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Reading

HORIZONS



Spring 1974

Reading **HORIZONS**

Western Michigan University

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Editorial Comment

LOOKING TOWARD THE FUTURE

This editorial for the Spring issue of *Reading Horizons* is being written a few days before Christmas. On January 14 the Reading Center and Clinic of Western Michigan University, publisher of this journal, is moving to new quarters. The transfer is not without its problems but, despite all the difficulties, we are eagerly looking forward to the move and to the future. Beginning in 1974 we will be located in the mainstream of campus life. We will leave behind us the quiet eddy where we have worked for the past 34 years and where the achievements have been significant. We welcome the physical change and anticipate a dynamic, exciting, and productive future.

1974 and the years which follow will bring many adjustments for all of us. American society in its struggle to control its technology and to resolve its energy and moral crises is likely to undergo considerable change during the next 34 years. Our children must be prepared *now* to cope with life in the future. As teachers and parents, we can no longer try to shape children to fit a static world. We should help them prepare themselves for a wide range of possible futures and to think in terms of alternative futures rather than a single one. We should show them that choices being made today, whether these choices are made deliberately or not, influence what will happen tomorrow. We should help each child develop his own ways of thinking about the future so that he is able to anticipate the events that will influence his life. We should help each child develop the potential for growth and self-direction so that he is able to live in a future of his own choosing. One of our major goals should be to strengthen children's inherent flexibility and adaptability in this world of rapidly accelerating change.

We suggest that you begin today to look toward the future and to help your children and your students become prepared to meet the challenges which lie ahead.

Dorothy J. McGinnis
Editor

DON'T CALL ME "MADAM"

Louis Foley

PROFESSOR EMERITUS, BABSON COLLEGE

The word *madame* is known throughout the world, and everywhere it is pronounced acceptably—except among English-speaking people. It would be said to translate literally as “my lady,” but so-called literal translations are usually only *mistranslations*. Anyhow, the word has no real equivalent in modern English.

Of course everybody thinks he knows the word, and you can’t tell him differently. By dint of considerable patient drill you *can* get an average English-speaking person to pronounce it quite correctly—all by itself. Then, as soon as the immediate pressure is removed, he slips back into his old habits of galloping over syllables, hitting about every third one. *Madame* becomes simply “MADm,” or if the person is consciously trying to be “fancy,” it may be “muhDAM” or “muhDAHm.” The one thing certain is that it will not sound like French.

Professor Charles Bruneau used to tell us, in his course on the History of Grammar at the Sorbonne, that the “typical” French word is a word of two syllables. His favorite example was *martyr*. One may wonder whether the professor fully realized how profoundly true his statement was. Perhaps those of us who look at French “from the outside” may be even more struck by that observation. For it appears at every moment in the natural language of French-speaking people from their earliest childhood.

Years ago Gracie Allen told an unforgettable story on the radio. A young French couple were both killed in an accident, leaving a baby only a few weeks old. An American couple adopted the child, and immediately began taking French lessons, “so that they would be able to understand the baby when it would start to talk.”

Now, however absurd the story seems, for anyone who really knows the speech of French children—so infinitely different from that of young Americans—it may seem only a cartoon-like exaggeration, explain it as one will. All the typical childish vocabulary shows the difference unmistakably: *papa*, *maman*, *bébé*, *dodo*, *lolo*, *bobo*, *bon-bon*, *dada*, and so on indefinitely. Of course all these are pronounced with both syllables equally clear, equally forceful. But see what happens to the ones that long ago came into English: “POPuh,” “MOMuh,” “BAYby,” and the like.

If the good professor had been thinking of Americans, he might

well have used as example the word *madame*. Oh, to be sure, technically it has three syllables—*ma-da-me*—as comes out in singing or in poetry where the rhythm gives value to the “unstable *e*,” as in the well-known song, *Madame la Marquise*, but as pronounced in all ordinary circumstances it serves perfectly to bring out the point.

Long ago for ordinary conversation the English version was telescoped into “ma’m.” For a good while this was the regular mark of politeness to be added always to “yes” or “no” in answering a woman. Then about the turn of the century, “they,” whoever they were, mysteriously spread the idea that it was an old-fashioned habit not really polite any more. Within a few years it seemed to die out entirely, except in certain tranquil regions off the beaten track, and in the usage of individuals who lingered behind the times.

“Sir” was likewise supposed to be old stuff, not “correct” any more, but unlike *ma’m* it subsided only temporarily. Perhaps army discipline, with two World Wars and continuing active service since, had a good deal to do with its survival. Anyone who has had a chance to observe continuously over all that time must have noticed considerably more “sirring,” by people serving the public, than was the case some years before.

What, you ask, took the place of “ma’m”? There *was* no substitute. The only possibility for “politeness,” then—and we are still stuck with it—was to keep continually repeating the lady’s last name with *Miss* or “*Missus*” (*Miz* in the South). But once it is clear which lady you are addressing, it seems downright silly to keep on calling her by name all the time. The polite deference which “sir” so conveniently expresses in English is thus replaced by cumbersome and irrelevant insistence upon the obvious. It shows the sort of thing the illogicality of our usage gets us into.

Not only are most people in this country—or in England—not prepared to *pronounce* “madame” correctly without discomfort, but they do not know how to *write* it. This unawareness shows up regularly and systematically in virtually *all* printing done in either Great Britain or the United States, wherever the title appears. Literally and logically, the “point” is obviously not understood by the publishers of even the most carefully edited of British or American books.

For of course the word is ordinarily abbreviated, not spelled out in full any more than we do with “mister” or “missus.” In genuine French writing or printing, however, no one dreams of putting a *period* after “Mme” because the *end* of the word is not cut off; it is the inside of the word “-ada-” that is omitted.

Meanwhile our hectic anglicization of *madame* into “MADm”—spelled *Madam*, of course, as if the second “a” really meant something—has carried on in curious ways of its own. In one kind of case it still partially reflects French use of *Madame*, though only partially; in addressing a business letter to a married woman whose name you did not know, you could salute her as “Dear Madam.” If you knew her name, it would be “Dear Mrs. So-and-so.”

In nineteenth-century Americanese, a *foreign* teacher of music or dancing, or a clairvoyant or fortune-teller, regularly rated the title of *Madam*. Also it was—and to some extent still is—an appellation for headmistresses of certain schools for girls, though in our time this sounds like a rather stiff affectation, more or less a Britishism.

These special categories were never confused in any way with the meaning which was by far the commonest in this country: the proprietress of a house of prostitution. Here is where our undefinable but expressive definite article shows its power to move ideas worlds away. No one would ever have been likely to say “*the* Madam” in any other sense.

A generation or two ago, when the “oldest profession” was still mainly on an organized basis, before it had largely dissolved into free-lance or amateur operations, a story that was going the rounds seemed very amusing at the time. In those days, before the fashions and cosmetics of the underworld had come to be generally copied by “society,” the professional status was indicated by a woman’s appearance well-nigh as unmistakably as a policeman by his uniform.

