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TEN SECOND REVIEWS

Blanche O. Bush

Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours. So far as we apprehend and see the connection of ideas, so far it is ours, without that it is so much loose matter floating in our brain. —Locke

Adams, Hazel, "The Changing Role of the Elementary School Library," *The Reading Teacher* (April, 1965), 18:563-566.

This article points up the continuity and strength of cooperation between teachers and librarians in the reading program. The teachers, the librarians and the reading consultants see the library as the center of multi-level materials, as a research center, and as a training ground for advancing the reading skills of students.

Artley, A. Sterl, "The Reading Specialist Talks to the Public," *The Reading Teacher* (May, 1965), 18:645-648.

Artley discusses several ways by which the public may be informed about reading. Various media such as newspapers, Service Clubs, PTA's, magazines and books were discussed. Each method has merit, he states, but each needs to be used more extensively so that teachers and parents are thoroughly apprised concerning reading and its implications.

Balow, Bruce, "The Long-Term Effect of Remedial Reading Instruction," *The Reading Teacher* (April, 1965), 18:581-586.

This paper summarizes the results of three separate investigations concerning the effect of intensive remedial instruction for severely disabled readers. The conclusion reached by the author is that severe reading disability is probably best considered a relatively chronic illness needing long term treatment.

Barton, Alice and George Slinger, "Reading Improvement and the Prospective Teacher," *Peabody Journal of Education* (March, 1965), 42:292-297.

The purpose of this study was to determine whether prospective teachers who are enrolled in a course of methods of

teaching reading would significantly improve their own reading skills if additional reading training were provided during the course. One of the conclusions reached was that there is a need to extend the scope of the study in order to test the influence of reading ability and other variables such as motivation.

Betts, Emmett Albert, "Structure in the Reading Program," *Elementary English* (March, 1965), 42:238-242.

The chief purposes of the article are (1) to identify some of the evidence of the structure and sub-structure of that process called reading and (2) to delineate a design for learning within the general structure of directed reading study activities, both individualized and grouped.

Bloomer, Richard H. and Andrew J. Heitzman, "Pre-Testing and the Efficiency of Paragraph Reading," *Journal of Reading* (March, 1965), 8:219-223.

This study was designed to examine the relationship between information presented to the student in short selections and his comprehension of the material. From the results of the investigation the authors believe that pre-testing is not a good procedure for use in short articles, and that paragraph reading materials should be presented without pre-test but should be followed by post-test material.

Bryant, N. Dale, "Some Principles of Remedial Instruction for Dyslexia," *The Reading Teacher* (April, 1965), 18:567-572.

Specific severe disability in word recognition (dyslexia) is usually resistant to standard remedial procedures. Bryant presents five principles which are a partial framework on which effective remediation can be built. Successful remedial instruction of dyslexia, he believes, will be influenced by the extent to which the teacher can couple the richness of previous teaching experience with skill in identifying the cause of the child's difficulty at any point in the lesson and then working upon only the most basic difficulty until that is solved.

Byers, June, "Using Poetry to Help Educationally Deprived Children

Learn Inductively," *Elementary English* (March, 1965), 42:275-279.

From limited experimentation with daily choral verse reading the author observed that such practice has a tendency to help children to (1) increase their feeling for and knowledge of the intonation of our language (2) expand their vocabularies, (3) use context clues, (4) read for meaning, and (5) become more skillful in using oral and written language. The author reported that there is no conclusive evidence to substantiate her claim that such choral reading helps children inductively but she points out that such practice may be effective in helping those children whose language patterns differ from the ones used in our schools. The so-called culturally different child tends to learn more readily by inductive than by deductive approaches.

Carter, Homer L. J., "A Study of Attitudes Toward Certain Aspects of Reading Expressed by Parents of Inferior and Superior College Readers," *The Philosophical and Sociological Bases of Reading, Fourteenth Yearbook of the National Reading Conference*, pp. 188-195, 1965.

This study shows that mothers and fathers of superior college readers express attitudes which suggest that (1) they emphasized the importance of reading, (2) they encouraged the development of language skills, and (3) they fostered the development of experiential background to a greater extent than mothers and fathers of inferior college readers. This study emphasizes the importance of background and mental content on the part of the college student in both a listening and reading situation.

Dale, Edgar, "Researching our Potential," *The News Letter—Bringing Information to the Teacher About the Film, the Press and Broadcasting* (April, 1965), Vol. 30, no. 7.

