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Reading **HORIZONS**



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READING HORIZONS

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President's Message

Independent thinking and independent action have never been more important to man's existence. Independent thinking is based upon ideas gathered from real and vicarious experiences. Since the printed word is still the most potent element in providing vicarious experiences we, the teachers and parents, have a grave responsibility for seeking better and better ways of helping all the boys and girls develop more effective reading skills, habits, and tastes. We cannot do this unless at the same time we become more concerned about our own skills, habits, and tastes. It is with this in mind that we proudly present this edition of *Reading Horizons*.

Esther Schroeder

Editorial Policy

There is need for a journal devoted to reading which teachers and graduate students in Michigan feel belongs to them. To this end, *Reading Horizons* is dedicated. The classroom teacher has new instructional ideas which have been useful in her teaching and which can be helpful to others. Research and publication by educators should be encouraged if progress in the teaching of reading is to be assured. *Reading Horizons* is designed to facilitate these objectives. Articles of merit written by teachers in the field and prepared by graduate students should be made available as soon as possible for the consideration of their colleagues. In providing this opportunity, *Reading Horizons* can encourage productive scholarship, leadership, and service in the field of education.

Homer L. J. Carter

The Juvenile on Probation and Reading Retardation

W. William Blackmore

Introduction

The fact that delinquent boys tend to read at levels below their mental age is fairly well established in the literature (3). The suggestion is strong that delinquency and reading retardation may share a mutual etiology and causal relationship. Even stronger is the suggestion that the possibility of the rehabilitation of the delinquent youth on probation may be greatly enhanced if he is treated for reading retardation (5).

Purpose

It is the purpose of this study to ascertain whether or not delinquent boys on probation to the Kalamazoo County Juvenile Court are retarded in reading, and, if so, to determine what relationship exists between such retardation and other factors, such as intelligence quotient, school grade, family milieu, and apparent adjustment to probation.

Methodology

A random sample of 33 delinquent boys on probation to the Kalamazoo County Juvenile Court was individually administered the Detroit Reading Test in the appropriate form. Tests were given to the boys prior to their regular conference with their probation counselor. The test results were then scaled according to the reading grade level achieved, and this result in turn was compared with the boy's age and actual grade placement to establish in a quantitative amount whether or not the boy was at, above, or below grade level in reading. These data were then compared with selected data derived from the boy's court record, his probation counselor and his school record.

Results

At the time the test was administered the boys tested were of an average age of 15 years 7 months. They ranked from 12 to 18 years of age as follows:

Table 1
Age Distribution

Age	12	13	14	15	16	17	18
Percent	3	9	9	21	52	3	3

Schools attended by the boys were:

Table 2
School Distribution

	Percent
Kalamazoo City Schools	61
Kalamazoo County Schools	21
Parochial Schools	12
School Drop-outs	6

Examination of grade placement of the 33 boys reveals:

Table 3
Grade Placement

Grade	3	4	5	6	7	8	9	10	11	12
Percent				3	9	18	18	31	18	3

Further analysis of actual grade placement reveals that, of the 33 boys examined, 21% were retarded one grade in school and 3% were retarded two grades. The remainder, 76%, were in their apparent proper grade placement according to their chronological age.

The test results obtained from administration of the Detroit Reading Test placed the boys in terms of grade level in reading as follows:

Table 4
Reading Level

Grade	3	4	5	6	7	8	9	10	11	12
Percent	3			31	31	20	15			

In comparison with their grade placement, the 33 boys are retarded in reading on the average of 2 years 6 months, and when an adjust-

ment is made to take into account those boys who are behind their proper grade level, the average reading retardation increases to 2 years 8 months.

The Detroit Reading Test results permit some analysis of where the reading problem of the person taking the test is to be found, i.e. in terms of interpretive questions and factual questions missed. For the purpose of this study a detailed review of this area was not made, although this should be an important area to consider in future studies.

Court Records

The court records of the 33 boys tested on the Detroit Reading Test were examined with a two-fold purpose in mind: to determine whether or not any correlation between court records and test result data existed, and to attempt to determine whether or not the statistical population as randomly selected for this study compared with the total male probation population of the Kalamazoo County Juvenile Court.

In comparing reading test results with such factors as: living arrangements of the child, parental marital status, source of referral, parental educational background, parental employment, family income and reason for referral of the boy to the court, no statistical relationships of any particular significance were found.

