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TEN-SECOND REVIEWS

Blanche O. Bush

The purpose of reading is to obtain meaning as one seeks to secure enjoyment and to acquire information from written language. —Carter and McGinnis

Ahern, Patricia Russell, "Into Reading—And How," *The Reading Teacher*, International Reading Association, Newark, (March, 1973), 26:555-562.

Through an informal survey of IRA leaders and readers, *Reading Teacher* has been attempting in a four-part series to trace the origins of reading interest. How has reading attracted so many willing workers to its ranks? Responses reported in last month's *Reading Teacher* seemed to indicate a combination of factors is responsible, including (1) the desire to help others, both students and teachers; (2) the challenge of the problems in reading which remain unsolved; (3) the growth and progress of the reading field; (4) the motivating leadership of an outstanding teacher.

Askov, Warren, Wayne Otto, and Richard Smith, "Assessment of the de Hirsch Predictive Index Tests of Reading Failure," *Some Persistent Questions on Beginning Reading* (Robert C. Aukerman, editor), International Reading Association, Newark, 1971, pp. 33-42.

The purpose of the three-year study was to investigate the predictive validity and the general usability in a school setting of a battery of ten tests reported to be predictors of reading failure by de Hirsch, Jansky, and Langford. There is a need for further study because: (1) The subjects in the study did not represent the range of mental ability found in most kindergarten classes; (2) The battery was administered in a clinical setting which might produce results different from those which could be obtained in a more typical school setting; (3) Although the authors reported their study to be "preliminary in nature" their battery has been cited in professional literature dealing with the prevention and correction of reading disability.

Bannatyne, Alex, "Reading: An Auditory-Vocal Process," *Academic Therapy* (John Arena, editor) (Summer, 1973), 8:429-432.

According to the author, the printed word is obviously a phonetic code for our auditory-vocal language. The process of coding and decoding involves many forms of psycholinguistic memory functions, each functioning both separately and integratively. At their best, reading and writing should become fully automatic functions which free us to concentrate on the auditory-vocal language which itself is only a communicative vehicle for measuring thoughts and feelings. The sooner children can forget coding and decoding because they have become habitual functions the better.

Berridge, Wayne, "The Reading Establishment and Teacher Education," *Social Perspectives on Reading* (James B. Macdonald, editor), International Reading Association, Newark, 1973, pp. 30-39.

In this paper the author explored some of the underlying assumptions for the preparation of reading specialists and their role at the public school level. Several areas were examined: (1) Current practices in preparing various levels of reading specialists; (2) The assumptions on which reading specialists operate within the school system; (3) The relationship of "reading establishment" to the concept of reading specialists; and (4) Suggested alternatives to the present system of preparing trained personnel.

Bliesmer, Emery P., "Informal Teacher Testing in Reading," *The Reading Teacher*, International Reading Association, Newark (December, 1972), 26:268-272.

Informal classroom testing allows the teacher to observe each child's performance in a variety of situations. The teacher must devise questions that utilize an application of various skills rather than a mere drill of the rules. During the testing, both visual and auditory modality must be clearly differentiated in order to obtain an accurate picture of his performance.

Bloom, Richard D., "Learning To Read: An Operant Perspective," *Reading Research Quarterly*, International Reading Association, Newark (Winter, 1973), 8:147-166.

The application of operant concepts to the process of learning to read is discussed in this article. Particular attention is

given to the definition and implication of this major operant concept of stimulus control and reinforcement contingencies in relation to reading behavior.

Botel, Morton, and Alvin Granowsky, "Diagnose the Reading Program Before You Diagnose the Child," *The Reading Teacher*, International Reading Association, Newark (March, 1973), 26:563-565.

Some educators look at reading failure as the child's failure. This way of thinking explains our current involvement with individual diagnosis of the child's learning needs and prescription of specific materials, activities and instructional settings. However, the authors state it would seem to be more productive to examine first the instructional program as a basic source of reading failure before attempting to diagnose and prescribe for deficits in the individual child.

Burns, Gary W., and Billy L. Watson, "Factor Analysis of the Revised ITPA With Underachieving Children," *Journal of Learning Disabilities* (June/July, 1973), 6:371-376.

