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TEN-SECOND REVIEWS

Blanche O. Bush

The more competent readers a society has, the greater will be its capacity for doing good to itself. — Frank Jennings

Brody, Barbara G., "For Reading Enrichment Appeal to the Five Senses," *The Instructor* (October, 1965), 75: 96-101.

When a child's imagination is stimulated he becomes absorbed and develops a desire to express himself in various ways. Through deliberate planning, as described by the author, an appeal can be made to the five senses resulting in a better understanding of material read.

Caudle, Fairfid M., "Prereading Skills Through the 'Talking Typewriter,' " *The Instructor* (October, 1965), 75:39-40.

This article is intended as a description rather than an endorsement of the talking typewriter. Caudle cautions the readers that it is still too soon to draw specific conclusions about the contribution the talking typewriter may make to education.

Cawley, John F., Jerry Chaffin, and Herbert Brunning, "An Evaluation of a Junior High School Reading Improvement Program," *Journal of Reading* (October, 1965), 9:26-29.

The results of this study indicate that a reading improvement program conducted by teachers who concentrate their efforts on reading and who structure a program adjusted to the needs of students can yield significant improvement on the Junior High School level. This was not an investigation of the effectiveness of specific materials nor of the appropriateness of the procedures used.

Crosby, Muriel, "Reading and Literacy in the Education of the Disadvantaged," *The Reading Teacher* (October, 1965), 19:18-21.

The child who learns to read deeply, with satisfaction and pleasure, and who finds in reading emotional and spiritual satisfaction is likely to become the adult who is economically self-

sufficient—the adult who tries life on for size and finds that it fits with a few alterations here and there. This is what education must help the disadvantaged child do for himself.

Durkin, Dolores, "Beginning Reading—When and With What Materials?" *Children Can Learn to Read—But How?* Rhode Island College Reading Conference Proceedings, Coleman Morrison, ed., 1964, pp. 7-17.

Durkin summarizes the very essence of the topic of reading and young children under the heading of individual differences among children of the same chronological age. For the schools these differences have created both challenges and problems that will take many years to resolve because as new adaptations and solutions are found, new and more subtle differences among children will be identified.

Fried, Estelle B., "An Individualized Reading Program for the Junior High School," *High Points* (May, 1965), 48:63-66.

The keys to learning, according to Fried, are interest and teacher motivation. The English teacher on the junior high level can make an individualized reading program more meaningful if the reading interests of the class are surveyed and an attempt to share the students' interests is made by reading some of the books that appeal to young people. While great literature may not be found, some of the foundation stones on which to build an enduring interest in reading may be discovered.

Gaudet, Arthur W., "The Reading Capacity and Achievement of Mentally Retarded Children," *Reading in Montana*, No. 3, Summer 1965, pp. 25-27.

Gaudet emphasizes that mentally retarded children can learn to read. Teachers, however, should not try to teach reading before the child reaches a mental age between six and seven years. The interest level, which is nearer their chronological age than their mental age, should be considered in selecting reading materials.

Glennen, Robert, "Guidance and the Teaching of Reading," *Reading*

in *Montana*, No. 3, Summer, 1965, pp. 10-11.

In the teaching of reading many guidance practices can be applied. The teacher should encourage and reassure children, build their confidence in their ability to succeed in reading, increase self understanding, dispel their fears about reading, and help them develop new ways of coping with frustrations.

Goodman, Kenneth S., "A Linguistic Study of Cues and Miscues in Reading," *Elementary English* (October, 1965), 42:639-43.

This is a study in applied linguistics from which several implications have been drawn based on the description of the oral reading of children. (1) Presenting new words out of context before new stories are introduced does not appear necessary or desirable. (2) Prompting or correcting children when they read orally appears to be unnecessary or undesirable in view of the self correction through language cues. (3) Regressions are the means by which the child corrects himself. (4) Shotgun teaching of phonics skills to whole classes at the same time seems questionable in view of the extreme diversity of the difficulties children displayed in this study. (5) Children, in this study, found it harder to recognize isolated words than to read them in stories. The author believes concentration on words in teaching reading must be abandoned and a theory of reading and a methodology, which focuses on language, must be developed.

Hansen, Kenneth, "Reading in the Subject Matter Fields," *Reading in Montana*, No. 3, Summer 1965, pp. 33-37.

Reading materials in the subject matter area are marked by a very high degree of specificity. They have an unusual compactness and a highly technical vocabulary which require a technique of triggering the "big" meaning with the "little" word in the teaching of reading.

