

February 8, 1972

SUMMARY OF QUESTIONS

2. As a result of the information presented in this meeting
I am concerned about

The need to upgrade the background education of today's
high school students

Finding text and lab materials that the students can
understand without compromising content

The major source of text material my students are now reading

Being able to use the large amount of data, that is, break
it down into concrete materials that we can use

Requirement and place on students with low reading levels
Contrarily--preparing materials to meet the higher level reader
Selecting and writing materials to meet the needs of all students

Evaluating materials prior to their use in the classroom
(laboratory) and evaluating our overall presentations in
the classroom.

The usefulness of our textbooks, the fairness of my tests
based on the information in the text

My students who have trouble reading, and I wonder about
their reading the book. I guess they probably are not

The content of the books and the reading level--the two
go together

Giving more practical demonstration

The readability of my materials

NORTHWEST OAKLAND VOCATIONAL CENTER

February 8, 1972

SUMMARY OF QUESTIONS

3. I think that the information and activities of this Project should. . .

Be expanded to include research into ways and methods of increasing the students readiness to come to and succeed at our vocational education center--giving them more of the basic skills

Be expanded into some type of help for students with reading problems

Enable us to be more selective in our choice of reading materials

Continue the good work and pass on to the instructors a recommended list of books and materials we should use

Be useful to get publishers to write effective, understandable material

Motivate (by giving this info to more teachers) to start the reading work in the primary grades

Be continued, in depth!

Contine

Be the beginning of reading development in the lower grades

Decide whether the text is a good teaching tool and not just the readability

Be a guide to closer look at reading level of textbooks

Continued and expanded

NORTHWEST OAKLAND VOCATIONAL CENTER

February 8, 1972

SUMMARY OF QUESTIONS

4. I recommend that the Project staff. . . .

Carry on with the good work they're doing!

Attempt to correlate reading level with a particular vocation
Such as what reading level should be expected of a TV repairman

Continue with some individual studies. I have a few students
that I would like evaluated further on their reading compre-
hension ability. Also would like to see some of the books
I use evaluated

Find and analyze as many materials that may be available
for each vocation. There must be much material that we
don't even know about

Continue to work on this project to further investigate reading
problems and hopefully give us solutions

Present this to all school levels so that it can help students
and also realize the individual differences among the
students we work with

Work with the individual structures and programs

Start working at the primary level so that when the kids
come to us they can at least read!

Continue

Evaluate each individual classroom, and recommend new materials

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
NORTHWEST OAKLAND VOCATIONAL CENTER

February 8, 1972

SUMMARY OF QUESTIONS

5. In reviewing my own experiences, the data presented at this meeting

Valid

I agree with your findings

Seems to coincide with the levels of ability in the classroom as demonstrated by projects or tests based on material read only with no discussion

Was most relevant as I have noticed these individual differences in my own classes.

Seem to meet the norm which I feel and have encountered

Is well documented and "makes sense"

Verifies the problem students have reading. This type of project should begin at an early stage in education

I'm happy with my text

Should be made available to elementary schools

Was true and actually what exists in the classroom

February 8, 1972

SUMMARY OF QUESTIONS

6. The effects of this Project on students at the Vocational Education Centers. . . .

Should enable the students to grasp more because we as instructors now see we must change our teaching methods to better reach the student

This project should make the course material more meaningful to each student

Should be of benefit to the student of the results and in choosing materials for use by the student

Should help them as we come up with the right materials

Should help we instructors re-evaluate our programs to better meet the needs of our students
Our Students should benefit because of our new realization of their reading ability

Should be positive in every respect and should give our programs more depth

Will be books keyed to the students reading ability.
Less frustration on reading assignments and greater comprehension of materials covered

Could result in more hands on project

More readable materials should enable the student to become more employable in the future

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
NORTHWEST OAKLAND VOCATIONAL CENTER

February 8, 1972

SUMMARY OF QUESTIONS

7. The way the information was presented at this meeting was

Very clear

Direct and to the point

Excellent

Very good. Could have used even more time for discussions and questions.

To the point and concise

Good use of overhead projector

Clear and without prejudice to any program

Down to earth

Most satisfactory!

Excellent!

I think it should be pointed out that each area being a special vocation has special terminology and words that must be used.

Some of the words that were marked as difficult words should be of general knowledge to the students. You cannot always be thorough with elementary terminology.

Good

Easy to understand

Down to earth and easy to understand

NORTHWEST OAKLAND VOCATIONAL CENTER

February 8, 1972

* SUMMARY OF QUESTIONS

8. We, the Vocational Instructors. . . .

Will now be better able to present technical information to our students because we now have a better understanding of his limitations and capabilities

Choose materials more in line with reading ability.
Press for remedial reading programs.

Be able to now benefit from the project and I personally would like to order The Medical Assistant by Bredow and Cooper in sufficient quantities for each student to have one available for classroom use.

Meet with your staff in both large and informal meetings and methods to arrive at the best possible materials and methods for our students

Work with the Reading Consultants to further study our individual programs.
Try to rework our materials in line with the study results.

Do all possible to cooperate with this program and gear our materials towards the students' abilities as well as requirements for the program.

Take greater care in selecting the textbooks. Realize the great difference in students reading ability and prepare our lessons with this in mind

Be able to purchase the books after this type of analysis, and then not be limited because of a lack of funds

Cooperate

Be aware of reading levels, and try provide materials that can be read and understood.

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

1. The information presented in this meeting

I feel quite enlightened as far as the readability of some texts and also the reading levels of the students

Has made me aware of a possible problem of teaching by textbook

Very enlightening

Very enlightening, in that it reinforced the need of meeting the students' needs

Was very educational

Very useful to me in the future as a beginning teacher
Increase criterion for selection of reference books

Will be very useful to me. I think this project should be expanded with same thought but more people should be involved

Was very well done. I too agree that reading is a prerequisite to instructional programs. It seems after the 7th grade all is forgotten about reading skills.

Was very interesting and informative. It is gratifying that this project is in effect.

Is informational, interesting, of some value in the long range. I prefer to select a text after spending considerable time reading it myself, also budget limitations are a serious handicap. I would give about a 10-15% weighting factor to this information in text selection.

Was interesting and of some value to me

Should have been available "yesterday"

Was enlightening

Was interesting and enlightening
Points up the vast discrepancy in reading ability and materials given students to read
Is encouraging in that someone is doing something to help in a critical problem area

Is helpful in that it points out to me there is more to text than just content

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

2. As a result of the information presented in this meeting,
I am concerned about

Reading levels of students and why more isn't being done

Scrapping my use of textbooks as a major factor in
teaching concepts

Readability and remedial support for the student

Students who do not exceed in my program. Is it
because of reading skills or because of their own

Lack of general interest and information on textbook
selections regarding readability

Determining readability of my texts, and readability
levels of my students

This Title III project and would like to hear more
about it. I am looking forward to see or I should
say read about the outcome from your Free Press Meeting.

The readability level of the textbooks I use

Readability of texts, my own texts, quizzes, handouts
and verbal lecture presentation

Reading ability of students at the elementary level that
are entering junior high

How soon it can be effectively used

The texts and how the instructors use them, also reading
ability of Oakland students

How to adjust reading level of materials to be more
appropriate to reading ability of students.

How to secure and present materials to compensate for
inappropriate reading level of textbooks.

The rest of the results in that will it be available to
teachers?

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

3. I think that the information and activities of this Project should. . . .

Should be made available to every Vocational Instructor

Made available to any educator that may be interested

Be available to all instructors and Educators and book manufacturers

Given to all the school districts so they are aware of the study. Hopefully many of the school districts would like a presentation.

Extend past Oakland County

Submitted to authors as information regarding their books

Be expanded in both funds and people. Also there is a need for many more vocational instructors to be exposed to this presentation

Be developed further. These two men seemed to be quite prepared and did a fine job

Be publicized so that hopefully more projects of this type will be implemented in other areas

Be provided as a public service - government funded. Should be widely advertised as accountability be applied to speech courses for lecture verbalization control

Can help the school to evaluate their reading program and improve it

Made available to all who request it after appropriate advertising

Be known by all teachers and parents

Be presented to publishers, curriculum development committees, conventions as you suggested, and be compiled for distribution to teachers, etc.

Be expanded and presented to writers so that books can be written in such a manner that it can be understood by the student

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

4. I recommend that the Project staff

Keep up the good work

Be expanded to fully investigate the total impact of reading and readability on all textbook materials

Further their efforts to bring this kind of information to we the educators

Expand the study to all the I. E. books

Continue

Expand

Continue with their fine work. I am another teacher that find my textbook less than an effective instructional tool

Publicize the information as much as possible

Develop a course to teach teachers to participate and interpret results of these programs and develop ther criteria to judge the "comprehensibility" and "visual asymmetrical transferrability" of the textbooks

Present this project to the staffs of elementary, junior and senior high schools

Generate a staff of consultants to tour and present this information

Keep up the good work

Keep pushing

To keep after the publishers to take over the task of evaluating the texts

OAKLAND UNIVERSITY
February 10, 1972
SUMMARY OF QUESTIONS

5. In reviewing my own experiences, the data presented at this meeting. . . .

Has been very beneficial

Has made me question my reasons for relying on textbooks as a major tool in teaching

I hope that my own structural material is at the level needed but also can see that I have been making some mistakes

Has started me thinking about the students in my classes who are having problems, are these problems reading problems? What are their reading levels? I intend to find out

Broadened my knowledge of selecting meaningful, practical reference books for my shop class

Is very helpful, but I would like more information in my area

Seemed to make sense. I often find myself supplementing the textbook and even getting away from them all together

Indicated that my instructional process is like that of the majority of instructors surveyed.

Was elementary but could be organized into a course presentation (such as a course in syntax understanding) and some basic understanding concepts could be presented to help teachers quickly pair judgements with meaningful teaching philosophies involved

Valuable

Has been a matter of concern for a long time

Is accurate

Confirmed some suspicions, opened up some new horizons

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

6. The effects of this Project on students at the Vocational Education Centers. . . .

Should prove very helpful for reading abilities of students

Should prove to upgrade all vocational programs

Would be very valuable to students and instructors

Should help these students in the next few years

Should be gratifying if the information obtained is used properly

Will be of no value unless the teachers and text publishers use this information

Would be of great value since it would seem to me that these students should come first concerning this project

Will no doubt be very helpful if students are presented with texts written within their reading comprehension

Should improve their learning accomplishment

Shows what things can be done to help students before they reach a Vocational Center

Great!

Could make teaching more relevant

Help more students succeed

Create remedial programs to help more students

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

7. The way the information was presented at this meeting was

I enjoyed the informal, non-boring presentation

Informal and interesting

Very impressive and informative, very professional

To the point

Excellent

In some ways it should have been more awakening.
I still feel that some instructors are bound and set
in their present ways.

Interesting, directly applicable to my present needs.

Very satisfactory, but is not near completion

Was well done, I think both men know what they were
talking about and were well versed

Interesting, concise and informative

OK - lacks in depth explanation of philosophies behind
computer decision about readability choices.
One needs a course in this to make this information useful.

An excellent presentation

Excellent

Effective, relevant, understandable

Very interesting in that it points out to use that text
are not the backbone of a course

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

8. We, the Vocational Instructors, should

Look very critically at our choices of texts, type of presentations and take into consideration the reading levels of each student

Question the use of textbooks as a major learning tool until definite information is available as to readability by our students

Stress help in the area you stress in your project and should show a willingness to cooperate with your staff in developing this area

Push the readability of books in our area, and try to pull the present reading programs along with us

Check or find the reading levels of students
We should have some way (simple) of finding if students have reading problems with material that we use

Become more involved in the problems of reading
Become more informative of the criteria for selecting reading material

Support this program or projects

Back a project such as this, since it will not only help the student but should help us, as teachers, understand what some of the roadblocks are and try to correct them

Be more concerned about the range of readability levels of our students and try to be more individual in our teaching

Continue to contact and participate in the data center and availability

Help the students to develop the reading in this field

Take steps to apply all appropriate facts and information to practical situations

Be aware of the wide range of reading abilities of our students and make positive moves to help all students get the most out of the course

Summary of Questions
No. 8 (page 2)

Examine materials and methods we are using to
insure our students are able to read them effectively
Share this information with administrators,
colleagues, etc.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

1. The information presented in this meeting....

Was interesting and very imformative. The information presented was mind stimulating and aroused many questions in my mind.

Was very helpful

A lot of jargon. You are falling into the same problem you were trying to delineate.

Was interesting, however I'm sure those of us who were Vocational Education Teachers found it most interesting. I still question whether Oakland represents the entire country.

Was limited to vocational education students. This I didn't like. Why, and why you didn't do it in Wayne County?

Was very enlightening

Was helpful and informative

Helpful and informative

Was relevant to my area of teaching - vocational education

Was important. It think vocational education is extremely important these days especially with the job trend and this is a good place to initial funds.

Very interesting and stimulating

Quite technical. One wonders if your staff can bring the readability level down on some of these highly technical areas without losing expertise or craftsmanship.

Powerful and Meaningful

Was important. Should have been done years ago (even before computers). But would be even more important with general subjects.

Was interesting near the end, after the technical part

Was informative

Was quite informative and real!