The findings of this study give little or no support to the notion that the Revised Edition of the ITPA measures ten distinct and separate psycholinguistic abilities as delineated by the twelve subtests in the battery. Evidence gives no support for the use of specific programs for remediation of representational and automatic functions and skills individually.

Callaway, Rolland, "Social Perspectives on Reading: Politics," *Social Perspectives on Reading* (James B. Macdonald, editor), International Reading Association, Newark, 1973, pp. 3-14.

The author suggests that these proposals be considered: (1) Work toward decreasing the emphasis on formal teaching of reading until the chronological age of ten or eleven; (2) Insist that schooling consist of a multimedia approach—at all levels; (3) Stress approaches which emphasize reading in relation to comprehension, thinking, and interest rather than the rote learning of words and word attack skills; (4) Pay more attention to the political aspects of decision making in regard to reading and reading programs.

Carver, Ronald P., "Reading Tests in 1970 Versus 1980: Psychometric Versus Edumetric," *The Reading Teacher*, International Reading Association, Newark (December, 1972), 26:299-302.

Educational testing in the 1970's has been dominated by the traditional psychometric approach with its accent upon individual differences. The Edumetric approach of the 1980's refers to the measurement of progressive intrapersonal gains of high relevance to education. It measures an individual student's mastery of a minimum set of skills or knowledge.

Cashdan, Asher, "Reflections on the Beginning Reading Program," *The Reading Teacher*, International Reading Association, Newark, (January, 1973), 26:384-388.

The author recommended a coordinated phonics and story listening approach to beginning reading with worthwhile reading material.

Early, Margaret J., "Taking Stock: Secondary School Reading in the 70's," *Journal of Reading*, International Reading Association, Newark (February, 1973), 16:364-373.

The author presented seven points: (1) Since elementary schools are sending us better readers, we must focus at secondary levels on study skills and higher thought processes; (2) Elective courses and modular scheduling are frameworks within which we can develop mature reading and study skills; (3) We must rekindle interest in books; (4) We must avoid two extremes—either lack of development of skills in a laissez faire atmosphere or the overemphasis of mechanistic approaches to reading; (5) Staff development should be allowed within the school day; (6) We must review the role of the reading coordinator contracting to meet restricted budgets, expanding into "staff development leaders" and "learning consultants" when possible; (7) In an era when open education may lead to excesses, we must risk the unpopular role of guardian of the middle way.

Foreman, Dale I., "National Assessment of Elementary Reading," *The Reading Teacher*, International Reading Association, Newark, (December, 1972), 26:293-298.

The National Assessment of Educational Progress (NAEP)

involves all fifty states and is the most extensive assessment project ever initiated. Reading results have been summarized for all areas of reading except reading rate. Reports have used two different organizational schemes. The first is a report by theme, and the second is a report by objectives. The reading themes are groups of exercises divided primarily by kinds of thoughtful types of reading materials and secondly by behaviors called for by various types of materials.

Gillooly, William B., "The Influence of Writing-System Characteristics on Learning to Read," *Reading Research Quarterly*, International Reading Association, Newark (Winter, 1973), 8:167-199.

This paper summarizes the work of those seeking to analyze orthography and the experimental, historical, and cross-national data which bear on the behavioral effects of writing system characteristics. English writing is shown to involve a blend, thought to be optimal, of two levels of representation. One level is sound-related and forms the basis of work-attack skills. Another, deeper level of representation, is meaning-related, and is the basis for greater reading speed.

Harker, W. John, "Teaching Comprehension: A Task Analysis Approach," *Journal of Reading*, International Reading Association, Newark (February, 1973), 16:379-382.

The nature of the comprehension task determines the method for solving it. Since no two comprehension tasks are identical, the methods of solution differ. For this reason a task analysis approach to the teaching of comprehension is appropriate. Rather than teaching specific comprehension skills in a vacuum, as is often the case, a more realistic practice involves analysis of particular comprehension tasks as a means to solution. As students grow in ability to analyze and solve comprehension problems, their ability to use the necessary comprehension skills develops concomitantly.