Hecht, Irvin Sulo, "Should General Students Meet Minimum Reading Standards?" *High Points* (April, 1965), 47:5-8.

Teaching each course calls for a variety of activities among which reading is only one. However, an individual who meets the reasonable requirements of the class must be able to read.

Furthermore, when teachers devote their effort to upgrading the teaching of the subject in all its aspects and avoid tangential and misleading panaceas, a greater degree of success with children will be gained.

Heitzman, Andrew and Richard H. Bloomer, "The Need for Special Remedial Teachers," *Journal of Reading* (October, 1965), 9:30-33.

The purpose of this survey was to determine the extent of the need for specialized assistance and the kinds of preparation which school administrators believe would best equip teachers to handle specialized problems. The greatest lack of special remedial teachers was on the elementary school level in the area of reading. In teacher education, administrators urge that specific method courses as well as courses in psychology of learning, diagnostic and remedial teaching, measurement and evaluation, and practicum in remediation be required.

Hilgard, Ernest R., "The Human Dimension in College Teaching," *N.E.A. Journal* (September, 1965), 54:43-45.

The author presents these suggestions for effective teaching which involves the contagious nature of enthusiasm and involvement with ideas. (1) Don't try to teach in the area in which you are not interested. (2) Don't be afraid of showing feeling. (3) Reward student enthusiasm. (4) Encourage growth toward identity by establishing self criticism based on self respect.

Joly, Roxee W., "Reading Improvement in Subjects Other Than English," *High Points* (January, 1965), 47:22-30.

Various projects to increase the amount of learning from the printed word and thus indirectly improve general reading comprehension in classes other than English were attempted. From the results of this study, the teachers involved and the writer are convinced that further research for better ways to encourage students to improve their ability to learn and enjoy learning from reading is necessary.

Kagan, Jerome, "Reflection-Impulsivity and Reading Ability in

Primary Grade Children," *Child Development* (September, 1965), 36:609-628.

In this study children were administered measures of reading skills and indexes of reflection-impulsivity in grade one and again at the end of grade two. Children who were impulsive, in contrast to reflective, made many errors and displayed fast decision times in reading words presented singly or in prose selections. Kagan suggests that remedial work with children retarded in reading should include specific training in reflection and that training in reflection in kindergarten reading readiness programs be given.

Kaufman, Maurice, "A Follow-up Study on Reading Test Results of Deaf Children," *American Annals of the Deaf* (May, 1965), 110: 420-423.

Forty-two children attending the School for the Deaf who were administered the Metropolitan Achievement Tests, Elementary Form, showed significant gains in reading ability. Eleven children who were itinerants in other schools at the time of the final test but had been pupils at the school for deaf during the initial test also showed gains.

Kean, John M. and Kaoru Yamamoto, "Grammar Signals and Assignments of Words to Parts of Speech Among Young Children: An Exploration," *Journal of Verbal Learning and Verbal Behavior* (August, 1965), 4:323-326.

This investigation was to ascertain the relationships between syntactic signals and word assignments to parts of speech among young children. Results indicate that, regardless of sex, syntactic clues become increasingly important in classification of words as a function of age in young children. Children seemingly use syntactic signals to cue meaning of any new, unknown words and thus expand their grammar system.

LeFevre, Carl A., "A Comprehensive Linguistic Approach to Reading," *Elementary English* (October 1965), 42:651-659.

At present there is no single linguistic approach to reading recognized by the author although several individuals have given their names to spelling and word methods of teaching

beginning reading. LeFevre believes that there is a need for a synthesis that is developed, controlled, and corrected by means of an interdisciplinary attack on reading. Such a synthesis must move beyond spelling and word attack and into reading processes at the sentence, paragraph, and extended passages of exposition.

Liston, James M., "How to Put More Punch in Poetry Studies," *Grade Teacher*, (September, 1965), 83: 154-156.

A collection of classroom tested tips that can help to make poetry sessions more fruitful and fun are presented. These tips include writing, discussing, vocabulary, rhyming, and evaluating.

Sister M. Helen, "Teaching Tips," *Grade Teacher* (September, 1965), 83:85.

Practical ideas that have been successful in the classroom are discussed. Included are practical hints for putting walls to work to help develop study skills.

Marshall, A. E., "Reading Through Drama," *Education Panorama, The Exceptional Child* (1965), 7:8-9.

