



**Allen, Janet (2000). *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Portland, ME: Stenhouse.**

Allen's number one rule for her reading classes is "Enjoy reading." Teachers who pick up this book will have little trouble following the rule. Allen writes in an easy to read style; weaving theory, experience, and case studies effortlessly through the text. As an experienced teacher and author Allen has a rich background of resources to bring to her writing. She mentions her own and others previous work and in the process suggests some of the best ideas from the past couple of decades.

Much of the author's work is with students who have experienced a bump or two in the road to reading and literacy. The insights that their problems provide will be useful to all reading teachers. Chapters focus on read-aloud, guided reading, providing independent options, reading texts, reading to improve writing, assessment, and evaluation. The book might be a good overview for new teachers or an enjoyable way to take a step back and reflect for more experienced teachers who feel a bit of burn out. Multiple appendices offer reading suggestions for both teacher and students.

Pages: **304** Price: **\$22.50** ISBN: **1-57110-319-8**

**Reviewed by Kate Corby, Michigan State University**

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**Cheatum, Billye Ann & Hammond, Allison A. (2000). *Physical Activities for Improving Children's Learning and Behavior: A Guide to Sensory Motor Development*. Champaign, IL: Human Kinetics Press.**

Cheatum and Hammond have written an excellent book for teachers and parents of children with learning, behavioral, or motor problems. They discuss the development process and the interrelationship of motor skills and learning tasks in clear, understandable language. At the same time, the authors do not oversimplify -- they use correct terminology. The average parent or teacher will encounter many new terms and concepts while reading the book.

The authors caution readers to be sure to be thorough in their use of the book, reading all the information presented before attempting to use the evaluations and activities described. This might be difficult for parents who are concerned about a child and are relieved to have a text that

offers something they can do to help, for every problem it describes. Most of the activities are not terribly complex, but they could be harmful if attempted inappropriately, especially if they contributed to further erosion of a child's sense of self esteem.

Some readers may question the level of disorder covered. Many of the problems illustrated are so severe that it seems unlikely they would go undiagnosed or untreated for long. Within the sections that discuss each problem area, a range of severity is usually discussed, so readers who really do read the whole section may find the information they need. While not a "must read" for everyone, those who are dealing with special children and lack the background to understand their problems will find this book a valuable resource.

Pages: **341** Price: **\$19.95** ISBN: **0-88011-874-1**

**Reviewed by Kate Corby, Michigan State University**

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**Larson, Colleen L. & Ovando, Carlos J. (2001). *The Color of Bureaucracy: The Politics of Equity in Multicultural School Communities*. Belmont, CA: Wadsworth.**

While our schools strive to serve all children equally they have never succeeded in doing so. Across the nation, in communities large and small, some children thrive while others struggle. Studies show that minority and lower economic class students have the most difficulty. Most teachers and school systems would like to change that. Larson and Ovando argue that schools don't analyze the problem in enough depth to be able to make effective change. Society at large has adopted the viewpoint of the dominant culture to the extent that what many school administrators view as simple common sense, or order keeping is in fact discrimination.

In the schools, administrators typically see their role as supporting the teachers and maintaining school rules and policies. The good intentions and judgment of the school are taken for granted, students or community members with an opposing view are often silenced or ignored. When problems do arise, they are seen as isolated incidents to be dealt with within the context of existing policy, rather than as indications of bigger issues to be explored and understood.

Many, particularly white school personnel, do not experience race as a factor in their everyday lives. The race blind policies already in place and increasingly supported by our society leads many to think that discrimination is a thing of the past. The difficulty of dealing with racial issues makes simply disciplining those involved in such incidents more attractive than exploring and examining the underlying causes.

By looking at multicultural issues from an administrative perspective this book offers a new twist on a familiar theme. Each of us is personally responsible for our own views and actions, but unless we also take responsibility for making our institutions responsive, we will not eliminate racism in our culture. As Larson and Ovando make clear, silence and acquiescence are the enemies.

Pages: **260** Price: **\$32.00** ISBN: **0534582125**

**Reviewed by Kate Corby, Michigan State University**

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**Meeker, Darin J., Stankovich, Christopher E. & Kays, Todd M. (2000) *Positive Transitions for Student Athletes: Life Skills for Transitions in Sport, College & Career.* Scottsdale, AZ : Holcomb Hathaway Publishers**

This is an instructors manual/textbook/workbook combination aimed at the CHAMPS/Life Skills classes that result from a NCAA and Division IA Athletic Directors' Association initiative. Interested individual athletes could also use the book. It takes readers through a personal assessment making sure student athletes recognize that skills developed in athletics, such as leadership or teamwork are valuable in other arenas. The second section places emphasis on skills that are essential in nearly any work environment: goal setting, communication, and decision making. The final section discusses career preparation, everything from choosing career possibilities to interviewing.

There are many general books on these topics that go into more detail on particular aspects of career planning. The authors don't really cover new ground, but they do make an effective case that an athlete's background may lead to special problems in the career planning area. Among the possibilities: lack of prior work experience, the need to have realistic expectations of one's athletic career and perhaps cope with no longer being a recognized figure, lack of self confidence in areas outside of sports. They deal with these unique issues very effectively and overall present a great deal of information in an easygoing accessible style.

The one thing I didn't like about the book is that the authors chose to have a list of references at the end of each chapter, but put their list of recommended Web sites and further reading in an appendix at the back. The reference lists will often be of more interest to the instructor than the student and should be at the back of the book. The further reading is an item I would display more prominently. Having those resources listed within the chapter they support, rather than just one general list at the end would have been a useful service.

Pages: **210** Price: **\$23.85** ISBN: **1890871222**

**Reviewed by Kate Corby, Michigan State University**



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