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## Ten-Second Reviews

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# TEN-SECOND REVIEWS

*Blanche O. Bush*

Reading and conversation may furnish us with many ideas of men and things, yet it is our own meditation that must form our judgment. —Dr. I. Watts

Aaronson, Shirley, "Changes in I.Q. and Reading Performance of a Disturbed Child," *The Reading Teacher* (November, 1965), 19:91-95.

This paper describes the kind of remedial reading help that was offered a disturbed child and the changes that were realized. According to the author the child's progress in reading was rather uneven and slow but the change in his attitude was quite dramatic.

Allen, Dwight W., and Richard E. Gross, "Microteaching," *NEA Journal* (December, 1965), 55:25-26.

A program of real though scaled-down teaching experience called microteaching was recently developed at Stanford University. Graduate students in secondary education have the responsibility for teaching two full sized classes and are paid a regular salary for their work. At the same time the participants are involved in microteaching they pursue regular course work leading to an M.A. degree and a secondary school teaching credential. Candidates are accepted in English, modern languages, physical education, mathematics, music, art, and social studies.

Allen, R. V., A. Sterl Artley, Charles C. Fries, Dorothea E. Hinman, Willard C. Olson, Don H. Parker, Sir James Pitman, and Charles E. Wingo, "Current Approaches to Teaching Reading." Adapted from *Current Approaches to Teaching Reading*, Department of Elementary-Kindergarten-Nursery Education, NEA Department, Helen K. Mackintosh, ed., *NEA Journal* (December, 1965), 55: 18-20+.

Aware of the need to solve the reading problem, reading specialists have originated new methods of teaching reading and modified old ones. Each method has its own particular value for one may be better suited to a certain group of children than another. Teachers should become familiar with various methods and adapt their instruction to meet the unique learning needs

of the pupils in their classrooms. These experts have given a capsule description of eight methods.

Balow, Bruce and James Curtin, "Reading Comprehension Score As A Means of Establishing Homogeneous Classes," *The Reading Teacher* (December, 1965), 19:169-173.

The sectioning of relatively bright, high achieving pupils into classrooms on the basis of reading comprehension scores in hope of obtaining homogeneous achievement groups is not supported by this study. Groups established on the basis of reading scores would appear to show differences between means in most other achievement areas as well. The authors stated that research is needed to go beyond this investigation and to study the results of actual, not hypothetical grouping procedures.

Boutiler, Mary E. T., Mary J. Quinn, Sybil Wiberg, and Anne M. McParland, "The Wilmington Story," *The Reading Teacher* (November, 1965), 19:106-109.

This program has been successful due to the deep educational commitment of the people of Wilmington. At least 91 per cent of the students who entered the junior and senior high in 1964 were reading with ease and competence at seventh grade level. All will continue to receive planned, sequential, individualized instruction in vocabulary, comprehension, speed, and general reading skills.

Boyd, Verna, "Personal Experience Records as A Method of Reading Readiness," *The Reading Teacher* (January, 1966), 19:263-266.

A good readiness program, according to the author, is one which develops all the skills connected with reading without actually engaging in formal reading. The writer suggests experience charts for they record what the child actually says and help the child make the connection between oral and written language. The method helps the child to realize that reading is related to him.

Buelke, Eleanor, "The Drama of Teaching Reading Through Creative Writing," *The Reading Teacher* (January, 1966), 19:267-272.

A genuinely successful creative writing-reading program, as described by the author, is marked by the day-by-day, spontaneous enthusiastic reading by the pupils who are taking part. Learning becomes more important and personal.

Dalglish, Alice, "Autumn Books for Young People—A Matter of Integrity," *Saturday Review* (November 13, 1965), pp. 51-62.

Integrity, however achieved, is the quality we look for in children's books. This includes integrity with regard both to writing and subject matter. Changes or modifications in ways of thinking are bound to be reflected in children's books as in adult books. Occasionally, the author says, a book may lead the way but that depends on the author's integrity, his vision and his ability to interest and move the reader. A list of books for children of various ages is included.

