

10-1-1961

Ten Second Reviews

Blanche O. Bush
Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons



Part of the Education Commons

Recommended Citation

Bush, B. O. (1961). Ten Second Reviews. *Reading Horizons: A Journal of Literacy and Language Arts*, 2 (1). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol2/iss1/5

This Book Reviews is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.

Ten Second Reviews

by

Blanche O. Bush

Western Michigan University

Research has shown that a high percentage of disabled readers are average or above in intelligence and that the below average children come nearer to reaching their potential. These reviews, some of which are research oriented, present methods and information that could be helpful to the classroom teacher in aiding children to work up to their capacity.

Aaron, I. E., "Characteristics of Disabled Readers in the Elementary School," *Journal of Developmental Reading* (Winter, 1961), 4:103-109.

Studies in reading clinics and in classrooms, according to the author, show that 10% to 25% of all children have reading disabilities and that more boys than girls have reading problems. The writer believes that educational factors, such as poor teaching, overcrowded curriculum, lack of time devoted to reading instruction and inadequate materials, play one of the largest roles in reading disability.

Bamman, Henry A., Ursula Hogan, and Charles E. Greene, *Reading Instruction in the Secondary School*. Longmans, Green and Company, Inc., New York, 1961.

The authors approached the problems of teaching reading in high school and remedial methods in a practical manner. Administration, organization, evaluation, methods and materials are considered with suggestions for improvement of reading skills in each of the content areas. Professional materials and books for retarded readers are listed in the appendix.

Blair, Glenn Myers, *Diagnostic and Remedial Teaching*. The Macmillan Company, New York, 1956.

Concrete and practical suggestions for carrying out a developmental and corrective program either on the elementary or secondary level

are presented. The book can be used as a guide to in-service teachers who wish further assistance in the basic techniques of diagnosis. The author gives ways and means of remedying the disabilities of students in the use of the fundamental tools and processes of learning.

Carter, Homer, L. J., "The Problems of Students Retarded in Reading. A Case Study of Jim," *Sequential Development of Reading Abilities*, Helen M. Robinson (ed.). The University of Chicago Press, Chicago (December, 1960), pp. 202-205.

The case study of a twelve year old boy who is unable to make effective use of his textbooks illustrates a scientific approach to a clinical problem. The two-fold purpose of the writer is to illustrate relevant and irrelevant factors involved in the solution of the problem and to demonstrate the four stages of problem solving.

Causey, Oscar S., *The Reading Teachers Reader*. The Ronald Press Co., New York, 1958.

This book deals with all major aspects of reading at every level. It is a group of writings by widely recognized authorities in the field of reading which have appeared in various professional publications. Some selections are controversial and are included to stimulate thinking and encourage critical reading.

Delacato, Carl H., *The Treatment and Prevention of Reading Problems. The Neuro-Psychological Approach*. Charles C. Thomas Publishers, Springfield, Illinois, 1959.

The author's conviction is that the neurological development and organization of the human organism is the key to reading development and reading difficulties, and that no remedial measures will be universally effective unless these factors are considered. He maintains that all reading problems can be prevented and that many more cases could be successfully treated. He places the primary responsibility for prevention on the parents and the secondary responsibility on the teachers.

Harris, Albert J., *How to Increase Reading Ability*. Longmans, Green and Company, Inc., New York, 1961.

The author's fourth edition contains many new developments in the field of reading which have occurred during the past five years.

Topics that have been rewritten include factors influencing readiness, teaching of beginning reading, individualized and group reading, causation of reading disabilities, teaching for independence in word recognition and improvement of rate of reading. The appendix includes up-to-date lists of tests, and a graded list of books for reluctant readers.

Kottmeyer, William, *Teacher's Guide for Remedial Reading*. Webster Publishing Company, St. Louis, 1959.

Suggestions for remedial reading programs were summarized. No systematic presentation of formal research studies were included, however, the convictions and conclusions of competent staff members of the St. Louis Public School Reading Clinic were presented.

McDonald, Arthur S., "What Current Research Says About Poor Readers in High School and College," *Journal of Developmental Reading* (Spring, 1961), 4:184-194.

Results of studies concerned with reading disability on the high school and college level are often contradictory. The author maintains that frequently an inadequate definition of achieving and disabled readers cause differences among investigators in standards and in classifying reading ability. Also, in many cases no control group of able readers was used. His conclusion was that research findings indicate that reading disability is the result of multicausal factors and the psychological factors underlie reading disability of high school and college students.

Robinson, Helen M., "Corrective and Remedial Instruction," *Sixtieth Year Book of National Society for Study of Education, Part I., Development In and Through Reading*. Nelson B. Henry (ed.), University of Chicago Press, Chicago, 1961.

The author asserts that as a student falls behind in his reading he becomes frustrated in academic areas which require reading. If he does not rely on reading for information or pleasure, he may soon regress rather than progress because of lack of practice. Classroom teachers should become adept in discovering those who need further diagnosis and remedial instruction before retardation results in loss of interest in reading and concomitant personal problems.

Robinson, Helen M., "The Role of Auxiliary Services in the Reading Program," *The Reading Teacher* (March, 1961), 14:226-232.

Auxiliary services which can be helpful in the reading program have been classified by the author as *physical*, with the school nurse assuming the responsibility for all aspects of health; *psychological*, with the school psychologist assuming as his main responsibility the establishment of the student's capacity to learn; and *social* with the visiting teacher or school social service worker being concerned with the families of the children. The reading specialists, however, should be the key persons to coordinate the various services with the reading program.

Roth, Robert M., "Voluntary Remedial Reading," *Journal of Developmental Reading* (Winter, 1961), 4:87-94.

The data in the study clearly indicate that the self concept is related to achievement. Those who do achieve choose to do so while those who do not achieve choose not to do so.

Smith, Donald E. P. and Patricia M. Carrigan, *The Nature of Reading Disability*. Harcourt, Brace and Company, 1959.

Specialists in reading are aware that faulty teaching methods are not the major cause of reading failure. Many remedial cases remain illiterate despite remedial instruction. This book is a report of a search for the causes of severe reading problems. It is described by the authors as a case study of the scientific method. They maintain that effective treatment for some kinds of severe reading disability may soon be available.

Spache, George D., *Good Reading for Poor Readers*. Garrard Press, Champaign, Illinois, 1958.

The author offers helpful suggestions in selecting and using effectively the best available books for pupils experiencing difficulties in reading. It is more than an annotated list.