When a comparison of the statistical information derived from the court records of the 33 boys in question is compared with those of the total probation population of the court, and again with statewide statistical information, similarities are great. Statistics covering the sample population are as follows:

Table 5
Whereabouts On Referral

Boy Living With:	Percent
Both parents	70
Mother only	24
Mother and stepfather	6
	100

Table 6
Marital Status of Parents

Natural Parents:	Percent
Married, living together	67
Marriage intact, not living together	3
Divorced	24
Separated or deserted	3
Unmarried	3
	100

Table 7
Source of Referral

Referrer:	Percent
Law enforcement officer	88
Parent or parents	9
School	3
	100

Table 8
Reason for Referral

Reason:	Percent
Auto theft	12
Other stealing	40
Damage to property	3
Assault	6
Sex offense	3
Official traffic	0
Misconduct	15
Running away	0
Incorrigibility	6
Truant	9
Other (forgery)	6
Total	100

Table 9
Education of Parents

Grade Area Attained:	Fathers Percent	Mothers Percent
Grade School (1-8)	15	27
High School (9-12)	57	64
College (1-7)	7	9
Not Known	21	0
Total	100	100

Family incomes of the 33 boys involved in the study covered a range of \$1,560.00 per annum to an amount in excess of \$22,000 per annum. In many instances, income information was lacking, or of questionable reliability. Of the mothers of the 33 boys in question, 55 percent were not employed, 39 percent were employed fulltime and 6 percent were employed in part. The average number of siblings of the group tested was 1.8 per family.

Mental Maturity

An attempt was made to compare mental maturity of the 33 boys tested with the scores obtained by them on the Detroit Reading Test. Data pertaining to the intelligence of the boys were derived from the following sources:

Table 10
Mental Factor Information

Source:	Percent
Schools	91
Boys Vocational School	3
Public Children's Agency	3
Kalamazoo County Juvenile Court	3
Total	100

Test information from the schools came from the student's Cumulative Record (CA-39), and in the case of agencies, from agency files.

Tests administered to the 33 boys ran the gamut of general classi-

fication and screening tests and differential aptitude batteries. It quickly became evident, because of varying test norms, reliabilities and validities, that comparisons of mental factors between boys or with reading retardation scores would not be feasible and consistent with general practice pertaining to tests as discussed in the literature (1).

Nevertheless, within rough limits, some measure of grouping is possible. When all mental factor items are grouped, the following information is obtained:

Table 11
Mental Factor Grouping

General Classification:	Percent
Below Average (70-89)	18
Average (90-110)	52
Above Average (111-150)	18
Not Available	12
Total	100

It may be seen that reading retardation is not solely a problem of low mental ability. Quite to the contrary, at least 70 percent of the boys were generally classed as being of average to above average intelligence. Yet only one of the 33 boys tested was reading at grade level. All the rest were retarded to some degree. One boy with an intelligence quotient of 126 was 4 years 7 months retarded, while yet another boy with an intelligence quotient of 148 was 5 months retarded. Furthermore, there is some evidence pointing to the fact that tests given to retarded readers which rely primarily on tests of verbal intelligence are very apt to give an erroneous picture of the learning capacity of the children involved (6) (7). Most certainly more uniform data from accepted testing instruments will be of great diagnostic use in working with retarded readers on juvenile court probation.

Probation Factors

Each of the 33 boys on probation to the Kalamazoo County Juvenile Court in the sample under consideration has a probation counselor. It is the job of the probation counselor, in addition to making investigative reports, to supervise the boy on probation and effect

his rehabilitation (4). Most of the boys in the sample are well-known to their probation counselors, and had been reporting for counseling interviews for periods from 4 to 24 months.

Probation officers were asked to rate the boys in their caseload, without any prior knowledge on their part of reading test results, in terms of poor, fair or good adjustment. The average reading retardation for the boys in each group was then established, with the following results:

Table 12
Adjustment and Reading Retardation

Group	Percent	Years Retarded
Poor	22	3.25
Fair	39	2.6
Good	39	2.0
Total:	100	

The foregoing table strongly suggests that there is a relationship between adjustment while the child is on probation and reading retardation. Undoubtedly, reading retardation in delinquent boys is symptomatic (4), and most certainly is an area for further study.

