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TEN-SECOND REVIEWS

Blanche O. Bush

Let us open books so all may read—

Let us open doors to learn by reading—

Let us open windows of mind and spirit through reading.

—Theodore L. Harris

Ahern, Patricia Russell, "Into Reading—And How," *The Reading Teacher*, International Reading Association, Newark (May, 1973), 26:776-782.

In a survey the author asked how the reading profession can attract talented individuals. Responses included: (1) Improve teacher training; (2) Select teachers who are leaders; (3) Alert the administrator to give reading top priority; (4) Overcome monetary problems; (5) Encourage teachers to join local, state and IRA councils; (6) Have higher standards to attract high caliber personnel; (7) Permit the reading profession to become more flexible; (8) Encourage the reading profession to reach out and stay in touch with the reality of education.

Ahrendt, Kenneth M., and Shirley S. Haselton, "Informal Skills Assessment for Individualized Instruction," *Journal of Reading*, International Reading Association, Newark (October, 1973), 17:52-57.

Each potential teacher at Oregon State University constructed his own evaluation instrument for his own content area. The purpose of the inventory was two-fold: To identify individual skill weaknesses and strengths and to identify the amount of background information possessed by the student. If the secondary teacher is to construct, administer, and evaluate such an instrument, the following questions must be considered: (1) What knowledge and skills are necessary and important in my content area? (2) What am I going to teach? (3) How am I going to teach? and (4) What prior knowledge or skills must my students have if they are to profit from my instruction?

Atkinson, Linda B., "Black College Reading Teachers' Dual Role," *Journal of Reading*, International Reading Association, Newark (May, 1973), 16:612-631.

Black college reading teachers are urged to (1) help and encourage Black students to develop to their fullest potential by teaching them the needed skills and by encouraging them through cultural awareness to make a place for themselves in the world; and (2) become actively involved in research designed to meet the curriculum needs of disadvantaged college students.

Berg, Paul Conrad, "Evaluating Reading Abilities," *Assessment Problems in Reading* (Walter H. MacGinitie, editor) International Reading Association, Newark, 1973, pp. 27-34.

Knowing about how students learn is more than an evaluation of a compilation of scores from a series of standardized tests. Such tests do give information for instructors that would be difficult or time consuming to get otherwise. Tests, however, cannot take the place of teacher excellence.

Bertrán, Juan Pedro, "Literacy Programs in Latin America," *Reading For All—Fourth International Reading Association, World Congress on Reading, 1972* (Robert Karlin, editor) International Reading Association, Newark, 1973, pp. 22-26.

The purpose of this paper was not to probe deeply into the etiology of illiteracy in Latin America. Nevertheless, causes have historical, geographic, economic, social-political, and cultural origins. An illiterate is not only the person who does not know the letters of the alphabet but also who is incapable of extracting data needed to survive in the modern world.

Botel, Morton, John Dawkins, and Alvin Granowsky, "A Syntactic Complexity Formula," *Assessment Problems in Reading* (Walter H. MacGinitie, editor) International Reading Association, Newark, 1973, pp. 77-86.

This article discussed a syntactic complexity based on (1) A theory of transformational grammar which suggests that complex sentences can be thought of as derived from processes of changing and combining underlying structures (simple sentences), (2) Experimental data on children's processing of syntactic structure, and (3) Language development and performance studies of the oral and written language used by children.

Braam, Leonard S., and James E. Walker, "Subject Teachers' Aware-

ness of Reading Skills," *Journal of Reading*, International Reading Association, Newark, (May, 1973), 16:608-611.

This survey leads to these conclusions. (1) There still appears to be a wide discrepancy between the perception and knowledge of reading skills of content area teachers and those of reading teachers. (2) Subject area teachers appear to be more aware of students' deficiencies than of their strengths. (3) Excluding music, art, home economics, and industrial arts areas, teachers appear to be almost uniformly familiar with and aware of reading skills.

Brittain, Mary M., "Guidelines for Evaluating Classroom Organization for Teaching Reading," *Assessment Problems in Reading* (Walter H. MacGinitie, editor) International Reading Association, Newark, 1973, pp. 68-76.

The aim of this paper was to present a theoretical framework for the evaluation of organizational patterns for reading instruction and to suggest some supplementary approaches to the traditional use of standardized measures.

Carlin, James B., "Four Step Process for Vowel Attack Problems," *The Reading Teacher*, International Reading Association, Newark (May, 1973), 26:820-822.

