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TEN-SECOND REVIEWS

Betty L. Hagberg

"How many a man has dated a new era in his life from the reading of a book."—Walden

Anderson, Clarence, Terrence Foley, Jean Daugherty, and Dorothy J. McGinnis, "The Realities of Teaching Reading at a Community College," *Interaction: Research and Practice in College-Adult Reading*, (Phil Nacke, Editor), The National Reading Conference, Inc., Clemson, South Carolina, 1974, pp. 261-264.

This paper presents an overview of the many urgent and vexing problems of teaching reading in a community college. Ways of dealing with some of them are suggested. Emphasis is placed on changing the reading program's image, that is, that the program is not for remedial students but for students who want to "reach up for self-realization." An individualized reading program based on diagnosis and prescription is recommended as the community college program attempts to meet the vast range of needs of its students. Other problems, such as approval and support of faculty and administration as well as achieving accountability, are raised. The ideas set forth in this paper stimulate thinking, discussion, and action.

Atwood, Beth, *Building Independent Learning Skills*, Learning Handbooks, 530 University Ave., Palo Alto, California 94301.

This book offers a variety of classroom tested ideas and approaches to help students become independent learners. Included are more than 100 activities and projects that help students learn to define problems, plan investigations, and evaluate results. Also presented are suggestions for topics that develop specific independent learning skills.

Burgy, Dianne R., "Supervisory Strategy in Reading," *Journal of Reading*, (November, 1974), 18:119-121.

Reading personnel face difficulties when translating a job description into the realities of the everyday work. The duties, whether specified or merely understood, have to be translated into time allocations of daily, weekly and monthly schedules. The working relationship between the reading specialist and other teachers, and the areas of reading to be emphasized are

practical and important topics to be clarified. Burgy presents five areas of importance and suggests time allocations for each.

Capuzzi, Dave and Mary O. Netherton Warren, "Using Transactional Analysis Making the Reading Experience OK," *Journal of Reading*, (December, 1974), 18:225-230.

The authors state that the student entering high school or college with a reading handicap brings with him attitudes and feelings about himself and his environment which can interfere with his reading skills and personal growth. The instructor of this student also has feelings and attitudes which can block growth. Therefore, it is important for the instructor to gain insight into himself and his students before he attempts a developmental reading program. What seems to be a reading problem may be a personality or interpersonal relationship problem instead. Transactional analysis offers an instructor a way to increase communication in the classroom and to understand psychological dynamics of the learning experience. Capuzzi and Warren maintain that reading teachers need not become authorities in transactional analysis theory to become aware of its value. They briefly outline the theory and indicate that an awareness of the different ego states which we all share, the transactions we engage in, and the games we play can help us reach many students who otherwise might never learn to read.

Cassidy, Jack, "Legislative Activities and Involvement, Ten Tips for State Councils," *Journal of Reading*, (November, 1974), 18:140-142.

Cassidy challenges reading professionals to become actively involved in legislative activities. Recent developments such as the elimination of reading positions in some states and the Peter Doe case in San Francisco demonstrate this need. The author sets forth ten tips to foster legislative involvement of state councils. He reminds us that we can no longer afford to let others make laws that affect responsibilities we are best able to carry out as professionals.

Chan, Julie M. T., *Why Read Aloud to Children?* (Micromonograph), International Reading Association, Newark, Delaware, 1974.

The author presents the merits of oral reading to children in the home. She explains why reading to children is important and also suggests how and when this activity might take place. Chan discusses what children gain from being read to and shows how the home and parents can provide a climate conducive to reading.

Criscuolo, Nicholas P., "Quality Reading Programs at Bargain Basement Prices," *Journal of Reading*, (November, 1974), 18:127-130.

The author, as supervisor of reading, describes eight programs which have been implemented in a public school in Connecticut. The programs are: 1) Book Bank, 2) Reading Inducement Plan, 3) Reading Share-In, 4) Reading Exhibit, 5) Make-It and Take-It Workshops, 6) Volunteer Programs, 7) Preservice Program, and 8) Involvement of Parents. These eight effective programs retain quality in reading instruction and operate economically at the same time.

Curwin, Richard L., and Geri Curwin, *Developing Individual Values In the Classroom*, Learning Handbooks, 530 University Ave., Palo Alto, California 94301.

The authors present a practical approach to help every child understand who he is and how to become more like his ideal self. It provides down-to-earth activities, teaching strategies and procedures to help teachers develop every child's own values. Some of the content includes: definitions and discussions of key valuing concepts; projects that help students examine their lives, feelings, experiences, and goals; ideas for building trust and self-respect; and many more suggestions on how to help the student to become more like his ideal self.

