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TEN SECOND REVIEWS

Blanche O. Bush

Grant that we may in such wise hear them,
read, mark, learn, and inwardly digest them.

—The Collect. The Second Sunday in Advent
Book of Common Prayer.

Amanna, Vincent J. and Hallack McCord, "The Pre-College Reading Program at the University of Colorado," *Journal of Developmental Reading* (Summer, 1963), 6:274-276.

Amanna discusses in this article the techniques used in a developmental reading program. This program was tailored primarily to fit the needs of the normal reader who would like to become superior.

Bierbaum, Margaret L., "The Individualized Approach to Enrichment Reading," *Grade Teacher* (November, 1963), 81:85-86 +.

Individualized reading is a structured form of reading for enrichment. This program, which requires that books be readily available to students, is the reason that room libraries are becoming more common. Bierbaum includes a good list of books in various categories with publishers' names and address.

Caskey, Helen, "Developing Power in Critical Reading," *Education Digest* (October, 1963), 29:51-53.

In developing critical reading Caskey points out that the thing most desired is the inquiring mind, the suspended judgment, the disposition to look beyond the obvious and to suspect the too pat, the too simple and the incomplete.

Cheris, Barbara and Henry R. Austin, "Silent Reading Instruction Aids Oral Reading," *Journal of Developmental Reading* (Summer, 1963), 6:243-247.

The authors have concluded from their study that (1) a course in silent reading improvement has a positive effect upon the oral reading speed and accuracy of college students and (2) there is no relationship between rapid silent reading and the amount of audience eye-contact during oral reading.

Crisculolo, Nicholas and Mary E. Villano, "Enrichment Project in Reading," *Instruction* (October, 1963), 73:94.

The objectives of the project conducted by the authors were to encourage interest and depth of understanding and to develop ability to draw inferences and growth in oral expression. The results indicate there is improvement in selected reading skills as well as increased pleasure in material read.

Durkin, Dolores, "Children Who Read Before Grade One. A Second Study," *The Elementary School Journal* (December, 1963), 64:143-148.

In summarizing this second study of early readers, the author's findings tend to point to the varied backgrounds of early readers, to the fact that preschool reading does not necessarily lead to problems for school reading, and finally, to the need for school people to help parents define more specifically their role as educators of the preschool child.

Furness, Edna Lee, "Researches on Reading Interests," *Education* (September, 1963), 83:3-7.

From the findings of numerous investigators on reading, Furness concludes that age is influential in governing the reading interests of boys and girls in the elementary grades and that sex is a dominating factor from the fifth grade on through high school. The author also noted that boys are particularly interested in the world of things, their processes, products and potentials; girls, on the other hand, are interested in the world of persons, their feelings, families and friendships.

Gunderson, Doris V., "Research in Reading Readiness," *United States Department of Health, Education and Welfare, Office of Education, Washington, Bulletin No. 8, 1964.*

Gunderson reports that there is a distinct need for research in readiness for beginning reading. In many of the studies statistically sound structuring is lacking, and in others the size of the sample is too small to allow generalizations to be drawn. Some disagreement exists among authorities on (1) separate factors to be thought of as reading readiness, (2) whether or not readiness tests should be judged on their ability

to predict reading success, (3) the importance of social and emotional factors, and (4) whether or not every child should be exposed to some readiness work before beginning reading.

Hymes, James L., Jr., "Consistency and Reading. A Section for Kindergarten Teachers," *Grade Teacher* (November, 1963), 81:19+.

A consistent approach, according to Hymes, allows the pacing of each child by providing opportunities and then letting the child choose or ignore to read. Children should be surrounded by walking, living demonstrations of the miracle that what one person writes down, another can read.

Jackson, Jeanne R., and Henry Dizney, "Intensive Vocabulary Training," *Journal of Developmental Reading, Bibliography* (Summer, 1963), 6:221-229.

The results of the study by Jackson and Dizney support the contention that secondary schools need to accept their responsibility for the diagnosis of pupil reading weaknesses and to attempt improving reading skills by incorporating individualized as well as group reading programs within their curricula.

Karlen, Robert, "Critical Reading is Critical Thinking," *Education* (Summer, 1963), 84:8-11.