The following four steps may be used to determine the appropriate vowel sounds in a given word: (1) Apply the appropriate sound to the vowel spelling pattern of the unidentified word. (2) When the appropriate vowel spelling pattern sound does not solve the sound, try the opposite vowel sound. (3) When steps one and two do not solve the sound, try the schwa sound. (4) When steps, one, two, and three fail to decode the vowel sound, reverse the spelling order of the first two vowel letters and again apply the appropriate vowel spelling patterns one or two.

Carver, Ronald P., "Reading as Reasoning: Implications for Measurement," *Assessment Problems in Reading* (Walter H. MacGinitie, editor) International Reading Association, Newark, 1973, pp. 44-56.

The primary purpose of this article was to analyze critically the relationship between reading and reasoning with the aim of illuminating the test and measurement problems involved. A

background of the research by the two Thorndikes was presented. The implications for present day reading tests were discussed. Suggestions for developing future reading tests were also presented.

Criscuolo, Nicholas P., "PR and the Reading Program," *The Reading Teacher*, International Reading Association, Newark, (May, 1973), 26:817-819.

When educational programs receive harsh criticism, it is usually due to misinformation and a failure by educators to keep parents and members of the community fully informed on what is being done to offer quality instruction for the students. Instead of becoming defensive about criticism, educators must fashion a strong and effective public relations program.

Dembo, Myron H., and Donald A. Wilson, "A Performance Contract in Speed Reading," *Journal of Reading*, International Reading Association, Newark (May, 1973), 16:627-633.

During the summer of 1970, the Reading Foundation of Chicago contracted the Compton Unified School District for \$110,000 to operate a speed reading program in the district for the 1970-1971 school year. The performance contractor guaranteed that after a short period of instruction, most students would increase reading speed five times, with 10 percent more comprehension. The co-authors of this article report on the contractor's standards and tactics and raise serious questions concerning the methods and measures used by the contractors.

Dreyer, Hal B., "Rx for Pupil Tutoring Programs," *The Reading Teacher*, International Reading Association, Newark (May, 1973), 26:810-813.

Dreyer describes his experience with a Title I pupil tutoring project that nearly missed until several changes were implemented. He makes a strong plea for programs which are organized, directed, supported, and coordinated by a well-trained reading resource person who can work well with all people involved in the project.

Estes, Thomas H., and Dorothy Piercey, "Secondary Reading Requirements; Report on the States," *Journal of Reading*, International Reading Association, Newark (October, 1973), 17:20-24.

Only four states and the District of Columbia require training in reading education for certification of all secondary teachers. The author stated that certification agencies may never adjust their requirements to include training in the teaching of reading for secondary teachers.

Fillmer, H. Thompson, "Professional Reading Activity for Paraprofessionals," *The Reading Teacher*, International Reading Association, Newark (May, 1973), 26:806-809.

In this article the author provided a mnemonic device to remind teachers of the paraprofessional's potentials. Constructing games, Organizing field trips, Working with individuals, Observing behavior, Reading stories, Keeping records, Evaluating performances, Reinforcing skills, and Stimulating discussions are the activities that the COWORKERS might perform.

Gleitman, Lila R., and Paul Rozin, "Teaching Reading by Use of Syllabary," *Reading Research Quarterly*, International Reading Association, Newark (Summer, 1973), 8:447-483.

It is suggested on the basis of research in speech perception that syllables are more natural units than phonemes, because they are easily pronounceable in isolation and easy to recognize and to blend. It is claimed that introduction to a syllabary will teach children the basic notion of sound-tracking uncontaminated by simultaneous introduction of the difficult and inaccessible phoneme unit. Preliminary evidence showed that a simple 23-element syllabary can be easily acquired by both inner city and suburban kindergarteners.

Goodman, Kenneth S., "The 13th Easy Way to Make Learning to Read Difficult: A Reaction to Gleitman and Rozin," *Reading Research Quarterly*, International Reading Association, Newark (Summer, 1973), 8:484-493.

The author challenged the basis for the Gleitman-Rozin recommendation that children be taught to read English by use of syllabary. The significance of the experiment using Chinese characters with American children and the central Gleitman-Rozin thesis that language is psychoacoustic are challenged. The syllabary method, it is argued, does not consider reading to be a psycholinguistic process.

Goodman, Kenneth S., with Catherine Buck, "Dialect Barriers to Reading Comprehension Revisited," *The Reading Teacher*, International Reading Association, Newark (October, 1973), 27:6-12.

