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## Quick Reviews

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# QUICK REVIEWS

## *Homer Carter Reading Council*

Arlin, Marshall and Garry Roth, "Pupils' Use of Time While Reading Comics and Books" *American Educational Research Journal*, 15 (Spring 1978) 201-216.

Teachers who want to teach reading with comics might take a look at the results of this experiment in elementary school. The conclusions overwhelmingly favor books over comics. The authors caution schools against commercially prepared comic-based reading motivation programs.

Bursuk, Laura, "Let's Teach Reading Better: 20 Specific Suggestions for Lessons," *Academic Therapy*, 14 (November 1978) 219-222.

After reading articles which exhort us to be better teachers of reading, it is refreshing to find a practical list of helpful thoughts on precisely how we may become more effective as reading specialists. The list of ideas is no less valuable if we accept them as reminders of principles we already know.

Dunlap, William P., and Martha Brown McNight, "Vocabulary Translations for Conceptualizing Math Word Problems," *The Reading Teacher*, 32 (November 1978) 183-189.

Here is a way that reading personnel may give useful ideas to the teachers of math. The authors take the readers through the steps which lead to "seeing" the means for solving the problems.

Feitelson, Dina (ed.) *Cross Cultural Perspectives on Reading and Reading Research* (IRA Book #427), International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware, 201 pps.

This volume is a contribution to the neglected area of examining the reading process outside the confines of a single culture or language. Included are samplings from the program of the Sixth World Congress on Reading held in Singapore.

Freeman, Evelyn B., and Charles H. Wolfgang, "A Piagetian View of Reading Readiness," *The Reading World*, 18 (October 1978) 72-80.

This article reviews the traditional approaches to beginning reading instruction, then employs research results to support the usefulness of viewing beginning reading processes within a Piagetian

framework. The authors further present implications for teaching as derived from the theory.

Graham, Aldyth, "The 3Cs Method of Teaching Beginning Reading," *Academic Therapy*, 13 (March 1978) 447-453.

The author explains a method of helping students bridge the gap of seeing the relationship between visual symbols and speech sounds. This is the "Connectionist Cue Concept."

Jongsma, Eugene A., "The Effect of Training in Miscue Analysis on Teachers' Perceptions of Oral Reading Behaviors," *The Reading World* 18 (October 1978) 85.

The author concludes that training in Miscue Analysis helps focus teachers' attention on readers' strengths as well as weaknesses, and that it makes teachers more analytical perceivers of oral reading behaviors.

Lee, Grace E., and Allen Berger (compilers) *Learning Disabilities with Emphasis on Reading: An Annotated Bibliography* (IRA Book #332) International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware, 52 pps.

One of the issues in reading education concerns the role of learning disabilities. This compilation is an effort to diffuse the heat of the issue and bring some light to the subject. The entries reflect papers appearing in some fifty periodicals; twenty proceedings; and approximately fifty monographs, dissertations, theses, and reports to federal and state agencies.

Lunstrum, John P. and Bob L. Taylor, *Teaching Reading in the Social Studies* (IRA Book #856), International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware, 92 pps.

In this new publication, the authors examine the factors affecting reading problems in social studies classes, and propose strategies for improving both motivation and reading comprehension. They provide suggestions for matching student abilities to the measured difficulty of materials. They further explain and illustrate techniques and strategies for improving reading comprehension.

Shore, Bernard, and Paula Riegel, "Teaching Reading to the Child With Perceptual Deficits," *Academic Therapy*, 13 (January 1978) 337-343.

The authors describe the procedures they have developed for

working with children who have major impairment in visual memory and discrimination, or who have deficits in auditory and visual perception. The techniques presented incorporate visual, auditory, and kinesthetic modalities and can be utilized with any linguistic program.

Shuman, R. Baird, "Teaching Teachers to Teach Reading in Secondary School Content Classes," *Journal of Reading*, 22 (December 1978) 205-211.

Shuman, feature writer for READING HORIZONS (Professional Concerns), discusses many ideas, techniques, and approaches for meeting the varying reading and study skills needs of students in subject matter classes. His most telling points are made in convincing thoughts on the absolute necessity for teachers to *want* to help students become more adequate readers in their courses.

Sloane, Barbara, and Jane Waxenberg, "Beginning the Year With Poetry" *Learning*, 7 (Aug./Sept. 1978) 81-83.

Two junior high teachers describe in this article their ways of helping students feel the value and depth of words in writing various kinds of original poetry. Their conclusion is that all students can learn to like poetry when they create it instead of reading about it.

Stauffer, Russell G., "The Dimensions of Sound Reading Instruction," *The New England Reading Association Journal*, 13 (Fall 1978) 27-37.

It seems to be Dr. Stauffer's special ability to pack a great number of provocative ideas and principles into a limited space of pages. For a person with such an impressive background to draw on, putting thoughts succinctly requires unique genius. This article is highly recommended for all reading teachers.

Talmage, Harriet, and Herbert J. Walberg, "Naturalistic, Decision-Oriented Evaluation of a District Reading Program," *Journal of Reading Behavior*, 10 (Summer 1978) 185-195.

Don't let the title of this one turn you away! In this excellent report, the authors describe the process of pilot testing five basal series in four grades in sixty classes. The data derived and the conclusions reached should provide many schools and administrations with valuable ideas and information. Since the research was conducted with great care, the findings are not only interesting but highly significant.

Tibbets, Sylvia-Lee, "Wanted: Data to Prove That Sexist Reading Material

Has an Impact on the Reader," *The Reading Teacher*, 32 (November 1978) 165-169.

The title says it all; the author has opened the door to further debate. Her article indicates a sincere attempt to return to reason and a degree of objectivity in relation to an overheated topic.

Vitro, Frank T., "In Defense of Intelligent Intelligence Testing," *Academic Therapy*, 14 (November 1978) 223-228.

In a guest editorial, the author uses common sense and cogent reasoning to reopen minds that have been closed by the many charges against IQ testing. Whatever the reader's final attitude after reading this article, he or she will have been led through some well-expressed logic.