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## Ten Second Reviews

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# TEN SECOND REVIEWS

**Blanche O. Bush**

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A developmental reading program seeks to provide opportunities for students to cultivate reading skills through the full range of education, including the junior and senior high school and when necessary in college.

—Paul Witty

Developmental Reading: Reading activity during which a group is given directed instruction in vocabulary development, silent-reading preparation, oral reading, rereading, and supplementary reading for the purpose of increasing reading achievement at the instructional level.

—Carter and McGinnis

Bland, Phyllis, "Development of a Reading Program in the Evanston Township High School, Evanston, Illinois," *Helping High School Students Read Better*, Elizabeth A. Simpson (ed.), Science Research Associates, Chicago, 1954, pp. 107-115.

Recognizing the need for secondary schools to assume more responsibility in the area of reading instruction, the school established a two-fold reading improvement program—a reading clinic and a developmental reading program. The purpose of the former was to assist students who could profit most from remedial or individual work. The purpose of the latter was to aid groups of good or above average readers who wished to make further improvement. The consultant reported that "more important than the reading gains made by these groups was the students' change in attitude toward reading."

California State Committee on Developmental Reading, "Teaching Reading for the Gifted in Secondary Schools." *National Association of Secondary-School Principals* (October, 1955), 39:213.

The monograph is intended to be a guide book for instruction of pupils of superior mental ability. Reading is here consid-

ered as the all-inclusive use of books and other printed materials as tools of learning. Eight suggested teaching aids are presented: 1) Teachers should share with learners their reasons for using the methods which they have selected. Such explanation is more important and more rewarding for gifted students. 2) Learners should have some opportunity to select and plan their own activities. 3) Assignments should be phrased so that they will invite originality. 4) Teaching of skills should involve repeated practice until a reasonable degree of mastery has been attained. 5) Teaching for understanding should focus on explanations of the reasons for things. 6) Learners should have direct and guided contact with out-of-school environment through participation in community activities. 8) Students should be given a large measure of responsibility for evaluation of their own work.

The purpose of the article is not to outline in detail a method of instruction. It is rather to erect sign boards along the widening new road to satisfying the acute needs of gifted pupils for adequate education. The sign posts point to more purposeful reading as one of the direct routes.

Clifford, Mary, "Reading in the Junior High School," *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York, 1961, pp. 428-435.

Four valid reasons are cited by the author for carrying out a definite program in junior high reading. 1) All upper grade students need some help in developing specific reading skills. 2) There are general reading abilities which profit from direct instruction. 3) The average reading ability of adults in the United States is still only around the middle and upper elementary school level, which indicates that more effort needs to be spent in adequate teaching of reading. 4) Reading habits and tastes of young people may be improved through sound instruction.

DeBoer, John J. and Martha Dallmann, *The Teaching of Reading*. Holt, Rinehart and Winston, Inc., New York, 1960, pp. 331-356.

The authors presented three important factors that must be

considered in a good school-wide program in reading. 1) Conditions for an effective program which include the physical surroundings such as light and seating, library facilities, good morale of teaching staff and attention in all content subjects, 2) Preparation in advance and continuous program of in-service training of teachers, 3) Interpretation of reading program to parents. It was also urged that teachers provide time to read, encouragement to read, and materials to read.

Dehl, Kermit, "Reading Improvement Service in the Oak Park and River Forest High School, Oak Park, Illinois," *Helping High School Students Read Better*, Elizabeth A. Simpson (ed.), Science Research Associates, Chicago, 1954, pp. 118-122.

By placing the reading program on a voluntary, noncredit, no mark basis, the author stated that students enroll and work in the course solely to improve themselves both in reading and study skills. Noticeable improvement in the students' attitudes toward reading is cited by the author, and a growing interest in reading is reported by parents.

Dolch, Edward William, *Methods in Reading*. The Garrard Press, Champaign, Illinois, 1955.

The author presented five plans for improving reading in high school while bearing in mind the reactions of both the staff and parents, namely: reading class plan, small group plan, individual plan, the department responsibility plan and special English classes. Dolch emphasized that the goal in reading is to help all children read up to their capacities by experimenting with methods until a way to get success for all children is found.

Gans, Roma, "Developing Critical Reading as a Basic Skill," *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York, 1961, pp. 232-236.

The first quality of mature readers, according to the author, is that they draw upon their reading and relate it to topics in their conversation, to their problems, and studies. In other words, reading feeds and broadens thinking. A critical reader

sees relevance in what he reads, is aware of the need to evaluate the source of material, assesses the ways in which words influence ideas, and he selects wisely what he reads. The writer suggested that the reading program provides experiences that challenge and motivate reading which is not a patchwork, that the program encourages personal choice and the development of taste that does not try to make children all alike, and that teachers encourage the purchase of materials that are needed in this program.

Glock, Marvin D., "Principles for Selecting Methods and Materials to Promote Growth in Reading," *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York, 1961. pp. 69-74.

The most important purpose for selection of methods and materials to promote growth in reading among bright learners is to enable the pupil to proceed at his own rate of growth. He should be challenged with materials and methods which will provide for his optimum growth. Emphasis belongs on the child and not on techniques and reading materials.

