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## Did You See?

Betty L. Hagberg

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# DID YOU SEE?

*Betty L. Hagberg*

Did You See "Reading Failures, Dropouts, Delinquency and Crime" by Newell W. Tune? It appears in the Fall, 1973, issue of the *Spelling Progress Bulletin*. Tune points out that even though education in America's schools has improved, it is still inadequate. The non-reader has been with us since the dawn of literacy, and there are still 18 million American adults who cannot read a newspaper. This stimulating article states that a reading disability, more than any other single factor, accounts for behavior problems, truancy, and general school failure. Well-known authors are quoted throughout this article.

Did You See *Tempo*, the new magazine-format anthologies published by Macmillan Publishing Company? *Tempo* articles have high interest content to entice teen-age reluctant readers at the junior and senior high levels. Such themes as drugs, loneliness, and love take advantage of the concerns of the teen-ager to the material. The readability level is approximately 3.8. Review copies of the magazine, teacher's guide, and discussion workbooks are available on request from the Macmillan Company.

Did You See the first IRA report on "The Right To Read Effort," September, 1973? This issue reports on the use of volunteer assistants in classrooms across the United States. Names, addresses, and the costs of complete bibliographies and other sources of information which would be helpful in planning volunteer programs are available in this issue. Each state's Right To Read coordinator is also named in the publication. A copy of this special report may be obtained from IRA, Six Tyre Avenue, Newark, Delaware, 19711.

Did You See the article by Joyce Stewart Evans and Tina Bangs in the December, 1972, issue of the *Journal of Learning Disabilities*? The article is entitled "Effects of Preschool Language Training on Later Academic Achievement of Children with Language and Learning Disabilities: A Descriptive Analysis." It is a follow-up study of preschool children with language and learning disabilities who were initially evaluated and placed in a pre-academic training program. The results of the study support early childhood education programs for the preschool handicapped child.