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Blanche O. Bush

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TEN SECOND REVIEWS

Blanche O. Bush

As a man may be eating all day, and for want of digestion is never nourished, so these endless readers may cram themselves in vain with intellectual food.

—I. Watts

Adams, Mary Lourita, "Reading Activities: Different Purposes," *Education* (May, 1964), 84:521 +

In this article, Adams discusses significant differences between the teacher's purposes in having her children read, and the children's purposes for reading. Teachers who try to discover and understand the goals of the children they teach are better able to guide the reading progress of the children.

Appleton, Edith, "Kindergarteners Pace Themselves in Reading," *Elementary School Journal* (February, 1964), 64:248-252.

In evaluating this program some significant observations were made by the author. (1) The regular kindergarten program was maintained intact. (2) Most of the children who were free to choose activities participated in the reading program. (3) Reading, which was taught individually or in small groups, was adjusted to the needs of the child. (4) Every student who was actively engaged in the program made satisfactory progress. (5) Pupils selected their own activity and decided how much reading they would do. Thus they were given an opportunity to pace themselves.

Artley, A. Sterl, "Readiness for Dictionary Usage," *Elementary English* (April, 1964), 41:348-350.

Readiness, understanding, and other reading skills are the foundation for a program of dictionary instruction. Furthermore, Artley reports, instruction should be as well defined and as systematic as any part of the reading program. As an efficient tool to word meaning, spelling and pronunciation, the dictionary needs to be taught.

Barbe, Walter B., "Meeting the Needs of Exceptional Children," *Education* (April, 1964), 84:476-479.

Exceptional children are first of all children, Barbe states, whose needs are basically no different in kind from those of other young people. However, their social, emotional and educational needs differ primarily in degree from those of other children. Through an enriched reading program, the author believes, the classroom teacher can provide the best opportunity to meet the needs of exceptional children.

Bear, David E., "Two Methods of Teaching Phonics: A Longitudinal Study," *Elementary School Journal* (February, 1964) 64:273-279.

In this study synthetic and analytic methods are compared in reading programs that include all important skills in reading. The synthetic phonic method makes use of drills on letter and sound units in a special period set aside for the purpose. The analytic method involves analysis of whole words. Results of the investigation show that research has failed to give conclusive evidence of the superiority of one method over the other, yet educators continue to take strong positions on the issue.

Betts, Emmett Albert, "A New Area: Reading and Linguistics," *Education* (May, 1964), 84:515-520.

In this article Betts discusses linguistics and shows its contribution to the teaching of reading. Reading instruction, the author reports, is being moved forward today by two interdisciplinary approaches. First, linguists offer concepts regarding the structure of language which provides symbols with which thinking is done. Second, psychologists offer important concepts regarding individual differences, motivation, perception and concept formation. These approaches provide the bases for both differential instruction and methods of teaching.

Blanke, Theodore, "Audio-Visual Devices for Teaching Reading," *Journal of Education* (April, 1964), 146:75-93.

Five lists are presented which give publisher's names, prices, supplementary materials, and brief descriptions of content and methodology. Lists included are Mechanical Devices, Filmstrips and Films, Phonograph and Tape Recordings, Programed Instruction, and Publishers and Addresses. No attempt has been made to evaluate these devices.

Brown, Ralph Adams, "Trade Books," *The Reading Teacher* (March, 1964), 17:422-428.

In differentiating between textbooks and trade books, the author assumes that all materials designated, published, and sold primarily for classroom use in class lots are textual in nature. Other books are labeled as trade books. The author presents five challenges and needs for tomorrow relative to trade books and their use: (1) More reading teachers who know and love books and can develop in their students those attitudes, habits and interests that are conducive to wide reading, (2) More and better libraries, (3) Larger appropriations for trade books, (4) Indoctrination of educational leaders with the importance of wide reading as against narrow learning, (5) Publishers and salesmen who promote trade books as well as textbooks.

Bruce, D. J., "The Analysis of Word Sound by Young Children," *The British Journal of Educational Psychology* (June, 1964), 34:158-171.

This study is concerned with development of ability to make a simple phonetic analysis of the spoken word. It describes the performance of children at different levels of mental development as they analyze word sounds. The results suggest there is a gradual progression toward accurate phonetic analysis.

Chidekel, Beatrice V., "School Wide Program for Language Arts," *Chicago Schools Journal* (March, 1964), 45:277-281.

This article describes the benefits derived from scheduling a uniform time for language arts instruction in a school that serves children from kindergarten through fifth grade. During the first two periods the reading instruction enables each child to work in a class at his achievement and interest level. In-service study stimulates teachers through demonstration lessons, bulletins and techniques for teaching of language skills.

