Ten Second Reviews

Blanche O. Bush

WESTERN MICHIGAN UNIVERSITY
Dorothy J. McGinnis
Reading Center and Clinic

TEN-SECOND REVIEWS

Blanche O. Bush

Reading should be regarded as a developmental process that is ongoing during an individual's whole lifetime, extending from infancy through adulthood.

Eve Malmquist

Alper, Theodore, Lois Nowlin, Karen Lemoine, Marjorie Perine, and Brad Bettencourt, "The Rated Assessment of Academic Skills," *Academic Therapy* (Winter, 1973-74), 9:151-164.

According to the authors, this rated inventory has been of help in designing specific academic programs for children at all levels of reading. The key component of the inventory described in the article is rate as a measure of academic performance.

Attea, Mary, "Teacher Education in Reading and Language Arts," *The Reading Teacher* (November, 1973), 27:138-141.

The Lackawanna Undergraduate Urban Teacher Education Program (LUTEP) is a plan that allows for more effective and efficient ways for a teacher training program to be integrated into the program of the public school. It provides for sequential development of expertise under the guidance and direction of experienced teachers. It recognizes that teaching techniques and styles are diverse and suggests that teaching be separated into various roles and responsibilities to allow for different interests, ambitions, and talents of teachers. The author emphasizes the need to move teacher education courses in reading from the college campus environment to a more field centered approach.

Azcoaga, Juan E., "Motivational and Attitudinal Influences on Reading Development," *Reading For All*, Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, pp. 51-55.

This paper examines the role of both emotional and physical factors in the development of reading. Adequate knowledge of physiology helps in comprehending the psychological processes involved in learning and in the reading activity itself.

Barron, Richard, and Richard Earle, "An Approach to Vocabulary Instruction At The High School Level," *The Minnesota Reading Quarterly* (December, 1973), 18:53-65.

This paper describes specific vocabulary instruction in a high school biology class during a recent unit of study. Three instructional components are described: (1) Structured overviews, (2) Skills teaching, and (3) Extension activities.

Bennie, Frances, "Pupil Attitudes Toward Individually Prescribed Lab Programs," *Journal of Reading* (November, 1973), 17:108-112.

The author, a reading consultant, coordinates the Individualized Learning Center Reading Program in an open classroom situation. This program affords pupils with opportunities to expand and apply their reading skills in the learning lab. A system for continuous assessment of pupil attitudes and problems has been found to be absolutely necessary.

Betts, Emmett Albert, "Wanted: Reform in Orthographies," *Journal of Reading* (November, 1973), 17:136-139.

In 1969, the Grant Foundation funded an international meeting of scholars at the University of Miami, Coral Gables, Florida, to consider orthographic reform. This interdisciplinary conference outlined two types of research proposals: Teacher education and pupil learning.

Bingham, Jane M., "Children's Literature: Views and Reviews," *The Michigan Reading Journal* (Fall, 1973), 7:13-16.

The author briefly describes some of the newer books teachers might like to share with their pupils. The list includes books of interest to students from kindergarten through sixth grade.

Cahn, Lorynne, and Joan Hodges, "Occupational Therapy: A Role in Learning Disabilities," *Academic Therapy* (Winter, 1973-74), 9:165-173.

Experts in the field of learning disabilities recognize the importance of the multidisciplinary team approach to the treatment of children with learning problems. The authors report significant gains made by a child who was evaluated and diag-

nosed as having severe reading disabilities and perceptual dysfunction. From the results of the study it appears that visual-perceptual training by a competent professional, including an occupational therapist, is important when perceptual problems and reading disabilities coexist.

Cassidy, Jack, "Project C.A.R.E. (Content Area Reading Enrichment)" *Journal of Reading* (December, 1973), 17:192-194.

Reading specialists in conjunction with various administrators developed project C.A.R.E. According to Cassidy, the project is a practical way to provide students with reading skills in their various subjects. In this program five teachers instruct four classes of students. Four of the teachers are content area teachers and the fifth a reading specialist. Ways in which reading specialists can help language arts teachers are listed.

Cramer, Donald L., and Dale D. Johnson, "Creative Writing—Let's Do It!" *Michigan Reading Journal,* Michigan Reading Association (Fall, 1973), 7:8-13.

Today's teachers are hindered in many ways when they try to engage in the creative writing process. The most common of these constraints are (1) spelling demands, (2) emphasis on content and punctuation, (3) format procedures, and (4) grading. Sixty-eight ideas, gathered from teachers who used creative writing successfully, are presented.