Would have been interesting if I were a vocational teacher. Some conclusions however, were pertinent in a general way.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

2. As a result of the information presented in this meeting, I am concerned about....

What really will be done in the Detroit school system before it is too late

I am concerned about the total program

Selling my superior on the idea of sending our textbooks to be reviewed in similar manner

The low reading level of such a large number of students, also how this applies to other courses in the schools

Having it done in regular classes

The readability of the textbooks I use in my classes

Teacher survey of the textbooks used

Improving the reading level of the students

The readability of the textbooks I am using

Vocational Education and the readability of ALL texts materials in all subjects and areas

The readability of my textbooks

How any of this can help my students. How can this survey help me as a teacher

Excessive spending on useless texts

1. Text choices, 2. Reading classes beyond 6th grade, 3. Schools in general

My social studies text and its readability. I may begin having children rewrite information in their own language for duplication and sharing

Reading level of my class

Children (students) and their present education and future

The possibility of a project dealing with texts in required courses ie. English, Social Studies

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

3. I think that the information and activities of this Project should....

Should be expanded

Be put in the Detroit Free Press for the public to read!!!

Conduct surveys in other areas of education

Be made available to all interested

Help change education texts NOW

Be sent to textbook reviewing committees!

Certainly try to reach the junior high student with vocabulary and comprehension skills necessary to their achieving success in the area of their vocation

Be more available to all teachers

Be made available to all school systems before new texts are to be decided on

Be more public, more extensive to all vocational education projects. Let teachers in all areas onto the significance of readability studies

Be known to all teachers, especially vocational education teachers

No recommendations

Be recommended to the curriculum in the areas of reading in the elementary school

Be made available to all of the Detroit area schools and textbook publishers

Be presented in regular classes to find the results

Be extended to other areas if funds were possible, and perhaps to other subjects

Be widely disseminated at administration levels

Continued in other countries and cities

Be more widely publicized so that more educators are aware of the problems that exist

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

4. I recommend that the Project staff....

"Keep the faith" and if at first you don't succeed try, try again. Also, I would like to see something similar being done in the Detroit School system

Send literature to other school systems concerning readability formulas, namely Detroit. Please send to: Helen Thomason, Jones Elementary School, Detroit, Michigan

Keep at it

Work on whole Free Press - work on general subjects

Take the Detroit schools

Find out whether some of these vocations are too highly technical for a high school student

Publicize

Begin with overall goals and project outline before getting into the technical aspects of the project so the listener can make more sense out of the beginning presentation

Begin by reporting what they found, their conclusions... then describe how they got there. I had difficulty grasping what what this was all about at first I didn't know where they were going before I was asked to read the map

Interpret their findings so they will be meaningful to all teachers

No recommendations

Keep up the good work and expand the project to include all of U.S.A.

Call Highland Park school system and inform them of this project, ask permission to come in and explain it so that they can decide if they would like to fund it for the system

Humanize delivery and simplify the jargonese

Send information to all superintendents and principals about this project. Perhaps they too will wise up and try to get the program started in their systems

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

5. In reviewing my own experiences, the data presented at this meeting....

Does hold true in other areas. The books that are used in some of my classes in some cases, are never opened during the semester. I depend almost 90% on my own materials in these areas.

Is for real. (I just left college) When is someone going to do something about it everywhere!!!

Enlightening and accurate from my experiences

Was true and relevant

Is true!

Vindicated me. I don't use the assigned textbook

Right one - even in second grade!!

Might have saved me a lot of reading and discipline problems

No actual experience

Provided insight into readability

Has enabled me to grasp a better insight in the difficulties in reading and how we can work toward providing or improving materials to help the students more

Was helpful

Applies with regard to vocabulary and textbooks, but what can we do

Could certainly re-inforce my case with my superior regarding textbook review

Was an excellent ideal

Is very true!! I feel that the facts presented occur every day in my daily reading activities

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

6. The effects of this Project on students at the Vocational Education Centers....

Should help their teachers get a better understanding of the pitfalls of leaning on textbooks so much

Indicate the readability of textbooks being used in centers

Seems to be very beneficial to some of the students

Helped the students evaluate their own reading ability

Has seeming potential and must become more than research...
if not shared with educators to actually help change the situation it is a waste of effort and money

Should help and make their experience more worthwhile

Should make it more realistic

Change their materials

?

?

Should be very rewarding if people really follow through

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

7. The way the information was presented at this meeting was....

Well planned, supplemented with a lot of material to keep!
(excellent proof)

Understandably brief, but well-presented and interesting

OK, although I don't like repetition of material written down.
Only very brief highlights

Logical and clear

Commending

Excellent

Somewhat confusing until the project goals and outline were
understood

Fine, but a brief summary of what the statistics proved first
would have helped me follow the information through

Unclear at first, but later fell into place

Informative

Excellent, very informative and rewarding

Visual and oral presentation in a "nutshell"

Rather technical, perhaps because it seemed so far from my
field

Jargonese. Some was clear. Stop with these kinds of questions.

Was very good with the time involved

Excellent!!! I only wished that more time was available so
that the subject matter could have been dealt with in more
depth

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

8. We educators should....

Always try new ideas and techniques

Try to get more information of a clear enough nature so we could sell our superiors on text review

Be allowed to work out of the set course and be provided with materials which apply to "our" students' needs, also use of the open class room at the high school level - (Humanities) - decide where our students are when they enter and then move on

Have access to more information of this type

Work more in order to provide a program for the progress and growth of the children

I am concerned about what should be done and where we should begin. Do we teach better reading skills, or do we improve the readability of our textbooks? Or a combination of both?

Be more aware of readability sampling

Request the presentation for all teachers

Evaluate our classroom vocabulary and textbooks

Pass this information on and insist on changes in reading and texts.

Consider our texts carefully in the light of readability.
Use tools to gauge material for vocabulary teaching etc.

Be more aware of the materials available concerning these surveys

Get ourselves together, so that we can get our children's minds together

Have more choice in textbook selection so that we can stop the tremendous waste of money on books that we know are unreadable for the grade level being taught

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

1. The information presented in this meeting....

Helped me to understand the insufficiency of text materials

Was informative and important to personnel development

Was informative and shocking to say the least

Was a) well organized, b) delivered in a manner that was easily understood, and c) showed evidence of a great deal of in-depth study

Was revealing and very informative

Well presented

Provided a new slant on the kind of students enrolled in area vocational centers

Most informative, exciting

Was extremely interesting and significant for educational planning

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

2. As a result of the information presented in this meeting,
I am concerned about....

Next steps for correcting the situation

Training teachers to meet this need

Development of meaningful dialogue with publishers to
begin to get the wheel in motion for wholesale review

- a) The need for more concern relating to the grade level
at which textbooks are written in the area of occupations
- b) Lack of appropriate or useable materials within many
texts

Reading levels of how we can individualize materials in
vocational education to correspond with reading levels
of students

Text publishers

The kind of texts and reference materials used in all
vocational classes

Requiring school to prepare performance objectives based on
text materials

- a) The amount of emphasis given to textbooks by instructors
coming from business and industry
- b) The performance level of students trying to read
materials beyond their reading level

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

3. I think that the information and activities of this Project should....

Be given wide exposure

Disseminated and result in program changes

Once finalized, be widely disseminated

Result in the development of instructional materials that are more appropriate and useable by both the instructor as well as the student

Be expanded to test out materials in additional areas and provide in-service education to vocational staffs

Continue

Be made available to all vocational directors and others in leadership positions

Be shared with State Board via Vocational Education and Career Development Service and to schools

Receive careful consideration by all educators involved. This cannot be ignored or "swept under the rug".

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

5. In reviewing my own experiences, the data presented at this meeting....

Pins down in a concrete way some of the reading deficiencies and appropriateness of material we could not prove before

Caused me to realize that too little thought is given to the nature of educational publications used in our schools

Reinforced some of the opinions I've had regarding vocational education texts

Confirms what I believed to be true in terms of the readability of the texts available

Seems impossible

Supports what I have expected for some time, but goes far beyond

Was a reinforcement for what I had faced as a teacher without scientific evidence

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of responses

6. The effects of this Project on students at the Vocational Education Centers....

Will be far reaching if leadership acts to implement changes indicated

Would be tremendous if carried out completely

Has many implications for principals or vocational directors

Probably none, unless someone can reach the publishers

Should be tailor materials and texts to student reading levels. Secondary reading specialists should be considered as a part of the total instructional staff.

Should result in textbook changes and guidelines for the development of instructional materials that are geared to the ability of students

If you can get this accepted at the operating level, should provide for serious introspection

Remains to be seen. What will you do?

Should be great

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

7. The way the information was presented at this meeting was....

Well organized, well done

Fair to good, needed more coherence

Very effective and showed that much care and thought has
gone into the planning and development of the entire
project

Good

Informative, but a little rambling. Too much data to
digest at one time

See item #1

Good

Appropriate and well done. We needed more time

Effective

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

8. We educators should....

Study findings in detail, decide what is to be done,
and develop a plan of action

Hear what you are saying

Give consideration to the next steps so that work done
to date will not go on the shelf without improving
our work with students

Develop appropriate materials

Expand this type of study and develop ways to increase
students reading levels

Consolidate our efforts in working with publishers and
others which will result in the development of a
variety of instructional materials that serve as
effective "tools" for both the teachers and the students

Take this information to heart and make necessary changes
in our methods of teaching, development of curriculum
and resource selection

Get behind efforts to correct the situation

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

1. The information presented in this meeting....

Was shocking! The gap between student's ability to read and the level of the material surprised me.

Was "eye-opening"!

Excellent, most informative

Was most informative and well done

Was very informative and quite shocking

Is meaningful and directly relates to reading problems we face in vocational education programs at all levels

Was very informative and pertinent to the general school population, but not at all germane to Special Needs students

Was very thought provoking

Very concise

Very useful

Was fast, but the visual aides made it very clear

Was exciting and interesting

Book readability and student population

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

2. As a result of the information presented in this meeting, I am concerned about....

How we can reduce this gap to assist our students to learn more

The degrees to which printed materials are employed in our educational programs

Textbooks used, but more importantly reading abilities of students

A practical means of producing appropriate materials for the generally lower reading population (Special Needs Students) with which I personally am concerned

The best and proper usage of the texts being used in Area Vocational Centers and changes made where appropriate.

Any reading material that I might have occasion to assign to an individual

Readability levels of materials used directly with Special Needs Students - primarily retarded and borderline retarded

The lack of emphasis our educational systems place on reading development

Presenting meaningful material at the students' reading level

Aligning textbook readability with students reading ability

Reading ability of vocational education students

The level of the textbooks used by my students

Hearing more, learning more, and seeing this done in every state and for every type of book used K-12

Book Readability

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

3. I think that the information and activities of this Project should....

Continue

Be expanded to "General Education" activities as well as the Vocational Education field

Be used as a device to substantiate the need for further action in this area

Be presented heavily to the educationally concerned professionals, politicians and possibly most important to the general public for purposes of putting appropriate pressure where needed for a change in reading level of textbooks

Be made available to Area Vocational Education Centers' teaching staffs and appropriate guidelines established in choosing appropriate reading instructional materials

Be presented to all areas of public education

Be made available to all educators

Be given backing and should be aimed at implementing a worthwhile and comprehensive developmental reading program K-12

Reach publishers as soon as possible

Be continued and expanded

Be used in cooperation with textbook publishers, to publish more appropriate texts

Be applied to all areas, not only vocational classes

Be refunded and expanded

Be continued

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

4. I recommend that the Project Staff....

Seek two courses: (1) provide in-service to vocational instructors, to improve student ability to handle the material. Also alert "General Education" as to the problem, so that reading instructors could be strengthened from K on. (2) work with publishers to develop more realistic reading levels in their texts

Be expanded to give the instructors more in-service training and/or direct assistance in the preparation of instructional materials

Continue to make this type of information available to local school district personnel as well as state.

Continue their fine work, we need their input

Be commended for an outstanding job

Continue and expand their efforts

Be commended

Continue these presentations

Should be doubled

Be concerned with Special Needs Students at Vocational Centers, mentally retarded, drop-outs....

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

5. In reviewing my own experiences, the data presented at this meeting....

Special Education - book should meet the student

Was very relevant

Was very useful

Enlarged my understanding of the problems in this area

Further strengthens what I have learned regarding reading levels of textbooks

Coinsides with my own assessment of the reading abilities of high school students and much of the text required

Is extremely valuable

Establishes an insight into some of my past teaching experiences

Is not too surprising, changes in instructional techniques need to be discussed regarding regular as well as vocational education

Supports personal suspicions concerning text readability

Is not that surprising, however, it reinforces a definite need

Were very interesting!

Supports in part, my concern about knowledge input or delivery systems

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

6. The effects of this Project on students at the Vocational Education Centers...

Will enhance the learning/instructional process

Should be beneficial

Should be most positive

Hopefully will ultimately result in the development of materials and texts at their reading levels

Could be wide-spread and extremely beneficial if properly implemented

Cannot help but be positive if local administration and teaching staff want to hear what must be done

Would be very valuable in both the quality and quantity of their learning

Probably will be little until support at local levels can be gained for appropriate instructional materials selected

Will depend upon publication of information and support

Will be positive if the future objectives are pursued further

Should be significant once the teachers (and students) are able to employ the materials that are produced and implemented

Will be positive and helpful over time

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

7. The way the information was presented at this meeting was....

Very well presented

Excellent

Excellent

Excellent

Very concise

Excellent

Very good

Easily understood

Very effective

Excellent

Adequate

Excellent!