Cranney, A. Garr, "Selected Research in College and Adult Reading, October 1961-December 1962." *Journal of Developmental Reading* (Winter, 1964), 7:77-88.

Research in college and adult reading summarized in this article is limited to three areas: (1) Reading programs, descrip-

tion and evaluations, (2) Reading habits, traits and characteristics, and (3) Skill effects, tests, comprehension and others. For more comprehensive summaries the author refers the reader to the annual reviews in the *Yearbook* of the National Reading Conferences and the *Reading Teacher*.

Crosby, Muriel, "Primary Reading and Needs," *Education* (March, 1964), 84:462-465.

The author evaluates the role of reading in satisfying the needs of children in the primary grades and discusses the mechanics of reading such as vocabulary building, word-attack skills, and work-study skills. Crosby emphasizes that the ultimate goals should be personal development, as well as intellectual attainment, so that children can become self-directing and capable of living satisfactorily with themselves and others.

Durkin Dolores, "Parents, Reading and the Schools," *Education* (March, 1964), 84:415-418.

In this article Durkin considers the role of parents in the school program, especially in the area of reading, and suggests various ways in which they may contribute to their children's progress.

Freeland, Alma, "Intermediate Grade Reading and Needs," *Education* (March, 1964), 84:466-471.

Freeland reminds us that the intermediate years are the "golden years" during which the child is ready to learn to read critically in order to achieve insight and understanding. She discusses some of the intermediate child's needs and gives examples of how books can help to satisfy these needs.

Fries, Charles C., "Linguistics and the Teaching of Reading," *The Reading Teacher*, (May, 1964), 17:594-599.

The linguistics approach to the teaching of reading develops the relationship between word patterns (letter sounds) and spelling patterns (letters). Fries reports that this approach differs fundamentally from phonics. It uses whole words but it differs in basic principles from any of the common word methods.

Graven, Anatasia P., and Marie F. Shires, "Great Books Program for Elementary Pupils," *Chicago Schools Journal* (January, 1964), 45:168-172.

In this article the authors evaluate reading and discussion as a means of developing thinking ability as presented in the Junior Great Book Course. They believe that all basic reader series and many other kinds of elementary texts offer training designed to promote critical thinking, but that highly able readers in the elementary school show need for training at a higher, more demanding level than is generally offered in such materials.

Hanna, Geneva R. "Promoting Adolescent Growth Through Reading," *Education* (March, 1964), 472-475.

The author clarifies the role of reading in satisfying needs and shows how it can help the adolescent child understand and solve problems that he may hesitate to discuss with his elders. The ultimate aim of reading, according to Hanna, is growth toward maturity, especially in the ability to understand and accept oneself and others, and to face and solve social problems effectively.

Sister Josephina, "Actual and Expected Reading Scores of Gifted and Average Pupils," *Peabody Journal of Education* (July 1964), 42:28-32.

In the author's study the disparity between actual and expected performance for the gifted surpasses that for the average, and as pupils advance in grade level, the deviation increases. Reading vocabulary comes closer to the expected level of performance than reading comprehension, but significant differences appear between the various sub-groups, such as age, grade, sex, and ability.

Larrick, Nancy, "For Parents: A Cup of Sweets," *Education* (March, 1964), 84:459-461.

Larrick shows how parents can help the schools provide their children with a "cup of sweets" which is reading that contributes to their personal and social growth. The author presents several lists of books which introduce provocative situations that

could help the child develop a better understanding of himself and others. Suggested guidelines for parents are discussed.

McCord, Halack, "Improving Reading Ability Through Combined Tutoring and Hypnotherapy," *Journal of Developmental Reading*, (Winter, 1964), 7:142-143.

The case of Joe, a twelve year old boy, is unique in that it combines private tutoring in reading with hypnotherapy. In the writer's opinion, the major reason for the favorable change in reading ability shown by Joe can be accounted for by the modification effected in his self concept as a reader. Joe had apparently developed some unrealistic notions about his reading ability. When hypnosis changed these notions, Joe was able to make rapid progress in reading.

McDonald, Arthur S., "Intellectual Characteristics of Disabled Readers at High School and College Level," *Journal of Developmental Reading* (Winter, 1964), 7:97-101.

McDonald investigated the performance of disabled readers of high school age on the Wechsler Intelligence Scale for Children. From his study, the author inferred that, in general, disabled readers show poor performance on subtests that reflect attention, fluency, concentration, freedom from distractibility and school-like learning. He warns reading instructors to be aware of the high degree of variability in patterns of performances and emphasizes the need to consider all available data when adjusting corrective instruction.

