

10-1-1964

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Recommended Citation

(1964). Did You See?. *Reading Horizons: A Journal of Literacy and Language Arts*, 5 (1). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol5/iss1/6

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DID YOU SEE?

White Squaw? It is a fascinating true story of Jennie Wiley who was captured by Indians many years ago and with tremendous odds against her, finally escaped and returned to her own people. *White Squaw* is written by Arville Wheeler of George Peabody College for Teachers and is published by Eastern Kentucky Publishers, Inc., 76 Main Street, Paintsville, Kentucky.

The two articles discussing the value of ITA (Initial Teaching Alphabet) which appear in the September 1964 issue of the *NEA Journal*? John Downing and Ivan Rose speak out enthusiastically on behalf of ITA whereas Warren G. Cutts raises questions about its long-range effectiveness.

“The Joplin Plan and Traditional Reading Groups,” an article appearing in the October 1964 issue of *The Elementary School Journal*? It summarizes a study designed to determine whether the Joplin Plan produces significantly higher reading gains than the usual grouping plan for reading instruction in a self-contained classroom.

Listening by Stanford E. Taylor? This booklet is a new addition to the “What Research Says” series published by the Department of Classroom Teachers of the NEA. The booklet explores ways in which listening skills can be developed by students and adults.

The story of the Baltimore early school admissions project which is told in the *NEA Journal* for September? This project has been set up to seek answers to the questions: What happens when children from culturally deprived, poverty-ridden homes come under school influences a year earlier than is customary? Does enrichment gained by a pre-kindergarten year increase the chances for successful school experiences?

Anxiety as Related to Thinking and Forgetting by Frederick F. Lighthall? It is the latest member of the “What Research Says to the Teacher” series published by the NEA’s Department of Classroom Teachers.

The First R: The Harvard Report on Reading in Elementary Schools? This report by Mary C. Austin and Coleman Morrison is based on careful research. The general conclusion is that present-day reading programs are mediocre at best and not designed to produce a future society of mature readers. Forty-five recommendations for reading instruction improvement are made. The book is published by Macmillan Company.