Karlin defines critical reading as another form of reading which is not so much an ability as it is a matter of attitudes. A teacher's major responsibility is to stimulate all readers to react as thoughtfully as they can to reading matter.

Karlin, Robert, "Program for Disabled Readers," *Journal of Developmental Reading* (Summer, 1963), 6:230-237.

The three types of reading instruction—developmental, corrective, and remedial—and the principles of remedial reading instruction are discussed by the author. Karlin does not suggest that a specific method of teaching can guarantee success but emphasizes that methods which are compatible with sound principles of learning are more likely to further growth than those which are not in harmony with the principles.

Keschian, Jerry G., "Characteristics and Experiences of Children Who Learn to Read Successfully," *Elementary English*, Bibliography (October, 1963), 40:615-616.

Conclusions drawn by the author as a result of the analysis of data were that (1) although the children were well adjusted both socially and emotionally, they did not fall within any well-defined personality pattern; (2) reading success appears to be the result of many factors, some of which apparently lie beyond the control of some individuals with whom the child comes into contact; (3) factors operating singly, such as lack of reading materials in the home, do not in themselves prevent a child from becoming a successful reader. However, a wide range of characteristics and environmental factors appearing in combination enable children to achieve success in reading.

Krippen, Stanley, "Correlates of Reading Improvement," *Education*, Bibliography (September, 1963), 84:30-35.

Krippen reports an interesting study of reading, the purpose of which was to determine whether reading improvement could be predicted.

Love, Thelma M., "Teaching Reading with Opaque Projection Materials," *The Instructor* (June, 1963), 72:39-40.

By means of opaque projection the children's attention span is lengthened and strengthened. Love reports that interest is maintained as children learn to read with ease and enjoy the experience.

O'Leary, Helen F., "Preserve the Basic Reading Program," *Education* (September, 1963), 84:12-17.

O'Leary, in a review of typical plans in the basic reading series, reports that there are ample opportunities for originality, ingenuity, variety, and imagination for teachers who utilize all phases of the basic series programs. The resourceful teacher incorporates the philosophy behind individual or personal selection plans into a strong recreation or free reading program.

Olsen, Arthur V., "Phonics and Success in Beginning Reading," *Journal of Developmental Reading* (Summer, 1963), 6:256-260.

From results of testing, Olsen concludes that in first grade reading, success is closely related to early teaching of sounds and their names as well as other aspects of phonics.

Pleassas, Gus P., and Clinton R. Oakes, "Prereading Experiences of Selected Early Readers," *Reading Teacher* (January, 1964), 17: 241-245.

Results of a parent questionnaire sent out by the authors indicate that in general, early readers are bright children who have frequent association with a variety of preschool reading experiences with some attention given to beginning reading instruction prior to first grade.

Richstone, May, "Now You Can Begin Individualized Reading," *Instructor, Bibliography* (February, 1964), 73:70-72+.

The author's procedures in setting up her individualized reading program include establishing a routine which was used by the children, presenting ideas for sharing books, conferring with each child, setting up notebooks for program records and capitalizing on special skills of each child. Emphasis is placed on the principle that there is no stigma in receiving help.

Robinson, Helen M., "Summary of Investigation Relating to Reading, July 1, 1962 to June 30, 1963," *The Reading Teacher* (February, 1964), 17:326-392.

Research covering the entire academic range from preschool to adult levels was reviewed by Robinson. The investigations reviewed were in the areas of teacher preparation, research in progress, sociology of reading, physiology and psychology of reading, the teaching of reading, and reading of atypical learners. An excellent bibliography is included.

Russell, D. H., "The Prerequisite: Knowing how to Read Critically," *Elementary English* (October, 1963), 40:579-582+.

Critical reading does not exist in a vacuum by itself but can be thought of best as closely related to critical thinking and must be stressed from kindergarten through college. Russell discusses three factors which are involved in critical reading:

- (1) An attitude factor of questioning and suspended judgment,
- (2) a conative or functional factor which includes use of logical inquiry and problem solving, and (3) a judgment factor.

