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DID YOU SEE?

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The Winter 1965 issue of *Reading Research Quarterly* published by the International Reading Association? It is devoted to a summary of investigations relating to reading compiled by Helen M. Robinson, Samuel Weintraub, and Helen K. Smith of the University of Chicago. In this review, the research is classified under six major topics: 1) Summaries of Specific Aspects of Reading Research; 2) Teacher Preparation and Practice; 3) The Sociology of Reading; 4) The Physiology and Psychology of Reading; 5) The Teaching of Reading; and 6) The Reading of Atypical Learners.

Lillie Pope's article, "A Reading Program for School Dropouts," which appears in the May 1966 issue of *Journal of Reading?* It describes the work of the Bureau of Instruction of JOIN (Job Orientation in Neighborhoods) in New York City. The article describes the clients of JOIN and the problems encountered in providing them with reading instruction.

A Guidebook for the Teaching of Reading by George B. Schick and Bernard Schmidt? This book, published by Psychotechnics Press of Chicago, is aimed at providing reading instruction from junior high school through college-adult levels. It should prove to be a useful source of data for reading specialists.

"The Meaning of Reading Tests" by Emans, Urbas, and Dummett in the *Journal of Reading* for May 1966? It attempts to show with a research project some pitfalls in evaluating the results of reading research. Teachers interested in evaluating reading improvement will find this article of interest and value.

Edmund J. Farrell's "Listen, My Children, and You Shall Read," published in the *English Journal* for January 1966? The author presents evidence that reading literature to youngsters is educationally sound and necessary. He suggests various ways to communicate effectively with children as well as ineffective ways of presenting literature.

Bases for Effective Reading? This book by Miles A. Tinker which is published by the University of Minnesota Press presents conclusions based on numerous studies of the basic psychological and physiological aspects of reading. Teachers will find of interest the discussion of factors underlying many reading problems and difficulties.