Fenner, Mildred S., "Editor's Notebook," *NEA Journal* (November, 1965), 54:72.

Some teachers whether assigned students with high IQ or low, privileged or underprivileged, seem to end up with the kind of classes other teachers covet. Their secret of success is, "I expect children to do their best and they do." Expecting children to do their best does not mean, however, setting up unreasonable expectations that make them miserable or desperate.

Gunderson, Doris V., "Reading Readiness: Fact and Fancy," *The Journal of the Reading Specialist* (October, 1965), 5:1-8.

Much research has been conducted to determine the importance of reading readiness. Gunderson summarizes this research by saying that the general consensus is that a period of readiness is necessary before reading instruction is introduced. The length of such a program is governed by the needs of the children. Much research remains to be done concerning readiness for beginning reading. It is possible that the presently available readiness activities are not structured to supply the foundation essential for reading instruction. A bibliography is included.

Gunderson, Ethel, "Can Poetry Develop Taste?" *The Reading Teacher* (January, 1966), 19:260-262.

While the author's main objective in her work with poetry is to delight and amuse, some very desirable fringe benefits appeared such as growth in ability to listen, comprehension of story told in verse, appreciation of the characters described and the apparent need to hear poems read again and again. The author asks, "May we assume then that poetry can and does develop taste in literature?"

Gurney, David, "The Effect of An Individual Reading Program and Attitudes Toward Reading," *The Reading Teacher* (January, 1966), 19:277-288.

This investigation attempted to demonstrate the effectiveness of an individualized reading program in inducing a more positive attitude toward reading on the part of elementary pupils and to determine if any difference in reading level might accrue. Results indicate that positive attitudes toward reading did occur but there were no significant differences in reading levels.

Henderson, Edmund, Barbara H. Long, and Robert C. Ziller, "Self-social Constructs of Achieving and Nonachieving Readers," *The Reading Teacher* (November, 1965), 19:114-118.

This study has explored certain personality correlates of reading disability. Attention was focused upon differentiation, esteem, and individualism as components of the self concept. The principle conclusion drawn from this study is that retarded readers are characterized by a relatively high degree of dependency.

Karlin, Robert and Hayden Jolly, "The Use of Alternate Forms of Standardized Reading Tests," *The Reading Teacher* (December, 1965), 19:187-196+.

This study attempts to clarify some aspects of the use of alternate forms of standardized tests to measure growth in reading over a period of time. The results indicate that many of the arguments upholding the need for alternate forms have questionable value.

King, Ethel M. and Siegmur Muehl, "Different Sensory Cues as Aids in Beginning Reading," *The Reading Teacher* (December, 1965), 19:163-168.

The purpose of this study was to compare systematically the relative effectiveness of different sensory cues and combinations of cues for kindergarten children as they learned to associate printed and spoken words varying in similarity. The study showed that the most appropriate method for teaching sight words in beginning reading varied with the similarity of the words introduced. Further investigations should be made, according to the authors, in this area.

Knutson, Dorothy, "i/t/a/ in Remedial Reading," *The Journal of the Reading Specialist* (May, 1965), 5:80-82.

The author who has used i/t/a for some time is encouraged with results. It is too soon to say whether in the long run it will be more or less efficient than time honored methods. Some students, reportedly, have achieved success where other methods failed. Perhaps some of the success can be credited to i/t/a itself, to its relative simplicity. On the other hand, perhaps a new approach has caused teachers to take a better look at the teaching process itself with ensuing benefits to the learner.

Many, Wesley A., "Is There Really Any Difference—Reading vs. Listening," *The Reading Teacher* (November, 1965), 19:110-113.

The purpose of this study was to determine whether there is any significant superiority in the visual mode of presentation over the auditory mode. The study indicates that children at the sixth grade level comprehend better through the visual mode (reading) than the oral mode (listening). While it is still possible, the author concludes, that children could be given more effective training in listening, it seems reasonable to suggest that it might be more profitable to place greater emphasis on visual presentation.