The energy engendered by drama used thoughtfully, according to Marshall, can be the most useful factor. The teacher has to encourage the emotionally retarded child in his growth towards maturity. The author discusses the procedures used in this school relative to reading through drama for non-readers between the ages of seven and ten years of age.

Martin, John, "Montessori after 50 Years." *Education Digest* (September, 1965), 31:7-9.

The important contribution made by Montessori, as reported by Martin, is that it leads to systematized and total educational programs for the young child. When we learn to perceive children with Montessori's acuteness, use her insight, make and then bring our modern technology to play in creating learning devices more advanced than 1910, we will be taking a step forward in today's education. The emphasis, he noted, on early

childhood education today for slum impoverished is almost a duplication of Montessori's theories of fifty years ago..

McClellan, Jack, "New Roles for School Libraries," *Elementary English* (October, 1965), 42:646-650.

A school library is not a panacea for all the problems facing those who develop curricula, but it has the resources to provide many solutions if use of the library is properly structured into the curriculum. If library skills are learned well, young people will have some of the basic "wherewithal" to meet rapid changes in our culture.

Melton, Emma, "Developing Reading Interest in the Primary Grades," *Reading in Montana*, No. 3, Summer 1965, pp. 38-39.

The home and school environment are conditioning factors, according to Melton, and the teacher is the key factor in the development of reading interests. She suggests that the teacher begin at the point of interest of the child and proceed to stimulate additional interest through experiences. The final aim is not to attain a specific goal of a certain number of books read or even a specific kind of book read, but the development of a lasting interest in reading.

Michaels, Melvin L., "Subject Reading Improvement: A Neglected Teaching Responsibility," *Journal of Reading* (October, 1965), 9:16-20.

In this article the two equally important teaching responsibilities of the secondary teacher are discussed. The first, which is enthusiastically endorsed by most teachers, is transmitting subject content. The second, which is improving student's ability to acquire subject content independently by reading, however, seems to be accepted by and taught by a small minority.

Miller, Lewis B., "Programmed Materials in the Teaching of Reading," *Reading in Montana*, No. 3, Summer 1965, pp. 16-19.

Miller states that as computers are coupled to programmed instruction greater use through new learning methods of the first grader's potential will be developed. This cannot be

accomplished, however, without the teacher for investigators need from the teachers, a re-evaluation of ideals, higher expectations from the children, and continued empathy not apathy.

Newman, Harold, "A Remedial Reading Program," *High Points* (January, 1965), 47:31-40.

Remedial reading classes were organized in this vocational high school primarily to serve the needs of pupils whose reading disability interfered with their school adjustment. After studying the situation, the author suggests that the remedial reading period be replaced by a communication skills course in which reading would be the core around which a related language arts program could be developed.. Furthermore, he urges that the isolated period of reading instruction be abandoned in favor of a school wide reading program.

Painter, Helen W., "Critical Reading in the Primary Grades," *The Reading Teacher* (October, 1965), 19:35-39.

Children of primary grades can think critically about those situations which are a part of their own experiences or can be related to them. However, the author states, many children will not do critical reading and thinking unless the teacher directs or challenges them. Critical reading calls for teachers who are critical thinkers themselves. Suggestions are presented that can be helpful in developing critical readers and thinkers.

Pleassas, Gus P., and Peggy A. Dison, "Spelling Performance of Good Readers," *California Journal of Educational Research* (January, 1965), 16:14-22.

This article is concerned with an investigation of the spelling performance of selected good readers. From the findings of this investigation it was concluded that good readers are normally good spellers and that children's reading levels usually govern their levels of spelling. The authors concluded that pupils rarely spell correctly words that they are unable to recognize and reading vocabulary achievement correlates significantly with spelling ability.

Rankin, Earl F., Jr., Renny Greenmun, and Robert Tracy, "Factors Related to Student Evaluations of a College Reading Course,"

Journal of Reading (October, 1965), 9:10-15.

From this investigation the conclusion was drawn that student evaluation of a reading course tends to be more closely related to evaluations of the teacher than to any measured improvement in reading.

Sister St. Francis Campbell, S.N. D. de.N. "Neurological Approach to Reading Problems," *The Catholic Educational Review* (January, 1965), 63: 28-34.

A new approach to reading problems has been made by a team of men whose theory is based in part on a theory of rehabilitation set down a generation ago by Fay. The whole human organism operates as a single unit physiologically, psychologically, and intellectually. Peripheral activity such as vision, dexterity, phonetics, and various reading techniques are meaningless in remediation if the total neurological organization is defective.