Drew, Walter F., Anita R. Olds, and Henry F. Olds, Jr., *Motivating Today's Students*, Learning Handbooks, 530 University Ave., Palo Alto, California 94301.

Based on many teachers' classroom experiences, this handbook deals with specific motivational problems and describes successful strategies to help students become motivated

achievers. Content includes: activities that help students understand their need to achieve, motivational techniques for teachers to use in one-to-one relationships, how to involve parents in motivating students, and many more useful approaches and techniques. The authors have trained many teachers on this subject.

Duffy, Gerald G. (Editor), *Reading In the Middle School*, International Reading Association, Newark, Delaware, 1974.

This publication clearly points out the place of reading in the middle school. Part I presents the unique characteristics of middle schools and middle school students; Part II focuses on the organizational problems of the middle school programs; Part III describes the reading content and instructional strategies; and Part IV predicts the future of the middle school. The book is practical and field oriented, usable to both the reading teacher and content area teacher.

Durkin, Delores, "Phonics: Instruction That Needs To Be Improved," *The Reading Teacher*, (November, 1974), 28:152-156.

Durkin states ". . . that our schools are teaching phonics is hardly an undesirable situation." If children are to learn how to identify words not recognized in their printed form, they have to be taught how to use spellings, along with other cues, to help with identification of new or unknown words. However, the author indicates what is bothersome about the current scene is not that phonics is being taught but that it is being taught poorly. In this article, Durkin describes some features of current phonics instruction that would be viewed as flaws. She then offers valuable guidelines for the improvement of phonics instruction.

Durkin, Delores, "After Ten Years: Where Are We Now In Reading?" *The Reading Teacher*, (December, 1974), 28:262-267.

Durkin compares her observations from frequently, regularly scheduled visits in classrooms to *The First R*, (Austin and Morrison, 1963). Individualized instruction, grouping practices, testing practices, and instructional leadership have changed very little. The author lists five variables which affect what any teacher does in a classroom and suggests four cate-

gories of professionals who must make contributions if solutions are to be found for the less than perfect instruction. Those categories include: 1) the teacher, 2) the instructor of reading courses, 3) the elementary school principal, and 4) the author of commercially prepared instructional materials. Suggestions of “what to do” are given for each of the categories.

Durr, William K., and Roberta Hickman, “Reading Instruction in Soviet Schools: Methods and Materials,” *The Reading Teacher*, (November, 1974), 28:134-140.

The authors present a resume of their ten days of intensive discussion with Soviet leaders and visits to schools in Moscow, Leningrad, and Tashkent. They point out that the 150 national languages in the Soviet Union are in varying degrees more consistent than English in their symbol-sound relationships. Strategies for reading instruction are grounded in this consistency. Prior to the beginning of formal reading in first grade, some 80 percent of Soviet children are enrolled in day care centers. The centers offer a variety of activities which prepare children for a successful beginning in first grade reading. It is reported that an average of 50 percent of the children in cities can read before grade one. In Russia first graders are about one year older than the average U.S. first grade student. The Soviet first grader is introduced to his “ABC book” the first day of school. They complete this 103-page book by mid-December. Durr and Hickman briefly describe this book and offer some interesting conclusions about learning to read in the Soviet schools. The authors point out that there is a common dedication to the goal of literacy in the Soviet Schools. Could the success of Soviet children in reading possibly be because there is a complete and honest conviction that each child *will* learn to read? Do read this article in its entirety!

Earle, Richard A., and Richard Morely, “The Half-Open Classroom: Controlled Options in Reading,” *Journal of Reading*, (November, 1974), 18:131-135.

The authors reiterate that educational commentary of the 1970's reflects an intense concern for increased freedom with responsibility in the classroom. It is indicated that teachers often flit from one promising innovation to another, expecting an overnight “moth-to-butterfly” transformation. Consequently,

rejection with disappointment is the outcome. The authors carefully describe and give examples on how increased freedom with responsibility can be achieved by the gradual adjustment of three elements: 1) time, 2) task, and 3) student movement. However, they warn that significant change in classroom management must be preceded and accompanied by changes in teacher attitude, and change is never comfortable.

Froese, Victor, "IRI's At the Secondary Level Re-examined," *Interaction: Research and Practice In College-Adult Reading*, (Phil Nacke, Editor), The National Reading Conference, Inc., Clemson, South Carolina, 1974, pp. 120-124.