Mason, Margaret, "Personalized Bibliographies—A New Mithridates," *Journal of Reading* (November, 1965), 9:112-116.

The personal bibliography should be built of favorite books that the student can get increasing value from as he grows older. Mason urges that the bibliography be built of classics and nonclassics, modern and ancient, literary and scientific. With reading guidance—by teachers, by bibliographies, eventually by themselves—these children becoming adults can achieve gradual independence by their reading.

McBroom, Patricia, "Montessori Expands," *Science News Letters* (December 11, 1965), 88:375.

The Montessori method of teaching, controversial even for normal children, is being carefully considered as an instrument for teaching crippled youngsters. The author discusses the environment which provides manipulative apparatus so that the children can learn with their senses and their hands.

McCallister, James M., "Some Implications of Our Changing Vocabulary," Invitational Addresses, Tenth Annual Convention, *International Reading Association*, 1965, pp. 19-31.

The purpose of this paper is to point out some of the implications of our changing vocabulary. The author's points of view are: 1) The influence of growth in understanding the reading process on technical vocabulary; 2) Vocabulary changes due to shifts in emphasis in teaching resulting from social and economic conditions; 3) The expansion of vocabulary through research; 4) The contributions of related fields to reading; 5) The lack of definiteness in our use of vocabulary; 6) Some implications of changing vocabulary for the reading teacher; 7) Some suggestions for usage of technical vocabulary in our professional literature.

Newman, Harold, "Job Counseling and Reading," *Journal of Reading* (November, 1965), 9:106-111.

One of the components of the Job Counseling Center of New York City is remedial reading. The extreme retardation of many of the youths seeking help renders them virtually unemployable. The Job Counseling Remedial Reading experimental program was set up to determine if college tutors under the guidance of a reading specialist could be taught to work effectively to improve the reading skills of youths referred by the counselors.

Otto, Wayne, "Family Position and Success in Reading," *The Reading Teacher* (November, 1965), 19:119-123.

Persisting interest in the behavioral effects of birth order is revealed by the great number of studies that have been done. Theory, Otto states, provides little help in predicting a child's success in reading on the basis of his ordinal position in the family. From existing studies no reliable basis for predicting individual behavior or more specifically reading achievement seems clear.

Pankey, Homer R., "Camp Bobcat: An Experience in Education," *Journal of the Reading Specialist* (May, 1965), 5:89-91.

The Reading Clinic and Physical Education Department at Frostburg State College, Maryland, sponsored Camp Bobcat during the summer. The purpose of the program was (1) to provide laboratory experience in reading instruction and outdoor education for summer graduate school students; (2) pro-

vide clinical instruction for undergraduate students in teaching of reading; (3) provide remedial and developmental reading service and day camping to the children of the area.

Pauk, Walter, "Improving Critical Reading," *Journal of the Reading Specialist* (May, 1965), 5:83-88.

Pauk believes that critical reading can be taught effectively by using various approaches. (1) Critical reading may be taught through the use of reading exercises composed of materials especially selected to illustrate as many aspects of critical reading as can be determined. (2) Critical reading may be taught through the incidental use of regular material as one finds it in daily discussion of textbooks. (3) A combination of these methods can be used. (4) A combination of the teaching of critical skills simultaneously with the teaching of comprehension skills.

Pauk, Walter, "Study Skills and Scholastic Achievement," *The Reading Teacher* (December, 1965), 19:180-182.

This paper reports two distinct courses or experiments. One was concerned entirely with study skills. The other provided instruction in both study skills and rapid reading. From the results it appears that the teaching of study skills as a separate course, or the injecting of study skills into a course designed for rapid reading, might help reading improvement programs to achieve the goal for which they were set up, that is, to produce improvement in the scholastic standing of the students.

Robinson, H. Alan and Allan F. Muskopf, "High School Reading, 1964," *Journal of Reading* (November, 1965), 9:75-92.

