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## Quick Reviews

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# QUICK REVIEWS

*R H Staff*

Bean, Rita M., "Role of the Reading Specialist: A Multifaceted Dilemma" *The Reading Teacher*, Vol. 32 (January 1979) pp. 409-13.

"The information gained from this study indicates that specialists perform a myriad of tasks and that they must have administrative and organizational skills as well as teaching and interpersonal skills. Possibly the most interesting . . . finding is the one on teachers' perceptions of the specialist's role and how highly they value the specialist as a resource person."

Blair, Timothy R. and James D. Raths "Reading Comprehension as Making 'Unreasonable' Inferences" *Journal of Educational Research*, Vol. 71 (Sept./Oct. 1978) pp. 29-31.

Authors Blair and Raths examine the uses of standardized reading tests for measuring student power to draw "correct" inferences, and question the validity of instruments which purport to assign percentiles to the reasoning process.

D'Angelo, Karen and Robert M. Wilson "How Helpful Is Insertion and Omission Miscue Analysis?" *The Reading Teacher*, Vol. 32 (February 1979) pp. 519-520.

The description of a study of insertions and omission in miscue analysis leads to a strong case in their conclusions for dispensing entirely with the time-consuming coding and interpreting of these two aspects.

Johns, Jerry L. and Thomas E. Wheat "Newspaper Readability" *Reading World*, Vol. 18 (December 1978) pp. 141-147.

After reviewing several studies which reported on the readability of newspapers as entire units, the authors differentiate between the political articles and sports articles in their own study. Predictably, sports material is written on a lower readability level than political material.

Kintisch, Lenore S. "Classroom Techniques for Improving Scholastic Aptitude Test Scores" *Journal of Reading*, Vol. 22 (February 1979) pp. 416-419.

Important practical ideas are given in this report of an ex-

periment with a limited number of students. Without “teaching to the test” the author helped students equip themselves to take their SATs at optimum efficiency levels. More research with this approach is urgently needed.

Lundell, Kerth T. and William E. Brown “Peer Tutoring: An Economical Instructional Model” *Academic Therapy*, Vol. 14 (January 1979) pp. 287-292.

In an era of highly sophisticated technology in education, one would expect that the slower or disabled reader would be benefited by teaching “machinery.” Such is not the case, as this article shows. The authors discuss their work in peer tutoring as supplementary instruction, and make suggestions any classroom teacher can utilize.

Prendergast, John F. “Establishing the Reading Consultant As An Agent of Change” *Reading World*, Vol. 18 (December 1978) pp. 123-131.

Tracing the position of reading specialist through the past generation, the author shows the growth of such concepts as *preventing reading disabilities*, and using reading personnel as *consultants* to teachers, as opposed to permanent remedial drudgery.

Sanacore, Joseph “Hiring Qualified Reading Personnel” *Journal of Reading*, Vol. 22 (January 1979) pp. 321-324.

There are intangibles to consider, in addition to the criteria named by the Professional Standards Committee of the IRA, when one is meeting prospective reading teachers. This article is interesting; don't reading teachers always tend to evaluate themselves when they see lists of what “effective” reading personnel need to be?

Stanwood, Les “Mass Mailing Delivers First Class Learning” *Learning*, Vol. 7 (January 1979) pp. 40-41.

The author enumerates the steps involved in having a classroom full of students conduct a survey by mail, a process which seems depressing at best. However, the many beneficial results in student gains in reading and related skills makes such monumental projects worth doing.

Renate Valtin, “Dyslexia: deficit in reading or deficit in research?”

(Critical comments on the methodological and theoretical aspects of research on Legasthenie)\*, *Reading Research Quarterly*, Number 2, 1978-1979, pp. 203-219.

Because dyslexia has become such a controversial area of interest, Valtin's article examining the possible faults in research methodology is especially germane. She focuses on problems of selection of the sample, the inconsistency of the concept of dyslexia, and the failure to use a theory of the reading process as a model. Of special note is her research showing the inadequacy of using a fullscale IQ score which fails to recognize the potential discrepancies to be found in the verbal and performance scores of readers of differing ability levels.