Excellent

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

8. We, the Vocational Instructors, should....

Be concerned with materials used at the centers

Encourage others to hear this presentation

Make some changes

Be aware of this information and consider its implications
for Special Needs Students

Support the Project Staff in any way possible

"Try Harder" like Avis!

PRESENTATION AT:
SOUTHEAST OAKLAND VOCATIONAL
EDUCATION CENTER

April 18, 1972

Summary of Responses

1. The information presented in this meeting.....

Was very interesting.

Interesting, but some figures do not equal your conclusions.

Was very informative.

Was interesting - it seemed to make facilities at
Oakland Schools more oriented in our fields.

Made me aware of the wide range of individual differences
in reading ability. Showed that the students compared
favorable with students in all other programs.

Found that the Food Service textbook that we selected
with just personal judgement was found to be appro-
priate to reading level of students as a result of this
Reading Power Project.

Was devastating. I had not fully realized the reading
problems my students obviously have. I suspect I may
be guilty of assuming they were somewhat lazy in
completing reading oriented assignments. They were
understandably confused.

Well prepared and informative.

Interesting, informative.

Was interesting and valuable.

Was very interesting but not too surprising.

Was informative but did not pertain to our courses.

We do not have textbooks and rely on general usage books.

Well organized and to the point.

Most enlightening!

2. As a result of the information presented in this meeting,
I am concerned about.....

The deductive reasoning put into these activities.

My usage of big words assuming that every student knows
the meaning of them. Will have to elaborate more.

Getting too literary regarding the course you teach and
not leaving enough time for the actual doing.

2. (continued)

Preparation of instructional materials. Development of course manual. Development of methods of evaluating student learning in the affective and psycho-motor domains with written tests.

Finding their reading level and altering my assignments and lectures to meet that level - and hopefully help improve it!

Textbook reading level and Remedial Reading help.

Readability of all instructional materials and my tests.

How to be more effective with my textbooks.

The wording I use on handout material and tests. Do students understand?

Reading levels in Vocational centers.

Obtaining good readable texts.

The reading ability of my students and its effect regarding the passing of tests; particularly their State Board Exam.

3. I think that the information and activities of this Project should.....

Help me to see how my students are doing.

Continue, but more communication should be given between the Reading Power Project and Vocational staffs.

Provide the high schools with it if they don't already receive it.

Be of invaluable use to us.

Define in more exact terms, through vocabulary, exactly what a particular reading level entails. Ie. for example - is there a vocabulary study that would be comparable to a Roget's Thesaurus with grading of reading levels?

Be spread louder and longer to all phases of education.

Be continued and expanded for more depth into more programs.

Also cover book content.

Be expanded to all schools.

Be continued.

3. (continued)

Continue in areas they now work in.
Help make our classes more effective.

4. I recommend that the Project staff.....

Let students know why they are taking these tests. Some feel it is a waste of time.

Try not to get it all too complicated.

Develop format for written instructional and evaluation materials. Information Sheet, Job Sheet, Work Study Sheet, Tests or Evaluation Sheets, etc.

Continue with this project and also solicit the help of the instructors.

Continue with their work, with more P.R.

Continue good work. Put out a list of recommended textbooks.

5. In reviewing my own experiences, the data presented at this meeting.....

Seemed to enhance my own opinions regarding reading problems.

Confirms the experiences I've had.

Will make me explain to students, the information in books, pamphlets, or handouts.

Was true.

Was interesting and informative.

Was very enlightening.

Was devastating. I had not fully realized the reading problems my students obviously have. I suspect I may be guilty of assuming they were somewhat lazy in completing reading oriented assignments. They were understandably confused.

Confirms and documents my judgement of student reading ability.

Left my head spinning. It's too bad we couldn't have more time so the whole thing wouldn't have been so fast.

5. (continued)

Will be useful to me in presentation development for next school year, if I can get an input on my basic reference book.

Left me walking away with a great many questions, mainly due to the quickness of the meeting.

Could help me make up my mind to a lot of things about the class.

6. The effects of this Project on students at the Vocational Education Centers.....

Should be interesting.

Would hopefully get the home schools to improve reading ability of their students as well as improve the books.

Should help in the selection or preparation of texts.

Perhaps better explanation of course material. Perhaps encourage them to read.

Should help teachers and students.

I hope will have a big impact and before too long.

Made me very conscious of our reading level problems.

Is rather dubious at the moment but could have a fantastic effect on their total reading level. Part of any education is getting the interest of the student. If I can "hook" that student with architecture I may improve his total reading habits through his interest.

Many students object to testing - just because they don't like to read.

When it hasn't gone into effect it is hard to tell.

Should help the staff to upgrade the students' vocabulary as well as their comprehension.

Is yet to be determined.

7. The way the information was presented at this meeting was.....

Right to the point and a welcome change.

Excellent, but lacked enough time.

Quick but concise. We believe in brevity.

Excellent, enjoyable, informative.

7. (continued)

Very good.

Great.

Very professional.

Necessarily concise and to the point. The essence was delivered without flights into superfluous prose.

Less is more! Bravo!

Well organized. Concise. Relevant.

Seem well organized.

Adequate and well planned for the time allowed.

Well organized, but little time was given to ask questions.

Very fast and interesting.

8. We, the Vocational Instructors, should.....

Consider ourselves lucky to have the benefit of your work.

Cooperate fully with this staff.

Have more concern in the selection of reading texts and materials.

Review data, perhaps have more reading even though we are not English teachers - perhaps games concerning reading. Emphasize importance.

Use this information.

Get help from the reading people.

Be able to work with you and cooperate in this project.

Be indoctrinated by this staff toward a means of communication with our students at their respective levels.

I see only one danger - the tendency to talk down.

If we could find their level and help raise it (as mentioned in item #6) we could improve their comprehension of life, as well as our particular subject.

Have more release time or extra time for development of instructional materials.

Have time made available to us so we can get to Oakland Schools so that we can use their facilities.

Use this opportunity that you offer.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Summary of Responses

1. The information presented in this meeting....

Was extremely enlightening and very well summarized

Was very good and should be followed through and given
to more people

Was very good

Was what has been needed for many, many years - to help
with reading for the vocational student and others

Well done and informative

Well organized and documented

2. As a result of the information presented in this meeting,
I am concerned about....

Lack of readability and the need to do something about it

Just what are we going to do about it, and how?

The students in our system. Your report points out
that much work needs to be done in this area. Start
with bringing teacher up to date about your findings.

What comes next - what can we do as vocational educators?

Reading becoming the main thrust in a vocational
direction

Reading level of vocational texts used

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Summary of Responses

3. I think that the information and activities of this Project should....

Be shared with all aspects of education

Be given to all local School Boards

Be used to improve and enlighten teachers so that they are better equipped to really help students

Be presented to more key people in both vocational and general educators

Be highly publicized and disseminated to prove the ineffectiveness of written material

Be shared with other vocational teachers in workshop in-services

4. I recommend that the Project Staff....

Pursue their findings and make all aware

Be extended to go in the public schools

Develop work conferences for the regular classroom teacher for all of the teachers in Oakland County, not just in the vocational education centers.

Do more in the area of general education K-12

Continue with a thrust toward pictorial, chart, drawing and visuals in organized printed form for "hands on" support

Share findings with administrators, teachers, etc., recommend and follow through to improve techniques at centers

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Summary of Responses

5. In reviewing my own experiences, the data presented at this meeting....

Confirmed my premises

Was confirming

Was most helpful to me as a vocational educator in helping my staff with material selection

Is well known and I am in agreement with it. You now have the facts. I hope you use it to better education

I thought I knew, but didn't have it in print

Reinforces my feelings

6. The effects of this Project on students at the Vocational Education Centers....

Make their experiences at the centers more realistic in a world of reading

Could be of much help if it comes about

If used properly, will help the individual students

Should help them and the instructors understand reading problems

Has to be positive - degree will depend on direction of corrective thrust

Depend on follow up and recommendations of staff

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Summary of Responses

7. The way the information was presented at this meeting was....

Very well done

Excellent

Well done

Very good

Very good and more people should be included

Excellent

8. We, the Vocational Instructors, should....

Continue to emphasize the importance of the ability
to read

Sit down and go over this thing and do all we can to
follow through with this and do away with all types
of books

Use your findings to improve Vocational Education.
It enables us to document our policy

Keep in direct touch with you and your staff to help
this project to completion

Push for the measures of support material as stated in
Item #4

Examine texts

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

Michigan Industrial Education Society
44th Annual Convention

April 28, 1972

Summary of Responses

1. The information presented in this meeting....

Was very informative

Agrees with my views of many of the books we are currently using

Enforced what I have felt for some time concerning printed texts

Factual and informative

Excellent

Was interesting and informative

Very good

Very informative, quite revealing

Was current about reading levels and readability of texts in vocational programs in Oakland County

Very informative and helped me become aware of problems

Very important concerning the selection of texts for students - to require students to read that which they cannot, simply will cause frustration and the results are common

Interesting, informative, pertinent

Evaluation of books in relation to readability of the students

Was interesting and I understand a little better what reading is all about in the vocational classroom

Was interesting

Was very informational and we can use this information in a new senior high school reading center

Is good

Interesting

Is not only interesting but quite informative - I fear your team has raised a concern (out in the open) which many have raised in private - I'm pleased to see this reading issue so nicely described

Summary of Responses (continued)

1. The information presented in this meeting....

Was excellent, very well organized

Is information that is basic to educational success.

Thank God for computers - it is proving what some of our poor brains have known for some time. Our thoughts couldn't be accepted as evidence that was reliable.

Was very interesting

2. As a result of the information presented in this meeting,
I am concerned about....

Our reading problems in our high school IA courses
The readability of the books used in my program
The information getting to the people who can do something
about text readability level
Vocational programs in terms of success
Determining quickly the reading level of my community
college students
Selecting materials for my own university students
Better textbook selection
Textbooks - the proper grade level application
Our own textbook selection
My text used and its grade level readability , also,
to some degree, the readability of my students
Why publishers do not take this into account and also
why texts are selected without regard to this
The textbooks we will be using at our center
The level of textbooks I am using
How I am presenting my classroom materials
The future development of a list to identify words per
their grade level readability
The reading level of the textbook I use
Checking with the readability of the textbook I am using.
It is used in your information here
The reading ability of students
That the computer hold out
Whether our school system is preparing youngsters properly
in the lower grades, relative to reading, also, have I
in the past, contributed my share? Could I have done
more to foster better reading habits?
It being crowded into too little time. How can you be sure
that all persons at the meeting were able to understand
all aspects of this fine presentation?
The additional population that we must consider as
mandatory legislation comes into effect.
Should vocational education courses improve a student's
reading ability?

3. I think that the information and activities of this Project should....

Be of help in making our texts more readable to our students

Be continued to include books in publication now and those technical materials about to be published before they are put on the market

Should be made available to textbook committees of school districts

Be expanded with the authority to implement some or all of the findings

Further publicized and used

Become a function of the State Board of Education and provide as a service to each school system within Michigan

Be used statewide

Be made available for other school districts and expanded to all areas of school subject matter

Instructors, writers of textbooks and publishers

Be made more available to publishers and teachers in considering of basic texts and grade levels used

Be presented to more teachers more often

Be expanded and made available to all schools

Be all over the state where the books do not overlap

Be sent to the publishers and authors of texts reviewed

Be presented to teachers statewide

Be expanded

Help students to learn better and have maybe a better self image if he can read and do the work of his level

Distribute to all industrial educators and school administrators in this state

Summarized and publicized for school systems

Be done for more books and then made available to recent authors, publishing firms and other significant groups, PTA etc. and administrators

Be reported to administrators and supervisors throughout Michigan

Be expanded and made available to all teachers, administrators, etc. - who are concerned with vocational education - all educators in fact

Be fed back to publishers, and through them to authors

Summary of Responses (continued)

4. I recommend that the Project staff....

Visit our high school in the near future and give this presentation to our staff - phone 699-2162

Continue with this project to even further refine their methods of evaluation

Be commended and allowed to continue

Be expanded to provide a coherent program for all 30 high schools that feed the vocational schools and to render service to the high schools

Be complimented and should continue their work

Make every effort to make your information available through a slide tape presentation or other suitable media

Condense their hand-out material

Get this material out to school systems and publishers

Keep working to bring publishers to see the need for readability on texts published

Follow-up and open large lines of communication with all facets of teacher training and technical educators

Continue and expand the study

Release information to interested people

Be hired to perform readability analyses of textbooks state-wide

Try to classify material by the three steps mentioned by the vocational educator (Cerny) instructional, and frustration

Continue to work and feedback the information to the public and book companies

Determine reading levels of people presently employed in occupational areas for which textbooks and reading materials are desired. Determine reading levels of instructors in their areas

Continue their efforts on an expanded and, if pondered, on the national level!!

