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New Materials

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NEW MATERIALS

Sandra Ahern

READING CONSULTANT, COMSTOCK, MICHIGAN

Media '77 Catalog, Miller-Brody Productions, Inc., 342 Madison Ave., Dept. 77, New York, 10017.

The new listing of books and accompanying records and/or filmstrips for use by elementary teachers. The wide range of materials available includes over twenty combinations of curricular areas, from Health & Safety to Shakespeare and Art Education.

Insights Into Why and How to Read, Editor Robert T. Williams, International Reading Association, 800 Barksdale Road, Newark, Delaware, 1976, 97 pps.

One need only glance at the table of contents in this book to realize how useful and valuable it would be to have it available on the school professional shelf. There is much stimulating material in the thoughts expressed by the authors of the first section: Edgar Dale, Leila Whitcombe, and Helen Huus. The section which follows is a practical approach to teaching language, word attack, and comprehension skills.

The unique quality in this book is that the authors are in agreement in starting from the fundamental premise which says *teachers* are the keys to excellence. Too many articles on reading tend to regard methods, formulas, and machines as the way to success.

Structuring Reading Activities for English Classes, Graves, Michael F., Palmer, Rebecca J., and David W. Furniss, National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois and Clearinghouse on Reading and Communication Skills, National Institute of Education.

Because teachers at the secondary level are being challenged to assume responsibility for developing their students' reading skills in their specific subject areas, monographs such as this one are particularly useful and immediately applicable. The booklet is divided into two parts; the first presents the rationale and the theory behind the suggestions, and the second shows English teachers where and how the principles may best be used.

Attitudes and Reading, Alexander Estill J., and Ronald Claude Filler, International Reading Association, Newark, Delaware, 1976, 73 pps.

This work discusses many of the factors that are causative in the establishment of certain attitudes related to reading. The authors believe that if teachers understand attitude formation and are made aware of ways to help build positive attitude, positive results will become evident to a measurable degree. Many of the suggestions given in the final chapters are designed to stimulate a much needed sense of creativity in youngsters.

Using Readability Formulas for Easy Adult Materials, Laubach, Robert S., Koschnick, Kay, New Readers Press, Syracuse, New York, 1977, 40 pps.

The key word in describing this monograph is practicality. From the straightforward title to the Tips for helping readers choose books, (last page) the booklet is packed with useful and much needed information. Since one of the authors is the son of the late Frank C. Laubach, originator of Each One Teach One, and the other author is an official in this publishing company that devotes itself to materials for adults with low reading skills, there is evidence enough that the booklet meets a felt need in the area.

English Skills Handbook, Wiener, Harvey S., and Charles Bazerman, 1977, Houghton Mifflin Company, Boston, Mass., 343 pps.

This well-organized book would seek to fit the needs of any teacher who needs to work with secondary students in the essentials of reading and writing. This is not a grammar book in the old-fashioned concept, but its examples and approaches present students with proper expression. The section on reading is given first billing, and is offered in a straightforward manner. Writing skills are taught in close relationship to reading—another important point in the book's favor. The most important point of all is the fact that a secondary student, and probably many college students, could use this kind of book for independent (and private) study.