these roles, the one of demonstrator of workable materials and techniques seems to be most in demand and the most effective.

Keener, Beverly M., "Individualized Reading and the Disadvantaged," *The Reading Teacher* (February, 1967), 20:410-412.

The author believes it is time to re-think the ways in which reading is taught to disadvantaged children. Although the individualized approach has yet to gain wide-spread acceptance as an effective way to teach reading, the possibility of its use with deprived youngsters deserves consideration. Inherent in this method are the selection of reading materials by the student himself, based upon interest and appeal, and the teaching of reading skills when a need is shown for them rather than at a moment arbitrarily selected by the teacher. Another source of material is the students themselves.

Lerner, Janet W., "A New Focus in Reading Research: The Decision-Making Process," *Elementary English* (March, 1967), 44:236-243.

Recent investigations have dramatized the gap that exists between an "ideal" reading program and the reality of a functioning reading program in an on-going school situation. This discrepancy becomes apparent upon examination of the following four areas: (1) The making of policy decisions concerning reading and the implementation of these decisions, (2) The role of the reading consultant, (3) The wide-spread use of the basal readers, (4) The adoption of reading methods.

Lumley, Kathryn Wentzel, "Mobile Reading Units and a Traveling Bookstore in Washington, D.C." *The Reading Teacher* (January, 1967), 20:319-324.

Mobile diagnostic reading units and a traveling bookstore stocked with paperbacks are rolling up to the schools and adding new dimensions to reading for thousands of students in Washington, D.C. Title I funds are providing these services as well as the teacher aide program which was organized to relieve classroom teachers of some of their routine tasks.

Natchez, Gladys, "From Talking to Reading Without Really Trying," *The Reading Teacher* (January, 1967), 20:339-342.

Natchez concludes that the more we recognize the importance of learning at one's own pace (as we let the baby learn to talk), the more we will see the value of matching instruction to the child rather than vice versa. Add to this, continued pride and excitement at each stage and we will give children a greater chance to succeed in general and to learn to read in particular.

Ray, Darrel D., and Mavis D. Martin, "Gains in Reading Achievement," *Journal of Reading* (January, 1967), 10:238-242.

The purpose of this investigation was to examine groups of differing initial performance to determine relative gain derived from a college reading improvement program. This study indicates that substantial gains were made by both groups and that there was no significant difference between gains made by high performance and low performance groups in any area of reading measured. The investigation also indicates that adjustment to individual differences through grouping procedures, instructional methods, and materials results in a better developmental reading program.

Robinson, H. Alan, "The Reading Consultant of the Past, Present, and Possible Future," *The Reading Teacher* (March, 1967), 20: 475-482.

Robinson, basing his opinions on reviews of literature, says that most reading consultants of the past worked more closely with disabled readers than they did with teachers and the total reading program. The reading consultant of today is not, and should not be, a teacher of developmental or remedial reading. His major role and purpose is to work with the staff of a school to develop, implement, coordinate and evaluate the reading program. The reading consultant of the future should be a well-trained specialist who conceives of the school reading program as permeating the total curriculum, who helps all teachers adjust the program to the individual needs of students, and who is not only concerned with reading skills but is deeply concerned with the development of lifetime readers.

Robinson, Helen M., Samuel Weintraub, and Helen K. Smith, "Summary of Investigations Relating to Reading," July 1, 1965

to June 30, 1966, *Reading Research Quarterly* (Winter, 1966-67), 2:7-141.

The published research reports and summaries of research in reading, the findings of 306 studies reported within the year from July 1, 1965 to June 30, 1966 are presented. The studies are divided into six major categories: (1) summaries of specific topics, (2) teacher preparation, (3) sociology of reading, (4) psychology of reading, (5) teaching of reading, and (6) reading of atypical learners.

Rowland, Howard S., "Plan a Program of Dramatic Readings, Want to Make Poetry An Exciting Experience?" *Clearing House* (March, 1967), 41:410-414.

This article discusses the purposes, conceptions and preparation for an assembly program of dramatic readings.

Schiffman, Gilbert B., "The Role of a State Reading Consultant," *The Reading Teacher* (March, 1967), 20:487-493.

In considering the role of the state consultant nine basic areas of concern that lead to effective reading programs are listed. (1) What is reading? (2) What is a retarded reader? (3) How do we measure achievement? (4) How do we measure capacity? (5) What is the etiology of reading disabilities? (6) Who should teach reading? (7) Who is responsible for the training of the teachers? (8) What are the responsibilities of the different disciplines? and (9) What are the best pedagogical procedures?