Work closely with those teaching the methods and material courses being taught by our various universities to to prepare and upgrade teachers

Be adequately funded and supported in this research

Publish lists of words with I.D. as to span of reading level. Study reading difficulty of introductory topics vs the following topics of that sequence

Summary of Responses (continued)

5. In reviewing my own experiences, the data presented at this meeting....

Is very important

Is reliable

Was presented in a most professional manner

Will make me, as it should, think three times, as I am involved in selecting texts for instruction

Matches opinion in some area

Is reasonable

Can help me to make sure that any new books ordered will be within the reading ability of my students

Is correct

Is 13 years too late for the sake of about 1,390 ex-students

Is partly true

Sounds as if the data is accurate

Is very germane to my activities in teacher training

Will help me become somewhat more conscious of the problem of readability for students and text level

Was interesting

Is no doubt true, our students are below their grade level in reading

Similar to my own problems for selection of textbooks that meet needs of all students

Would have been very useful to me when I was teaching junior and senior high school

Confirmed information I have previously heard in less detail

Was factual and parallels my experience as an instructor

Helps to back up my own views on the value of much of our technical material

Is going to help me in presentation of material in my drafting program

6. The effects of this Project on students at the Vocational Education Centers....

Should impart "counseling" or guidance for entry

Might well be tremendous - If we take the information and made adequate use of it in writing texts and also as a result of this study, look more closely at our students, perhaps then we can more adequately meet the needs

Will become most effective

Will probably be applicable all over the nation, the real proof is can "our kids" use the books, if not let's get different books

Could be devastating to all, books should never be below students reading level

Will allow the students to be able to read at their ability and still learn

Should cause change to help them

Is one step in the right direction toward presenting text material students can use

Means that some adjustments in our curriculum K-12, should be made

Should help them very much

Should help in textbook selection

Will no doubt help students through the difficulties they may experience while reading texts, providing of course the information and statistics are valid

Should bring about changes to make materials match the level of the students

Is still an unknown but could become useful

Hopefully, development of more appropriate text materials, or improvement of student's reading skills

Should prove of benefit to future students

Are to get students to be better qualified when they try to sell their skill later on in life

Should increase the chances of success

Should be of use if instructors involved will use the information available

Shows that much of their instructional material is too difficult for them to comprehend

Should have a profound influence

Summary of Responses (continued)

7. The way the information was presented at this meeting was....

Excellent, but very fast

Really too fast, but the critical need for this information motivated us to attend well and benefit from this presentation

Excellent!! 5 stars *****, that's tops

OK

Too much statistics, should cover more research method in this project

Very good

Good, but too many words and papers without more or better visuals, it is hard to follow

Very good

Good and well planned, easy to follow

Project oriented

Good, but brief

Very interesting and effective, very well organized - handouts are excellent

Good and meaningful

Effective

Very good

Good

Very helpful. The systematic method of presenting the materials by going through lack of the handouts involved each individual

Excellent

Too long! A brief outline and discussion session would have sufficed!

Rushed, for material covered, but a good job

Quite clean, and helped me to make the decision to ask for studies of much of my own technical material

Interesting, it's a pleasure to listen to three men with such knowledge of their subject

8. We educators should....

Encourage this type of research

Look more closely at the students needs and cooperatively teach to his needs. If we supportively teach to the child's needs, most children could learn

Know much more about this timely subject

Be more careful in our relationships with books; as each can apply to instructional situations

Continue to help the students that need the help in their reading and studies as well as the subject matter taught

Listen to the student's complaints more with open minds, maybe their complaints are not so far off

Demand better books in relation to grade level

Look seriously at textbooks used

Ban together and demand texts that meet the needs of students (after validation results as published) also develop program for students who are not well prepared in reading

Keep working toward getting materials for instruction that will fit our students level

Have more of this type of information put in our hands

Reveal the results of this study to local school administrators for future educational goals

Can use your service

Continue our efforts in this field

Heed

Be provided with more resources and services for improving students' chances of success in the vocational programs!

Avoid when possible, the purchase of inadequate texts, better evaluate texts to be purchased

Demand some type of study on a book before even considering it for use in our programs whenever possible

Make use of your experience and knowledge - Would it be possible to run readability tests on our complete high school program?

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

Mississippi State College For Women

June 14, 1972

Summary of Responses

1. The information presented in this meeting.....

Was very interesting and what I have wanted educators to say. You have begun a move that I hope will continue.

Very timely and informative.

Suggests that secondary schools are very much out-of-tune with the needs of their students.

Was very informative in pointing out the need for a reading program on the secondary level.

Was extremely interesting and provoking.

Was very interesting and informative. Although I have long suspected that the vocabulary problem is the major problem, I find it interesting to find my theory substantiated.

Brings to light problems I had always felt were there, but the study makes it clearer and seem more important.

Was very informative and helpful - it has essentially backed up my feelings and experiences with the reading problems in vocational education.

Will be most helpful in improving vocational education and technical education in our system.

2. As a result of the information presented in this meeting, I am concerned about.....

Becoming more informed myself on vocational subjects that will help me in being a better teacher.

The vocabulary preparation of the secondary students, also the pre-judgement of vocational education centers, misconceptions we have had.

How textbooks are selected and who selects them.

Methods of having these techniques applied to other areas.

Textbook and teacher selection.

Textbooks; that is, the vocabulary used in textbooks is too difficult in all books.

2. As a result of the information presented in this meeting, I am concerned about.....

The reading level of the textbooks children are expected to read and understand.

Some of the important factors in reading abilities that I have virtually overlooked, for example the "general vocabulary."

The textbooks used in our own vocational-technical classes.

3. I think that the information and activities of this Project should.....

Be distributed to many other school districts over the U.S.A. and hope it all may be used effectively.

Be forwarded to publishers as was planned and hope they utilize the information for better planning.

Be shared with secondary teachers and administrators on a nation-wide basis. Also make content area teachers think about objectives of their course.

Be presented to these in an official capacity so that the project might be initiated into the curriculum.

Be included in college level courses which produce vocational teaching and administrative personnel.

Be made available to more groups of people so that some action might be taken.

Be made available to as many schools as possible.

If possible, be made available to more school systems, especially the State Department of Vocational Education. Maybe this would lead to something which would help lessen the problems.

Be published and made available to all.

4. I recommend that the Project staff.....

Be invited to return again to give us more assistance and relevant information.

Also assess readability of literature and other types of reading (if funding were available). Make recommendations.

4. (continued)

Expand to other areas.

Require writers to work with teaching staff in preparation of material.

Keep up the excellent work they are doing - the information really make you (me) aware of problems which we have overlooked for too long a period of time.

Continue this very important work.

5. In reviewing my own experiences, the data presented at this meeting.....

Helped me appreciate and understand better the many problems of teachers in all subjects that involve reading problems.

Reinforces my feeling that reading is important in elementary and secondary, in building skills and vocabulary.

Seems to bear out what I had already suspected.

Will be very helpful; it has made me more aware of the dependence that we as teachers have on the textbook without exploring the reading level of the students involved.

Was highly thought provoking with respect to the general curriculum as well as the material.

Has made me aware of many things I should have concentrated on more, but I have ignored them on the assumption the students "knew these things."

Makes sense and needs careful consideration.

6. The effects of this Project on students at the Vocational Education Centers.....

Should be encouraging and proof of more study on these urgent needs.

Should be beneficial for texts etc.

Should be of help in aiding them in comprehension.

Should cause a general reconsideration of material selection procedures.

6. (continued)

Will hopefully help eliminate some of their reading problems. There again, I don't think this can be successfully accomplished until the instructors are made aware of them.

Should assist students in better learning experiences.

7. The way the information was presented at this meeting was.....

Very effective and helpful. Thanks for all the work and expense involved in making all these preparations.

Excellent.

Logical, effective, unbiased - objective.

Outstanding.

Excellent and well thought out.

Stimulating. I particularly appreciated the written reports and tables which accompanied your lecture.

Better than in any other way I have ever experienced. It was presented in an informal manner which made you feel free to ask questions. I also like having the information printed before me, the comprehension is far greater.

Very good.

8. We educators should.....

All be more dedicated to our profession and willing to learn the best and most effective methods.

Practice what we preach! (Individualize learning.)

Accept this information and apply it to each area of work.

Constantly evaluate criteria used in material selection with a view to appropriateness.

Emphasize to citizens in the community and school leaders the need for textbooks in which vocabulary and texts are better mated.

Be made more aware of these problems and how, essentially, we are creating them.

Take advantage of such advice.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

UNIVERSITY OF GEORGIA
33rd Annual Georgia Reading Conference

June 21-24, 1972

Presentation Comments

1. The information presented in this meeting....

Has been very interesting to me because it points up a personal opinion that I have had for some time about the readability of many of the textbooks used in the public high school.

Was most interesting

Was what I expected to hear, based on prior information, should be made available to curriculum committees of vocational schools

Was well organized and enjoyably presented

Confirms a feeling that I have had for years, that materials available to the classroom teacher frequently are not appropriate, therefore, the teacher must determine the readability of his own materials and make appropriate adjustments

Was informative

Factual - very interesting and highly beneficial

Was valuable and interesting, as well as applicable to many areas besides vocational education.

Answered some questions

Will be helpful to our Industrial Arts personnel

Gives statistical facts that teachers using materials that have a readability level above student readability level face an impossible task, unless they use additional materials

Has been informative concerning studies in the relationship of reading ability to vocational courses. Too much time was spent in explaining statistics and the way the study was conducted. The symposium did make me more aware of the disparagement of the reading ability and the text; however I was aware of this but not to such a great extent. I still feel as if I did not obtain very many ideas that I could use in my classroom, especially compared with last year.

1. The information presented in this meeting....

Is of great value to those who are involved in planning or administering or teaching vocational courses. It is equally valuable to teachers in regular schools and to those who may influence purchases of books

Has been very informative, in that I wasn't aware of some of the instructions that are given in the Vocational Reading Power Project

Was very interesting and informative

Was very informative and enlightening, complete and very interestingly presented

Was very interesting and helpful

2. As a result of the information presented in this meeting, I am concerned about....

The fact that the materials available for the average classroom teacher to select from do not indicate accurately the reading level of the materials within, publishers should give correct information on this and the method by which they arrived at their conclusions

Getting the program deck for the D-C readability program

Getting the readability information to my school system

Methods of dealing with reading in the contest area

This type of information being passed on to those administrators responsible for selection of classroom materials

Its use to evaluate kinds of materials we are developing

Readability levels of texts used in my school and neighboring Voc-Techs

Selection of instructional materials with regard to the reading ability of the students

Reading level of textbooks

The reading levels of texts presented

My own situation in teaching English 10. Fundamental English students must be given high interest easy level books in order to have any success. Even Intermediate students need new books because the present text is too difficult

2. As a result of the information presented in this meeting,
I am concerned about....

Publisher's advertisements for the reading levels of books,
helping students to learn to read better the disparement
of reading level of students and books

The problem of readability in textbooks used by voc-ed
facilities in my home area, as well as readability of
materials used in my own course in the standard high school
curriculum

Other methods for helping to get the subject matter teacher
informed and concern about the readable formula for
teaching reading

Vocational Reading Power Project

Teaching (elementary teacher) the child to attain the reading
level that he might be able to take the vocational training

All textbooks used in all areas

3. I think that the information and activities of this Project
should....

Be helpful in getting the textbook material on the students'
level

Be written for journals in reading and adult education

Be widely disseminated

Be disseminated in professional journals as well as in
meetings

Make clear to all teachers and administrators - and perhaps
all tax paying citizens!

Be developed more fully

Be shared with higher levels within the Georgia State
Department of Education

Be presented to various state agencies responsible for
textbook selection and perhaps expanded beyond the area of
voc ed

Be reported to state educational departments and officials
who can make text changes and insure that teachers
proper materials.

3. I think that the information and activities of this Project should....

Be placed in the hands of all book publishers and text-book selection committees and school superintendents, perhaps in abbreviated form so that they would read it

Be disseminated much more widely

Be given to the classroom teacher

Be made available to State Department of Education and especially the Department of Vocational Education

Be rated in such a way that credit will be given where it is due

Be disseminated to all secondary schools - not only those with vocational subjects

Be given to the general public, and to educational journals

4. I recommend that the Project Staff....

Should keep working

Write

Continue as it is going

Continue to publicize the results of the project, expand the activities of the project

Continue this research and give results to school officials

Try not to repeat each other and speak in such general educational terms - If the main purpose was to make the listener aware of the gap between the reader and the text, this could have been done in less time.

Carry on in the same spirit they have shown thus far

Be invited to present this information to the GVA (Georgia Vocational Association)

Continue your good work

Certainly continue with their work - Would like to see this type of survey expanded to include other fields

5. In reviewing my own experiences, the data presented at this meeting

Reaffirms my personal feelings about readability

Confirmed

Was new as far as some techniques go; backed up personal beliefs

Was more dramatic than I thought it to be

Should be useful to those concerned about general reading problems

Will be shared with the vocational supervisors and Vo-Tech School directors, NAE coordinators, etc. I am sure they will be quite interested

Has acted as proof to opinions previously held. Knowledge not so much of vocational education area, but particularly high school content area, where the same principles can be applied.