Czajkowski, Theodore J., "An Interrelated Methods/Practicum Program in Reading and Language Arts," *Wisconsin State Reading Association Journal* (January, 1974), 17:29-37.

To improve and enhance the relationship between methodology course work and practicum experience, a four semester sequence was devised. The general objectives were: (1) To provide a meaningful initial teaching practicum for students in language arts and reading. (2) To enable university supervisors to focus more of their time and effort on facilitating communication and shared involvement between and among university staff, public school staff, and students. (3) To increase articulation between and integration of methods courses and practicum experiences in reading and language arts. (4) To

provide small groups of elementary pupils with developmental and enrichment activities in reading and language arts.

deBraslavsky, Berta P., "Variables Acting Upon the Reading Process," *Reading For All,* Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, pp. 103-109.

Latin America, the author suggests, has economic, social, political, and educational problems which are of equal concern to all of her component countries. Particularly, Latin America has a common language which is more unified than the other two languages spoken on the continent. Although there are linguistic zones which in turn are not uniform, there is also a tendency to the unification of its variants. Efforts are being made in different Spanish speaking countries to lessen the linguistic problems in reading. Modern comparative reading science may serve to coordinate, unify, and renew such efforts.

De Quiros, Julio B., "Development of Language and Reading," *Reading For All,* Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, pp. 71-79.

The author reports these conclusions relative to development of language and reading: (1) Some of the modern approaches to language and learning may be used in the programming of specific tasks in learning; others, for contributing to diagnosis and prognosis in learning difficulties; and others, for suggesting the adoption of definite resources, procedures, and working methods. (2) Clinical treatments of problems in language and reading-writing require adequate knowledge of the neurophysical bases underlying every learning process. Among those bases are corporal potentiality and its practical applications.

Durr, William, "Guest Editorial," *The Michigan Reading Journal* (Fall, 1973), 7:3-5.

The Michigan Reading Association should develop and explore the following priorities: (1) Standards for reading specialists, (2) Guidelines for paraprofessionals, and (3) Ways to provide assistance to the classroom teacher on a daily basis.

Eberwein, Lowell, "What Do Book Choices Indicate?" *Journal of Reading* (December, 1973), 17:186-191.

The author describes the United States Office of Education Title III (USOE) Project in Carrollton, Kentucky. The primary objective was increasing reading proficiency through interest and motivation. A list of 174 books were chosen to be used for the identification of pupil reading interests.

Emans, Robert, and Sharon E. Fox, "Teaching Behavior in Reading Instruction," *The Reading Teacher* (November, 1973), 27:142-148.

In this article the authors summarize what appears to them to be the most important implications coming from recent research on teaching behaviors in reading. It would seem that any attempt to influence teaching behaviors must help teachers take account of the student as receiver.

Faber, Jean Ann, "Parents as Partners," *Wisconsin State Reading Association Journal* (January, 1974), 17:24-26.

As a part of a graduate research project at the University of Wisconsin, seventy-seven parents of third graders in Neenah were questioned about reading habits in the home, their knowledge of the school program, and their thoughts about specialists and aides. Results indicate that parents do see themselves as important contributors to their child's reading growth. The reading specialist can assist parents and teachers to inform and support each other in helping a child realize his full reading potential.

Feeley, Joan T., "Interest Patterns and Media Preferences of Middle-Grade Children," *Reading World*, The College Reading Association (March, 1974), 13:224-237.

The purpose of this study was to identify and describe the content interest patterns and media preferences of today's middle-grade children and to determine if these patterns and preferences are related to sex, race, or socio-economic status. It was found that the middle-grade children continue to reflect the traditional "boy" and "girl" patterns and that the lower socio-economic status children continue to express significantly greater interest in fantasy. Implications for educators, publishers, TV producers, and government are provided.

Fitzgerald, Paul, "Indian Students Find Success in Reading," *Wis-*

consin State Reading Association Journal (January, 1974), 17:9-11.

Fitzgerald describes a successful developmental reading program designed for a group of Indian students in Keshena, Wisconsin, who were dropouts. Emphasis was also placed on increasing the self-concepts of the students.

Freed, Barbara F., "Secondary Reading—State of the Art," *Journal of Reading* (December, 1973), 17:195-201.

Freed reports on two studies of current practice in secondary reading conducted by Research for Better Schools in 1972. The research was undertaken (1) to augment the knowledge base before planning and designing an individualized developmental reading system for the secondary level, (2) to ascertain directions of all state departments of education as indicated by requirements for teaching reading and by certification standards, and (3) to investigate current practices and needs for the improvement of reading programs.

