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## Ten-Second Reviews

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# TEN-SECOND REVIEWS



*SPRING '76*

Allington, Richard L., "Book Banning: No Easy Answers" *Journal of Reading* (December 1975) 19:201-204.

This writer urges the establishment of sound policies for book selection in schools, as he describes the increased number of censorship problems in the country. The article outlines a few of the most advisable procedural steps which should be taken, safeguarding against the emotional trauma of such confrontations, causing "epidemics of fear."

Ammon, Richard, "Generating Expectancies to Enhance Comprehension," *The Reading Teacher* (December 1975) 29:245-249.

To avoid the many limitations of having students merely say the words in reading, relying too heavily on word structure, Ammon introduces the idea of using a modified cloze procedure. The method is to generate sentences with single deleted words; thus, with the addition of syntactic and semantic clues, students are guided to more independent reading for meaning.

Artley, A. Sterl, and Veralee B. Hardin, "A Current Dilemma: Reading Disability or Learning Disability?" *The Reading Teacher* (January 1976) 29:36k-366.

With the new attention focused on LD, confusion is rising about the roles of the reading specialist and the learning specialist. Artley and Hardin present the background of the situation to the reader, showing that the Association of Learning Disabilities was organized to meet a need for treating non-reading related disabilities. Despite the statement of distinctions and definitions made by the Office of Education in Washington, the problem persists as costly duplication of effort and an obstacle to progress.

Bragstad, M. Bernice, "Teaching Students How to Learn" *Journal of Reading* (December 1975) 19:226-230.

Here is more proof that knowing the tools can influence the quality of the job. Bragstad, a reading consultant in a large high school, demonstrates through convincing evidence and conclusive results of experimental research, that teaching students about the process of learning pays large dividends. Listing her strategies, the author shows how students may become more effective in any content area.

Brennan, Susan Warfield "Publishing Children's Writing" *The Reading Teacher* (February 1976) 29:447-449.

The obvious reasons for publishing children's writings are motivation and satisfaction. This author furnishes the classroom teacher with names and addresses for sending creative works by young people. Fourteen publishers are listed, with descriptions of kinds of materials accepted. An excellent section on guidelines for writers follows the list.

Cohen, Judith H., "The Effect of Content Area Materials on Cloze Test Performance," *Journal of Reading* (December 1975) 19:247-250.

The article describes in detail the set of tests given and procedural steps taken to compare cloze tests with readability measures. Findings of the author indicate that criteria for independent and instructional levels vary with the content area material being used. For example, while the Dale-Chall scale might find a literature and a social studies text to be the same in difficulty, cloze tests find the literature book to be much more difficult.

Cooke, Bridget L. and William R. Farrow, "Needs, Materials, Curiosity: A Difficult Combination" *Journal of Reading* (December 1975) 19:214-217.

Faced with the task of helping innercity enrollees become effective readers of college texts, these reading specialists turned away from workbooks and reading kits, having found them to be "simplistic" and "sterile." To teach a reading process that will result in thinking and organizing ideas, the authors use interesting articles chosen from the daily papers and news magazines.

Criscuolo, Nicholas P., "Mag Bags, Peg Sheds, Crafty Crannies, and Reading" *The Reading Teacher* (January 1976) 29:376-378.

The author is supervisor of reading in New Haven, Connecticut,

and has here taken the time to describe some creative ways to make the classroom an exciting and stimulating place for young minds. To bring variety and enthusiasm into the atmosphere, devote corners and edges of the classroom to activities that include everything from plant care (Table Top Acres) to original writing (Writer's Camp).

Downing, John, "The Bullock Commission's Judgment of i.t.a." *The Reading Teacher* (January 1976) 29:379-382.

Although originating in Great Britain, this evaluation of i.t.a. and the long-haul results attained in its use will be welcomed by many concerned teachers. While it cannot be considered conclusive, the indication is that i.t.a. produces good readers, has few failures, causes no transition problem, and continues in good repute.

Duggins, James, "Teaching Reading to High School Students for Human Values" *The High School Journal* (November 1975) 59:83-90.

We are only now, in the current decade, becoming aware that reading is humanistic and not scientific. We are realizing that we have to recover from a generation of the philosophy that said "If you can't count it, it doesn't count." The reasons for teaching reading, the author says, have changed from utilitarian to the development of the person—with feelings and emotions. The relevance of the materials to the experience of the person reading has more effect on the performance than does the degree to which each reading skill has been taught, declares this writer.

Dupuis, Mary M., "Diagnostic Teaching for Every Teacher" *The High School Journal* (November 1975) 59:65-76.

In support of her belief that every teacher can do much to help secondary students read more effectively, the author demonstrates (through descriptions) some ways to build comprehension in text reading. The article includes rationale and procedure for assessing students' needs in specific subject vocabulary, and ideas for raising student level of concept understanding.

Johnson, Laura S., "Bilingual Bicultural Education: A Two-Way Street" *The Reading Teacher* (December 1975) 29:231-239.

The article is a comprehensive description of how monolingual USA was forced to learn new concepts about bicultural education. Practical ideas are included for persons who have suddenly become teachers of international classes. Also, for those who need help in specific areas, names and addresses of agencies are included.