Will enable me to order more suitable materials for these students to use in our school library

Is correct. My fundamental students (reading level 2nd-9th grade) could not possibly use the assigned 10th grade text

Will help me particularly with growing boys toward vocational schools and knowing specifically to help them with reading

Recalls situations in the classroom in which foreknowledge of the problem of readability would have made an important difference. Also recalls situation in the army where much money and paper was used inefficiently

Was correct and up to date

Is material or procedures that should be used in more schools

Was done in a very effective manner

Support much of the data we have acquired in our Title III Project - Teaching Reading in the Content Areas for Potential Dropouts

Seems to hold true, even though my field is high school English. The textbooks we use seem to be non-readable for most students

6. The effects of this Project on students at the Vocational Education Centers

Could be very positive

Could result, if given to instructors who might use these in selecting texts, in publishers making usable texts available

Should be felt soon - if not already

Should be positive or something is wrong

Quite beneficial if appropriate textbooks can be obtained with low enough reading levels

Should prove invaluable, be beneficial to a great degree, increase their opportunity for learning and hopefully eliminate some sources of frustration

Could help their comprehension, if it causes the use of correct materials

It should help the students by first helping the teachers to select better materials according to the appropriate reading levels of the students

Will hopefully be very pronounced

Will have more relative meaning to students in Vocational Education

Should have rated a higher percentage of effectiveness

7. The way the information was presented at this meeting was

Very interesting and technical enough to be of value

Hurried

Left me behind in the rush

Good

Straightforward and clear

Good

Interesting and well organized

Informative and useful

See 1 and 4

Highly effective, convincing. Undogmatic - a rare quality
for specially funded projects.

Very informal

Most interesting and moved smoothly

Excellent

8. We, who are concerned educators, should

Ask publishers' representatives for readability (or better
yet, Field Test) data on texts

Consider as many variables as we can, but particularly the
match between materials and students

Continue to learn and grow

Be more interested in texts - not just reading levels of
students

Continue research in this area, expand to other topical
areas, and bring pressure to bear on publishers, state
departments and other concerned agencies

Insist that we be given the proper materials

Make publishers aware of the difference in reading level
and students' average ability

Capitalize on the knowledge and resources offered us by this
Project

Demand that all teachers be given the same information or make
recommendation for the upgrading of this project and take a
course in reading

Be concerned with each individual developing to his fullest
capacity

Continue to work toward improving the vocational instruction

See that this information reaches our administrators, and we
should indicate our concern to textbook publishers

APPENDIX E

Publications and Articles

"HEY! CAN THEY READ IT?"

"HEY! CAN THEY READ IT?" is a question more than one vocational educator has asked himself at one time or another. Be it textbook or service manual, can the students read and understand the material? A team of concerned educators, funded under Title III of the Elementary-Secondary Education Act, is seeking answers to this question; assessing the difficulty of the textbooks, determining the grade-level of the students, surveying the teachers' attitudes concerning the textbooks, and designing curriculum material for the areas where there is the greatest difference. Dr. Roy J. Butz, director of the Reading and Language Center, Oakland Schools, Pontiac, leads the team of J. Kenneth Cerny, a specialist in Vocational Education; Lawrence J. Shepanek, a reading specialist; and Jules H. Shrage, systems specialist.

The project originated in 1967, when Dr. David Soule, division director of Vocational Education, Oakland Schools, completed a paper entitled "A Systematic Study for Vocational Education Needs in Oakland County, Michigan." As a result of this study, four regional vocational education centers were established to serve the occupational needs of the students in Oakland County. One of the concerns in the Soule study had to do with the reading abilities of the prospective students. The craft committees from business and industry suggested minimum student reading-levels as prerequisite for success in their respective vocational areas.

Pilot studies were conducted to seek answers to such questions as (1) What is the reading grade-level of students



BUTZ



CERNY



SHEPANEK



SHRAGE

enrolled in vocational courses? and (2) What is the reading grade-level at which a student would have to be reading in order to comprehend the textbook used in that course? Reading grade-level refers to that grade at which a student is able to read with instructor's assistance; for example, if a 9th-grade student's test score indicated that he was reading at a 9th-grade level, it would be assumed that the student would be able to comprehend a 9th-grade textbook with assistance from the teacher. Results of this study indicated that there were some wide differences in the reading grade-level of the students compared with the reading grade-level of the textbooks.

The pilot study generated a concern for a more detailed analysis of the textbooks and the students at the four area centers; this concern was translated into the Vocational Reading Power Project. The project has three main phases: reading and students, the teacher and the textbook, and curriculum materials. The project's initial phase has three primary objectives: the determination of the reading grade-levels of the students attending the four Oakland County Area Vocational Centers; the determination of the reading grade-levels of the textbooks; and the determination of student interaction with textual materials.

The student's reading grade-level will be determined by the Gates-MacGinitie Reading Test Form F, a standardized reading test based on a norming population of 10th- to 12th-grade students which estimates the grade-level at which the students are currently reading.

The reading grade-level of the text will be determined by the Joos-Butz Readability A, a computer version of the

Dale-Chall Readability Formula for assessing at what grade-level a student should be reading in order to comprehend certain written material.

These two procedures accomplish separate but parallel tasks. The Dale-Chall formula gives the reading grade-level of the book while the Gates-MacGinitie gives the actual reading grade-level of the students. Since both of these procedures are speculative in nature, and in order to give greater validity to these speculative measures, Informal Reading Inventories (IRI's) will be administered; they will be given to the classes which show the greatest difference between reading grade-level of the book (Dale-Chall) and the reading grade-level of the students (Gates-MacGinitie). These inventories will be comprehension checks of passages of the text in class, which procedure will give an accurate appraisal of the student's ability to read the textbook.

Correlation of these three measures of reading grade-level will enable the Vocational Reading Power Team to focus its efforts on the courses where there is the greatest disparity.

The second phase of the project concerns itself with a neglected area, the vocational educator. The objectives are again three: a determination of how the instructor uses the textbook; a determination of the instructor's knowledge of the reading process; and a determination of the instructor's ability to develop support material.

Up to now, any research concerned with the determination of textbook readability within a student's vocational curriculum has neglected to assess the ability of the voca-

tional educator to convey the material represented in the textbook. The VRPT feels that to limit its concerns only to the information gained in phase one would do a disservice to the knowledges and teaching methods which vocational educators bring to their courses.

In order to compensate for these factors, the team has designed a survey which will determine the instructors' attitudes to textbook usage, knowledge of the reading processes, and their ability to construct their own support materials. This survey will be given to each of the instructors at the four area centers; the data obtained will be of critical importance to the project. With the completion of the first two phases, the VRPT will have an objective view of the difficulties that the students have with comprehension of the textbook, as well as insight into instructors' concerns with respect to the textbooks and their courses.

Those areas where the reading grade-level of textbook and student are most disparate, coupled with the instructors' concerns, will be targeted for the development of curriculum support modules.

The design of the curriculum support modules, as yet incomplete, will be independent of the textbook, and will deal with a single topic. This will allow the instructor to sequence the presentation of topics according to his instructional objectives. The project staff, in cooperation with the instructors of targeted courses in each of the centers, will develop the curriculum support modules.

Editor's Note: See convention program for Friday, 3:00 p.m.

VOCATIONAL READING POWER (Instructional Materials)
—Panel: J. Kenneth Cerny, VRP Project Vocational Specialist; Lawrence J. Shepanek, Reading Specialist; Jules Schrage, Research Specialist. Chairman: Dr. Roy J. Butz, Director of Oakland Schools Reading and Language Center, Pontiac.

The major tasks, goals, and first-year findings of the VRPP were presented to an audience of more than 50 representatives of vocational education and industry.

As discussed in a JOURNAL article (1972 Convention Issue, XXXI(3), pg. 23), the project, headed by Dr. Butz, is based at the Oakland Schools facility in Pontiac, and is funded under Title III of the Elementary and Secondary Education Act.

J. Kenneth Cerny

The Project's goals are (1) to minimize or eliminate the communications-learning gap arising from differences between students' reading abilities and text-reading demands in vocational education; (2) to enrich teacher knowledge, attitudes, and skills, as these relate to text utilization and reading-related activities; and (3) to augment cognitive learning in vocational education. Summarized, the project's first-year activities included (a) comparing the reading-ability levels of students in the four Oakland County Regional Vocational Education Centers with the reading-difficulty levels of textbooks used by those students, and (b) surveying the center instructors to assess their knowledge and attitudes about text usage and reading-related activities.

Lawrence J. Shepanek

Results of a standardized reading test, administered in the Fall of 1971, indicated that the majority of the students tested are reading-limited learners. Of particular interest was the wide range of reading abilities demonstrated; in every occupational area, there are some students who are functionally non-readers, and other students who can read "beyond the college graduate" level.

Jules Schrage

How the reading-difficulty levels of 39 textbooks, currently in use at the centers, were determined: samples of each text were analyzed by a computerized version of the widely used Dale-Chall Readability Formula; the computerized readability program, developed by Dr. Butz and Dr. Loyal Joos, of Oakland Schools, makes possible a more rapid and precise analysis than was previously feasible.

By comparing the reading-difficulty levels of the texts with the reading-comprehension levels of the students using those texts, it was found that many textbooks currently in use are too difficult for most of the students to read independently; in most courses, the average student would probably not comprehend a substantial part of his textbook(s).

Mr. Cerny then reported the results of the VRP Survey, which assessed knowledge and attitudes about text and reading-related activities of 61 vocational center instructors. Responses on the survey indicated that most instructors recognize the importance of reading skills in their courses, and rely heavily on the textbook. However, the instructors also indicated several difficulties associated with their texts: about half their students could not read the textbooks independently; a majority of the instructors spend at least some time explaining the textbook, and feel that their text is only somewhat effective; and 80% of the instructors have prepared their own instructional materials.

Conclusions:

Most of the textbooks analyzed have limited usefulness at the centers, in part because of their relatively difficult reading levels.

Most instructors consider the textbook an important instructional device, and rely upon it heavily. However, they recognize the difficulties in using textbooks, and apparently have attempted to deal with these problems by using only selected parts of the texts, and by designing their own instructional materials.

Few "easily read" textbooks are available for reading-limited students at the secondary level, and only a very few textbook producers have considered reading difficulty in the design of their textbooks.

Methods of analyzing textbook readability have not been applied, generally, in textbook selection.

Mr. Cerny described some of the project's planned activities for the next two years: providing each instructor with opportunities to participate in a variety of activities designed to improve the selection, preparation and utilization of reading and reading-related materials; and because of other procedures entailed in the project, making ancillary materials available to all students in each occupational area. It is expected that the project-identified or -prepared materials will affect not only all occupational areas at the regional vocational centers, but will also affect some of the practices and procedures of the comprehensive secondary schools whose students attend the centers.

OAKLAND SCHOOLS

Vocational Reading Power Project

BEST COPY AVAILABLE

TYPE OF PROJECT	Operational
PROJECT NUMBER	0671
PROJECT PERIOD	July 1, 1971 - June 30, 1974
PROJECT DESCRIPTION	Demonstration

PROJECT OBJECTIVES: (1) To minimize or eliminate the communications-learning gap arising from differences in students' reading abilities and text-reading demands in vocational education. (2) To augment cognitive learning in vocational education. (3) To enrich teacher knowledge, attitudes, and skills, as these relate to text utilization and reading-related activities.

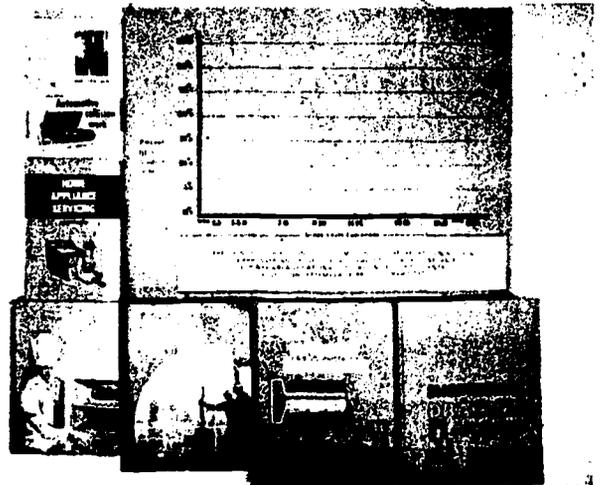
MAJOR ACTIVITIES UNDERTAKEN TO ACHIEVE OBJECTIVES: (1) Assess the reading achievement of students attending each of the four regional vocational education centers; evaluate the text-readability of textbooks selected for use in the occupational curricular areas; identify any discrepancies existing between text-readability demands and student reading achievement levels; using multiple criteria, identify three or four occupational areas for which text-free curriculum modules will be developed to enable students to cope with the reading demands of those occupational areas; through post-testing, assess reading growth of students prior to development and use of support modules. (2) Evaluate occupational cognitive growth prior to development and use of support modules. Develop and operationalize procedures to develop student and teacher understanding and use of auxiliary materials. (3) Develop and administer a survey of vocational education teachers to assess their knowledge and attitudes toward and use of reading and reading-related activities. This instrument will be used to assess project impact by replicating the administration of the survey at an appropriate time(s). Selected vocational education teachers from the regional centers will be involved in the preparation of the text-free curriculum modules.

EVALUATION DESIGN: (1) Pre- and post-testing within year longitudinally will provide both basic formative as well as summative data relevant to student status and achievement relevant to reading achievement and cognitive growth

within occupational areas. (2) Dale-Chall Readability formula employing the Joos-Butz computerized procedures will be employed in the text evaluation. (3) Surveys and interviewing techniques and schedules will be employed to assess both status perceptions and to monitor project process procedures: a) as they relate to public(s)' and publishers' awareness and participation, and b) to project in-service functions.