Goodman and Buck set forth the hypothesis that the only special disadvantage which speakers of low-status dialects suffer in learning to read is one imposed by teachers and schools. Rejection or correction by the teacher of any dialect-based miscue leads the reader to accept word for word accuracy as the goal of reading rather than meaning. They maintain that rejection, not dialect differences, is the problem educators must overcome.

Gruber, Paulette M., "Junior High Boasts Super Stars," *Journal of Reading*, International Reading Association, Newark (May, 1973), 16:600-603.

Success breeds success. Immediate reinforcement was the method used to "turn on" 438 junior high students over a relatively short period of time. The students learned a new reading skill, SQ3R, applicable to reading in their content area classes. Reading for understanding became the main emphasis.

Harker, W. John, "Get Your Money's Worth from a Reading Consultant," *Journal of Reading*, International Reading Association, Newark (October, 1973), 17:29-31.

The most obvious role of the consultant is one of providing information. One is expected to provide specialized assistance with decisions regarding such practical matters as determining instructional objectives, developing teaching methods appropriate to these objectives, selecting instructional materials consistent with methods, and deciding on evaluation procedures. The second role of the consultant is that of a supportive agent.

Harris, Theodore L., "The Future of Reading," *Reading For All*, Fourth IRA Congress of Reading, 1972 (Robert Karlin, Editor) International Reading Association, Newark, 1973, pp. 9-16.

The challenge of today, tomorrow, and the future is to teach all peoples of the world the values and joys of reading. The author emphasized that we must recognize that until the values of reading are perceived as good and important to the learner he will not truly progress in learning to read nor will he make reading the powerful instrument for personal and social fulfillment that it can be.

Hittleman, Daniel R., "Seeking a Psycholinguistic Definition of Readability," *The Reading Teacher*, International Reading Association, Newark (May, 1973), 26:783-789.

The author points out inadequacies in both readability formulas and the cloze technique. He suggests that readability must take into account the interrelationship among the characteristics of the reader, author and topic. He points out the need for future research to define readability.

Holloway, Ruth Love, "The Worldwide Right to Read," *Reading For All*, Fourth IRA Congress of Reading, 1972, International Reading Association, Newark, 1973, pp. 27-33.

Basic philosophical principles about the teaching of reading in support of the Right to Read are: (1) Most children are educable and can learn regardless of race, creed, or social economic status. (2) People can change. Teachers, other educational personnel, and parents can and will be eager to adopt new ways if they are convinced that these new ways will help children to read better. (3) There must be multiple approaches and solutions since there are multiple causes of reading problems. (4) We now have enough knowledge about reading to solve the reading problem. Right to Read should act as a spur for putting that knowledge into practice and to do it in some systematic fashion.

Huus, Helen, "Teaching Literature at the Elementary School Level," *The Reading Teacher*, International Reading Association, Newark (May, 1973), 26:795-801.

The following five objectives, according to Huus, should be the basis for a literature program for children. (1) Help pupils realize that literature is for entertainment and can be enjoyed throughout their entire life; (2) Acquaint pupils with their literary heritage; (3) Help pupils understand what constitutes literature and, hopefully, lead them to prefer the best; (4) Help pupils in their growing-up and in their understanding of humanity in general; (5) Help pupils evaluate their own reading and extend beyond what is, to what can be.

Jason, Martin H., and Beatrice Dubnow, "The Relationship Between Self-Perceptions of Reading Abilities and Reading Achievement," *Assessment Problems in Reading* (Walter H. MacGinitie, editor) International Reading Association, Newark, 1973, pp. 96-101.

The results of this study support the hypothesis that there is a positive relationship between self-report measures concerning reading abilities and reading achievement. The authors felt that the Self-Report Reading Scale could be useful in sensitizing teachers to the importance of self perception in the reading process.

Jenkinson, Marion D., "Reading and Diversity," *Reading For All*, Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, 1973, pp. 6-8.

Language, this truly human characteristic, means that men can not only understand one another, they can also misunderstand. The medium of reading is the only one which conveys the complexity and diversity of human experience—and permits individuality and great freedom of choice within the mass.

Johnson, Dale D., "Guidelines for Evaluating Word Attack," *Assessment Problems in Reading* (Walter H. MacGinitie, editor) International Reading Association, Newark, 1973, pp. 21-26.