Harris, Albert J., and Milton D. Jacobson, "Basic Vocabulary for Beginning Reading," *The Reading Teacher*, International Reading Association, Newark (January, 1973), 26:392-395.

Otto and Chester propose a "Great Atlantic and Pacific

Sight Word List” of 500 words. This article points out a number of weaknesses in this list. The authors presented core word lists for first graders. These lists can be used in sequence or as a total list for children reading beyond first grade level.

Henderson, Edmond H., “Group Instruction in a Language-Experience Approach,” *The Reading Teacher*, International Reading Association, Newark (March, 1973), 26:589-597.

In this article, Henderson recommended that teaching comprises many styles of leadership including autocratic, democratic, and laissez faire. The “democratic” or small group interaction design of pupil management is highlighted in this article. Open classroom organization, teacher-centered classes, as well as small group interaction designs are all necessary for effective teaching.

Hieronymus, A. N., “Evaluation and Reading: Perspective ’72,” *The Reading Teacher*, International Reading Association, Newark (December, 1972), 26:264-267.

The author presented an overview of current issues and answers in the area of evaluation, with an eye toward further progress in the ’70’s. Approaches to measurement center mainly along two lines: (1) Development of measuring instruments designed to implement a concept of reading development as a continuous process in which individual differences in readiness, expectations, and needs are recognized and differences in rates of progress are maximized; (2) Development of measuring instruments designed to define specific, common, immediate behavioral objectives, to monitor the effectiveness of procedures designed to attain the objectives and to determine when the objectives have been mastered and when the pupil is ready for the next step in the instructional sequence.

Hockmon, Carol H., “Black Dialect Reading Tests in the Urban Elementary Schools,” *The Reading Teacher*, International Reading Association, Newark (March, 1973), 26:581-583.

There is a need for research on influence of Black dialect on youngsters beginning school. Studies investigating the speech of Black head start and grade school children indicate that they

do speak a different dialect. However, the influence of programs and teachers using Black dialect with Black youngsters beginning school needs to be investigated further.

Huus, Helen, "A Total Program of Reading for Children," *The Quest For Competency in Teaching Reading* (Howard A. Klein, editor), International Reading Association, Newark, 1972, pp. 57-66.

The total program of reading described in this paper referred to everything the school does to promote the growth of pupils *in* and *through* reading, that is, to improve the reading skills and the use of reading whether the actual reading is done in school or out. The total program is composed of five prongs: (1) Learning to read; (2) Using reading on other school subjects; (3) Reading outside of school; (4) Reading for enjoyment, and (5) Upgrading one's own reading.

Ireland, Robert J., "Let's Throw Out Reading," *The Reading Teacher*, International Reading Association, Newark (March, 1973), 26:584-588.

Let's throw out "reading" and "reading levels" and "reading exercises." Let's talk instead about degree of comprehension or some such term that will force us as teachers to use every bit of experience that a child has with the printed page. The author looks on reading as only *one* way of learning—giving speaking, touching, smelling, and tasting their proper place in the learning situation we create. He considers a child's experience and motivation and sets purposes for him. He states that if the right questions are asked, teachers will realize that, with word recognition skills, any child can read any book successfully.

Junkala, John, "Task Analyses: The Processing Dimension," *Academic Therapy* (John Arena, editor) (Summer, 1973), 8:401-409.

The author views task analysis through the dimension of cognition, process, and affect. This article attempted to explain about the processing dimension of task analysis. Any task is composed of three major sets of processing demands: input, association, and output. In summary, the ability to analyze the informational processing demands of tasks we present to students allows us to systematically detect trends of weakness or strengths in their abilities to meet our demands. The rapid

acquisition of this type of information then allows us to generate alternative approaches to instructional problems.

Landis, John, Robert W. Jones, and Larry D. Kennedy, "Curricular Modifications for Secondary Schools Reading," *Journal of Reading* (February, 1973), 16:374-378.

Project personnel, according to the authors, are convinced after one year's experience, that reading improvement can be facilitated if secondary school students are freed for a period of time from the pressures of meeting content area reading assignments. The presentation of content material through multi-sensory learning activities is vital to such reading success.