Shawaker, Annette, "A Substitute for the Whole-Word Method," *The Reading Teacher* (February, 1967), 20:426-432.

According to the author most children with reading problems seem to have auditory and perceptual disabilities. The methods presented in this article have developed through eliminating procedures which were ineffective and keeping those which were most successful. The method, Shawaker insists, cannot be used without linguistically based books. These books are the only books which start with regular words and work gradually to the irregular words in the language.

Stauffer, Russell G., and Ronald L. Cramer, "Reading Specialists in An Occupational Training Program," *The Reading Teacher* (March, 1967), 20:525-531.

The primary objective of the program described in this article was to improve the teaching skills of the Man Power Development Training teachers of the basic language arts. The subjective appraisals of the consultants and the participants reflected a good deal of satisfaction with the results obtained.

Stephens, Wyatt E., Ernest S. Cunningham, B. J. Stigler, "Reading Readiness and Eye-Hand Preference Patterns in First Grade Children," *Exceptional Children* (March, 1967), 33:481-491.

To assess the idea that mild neurological dysfunctions, as evidenced by crossed eye-hand preference patterns, interferes with the learning of reading skills, comparisons were made of reading readiness test results for 89 first-grade children. Comparison on the basis of sex and eye-hand preferences patterns yielded no significant differences in levels of reading readiness. Findings suggest that minimal brain dysfunction theories may be unsuitable for explaining reading disability.

Summers, Edward G. and James Laffey, "Doctoral Dissertation Research in Reading for 1964, Part IV," *Journal of Reading* (March, 1967), 10:383-392.

This annotated list completes the report which appeared in the December, 1966, January, 1967 and February, 1967 issues.

Tracy, Robert J. and Earl F. Rankin, Jr., "Methods of Computing and Evaluating Residual Gain Scores in the Reading Program," *Journal of Reading* (March, 1967), 10:363-367.

This paper presented two computational methods for measuring residual gain and a short graphical method for estimating such gain for classroom use. In addition, a computational method for evaluating residual gains in terms of derived scores based on the normal distribution curve was described.

Veatch, Jeanette, "Structure in the Reading Program," *Elementary English* (March, 1967), 44:252-257.

The author suggests these central characteristics that should be included in order to give structure to the reading program:

- (1) Self choice of the majority of instructional materials.
- (2) The central roles of normal speech patterns.
- (3) The central role of a variety of literary materials, particularly trade books.
- (4) The meeting of individual differences, purposes, and interests through individual conferences.
- (5) Efficient classroom management through groups organized upon identified tasks.

Wann, Kenneth D., "A Comment on the Denver Experiment," *NEA Journal* (March, 1967), 56:25-26.

The author states that reading programs which teach kindergarten children about meaning in spoken language and the relations of language sounds to the symbols that stand for them, merit careful consideration by those interested in developing modern kindergarten programs. The Denver program, Wann believes, has made a significant contribution by demonstrating that kindergarten children can be taught reading and that using letter-sound association, spoken context, and initial letter sounds and forms are good ways of doing so.

Wardeberg, Helen L., "Critical Reading," *Elementary English* (March, 1967), 44:247-252.

Critical reading is interpreted by some to mean the ability to detect and analyze propaganda techniques. Another definition is synonymous with critical thinking, and a third interpretation is literary criticism. It apparently means different things to different people.

Warner, Dolores, "The Divided Day Plan for Reading Organization," *The Reading Teacher* (February, 1967), 20:397-399.

Divided day scheduling provides a reading period of one hour in the morning with half of the class, while the other half of the class arrives later and stays later to receive its reading instruction after the earlier group has gone home. With a reduced teacher-pupil ratio, a more individualized reading program can be conducted.

Wedeen, Shirley Ullman, "A Two-year Basic Skills Study," *Journal of Reading* (January, 1967), 10:231-237.

The aims of this study were to ascertain whether a six-week training program in a Basic Skills Center produces genuine gains in reading and writing skills and whether gains, if accrued, are maintained over a two-year period. Findings indicate that training in reading and writing skills results in genuine gains which are maintained over a prolonged period of time.

Worley, Stinson E. and William E. Story, "Socio-economic Status and Language Facility of Beginning First Graders," *The Reading Teacher* (February, 1967), 20:400-403.

The purpose of this study was to determine to what degree entering first grade children of low socio-economic status differ in language facility from those of higher socio-economic status. Based upon statistical analysis a difference of over one year was found to exist between the means of the two groups in favor of the higher socio-economic children.