Another occupation that was pretty clearly stamped was that of the typical department-store floorwalker. He would be impeccably dressed and extremely polite in an impersonal manner somewhat on the sissy side.

As the story goes, one day two hard-eyed, much-rouged, flashily-dressed female creatures, rather bored-looking, stalked into a store. The floorwalker was promptly on the job. Falling in step with them as they entered, and addressing the one beside him, he inquired obsequiously, “What will it be for you, madam?”

“Towels,” she replied contemptuously, between clinches with chewing-gum.

“What sort of towels, Madam?” earnestly continued the floorwalker.

“What the hell,” she replied, “face-towels, damn you, an’ *quit callin’ me ‘madam’!*”

READING AND EXTRANEOUS-FREE TESTS

Jerome Axelrod

PHILADELPHIA, PENNSYLVANIA

An extraneous-loaded test is one which tests something other than or more than what the exam purports to test. A pupil's score on an extraneous-loaded test is unduly inflated or deflated because it allows him to bring to the testing situation data (i.e., experiences and previous learnings) which are unrelated to the test but which "help him out" (so the pupil thinks) with the answers. For example, if a student figures out the correct answer to a question in an objective reading comprehension test by using the process of elimination, then that question does not test reading comprehension. Instead, it reveals the pupil's use of logic, which is beside the point. An extraneous-free test is a culture-free test and more. It excludes everything which the child brings to the testing situation that can vitiate the test score via his use of external knowledge. For example, if a pupil is being tested in his knowledge of subject A and he can exploit only his knowledge of subject A to get the answers correct, he is taking an extraneous-free test. But if he applies his knowledge of subject B, the exam becomes extraneous-loaded. While it is true that not all extraneous-free tests are good, it is also true that all extraneous-loaded tests are bad. Any test is bad if it does not test *only* what it is supposed to.

Following are some examples of extraneous loaded elements that have crept into various published phonics and reading comprehension materials and into teacher-made tests. Any phonics inventory that uses meaningful words instead of nonsense syllables in testing vowels and consonants is extraneous-loaded because the child may have previously learned these words in a spelling lesson, from a television show, and elsewhere. In the Botel Phonics Mastery Test (1966) words like "budge," "fad," "tab," "dude," "hub," and "leash" are used, all words most children are familiar with verbally if not graphically. Thus, even before the test begins, it is invalid. One remedy to this situation is in using sounds the student has never heard or seen before in his life, like "bext," "froob," and "tump." In this case, the pupil has only his phonics knowledge to rely on in the test.

One type of extraneous-loaded test is the culture-loaded exam which often appears in reading comprehension books. One culture-

loaded story from an SRA kit (1963) goes something like this: "Every night we hear 'Silent Night,' 'Jingle Bells,' and other familiar songs on radio and television programs. This reminds us that it is almost A—Easter, B—Halloween, C—Christmas, D—Thanksgiving." This story is not culture-free because only good readers from *selected* cultures would get the answer right. A good culture-free test is one that is pancultural and transcultural in that good readers from *every* culture in the world could get the answer correct. A good pancultural question would be: "After listening to her son Jerry sing in the choir, the woman realized that he had a wonderful A—mind, B—voice, C—sister, D—idea." This question truly tests only comprehension in that a good reader need not belong to a particular culture or subculture to arrive at the correct response.

Another form of extraneous-loaded test is the knowledge-loaded one. This is a test in which the reader can figure out the answer only by knowing certain facts which he must bring into the testing situation from the outside because these facts are never mentioned or implied in the story. For example, in one unit from McCall-Crabbs Standard Test Lessons in Reading (1950) (which is too lengthy to reprint here) the question is asked: "The attacking ship in this story belonged to which country? A—England, B—France, C—Germany, D—Italy." The answer, Germany, was never even mentioned in the story by name. The only way the reader could have gotten the answer correct was to know beforehand that the word "Bismarck" is associated with Germany. If he did not know this fact beforehand, he would have had to make a lucky, wild guess in order to get the answer right.

The visual and mental-loaded test is one which depends on the pupil's interpretation of the teacher's facial expression to yield answers. Teachers, in their eagerness to elicit from their students correct responses to questions based on their previous teachings, often give away answers by frowning, smiling, changing voice pitch or doing anything but appearing neutral in these verbal examinations.

A final type of extraneous-loaded reading comprehension test is one in which the teacher, ignorant of the consequences, advises the pupils to rely on non-reading skills to arrive at correct answers. In this situation, the teacher does not really want to measure reading achievement, but wants, instead, to see high scores. Advice given by the teacher to his pupils might include instructions like these: "Remember, if you do not know the answer to one of these multiple choice questions, look at the other choices. If they seem wrong to you, select the answer that is left." Or worse: "Keep in mind that

if you leave an answer blank, it is automatically wrong. If you do not have any idea of the answer, put anything down. In this way you have some chance of getting the answer right." In the first case, reading comprehension is not being tested. The pupils' use of logic is. In the second case, nothing is being tested. The best advice a teacher can give a pupil before taking a reading test is: "If you are not sure of an answer, do not put any answer down. If you are fairly sure of an answer, weigh in your mind if it is worth guessing at and decide from that point. You are penalized for wrong answers."

In conclusion, the teacher should decide from the outset of a lesson what it is she will want to test afterwards. If she chooses to test reading skills, she must make sure she tests that, nothing more and nothing instead.

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AN EXPERIMENT IN CROSS-AGE TUTORING

Connie Strong Morrison

FREMONT, MICHIGAN, PUBLIC SCHOOLS

"I thing (think) that I learned to taik (take) lais (lots) of tim (time) wiher (with) the boy. and I thing (think) that I now no (know) mor (more) abuot (about) the respalte (responsibility) you have to have weim (when) wiking (working) wihte (with) a pupil.

"I feel that he learned that he is not liked out in laf (life), and I thing (think) that he nois (knows) how to do thing baidier (better)."

The writer is Carl H., fourteen years old in the seventh grade. He is so deficient in reading and writing skills that he can be labeled functionally illiterate.

Carl, and thirty-three other seventh and eighth grade boys and girls at Reese Junior High School, Reese, Michigan, participated, along with approximately forty elementary students, kindergarten through sixth grade, in a six weeks experimental program in cross-age tutoring. Standardized tests had verified the suspected fact that junior high students in this public school system were reading on the average of one to two years below grade level. Reasoning that teaching is often the best learning experience, a project was undertaken, with the support and cooperation of both the elementary and secondary principals, to provide elementary pupils with tutors from the junior high school. Both groups of children initially exhibited marked deficiencies in reading skills, and these deficiencies were reflected in other class work, as well.

Participating elementary students were chosen by their classroom teachers. Seventh and eighth graders were selected by the junior high reading teacher. All of the students involved participated by choice, and none were required to be a part of the program. It was interesting to observe that in a very short period of time tutoring became a status symbol in the junior high, and several students went so far as to feign reading problems in order to be eligible for the tutoring project.

Tutoring was completely individualized, depending upon the needs of each elementary student and the directions of the elementary teachers. The junior high students were encouraged to be innovative and to make suggestions and recommendations to the teachers. A variety of methods and materials were used.

