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TEN-SECOND REVIEWS

Betty L. Hagberg



I love to lose myself in other men's minds.
When I am not walking, I am reading; I
cannot sit and think. Books think for me.

Charles Lamb

Ahrendt, Kenneth M., *Community College Reading Programs*, Newark, Delaware: International Reading Association, 1975.

This new publication, intended for administrators, university personnel, and two-year college teachers, faces the problems usually met in junior/community college reading programs. Aspects given special attention are the school and student, types of reading programs, college reading teacher preparation, diagnostic and testing tools, materials, and hardware for the junior college reading program. Standardized tests, reading improvement workbooks, and professional organizations are also listed as helpful information.

Artley, A. Sterl, "Good Teachers of Reading—Who are They?" *The Reading Teacher* (October, 1975) 29:26-31.

Who are successful teachers of reading? Through a college student survey, responses seem to indicate that teachers who sense the importance of reading as a vital force in the development of young people, who see reading as the most important activity that they will carry on during the day, and who convey that conviction through their enthusiasm and creative teaching, develop students who are likely to enjoy reading and hence become efficient readers. They also indicated that support given by parents and local library plays a significant role in developing their reading interests and competencies.

Baghban, Marcia, translated by Ricardo L. Garcia and Rita Maxine Deyoe, *Como Ayudar a Su Hija a Aprender a Leer Ingles Como Segunda Lengua*. Newark, Delaware: International Reading Association, 1975.

This is a 16-page booklet which translates *How Can I Help My Child Learn To Read English As A Second Language?* Many ways in which a parent can help a child make the transition from one language to another are suggested. It includes activities in the home and community.

Curry, Joan F. and William P. Morris, *Searching the Professional Literature In Reading*. Newark, Delaware: International Reading Association. 1975.

Designed to be helpful but brief, this IRA booklet presents criteria for choosing professional literature and some aid in learning how reading information is organized. It is useful in helping classroom teachers and reading professionals keep up-to-date, use the ERIC system, and do a topical search.

Davis, Dorothy Voigt, "Book Clubs In The Middle Grades," *Journal of Reading*, (November, 1975) 19:150-153.

In the author's school a book club consists of a volunteer parent and about six students who select the same paperback book to read. They meet weekly to discuss the portion of the book they had previously agreed to read and to plan activities related to their reading. The use of the book club not only compensates for one of the deficiencies of an individualized program, it provides for better human relations and extends the concept of individualized instruction.

Fay, Leo and Lee Ann Jared, *Reading In The Content Fields: An Annotated Bibliography* (Revised). Newark, Delaware: International Reading Association. 1975.

A 19-page publication which includes citations of practical significance to teachers in all subject areas and major school levels. It is a revision of the 1969 bibliography.

Lopardo, Genevieve S., "LEA—Cloze Reading Material For The Disabled Reader," *The Reading Teacher* (October, 1975) 29:42-44.

The author discusses how the language-experience approach, combined with the cloze procedure, has been found to be a useful technique in working with disabled readers. She clearly indicates that it does not constitute the entire program of instruction but is used effectively as a part of a total program aimed at meeting the specific needs of the child.

Newcomer, Phyllis L. and Donald D. Hammill, "ITPA and Academic Achievement: A Survey," *The Reading Teacher* (May, 1975) 28:731-741.

The purpose of this article is to review a representative body of available research relevant to the ITPA's (Illinois Test of Psycholinguistic Abilities) correlative and diagnostic relationships

with academic achievement. The results of this paper have important implications for school practice. According to this article, the ITPA's value is limited to gathering broad, descriptive information regarding certain learning characteristics of school-aged children. Its use of individual diagnosis is neither supported nor recommended.

Niensted, Serena, "Talking With LD Teachers," *The Reading Teacher* (April, 1975) 28:662-665.

Niensted states that in one view learning difficulties teachers and reading teachers are members of opposing camps, using different terminology, assigning different techniques to remediate. In another view, both are knowledgeable professionals of goodwill who are devoted to helping students achieve their maximum potential, both of whom have succeeded with many children. The solution does not lie in defending or abandoning either camp, but in seeking areas of mutual agreement and learning from each other.

Shuman, R. Baird, "Of Course He Can Read—He's In High School!" *Journal of Reading* (October, 1975) 19:36-42.