McCallister, James M., "Conclusions Concerning Sequential Development of Reading Abilities—In Grades Ten through Fourteen," *Sequential Development of Reading Abilities*, Helen M. Robinson (ed.), University of Chicago Press, Supplementary Educational Monographs, Number 90 (December, 1960), pp. 229-231.

It is generally agreed that the mental processes used in reading in grades ten through fourteen are essentially the same as those in the lower grades, but that reteaching and reinforcement of the techniques learned in the lower grades are essential to assure success. The author points out that desirable sequential development on the part of a student is frequently handicapped when reading increasingly complex materials and continuous growth in reading is not likely to occur unless alert teachers provide appropriate guidance.

Mersand, Joseph, "How Can We Help Students Enjoy Literature?" *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc. New York, 1961, pp. 357-367.

Accepting the fact that a large proportion of students entering high school are deficient in reading, each teacher of English must familiarize himself with the various ways of evaluating reading growth, with the many reading skills, with the techniques of providing remediation within the classroom, and with the teaching of the new and advanced skills that are now required. The author states that this implies in-service training for the multitudes of high school teachers who have never taken a course in the teaching of reading or who have never even read a book on this subject. He further emphasized that "No teacher should teach literature who is not himself fired with enthusiasm for it, is widely read in many areas, and has time for, and is acquainted with, the scholarship in the fields." An excellent appendix, listing books that are helpful to English teachers, is provided.

Perry, Harold J., "The Developmental Reading Program in the Highland Park High School, Highland Park, Illinois," *Helping High School Students Read Better*, Elizabeth A. Simpson (ed.), Science Research Associates, Chicago, 1954, pp. 122-127.

The reading program in the Highland Park High School emphasizes the need to ascertain scholastic aptitudes and reading abilities of each student before selecting procedures to be used. Visual screening tests are given by the school nurse to all high school students. Before initiating their reading program, policies were set up relative to the eligibility of students in the program, the teaching staff, duties of the staff, number in classes, and place for classes.

Simpson, Elizabeth A., *Helping High School Students to Read Better*, Part I, Science Research Associates, Chicago, 1954.

Simpson believes that although high schools may already have a variety of activities that are designed to help students to read more effectively, they should consider the development of an all-school reading improvement program to serve the average and superior readers as well as readers who are below average in basic reading skills. Participation of all subject matter teachers at all grade levels should be enlisted. Definite sug-

gestions for improving reading instruction in secondary schools are also given.

Strang, Ruth, "Teaching Reading in Science Classes," *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York, 1961, pp. 335-341.

Reading instruction is needed in every science class. There are special problems, the approach is different, and there is a technical vocabulary to be mastered. Effective reading in science books will contribute to students' total reading efficiency. The effective reading of science should result in people who are better able to cope with and contribute to the modern world. In every class there is probably undiscovered science talent. Strang believes that this talent needs to be discovered and encouraged. The development of this talent requires expert instruction and guidance.

Way, Herbert and Margaret Graff, "Let Us Help Them Learn to Read," *National Association of Secondary-School Principals*, No. 197 (November, 1952), 37:115-122.

The authors review a developmental program started eight years ago at the Appalachian High School which is the demonstration school for Appalachian State Teachers College, and present a summarization of important factors in the over-all program: 1) Special emphasis is placed on vocabulary building and the teaching of reading by every high school teacher in every class. 2) A special class in reading is required for all eighth grade pupils in which each member is given individual help in improving his reading skills. 3) Elective courses in reading are offered for those ninth and tenth grade pupils who need to continue special work in reading after the eighth grade. 4) A well planned program of testing is carried out each year in order to determine as nearly as possible the capabilities and deficiencies and progress made by pupils over the year. 5) Continuous efforts are made to find and correct physical defects that might hinder a pupil's progress in reading. 6) Efforts are made to get more reading materials that are on the pupil's level into every home. 7) Reading clubs have become a per-

manent part of the extracurricular activities. 8) Continual study is made on the part of the entire faculty of better methods of teaching reading. 9) The library staff gives special attention to any student who asks for or who is referred by a teacher for special help in reading guidance.

Wiltse, Earle W., "Improving the Quality of Reading Instruction Throughout a School System," *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York, 1961, pp. 35-41.

Reading improvement requires administrative leadership which recognizes the importance of reading growth as a continuous process, beginning in the kindergarten and continuing through the secondary school and into college. Greatest progress in reading takes place where pupils, teachers, and administrative staff work together on a program that is highly motivated and well understood by all.

Witty, Paul, "What Experiences, Activities, and Materials are Helpful in a Developmental Reading Program?" *Reading in the Secondary Schools*, M. Jerry Weiss (ed.), The Odyssey Press, Inc., New York 1961, pp. 60-68.

The developmental approach recognizes various purposes and needs for reading. Some needs relate to common attainments or "developmental tasks" on which happiness and adjustment depend. Others are highly personal which are significant for individual adjustment. A developmental program does not rely on reading as the sole basis for satisfying needs. Equally important, developmental programs seek the expansion of interests. The degree to which the teacher utilizes, extends, and develops the interests of her pupils is a good criterion of the value of her instruction.