PROJECT DIRECTOR:

Dr. Roy J. Butz
Oakland Schools
Reading and Language Center
2100 Pontiac Lake Road
Pontiac, Michigan 48054
(313) 338-1011 ext. 442



VOCATIONAL READING POWER SPECIALISTS



Cerny



Shrage



Shepanek

Vocational Reading Project Moves To Second Phase

Studies to determine the reading level of students in the four Area Vocational Centers, the way the vocational faculty uses reading materials and the reading materials themselves are being completed in the first phase of the Vocational Reading Power Project.

Funded under Title III, ESEA, the Project will ultimately produce instructional materials "curriculum support modules," to match the reading strengths of the students and the text materials used in vocational-technical courses.

A three-man team is assigned to the Project. J. Kenneth Cerny, whose background includes, teaching automotive courses at Detroit's Cass Technical High School, and heading the vocational department of the Aero-Mechanics Vocational High School, is the specialist in the vocational instruction area. Lawrence J. Shepanek, the reading specialist, was a reading teacher in Southfield Senior High School and has been an intern in the Oakland Schools' Reading and Language Center. Jules H. Shrage, systems specialist, has had varied experience in research design and in providing support skills for the development of multi-media instructional programs.

Students of all four Area Vocational Centers have already been given the Gates-MacGinitie reading achievement tests. Reports on the reading tests will indicate where the greatest effort in providing curriculum support materials must be aimed.

A questionnaire, now being printed, will survey the sixty vocational education teachers on their practices in using text books and other printed materials. "Some teachers use everything but the text-book," Cerny explained. "Others use the text as their chief instructional tool." The survey of teachers will also determine how teachers evaluate reading skills, what importance they place on the ability to distinguish between fact and opinion, to recognize what is implied as well as what is stated and to visualize from a written description.

Oakland Schools' basic computerized Readability Program has been modified to assess the level of difficulty of the vocabulary and sentence structure in voca-

tional text materials. This phase of the preparatory work on the project involves key punching samples from each textbook and running samples against a list of common words which is based on the 1948 Dale Chall list and updated in 1967 by Holmquist, Kucera and Francis. Length of sentences and frequency of uncommon words are calculated in a formula to produce an approximate grade level of the materials.

In experimenting with the modified Readability Program, the Project team has discovered that assuming a few key words in a particular text are known by the student or can be quickly taught, the readability level of the materials can be reduced by as much as four grade levels.

"The auto mechanics text I had successfully used in Cass Tech for years came through a sixteenth grade reading level," Cerny reported. "I eliminated 'manifold' and 'exhaust' from the uncommon word list for this particular book and it scored at the twelfth grade reading level."

Word lists to alert teachers to probable vocabulary deficiencies will be a part of the curriculum support modules to be constructed for a number of courses. Topics within a single text produce different Readability scores. These will be identified for the teacher as a guide to whether students can be expected to read independently, with instruction or be frustrated by the topic.

By the end of October, the Project team will have readability samples keypunched from 60 text-books and be ready to match the data from the text-book analysis against the data from 2000 reading achievement tests. They will also have for consideration the responses from the teacher survey.

"Then the main task of the Project can begin," said Shrage. "Producing the curriculum support modules is our purpose. So far, we have laid the groundwork."

Vocational teachers themselves will write the materials under the direction of Shrage, Cerny and Shepanek.

VOC READING TRIO REPORT ON TEACHER SURVEY

Text books in vocational subjects are "less than effective instructional tools requiring class time for clarification," the team of Cerny, Shepanek and Shrage concluded after reviewing the data from a survey of the 61 teachers in the Area Vocational Centers.

Completed in January, the survey assessed the knowledge attitudes and practices of text book use and related reading activities of vocational teachers.

Reading ability is "very important" in their classes, 47 per cent of the instructors responded, with more than three-quarters saying that students should be able to visualize from written description and apply text book principles to practice.

A quarter of the teachers said they spent "much" time explaining the text book. A third said the text book was the primary source of applied or practical information in their courses. Ninety-two per cent found the text book most useful in the explanation of practical application and 88 per cent found the books useful in the explanation of theory. A similar number felt illustrations were useful.

Eighty per cent said they prepare their own instructional materials and 95 per cent supplemented the text books with reference materials from the class shop or library.

There was near unanimous agreement on "instructor working with individual students and laboratory work" as very effective instructional techniques. Library research was rated "somewhat effective" by 47 per cent and simulation activities received a similar rating from 45 per cent.

The companion survey, a study of the students' ability to meet the expectations of their instructors in reading skill and comprehension, will be revealed in next week's exciting Occasional.

* * *

FOR SALE

One and a half year old Wards Signature sewing machine (portable). Does everything. Call 673-7464 between 7 and 9 p. m. Tuesday through Thursday. Best offer.

* * *

FOR SALE

1969 Ford XL - 31,000 miles. Black vinyl fast back roof, Indian Fire Red, power disc brakes and steering. Rust proofed, new poly glass tires, shocks, brakes. Perfect condition - \$1750.00. OR3-6462 or see Marge Sallee. Call after 5 p. m.

* * *

VOC READING TRIO DESIGN READABLE REPORT FORMAT

Valuable and profound as their findings on the textbook practices of vocational teachers might be, Cerny, Shepanek and Shrage have rendered even more distinguished service in the design of a highly readable report format. A reduced two-page spread is printed below. Copies of the original may be obtained from Vocational Reading Power, L-30.

CONCEPT III: INSTRUCTIONAL MATERIAL DEMANDS

1. HOW IS THE TEXTBOOK USED IN THE COURSE?

DATA:

- A. 71% of the vocational education instructors (respondents) utilize the textbook to some extent in the structuring of their lectures and demonstrations.
- B. 81% of the respondents assign specific textbook pages to parallel both class (theory) and laboratory (practical) work.
- C. 64% of the respondents reported that textbook assignments were a necessary part of their course, with 20% finding textbook assignments very effective, 22% somewhat effective, and the remaining 58% indicating textbook assignments as ineffective or not given.
- D. 42% of the respondents indicated that the textbooks were the primary source of occupational theory in their courses, with 15% indicating that the textbook was the primary source of applied or practical information in their course.
- E. 23% of the respondents use the textbook in planning the instructional sequence of their courses.
- F. 11% of the respondents indicated the textbook did follow the course sequence.
- G. The respondents indicated that they set aside an average of 2.3 hours per week for textbook study.
- H. In response to the survey question: "How useful are the following features of the textbook in your course?" The respondents indicated:

	Somewhat to Very Useful
Explanation of Practical Application	92%
Theory	98%
Illustrations	87%
Glossary	74%
Review Questions	65%
Reference and Bibliography	62%

(6% of the respondents checked the question as not applicable.)

SUMMARY:

The vocational instructors utilize the textbook to some extent in developing and structuring their lectures and demonstrations. The textbook is not only used in the presentation of theory, but in practical aspects of the laboratory portion of their courses.

The instructors indicated that the textbook sequence was incompatible with course sequence, necessitating a selection of relevant pages from their textbooks paralleling course outlines. The survey identified 68 different textbooks for the 30 occupational areas, suggesting that instructors not only pick and choose from one textbook, but from many. Even with the selection of specific pages or topics, the vocational instructors find their textbooks only somewhat effective as instructional tools.

The vocational instructors indicated that approximately one fourth of their class time is set aside for textbook study. This suggests that they rely heavily on the textbook in their courses.

The features of the textbook found useful by instructors were explanations of practical applications, discussion of theory, illustrations (schematics and pictorials) and the textbook glossary.

* * *

PLEASE DO NOT PARK IN THE DRIVES

Cars parked in the convenient spots in front of the building make it not only inconvenient, but absolutely impossible to keep the snow cleared away, Administrative Assistant Robert Reeves, points out. Please, park in the parking lot, not in the drives.

* * *

In teaching comprehension of oral language, the speaker recommended moving from the specific to the general. "Show me a dime" is followed by "Show me money" and then, "Show me something to buy things with."

She cautioned against quick diagnosis of hyperactivity. "Find out if the hyperactive child can settle down to a task of his liking," she advised, "before deciding that it is inner drive that is preventing him from doing assigned tasks."

* * *

WANTED: Wheelchair for my father-in-law. Maria Wyse, switchboard or ext. 242.

* * *

VOCATIONAL READING POWER DESCRIBED FOR SOUTHERN GROUP

Oakland Schools Vocational Reading Power Project was sufficiently attractive to the planners of a conference on Maximizing Reading Resources for All Children that Dr. Roy Butz was extended a late invitation to participate and space made in a previously planned program for his presentation.

The occasion was the first Southeastern Regional Conference of the International Reading Association in Atlanta Thursday through Saturday.

Dr. Butz' material was called the most substantive at the conference. He was invited to participate in a week long conference of the Mississippi State College for Women in June when a full day will be set aside for reading in vocational education. Gulf Shore vocational educators and directors are to be invited.

* * *

CORRECTIONS FOR LAST WEEK'S OCCASIONAL REGARDING VIDEO TAPE:

Accoustically not orthopedically handicapped for Leon Hall tape, "Testing of Accoustically Handicapped Children."

Ext. 325 or 307 for request of viewing video tapes.

* * *

DR. HALL NAMES CULPRITS IN THE I.Q. BIND

"Legislators, bureacrats and educational administrators are the culprits behind the inequities in the use of tests for the purposes of labeling and placing children," Dr. Leon Hall declared before some 800 leading educators in a National Education Association conference on testing in Washington, D.C. Friday.

VOCATIONAL READING POWER DRAFTS CLASSROOM INSTRUCTORS

The people working round the littered table in L34 conference room change weekly, but the task remains the same.

The people are instructors in courses at the Vocational Area Centers. Their task is to study the printout of samples of the text books used in their courses that lists uncommon words and to find some common words to define the uncommon ones.

"That's just the beginning," said Gene Crockett, who is the diesel power instructor at SEAVEC, "to give us the idea. Then we go through the rest of the text book and remember our experience with the students and find other words that need definition."

They are listing special technical words, general technical words and general vocabulary words that are beyond the comprehension of most of the students. Each word is to have two definitions, first a usual dictionary definition, then a definition that could be understood by the average second grader. Clusters of words that are stumbling blocks for students are to get the same treatment.

The product is to be a glossary for each course for the use of both teachers and students.

The instructors have the backup of the Vocational Reading Power team, Dr. Roy Butz, Dr. Ken Cerny, Larry Shepanek and Jules Schrag as well as the consultants of the Vocational Education Division.

On the job this week are:

Louis M. Cooper, Appliance Repair, SEAVEC
Steve Christophersen, Auto Mechanics, SEAVEC
Gary Houck, Auto Mechanics, SEAVEC
Ruth Trombley, Retail Plant, SEAVEC

FRIDAY, SEPTEMBER 15, 1972

Data Processing Payroll Users - [Room 475, 9:00 a. m.]

MONDAY, SEPTEMBER 19, 1972

Transportation, Basic Principles - [Room 335, 7:00 p. m.]

OAKLAND SCHOOLS PROJECTS IN TOP QUARTER ON EVALUATIONS

At the end of their first year, Oakland Schools two Title III projects ranked with the top quarter of all projects in the state in the Evaluation Reports of the Michigan Department of Education.

The 25 projects were rated on management, activities, goals, evaluation and impact.

The Hard of Hearing Child in the Regular Classroom project directed by Dr. Larry Paul, was one of four to be given excellent ratings in four out of five categories. The rating slipped to "good" on project activities. No project was rated excellent in all five areas. Evaluators cited the project for evaluation design, qualified enthusiastic, competent staff. "The project is ideally based," the report stated. "It has access to ample technical and support services." On the negative side, the report listed instability of equipment, delays in developing and evaluating the audio-visual instruction unit for parents and teachers. The evaluators recommended that graphic work essential to the project be subcontracted outside of Oakland Schools because of the time factor.

The Vocational Reading Power Project, directed by Dr. Roy Butz, was one of three projects receiving three "excellent" and two "good" ratings. The "good" scores were in the areas of project activities and project evaluation.

Strengths of the project were listed as staff competence, dissemination, data sharing and focus. In listing weakness of the project, evaluators noted, "The representativeness of students in the sample to the universe of students in Oakland County was asserted but not demonstrated." Actually, vocational students were not tested for reading ability on a sample basis. All vocational students were tested last October.

APPENDIX F.

Letters of Interest, and Requests for
Information and for Data

Gregg Division

McGraw-Hill Book Company



1221 Avenue of the Americas
New York, New York 10020

September 14, 1972

Mr. J. Kenneth Cerny, Ed. D.
Associate Director
Curriculum Vocational Reading Power Project
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Cerny:

A number of our editors and several of our authors have had an opportunity to study some of your computer print-outs in connection with your Vocational Reading Power Project.

To my knowledge, you are doing more to relate instructional materials and student understandability than any other group in the country. I commend your efforts and I certainly hope you will be able to share additional studies with us.

In the near future I hope I will be able to visit the Occupational Resource Center in order to get some first-hand information on the real implications of your work for educational publishing.

Best wishes.

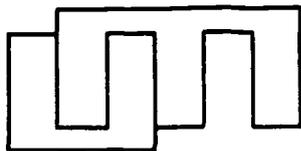
Sincerely,

A handwritten signature in cursive script, appearing to read 'Lawrence A. Walsh'.

