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Quick Reviews

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QUICK REVIEWS

Homer Carter Reading Council

Behrens, Laurence "Writing, Reading, and the Rest of the Faculty: A Survey" *The English Journal* (September 1978) 67:54-60.

This is a report of a survey recently completed by the author at the American University in Washington, D.C., where he is a faculty member. The survey was designed to measure faculty perceptions of student literacy and to discover what kind of reading and writing assignments are being given in disciplines other than literature.

Chambers, Ardan "Letters From England," *The Horn Book*, (August 1978) 54:438-442.

Do we understand too little about how to help children respond to their reading? The author lists ways to help children become more perceptive and creative.

Gambell, Trevor J. "Language in the Library— Why Shelve It?" *Language Arts* (September 1978) 55:708-12.

This is an inspiring reminder of all that can be done between the classroom teacher and the elementary school librarian to help develop children's language in its broad context of the skills of reading, research, listening, speaking, in functional, creative and personal writing, and in drama and choral speaking.

Harris, Albert J. "Practical Suggestions for Remedial Teachers" (May 1978) 31:916-22.

This article discusses five main concerns of the remedial reading teacher: how to structure the job, how to plan for efficient use of time, how to establish rapport, how to plan for effective learning, and how to meet the demand for accountability.

Helbig, Alethea K. "My Views and Reviews— Roundheads, Stink Alley, Navajos, and Auschwitz: Recent History," *The Michigan English Teacher* (September 1978) Vol. 27, No. 1.

This is the first of a series of reviews of historical fiction for children, which the author recommends because it "presents the past in human terms." Helbig claims that well-written historical fiction helps young readers learn the facts of history and discover

they have far more in common with the past than they may have thought.

Johnson, Ron and Al Conception “The Need for Reading Instruction” *Michigan Middle School Journal* (Spring 1978) 3:13.

The authors of this article remind us that “reading and listening skills will not simply develop, but must be taught.” The emphasis, besides the need for teaching reading beyond elementary years, is on middle school reading laboratory.

Larrick, Nancy “Classroom Magazines- A Critique of 45 Top Sellers” *Learning* (October 1978) 7:60, 67-69.

Four Star ratings for *Cricket* and *Let’s Find Out!* An expert gives her opinion of bestselling children’s magazines. In these days of limited budgets and concern for quality materials, the article could be a time and/or money saver for you.

Putnam, Rosemary W. “Books can Introduce Your Class to the Main-streamed Child” *Learning* (October 1978) 7:118-120.

A resource list of materials to help you prepare and introduce your youngsters to a special new classmate, a much neglected area in mainstreaming.

Robinson, Richard D. and Neila T. Pettit, “The Role of the Reading Teacher: Where Do You Fit In?” *The Reading Teacher* (May 1978) 31:923-927.

The professional world of the reading teacher is one of inconsistencies and a multitude of responsibilities. Three levels of expansion are outlined to help the reading teacher go beyond the role of referral teacher only.

Standal, Timothy C., “Readability Formula,” *The Education Digest*, (September 1978) 44:54-56.

This overview of thirty years of research about readability formulas reminds us again of their inestimable value in matching reading materials to the ability of a given child.

Treize, Robert “What? They Can’t Find the Main Idea?” *The Michigan Reading Journal* (Spring 1978) 12:44-46.

This article encourages the use of the state assessment test results. It suggests crosschecking the results with data from other tests, as well as examining the whole testing situation.

Webster, Shirley "Rev Up For Reading" *Teacher* (September 1978) 96:156.

The impact of this short article is the great reward of reading for pleasure. Eight original ideas and activities are listed. So . . . purchase pillows, subscribe to kid's magazines, get your oral reading voice in tune, and save your newspapers and magazines. A relaxed, positive atmosphere can be created by teachers who choose to follow through on these suggestions in the "creative classroom" column.

Zeitz, Pearl "Personal Dictionaries" *Teacher* (September 1978) 96:138-142.

The author states that "making their own dictionaries gives beginners confidence in their writing, reading, and spelling progress." Step-by-step guidelines are included. This is a creative alternative for helping children at various levels to see their own language in written form, and to use it as a tool in daily language arts tasks.