Mann, Gloria T., "Eye Movements of Children in Reading English and Hebrew," *The Journal of Experimental Education* (Summer, 1968), 36:60-68.

Since English and Hebrew require contrasting directionality, the purpose of this study was: (1) To determine, by the use of eye movement photography, the scanning patterns in reading from right-to-left in Hebrew as compared to the scanning patterns in reading from left-to-right in English with children who were receiving daily dual instruction in both of these languages; (2) To determine whether or not a significant difference existed, and to attempt to analyze the reasons for any differences in the efficiency of reading Hebrew as compared to reading English.

Macdonald, James B., "Reading in an Electronic Media Age," *Social Perspectives in Reading*, International Reading Association, Newark, Perspectives in Reading, No. 17, 1973, pp. 23-29.

The author emphasized that electronic media are in their infancy. It is not known what will develop. It is only known the general directions the media will take. It seems justifiable to suggest that the need for print and reading, now under heavy attack as major sources of information, will diminish even more as newer media developments emerge.

Massad, Carolyn Emrich, "Interpreting and Using Test Norms," *The Reading Teacher*, International Reading Association, Newark (December, 1972), 26:286-292.

The advantage of using norms over raw scores is that norms help provide a more consistent interpretation of achievement from one test to another as well as from one situation to another. Publishers' norms should be viewed as indicating the typical performance of students in the reference groups in which the test was standardized. As such, these norms should never be considered as desired standards of achievement. Further, the interpretation of test results based on such norms will be useful and valid only insofar as the norms are up-to-date and appropriate for making decisions about the students being tested.

McCracken, Robert A., "Informal Reading Inventories: Diagnosis Within the Teacher," *The Reading Teacher*, International Reading Association, Newark (December, 1972), 26:273-277.

Informal Reading Inventories are valid. Informal Reading Inventories should be used by every teacher. Informal Reading Inventories require that a teacher know children and know how to teach reading and language. From a professional teacher we should demand this competence minimally and accept nothing less.

McCullough, Constance M., "Components of a Reading Program for the Intermediate Grades," *The Quest for Competency in Teaching Reading* (Howard A. Klein, editor), International Reading Association, Newark, 1972, pp. 67-73.

The author in this article dealt with components in a reading program for the intermediate grades. They are materials we use, background differences, and reading matter and reading process.

Millman, Jason, "Criterion Referenced Measurement: An Alternative," *The Reading Teacher*, International Reading Association, Newark (December, 1972), 26:278-281.

Some tests are tests of typical performances, others are tests of maximum performance. Interests, attitudes, and personality are included in the former category. Maximum performance tests can be divided into diagnostic, norm referenced (NR), and criterion referenced (CR) tests. Although test experts do not agree on a single definition of CR tests, all variants have in

common their emphasis, in interpretation, on what a child can do relative to the subject.

Molnar, Alex, "Reading and Values," *Social Perspectives on Reading* (James B. Macdonald, editor) International Reading Association, Newark, Perspectives in Reading, No. 17, 1973, pp. 62-74.

Educators concerned with the teaching of reading and educators in general can no longer ignore the values they are promoting by their vision of what schools are for and the content and organization of the instructional materials they use. The author writes it is our responsibility to determine and clearly state what it is we stand for and how we shall pursue our vision.

Munsey, Bernice, "The Parents 'Right to Read,'" *Journal of Learning Disabilities* (June/July, 1973), 6:392-394.

The working relationship and mutual respect between parents and professionals frequently break down over the issues of permitting the parent to read the professional's written report about the child. The parent's obligation to understand and then to support is present from the start of any problem. The professional's obligation to inform the parent, carefully, thoroughly, with every tool at hand, is there from the start too.

Niles, Olive Stafford, and Ralph W. Goodrich, "Connecticut Title II: Teachers Focus on Creative Ideas," *Journal of Reading*, International Reading Association, Newark (February, 1973), 16:388-391.

A different approach was initiated in the State of Connecticut in 1970 in an effort to (1) Build better reading habits and attitudes among children; (2) Put ESEA Title II funds more directly into the hands of teachers who would be using the materials these funds would purchase; and (3) Stimulate these teachers to make more intensive and creative use of the funds.

