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TEN-SECOND REVIEWS

Betty L. Hagberg

"Love for reading is not taught, it is created; not required, but inspired; not demanded, but exemplified, not exacted, but quickened; not solicited, but activated." — Russell G. Stauffer

Abrams, Jules C., "Minimal Brain Dysfunction and Dyslexia," *Reading World*, (March, 1975), 14:219-227.

Abrams points out that there is much evidence which indicates the tremendous importance of psychogenic factors in determining how well a child will learn and the significance of these factors in the cause of reading disability. Throughout the article he uses the terms specific learning disability (SLD), specific reading disability (SRD), and minimal brain dysfunction (MBD) interchangeably since he is interested in a comprehensive understanding of the problem. The author discusses an ego approach to minimal brain dysfunction, characteristics of MBD, dyslexia (a specific form of MBD), and modes of therapeutic intervention for MBD. He concludes by indicating that relationships with people—parents, siblings, relatives, peers, well-meaning acquaintances, and teachers have contributed to children's severe reading problems. Abrams feels that without looking at this crucial aspect when planning a reeducational program that instructional techniques will have little value or impact. Contacts with the child must be personal and sincere if the youngster is to experience success in reading.

Allington, Richard L., "Improving Content Area Instruction in the Middle School," *Journal of Reading*, (March, 1975), 18:455-461.

Allington states that the primary task facing the middle school teacher is aiding student transition from the skills oriented primary reading program to the content oriented secondary curriculum. The middle school teacher must extend student abilities with decoding and comprehension skills and teach them to effectively apply reading skills to the content subjects. The author emphasizes that the middle school teacher is concerned with continued skill development rather than mastery of content. He presents four types of instructional variables to be considered and suggestions for supplementary instruction.

Anderson, William W., "Evaluation of College Reading and Study Skills Programs, Problems and Approaches," *Reading World*, (March, 1975), 14:191-197.

This article brings together some of the most outstanding and significant research in recent years relating to the problems of evaluating college reading and study skills programs and the corresponding implications for improvement. Anderson discusses what the research literature seems to reflect, and that is: 1) the need for more adequate criterion measures of program success; 2) for improved measurement tools; 3) for more appropriate statistical design of evaluative studies; and, 4) for greater attention to affective variables in evaluation. In his summary, the author presents four optimistic conclusions concerning college reading improvement programs.

Barr, Rebecca, "Influence of Reading Materials On Response To Printed Words," *Journal of Reading Behavior*, (Summer, 1975), 7:121-135.

Beginning reading materials often differ in the words included in stories. Most texts use a limited number of words that vary in length and pattern. Reading materials for phonics or linguistic instruction tend to have more words that are similar. This investigation explores the effect of word characteristics on children's responses to printed words.

Crisuolo, Nicholas P., "Six Creative Reading Programs," *The Reading Teacher*, (March, 1975), 28:561-564.

The development of creative dynamic reading programs is being encouraged by awarding ESEA Title II "mini-grants" for reading. Six of the creative programs these grants generated in New Haven, Connecticut, schools are described briefly in this article. The main thrust of these grants is on the development of programs which will motivate children to read. Articles in journals often describe "should do" programs. The six programs in this article are "did do" programs. They are: The Play's The Thing; Reading For Life; Project REACH; and, The Reading Garden. These creative reading programs can be easily adapted in other schools.

Dawkins, John, *Syntax and Readability*, Newark, Delaware: International Reading Association, 1975.

This monograph provides a basic discussion of the general nature of syntactic complexity. It describes how rules of language produce complex syntax and raises questions about reading difficulty. The processes which produce sentences varying in com-

plexity are described. Writing and research questions on easy to read syntax, applications and conclusions are discussed.

Harker, John W., "Materials for Problem Readers: Why Aren't They Working?" *Journal of Reading*, (March, 1975), 18:451-454.

A large number of materials designed to help slow readers were developed upon recognition of special reading problems encountered by high school students. These materials have a variety in their format and content. They appeal to the tastes and interests of adolescents. Despite the widespread use of these special materials, reading problems still persist. The author expresses an opinion that teachers recognize the need not only for developing motivation but implementing this motivation by teaching the reading skills necessary for successful reading.

Hildreth, Gertrude H., "Which Way In Spelling Reform?", *Spelling Progress Bulletin*, No. Hollywood, California, [Spring, 1975], pp. 14-16.

The English spelling reform movement seems to be a choice between a new system of regularized spelling using our 26-letter alphabet without the addition of new letter forms, or a new system for permanent adoption with sufficient augmentation of the Roman letters with one symbol to a given sound. Both proposals need critical appraisal, for the welfare of future generations of readers and writers is the main consideration before adoption of either scheme.

Huslin, Ronald A., "What's Happening In College and University Developmental Reading Programs: Report of a Recent Survey," *Reading World*, (March, 1975), 14:202-218.