Lawrence A. Walsh
Editor in Chief
Career Education

LAW/jrt

cc. Mr. Charles Youngquist



THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

Occupational Education Programs
Telephone: 313-764-8423

August 18, 1972

Mr. Lawrence J. Shepanek
Reading and Language Center
Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054

Dear Mr. Shepanek:

Thank you very much for taking the time to talk with the members of our Leadership Development Program in Administration of Vocational and Technical Education today. Your presentation has given us valuable insight and perspective which will be beneficial in the years ahead.

Again, on behalf of all participants, I extend my appreciation for your participation in our program. Will you please convey our thanks also to Dr. Cerny, Dr. Shrage and Dr. Butz.

Sincerely yours,

Donald P. Van Orden, Chairman
Program Committee

DPV:bsh



September 19, 1972

Dr. J. Kenneth Cerny
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Dr. Cerny:

We are most interested in the techniques that have been developed by you and your associates analyzing and evaluating reading levels of presentation content and associated text material. For many years educators have tested students to determine individual reading levels but, to the best of our knowledge, your group is the first to evaluate what could be classified as the input.

In ascertaining the validity of the teaching-learning situation, we feel that all three elements must be considered. These elements would include but are not limited to: the teacher or instructional process; the student; and the content. As a result of your studies we are convinced that all three elements must be in proper relationship to the others if effective learning is to take place.

We are gratified to find that through your research we are now provided a way to evaluate in a reliable and highly valid manner all phases of the instructional process. We are extremely interested in taking advantage of these services.

Sincerely yours,

A handwritten signature in black ink that reads "David R. Carlson". The signature is written in a cursive style with a prominent initial "D".

David R. Carlson
Mgr. - Records, Reports & Procedures

DRC:at



DETROIT PUBLIC SCHOOLS

DIVISION OF CURRICULUM AND EDUCATIONAL RESEARCH
OFFICE FOR IMPROVEMENT OF INSTRUCTION

WORLD OF WORK EDUCATION

BUSINESS EDUCATION, HOME ECONOMICS,
INDUSTRIAL EDUCATION, MANPOWER DEVELOPMENT AND TRAINING
5057 WOODWARD DETROIT, MICHIGAN 48202 PHONE 313/833-7900

September 18, 1972

Dr. Joseph Kenneth Cerny
Vocational Reading Power Project
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Ken:

I am pleased to advise you that our Vocational Department Heads have asked to have you make a presentation on your Vocational Reading Power Project.

The meeting is scheduled for Thursday, February 15, 1973 in the library of the Winterhalter Junior High School, 12121 Broadstreet, between Cortland and Elmhurst, at 3:00 P.M. Refreshments will be served at 2:30 P.M. Why don't you plan on coming at that time so you can renew old friendships?

If you will advise me as to any special equipment needs (Projector, screen, mikes, etc.), I will be glad to make the arrangements for getting them for you.

In the event you plan to bring handout materials, an attendance of 50-60 people can probably be expected.

We now have Centrex II telephone service. You can reach me, direct, at 1-313-494-1653.

Most sincerely,

Ernest J. Coverdill

EJC:mp

cc: Melvin C. Kaveiff
Jack T. Duvall

Flint Community Schools

FLINT, MICHIGAN

August 28, 1972

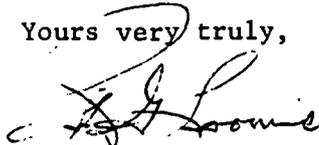
Mr. J. Kenneth Cerny
Vocational Specialist
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Cerny:

Having contacted you initially to take part in the Career Education Conference, I should like to take this opportunity to thank you, and the others from Oakland Schools, for your very excellent presentation on Vocational Reading Power. It was one of the high points of the conference, and I'm most appreciative of the time and effort that went into your excellent presentation.

Thank you.

Yours very truly,



Richard G. Loomis, Principal
Genesee Area Skill Center

gh

AVA

September 19, 1972

Dr. J. Kenneth Cerny
2100 Pontiac Lake Road
Pontiac, Michigan 48054

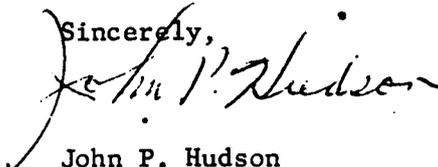
Dear Dr. Cerny:

Mr. Clare Rejahl recently discussed with me on the telephone, the research project in which you have been involved and also your desire to seek visibility at the 1972 AVA Convention.

Mr. Rejahl has also sent me an excellent packet of materials regarding your project.

Our 1972 convention currently is "locked in." If you wish to perhaps offer this program to one of our divisions or departments for the 1973 meeting in Atlanta, may I suggest that you write me directly after the first of the year. I, in turn, will make the announcement at the Spring meeting in which all departments and divisions begin preliminary planning for the Atlanta meeting.

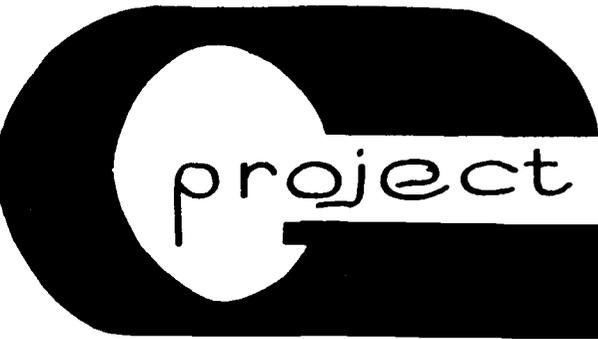
Sincerely,



John P. Hudson

JPH:eb
cc: C. D. Rejahl

Northeast Oakland Vocational Educational Center



rowth

Ernest L. Russell, *project director*

Marvin E. Hess, *placement coordinator*

1371 N. PERRY ST., PONTIAC, MICH. 48055 • 334-3541

September 12, 1972

Ken Cerny
Vocational Reading Power Project
2100 Pontiac Lake Road
Pontiac, Michigan 48055

TO WHOM IT MAY CONCERN:

The Vocational Learning Center is interested in utilizing the vocational vocabulary lists being developed by the Vocational Reading Power Project. The vocabulary lists will become a part of an instructional program in reading and language arts for the adult student who needs them to acquire skills in his vocational training for job placement.

Sincerely yours,

Sandra Davidson
Vocational Learning Center
Project Growth

SD/cal

Enclosure



Lenawee Area Vocational-Technical Education Center
2345 N. Adrian Hwy.
Adrian, Michigan 49221

August 23, 1972

Dr. Ken Cerny
Vocational Reading Project
Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054

Dear Ken,

I thought I would drop you a line to insure you of my definite interest in your project. After all of your many presentations, you probably don't remember all of the requests. You made a presentation to our Leadership Development Program class on August 18, 1972 at the Univ. of Michigan, and I expressed an interest in your work. I am presently at the Lenawee Vocational Center and the reading power implications for us are most significant.

I am not sure when we would request your assistance, but rest assured that sometime during the 1972-73 school year I shall be making that request.

Keep up the good work and I shall look forward to talking with you in the future.

Sincerely,

A handwritten signature in cursive script that reads "Bruce Stephens".

Bruce Stephens,
Assistant Director

BS/rb

LANSING SCHOOL DISTRICT
LANSING, MICHIGAN

OFFICE OF
DIRECTORS
AND
CONSULTANTS

Mrs. Janet Connolly
Secondary Reading Consultant
Lansing Public Schools
North "A" Building
Lansing, Michigan 48910

Roy J. Butz, Ed.D.
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48053

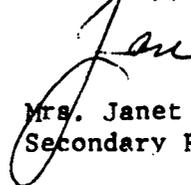
Dear Roy,

First of all, Roy, I want to express my sincere appreciation for your assistance on December 17, in conducting in-service with the Lansing Central Administration. You have no idea of the impact you had on them that day, and the subsequent response to the reading emphasis here.

Secondly, I regret that I will be unable to attend the next meeting of M.I.R.A. members as I have scheduled in-service for February 10, in addition to having made plans for testing all secondary students in the Lansing schools. I have attached to this letter my last bi-monthly bulletin to that effect. I would appreciate, however, any notes of that meeting, as well as information regarding future meetings, conferences, etc.

Thank you once again.

Sincerely,



Mrs. Janet Connolly
Secondary Reading Consultant

JC:jn
Attachment

BOARD OF EDUCATION
INGHAM INTERMEDIATE SCHOOL DISTRICT

2630 W. HOWELL ROAD MASON, MICHIGAN 48854

AREA CODE 517 676-2481

December 31, 1971

Dr. Roy Butz, Director
Reading and Language Center
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Dr. Butz:

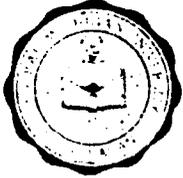
On behalf of Georgette Silber and Barbara Jacoby, let me thank you for taking time out from what I am sure is a very busy schedule to meet with us on Monday, December 13. We were all very impressed (and somewhat distressed) with the implications of the research you are doing. This information, however, will be quite valuable to us when we begin programming for students in our Center.

As a result of our conversation with you and your staff members, we will probably utilize the Gates-MacGinitie Reading Test, Form F as a survey instrument on all students who will be attending our Capital Area Career Center. We will then select students who score below a certain grade level and administer an informal reading survey. This information should provide us with the type of diagnostic information that will be beneficial in working from a remedial standpoint with our students.

I am sure, Dr. Butz, that as our Center becomes a reality, we will be calling upon you or members of your staff for additional consultation and hopefully coordination of activities. Naturally, if there is any way we could be of assistance to you, we would be more than willing to oblige. I am sure the results of your research, Dr. Butz, will have far reaching implications for what will happen in Vocational Education during the next few years.

Sincerely,

Robert B. Thelen
Coordinator, Student Services



CENTRAL MICHIGAN UNIVERSITY

February 2, 1972

Dr. Roy J. Butz, Director
Vocational Reading Power Project
Oakland County Intermediate School District
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Dr. Butz:

This letter is to confirm my earlier phone conversation with J. Kenneth Cerny concerning your participation in the MIES Convention program on Friday, April 28, 1972 at 3:00 p.m. in Committee Room "E" of the Civic Center in Grand Rapids. The topic presented will be "Vocational Reading Power".

Further details concerning the program are contained in the attached program sheet. If you have any questions, or corrections, please feel free to write or phone.

With best regards, I am

Sincerely,

A handwritten signature in cursive script that reads "Louis Ecker".

Louis Ecker, Program Chairman
MIES
Department of Industrial Education
and Technology

cc: J. Kenneth Cerny
Jules H. Shrage
Lawrence Shepenek
Ron Mango

/dh

Wayne Memorial High School
3001 Fourth Street
Wayne, Michigan 48184
April 12, 1972

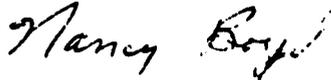
Oakland County Intermediate School District
3100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Dr. Butz:

On Monday at 10:30 I attended the session that was presented by members of the Oakland Intermediate School District. The meeting was extremely informative and timely. I did receive the packet of material but some theif took all my materials from the conference out of my car last night. I really can't imagine him selling catalogues, notes, etc., but I do hope the person can read.

Please send me another packet of the material. We do plan to put it to some use. This could be a "door" to our Industrial Arts Department.

Sincerely,



Nancy Boyd
Reading Consultant

sem

SYRACUSE UNIVERSITY

READING AND LANGUAGE ARTS CENTER 408 UNIVERSITY PLACE SYRACUSE, NEW YORK 13210

June 1, 1972

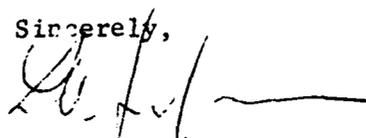
Mr. Jules Shrage
Vocational Reading Power Project
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Shrage:

I hope the programs of the Fourteenth Annual Reading Conference have arrived. We are delighted you could accept our invitation to participate and very much look forward to your presentation.

Should you need any further information for your files, please feel free to contact me. Otherwise, we shall consider this letter a "formal" invitation to participate in the Fourteenth Annual Reading Conference, June 26 - 29, 1972.

Sincerely,



Lyndon W. Searfoss
Conference Coordinator

LWS:jcf

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

June 2, 1972

THE READING DEPARTMENT

309 Aderhold Building

Mr. Jules Schrage
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan

Dear Mr. Schrage:

This letter is to verify our invitation to you to present the results of your Vocational Reading Program at the 33rd Annual Georgia Reading Conference on June 21-24, 1972. Since we operate our conference on a very limited budget, we will be unable to reimburse you for your expenses; however, we do feel that this will give your staff an excellent opportunity to present your results to a number of Georgia vocational educators. Our final program will be printed next week, and we will try to get these details to you by the 12th of June.

As you have requested, we have made reservations (double occupancy) for your party of four at the Georgia Center.

We look forward to having you with us on the 21st.

Sincerely,



Ernest K. Dishner
Co-Chairman
Georgia Reading Conference

EKD:dt

cc: Dr. Robert Aaron

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

THE READING DEPARTMENT

June 30, 1972

Dr. Nathaniel Peters
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Nat:

In conversing with one of our better graduate students, I received some feedback which made me feel good again. When I asked him what he thought of the Michigan men and their presentation, he answered in one short phrase which summed it up nicely:

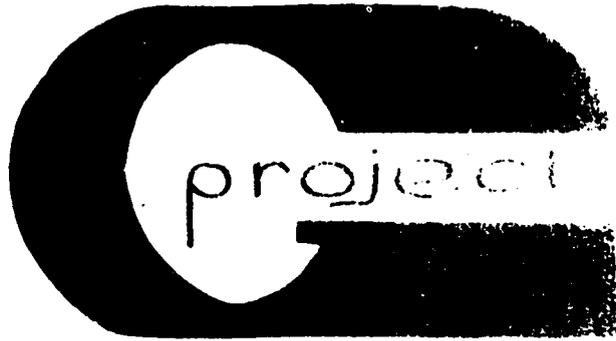
Sharp!