Gebhard, Ann O., "Poetry—Acid Test of Comprehension," *Journal of Reading* (November, 1973), 17:125-128.

Gebhard emphasizes that any valid approach to the study of poetry moves from an understanding of the literal to that of the figurative meaning. Three reading skills are discussed: (1) Practice in reading simple poetry on the level of grammatical statement. (2) Identification of the speaker of the poem or the point of view from which the poem is told. (3) Word perception for understanding of the connotative and denotative meaning of words in context.

Gottsleben, Robert H., Gail Buschini, and Dorothy Tyack, "Linguistically Based Training Programs," *Journal of Learning Disabilities,* 7:197-203.

This paper presents a system of training and testing based upon analysis of language samples. The method incorporates linguistic as well as behavioral principles and applies to children with mean utterance lengths ranging from two to six words. The authors claim that the method can be used for both group and individual teaching, since it provides personalized instruction in either setting.

Hall, Maryanne, and Jerilyn K. Ribovich, "Teach Reading in Reading Situations," *The Reading Teacher* (November, 1973), 27:163-166.

The authors emphasize that the teaching of reading as communication through the processing of language requires teaching techniques which foster communication. Teaching practices should stress contextual settings so that children can learn those language processing strategies vital to purposeful reading. Reading instruction should center on experiences that facilitate reading for meaning.

Hallenbeck, Phyllis N., "Teaching Social Studies to Special Children," *Journal of Learning Disabilities* (January, 1974), 7:11-14.

This article discusses problems special education teachers may have in presenting social studies to their pupils. A student's poor reading ability, deficient memory, visual-spatial disturbances, and lack of understanding of abstract ideas are likely to interfere greatly with learning. Techniques and ideas for coping with these problems are suggested.

Harris, Albert J., and Milton D. Jacobson, "Some Comparisons Between The Basic Elementary Reading Vocabularies and Other Word Lists," *Reading Research Quarterly* (1973-1974), 9:87-109.

Twelve vocabulary lists are described and compared with the Harris-Jacobson Basic Elementary Reading Vocabularies. A high degree of agreement was found on the most common 2,000 words for the first three grades. For grades four through six the overlapping among lists was a little lower, but still high. The data presented are discussed both for what they show about each of the 12 comparison lists and as casting light on the validity of the H-J list which served as the criterion.

Harris, Stephen G., "Reading Methodology—What's Radical, What's Traditional?" *The Reading Teacher* (November, 1973), 27:134-137.

The history of methods of reading instruction reveals periodic adherence to one method or another, seemingly without any prior objective evidence to support it. However, in view of current theory about the nature of language and how it is acquired and communicated, the language experience approach seems commendable for introducing children to the

reading process until they learn to read. Teachers and parents are needed to test the theory and properly evaluate the results.

Hesse, Karl D., Richard J. Smith, with Aileen Nettleton, "Content Teachers Consider the Role of the Reading Consultant," *Journal of Reading* (December, 1973), 17:210-215.

The authors, who train high school reading consultants, constructed an instrument to determine preferences for reading consultants' responsibilities. The instrument used in this study appears to be useful in discovering the perceptions and expectations of administrators, teachers, and reading consultants concerning the role of the reading consultant.

Hoskisson, Kenneth, " 'False' Questions and 'Right' Answers," *The Reading Teacher,* (November, 1973), 27:159-162.

According to Hoskisson the purpose in asking questions about stories read by pupils should be to foster reflective thinking. Two types of questioning strategies are discussed.

Houseman, Ann Lord, "Tuned In to the Entire Family—A Book Festival," *The Reading Teacher* (December, 1973), 27:246-248.

A P.T.A. Committee of the Old Mill Lane School in Delaware sponsored a book fair at which parents, grandparents, and children in grades kindergarten through three read and illustrated books. Some general observations were: (1) If outstanding children's books are available at low cost in paperbacks, children will buy them. (2) Parents who read selections to the younger children before they visited the fair and who bought books themselves demonstrate a personal interest in reading. (3) Children were pleased to see their parents relating to the school. These parents had a double reward in that they were "tuned in" to quality literature and in return were "tuned in" by their children.

King, Ethel M., "The Influence of Teaching On Reading Achievement," *Reading For All,* Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, pp. 110-115.