The results of the six weeks program were dramatic, especially in regard to the self concepts of the older students. Children who had come to regard themselves as academic losers became highly motivated and were proud of their successes with their younger students. Carl, who had long voiced his intention to drop out of school as soon as possible, was described by the elementary teacher as having a "dignified way about him and good poise. Good attitude. He was quiet but effective."

Some of the remarks of the junior high students directly reflected their enhanced self images. "I feel they can read better to a friend than to a teacher." "The teacher said he did wonders while I was working with him." "I learned to be more kind to little children and see that others have problems in learning like I did." "I think he learned to like me, too, as I liked him. We are friends. I had fun working with this boy." "Both of them looked up to me, and it made me feel good." "I feel more responsible for what is going on around me." "I have learned that it's not just me that has a reading problem." "I even think that if I paid more attention in class, I could get better grades." "I think my student has learned to trust me." "I think it is nice to feel wanted by kids that are smaller than you." "I would like to teach young children when I grow up."

The following statement by Brian W., a bright eighth grader who was almost totally non-productive in school, is especially revealing.

"I learned that everybody has their own special problem. I learned that some people really need and want to be helped but pretend that they don't because they feel that you will make them feel inferior. I really think that feelings can help or hurt the human that is trying to learn."

Many junior high students used imagination and introduced innovative ideas into their tutoring. Some made flash cards, used tape recorders, brought treats as reinforcers, introduced new and entertaining reading materials, and even took their little pupils fishing after school hours.

Handling behavior problems was an eye-opening experience to several of the older students who had fallen into the habit of clowning their way through their own classes. One boy had a new insight into himself when he remarked, "I think my student behaved better than I have." Another observed, "I learned that it is not easy to teach a student who does not want to read, and I think that is the way I am. I can see the teacher's way of thinking when she loses her temper."

Other students noticed the embarrassment of students whose skills were deficient and who made frequent errors.

Most surprising, in light of the short six weeks experimental period, was the academic achievement of all the students, both elementary and junior high. Without exception, every elementary teacher involved in the project remarked on the growth and progress of nearly all of the younger pupils, both in basic reading skills and in self confidence. Improvement was observed in word attack skills, oral and silent reading, comprehension, phonics, spelling, completion of assignments, interest in school, and social adjustment. Some elementary teachers actually insisted that several students had advanced as much as two grade levels in their reading ability.

Academic improvement of the seventh and eighth graders can best be expressed in their own words. The following statements were written by some of the junior high students at the conclusion of the program.

"I figure it helped me just as much as it did them."

"I noticed that my student could read with more expression than I did. I never liked reading, but now it is more interesting."

"I can read faster than usually. I can understand what I read better now."

"I learned that I should slow my reading speed down in some hard parts and zip right through the easy parts."

I learned that I have forgotten a lot of things from when I was in elementary."

"What I got out of it is now I stop at periods, and I don't have to look back to see what I read."

"I learned to know what I'm reading, and to sound the vowels out better."

"I think I have learned a little more about how to behave, and a lot more about reading."

"If you want to do something right, you have to take your time about it. Before I was a tutor, I would do my work fast and get it wrong without knowing it."

"My pupils would learn something every day, and so would I."

"Now I know what my problem is when I read. I always have to read it over to get what the sentence means."

"Greg and Jimmy had a habit of using their fingers to read, and skipping sentences. I used to do the same thing. Now I don't, so it helped me, too."

"Now I've been trying to read books that are harder for me."

“I have even learned some new words.”

“I think that the girl I tutored hasn’t learned as much as I have.”

READING, A MAJOR FACTOR IN DETERMINING SUCCESS IN NURSING EDUCATION

Dorothy E. Smith and Janet Pervanger

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For the last twenty-eight years the Reading Center and Clinic, at Western Michigan University, has been testing applicants for the Bronson School of Nursing. This school has room for only eighty-six entering freshmen each year; so it is vital that only the most capable applicants be selected.

Our examination procedure for applicants to the school includes: a nurse aptitude test, an arithmetic test for nurses, the Ohio State Psychological Inventory,* the Draw-A-Person test, various personality measures, and an informal interview. It has been our subjective view that the most important factor in predicting success in nursing education was the O.S.P.I., and thus we have used the percentile of the total score as the primary criterion for "pass" or "fail." The results of the other tests and techniques are given weight, too, in varying degrees, but the fortieth percentile on the O.S.P.I. is used as the cut-off point. The present study was initiated to verify or to nullify our contention that language skills—and particularly reading—are vital to academic success in nursing education. We also decided to ascertain if self-concept were a factor in success.

The time period of study was 1944-1968. The nurse applicants starting the three-year program in 1968 were eligible for graduation by 1971. Over the last twenty-four years of the study, 3,586 applicants have been tested and interviewed. Of these people, 1,986 passed the fortieth percentile O.S.P.I. criterion and 1,600 failed. Of the 1,986 people who passed, 843 subsequently graduated and 1,143 failed to graduate. Of the 1,600 people who failed, some (the actual number is unknown) were permitted to attend the school and 136 of them actually graduated.

* Hereafter referred to as O.S.P.I.

SUBJECTS*

| | |
|-----------------------------------|-------|
| Total Number | 3,586 |
| Number Passing: | 1,986 |
| Number passing and graduating | 843 |
| Number passing and not graduating | 1,143 |
| Number Failing: | 1,600 |
| Number failing and not graduating | 1,464 |
| Number failing and graduating | 136 |

* Since the number of male applicants has been so small (about 10 or 15 out of a total of 3,586), sex was not used as a variable.

DRAW-A-PERSON TEST SCORES OF PASSING AND FAILING NURSE APPLICANTS

From 1966-1968 four hundred and thirty-one applicants were given the Draw-A-Person Test. Using the Smith-Pervanger adaptation of the Hayworth-Normington Measure of Self Concept, the results of the scoring system were as follows:

| | Number | Mean (Parameter, 1-4) |
|--------------------------|--------|--------------------------|
| Passing Nurse Applicants | 267 | 2.584 |
| Failing Nurse Applicants | 164 | 2.348 |

The *t* ratio is 3.16 which is significant at the .01 level of confidence. Thus, it can be stated that the Draw-A-Person Test is discriminating between passing and failing applicants and that self concept is a factor in the success of the applicants.

An interesting fact, however, is that the correlations between Draw-A-Person scores and any of the O.S.P.I. subtests or totals are invariably poor. It can be hypothesized, therefore, that the Draw-A-Person Test is measuring different factors from those measured by the O.S.P.I.