All 33 boys were rated by their probation counselors on the Glueck Prediction of Behavior of Male Juvenile Offenders During Straight Probation Table (2). This analysis served to draw from the probation counselor his evaluation concerning family inter-relationships quite possibly associated with the etiology of the adjustment disturbances in the child. The Glueck table takes note of factors found to have prediction value of success or failure of boys while on probation, such as parental discipline, levels of school retardation, school misconduct and the birthplace of the child's father. The table provides for the establishment of "violation" scores and their interpretation into score classes which can be related in turn to probable violation rates of probation. The Gluecks urge that the "cautious employment of prediction devices should act as a spur to general improvement in sentencing, treatment, and releasing practices and to a search for more promising devices" (2). It is in this spirit that the prediction device is used in this study.

Table 13
Probation Adjustment and Violation Prediction

Adjustment Class & Average Retardation	Predicted	Violation	Rates	Total
	36.0%	66.7%	85.6%	Percent
Poor (—3.25)	14	14	72	100
Fair (—2.6)	15	23	62	100
Good (—2.0)	38	31	31	100

From the foregoing table it may be seen that the Glueck prediction table relates to evaluation of probation adjustment and shows Detroit Reading Test scores which denote reading retardation on the part of the 33 boys in the sample.

Summary

Most certainly caution must be used in making generalizations concerning delinquent youth placed on probation and apparent reading retardation. It appears that symptoms may be confused with causes, and that over-simplification of the problem, particularly in terms of treatment entities, may be an attractive pitfall. Nevertheless, it seems, in view of the fact that there is some relationship or association, not yet understood, between reading retardation and delinquency, that efforts to relieve adjustment problems must certainly include remedial reading measures. It is true that this may alleviate only the symptom, but certainly such relief in and of itself will have a most salubrious effect on the total adjustment pictures of delinquent boys. And, most certainly, the foregoing material points to a need for further field study of the whole problem of reading retardation, delinquent behavior and methodology at the juvenile court level with youth on probation.

Recommendations

1. That every child, prior to placement on official probation, be given a standard intelligence test.
2. That every child, prior to placement on official probation, be given a standard reading test.
3. That every child, prior to placement on official probation, be rated on a Glueck Prediction of Behavior of Male Juvenile Offenders During Straight Probation Scale.

4. That remedial reading training for boys on probation be secured from Kalamazoo schools.
5. That a more intense study be made of reading retardation etiology and its effect on boys on probation to the Kalamazoo County Juvenile Court.

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A Point of View Concerning Anxiety and Its Relationship to Reading Achievement

Dorothy McGinnis

Emotional adjustment seems to be a significant factor to consider in the diagnosis and treatment of reading difficulties. This statement is substantiated by a number of studies which have been made to investigate the incidence of emotional disturbances in retarded readers. Misseldine (18) studied the emotional background of thirty children with reading disabilities and concluded that practically all of the children tested were "insecure," "restless," and "emotionally ill." A study by Ellis (9) led him to conclude that there are emotional factors in many, if not all, cases of reading disability. Sylvester and Kunst (23) reported that all pupils with reading difficulties have emotional problems. Other investigators are more conservative in their estimates of the incidence of emotional disturbances. For example, Witty (24) indicated 52% and Challman (7) and Gates (14) each stated 75%. Regardless of variance, all studies suggest that emotional disturbance is a significant factor which the reading therapist must consider. Therefore, it may be inferred that an understanding of emotion as a behavioral mechanism is of real value to the prospective reading clinician. Since emotion is a relatively broad subject, this paper will be limited to a discussion of one aspect of emotion, anxiety, and its effects on learning. The study of this topic appears to be a fruitful venture for in the final analysis all human behavior can be seen as direct or indirect attempts to cope with anxiety.

A Point of View Concerning Behavior

Students and investigators, in their attempts to study anxiety and its relationship to reading achievement, will naturally be attracted by theories which appear promising in their applicability to classroom and clinic teaching. For this reason, the phenomenological concepts of Snygg and Combs (22) have been selected. Their philosophy for understanding individual behavior and their explanations of the dynamics by which individuals come under tension provide a frame of reference which appears especially useful in a reading clinic.