Ransom, Grayce A., "Criterion Referenced Tests—Let the Buyer Beware!" *The Reading Teacher*, International Reading Association, Newark (December, 1972), 26:282-285.

The greatest stumbling block of all is the "dangling" in-

volved in most criterion referenced systems about the teacher's use of the results of skill testing. Instructions with a number of tests on the market make few comments on how to incorporate realistically useful profiles into the everyday life of the school.

Robinson, H. Alan, "Testing Reading: Product Versus Process," *The Reading Teacher*, International Reading Association, Newark (December, 1972), 26:303-304.

Robinson, in this article, asked for an interdisciplinary approach to develop knowledge of reading processes. If we are truly concerned with assessing the learner's ability to cope with written language, the only important "product" is process. To help individuals in school and those about to enter, information about the process or processes of reading is needed in relation to: (1) The changing nature of the learner (social backgrounds, dialects and language flexibility, group and individual experiences, personalities); (2) The material to be read (newness to the learner, complexity, styles of writing); (3) Purposes for reading (overview, specific information, follow author's thinking, enjoy the story).

Roy, Will, "Reading Bureaucracy and Individual Adaptation," *Social Perspectives on Reading* (James B. Macdonald, editor), International Reading Association, Newark, Perspectives in Reading, No. 17, 1973, pp. 40-50.

This paper, according to the author, is not really about reading, nor is it about bureaucracies. It is about how individuals adapt to a bureaucratic structure and about what happens to the teaching and learning of reading because of the selected adaptation. Basic assumptions are discussed.

Rude, Robert T., "Readiness Tests: Implications for Early Childhood Education," *The Reading Teacher*, International Reading Association, Newark (March, 1973), 26:572-580.

What implications are evident for teachers and administrators in early childhood education? (1) Reading readiness test authors disagree as to what constitutes reading readiness skills; (2) Personnel who instruct young beginning readers

must realize that reading readiness tests measure a limited number of readiness skills; (3) While this paper investigated the specific content and format of five popular reading readiness batteries there is almost no evidence that the increased teaching of these skills will ensure success in learning to read.

Rudman, Masha, "Informal Spelling in the Classroom: A More Effective Approach," *The Reading Teacher*, International Reading Association, Newark (March, 1973), 26:602-604.

Spelling programs need to be reevaluated particularly if they are formal, prescribed, or contain lists of words to be memorized and tested. A program for the teaching of spelling must have proficiency in standard spelling as its primary goal. It should also develop the children's ability to find the accurate spelling of a word when they need it. Such a program is effective if children can easily and almost automatically spell what they want to write, and detect when something is not spelled correctly.

Samuels, S. Jay, "Success and Failure in Learning to Read: A Critique of the Research," *Reading Research Quarterly*, International Reading Association, Newark (Winter, 1973), 8:200-239.

The author critically analyzes explanations of reading difficulty and research methods used to investigate reading difficulty. The author also reviews literature on the components of associational learning and suggests an approach to the study of success and failure in learning to read which overcomes some of the short-comings of earlier designs.

Sansbury, Russel J., "Seven Steps for Teaching the Use of the Dictionary As a Word Attack Skill," *Academic Therapy* (John Arena, editor) (Summer, 1973), 8:411-414.

The use of the dictionary as a word attack skill can be beneficial to the reader who is approaching independence, as well as the already independent reader. If the independent reader can master these seven steps, as prescribed by the author, the dictionary will become a useful tool for him and will lead to better and more meaningful reading.

Serio, Martha, "Readiness Training: Myth or Reality in This Space

Age?" *Academic Therapy* (John Arena, editor) (Summer, 1973), 8:447-450.

Jettisoning into the space of reading requires more complicated maneuvers than mere polishing of behavior. The child must be provided with the vehicle and the fuel of readiness which is progressive, on-going, and realistic at each step of learning. The teacher must provide quality input for the child in order to gain maximum output power from the child. The educator must plan simulated training that will synergize all systems for the flight into reality. Once this mission is accomplished for the first step on the unknown planet of reading, we can plan for the child to walk on his planet with all systems in go-position.