Medders, Mae, "Enriched Reading," *Baltimore Bulletin of Education*, 40:10-13.

An adequate school library with books on various levels and covering a wide range of interests is a prerequisite to setting up an enriched reading program. Books in themselves, according to the author, are not enough. Pupils must be sufficiently stimulated by both parents and teachers.

Moorhouse, William F., "Interclass Grouping for Reading Instruction," *Elementary School Journal*, (February, 1964), 64:280-286.

In this study reading level gain of pupils in inter-class groups

was no more than, and sometimes less than, that of pupils learning to read in graded classes. The preliminary evaluation of each pupil which was necessary to determine his placement in an interclass group, however, was very useful. It provided a better understanding of pupil's reading achievement and potential.

Noall, Mable S. and Geraldine C. Cerarolo, "Selected Studies in Spelling, Learning and Reading," *Journal of Education* (Boston University) (April, 1964), 146:3-15.

Eight studies which were conducted and completed in Secondary reading at Boston University since 1960 are described. The authors note that emphasis is on developing self teaching and self correcting materials. This emphasis reflects the need to cope in a new way with growing school enrollments and the heightened awareness that children learn best when allowed to progress as rapidly or as slowly as their individual abilities allow. Another element of common concern to investigators is an interest in ways to develop thinking skills and the effects these skills have on reading power.

Ort, Lorrene Love, "Basal Readers: A Case History and Prognosis," *The Reading Teacher*, (March, 1964), 17:435-441.

In this article Ort traces the history of basal readers from the New England Primer to the present and explains their role in the teaching of reading. Ort stated that she is not so much concerned with basal readers as she is with basal teachers. Teachers, according to the author, must have a thorough knowledge of the sequence of human growth and development, must be versatile, refined and critical readers of adult and children's literature, and must become involved by experimenting with new ideas, by creating original reading materials for their children and by investigating research problems.

Robinson, Helen M., "Cooperative Research on First Grade Reading," *Elementary School Journal* (May, 1964), 64:413-415.

Personnel from major universities and state departments of education throughout the United States are making plans for a co-ordinated research project to determine the most effective means for teaching reading to first-grade pupils. The best

research talent in the field of reading and in related disciplines will be recruited during the next two years.

Schmidt, Bernard, "Mechanical Devices and Reading Instruction," *Journal of Developmental Reading* (Summer, 1964), 7:221.

The author reports there is no evidence that better results could have been achieved WITHOUT the use of mechanical aids. Until such evidence is in, to question the usefulness of aids would seem unsuccessful, idle and even emotional.

Seligson, Yemena, "Resources for Reading Teachers," *Journal of Education* (April, 1964), 146:31-74.

Resources are provided for professional teachers of reading, consultants, administrators, and classroom teachers. Five sections are included: (1) Professional materials for teachers including a bibliography, helpful reading journals, and references in special areas of reading, (2) Skill building materials in reading including comprehension and spelling, word analysis and vocabulary, (3) Books for retarded and reluctant readers, (4) Guides to children's books, and (5) List of publishers and addresses.

Shores, J. Harlan, "Reading Interests and Informational Needs of High School Students," *The Reading Teacher*, (April, 1964), 17:536-549.

The primary purpose of this study is to find out what high school students are looking for in books, what they want to read, and what they want to find out.

The findings from the investigation indicate that (1) reading interests are not identical with informational needs as young people see them, (2) the interests of youth in the social sciences have been underestimated and their concern with personal and social problems, especially those related to the opposite sex, has been depreciated.

Sutton, Marjorie Hunt, "Listen to the Little Ones," *Elementary School Journal*, 64:297-300.

For some little ones a typical kindergarten program is just right, according to the author. But other little ones, perhaps

a third or more, tell us just as plainly, if we will only listen, that something is lacking. For these children, the kindergarten program only repeats experiences they have been having for years at home, at Sunday School, or in neighborhood play. They are ready for something more demanding. Their eagerness to learn to write and read is readily apparent. Is it possible that the kindergarten of today is about to undergo a healthy change?

Wollatt, Lorne H. (ed.) *A Critical Review of Research and Opinion of Phonics*. The University of the State of New York, The Education Department, Division of Research, Albany, New York, 1963.

This report was prepared to give an unbiased review of the research concerning the two principle methods of teaching reading—the look-say and phonic methods. It is reported that the issues are by no means settled, and that many research “faults” need to be corrected. A good bibliography is included.