In order for a person to reach his potential, Dale states that he must be aware of his own strengths and weaknesses, thoughtfully practice good work and study habits, continue a planned program of education after leaving school, have a strong motivation, and have excellent models ever present to imitate.

Dalglish, Alice, "Spring Books for Young People," *Saturday Review* (May 15, 1965), p. 39.

An interesting list of biographies, picture books and classical books are presented for the young, intermediate and older children.

Darling, David W., "Team Teaching," *NEA Journal* (May, 1965), 54:24-25.

In the Wisconsin Improvement Program which involves a number of school districts in the state, the author looks upon team teaching in the elementary school as a means for organizing instruction in terms of what we know about society and the way young children learn. The first criterion of team teaching involves a distinct group of teachers who assume joint and simultaneous responsibility for planning, executing, and evaluating an educational program for a group of pupils. Having one teacher teach all arithmetic to two classes and another teach all the reading to the same classes is not team teaching. Team teaching is sharing, not dividing, responsibility. The second criterion is that considerable time be given for cooperative planning. Team teaching is not the same as "hitching two horses to a plow."

Daughtery, Louise G., "A Purposeful Language Arts Program," *Education* (April, 1965), 85:481-485.

The author describes efforts being made by the Chicago schools to overcome factors that prevent below-average children from realizing their potentials. The program is outlined in a guide which presents the scope and sequence of the required language arts program, provides the foundation and structure of the program and aims to stimulate the imagination of the teacher.

Duker, Sam, "Listening and Reading," *The Elementary School Journal*, (March, 1965), 65:321-329.

Duker suggests that when all who are concerned with the teaching of reading take into account how important listening is to reading, reading instruction will almost certainly be more advantageous to the learner.

Edwards, Thomas J., "The Language-Experience Attack on Cultural Deprivation," *The Reading Teacher* (April, 1965), 18:546-551.

The author discusses the problems of the culturally deprived learner and suggests the Language-Experience Approach.

Georgiady, Nicholas P., Louis Romano, and Arthur Banarowski, "To Read or Not to Read in Kindergarten," *The Elementary School Journal* (March, 1965), 65:306-311.

This study sought to determine whether kindergarten children in one school were maturing more rapidly because of a changing environment and hence became ready for earlier initial reading experiences. While this study did not produce any conclusive evidence to support the original premise the authors felt that it stimulated thought relative to the purpose of the kindergarten program as it relates to the nature and needs of young children.

Healy, Ann Kirtland, "Effects of Changing Children's Attitudes Toward Reading," *Elementary English* (March, 1965), 42:269-272.

The longitudinal study of the effects of changing children's attitudes toward reading revealed that favorable attitudes produce significant achievement and more reading. An analysis of initial reading experience indicated that many reading failures on the part of boys could be traced to visual-perceptive immaturity and too early forced reading and writing instruction. Changes in attitudes persisted in Junior High and influenced achievement in reading.

Hildreth, Gertude H., "Experiences-Related Reading for School Beginners," *Elementary English* (March, 1965), 42:280-297.

In teaching beginners to read, the author emphasizes that the primary concern is not whether to proceed by "look and say" or by "phonics," but how to make the learning process meaningful and linguistically relevant.

Krippner, Stanley, "Materials and Methods in Reading," *Education* (April, 1965), 85:467-473.

Krippner discusses various approaches to the problems as-

sociated with teaching disadvantaged children, and lists certain conclusions that he believes may be drawn relative to materials and methods from a study of these approaches.

Lackey, George H., Jr., and Doris Rollins, "History and Current Events: A Time and Place for Critical Reading," *Journal of Reading* (May, 1965), 8:373-377.

The authors in this investigation attempted to transform the teaching of critical reading and analysis from a nebulous concept to a definite operational procedure. Although the results are tentative, they indicate that this is a practical and promising approach.

Lesnik, Jean M., "Problems in Developing a Reading Program for Retarded Educables," *Elementary English* (March, 1965), 42: 249-254.

A reading program for retarded educables, as reported by Lesnik, has to encompass the whole field of language arts. In developing a reading program some of the questions that must be answered are: Is the material in the realm of their knowledge? Will it hold their interest? How will they best remember?

Lloyd, Helene M., "What's Ahead in Reading for the Disadvantaged?" *The Reading Teacher* (March, 1965), 18:471-476.