Shenkman, Harriet, "Tell Ya What I'm Gonna Do!" *Journal of Reading*, International Reading Association, Newark (February, 1973), 16:392-394.

The use of advertisements described in this article follows this pattern: (1) Questions are asked to evoke the message of the advertisement; (2) The process by which the answer is arrived at is focused upon; (3) The process is labeled; (4) The labeled skill is related to reading and illustrated in reading material; (5) The reading skill is reinforced with practice exercises; (6) The skill is practiced with college level reading material.

Sinatra, Richard C., "Summer Reading Program on a Point Reinforcer System," *Journal of Reading*, International Reading Association, Newark (February, 1973), 16:395-400.

The author instituted the summer program described here, applying a Point Reinforcer System technique to potential language disability students at first grade level. He found that the token reinforcement system employed was capable of maintaining the work behavior of these difficult children for a long period of time. Moreover, during this time period when reinforcement was cut by 25 percent, rate of reading increased although SRA material became more difficult.

Stanchfield, Jo. M., "Development of Prereading Skills in an Experimental Kindergarten Program," *Some Persistent Questions On*

Beginning Reading (Robert C. Aukerman, editor) International Reading Association, Newark, 1972, pp. 20-30.

This article provides some specific answers in the form of developmental readiness strategies. In summary, the author said that the children in the kindergarten who were being taught in a structured, sequential program with appropriate materials achieved significantly more reading readiness skills than the children in the regular kindergarten curricula.

Stott, D. H., "Some Less Obvious Cognitive Aspects of Learning to Read," *The Reading Teacher*, International Reading Association, Newark (January, 1973), 26:374-383.

This report concerns observations and hypotheses regarding what Downing calls the less obvious or "invisible" cognitive aspects of learning to read. The operational part of the method was first to examine the actual events of failure, then to design apparatus which might serve to dissipate the learner's confusion. Insofar as this was successful, it either confirmed a hypothesis in course of formulation or provided data from which in due time new insights could be gained.

Vernon, Magdalen D., *Visual Perception and Its Relation to Reading—An Annotated Bibliography*, International Reading Association, Newark, 1973, 19 pp.

The studies reported in this bibliography are summarized more fully than in earlier bibliographies previously reported. The author included some new and important developments.

Weissenberg, Frances, "The Fourth R in Reading," *The Reading Teacher*, International Reading Association, Newark (March, 1973), 26:598-601.

A worthy addition to the traditional 3 R's in reading—that is, reading for information, reading for instruction, and reading for pleasure—is reading for guidance which is known as bibliotherapy. Bibliotherapy is the solution of personal problems through directed reading.

Whisler, Nancy G., "Book Reporting Comes Alive," *Journal of Read-*

ing, International Reading Association, Newark (February, 1973), 16:383-387.

The purpose of this article was to offer ideas for varying and enriching the book report experience so that it might become an adventure in learning.

Williams, Joanna P., "Learning to Read: A Review of Theories and Models," *Reading Research Quarterly*, International Reading Association (Winter, 1973), 8:121-146.

A wide variety of theories and models of reading acquisitions are described and discussed. The models are categorized as taxonomic, psychometric, psychological, linguistic, and transactional.

Ysseldyke, James E., and David A. Sabatino, "Toward Validation of the Diagnostic Prescriptive Model," *Academic Therapy* (John Arena, editor) (Summer, 1973), 8:415-421.

Education has traditionally proceeded haphazardly in its attempts to develop curriculum. This haphazardness has been amplified in attempts to provide individualized prescriptive instruction for handicapped children. Only by carefully related changes in student behavior to changes in materials or techniques can we really move forward. Progress will result only when we reject labeling in favor of sound psycho-educational planning.

Zahorik, John A., "Reading: The Impact of Classroom Interaction," *Social Perspectives On Reading* (James B. Macdonald, editor) International Reading Association, Newark, 1973, pp. 53-61.

In this article the writer explored the possible effects of the teacher's interaction with a student's achievement in reading. Two important sets of factors are examined—the general climate and the instructional patterns.