This study presents current information regarding the policies and practices in college developmental reading courses. Information is given on: the number of schools which offer developmental reading courses for academic credit; various titles used for these courses; the length of the courses; the department affiliation; the system of grading and evaluation criteria; the number of students enrolled annually; the reading courses being required or optional; and, the textbooks used to teach college developmental reading. Huslin sent questionnaires to 280 four-year colleges and universities and received a 63% response. He hopes this survey will yield a more complete accounting of such courses.

Johns, Jerry L., "Dolch List of Common Nouns—A Comparison," *The Reading Teacher*, (March, 1975), 28:538-540.

Johns' study was undertaken to compare Dolch's list of common nouns to four recently published word lists. It must be kept in mind that most studies involving frequency counts have some error associated with them and that several words indentified as nouns may also function as other parts of speech, depending upon the context in which they are found. With these cautions in mind, the comparison did result in a short list of nouns which do recur often and are worthy of teaching as sight words.

Lucas, Marilyn S. and Harry Singer, "Dialect In Relation To Oral Reading Achievement: Recoding, Encoding, or Merely A Code?", *Journal of Reading Behavior*, (Summer, 1975), 7:137-148.

The Gates-McKillop Reading Test, the Illinois Test of Psycholinguistic Abilities, and the Children's Apperception Test were administered in grades one and three, to 30 Mexican-American children. A scale was also used to rate bilingualism in their homes. In the third grade results indicated a negative correlation between degree of Spanish in the home to syntactic ability and a positive correlation between syntactic ability and oral reading. Direct relationship between Spanish in the home and oral reading was minimal. The evidence indicates that dialect interferes in oral reading on syntax but not on the speech sounds. The interference is likely to diminish as Mexican-American children become more competent in English syntax.

Walker, Laurence, "Newfoundland Dialect Interference In Oral Reading," *Journal of Reading Behavior*, (Spring, 1975), 7:61-78.

That dialect differences interfere with the acquisition of literacy skills is a hypothesis still unproven, based on the research into the relationship between Black English and reading. Evidence relative to the hypothesis was sought by studying the oral reading performance of third grade students in Newfoundland where a distinct dialect prevails. Material using standard English and material containing structures of the local dialect were used to compare the oral reading performances of students. The interference hypothesis was not supported as significant differences favoring the Standard English readings were revealed for three measures of oral reading proficiency. It showed language flexibility of dialect speakers in the third grade and pointed out that written language ability cannot be based on oral reading performances.

NEW PUBLICATIONS

Burie, Audrey Ann and Mary Ann Heltshe, *Reading With a Smile: 90 Reading Games That Work*. Washington, D.C., 1975. 200 pp., \$9.95.

In *Reading With a Smile*, 90 child-tested games can be found. Included are the specific skills each game teaches, a list of materials needed, precise directions, patterns, and variations that increases the number of games which can be made. Games for reading readiness, basic reading skills, and content-oriented reading are presented by sections in the book. For handy reference, a skill index to the games is included.

Cook, Cheri, "Unit I—Telephone and Telegraph," *Your Personal Business*, Syracuse, New York: New Readers Press, Division of Laubach Literacy, Inc., 1975.

"Telephone and Telegraph, Unit I" is the first unit available in a new series entitled *Your Personal Business*. The series is rich in practice of survival learning and the consumable units can be used to develop language arts and problem-solving skills along with competence in the subject area. The first unit is 80 pages long and written at the 3.4 reading level as measured by the Spache formula. The lessons give how-to tips and consumer information. Exercises provide skills practice in reading, writing, oral communication, computation and problem solving.

Elwood, Ann and John Raht, *Points of View*, New York, New York: Globe Publishing Co., 1975.

This new high-interest, easy-reading text for junior and senior high classes has controlled 4.5 reading level as measured by the Fry Readability Formula. Story subjects that will hold the young reader's attention are told in groups of 2 or 3 short selections from 2 or 3 different points of view. Skill building and vocabulary comprehension and discussion questions, and illustrations place emphasis on the understanding to be gained. A teaching guide is available.

Glover, John A. and Albert L. Gary, *Behavior Modification: Enhancing Creativity and Other Good Behaviors*. Pacific Grove, California: The Boxwood Press, 1975. 135 pp.

This book presents a brief sketch of behavior modification for students who have not had considerable exposure to experimentally

orientated psychological training. It is an introduction to the theory of behavior modification, emphasizing identifying and enhancing creative behavior rather than “firefighting” nasty behaviors. Techniques are given in detail, including a section on the developing of reading in “non-readers.”

Mallett, Jerry J., *Reading Skills Activity Cards*, The Center For Applied Research In Education, Inc., 1975.

This reading aid is divided into eight developmental reading skills areas: sight word knowledge, phonetic analysis, structural analysis, literal comprehension, interpretive comprehension, critical reading, creative reading and reading in the content areas. Thirty activities are provided for each area in a sequential manner, from easiest to more difficult. They range on a continuum from the third-grade to the eighth-grade reading level.

Miller, Wilma H., *The Reading Diagnosis Kit*, New York, New York: The Center for Applied Research in Education, Inc., 1975.