Lamb, Pose, "How Important is Instruction in Phonics?" *The Reading Teacher* (October 1975) 29:15-18.

In answering the title question, the author quotes many important reading experts, to come to the conclusion that phonics should be taught only as it is needed, and that knowledge of children's individual needs in learning is more important than sole emphasis on teaching generalizations of word structure.

Palmer, William S. "Reading—A Thought and Language Process." *The High School Journal* (November 1975) 59:50-59.

Some explanations and descriptions of the reading process are compiled here from several of our foremost reading specialists. The author attempts to line up the terminology with the skills involved, so that the reader may see in comparison the experts' perception of reading, and a ladder of reading stages as seen by each expert. Palmer has designed the article for readers who have not worked with the technical aspects of reading to any great extent.

Powers, Hugh W. S., Jr., "Caffeine, Behavior, and the LD Child" *Academic Therapy* (Fall 1975) 11:5-19.

Adolescents and preadolescents are consuming large quantities of caffeine in the chocolate they eat and the Pepsi and Coke they drink. Evidence indicates that the drug operates in the system to adversely affect physical coordination, visual discrimination, and sense of well-being. Citing previous research on the effects of overloads of sugar and carbohydrates in the system of children, Powers asserts that this addition of caffeine "places the child in double jeopardy."

Rudman, Marsha K., "Standardized Test Taking: Your Students Can Do Better" *Learning* (February 1976) 4:76-82.

All teachers who have administered standardized tests will see the wisdom of this approach. Rudman describes the positive and constructive things teachers can do to help students perform their best on tests, without the negative factors of emotion and confusion that keep them from showing up well, as might normally be possible. Some of the steps described in the approach are: giving students practice in reading directions, skimming for information, using charts or graphs (if tests use them). More important, students are helped to gain an attitude that these tests are opportunities rather than crises.

Schumacher, Gary M., Dale Liebert and Warren Fass, "Textual Organization, Advance Organizers and the Retention of Prose Material" *Journal of Reading Behavior* (Summer 1975) 7:173-180.

The authors describe the research conducted on the effects of the pattern of organization of materials in textbooks, and the interrelationship of advance organizers (or preview of materials). The conclusions reached are somewhat surprising, since we have tended to believe that the better organization of textual material will result in better retention. The authors found that whatever organization "Induced (readers) to actively interact with material presented to them, they are more likely to remember that information."

Shepherd, David L., "Individualizing Reading Instruction for High School Students" *The High School Journal* (November 1975) 59:77-82.

After describing the general hesitation of teachers to undertake individualization of reading, the article outlines the practical ways teachers may implement the realistic policy in this direction. Each stage and level is explained and described in some detail. Areas previously left vague in articles on individualization, such as grouping and materials to be used, are discussed comprehensively here. The author introduces ways of keeping oneself aware of performance levels of individual students.

Schreiner, Robert, and Linda R. Tanner, "What History Says About Teaching Reading" *The Reading Teacher* (February 1976) 29:468-473.

As one reflects on this article, he may be struck with the realization that new labels have been applied to old methods *throughout* the long history of teaching reading. Some issues are clarified by means of this historical perspective. For example, the authors suggest that teachers spend more time with *oral language skills* in beginning instruction in reading, citing supportive research.

Sims, Dr. Rudine, "Miscue Analysis—Emphasis on Comprehension" *The New England Reading Association Journal* (December 1975) 11:6-10, 46-50.

This article examines the evolution and the rationale of the *Reading Miscue Inventory*. There is a definition of "miscue" as used in this context, followed by a list of implications that researchers have drawn from the studies of errors made in oral reading. The practical use that teachers can make of the knowledge gained from this research is important. It would seem that the greatest resultant values are to be found in the changes in the teacher rather than in the students. For example, one who studied the RMI would tend to

stop correcting children who make mistakes while reading for them. One would recognize reading in a new light, and encourage the learning process through the context of experience instead of “correct” pronunciation of words.

Smith, R. Kent, Robert J. Drummond, and Clayton A. Pinette “Reading Attitudes and Interests: Their Importance In Community College Reading Instruction” *Reading World* (October 1975) 15:38-44.

There is an implication in this research report that establishing a developmental or corrective reading program has little hope of success unless one finds ways to alter the attitudes and interests of the students taking the instruction. Two groups of students were questioned about their knowledge of good reading techniques, but which group was remedial could not be discerned by the differences in the responses. Only when attitudinal questions were asked could one tell the successful college enrollee group from the group required to take reading improvement.

Strickland, Edward, “Stages of Assignment Mastery I: A Reading and Study Guide Based on Cognitive Psychological Research” *Reading World* (October 1975) 15:4-9.

Citing several research studies and reports, the author has compiled the most effective ideas from many sources into a detailed formula for study. He tested his formula in experimental projects, with open-enrollment students as his population, and found a significant gain of 11 percentage points over the control groups. Keys to the successful use of the guide are the detailed descriptions of each operation and the feedback the student receives as he tests his mastery at each step. This is a programmed refinement of the SQ3R.