This is the seventh in a series of annual summaries of the professional literature on junior and senior high school reading. It covers reports published in 1964 as well as earlier reports which have come to the attention of the writers. A comprehensive bibliography includes many references not mentioned in the article.

Smith, Nila Banton, "Influences Shaping American Reading Instruction," Invitational Addresses, Tenth Annual Convention, *International Reading Association*, 1965, pp. 33-47.

The author sketches the influences that have been responsible for changes in American reading instruction from 1607 to 1965 and indicates ways in which these influences have affected reading instruction.

Sonenberg, Charlotte and Gerald G. Glass, "Reading and Speech: An Incidence and Treatment Study," *The Reading Teacher* (December, 1965), 19:197-201.

The purpose of the first part of this study was to discover the incidence of functional articulatory speech defects among a group of remedial readers. The second part of the study was designed to compare the progress in reading of children with functional speech problems who were given both speech and reading therapy with the progress made by a matched group who received only reading therapy.

Spache, George D., and Mary E. Baggett, "What Do Teachers Know About Phonics and Syllabication?" *The Reading Teacher* (November, 1965), 19:96-99.

The extent to which teachers can and do teach their pupils various phonics and syllabication skills is, of course, dependent upon their own knowledge of the underlying principles and conventions. Aaron's study, which is reported by the authors, confirms the need for pre-service instruction for primary and intermediate teachers in phonics and its principles. Secondary teachers whose instructional areas touch upon this skill seem in even greater need of such instruction.

Stauffer, Russell G., "Concept Development and Reading," *The Reading Teacher* (November, 1965), 19:100-105.

Concept development merits a first order rating in the teaching of reading as a thinking process. This is so because concepts are cognitive structures acquired through a complex and genuine act of thought, and they cannot be absorbed ready-made through memory to drill. To instruct a school child, methods must be employed that will require pupils to be articulate about and put to deliberate use such intellectual functions as deliberate attention, logical memory, abstraction, the ability to note likenesses and differences.

Strang, Ruth, "The Reading Process and Its Ramifications," Invitational Addresses, 1965, Tenth Annual Convention, *International Reading Association*, pp. 49-73.

The author outlined the main stages in the reading process, as she understands them, from intake—the stimuli of a printed page or passages—to output in the form of vocal or motor responses.

Strickland, Ruth G., "Language, Linguistics, Reading," *Childhood Education* (November, 1965), 42:143-147.

Linguists, in contrast to teachers and psychologists, focus their attention on language as a system. While they agree that the end to be sought in reading is meaning, they hold that the teachers' definition of reading is in itself an obstacle to systematic and logical teaching of reading, because it includes too much.

Summers, Edward G., "A Suggested Integrated Reading Outline for Teacher Education Courses in Secondary Reading," *Journal of Reading* (November, 1965), 9:93-109.

The outline of reading described in this article was developed to provide a source of integrated readings on various topics as a broad introduction to the field of secondary reading for graduate and undergraduate classes.

Talbot, Dorothy G., and C. B. Merritt, "The Relative Effectiveness of Two Approaches to the Teaching of Reading in Grade V," *The Reading Teacher* (December, 1965), 19:183-186.

The purpose of this study was to determine whether a combination of self-selection with a basal reading program is more effective than a basal reading program alone in terms of the amount of reading done by pupils, the improvement of pupils' attitudes toward reading, and in gains in performance. Findings indicate that the group which was taught by the combination of self-selection and a basal reading program read significantly more than the other group. However, the gains in reading achievement and attitude toward reading made by the two groups are not significantly different.

Tinker, Miles A., "How Children and Adults Perceive Words in Reading," Invitational Addresses, 1965, Tenth Annual Convention, *International Reading Association*, pp. 75-93.

The aim of this paper is to describe how children, as they begin to learn to read, perceive words and how they progress to the more effective perception employed by mature readers on the adult level. The author tried to alert teachers to the precise nature of the ineffective methods most children employ to perceive words as they begin to learn to read.