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Ten Second Reviews

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placed between that on the conjunction and that on the sentence; the chapter on *ain't* between that on the form of plurals and adverbs, and that on alliteration.

Lack of index and what seems to be rather haphazard ordering of the material does have the advantage, however, of making one read the book through, of not allowing him to dig for a nugget here and there. This is an advantage for the reader who has leisure and some background in the theory and practice of prescriptive grammar because Mr. Foley's examples are fresh and to the point and his own use of English pleasantly meticulous.

Ten Second Reviews

By Dorothy J. McGinnis
Western Michigan University

Anderson, Paul S., "Group for Better Reading," in Oscar S. Causey's *The Reading Teacher's Reader*, pp. 96-100. The Ronald Press Company, New York, 1958.

The value of knowing the needs, interests, and abilities of each child, instructional materials, and the teacher's own abilities as well as the administrative situation are factors which, according to this writer, must be considered in determining how to group for reading. Three important questions are answered. They are: Why would a teacher use one basic reading program? Would the program be better if each group followed a different set of basic readers? What will happen as children progress through the grades?

Austin, Mary C., "Organizing the Class for Effective Development of Basic Skills," *Reading In Action* (1957), 2:89-90.

Four current grouping practices are briefly described in this article. Miss Austin states that factors other than homogeneity of reading achievement should receive greater consideration in our grouping plans. She specifically mentions the social structure, social class, and personality structure of the reading group

as being important. She points out that each school must evaluate continuously its grouping practices in the light of its particular needs and objectives.

Betts, Emmett Albert, "Developing Basic Reading Skills Through Effective Class Organization," *Education* (May, 1958), 78:561-576.

This is a comprehensive article on how basic reading skills can be effectively developed through class organization. A detailed discussion of grouping is followed by a thorough explanation of individualized reading. Betts makes a plea for children, parents, and teachers to cooperate in providing for individual differences.

Bremer, Neville, "First-Grade Achievement Under Different Plans of Grouping," *Elementary English* (May, 1958), 35:324-326.

The writer summarizes the results of a two-year experiment, involving 255 first-grade pupils each year, to determine the progress in reading during the first grade of heterogeneous grouping and of grouping on the basis of low, average, and high-readiness status.

Canfield, James K., "Flexibility in Grouping for Reading," *The Reading Teacher* (December, 1957), 11:91-94.

The opinions and practices of twelve intermediate grade teachers on grouping for reading are summarized in this report. In general, achievement serves as the major basis for placement of pupils in reading groups. Variability and flexibility are achieved through whole class organization, interest grouping, special assignments, and shifts in pupil placement during the school year. The teachers cited three major drawbacks to ability grouping. They are: (1) the time-consuming preparation needed, (2) limits to the number of groups and special pupils with which the teacher can work, and (3) the individual differences which remain unmet through lack of time and class size.

Carlson, Esther Skonnord and Joyce Northrup, "An Experiment in Grouping Pupils for Instruction in Reading," *Reading for Today's Children*, Thirty-Fourth Yearbook, The National Elementary Principal (September, 1955), 35:52-57.

This is a detailed account of the attempts of fourth grade teachers to meet the needs of all children in reading. Pupils were assigned to heterogeneously grouped homerooms for all instruction except reading. Each day one hour of concentrated reading instruction was given to children who were classified according to achievement in reading, emotional stability, maturity, motor coordination, oral reading ability, and IQ. No statement was made as to how these factors were measured. The article outlines goals and methods for the superior and retarded reading groups and summarizes the advantages and disadvantages of this type of reading program.

Coleman, Mary E., "Differentiated Reading Instruction," *Proceedings of the Thirty-Third Annual Education Conference* held at the University of Delaware (March, 1951), 2:3-5.

The author believes that the skillful teacher will vary methods of grouping as he varies his teaching procedures to the particular needs of the children at a particular time. Grouping on the basis of reading level, specific weaknesses, interest, and friendship is discussed.

Daniel, Mary Ann, "You Can Individualize Your Reading Program Too," *Elementary English* (November, 1956), 33:444-446.

A fifth grade teacher describes her first efforts to combine grouping with an individualized reading program. The suggestions provided undoubtedly will be helpful to other teachers contemplating a similar approach to the teaching of reading.

Dawson, Dan T., "Some Issues in Grouping for Reading," *Reading for Today's Children*, Thirty-Fourth Yearbook, The National Elementary Principal (September, 1955), 35:48-52.

A brief examination of the background of grouping is provided and the philosophical, sociological, and psychological issues in grouping children for instruction are discussed. The author contends that the problem is one of achieving a psychologically desirable balance between the personal requirements of the child and the need to organize and systematically present experiences in the content field. This, he states, can be facilitated best through flexible groupings within the classroom.

Dolch, E. W., "Groups in Reading," *Elementary English* (December, 1954), 31:477-484.