O.S.P.I. TEST SCORES OF PASSING AND FAILING NURSE APPLICANTS

As a group, the passing-graduates attained significantly higher mean raw scores (.01 or above) on the three subtests and total than did the passing-non-graduates. For both the graduates and non-graduates of the passing group, the standard deviations for all three subtests indicated a relatively low dispersion of raw scores. The total mean score received the greatest spread of scores. The performance on this test suggested the achievement of relative homogeneity for each group. The standard deviations of the failing group indicated narrower

clustering of raw scores for both the graduates and non-graduates. Although the mean raw score was greater for the fail-graduate than failing-non-graduates, the Language Usage mean scores did not differ significantly. For the combination of applicants (whether they passed or failed the test criterion), the graduates received much higher raw scores than the non-graduates. The standard deviations for the combined groups indicated a wider dispersion of scores. (See Table 1)

A high correlation existed between the subtests and total score for the passing groups. The failing groups maintained a moderate correlation between the subtests and total. However, an extremely low correlation existed between individual subtests for the failing-graduate group. (See Table 2)

CONCLUSIONS

1. The Draw-A-Person Test is useful as a predictor of success in nursing school.
2. Total scores of the O.S.P.I. are significantly higher for the graduates of both the passing and failing groups than for the non-graduates of each.
3. The vocabulary subtest scores are significantly higher for graduates than for non-graduates of both groups.
4. The least discriminating subtest for the failing group, between those who graduated and those who did not, is the language usage subtest.
5. The reading mean differs significantly between graduates and non-graduates of both the passing and failing groups.

According to our samples, the reading portion of the O.S.P.I. is the best predictor of success in nursing education whether the individual passed or failed the total test. This may mean that if a person fails the O.S.P.I. criterion but has an adequate reading score, his chances of successfully completing the nursing education are much improved.

Table 1—Subtest mean scores, standard deviations and t ratios for passing and failing nurse applicants who graduated and those who did not graduate

| <i>Subtests</i> | <i>Passing Applicants</i> | | | | |
|---------------------------|---------------------------|-------------|---------------------|-------------|---------------|
| | <i>Graduate</i> | | <i>Not Graduate</i> | | |
| | <i>N=843</i> | <i>S.D.</i> | <i>N=1143</i> | <i>S.D.</i> | <i>p<</i> |
| Vocabulary Raw Score | Mean 17.252 | 4.598 | Mean 16.675 | 4.480 | 2.803 .01 |
| Language Usage Raw Score | 34.001 | 8.556 | 32.636 | 8.232 | 3.589 .001 |
| Reading Raw Score | 37.790 | 6.507 | 36.044 | 6.558 | 5.880 .001 |
| Total Raw Score | 89.144 | 15.717 | 85.325 | 15.202 | 5.451 .001 |
| <i>Failing Applicants</i> | | | | | |
| <i>Subtests</i> | <i>Graduate</i> | | <i>Not Graduate</i> | | |
| | <i>N=136</i> | <i>S.D.</i> | <i>N=1464</i> | <i>S.D.</i> | <i>t</i> |
| | <i>Mean</i> | | <i>Mean</i> | | <i>p<</i> |
| Vocabulary Raw Score | 9.910 | 3.380 | 8.840 | 3.530 | 3.391 .001 |
| Language Usage Raw Score | 18.170 | 5.330 | 17.570 | 5.340 | 1.252 NS |
| Reading Raw Score | 26.240 | 5.270 | 23.300 | 5.670 | 5.814 .001 |
| Total Raw Score | 54.380 | 8.460 | 49.700 | 10.290 | 5.141 .001 |

Table 2—Correlation of O.S.P.I. subtest percentile scores and total percentile scores for passing and failing nurse applicants who graduated and those who did not graduate

| <i>Combination of Passing-Failing Applicants</i> | | | | | | |
|--|--------------------------------------|------------------|--------------------------------------|------------------|--|--------------------|
| <i>Subtests</i> | <i>Graduate</i> <i>N=979</i> | | <i>Not Graduate</i> <i>N=2607</i> | | <i>t</i> | <i>p<</i> |
| | <i>Mean</i> | <i>S.D.</i> | <i>Mean</i> | <i>S.D.</i> | | |
| Vocabulary Raw Score | 16.230 | 5.120 | 12.270 | 5.550 | 19.429 | .001 |
| Language Usage Raw Score | 31.800 | 9.840 | 24.170 | 10.080 | 20.319 | .001 |
| Reading Raw Score | 36.180 | 7.500 | 28.890 | 8.770 | 23.030 | .001 |
| Total Raw Score | 84.310 | 19.160 | 65.320 | 21.750 | 24.032 | .001 |
| | | | | | | |
| <i>Group</i> | <i>Vocabulary and Language Usage</i> | | <i>Reading and Language Usage</i> | | <i>Vocabulary and Language Usage and Reading</i> | |
| | <i>Total</i> | <i>and Total</i> | <i>Total</i> | <i>and Total</i> | <i>Reading and Total</i> | <i>and Reading</i> |
| Passing-Graduate | .72 | .84 | .75 | .49 | .41 | .40 |
| Passing-Not Graduate | .71 | .83 | .75 | .44 | .40 | .38 |
| Failing-Not Graduate | .61 | .70 | .74 | .21 | .29 | .20 |
| Failing-Graduate | .48 | .64 | .65 | .05 | .13 | .01 |

All correlations are significant at the .01 level except Failing-Graduate subtest percentiles: Vocabulary and Language Usage, Vocabulary and Reading and Language Usage and Reading

ECHOES FROM THE FIELD

Joe R. Chapel

One of the questions most frequently asked of an advisor in the master's program for the teaching of reading is "What must I do in order to become certified as a reading specialist or consultant?" The answer to this question at the present time is that there is no certification by the State of Michigan. In a recent interview with state department officials, it was discovered that there is a sort of "unofficial certification." The State of Michigan will reimburse a portion of a school district's expense for a reading specialist if that individual has had three years of successful teaching experience and twelve hours of graduate courses in reading, six hours of which must include courses in diagnosis and treatment. Until official certification is put into effect, these guidelines should be observed.

All elementary teachers are required to have a course in reading. In recent years secondary teachers who have completed a course in reading appear to be given preferential consideration for employment by school systems.

MESSAGE FROM THE PRESIDENT OF THE HOMER L. J. CARTER READING COUNCIL

Dear Friends,

As a report of progress you may wish to know that the executive board has appointed Mrs. Blanche Bush to be historian of the Council. Blanche is a former president of the Council and a long-time friend to the cause of reading. It was through her efforts that this Council was named after Homer L. J. Carter who had been friend and mentor of the association for many years. Blanche has retired now from active teaching but it seems fitting that she should assume this responsibility for us. Anyone who has materials that would be appropriate for a scrapbook or other kind of archives is asked to contact her at her home, 1216 Hillcrest, Kalamazoo. (Phone 345-7417)

Donations to the Homer L. J. Carter Fellowship Fund are still appreciated. Although the fund reached the \$10,000 mark last year so that the first fellowship could be awarded to Mrs. Mary Kizer, reading teacher at Portage, we still must add to the principal. You may address checks to: Homer L. J. Carter Fellowship Fund, c/o Western Michigan University, Kalamazoo, Michigan, 49001.

Questions regarding applications for the fellowship may be addressed to: Dr. Dorothy McGinnis, Reading Center and Clinic, Western Michigan University, Kalamazoo, Michigan, 49001.