This article is based on a critical review of the literature and sets forth the problems related to using IRI's at the secondary level. Its intent is to stimulate further research and development of IRI's. The author indicates that informal reading inventories have been in use approximately fifty years and that there are few studies related to the use of them at the secondary school level. Froese identifies ten problem areas of informal reading inventories. He states that very few of the problems have been satisfactorily solved at the secondary level and suggests that this is a fruitful area for further research.

Garcia, Ricardo L., "Mexican Americans Learn Through Language Experience," *The Reading Teacher*, (December, 1974), 28:301-305.

Garcia contends that today, more than ever before, pressure is being exerted on reading and language arts instructors to meet the needs and interests of Chicano students. Studies indicate that 63% of the Chicano student population is reading six months below the national norm in the twelfth grade. The author indicates that compensatory reading programs must be made more effective. They have generally focused on changing the language habits of Chicano youngsters. He suggests that language arts teachers change the ethnic content of their English-based instruction to portray the bicultural environment in which Chicano children live. This would make the English language arts instruction relevant to the cultural interests of the Chicano student. In his paper, Garcia suggests methods and bicultural materials that could be used by reading teachers to teach Chicano disabled readers. He lists re-

sources and gives names and addresses of centers which provide bicultural Mexican American materials.

Johns, Jerry L. (Editor), *Literacy for Diverse Learners*, International Reading Association, Newark, Delaware, 1974.

This publication is an excellent collection of papers drawn from the Denver and other IRA conventions. Its content provides practical strategies and insights into the factors which must be considered in programs for illiterates, young or old. Each section of the book is prefaced by questions with which the authors deal and concluded with a bibliography of articles and books of current importance published in the United States. This publication will bring new insights into your situation and offer alternative approaches to your work.

Lesser, Gerald S., *Children and Television*, Random House, New York, New York, 1974.

This book gives a careful account of the development of the popular and successful TV show from the beginning concept through the first year of broadcast. Lesser includes the failures as well as the successes. The basic premise of "Sesame Street" is to educate. Professional educators carefully planned and reflected on the program before it was viewed over the TV network. Lesser points out why this program has been so successful.

Meyers, Elizabeth S., Helen Ball and Marjorie Crutchfield, *The Kindergarten Teacher's Handbook*, Gramercy Press, Los Angeles, California 90007.

The program presented in this volume provides the teacher a means of assessing children and individualizing instruction for them at the outset of the Kindergarten experience. In the assessment procedures described, the teacher will secure a sample of each child's functioning in visual motor integration, visual memory, fine motor and manipulative skill, language, gross motor control, body concept, and auditory discrimination. The assessment tasks are suitable for children from varying socio-economic backgrounds. Suggested instructional activities are provided once assessment is completed. The authors suggest in this prescriptive teaching approach that a portion of the

Kindergarten day be set aside to work with children individually or in small groups for brief instructional sessions. These sessions are tailored to each child's profile of strengths and lags.

Miller, George A. (Editor), *Linguistic Communication: Perspectives for Research*, International Reading Association, Newark, Delaware, 1974.

This is a report by a study group organized by the National Institute for Education to examine some of the problems of linguistic communication. The writers affirm that literacy skills are acquired in many ways and in many situations. A program of research and development of learning and instruction in reading, writing, listening, and speaking is recommended. The two areas defined as the most pressing national problems of literacy at this time are: 1) Imparting basic literacy to those who most need it, and 2) Raising language comprehension of all the population.

Newcomer, Phyllis and Donald Hammill, "A Short Form of the Revised Illinois Test of Psycholinguistic Abilities," *Journal of Learning Disabilities*, (November, 1974), 7:570-572.

A short form of the ITPA was developed for use in research projects. The authors selected sample items from each subtest so that all psycholinguistic functions measured by the original test were included in the brief form. Both the long and shortened tests were administered to 83 "normal" children between the ages of 5 and 10. Results indicated that the short form ITPA had sufficient reliability to be used for the purposes of research or screening. However, the authors recommend that the study be replicated on children of uniform chronological age before it is used in clinical settings.

Osburn, Bess, "Shock Treatment Inservice Program Adds New Life to Reading," *Journal of Reading*, (November, 1974), 18:122-126.

"How can I teach him science? He can't read." The question, "Should every secondary teacher be expected to teach reading in his subject area?" is often raised and much discussed among educators. To develop an awareness of the reading process, a model might be used to direct the attention of teachers to their own reading process. Osburn shares and ex-

plains a simulation activity she used which proved very helpful in establishing interest and developing an awareness among teachers as to what the reading process involves.