Sandstedt, Barbara, "Relationship Between Memory Span and Intelligence of Severely Retarded Readers," *Reading Teacher*, Bibliography (January, 1964), 17:246-250.

Conclusions inferred by the author from the study are that tests of memory span, as defined and used in this study, appear to measure some of the same abilities as those included in the concept of general intelligence particularly in the performance type of intelligence. It was also noted that retarded readers are more successful with non verbal tests.

Schwartzberg, Herbert, "Case of Andrew Miller: A Retarded Reader of Above Average Intelligence," *Elementary School Journal* (January, 1964), 64:200-204.

In the case study of Andrew Miller, Schwartzberg points out that teachers need to redirect their thoughts and efforts in dealing with children who are retarded readers of above average intelligence. He also believes that it is necessary to treat a child's emotional difficulties before attempting to teach him reading skills.

Sipay, Edward R., "Comparison of Standardized Reading Scores and Functional Reading Levels," *Reading Teacher* (January, 1964), 17:265-268.

Sipay's findings indicate that it is impossible to generalize as to whether standardized reading achievement test scores tend to indicate the instructional or frustration level. This study offers some evidence that the particular informal reading inventory used by Sipay may have influenced the obtained results.

Strang, Ruth, "Needed Emphasis in High School Reading," *Reading in High School* (Winter, 1964), 1:35-38.

The emphases cited by Strang involve both the teacher and administration. The teacher must believe that teaching reading is an intrinsic part of teaching the subject. She must have a broad view of reading. She must use informal group or individ-

ual inventories to find out early in the year the pupil's reading strengths and weaknesses She must give effective instruction in methods of reading for different purposes, in critical reading, and other needed skills. She must use appropriate materials to meet the individual needs of pupils. The administrators who have this view of teaching of reading in high school and who create conditions that make better teaching possible will be placing the emphases where they are needed.

Summers, Edward G., "Evaluation of Reading Gains in a Secondary School Reading Laboratory," *Reading Teacher*, Bibliography (January, 1964), 17:255-259.

Based on the results of statistical analysis, the reading program presented by Summers adequately met the needs of the heterogeneous English classes. In addition to the objective gains made on standardized tests, other benefits noted of a more subjective nature were the favorable comments of students. In-service training of English teachers who observed and helped provide instruction was another beneficial aspect. Not many English teachers have had an opportunity to take a course in reading yet in secondary schools the burden of instruction in reading falls upon them.

Sutton, Marjorie Hunt, "Readiness for Reading at the Kindergarten Level," *Reading Teacher*, Bibliography (January, 1964), 17:234-240.

From her study Sutton raised several pertinent questions. (1) Is reading readiness instruction for children who are already reading defensible? (2) Is a typical kindergarten program inadequate for many five-year olds? (3) Should laws defining age of school entrance be re-examined? (4) Is ability grouping in kindergarten feasible? (5) Is the interest of children in reading books a better indicator of reading readiness than the commonly used readiness tests? (6) Are the attitudes of some teachers and school authorities toward children who have learned to read at an early age unrealistic? (7) Do early readers retain an advantage over a period of years?

Townsend, Agatha, "Programming in Reading," *Reading Teacher*, Bibliography (January, 1964), 17:273-276.

Townsend concludes that programming has much to offer teaching. While reading is not yet one of the major fields to which programmers have turned their attention, there are signs that eventually good programs will be available for study.

Ware, Kay, "English Programs for the Culturally Different: Significant Aspects of the St. Louis Program," *Elementary English* (October, 1963), 40:611-614.

Ware reviews certain aspects of the St. Louis program relative to the improvement of reading. Included in the areas studied are: (1) The ungraded primary which allows children to begin formal reading programs at different times and take varying periods of time to complete each stage of growth, and (2) the grouping of children in the ungraded primary after two and a half or three years, if they have not reached the top level, under a clinic trained teacher.

Veto, John M., "Sound the Bases of Language," *Education*, (September, 1963), 84:17-18.

Veto believes that teachers continue to make errors in the methods of instruction in reading by emphasizing some skills too much and not emphasizing others enough. In any system of reading instruction, he states, phonetic instruction must be included. He feels, also, that for many years the letter which is based on a sound unit has been neglected.