The basic fact that parents, administrators, teachers, and students must grapple with is that many of today's high school students cannot read well enough to succeed in our present day schools. The author discusses this dilemma and suggests steps toward helping the disabled high school readers. The first is that of offering support in the form of encouragement; the second, to make some practical adjustments in the disabled readers' work loads. The article indicates a need for patience and understanding, especially on the part of teachers.

Stauffer, Russell G. and Max M. Harrell, "Individualizing Reading—Thinking Activities," *The Reading Teacher* (May, 1975) 28:765-769.

The purpose of this article is to describe characteristics of individualized DRTA (directed reading—thinking activities) type instruction designed to improve the efficiency and promote the scholastic resourcefulness of students. Individualized DRTAs are a necessary and logical extension of the group directed reading—thinking process.

Stephens, Elaine C., "Guidelines For Evaluation: An Instructional Reading System," *Journal of Reading* (April, 1975) 18:528-530.

One of the current trends in reading is the application of the

systems approach to instruction. The author offers guidelines which will aid in an organized, logical basis for investigating these programs. The use of these guidelines would enable a school to have a sound, defensible basis for selecting or rejecting a particular instructional reading system.

Zalewski, Ann Marie, "How To Present A Reading Program To The Administration," *Journal of Reading*, (May, 1975) 18:610-614.

The article deals with steps you might take to develop, improve, or maintain a reading program in a high school or post high school situation. The first step is to define your program, indicating its purpose. Next, state limits of the program indicating which students you should serve. Make a list of materials on hand and funds needed with which to get started. Assess needs by surveys to teachers and students and use of standardized test scores available. Determine skill needs of students and state objectives for them. Select materials which will enable students to perform tasks in objectives. Steps are given on how to implement and justify the program.

NEW PUBLICATIONS. . .

Chicorel, Marietta, *Chicorel Index To Reading Disabilities*, Volume 14 of *Chicorel Index Series*. New York, N.Y.: Chicorel Library Publishing Corp. 1975.

This index offers an annotated guide to 700 books with all bibliographic information. It gives full evaluations that are useful for teachers and other professionals interested in furthering reading skills. This book also includes bibliographies for use with adult illiterates, as well as with foreign students on the college level, for use by school libraries, on the levels from elementary through university.

Croft - NEI Publications, *The Reading Letter*, Waterford, Connecticut, 06386.

A bi-monthly letter which provides new advances in reading and reading instruction. Major reading legislation is analyzed and the latest research is summarized. The most recent reading materials are evaluated and reports on techniques in reading instruction are also provided.

Goodman, Yetta, "Reading Comprehension: A Redundant Phrase," *The Michigan Reading Journal* (Spring, 1975) 9:27-31.

Goodman states that reading is a language process. The purpose of language is communication. Comprehension must be involved for

reading to be taking place. There is no reading without comprehension. Programs or instructional approaches which do not focus on comprehension interfere with the development of efficient reading. Understanding is the most important aspect of reading, far more important than learning to pronounce words.

Greene, Harry A., and Walter T. Petty, *Developing Language Skills In The Elementary Schools*, Boston Massachusetts: Allyn and Bacon, Inc. 1975.

This fifth edition provides an up-to-date review of the entire language arts program in the elementary school. Every chapter contains practical classroom activities and teaching suggestions. The text provides material dealing with linguistics, language, dramatization, storytelling, language acquisition, and classroom organization.

Herber, Harold L., *Go: Reading In The Content Areas*, New York, N.Y.: Scholastic Magazines, Inc. 1975.

These materials are designed for junior and senior high school students reading at and below grade level. It helps pupils to read and understand material within the disciplines of math, science, social studies, and literature. The material is of high interest, and conceptually based.

Hunkins, Francis P., *Involving Students In Questioning*, Rockleigh, New Jersey: Allyn and Bacon, 1975.

This book presents a new way of arriving at questions and analyzing them for content and quality. Classroom tested materials include four types of discovery exercises in questioning. It contains teacher checklists to determine if you're providing the necessary help for your students. Activities can be used on elementary, middle school and secondary levels, and in all subject areas.

Larrick, Nancy, *A Parent's Guide to Children's Reading*. New York, N.Y.: Bantam Books, Inc. 1975.

The fourth edition of Dr. Larrick's book continues to be an indispensable tool for every parent, reading specialist, teacher and librarian interested in promoting a child's skill and love for reading. Among the many important issues that the author examines in the new edition is the effect of television on children. She provides an annotated list of 900 children's books. In addition, there is a listing of magazines, recordings, filmstrips and films for children as well as a directory of publishers and distributors of audio-visual materials.