With regret, the executive board has accepted the resignation of Miss Pat Dillon, second vice president of the Council. Under the authority of the by laws of the council, the board has therefore appointed Ms. Diane Atkins, Instructional Specialist, Woodward School, Kalamazoo Public Schools, to fill the unexpired term. We are sure you wish her well and also give your thanks to Pat for a job well done this year.

The executive board has been invited by the International Reading Association to give its views on how our Council contributes to the In-Service Education of the community. The board agrees that the Drive-In Conference and *Reading Horizons* are both extremely valuable to local school district personnel. If you have other ideas to be forwarded to I.R.A., please express them. We sincerely hope if our members or readers have questions or wish to make suggestions regarding the programs of the Council, they will contact me.

Yours truly,
Fran M. Baden

DID YOU SEE?

Betty L. Hagberg

Did you see the latest publications which are now available from the International Reading Association? They are:

Inservice Education to Improve Reading Instruction, Wayne Otto and Lawrence Erickson, Editors. It discusses planning and implementation of inservice programs to improve reading instruction. Formats for inservice sessions and examples of inservice programs actually in operation are also presented.

Contingency Management and Reading, an annotated bibliography compiled by David H. Ford and Mildred A. Fitzgerald. It is organized into two sections—annotations and bibliography entries. The annotations are grouped into four areas around which reading programs are organized.

Language Differences: Do They Interfere? edited by James L. Laffey and Roger Shuy (IRA + ERIC CRIER). It discusses in four sections the discrepancy between an oral nonstandard dialect and the language used in reading instruction materials.

Perceptual and Language Readiness Programs: Critical Reviews, Maurice Kaufman, Editor. This publication presents descriptions of perceptual and language readiness programs to be used with kindergarten and first grade children. Nine programs are reviewed and an aid is provided for determining which readiness program is most appropriate for a particular group of children.

Views on Elementary Reading Instruction, edited by Thomas Barrett and Dale Johnson. Five topics of concern related to today's elementary reading instruction are presented.

Politics of Reading: Point-Counterpoint, edited by Sister Rosemary Winkeljohann (IRA + ERIC/RCS). This very interesting publication contains Neil Postman's controversial article on "What Is Reading Good For?" with several other viewpoints from qualified educators. The criticisms of Postman's original article are followed by his rebuttal.

Assessment Problems in Reading, Walter H. MacGinitie, Editor. This publication discusses the controversial issue of the effectiveness of evaluation procedures. Evaluation problems involving the student, the teacher, and the instructional program are included.

Television and the Classroom Reading Program by George J. Becker. This publication deals only with television programs the student watches at home and presents practical ways teachers can use

the home television habits of students to improve their reading/language arts program.

Each of the preceding publications may be obtained from the International Reading Association, 800 Barksdale Road, Newark, Delaware 19711.

WE SUGGEST

Eleanor Buelke

Beck, Helen L.

Don't Push Me, I'm No Computer

New York: McGraw-Hill Book Company, 1973. Pp. x + 171.

. . . Cognition does not prosper except in close alliance with emotional development . . . all the potentialities of human beings develop only on the basis of intimate interchange with living people. . . .¹

There is a great tendency in the educational world, as in the modern world all around, to replace human beings with mechanical devices; to substitute extrinsic rewards for human responses; to provide technical props for learning, rather than to pursue optimum openings for personal, intimate interchange. This book is a warning to parents and educators who would support such measures for young children, neglecting real opportunities for development, ignoring the genuine dangers of these artificial surrogates for life. It is a plea to all those who "push children beyond their stage of maturation" instead of allowing them "the time and environment with which they can unfold and develop into whole people to the best of their ability—and enjoy the process while they are growing."

In this book, the author describes contaminating, controlling factors of the mechanical teacher, and tragic results of such teaching in the "mechanized children" it creates. She writes of current trends and fads in the manufacture of commercial books, toys, and equipment for infants and pre-schoolers. She suggests that such trends place unnatural demands upon a young child's adaptability; that they pressure parents into becoming extension schoolteachers, depriving them of the pleasures of "parenting" their children. Early years of childhood should be available for nurture, not pre-empted for structured teaching.

Miss Beck details home activities and advantages of play equipment designed to stimulate imagination and exploration, to encourage freedom of movement and coordination. She outlines needs and benefits of group experiences for pre-schoolers, but counters with examination of the pitfalls and dangers of industrial, financially remunerative ventures that exploit children of families who need help in providing social, emotional, and developmental experiences for their young.

¹ Anna Freud, in the Foreword, *Don't Push Me, I'm No Computer*, p. x.

The need for passionate protection of human values for children is underscored in the writer's discussion of interpersonal relationships in the family, and among children and adults wherever they may live together. She introduces a new set of "three R's:" to relate, to respond, and to be reasonable, as goals for satisfactory learning, and enrichment of the lives of all concerned.

The book concludes with a consideration of structure and discipline that will appropriately permit the young child to grow within a reasonable, flexible environment that can be modified as he matures. The reader is reminded of the understandings of the experience of childhood, discovered by Jean Piaget in his lifelong study of cognitive development in children:

. . . knowledge is not absorbed from the outside, but rather is constructed from the inside by the child in continuous interaction with the environment.²

. . . this construction takes place in a certain sequence that is the same for all children in all cultures . . .³

. . . intelligence is an organized, coherent, whole structure and not a collection of skills. . .⁴

It appears obvious to this author, as it is to others who have studied young children and read reputable research about their intellectual growth, that it takes more than one or two years of pre-school learning to build a cognitive framework. No really meaningful concept exists in isolation; it takes time to build a total framework in which specific skills and information can be anchored. Further beyond that, it takes deep teacher sensitivity and acceptance toward children and their ideas.

The ability to learn is a *human* trait. Teaching is a *human* act; essentially, the teaching profession is a *helping* profession. In a helping profession, its members regard life as *precious*, and must operate within what may be described as a "primary" system. "Secondary" systems abound everywhere—in business, in government, and, increasingly, in the organizational structure of education. They create, rather than solve, problems for those who live in them. They are hierarchial and bureaucratic in structure; their rules are very clear and inflexible; their standards relate to the system, not the individual. Those who manage these systems adopt an affective neutrality; they

² Milton Schwebel, and Jane Raph, Editors, *Piaget In The Classroom*. New York: Basic Books, Inc., Publishers, 1973, p. 222.

³ *Ibid.*, p. 225.

⁴ *Ibid.*, p. 228.

do not like emotions. In such a system, "to be *good* means to be *best*." In contrast, the educator, the teacher, must proceed from the "primary" system premise: "Hey, if you're *born*, you're *good*! It's all right. You're O.K.!"⁵

In a recent issue of a well-known periodical, the editor writes:

We justify the gift of life in many ways—by our awareness of its preciousness and its fragility; by developing to the fullest the sensitivities and potentialities that come with life; by putting the whole of our intelligence to work in sustaining and enhancing the conditions that make life possible; by cherishing the human habitat and shielding it from devastation and depletion; by removing the obstructions in our access to, and trust in, one another.⁶

The push-button computer approach, with its automatic programming for function and reaction, its synthetic concept of life, presenting children too early with mechanistic, static, absolute answers, may well be what Helen Beck calls "an unconscionable waste of precious humanity." Support for this author comes from recognized, well-documented anthropological research. As a human being, the normal child, even at pre-school level, has a growing need, as acute as hunger or thirst, and a growing capacity to reach out for his world, to establish contacts in it, and to work out his own personal relationship with it.