Dr. Dolch maintains that reading in this country is taught by the whole-room method, the two-group method, and the three-group method. He describes and points out the difficulties and dangers of each. He states that there is "no best method of grouping for everybody everywhere" and suggests five factors to help teachers in deciding which type of grouping to use.

Floyd, Cecil, "Meeting Children's Reading Needs in the Middle Grades: A Preliminary Report," *The Elementary School Journal* (October, 1954), 55:99-103.

This is a description of an attempt by the assistant superintendent of schools at Joplin, Missouri, to develop a workable program for dealing with the wide range of reading abilities in grades four through six. Children were classified, according to reading level, into nine groups for basal instruction in reading and into five heterogeneous groups for recreational reading. Results are reported in terms of teacher and student reactions.

Gray, William S., "Role of Group and Individualized Teaching In A Sound Reading Program," *The Education Digest* (March, 1958), 23:44-46.

Dr. Gray asserts that the real issue is not which of the two procedures, group and individualized teaching, is the better but rather what is the role of each in contributing to more effective pupil development in reading. An attempt is made to describe how the two approaches to the teaching of reading can be used.

Hester, Kathleen B., "Grouping By Invitation," *The Reading Teacher* (December, 1957), 11:105-108.

The working plan of "grouping by invitation" is explained in detail. Included is an illustration of a progress record which can be used by the students participating in this plan.

Smutter, Faith, "The Pros and Cons of Grouping," *The Reading Teacher* (December, 1953), 7:74-78.

Miss Smutter raises the question of the value of homogeneity of achievement level as a basis for learning. She maintains that

research regarding personality development, social structure of groups, and social class influences on learning insert new elements into theories of learning and motivation and that in the light of this recent research, it is essential that teachers evaluate grouping procedures to see what issues are involved, to see what purposes are served, and to determine whether criteria other than achievement level may be effective as a basis for classroom grouping.

Thomas, Edith M., "Grouping in the Classroom," *Childhood Education* (October, 1953), 30:69-71.

The author maintains that grouping should be a "shifting process as the needs, interests, and capabilities of the children vary." She discusses school-room grouping practices and four types of groups: skill, study, experimental, and interest.

Whipple, Gertrude, "Good Practices in Grouping," *The Reading Teacher* (December, 1953), 7:69-74.

This article discusses four patterns of grouping utilized today in the public schools and emphasizes the need for flexibility in grouping. Suggestions for using the flexible grouping plan are provided and several practical activities for worthwhile independent activities for children are described. The author stresses the need for cooperation of teachers, supervisors, and administrators and shows how school leaders can facilitate the teacher's efforts to improve instruction in reading.



There are four kinds of readers. The first is like the hour-glass; and their reading being as the sand, it runs in and runs out, and leaves not a vestige behind. A second is like the sponge, which imbibes everything, and returns it in nearly the same state, only a little dirtier. A third is like a jelly-bag, allowing all that is pure to pass away, and retaining only the refuse and dregs. And the fourth is like the slaves in the diamond mines of Golconda, who, casting aside all that is worthless, retain only pure gems.—Coleridge.

Some read books only with a view to find fault, while others read only to be taught: the former are like venomous spiders, extracting a poisonous quality, where the latter, like the bees, sip out a sweet and profitable juice.—L'Estrange.



Some read to think, these are rare; some to write, these are common; some to talk, and these are the great majority.—The first page of an author not unfrequently suffices all the purposes of this latter class, of whom it has been said, they treat books, as some do lords, inform themselves of their titles, and then boast of an intimate acquaintance.—Colton.



They that have read about everything are thought to understand everything too; but it is not always so. Reading furnishes the mind only with the materials of knowledge; it is thinking that makes what we read ours. We are of the ruminating kind, and it is not enough to cram ourselves with a great load of collections. Unless we chew them over again, they will not give us strength and nourishment.

—Channing



He picked something valuable out of everything he read.—Pliny.



Had I read as much as others, I had remained as ignorant as they.—Hobbes.

There are three classes of readers: some enjoy without judgment; others judge without enjoyment; and some there are who judge while they enjoy, and enjoy while they judge. The latter class reproduces the work of art on which it is engaged.—Its numbers are very small.
—Goethe.



I read for three things: first, to know what the world has done during the last twenty-four hours, and is about to do today; second for the knowledge that I especially want in my work; and third, for what will bring my mind into a proper mood.—H. W. Beecher.



Reading is seeing by proxy.—Herbert Spencer.



What blockheads are those wise persons, who think it necessary that a child should comprehend everything it reads.—Southey.



As you grow ready for it, somewhere or other, you will find what is needful for you in a book.—George Macdonald.



The man who is fond of books is usually a man of lofty thought, and of elevated opinions.—Dawson.



You may glean knowledge by reading, but you must separate the chaff from the wheat by thinking.—Osborn.