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## Ten Second Reviews

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# TEN SECOND REVIEWS

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Perhaps the one thing television can do best in the teaching of reading skills is to help classroom teachers do a better job.

—Harold M. Nason

Carner, Richard L., "Considerations in Planning a Television Reading Program," *The Reading Teacher* (November, 1962), 16:73-76.

Carner emphasizes that the successful use of television for reading instruction depends upon the appropriate use of lesson plans, materials, and follow-up activities. Realistic objectives and the active participation of classroom teachers are essential factors.

Carner, Richard L., "The Effect of Television of Reading Instruction on Attitudes Toward Reading," *Elementary English* (March, 1962), 39:234-36.

The findings of a recent study in New York by Carner and Sheldon suggest that certain aspects of televised instruction other than achievement in content areas are significant. He noted that reading instruction through television has desirable effects upon the attitudes of pupils toward reading, particularly where negative attitudes are predominant.

Cassirer, Henry R., "Television Teaching Today. *UNESCO*, Educational Scientific and Cultural Organization, Paris, 1960, 147-162.

The correct use of television, as reported by Cassirer, will bring about a recasting of the manner in which knowledge is presented to students. Television strikes chords in the learner which do not respond to the printed page. An example of a successful televised reading program in Pittsburgh, which he cited, had three objectives: (1) to arouse a desire to read, (2) to teach reading skills, and (3) to improve word skills.

Detroit Public Schools, *Come Let's Read*, Presented by Department of Language Education and Television Teaching Program of the Division for Improvement of Instruction. Detroit, Second Semester, 1962-1963.

This course of study for third grade children is designed to take advantage of both the homeroom and television teacher in offering a systematic co-ordinated program of reading instruction.

Flierl, Nina, "Planning and Producing TV Programs in Reading," *The Reading Teacher* (October, 1957), 11:17-22.

Flierl points out that almost any reading subject area can be taught by television. In preparing the program emphasis must be on the timing and completeness of each unit. Step-by-step procedures for planning and producing TV programs on the elementary level in reading are presented.

Ford Foundation, *E.T.V.*, Ford Foundation Pictorial Report, Office of Reports, New York, March, 1961.

The report states that students who receive television instruction accept more responsibilities for their own learning than those taught with conventional methods. Findings cited indicate that there is no significant difference in achievement between students in television classes and comparable students in regular classes. Furthermore, it was reported, that the remedial and developmental reading programs given on television eliminate the need of special reading classes with their possible stigma and at the same time increase the reading speed of pupils with average or good reading ability.

Golterman, Elizabeth, "Uniqueness of Each," *Childhood Education* (December, 1962), 39:162-168.

The unique qualities that are common to radio, films, television, and other media are: (1) They help people to learn more in less time. (2) They overcome the limitations of time, size and space. (3) They make it possible for all members of a group to share a joint experience. Television, the author says, can combine excerpts from films, pictures, tape recordings, and a variety of other media and bring visually to the classroom much that few teachers would otherwise be able to contribute.

Hunt, Lyman C., "Let's Not By-Pass the Reading Teacher, *The Reading Teacher* (October, 1957), 11:37-43.

Hunt emphasizes that learning to read is a personal matter and demands intimate contacts between child and teacher. He suggests that television should be used for teacher training rather than for teaching children.

McDonald, Arthur S., "Television, Books, and School Marks, *Journal of Developmental Reading* (Autumn, 1959), 3:27-35.

Television and reading activity reflect the individual's degree of willingness to engage in highly purposeful, intellectual activities. Reading, which requires more ability than television, engages the mind of the reader and compels him to meet the author at least part way, while TV can occupy time without occupying the mind. Teachers, McDonald suggests, should aid their students to define their goals and then educate them to choose media most appropriate for given objectives.

Murray, Walter I., and Karel Newman Rose, "Utilizing Television in Teaching Children's Literature," *Education* (January, 1962), 82:309-311.

The purposes of the project described by the authors were: (1) to find effective methods of presenting to a large group the various ways of judging, demonstrating, and utilizing children's literature, and (2) to explore the characteristics and potentialities of television as an educational medium. Television, the authors found, can focus on details and data which would be difficult to present to even a small "live" class.

Nason, Harold M., "The Use of Television in Teaching Reading," *Reading as an Intellectual Activity*, International Reading Association Conference Proceedings, J. Allen Figurel (ed.), 1963, 8:173-177.

The future of the use of television in the reading program, Nason predicts, depends primarily on how we educate ourselves regarding its use and how thoroughly and thoughtfully we profit from the many experiments now in progress. Individual school programs cannot be originated to meet the needs of every student and all local conditions. An attempt must be made in television teaching to meet the needs of the majority.

Sheldon, William D., "Television and Reading Instruction," *Education* (May, 1960), 80:552-555.

Results of a first year experiment conducted by Sheldon indicate that further elaboration and control over many variables are needed and additional information concerning the transfer values of TV instruction in reading skills to other content areas is necessary.

Smith, Mary Howard, (Ed.) *Using Television in the Classroom*, Midwest program on Airborne Television Instruction. McGraw-Hill Book Company, Inc., New York, 1961.

This volume has been produced by the Midwest Program on Airborne Television Instruction to introduce teachers to instructional television and give suggestions for its use.

Smith, Nila Banton, "Television: A Challenging Frontier," *The Reading Teacher* (October, 1957), 11:9-10.

The appeal of television is one of the arguments in favor of its use as an education tool. Television, however, cannot replace teacher in the classroom. The teacher must conduct and supervise first-hand experiences; guide discussions, problem solving and critical evaluation; provide follow-up practice, and do testing and remedial work; as well as many other activities requiring personal contact with students.

Spiegler, Charles G., "TV Sends Them to the Library," *The Reading Teacher*, (October, 1957), 11:23-26.

Spiegler reports that there is mounting evidence that the enthusiasm and curiosity generated by television are natural springboards to children's reading. Television is not a challenge to reading but a stimulus toward it. Many young people all over the country are reluctant readers; they could read but don't. Television oftentimes sends them to the library.

Target, Donald T., *Television and Our Schools*. The Ronald Press, New York, 1961, 40-65.

This book describes the techniques essential for direct teaching by television and offers program ideas for schools, colleges, in-service training and adult education. Emphasis is

on planning for the use of television, viewing procedures, and follow up activities.

Umans, Shelly, *New Trends in Reading Instruction*. Teachers College, Columbia University, 1963, 92-99.

Television can be used for reading instruction in much the same way as films. Students can be grouped in large units or small units to view telecasts. Results from experiments indicate that television instruction is at least as effective as conventional methods and more effective for lower aptitude groups.

Witty, Paul, "Children, TV and Reading," *The Reading Teacher* (October, 1957), 11-16.

For some children television can be an asset if they are encouraged to read widely from materials associated with interests engendered by television. Although television is not often the single cause of poor reading, it does offer a real temptation for children who read poorly to escape into a pleasant effortless pastime.