It is the child's growing capacity to take in the world, rework experience, and give it out again in speech or song, craft or art, and in all the activities in which men engage, that is the source of individuality . . . a world that is forever mediated by the insistent voices of other people is one in which individuality is inevitably blurred, in which no form can be freshly perceived, no discovery can be made, no reworking of a private experience can survive. A child needs a place and a time for experiences of his own if he is to cherish the world and blend his voice happily with other voices.⁷

⁵ Rodney Napier, in an address, Fourth General Session, 1973 National Conference on Grading Alternatives. Chicago, Illinois: October 28, 1973.

⁶ Norman Cousins, "A Rendezvous With Infinity," *Saturday Review/World*, (Feb. 9, 1974), p. 4.

⁷ Margaret Mead, and Ken Heyman, *Family*. New York: Collier Books, 1971, p. 144.

READING IN THE SECONDARY SCHOOL

Kenneth VanderMeulen

Secondary teachers of vocational subjects frequently have to face the burdensome task of choosing the right text for their courses, but they would not and should not delegate the responsibility to other offices or agencies. In having to deal with choice of texts, teachers feel several factors are operating against the chances of finding the right textbook. Sometimes they express a certain frustration, saying, "As if it is not enough responsibility to try to prepare young people for a role in a technical area, we even have some evidence that students whose verbal backgrounds are poor are advised to take our subjects."

In a time of accelerating technology, teachers of vocational subjects must become expert in judging which textbooks will be best suited to (1) present the latest ideas accurately, (2) explain technical processes clearly, and (3) be highly readable for a wide range of student abilities. These considerations require wide background, great insight, and a real preparation in the area of measuring textbooks by readability standards.

The article which follows was researched and written by Mary L. Harris, a graduate student on leave from Jones Commercial School, Chicago, where she is a member of the English Department faculty. Mrs. Harris has made a unique contribution to all teachers of industrial and business subjects by demonstrating the use and outcomes of text comparisons through readability scales. No member of a vocational department at high school levels should be without this valuable annotated bibliography.

TEXTBOOKS IN VOCATIONAL COURSES

The purpose of the list below is to compare by publisher, the readability of textbooks in a number of vocational content areas. Three samples of one hundred words each were taken at random from three different sections of each book in the comparison group. These sections dealt with similar information. For example, in the metal-working group, the samples were taken from filing, heat treating, and the shaper. In this way comparison was made with very specific, similar pieces of information.

Edward Fry's *Graph for Estimating Readability* was the measuring instrument.

AUTOMOTIVE

Beeler, Samuel C., *Understanding Your Car*. Bloomington, Ill.: McKnight and McKnight Publishing Co., 1967.

The preface states that this book is written for anyone desiring to understand the basic elements of the automobile and something of the products allied to it. The very technical has been avoided. The author suggests that the book may be used as a class text and job guide, as a manual for simple automobile maintenance or as a supplement and reference in Driver Education classes.

Recommended for *grade 7-12*

Readability *grade 11*

Stockel, Martin W., *Auto Mechanics Fundamentals: How and Why of the Design, Construction and Operation of Automotive Units*. Homewood, Ill.: Goodheart-Willcox Co., Inc., 1969.

This book can be used in a fundamentals course in high school, trade school or college and it can also be used as review for advanced classes. The aim of the book is to provide the student with a thorough understanding of the design, construction and operation of automotive units. Each automotive unit starts with the basic theory involved and as the explanation unfolds, parts are added until the unit is complete. It includes a chapter on job possibilities. There are hundreds of diagrams and illustrations.

Recommended for *grade 10-12*

Readability *grade 8*

Wetzel, Guy F., *Automotive Diagnosis and Tune-Up*. Bloomington, Ill.: McKnight and McKnight Publishing Co., 5th edition, 1969.

The author presents basic theory for understanding the automotive power plant. The book is intended for the automotive service business—mechanics and service managers—but can be used as a text for automotive classes in high school. It is an adult study of “diagnosis and tune-up.”

Recommended for *grade 9-12*

Readability *grade 12*

Each book has a different stated purpose but at the same time each is recommended for use in a high school automotive course. The three topics compared were the engine, the generator, and the cooling system. The Stockel book carried the highest recommended grade of the three, yet the results of the Fry formula showed it to be the easiest one to read. In all three the material on the generator was the most difficult. Stockel managed to explain it in terms that a 9th grade reader could understand; the other two went up to the college level. Perhaps it is a little unfair to include the Wetzel book because

it was written primarily for mechanics in the trade. Yet the other book published by McKnight and McKnight which *was* written for the high school student and which stated in the preface that it had “avoided the very technical” is much more difficult than Stockel’s book.

METALWORKING

Feirer, John L., *Machine Tool Metalworking*. New York: McGraw-Hill, 2nd edition, 1973.

This is an introductory text on machining of metals designed to be used in a beginning machine shop class. Primary emphasis is given to benchwork, measurement, drilling and turning. A great deal of space is devoted to *how* machines operate and to the essentials of mechanics.

Recommended for *grade 9-11*

Readability *grade 8*

Giachino, J. W., and Neil L. Schoenhals, *General Metals for Technology*. Milwaukee: The Bruce Publishing Co., 1964.

This book includes an introduction to metalworking; cutting, shaping, bending, joining, finishing and welding metals; heat treating and testing. In the preface the authors say that the book is “written in a language that is sufficiently demanding to stimulate the student’s potential capacities in terms of current educational requirements.” They feel that for many years writers of industrial education textbooks stressed oversimplification of their reading content. The “how-to-do-it” parts are written in simple language; background material is more difficult.

Recommended for *grade 7-12*

Readability *grade 8*

Ludwig, Oswald A., *Metalwork: Technology and Practice*. Rev. by Willard J. McCarthy. Bloomington, Ill.: McKnight and McKnight Publishing Co., 5th edition, 1969.

Provides a broad introduction to theory and practice of metalworking. It includes bench metalwork, sheet metalwork, forging, heat treatment, foundry work, welding, machine theory and practice, and numerical control machining. The authors emphasize that this most recent edition does more than just present the “doing” or skill aspects of metalwork; it provides shop theory, technology, and technical information. Many

units have been expanded to reflect current industrial and technological practice.

Recommended for *grade 9-12*

Readability *grade 8*

McKnight and McKnight Publishing Co. seems to have done a better job "readabilitywise" in the metalworking text than in the automobiles. McGraw-Hill and The Bruce Publishing Company have done well also.