Four guidelines for evaluating word attack skills in the primary grades were discussed: (1) Skill in word attack should be measured through teacher-made or published tests that use synthetic (or nonsense) words. (2) Skill in word attack can be adequately measured through group-administered tests. (3) Word attack tests should measure decoding not encoding skills. (4) Word attack skills should be evaluated often in the primary grades so that programs can be geared to the needs of pupils.

Karlin, Robert, "Evaluation for Diagnostic Teaching," *Assessment Problems in Reading* (Walter H. MacGinitie, editor) International Reading Association, Newark, 1973, pp. 8-13.

The aim of diagnostic teaching is to identify growth areas in which children are progressing satisfactorily as well as pinpoint others to which greater attention should be given. Teaching plans should be based on children's reading performance and directed toward specific learning tasks. Initial appraisals should precede instruction and reveal where children are on the reading continuum. Further evaluation accompanies instruction and provides teachers with information they need to make their teaching relevant.

Kennedy, Delores Kessler, and Paul Weener, "Visual and Auditory

Training with the Cloze Procedure to Improve Reading and Listening Comprehension," *Reading Research Quarterly*, International Reading Association, Newark (Summer, 1973), 8:524-541.

The authors presented the results of an experiment testing the effectiveness of individualized training with the cloze procedure to improve reading and listening comprehension. The study used four groups of 20 third graders who were below average in reading. Two experimental groups were trained individually with the cloze procedure using visual and auditory modes of presentation, respectively. One control group received an individualized oral reading program and the other control group remained in the regular classroom. The visual training produced significant group effects in listening and reading comprehension as measured by the Durrell and cloze procedure post tests. The auditory training group showed significant effects on the Durrell listening comprehension test and on both cloze post tests. There was also a significant interaction effect resulting from the visual training group scoring higher on the reading comprehension than on the listening comprehension subtest and the auditory training group scoring higher on the listening comprehension subtest than on the reading comprehension subtest.

Knafle, June D., "Word Perception: Cues Aiding Structure Detection," *Reading Research Quarterly*, International Reading Association, Newark (Summer, 1973), 8:502-524.

The author presented results of two experimental tasks which used color, underlining, and word shape cues to determine the influence of those cues in aiding subjects to detect structure in words. Task one was a visual task designed to compare the responses of children who had already developed basic reading skills with the responses of children without basic reading skills. Task two was a visual and oral task designed for children who had not developed basic reading skills. The results suggest that color or underlining may be effectively used as cues to enhance children's learning of pattern similarities such as cat, mat, sat. Also in both tasks color cues and underlining appeared to aid the subjects in detecting structure.

Littlejohn, Joseph E., "The Signalling System of Reading Matter," *The Reading Teacher*, International Reading Association, Newark (May, 1973), 26:823-826.

Reading can be defined, Littlejohn reported, as accurate responses to the signals of written language. The difference in medium between listening and reading is that a listener's signals are made up of words spoken with significant melody whereas a reader's are made up of letters of the alphabet marked with some punctuation. The responses of both the listener and the reader are essentially the same. Reading requires decoding writing into the sounds of speech and decoding the message. The first is the process which is peculiar to reading. The second is the process which is basically common to both listening and reading.

MacGinitie, Walter H., "What Are We Testing," *Assessment Problems in Reading*, International Reading Association, Newark, 1973, pp. 35-43.

The author showed that the nature of reading achievement tests changes markedly from the first grade to the intermediate grades. For individual pupils the difference between their vocabulary scores, and their comprehension scores must generally be very large before this difference actually reflects a true difference in their achievement in the two areas. A reliable reading test can predict later school achievement about as accurately as an IQ test does.

Mason, George E., and Robert A. Palmatier, "Preparation of Professionals in Reading," *Journal of Reading*, International Reading Association, Newark (May, 1973), 16:637-640.

In recent years there has been a trend to replace remedial reading teachers and corrective reading teachers by the classroom teacher, and to hold the classroom teacher accountable for the prevention of reading failures in the class. If this trend continues, professionals in reading, especially those employed by school systems, should interact with college-based reading specialists to determine the job needs, the qualifications needed for such classroom teaching and the implementation of training programs to meet these needs.

Nervi, J. Richards, "Libraries and Reading Development," *Reading For All*, Fourth IRA World Congress, 1972 (Robert Karlin, editor) International Reading Association, Newark, 1973, pp. 34-40.