Peterson, Joe, and Martha Carroll, "The Cloze Procedure as An Indicator of the Instructional Level For Disabled Readers," *Interaction: Research and Practice In College-Adult Reading*, (Phil Nacke, editor), The National Reading Conference, Inc., Clemson, South Carolina, 1974, pp. 153-157.

This study was undertaken to determine whether or not the cloze technique can be used to predict scores on more traditional measures of comprehension. Fifty-six disabled readers in grades 6, 7, 8, and 9 from a rural setting provided data for the study. Readers were considered disabled if measured reading comprehension was two or more years below grade placement. The results support previous reported figures of 38-44% with the cloze technique in predicting instructional levels of disabled as well as normal readers. The author points out a certain amount of instability with cloze and recommends that practitioners proceed with caution until further research indicates the degree of confidence one can place in scores derived from cloze procedure.

Pikulski, John, "A Critical Review: Informal Reading Inventories," *The Reading Teacher*, (November, 1974), 28:141-151.

Pikulski reviews and explores several problems regarding the use of Informal Reading Inventories. He carefully outlines the points in question and reminds his readers that these problems can be solved. The author states that pointing to difficulties in no way suggests that informal reading procedures are not useful. The purpose of this paper was to point out some pitfalls that should be guarded against and to suggest the need for more study to make the IRI an even more useful instrument.

Popham, James W. (Editor), *Evaluation In Education*, McCutchan Publishing Corporation, Berkeley, California, 1974.

For those who want to keep up with developments in the field of educational evaluation, this book is consistent with the current mood of excitement prevalent in that field. Each chap-

ter is written by a scholar recognized for his competency on the topic under consideration. Some of the ideas are literally brand new. For example, Scriven and Stufflebeam provide some refreshing insights and introduce some intriguing theoretical modifications into their approaches to the tasks faced by evaluators. Each chapter is also available as a separate booklet.

Rauch, Sidney J., "The Administrator and the Reading Program: Clarifying Roles of Reading Personnel," *The Reading World*, (October, 1974), 14:37-39.

In his paper Rauch warns that confusion about roles and responsibilities of reading personnel can reduce the effectiveness of reading programs. All faculty should know the functions of the reading specialist which the administrator should specify at a faculty meeting and clearly express his support. Rauch concludes his paper by providing a list of suggested responsibilities for the reading teacher and the reading consultant.

Rude, Robert T., "Objective-based Reading Systems: An Evaluation," *The Reading Teacher*, (November, 1974), 28:169-175.

The article identifies the outstanding features of a group of currently popular criterion referenced, or objective based, elementary school reading programs. Both strengths and weaknesses of each program have been given attention. The programs examined include the *Croft Inservice Reading: Word Attack and Comprehension*, the *Fountain Valley Teacher Support System*, the *Prescriptive Reading Inventory, Read On*, and the *Wisconsin Design for Reading Skill Development: Word Attack and Study Skills*. Each of the programs is analyzed according to five basic criteria: 1) skills and objectives of the program, 2) assessment techniques, 3) the management system, 4) instructional procedures and materials retrieval, and 5) program characteristics. The implementation cost per student has purposely been omitted in this article. Cost should be considered after examining the strengths and weaknesses of each program.

Sanacore, Joseph, "Enhancing the Reading Program: Administrative Considerations," *Journal of Reading*, (November, 1974), 18:114-118.

Sanacore reviews practical administrative aids to a school

reading program. Since the improvement of the program is largely dependent upon the building leader, that person should:

- 1) Obtain qualified reading staff, using as a guide the 1968 International Reading Association's criteria,
- 2) Provide inservice education programs to assist and motivate teachers, as well as to inform principals,
- 3) Guide the staff in certain aspects of reading evaluation and observation in classrooms,
- 3) Provide for parent aides in reading who have been given workshop preparation to do tutorial work.

Shaw, Darla H., "Serving the Entire Student Body in Reading," *The Journal of Reading*, (December, 1974), 18:203-205.

The author thinks the reading specialist should be of help to more than just disadvantaged readers. Students who are not reading below grade level need help in applying what they read, retention of material, vocabulary development, and other reading study skills. Shaw indicates that reading teachers must change the concept of their jobs. They must look into methods of serving the student body instead of limiting themselves to a few. True, high school reading teachers should give priority to disabled readers but priority need not mean isolation in the reading lab. They need to sell their services to content area teachers who often can do more about improving a student's reading ability on a daily basis than a reading teacher can do on a once or twice a week basis. The author outlines services the high school reading teacher can provide for the total student body.