GENERAL BUSINESS

Crabbe, Ernest, S. J. DeBrun and Peter G. Haines, *General Business for Economic Understanding*. Cincinnati: Southwestern Publishing Co., 9th edition, 1966.

The stated purpose of the book is to help students develop a comprehensive understanding of our American business system and its vital role in our total economic society. Business principles and basic economic concepts are explained by relating them to the experiences we have in living and working in America today. It stresses economics and the consumer.

Recommended for *grade 10-11*

Readability *grade 8*

Nanassy, Louis C., and Charles Fancher, *General Business and Economic Understanding*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 4th edition, 1973.

The text explains why and how the worker and consumer are affected by our economy. Its stated purpose is to help young people comprehend and appreciate the basic economic principles of our democratic system of free enterprise. The book is concerned with business and the consumer.

Recommended *grade 9-11*

Readability *grade 9*

Price, Ray, Vernon Musselman, J. Curtis Hall, and Edwin Weeks Jr., *General Business for Everyday Living*. Gregg Division of McGraw-Hill Book Co., 3rd edition, 1966.

The stated purpose of this book is to raise the level of economic understanding among the nation's youth by giving them an overall view of the place and purpose of business in our society. It is concerned with business and the consumer.

Recommended *grade 10*

Readability *grade 8*

All three books are suitable for the recommended grade.

RETAIL MERCHANDISING AND SELLING

Richert, G. Henry, Warren G. Meyer, and Peter G. Haines, *Retailing*

Principles and Practice. Gregg Division of McGraw-Hill Book Co., 5th edition, 1968.

This is a book on retailing particularly for distributive education students. It can also be used for a high school retailing course, basic instruction for adult education, and for training classes conducted in retail stores. Projects are structured to meet the requirements of cooperative part-time students.

Recommended *grade 10-12*

Readability *grade 10*

Wingate, J. W., and Harland E. Samson, *Retail Merchandising*. Cincinnati: Southwestern Publishing Company, 7th edition, 1968.

The aim of the book is to discuss the activities in the retail distribution of merchandise from the viewpoint of a young person in search of a career field. The 7th edition includes retailing and distribution and economic growth and the contribution made to it by retailing. Emphasis throughout is put on the importance of proper store image.

Recommended *grade 10-12*

Readability *grade 10*

Wingate, John W., and Carroll A. Nolan, *Fundamentals of Selling*. Cincinnati: Southwestern Publishing Company, 9th edition, 1969.

This book was intended as an introductory course in selling for a high school class. It was also recommended by the authors for use in a cooperative program. The 9th edition was upgraded to include chapters on characteristics of the American economy and economic trends. It includes material on printed advertising, broadcast advertising and merchandise display. There are also chapters on sales management and the legal aspects of selling.

Recommended for *grade 10-12*

Readability *grade College*

The two Wingate books have different purposes, nevertheless *Fundamentals of Selling* which is now in its 9th edition is too difficult for the average high school student, especially one in a cooperative program. The Richert book published by the Gregg Division of McGraw-Hill is written at a satisfactory readability level.

MARKETING

Mason, Ralph E., and Patricia Mink Rath, *Marketing and Distribution*. New York: Gregg Division of McGraw-Hill, 1968.

The objective of the book is to provide a foundation of economic and marketing concepts for everyone. Also the book

can serve as the core of a distributive education program since it emphasizes specific job opportunities that occur as a product moves from its point of origin to its point of use. The student in a cooperative part-time distributive education program will find many specific applications to make his work and his career objective more meaningful.

Recommended *grade 10-12*

Readability *grade 11*

Nolan, Carroll A., and Roman Warmke, *Marketing, Sales Promotion and Advertising*. Cincinnati: Southwestern Publishing Company, 7th edition, 1965.

This book was designed to acquaint the reader with a basic understanding of marketing, sales promotion and advertising, to relate marketing to the total economy, to provide an understanding of accepted tools, plans and procedures, to familiarize the reader with marketing principles and give him practice in applying them to real life situations. The 7th edition has been rewritten to serve as the basic instructional tool for marketing and distributive education courses and can be used for standard courses or cooperative programs.

Recommended *grade 10-12*

Readability *grade 12+*

Carroll Nolan who co-authored *Marketing, Sales Promotion and Advertising*, the Southwestern Publishing Company book, also co-authored *Fundamentals of Selling* which was reviewed above. The readability in both books is too difficult for the student for whom it was written. *Marketing and Distribution* published by Gregg Division of McGraw-Hill has a readability level midway between the recommended 10-12. This is probably too difficult, too. Readability scores tend to under-estimate reading difficulty and student reading level scores tend to over-estimate the student's reading comprehension ability.¹ Therefore, for practical purposes a textbook should be at least one and possibly two years below the grade level for which it is intended.

COMPARISON GROUP READABILITY SCORES AUTOMOTIVE BOOKS

| Book | Cooling Engine Generator System Average |
|--------|--|
| Beeler | |

¹ Sinclair Wall, "Readability-A Neglected Criterion in Secondary Textbook Selection," *Journal of the Reading Specialist*, October, 1969, pp. 14-15.

| | | | | |
|---|----|---------|----|----|
| <i>Understanding Your Car</i> | | | | |
| McKnight & McKnight | 9 | College | 10 | 11 |
| Stockel | | | | |
| <i>Auto Mechanics Fundamentals</i> | | | | |
| Goodhart-Willcox | 8 | 9 | 7 | 8 |
| Wetzel | | | | |
| <i>Automotive Diagnosis & Tune-Up</i> | | | | |
| McKnight & McKnight | 12 | College | 11 | 12 |

METALWORKING BOOKS

| | | <i>Heat</i> | | |
|--------------------------------------|---------------|------------------|---------------|----------------|
| | <i>Filing</i> | <i>Treatment</i> | <i>Shaper</i> | <i>Average</i> |
| Feirer | | | | |
| <i>Machine Tool Metalworking</i> | | | | |
| McGraw-Hill | 7 | 10 | 8 | 8 |
| Giachino | | | | |
| <i>General Metals for Technology</i> | | | | |
| Bruce Publishing | 7 | 9 | 8 | 8 |
| Ludwig | | | | |
| <i>Metalwork</i> | | | | |
| McKnight & McKnight | 6 | 10 | 7 | 8 |

GENERAL BUSINESS BOOKS

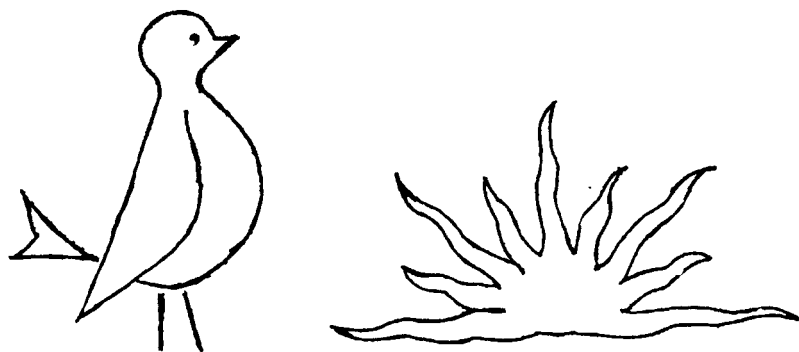
| <i>Books</i> | <i>Money</i> | <i>Borrow- ing</i> | <i>Invest- ing</i> | <i>Average</i> |
|---|--------------|------------------------|------------------------|----------------|
| Crabbe | | | | |
| <i>General Business for Economic Understanding</i> | | | | |
| Southwestern | 7 | 8 | 9 | 8 |
| Nanassy | | | | |
| <i>General Business and Economic Understandings</i> | | | | |
| Prentice-Hall | 9 | 10 | 10 | 9 |
| Price | | | | |
| <i>General Business for Everyday Living</i> | | | | |
| McGraw-Hill | 8 | 8 | 8 | 8 |