An examination of the ways in which libraries can have an impact on reading will reveal data that might be useful for

studying related educational and cultural problems. An underlying premise which supports this idea is that books continue to be the instrument of education and culture, and their promotion is not possible without a literate people.

Norman, Douglas, "Simulation, Local History and Meaningful In-service," *The Reading Teacher*, International Reading Association, Newark (May, 1973), 26:802-805.

Norman described a different type of inservice program held in Clay County, Tennessee. Workshop participants assumed the role of students being taught a basal reading lesson.

Nuernberger, Ann B., "A Beginner's Reflections on Reading Research," *Journal of Reading*, International Reading Association, Newark (May, 1973), 16:634-636.

This graduate student sees that her role as a reading teacher has specific obligations. The most important is to bring the students to reading in such a way that reading is a pleasurable and natural activity. Secondly, instructional timing and content must be such that it will enable the student to experience continuing success and progress. Thirdly, she felt obliged to avoid all those things which might in any way detract from success and pleasure.

O'Donnell, Michael P., "Reading For the Untaught—Working With Adult Illiterates," *Journal of Reading*, International Reading Association, Newark (October, 1973), 17:32-35.

This article describes programs by the State of Maine to help illiterate adults learn to read.

Otto, Wayne, "Evaluating Instruments for Assessing Needs and Growth in Reading," *Assessment Problems in Reading* (Walter H. MacGinitie, editor) International Reading Association, Newark, 1973, pp. 14-20.

Evaluating an instrument for assessing needs and growth in reading amounts to answering two questions. "What do I want to know? (2) Does this instrument or technique do the job? Three main approaches to assessment considered by the author were standardized achievement tests, criterion-referenced measures, and informal procedures.

Otto, Wayne, and Lawrence Erickson, *In-Service Education to Im-*

prove Reading Instruction, International Reading Association, Newark, 1973, pp. 47.

The main purpose of this monograph was an attempt to reflect some of the current thinking about inservice education, with a particular focus on the role of inservice education in improving reading instruction. This book is addressed to teachers and other school personnel who work directly with teachers in attempting to improve reading instruction.

Palmatier, Robert A., "A Notetaking System for Learning," *Journal of Reading*, International Reading Association, Newark (October, 1973), 17:36-39.

In choosing a notetaking method several aspects must be considered. (1) The method must be easily learned by students. (2) The procedure must provide sufficient flexibility that any material from reading or lectures can be recorded. (3) The notetaking technique used should facilitate learning of the material recorded. The Notetaking System for Learning described in this article was designed to satisfy all of these conditions.

Ransbury, Molly Kayes, "An Assessment of Reading Attitudes," *Journal of Reading*, International Reading Association, Newark (October, 1973), 17:25-28.

Ransbury presents her ideas on reading attitudes in children and sets forth a readiness checklist for teachers to use. The affective aspects of reading are emphasized in this article.

Ross, Elinor P., and Betty D. Roe, "Collegians Contract for Reading," *Journal of Reading*, International Reading Association, Newark (October, 1973), 17:40-43.

The author developed the reading course described in this article. The students contract for certain projects on the basis of pretest scores, advice from the staff, and his own expressed needs. The projects selected are in the areas of vocabulary, rate with comprehension, comprehension, study skills, reading enrichment, and reading in the content areas.

Sartain, Harry W., "Content Reading—They'll Like It," *Journal of Reading*, International Reading Association, Newark (October, 1973), 17:47-51.

Because young people learn only when they want to learn, the teacher's primary responsibility is to help them discover

reasons for learning. The approach described in this article has been successful with teenagers.

Scharf, Anne G., "Who Likes What In High School," *Journal of Reading*, International Reading Association, Newark (May, 1973), 16:604-607.

Scharf discusses her study of reading interests based on the responses of 414 high school students. Her conclusions are: (1) Differences in reading interest did apparently exist between grade levels. (2) Differences in reading interest existed among various intelligence levels. (3) There was a difference in reading interests between males and females. (4) The majority of students preferred paperbacks to hardbacks.

Todd, Charles C., Jr., "Should Reading Be Taught At Home?," *The Reading Teacher*, International Reading Association, Newark (May, 1973), 16:814-816.

The author discussed parents' role in preschool education. The success of some very young children suggests that study is needed to determine (1) the most suitable age for a child to begin to read, (2) the effect of instruction in reading at home, and (3) whether parents with help from teachers can get the job done and free the schools for other instructional activities.