The author suggests eight avenues of attack in meeting the reading needs of the socially disadvantaged child. These are (1) new types of tests which would give a more valid picture of the disadvantaged child's capacity to learn to read, (2) encouraging earlier language development, (3) development of urban-oriented materials, (4) improved pre-service and in-service education of reading teachers, (5) more and better reading in disadvantaged areas, (6) more stabilized reading records for children who move frequently, (7) more and better research studies in beginning reading for all children, and (8) stretching the school day and year to provide the required reading instruction time for socially disadvantaged.

Marchbanks, Gabriette and Harry Levin, "Cues by Which Children

Recognize Words," *Journal of Educational Psychology* (April, 1965), 56:57-61.

In this study although almost all subjects followed the pattern of using the first letter as the most salient and the last letter as second most important cue, there were some who did not follow this pattern. Theories which propose that beginning readers recognize words as wholes by their shape have not been supported in this study. Rather, this study indicates that recognition is based on individual letters.

Marcus, Marie S., "Three Charlie Brown Blankets in Reading Instruction," *Elementary English* (March, 1965), 42:247-248.

In 1963 Austin and Morrison reported that after visits to 65 systems, observation in about 2,000 classrooms and interviews with approximately 2,500 school personnel, the research staff concluded that present-day reading programs were mediocre at best and not currently designed to produce a future society of mature readers. The three "Charlie Brown blankets" according to the author are (1) the over dependency on the basal readers, (2) inadequate and inflexibility of grouping, and (3) overuse of psychological terminology without application or understanding by the teachers.

McGinnis, Dorothy J., "A Comparative Study of the Attitudes of Parents of Superior and Inferior Readers Toward Certain Child Rearing Practices," *The Philosophical and Sociological Bases of Reading, Fourteenth Yearbook of the National Reading Conference*, pp. 99-105, 1965.

The purpose of this study is to determine whether parents of superior readers differ from parents of inferior readers with respect to their attitudes toward certain child rearing practices. Significant differences between the two groups of parents were found. This study suggests that parents of superior readers express attitudes which are less dictatorial and are more democratic than parents of inferior readers.

Newman, Harold, "Vocational Dropouts Evaluate Reading," *Education* (March, 1965), 85:432-436.

The author reports on a study of the effectiveness of a

remedial reading program in serving the academic and personal needs of subsequent dropouts. Responses to a questionnaire by dropouts concerning personal adjustment indicate that self confidence, less tension and anxieties, great hopefulness about improving reading and understanding of reading problems were the aspects of personal adjustment in which there was greater improvement. The most valuable reading activity reported was word attack.

Niemeyer, John H., "The Bank Street Readers: Support for Movement Toward Integrated Society," *The Reading Teacher* (April, 1965), 18:542-545.

In addition to presenting an integrated society to children in all groups, authors of the Bank Street Readers have tried to present content which is psychologically meaningful to all children. The ultimate success of any reading program, the author states, lies in the degree to which it motivates children to read further for understanding themselves and their environment.

Olson, Arthur V., "An Analysis of the Vocabulary of Seven Primary Reading Series," *Elementary English* (March, 1965), 42:261-264.

As a result of this study of seven primary reading series the author reports three general conclusions. (1) The vocabularies of the seven basal readers studied were too diverse to assume that a student, with minimum word recognition skills, could get practice in words already learned in another basal reader. (2) The development of the vocabulary load varies from series to series with a noticeable increase from the third preprimer to primer level. (3) Because of the diversity of words used in the series, teachers can no longer rely on a basic vocabulary list. Olson believes that perhaps Dolch's lists have outlived their usefulness.

Painter, Helen W., "The Teacher's Role in the Development of Lifetime Reading Habits of Secondary School Students," *Journal of Reading* (March, 1965), 8:240-244.

The key to the building of lifetime reading habits, the author

states, lies in a large measure with interested, perceptive teachers who help students in basic reading skills, who have read extensively in both new and old literature so that they can guide young people to books related to their interests, who understand the reading interests of adolescents, who concentrate on the effective presentation of poetry, who help with materials, language, and background to build an understanding of literature of the past, and who strive for varied methods of teaching literature.

Pauk, Walter, "The Art of Skimming: Adjust Speed to Purpose," *The Education Digest* (May, 1965), 30:46-47.

The most productive and versatile of reading skills is skimming. It is highly productive as a tool for searching the pages of a book for an individual or general item. Skimming is not a substitute for reading but is usually a prelude to reading.