Locke, Edwin A., *A Guide to Effective Study*, New York, N.Y.: Springer Publishing Company. 1975.

This text identifies some principles that students can apply to stimulate and maintain adequate study motivation, to reduce the debilitating effects of disrupting emotions, and to remove blocks to mental effort. The book is divided into two major parts; Study Methods and Study Motivation. 216 pages, \$4.50.

Mazurkiewicz, Albert J., and Joel E. Ginsburg, "Reading: An Introduction" and "Remedial Reading: Who, What, Why, and How," 16 mm. Color Film. Fair Lawn, New Jersey: Jab Press, Inc. 1975.

"Reading: an Introduction" uses real classes and classrooms to show viewers that only four approaches of teaching reading are used. The film does not try to make judgments but presents information on all programs.

The film on Remedial Reading is intended to stimulate awareness of the causes of reading defects, presenting an overview of tools used to compensate or overcome such difficulties.

Pauk, Walter, *A Skill At A Time*, Providence, Rhode Island: Jamestown Publishers. 1975.

This skill at a time series presents ten booklets for helping students master ten essential reading comprehension skills. Each booklet contains a lesson, 100 brief passages of ascending difficulty and 100 questions for intensive and sustained practice in a single skill. It is suitable for high school and college students and adults who need instruction and practice in fundamental reading skills.

Robinson, H. Alan, *Teaching Reading and Study Strategies: The Content Areas*, Rockleigh, New Jersey: Allyn and Bacon. 1975.

This text presents an approach to the teaching of reading and study skills in the secondary school. Among the features are success-proven readiness and vocabulary strategies, and ideas on how you can operate productive special reading services in your school. It spells out for teachers the different kinds of problems which the particular materials of the various content fields present to students using them and shows how to develop life-long reading habits.

Scholastic, *Action Library 3A*, New York, New York: Scholastic Magazines, Inc. 1975.

The library provides "whole books" for students in grades 7-12 who are reading below grade level. The books were produced to

meet the special need for readable, mature material at the reading levels of 2.0 to 3.9. *Action Library 3A* is the seventh library in this series of high-interest, original novelettes. Also provided is a 16-page teaching guide with summaries of each book, discussion questions, and answers.

Spache, Evelyn B., *Reading Activities for Child Involvement*, 2nd Edition. Boston, Massachusetts: Allyn and Bacon, Inc. 1975.

The second edition continues its usefulness to undergraduate and graduate, pre-service and in-service teachers. It discusses teacher-made reading kits and progresses from early reading through advanced levels. The activities are class-tested and explain what and why skills need to be reinforced.

Spache, George D., *Investigating The Issues of Reading Disabilities*, Rockleigh, New Jersey: Allyn and Bacon, Inc. 1975.

This comprehensive reference provides access to available research on reading disabilities. It is ideal for in-service reading specialists, clinicians, and classroom teachers, as well as graduate courses. It provides previews and learning projects at the beginning and end of each chapter. Divisions of the book deal with organizational aspects and remediation as well as disabilities in reading.

Strobell, Adah Parker, *Bicentennial Games 'N Fun*, Washington, D.C.: Acropolis Books Ltd. 1975.

The text is a stimulating potpourri of pageantry, crafts, music, games, and pastimes of the colonial era. The activities literally recreate colonial times, and will fire the imaginations of girls and boys from pre-school through teen age; many sections will appeal to adults too. Stimulating ideas are capable of making reading come "alive" for today's students.

Thomas, John I., *Learning Centers: Opening Up The Classroom*, Boston, Massachusetts: Holbrook Press, Inc. 1975.

This new text written in an informal, easy-to-read style applies the concept of learning centers to open education practices in the classroom. It is specific and practical pointing out the what, who, where, why, and how of Learning Centers. Different methods of implementing learning centers are explained and the final chapter outlines ways to evaluate both teacher and student performance.

World Traveler, Box 3618, Washington, D.C. 20007.

This colorful magazine is published to spark interest in reading for enjoyment among adults, teenagers, and youngsters with language handicaps. It is planned and written by teachers who use the publication in their own classrooms. The vocabulary and sentence structure are carefully controlled at about third-grade level. The format is ideal for the older problem reader.