

Thorough coverage of the best poetry in the realm of eerie spooky topics from a variety of cultures and eras. Organization lends to easy location according to mood and setting. Much demand for this especially seasonally. Not so large but that it can be held easily when reading aloud; at the same time it does have more than a few poems--i.e. you get something for your money. 12 up

Yep, Laurence. DRAGON OF THE LOST SEA. Harper, 1982. 213pp.
\$10.89.

The fantasy is an extension of a Chinese myth. Adventure abounds, symbolism is striking, and the pace builds so that the reader is immersed in suspense. Jacket indicates "Jr. High" but the 11-12 good reader will be fascinated and not overwhelmed by content, style, or reading difficulty.

REVIEW: Secondary School Reading: What Research Reveals for the Classroom. Edited by Allen Berger and H. Alan Robinson, 1982.

HIGHER-LEVEL SKILLS DON'T JUST HAPPEN;
THEY MUST BE TAUGHT, READING RESEARCHERS SAY

Student's failure to develop higher-level skills of critical reading and analytical writing in secondary school appears to be "a direct reflection of current practices in testing and instruction." This is the conclusion of nationally known reading specialists and researchers who contributed to a new book from MCTE: Secondary School Reading: What Research Reveals for the Classroom. The authors believe that if junior and senior high reading instruction were based on current knowledge from research--instead of on habit and on the notion that teaching reading is up to the elementary schools--most high school

students today would read with greater understanding, enjoy reading, and learn more.

Edited by Allen Berger, University of Pittsburgh, and H. Alan Robinson, Hofstra University, Secondary School Reading is published by the National Council of Teachers of English for the National Conference on Research in English and the ERIC Clearinghouse on Reading and Communication Skills. Its message: Major changes in prevalent teaching practices need to be made, so that in all disciplines, students get carefully planned instruction in how to learn from books. The authors call for:

a realization that junior/senior high students, confronting complex texts, from history to physics to novels, need systematic instruction in critical and analytical skills, not more elementary level "basics"

a commitment to teach all students how to "read to learn" (to figure out their purpose in reading, use appropriate strategies, and monitor their own reading behavior)

rethinking of testing and teaching practices to make reading more than mere extraction of facts from print. (Teaching and testing should draw on students' prior knowledge, require analysis of text, and involve synthesis of ideas.)

a commitment by administrators to involve teachers in all disciplines in teaching through critical reading, integrated with thorough discussion and analytical writing assignments.

reassignment of reading specialists to teach teachers how to teach advanced reading. (Too many secondary school students, the researchers say, are being classed as "remedial" and pulled out of regular classes to be drilled in elementary reading exercises.)

an effort by the publishing industry to set higher standards of organization for textbooks

Recent National Assessment findings show that students are doing well in the language arts--up to a point. In the lead essay, Anthony Petrosky, University of Pittsburgh, traces students' loss of early momentum in reading to the prevalence of multiple-choice tests, superficial class discussion, and the near-absence of assignments integrating sustained reading with sustained writing. Petrosky points out that a large number of today's teachers in all disciplines were never taught how to teach critical thinking skills.

The researchers' essays discuss ways to apply findings about many aspects of reading instruction: the contexts in which reading occurs in real life, reading as a process, strategies of mature and immature readers, teaching approaches, the structure of text and how people learn from it, assessment of responses to literature and expository writing, and management of reading programs.

Among the 22 contributors to this volume are Jerome C. Harste, Judith A. Langer, William D. Page, Joseph L. Vaughan, Jr., P. David Pearson, Joan Nelson, Harold L. Herber, and Margaret Early.

(Secondary School Reading: What Research Reveals for the Classroom) 206 pages, paper. Price: \$10.75; NCTE members, \$9.50. ISBN: 0-8141-4295-8. LC: 82-61719. Available from NCTE, 1111 Kenyon Road, Urbana, Illinois 61801. Stock No. 42958.

"Problem Solving: An Essential Skill"
an inservice workshop for educators and administrators sponsored by the Minnesota Post-Secondary Reading Council and the National Association for Remedial/Developmental Studies in Post-Secondary Education

April 15 & 16, 1983
Holiday Inn Downtown and Minneapolis Community College
Minneapolis, Minnesota

\$22.00 preregistration, \$18.00 student

This workshop is designed to:

- preview current research within the area of problem solving
- discuss the integration of problem solving processes as they apply to the areas of reading, writing, and mathematics
- present problem solving strategies which will allow students to develop and refine reasoning skills

Presenters:

- Curtis Miles, Director of the Center for Reasoning Studies at Piedmont Technical College, South Carolina
- Diane Chambers, Reading Skills Coordinator in the Supportive Services Program, University of Minnesota-Duluth
- Casey Withers Humphreys, faculty member in the Mathematics Department at Minneapolis Community College

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