This is a new aid put together in one package to pinpoint the causes of reading problems in the elementary grades. The kit gives details of most of the major formal and informal diagnostic devices now in use, directions for using each of these techniques, and actual diagnostic tests which can be used to identify specific reading disabilities of an individual, small group, or entire class.

Nemeth, Joseph S., *Reading Rx: Better Teachers, Better Supervisors, Better Programs*, Newark, Delaware: International Reading Association, 1975.

Here is a book intended to aid in the improvement of teacher education. The 26 articles are presented in three sections: pre-service and in-service teacher training, the preparation and role of reading specialists and supervisors, and aspects of reading programs which will be developed by well-trained teachers and supervisors.

Nielson, Duane M. and Howard F. Hjelm, Editors, *Reading and Career Education* (Perspectives in Reading No. 19), Newark, Delaware: International Reading Association, 1975.

The editors have selected articles which examine the growing concern with how reading prepares people for specific careers. The text examines the background of career education in the United States. Sixteen authors have contributed to the book's three sections. Viewpoints concerning reading requirements for career education and innovative programs supported by the U.S. Office of Education have been presented.

Rash, J. Keogh, *Pathways to Health Series*, New York, New York: Globe Book Company, Inc., 1975.

Pathways consists of six individually bound softcover texts with reading levels at grades four and five. The stories are easy to read, yet mature in appearance and content and are intended for the junior high school. The "case study" approach presents anecdotes about young people and their physical and mental health problems. Scientific subjects are treated simply but accurately. "Let's Talk It Over" questions and short summaries appear throughout the book with comprehension checks. Students are given an opportunity to express their own ideas and to reach their own decisions. Teaching guides are available.

Rauch, Sidney J. and Zacharie J. Clements, *World of Vocabulary: Book I*, New York, New York: Globe Book Company, Inc., 1974.

This new text-workbook was created for junior and senior high students who read below grade level. The idea is to give the underachiever a chance to work with really interesting words. The exercises are designed to enable the most reluctant learner to "get it right" over and over again. There are twenty lessons built around short, non-fiction reading selections at a grade three reading level. It contains high-interest subjects with ten new vocabulary words in each lesson which are carefully planned to ensure success.

Schulwitz, Bonnie S., Editor, *Teachers, Tangibles, Techniques: Comprehension of Content in Reading*, Newark, Delaware: International Reading Association, 1975.

Most of these papers were chosen from the 1973 Denver Convention for their insights and practical applicability to classroom teaching. The volume is divided into four sections: factors affecting comprehension, human factors in teaching, the resources and materials of teaching, and creative techniques in teaching.

Searls, Evelyn F., *How to Use WISC Scores in Reading Diagnosis*, Newark, Delaware: International Reading Association, 1975.

This is the latest volume in the Reading Aids series. It provides a concise summary of information about the WISC tests and their relation to reading skills. Descriptions of the tests and the conditions of their norming are also set forth. Twenty-five years of observations have been collected and reported by the author.

Turner, Richard H., *Real Experiences: Language In Everyday Use*, New York, New York: Globe Book Company, Inc., 1975. 118 pp.

Real Experiences is Book I in a new series especially geared to the needs of slow-to-average students in junior and senior high classes. The selections are written with a secondary-school interest level at a reading level of grades 4-5 as measured by the Dale-Chall Formula. The lessons deal with everyday, real-life situations that stress effective communication through thinking, speaking, listening, reading, and writing. Emphasis throughout the text is on "learning by doing." A teaching guide is available.

U.S. Office of Education, *Right To Read '75*, Washington, D.C.: Department of Health, Education, and Welfare. (May, 1975) Volume 2, Number 1.

This is the first in a series of six bi-monthly reports on the National Right To Read effort. It presents an overview of the Right To Read today, discusses demonstration programs in effect, gives current data on the Right To Read states, and sets forth "Facts About The National Reading Improvement Program, Title VII." Points are given on what can be done in the critical thrust of involving the private sector in the elimination of illiteracy.

Weiman, Evelyn, Editor, *Reading Abstracts*, P.O. Box 2600, La Jolla, California, 92037: Essay Press, 1975.

Reading Abstracts is published twice a year in April and October. It is a periodical reference work which contains English-language abstracts of scholarly articles that are selected from the world's literature. Each issue contains: informative abstracts, author name index, subject index, Book Review index, books received, source publication index and diverse advertisements.

Wilson, Robert M. and Marcia M. Barnes, *Survival Learning Materials: Suggestions For Developing*, York, Pennsylvania: Strine Publishing Co., (College Reading Association), 1974. 51 pp.

The functional reading activities which are detailed in this publication are appropriate for students from the elementary level through adult education. Ideas for developing functional reading skills are offered by showing students "how to" read a map, read labels, locate information, fill out job applications, and many other practical ideas. The booklet is designed to provide starter ideas for teachers to use in developing their own packets. Procedures are given for getting started and it has been found that teachers expand on them easily.