Cheers,



Joseph M. Peterson
Assistant Professor

JMP:gd



rowth

Director, Northeast Ohio Vocational Resource Center

10000 Lakeshore Blvd., Cleveland, Ohio 44104

Phone: (216) 751-1000

July 6, 1972

Mr. Jules H. Shrage
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Shrage:

Thank you for your time and courtesy in explaining the purposes of the Vocational Reading Power Survey and discussing with us the implications that the development of a Vocational Resource Center has for Project Growth. We are including the information about Project Growth that you asked for.

Please feel free to contact us at anytime.

Sincerely,

Sandra L. Davidson
Sandra Davidson
English Instructor

Matthew McNeal
Matthew McNeal
Math Instructor

SD/MM:rmb

Enclosures:

SYRACUSE UNIVERSITY

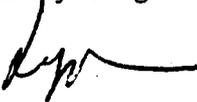
READING AND LANGUAGE ARTS CENTER 508 UNIVERSITY PLACE | SYRACUSE, NEW YORK 13210
July 12, 1972

J. Kenneth Cerny
Lawrence J. Shepanek
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Ken and Shep:

May I take this opportunity to thank you for your part in making the Fourteenth Annual Reading Conference a successful and rewarding experience for the staff and participants. Your efforts, energy and enthusiasm were greatly appreciated. I only wish we had had more time to chat informally. Perhaps we will at another time.

Thank you again for your participation.


Lyn Searfoss

LS/c

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

THE READING DEPARTMENT

309 Aderhold Building

July 17, 1972

Mr. Jules H. Shrage
Associate Director, Research
Oakland Schools
Reading and Language Center
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Schrage:

We feel that the 33rd Annual Reading Conference, sponsored by the University of Georgia's College of Education, was a decided success. Much of the credit for that success goes to those of you who led the various small group sessions. We would like to take this opportunity to thank you for the contribution you made to this year's proceedings. Feedback from your symposium session on your Vocational Reading Power Project has been very positive.

Again, thanks for a job well done.

Sincerely,



Bob W. Jerrolds



Ernest K. Dishner
Conference Coordinators

BWJ/EKD:ih

APPENDIX G

Selected Bibliography

Selected Bibliography

The following is a selected listing of some of the references used by the Project in its research and development activities:

1. Readability

- Beard, J. G. Comprehensibility of High School Textbooks: Association with Content Area, Journal of Reading, 11 (December 1967), 229-234.
- Belden, D. R. and Lee, W. D. Textbook Readability and Reading Ability of Service Students. Science Teacher, 29, 1962, 20-21, 23.
- Belden, D. R. and Lee, W. D. Readability and Biology Textbooks and the Reading Ability of Biology Students, School Science and Mathematics, 61 (December 1961), 689-693.
- Bentley, R. R. and Galloway, R. E. Comparison of the Readability of Vocational Agriculture Reference Books with the Reading Ability of the Students Using Them, Journal of Experimental Education, 29 (June 1961), 373-383.
- Bernard, B. R. Utilization of Readability Formulas for Effective Instruction. Eleventh Yearbook of the National Reading Conference, Milwaukee, Wisconsin, 1962.
- Calhoun, C. C. and Calhoun, M. R. Comparison of the Readability Level of High School Bookkeeping Textbooks with the Reading Achievement of Bookkeeping Students, Business Education Forum, 22 (April 1968), 21-23.
- Chall, Jeanne S. Readability: An Appraisal of Research and Application. Columbus, Ohio: The Ohio State University, 1958, O.P.
- Chall, Jeanne S. A Survey of Users of the Dale-Chall Formula. Education Research Bulletin, 35, 1956, 197-212.
- Chall, Jeanne and Dale, E. A Formula for Predicting Readability, Educational Research Bulletin, 27 (January 21, 1948), 11-20.
- Chase, W. L. Determination of Grade Placement of History Material, Journal of Educational Research, 28, 1935, 593-596.
- Clymer, T. A Study of the Sampling Reliability of the Spache Reliability Formula. In Figuriel, J. A., ed. Reading in a Changing Society. IRA Conference Procedure, 4, 1959, 245-250.
- Dale, E., and Tyler, R. W. A Study of the Factors Influencing the Difficulty of Reading Materials for Adults of Limited Reading Ability, Library Quarterly, 4 (July 1934), 384-412.

Selected Bibliography (continued)

- Diener, T. F. and Kaczkowski, H. R. Readability of Occupational Information, Vocational Guidance Quarterly, 9, 1960-61, 87-9.
- Dolch, E. W. Sampling of Reading Matter, J. Educ. Res., 2, 1930, 213-215.
- Farr, N., Jenkins, J. and Paterson, G. Simplification of Flesch Reading Ease Formula, Journal of Applied Psychology, 35, (October 1951), 333-337.
- Fry, E. A Readability Formula That Saves Time, Journal of Reading, 11 (April 1968), 513-516, 575-578.
- Ganning, R. The Technique of Clear Writing. New York: McGraw-Hill, 1952.
- Goltz, C. R. A Table for the Quick Computation of Readability Scores Using the Dale-Chall Formula, Journal of Developmental Reading, 7 (Spring 1964), 175-187.
- Haskins, J. B. Validation of the Abstraction Index as a Tool for Content-Effects Analysis and Content Analysis, Journal of Applied Psychology, 44 (April 1960), 102-106.
- Holmquist, J. B. A Determination of Whether the Dale-Chall Readability Formula May Be Revised to Evaluate More Validly the Readability of High School Science Materials, Doctoral Dissertation, Colorado State University, 1968.
- Jacobson, M. D. Reading Difficulty of Physics and Chemistry Textbooks, Educ. Psychol. Meas., 25, (2), 1956.
- Kingston, A. J., and Weaver, W. W. Recent Developments in Readability, Journal of Reading, 11 (October 1967), 44-47.
- Klare, G. R. The Measurement of Readability. Ames, Iowa: Iowa University Press, 1963.
- Klare, G. R. A Table for Rapid Determination of the Dale-Chall Readability Scores, Educational Research Bulletin, 36 (February 13, 1952), 43-47.
- Lee, W. D., and Belden, D. R. Cross-Validation Readability Study of General Psychology Textbook Material and the Dale-Chall Readability Formula, Journal of Educational Research, 59 (April 1966), 369-373.
- Lee, W. D. Readability of General Psychological Textbook Material: A Cross Validation Study of the Dale-Chall Readability Formula, 1963. Doctoral Dissertation, Oklahoma State, Stillwater, Oklahoma.

Selected Bibliography (continued)

- Leifeste, B. V. An Investigation of the Reliability of the Sampling of Reading Material, Journal of Educational Research, 37:441-50, February, 1944.
- Lorge, I. The Lorge Formula for Estimating Difficulty of Reading Materials. New York: Bureau of Publications, Teachers College, Columbia University, 1959.
- Martin, Mavis. Refinement of a Readability Formula. Eleventh Yearbook of the National Reading Conference, Milwaukee, Wisconsin, 1962.
- Martin, Mavis, and Lee, W. Sample Frequency in Application of Dale-Chall Readability Formula. Educ. Res. Bull., 15 (6), 1961, 146-149.
- McLaughlin, G. Clearing the SMOG, Journal of Reading, 13, (December 1969), 210-211.
- Miller, W. R. Readability Versus Reading Ability, Journal of Educational Research, 56 (December 1962), 205-209.
- Pauk, W. A Practical Note on Readability Formulas, Journal of Reading, 13 (December 1969), 207-210.
- Powers, R. D., Sumner, W. A., and Kears, B. E. A Recalculation of Four Adult Readability Formulas, Journal of Educational Psychology, 49 (April 1958), 99-105.
- Powers, R. D. Sampling Problems in Studies of Writing Style, Journal of Applied Psychology, 38, 1954, 105-108.
- Powers, R. D. and Kears, B. E. Further Directions for Readability Research, Journalism Quarterly, 35, 1958, 427-432.
- Ruth, R. A. Readability of Occupational Materials, Vocational Guidance Quarterly, 11 (Autumn 1962), 7-10.
- Smith, K. J., and Heddens, J. W. The Readability of Experimental Mathematics Materials, Arithmetic Teacher, XI, 1964, 391-394.
- Spache, G. A New Readability Formula for Primary Grade Reading Materials, Elementary School Journal, 53 (March 1953), 410-413.
- Wiegand, R. B. Pittsburgh Looks at the Readability of Mathematics Textbooks, Journal of Reading, 11, 1967, 201-204.

Selected Bibliography (continued)

2. "Cloze" Procedure

- Bormuth, J. R. New Data on Readability, in J. Allen Figurel (Ed.), Forging Ahead in Reading, 1967 Proceedings, Volume 12, Part 1. Newark, Delaware: International Reading Association, 1968, 488-492.
- Bormuth, J. R. Development of Readability Analyses. Washington, D.C.: Project No. 7-0052, U.S. Office of Education, 1969.
- Bormuth, J. R. Comparable Cloze and Multiple-Choice Comprehension Test Scores, Journal of Reading, 10 (1967), 291-299.
- Bormuth, J. R. Mean Word Depth as a Predictor of Comprehension Difficulty, California Journal of Educational Research, 15 (November 1964), 226-231.
- Bormuth, J. R. Readability: A New Approach, Reading Research Quarterly, 1 (Spring 1969).
- Taylor, W. L. Cloze Procedures: A New Tool for Measuring Readability, Journalism Quarterly, 30 (Fall 1953), 415-433.

3. Teaching Reading in the Content Areas

- Bammon, H. A., Hogan, U., and Greene, C. F. Reading Instruction in the Secondary Schools. New York: David McKay, 1961.
- Barron, R. F. The Use of Vocabulary as an Advance Organizer. In H. L. Herber and P. L. Sanders (eds.) Research on Reading in the Content Area, Volume 1, Syracuse, New York: Syracuse University Press, 1969.
- Barron, R. F. Teaching Vocabulary Concepts in Content Subjects. In F. P. Greene (ed.) Reading: Reasons and Readiness. Syracuse, New York: Syracuse University Press, 1970.
- Barron R. F. and Christina, R. J. Process Readiness in the Secondary Classroom. Paper presented at the Annual Meeting of the International Reading Association; Anaheim, California, May, 1970.
- Barron, R. F. and Christina, R. J. Applications of Iterative Processes in Classroom Teaching. In H. L. Herber and R. F. Barron (ed.) Research on Reading in the Content Area, Volume 11. Syracuse, New York: Syracuse University Press, In Preparation.
- Barron, R. F.; Burget, E., Campbell, H. and Carney, J. The Effects of Advance Organizers and Grade Level Upon the Reception Learning and Retention of General Science Content. In F. P. Greene (ed.) Annual Yearbook of the National Reading Conference, 1972, In Press.

Selected Bibliography (continued)

- Bullock, H. Helping the Non-Reading Pupil in the Secondary School. New York: Bureau of Publications, Teachers College, Columbia University, 1956.
- Dulin, K. L. The Middle Half: How Alike Are They, Really?, Journal of Reading, 13 (May, 1970), 603-609.
- Figurel, A. J. (ed.). New Frontiers in Reading: International Reading Association Conference Proceedings, New York: Scholastic Magazines, 1960. Pp. 36-44, 144-153.
- Herber, H. L. Teaching Reading in the Content Areas. Syracuse University, Prentice-Hall, 1970.
- Robinson, H. A. (ed.). The Underachiever in Reading, Supplementary Educational Monographs. Chicago: The University of Chicago Press, 1962, pp. 155-172.
- Strang, Ruth; McCullough, Constance, and Traxler, A. E. Problems in the Improvement of Reading. New York: McGraw-Hill, 1955.
- Umans, S. New Trends in Reading Instruction. New York: Bureau of Publications, Teachers College, Columbia University, 1963.
- Weiss, M. J. (ed.). Reading in the Secondary Schools. New York: Odyssey Press, Inc., 1961. pp. 335-445.

4. Other References

- EPIE Report. Textbooks--Recent Reviews and a Look at the Industry. Number 29, 1971.
- Kucera, H., and Francis, W. N. Computational Analysis of Present-Day American English. Providence: Brown University Press, 1967.
- Silvius, G. H., and Curry, Estell H. Teaching Successfully in Industrial Education. Bloomington, Illinois: McKnight & McKnight, 1967.
- Sticht, T. G. Learning By Listening in Relation to Aptitude, Reading, and Rate-Controlled Speech: Additional Studies (Technical Report 71-5). Alexandria, Virginia: Human Resources Research Organization, April, 1971.
- Vineburg, R., Sticht, T. G., Taylor, Elaine N., and Caylor, J. S. Effects of Aptitude (AFQT), Job Experience, and Literacy on Job Performance: Summary of HumRRO Work Units UTILITY and REALISTIC (Technical Report 71-1). Alexandria, Virginia: Human Resources Research Organization, February, 1971.