According to King, a beginning teacher is concerned with the complexity of choices in planning the reading program. An experienced teacher is excited by any alternative that may be

manipulated for variation. An effective teacher is aware of the differences among materials, methods, and learners. A creative teacher uses ingenuity and inventiveness to adapt the materials and methods of instruction to each learner.

Krippner, Stanley, Robert Silverman, Michael Caballo, and Michael Healy, "Stimulant Drugs and Hyperkinesis: A Question of Diagnosis," *Reading World,* The College Reading Association (March, 1974), 13:198-222.

This is a report of a testing program inaugurated for a group of children who had been prescribed stimulant drugs as a result of being labeled hyperkinetic by the school and/or a physician. A comparison was also made of these children with a group of youngsters from the same schools who had not been labeled hyperkinetic. Both groups of children were being seen by the Foundation for Gifted and Creative children in Warwick, Rhode Island, because of school difficulties. Members of the second group shared one important characteristic: they had not been diagnosed as hyperkinetic and consequently were not receiving stimulant drugs. The investigators found that the "Drug" and "Non Drug" groups did not differ significantly on tests for mental ability, creativity, and mental health. The "Non Drug" group contained higher proportions of pupils with above average verbal intelligence and verbally "creative" scores than did pupils in the "Drug" group. The inference is drawn that the school difficulties of the "Drug" group may have centered around the inability of the classroom teacher and the school administration to stimulate the talents of these children. The authors suggest that the diagnosis of hyperkinesis is overused and that drugs are being used to assist overly active children by the easiest method available.

La Budde, Constance, and Richard J. Smith, "Librarians Look at Remedial Reading," *The Reading Teacher* (December, 1973), 27:263-269.

The authors summarize the results of a questionnaire study designed to investigate: (1) The librarian's thinking about what contributions she can make to the instructional program of the disabled reader; (2) The services librarians feel they should receive from the reading teacher to assist them in their work

with the remedial student; and (3) The factors that operate to enhance or to hinder cooperative team effort.

Lazar, Alfred L., and Patricia E. Lazar, "Profile Development—for Educational Remediation," *Academic Therapy* (Winter, 1973-1974), 9:175-181.

This article and the example of Pupil Profile of Reading Skills (PPRS) illustrates the many factors which need to be considered in making a diagnosis. The 110 factors discussed are grouped under six major headings. (1) Perceptual reading skills, (2) Word identification and attack skills, (3) Comprehension, (4) Oral reading, (5) Study skills for effective reading, and (6) Interpretation and appreciation reading skills. The focus is on the need for clinical teachers to develop and use individual pupil profiles in planning and developing plans for remediation.

Livingston, Myra C., "Children's Literature — in Chaos, A Creative Weapon," *The Reading Teacher* (March, 1974), 27:534-539.

The author makes a plea that we cease to think of the "right" books for all children. She suggests that we offer each individual child the "right" book for him. She ends her article by suggesting that through books we have the power to make chaos, confusion and disorder positive and creative weapons.

Mazurkiewicz, Albert J., "i.t.a. revisited," *Reading World,* the College Reading Association (March, 1974), 13:156-160.

The author summarizes the advantages of i.t.a. and maintains that the weakness of i.t.a. usage, as reported in the literature, reflects instructional inadequacy and philosophical bias. He states that i.t.a. as an alphabet has no peer and that traditional orthography should be completely replaced.

Muehl, Siegmar and Elizabeth R. Forell, "A Follow-Up Study of Disabled Readers: Variables Related to High School Reading Performance," *Reading Research Quarterly,* 1973-74, 9:110-123.

The purpose of this follow-up study was to investigate the high school reading performance of a group of subjects originally diagnosed as disabled readers and to relate this performance

to selected variables obtained at the time of diagnosis. These included: electroencephalographic classification, IQ, chronological age, and parental background. The effects of clinical instruction following the diagnosis of a reading problem are also discussed.

Mueller, Doris L., "Teacher Attitudes Toward Reading," *Journal of Reading* (December, 1973), 17:202-205.

Mueller discusses an inquiry which was focused on teachers' values as they relate to reading. It was assumed that teacher attitudes affect pupil attitudes. The findings suggest that many teachers do not value reading very highly. The point was not that the teacher "should" value reading more highly but to urge teachers to confront, acknowledge, and clarify their own values in this important subject.

Ogburn, Keith, "Interaction with Appropriate Consequences," *Journal of Learning Disabilities*, 7:204-206.