Schulze, Gaynelle Babb, "An Evaluation of Vocabulary Development by Thirty-two Deaf Children Over a Three Year Period." *American Annals of the Deaf*, (May, 1965), 110:424-435.

This study is an evaluation of the written vocabulary of thirty-two deaf children over a three year period. Some observations noted are: (1) As the children progressed educationally their writing became more lengthy and showed a greater number of different words. (2) An approximate four year lag in vocabulary development existed although the number of words in written vocabulary more than doubled. (3) The group's average Stanford Achievement Score increased only 9 months in the three-year period. A good bibliography is included.

Scott, Louise T., and Louise F. Lanford, "Phonics, Month by Month." *Grade Teacher*, (September, 1965), 83:63.

The article is the first in a new series on classroom activities designed to liven up the study of sounds in the early grades. These activities can be adapted to the chalkboard, bulletin board, or flannel board.

Shiefman, Emma, "The Beatles? Yeah! Yeah! Yeah!" *The Reading*

Teacher (October, 1965), 19:31-34.

A remedial reading teacher who has recognized the importance and difficulty of securing materials with a high level of interest and a simple vocabulary did some research on the one subject of common interest to most children, the Beatles. She found the Beatles' vocabulary remarkably suited for beginning or retarded readers. Ten songs investigated included a vocabulary of 173 words used a total of 1,072 times. Of these 173 words, 139 appear on Dolch's word list of 684 words of controlled vocabulary for children's reading. The true significance of classroom use of the Beatles or their equivalent is that we make use of some of the experiences of the disadvantaged child—we don't reject everything he brings to school. One objection to classroom use of the popular culture is that it may lead to over excitement in the classroom—but wouldn't you rather have the problem of controlling enthusiasm than combating apathy?

Silverman, Eve, "Senior Made Primer," *N.E.A. Journal* (October, 1965), 54:32-33.

Writing books that would be interesting to first graders was a project of this twelfth grade English class. After interviewing first graders to determine subject matter of interest and studying techniques involved in the teaching of reading, the class wrote, edited, and rewrote primers. Omitting any consideration of this project's impact on present or future first graders, the results of the program indicate that the seniors were able to recognize their own limitations, fears, and needs for success and each student's approach to his own reading problem benefited from a carry over of this understanding.

Skinner, B. F., "Why Teachers Fail," *Saturday Review* (October 16, 1965), pp. 80-81+.

Much that Skinner has to say about the processes of learning bears directly upon classroom practice. He believes that a really effective educational system cannot be set up until we understand the processes of learning and teaching. Human behavior is far too complex to be left to casual experience in the restricted environment of the classroom. Teachers need help. In particular they need the kind of help offered by a scientific

analysis of behavior. Some principles derived from such analysis have contributed to the design of schools, equipment, texts, and classroom practices but these positive contributions, Skinner states, are no more important than the light which the analysis throws on current practices of teaching.

Veatch, Jeanette, "What Research Says About Individual Reading," *Children Can Learn to Read—But How*, Rhode Island College Reading Conference Proceedings, Coleman Morrison, ed., 1964, pp. 94-101.

This paper is devoted to what research says about individualized reading and is limited to those patterns of classroom management that allows each child (1) to choose the majority of his instructional material and to read it at his own rate, (2) to have frequent conferences with his teacher for instructional purposes and, (3) to organize groups to attack tasks unique to the membership of that group at that time.

Wilson, Robert M., "Oral Reading is Fun," *The Reading Teacher* (October, 1965), 19:41-43.

The language laboratory designed specially for foreign language suggested a technique for teaching oral reading to sixth graders using a minimum of classroom hours. The children were placed in a situation which permitted all of the children to read orally at the same time and in relative privacy, and to listen to their efforts for immediate evaluation. At the end of the project the gains in accuracy were as expected, since oral reading stresses accuracy, but the student reaction was more favorable than expected. There was generally an attitude of "Let's not quit yet."

Wright, Elizabeth J., "Upper Graders Learn by Teaching," *The Instructor* (October, 1965), 75:102-103.

The tutor team as described in this article is limited to upper grade students who are nominated by their classroom teacher because of their scholastic achievement and personality. The coordinator trains the tutors in responsibility and the tutors' teachers help them with methods to use in assisting their young charges. The team not only helps the younger children with school work but also provides an older brother-sister feeling. The experiences are believed to be significant for both the tutor and student and have been accepted with enthusiasm by both parents and teachers.