Pauk, Walter, "Scholarly Skills or Gadgets," *Journal of Reading* (March, 1965), 8:234-239.

Pauk concluded that reading programs designed around speed reading, rapid reading or developmental reading using various mechanical devices, techniques, systems, and manuals did not help college students much in their academic subjects. However, a reading program emphasizing study skills such as the effective use of a textbook, note taking, and methods of reading imaginative prose, poetry, and drama more nearly meet the academic needs of these students. Oral reading is advocated as the author believes that it helps students comprehend better, especially the more difficult passages.

Putt, Robert C. and Darrel D. Ray, "Putting Test Results to Work," *The Elementary School Journal* (May, 1965), 65:409-444.

The major conclusion drawn by the authors from their investigation is that the classroom teacher should use both standardized and informal tests of reading achievement in a structured manner and the results of the scores collated to provide the most complete group diagnosis possible.

Ruddell, Robert B., "The Effect of the Similarity of Oral and Written

Patterns of Language Structure on Reading Comprehension," *Elementary English* (April, 1965), 42:403-410.

The author's conclusion from his research relative to the similarity of oral and written patterns of language structure on reading seem to warrant that (1) reading comprehension is a function of the similarity of patterns of language structure in the reading material to oral pattern of language structure used by children, and (2) reading comprehension scores on materials of oral language structure are significantly greater than reading comprehension scores on materials that have few patterns of oral language structure. The author presents recommendations for further research in this area.

Rystrom, Richard, "Whole-Word and Phonics Methods and Current Linguistic Findings," *Elementary English* (March, 1965), 42:265-268.

Rystrom reports that current methods and materials have not capitalized on four principles which are basic to an effective reading program. (1) Children already know much about language and how to use it before they begin school. (2) Meaningful materials are learned more easily and quickly than materials which are not. (3) People learn by moving from specific examples to generalizations. (4) Learning is a sequential process. Objections to phonics and to the whole-word method are also discussed.

Sabaroff, Rose E., "Challenges in Reading for the Gifted," *Elementary English* (April, 1965), 42:393-400.

Many schools and the public, Sabaroff believes, are concerned that our bright and talented children be properly challenged. To meet this demand school systems are setting up special classes for the more academically able. Finding teachers for these gifted children is presenting a major problem. The author outlines a basic reading program which she believes would be effective.

Smith, Nila Banton, *Reading Instruction for Today's Children*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963, 594 pp.

The chief concerns of the author in preparing this book

were (1) to acquaint students and teachers with all aspects of current reading theory and pertinent reading research: and (2) to point out possibilities of applying this theory and research to the actual teaching of children in the classroom.

Stevens, Martin, "Intonation in the Teaching of Reading," *Elementary English* (March, 1965), 42:231-237.

A critical awareness of intonation patterns, according to Stevens, is a matter of concern for all teachers of reading. He feels that we need to realize that reading for expression takes its base in the natural sentence rhythms of the language. Rhythm that we use with great ease in speaking should transfer into our oral reading. This intonation approach to the teaching of reading cannot be used to the exclusion of all other methods but should be integrated with other methods.

Utsey, Jordan, "The Diagnostic Attitude in Education," *Education* (March, 1965), 85:421-424.

Utsey makes a plea for a diagnostic attitude on the part of teachers. This involves both acceptance and assessment in order to help each child realize his full potential as a pupil in school. The diagnostic attitude, he states, is a way of believing or a means of education not a specific set of procedures or materials.

Warshaw, Mimi B., "Reading Activities for Substitute Teachers," *Elementary English* (April, 1965), 42:391-392.

Probably the most effective method, the author reports, of conducting a reading period as a substitute is to forget the idea that the children must read, and interpret this time as a part of the entire language arts area. Suggestions which may be adapted to various grade levels are given with a warning to choose a lesson that will be of educational value, not just meaningless busy work.

Wiseman, Douglas E., "A Classroom Procedure for Identifying and Remediating Language Problems," *Mental Retardation* (April, 1965), 3:20-24.

The relationship between language development and mental abilities necessitates a strong linguistic emphasis in cur-

ricula for mentally retarded children. This article presents a model of the language process which, when used in conjunction with activities, should aid teachers in building developmental and remedial language programs for their classrooms.

Witty, Paul A., "Guiding Principles in Reading Instruction," *Education* (April, 1965), 85:474-480.

The author describes the World War II program which was used to teach illiterate soldiers to read. The principles utilized in this program may be used in providing instruction to disadvantaged children today.