This paper is an attempt to systematize the humanistic approach and humanize the behavioristic approach into a single method of handling the difficult situations which teachers routinely face. The author provides practical suggestions for classroom use.

Page, William D., "Are We Beginning to Understand Oral Reading?" *Reading World,* The College Reading Association (March, 1974), 13:161-170.

This article describes two types of oral reading responses that can be identified: pseudo reading and meaningful oral reading. The author also speculates on an explanation of how these two types of oral reading might be generated.

Pikulski, John J., "Assessment of Pre-Reading Skills: A Review of Frequently Employed Measures," *Reading World,* The College Reading Association (March, 1974), 13:171-197.

In 1969 Walter MacGinitie concluded that studies of reading readiness had been guided by the wrong question. The guiding question seems to have been: Is the child ready to learn to read? Whereas a more useful question would be: What and how is the child ready to learn? Pikulski summarizes the results

of a survey he has made of the questions recent investigators have asked concerning readiness and concludes that some progress seems to have been made since MacGinitie's critical review of 1969.

Premeau, William John, "Fostering the 'Want' To Read," *Wisconsin State Reading Association Journal* (January, 1974), 17:12-15.

This article briefly describes efforts to teach a child to WANT to read. This program was simple, direct, stimulating for the child, and emotionally satisfying for the teacher. The main idea was that teachers of reading should have two major goals: (1) To teach children how to read, (2) To help children learn to want to read. When setting up this reading program the first task was to set up a reading facility that would stimulate reading. To achieve the second goal of helping the child learn to *want* to read, an incentive/reward program was initiated.

Rankin, Earl F., *The Measurement of Reading Flexibility—Problems and Perspectives,* E+C+IRA, Reading Information Series, International Reading Association, Newark, 1974, 62 pp.

This study is concerned with the measurement of reading flexibility and primarily emphasizes different measurement procedures. Following the review of the literature on concepts of reading flexibility and techniques for their measurement, a summary of areas of agreement and positive findings is presented. Critical evaluation of instruments and techniques of measurement which have been used in previous research is also included. An attempt is made to point out both the strengths and weaknesses characterizing efforts to measure this important aspect of reading.

Reich, Carol, "A Scale to Assess Reading Maturity," *Journal of Reading* (December, 1973), 17:220-223.

Reich's Novel Maturity Scale is a simple, objective and reliable measure of the level at which students read. It can be used to investigate the reading preferences and the success of language programs.

Slater, Mallie, "Individualized Language Arts in the Middle Grades," *The Reading Teacher* (December, 1973), 27:253-256.

This article describes the operational dilemma faced by a teacher with thirty children to whom she teaches reading, English, spelling, and writing. Her problems include preparation for individualized instruction, assignments on an individual basis, and checking, evaluating, recording, and filing papers.

Sloan, Margaret, "Best Books I Ever Read," *The Minnesota Reading Quarterly* (December, 1973), 18:66-68.

The results of the favorite book and the favorite author compilations are listed for K-6 in order of preference. Reports from teachers and librarians indicate children do use the lists as starting points for their own personal reading projects.

Spache, George D., "Psychological and Cultural Factors in Learning to Read," *Reading For All,* Fourth IRA World Congress on Reading, 1972, International Reading Association, Newark, pp. 43-50.

Some of the implications of the research arising from a multidisciplinary approach to reading instruction are summarized in this article.

Wallen, Carl J., "Independent Activities: A Necessity, Not a Frill," *The Reading Teacher* (December, 1973), 27:257-262.

Wallen believes that many teachers are perplexed by the apparent contradiction between motivating children and teaching them certain reading skills. The contradiction can be resolved by organizing two complementary types of groups, direct instruction and independent activities.

Williamson, Ann Pollard, "Affective Strategies for the Special Reading Teacher," *Journal of Reading* (December, 1973), 17:228-233.

To teach reading effectively and affectively, we must teach students to like themselves. Building self-concept and helping the student understand and accept his own strengths and limitations should be a major objective of every secondary reading teacher. One affective strategy which Williamson recommends is team teaching.

Willerman, Marvin, and Barbara Willerman, "Effects of Motivational Conferences," *Journal of Reading* (December, 1973), 17:224-227.

This study suggests that teacher-student motivational con-

ferences may not be effective for increasing reading achievement and improving reading habits of problem readers in the secondary school. The secondary reading teacher should consider not only the age level characteristics of his students, but should also behave in a manner that reflects his understanding of the complexity and interplay between the affective and cognitive domains of the problem reader.