RETAIL MERCHANDISING BOOKS

| <i>Book</i> | <i>Retail Distrib.</i> | <i>Customer</i> | <i>Advertis- ing</i> | <i>Average</i> |
|---|----------------------------|-----------------|--------------------------|----------------|
| Richert <i>Retail Principles and Practice</i> McGraw-Hill | 9 | 12 | 10 | 10 |
| Wingate & Samson <i>Retail Merchandising</i> Southwestern | 12 | 10 | 9 | 10 |
| Wingate & Nolan <i>Fundamentals of Selling</i> Southwestern | College | College | College | College |

MARKETING BOOKS

| <i>Book</i> | <i>Physical Distrib.</i> | <i>Customer</i> | <i>Advertis- ing</i> | <i>Average</i> |
|---|------------------------------|-----------------|--------------------------|----------------|
| Mason <i>Marketing and Distribution</i> McGraw-Hill | 11 | 10 | 12 | 11 |
| Nolan & Warmke <i>Marketing, Sales Promotion and Advertising</i> Southwestern | College | 10 | College | 12 |



ROUND ROBIN

Dorothy E. Smith, Editor

Academic questions come in varieties, just as flowers do. There is the annual variety; "does my class need a lesson in phonics today, or in spelling?," and there is the perennial variety; "what reading program will fit my students' needs best?"

I like the perennial questions. We can answer them and answer them, and yet they're with us still. The answers change, but the questions never do. Once in a great while a perennial question will fade away because the perfect answer is presented to us in full bloom; "what is the most important ingredient for teaching reading?" The unequivocal answer; "the teacher."

But most perennial questions remain, and the one stated earlier; "what reading program will fit my students' needs best," is the most ubiquitous variety extant. We ask the question and the answers come back thick and fast, and contradictory.

I asked a group of teachers what they thought of the reading program they were using. You might be interested in their answers. They've signed their names, but not their school systems, in deference to the need for job security.

S.R.A. Distar

I feel very positive about Distar.

The main advantages of the program are: (1) the CONTINUAL reinforcement, (2) small group instruction, (3) blending sounds.

I'm very partial to this program now that I'm working with remedial readers. These children have the "skills" but lack the ability to put them all together.

The main disadvantage of Distar is the fact that it takes four books for the teacher to manipulate to teach the lesson.

Diane Van Kampen

S.R.A. Basic Reading System

This is just one of a multitude of approaches that I use. It is a linguistic program and completely phonetic, except for some necessary sight words. I've found it to be valuable for the child who has been unsuccessful in the regular basal, but who can succeed when he/she can see a definite format and pattern for figuring out words. To make it successful requires a great deal of enthusiasm on the part of the teacher, because the stories themselves are not interesting (at least, not at the early levels which I use).

For bright children I don't think it would be appropriate, because of this lack of appeal. Even for remedial students I've found that it needs to be supplemented by some language experience so that the child can relate to the real function of language and the relationship between reading and normal conversation.

B. Suzanne Coleman

S.R.A. R.F.U. (Reading for Understanding)

Advantages—Students are able to work at their own pace.

Students can see their progress in comprehension.

Students are able to learn a type of study method because they read through the 10 questions first, then answer the questions.

Students' vocabulary is increased.

Disadvantages—Paragraphs are quite difficult to understand (large vocabulary).

Paragraphs are not interesting to 10th-12th graders.

The progress seems to take awhile and students are anxious to improve.

Students may strive for competition; however, I try to stress that they are simply improving themselves, not trying to compete with someone else.

Jill Jilek

Harcourt/Brace

From what I've seen of this basal reader, and from comments I've heard, I really like the books. The stories are very interesting, with varied topics, such as math, science, poems, and literature. They concentrate on decoding skills, sound-letter relationships, and contextual

clues. These skills are related to the stories. The books also have good illustrations.

Mike Howard

Harcourt/Brace Bookmark Series

I feel the advantages of this series is the use of leveling, the design of the readers so the primary levels can be used with older children. The skills are taught from phonics, linguistics and structural analysis. I really enjoy the organization of the skills lessons. The skill is introduced by the teacher followed up by the workbook—checked by a ditto sheet and if necessary retaught or reinforced by various means suggested in the manual.

The manual also has excellent enrichment suggestions. *The kids seem to like the series* even after 2 years.

In the intermediate levels, the vocabulary items and content of books are much more difficult. The print is considerably smaller. I like the fact that literature and skills are taught separately so that reading is still enjoyed. The skills are applied to all areas of the academics taught in elementary school. The skills book reinforces some skills taught in the text and introduces some others.

The tests do not reflect the emphasis of the text.

Judy Moeller

Holt, Rinehart, and Winston

This series has fantastic stories and an excellent teacher's guide. A wide variety of "extras" is included with every lesson so you can extend beyond the series easily. If the instructional aids are purchased, they go along beautifully with the work and add variety.

The disadvantages I have found include: over testing, and over stress on word endings to the point of confusing the children. The first book is too easily memorized.

Wendy Bull

In the next issue there will be more discussion of the advantages and disadvantages of the various approaches to reading. Your reactions and comments are welcome.

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 Inservice," *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. McGinitie, 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.

PROGRAM 1973-74

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INTERNATIONAL READING ASSOCIATION

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Dr. Jane Root, Free Lance Reading Consultant, United States and
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7:00 P.M., Coffee and Cookies, Compliments of Executive Committee
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Dr. George D. Spache, University of Florida, Gainesville, Florida

4:45 P.M.-9:00 P.M., Kalamazoo Valley Community College

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"The Science and the Art of Teaching Reading: A Search for
Excellence"

Dr. John Manning, University of Minnesota, Minneapolis, Minnesota

7:30 P.M., West Ballroom, University Student Center, Western
Michigan University

SUNDAY, MONDAY, AND TUESDAY

MARCH 31, APRIL 1 and 2, 1974

Seventeenth Annual Meeting

Michigan Reading Association, Grand Rapids Civic Center

THURSDAY, APRIL 25, 1974

"The Teacher's Role: Leader or Follower?"

Dr. George Sherman, Michigan State University, East Lansing,
Michigan

7:30 P.M., Portage Northern High School Cafeteria

WEDNESDAY, MAY 1, 1974

Through

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