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We Suggest

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WE SUGGEST

Eleanor Buelke

Carter, Homer L. J., and McGinnis, Dorothy J.

Diagnosis and Treatment of the Disabled Reader

London: The Macmillan Company, Collier-Macmillan Limited, 1970.

Pp. vii + 370.

In this new book, authors Carter and McGinnis have addressed themselves to all those professional persons who, for one reason or another, are interested in identifying, understanding, and dealing with children with reading difficulties. In clear, concise, forthright fashion they have so arranged the format and ideas of the book that its meaning is unmistakable. Emphases in approaches, techniques, and procedures for diagnosis and treatment of disabled readers appear to be directly and consistently related to the writers' educational philosophy, and to their definition and concept of the reading process. They believe that, "Growth has many dimensions . . . Reading is an act of the total organism, and is an inseparable aspect of it."

Logically, Chapter I introduces the reader to this philosophy underlying the authors' points of view concerning the main thesis of the book. Subsequent chapters deal with identification and selection of disabled readers; two major approaches to the problem; causes of reading disabilities; use of observation, interviewing, and evaluative techniques for studying individuals; diagnosis of difficulties; treatment; and appraisal of remediation. In the concluding chapter, suggestions for prevention of reading maladjustment are practical, timely, and of value for all who help children benefit from multidisciplinary cooperation.

Suggested guided activities, questions and references at the conclusion of each chapter reinforce and complement ideas and information presented. These may be especially valuable when the book is used as a text for college classes. Any reader may find the Glossary an aid to understanding; for some, it may be essential. Classroom teachers, and particularly, specialists in the reading field will appreciate the materials presented in Appendices A, B, and C. Considered as a whole, *Diagnosis and Treatment of the Disabled Reader* views, in meaningful fashion, the positive features of an all-school attack on this ubiquitous problem of national concern. As such, it contains much of worth for the entire school teaching and administrative personnel, and parents, as well.

With sincerity, from a background of knowledge and experience, the two authors remind readers that:

1. Meaning in reading comes from the reader, not the printed page;
2. The treatment designed to remedy, cure, or mitigate a disability is only part of the whole school program devoted to the development of readers;
3. The relevancy of facts about individuals is understood only in relationship to the whole personalities of the individuals studied;
4. Programs leading to growth, as well as reports of pupil progress, are most effective when tailored to fit children's problems which are shared by their parents and assumed by their teachers; and
5. Appraisal of growth needs to be done in light of behavioral change/patterns; it should include consideration of children's proficiency in self-appraisal of their attitudes/performances.

Wisely, throughout their book, Carter and McGinnis seem to be saying, "that improved reading is the result of improved teaching, and in that pursuit many of us have a major stake."¹

1. A. Sterl Artley, "The Teacher Variable in the Teaching of Reading," *The Reading Teacher*, 23 (December, 1969), 248.