A brief resumé of their point of view is provided. They postulate that behavior is determined by the individual's phenomenal field. The phenomenal field is a function of the organism and cannot be observed directly. It is "the entire universe, including the individual himself, as it is experienced by the individual at the instant of action." (22) Through a process of differentiation, the sensations experienced by an organism become divided into his *self concept* consisting of his understanding of those characteristics of himself which are definite and fairly stable; the *phenomenal self* which includes all the things, events, and people with which he is personally involved; and the *phenomenal world* which is the world as he sees it. The way an individual reacts is determined by his own perceptions and points of view. The interpretations which he makes of the world are governed by his basic need, the preservation and enhancement of the phenomenal self. What a person does and how he behaves are determined by the concepts he has of himself and his abilities.

An Illustration of the Development of the Phenomenal Self in the Case of a Retarded Reader

The role of the phenomenal self in controlling behavior is an important one. The following report shows how it develops and affects behavior.

Allen was referred to the Psycho-Educational Clinic, Western Michigan University, by his parents. At the time he was twelve years and six months old and in the fifth grade. He had spent two years in the first grade, two years in the third grade, and had been conditionally placed in the fifth grade. His achievement in all school subjects was far below average. Test results showed that he was of better than average intelligence. No visual nor auditory abnormalities were discovered. A variety of instructional techniques by several teachers had failed to be effective. It was the opinion of the clinic that physical and mental factors as well as teaching methods could not account for his inability to learn.

The teacher described Allen as "way above the other children in his ability to converse. He seems to have good judgment and a high degree of common sense, but he won't try to do his work in the school-room. When I ask him why he won't read to me, he says, 'I'm dumb. You'd better work with the other kids. I can't learn. I guess I was

just born dumb.' He's not well liked by the other children because he refuses to participate in their activities."

Allen reported that he hated school. This statement was substantiated by the parents for they indicated that "every day there's a real battle at home to get Allen to go to school. In all other respects, he is obedient and presents no behavior problems."

Interviews with the parents revealed that Allen was an only child and that his mother did nearly all the difficult things for him. Even though he was twelve years old, his mother still continued to prepare his bath water and to help him dress for the day.

When Allen was asked why he had come to the clinic, he replied, "I don't know. I guess to find out how dumb I am. You can't help me. I can't learn to read. I'm dumb."

An analysis of this brief report shows how Allen developed a concept of inadequacy and how his opinion of himself affected his achievement level. The boy was treated as an incompetent individual by his parents. He was overprotected at home, and in school he was placed in situations where he consistently experienced failure. These situations made it easy for him to accept and maintain the concept that he was "dumb." Even his explanation for his referral to the clinic helped him to maintain his self concept of incompetence. It is conjectured that Allen felt that if he were normal and able to read he would be confronted with problems and responsibilities with which he was unable to cope. Apparently, evidences of success in learning to read appeared threatening to him and were rejected.

Self Concept and Anxiety

The preservation and maintenance of the phenomenal self is considered to be a basic need. Striving for satisfaction depends upon the level and unique character of the individual's perceptions. If these result in behavior which is adequate to meet life situations, the individual will feel happy and effective and will function with little disturbance. If they are inadequate, he will feel unhappy, frustrated, and ineffective. The emotion that results when needs are threatened or thwarted is called anxiety. Learning to read is a critical and difficult task. Success or failure in this endeavor has far-reaching social consequences. If the child does poorly, respect of his parents, acquaintances, and his own self-worth are threatened. The test of learning to read, in

a sense, becomes a test of a child's status and hence may become a real source of anxiety.

Characteristics of an Anxiety Reaction

Some of the obvious indications of anxiety are hyperactivity, restlessness, and inability to attend for more than brief periods. As the anxiety becomes more severe, inefficiency, lack of interest, inhibition, and generalized fear become part of the individual's repertoire of behavior. All of these manifestations of anxiety have been observed in retarded readers. Gann (12) found that poor readers are "emotionally less well adjusted and less stable"; that they are "insecure and fearful in relation to emotionally challenging situations"; and that they are "socially less adaptable in relation to the group." She also found that poor readers react to their emotional maladjustment by turning to less favorable activities for compensation, rather than to academic achievement. She contends that they use phantasy and solitary activity as compensation.

A study of 13 children before and after entrance to first grade led Castner (6) to list eight traits as significant for reading failure. Two of the traits were instability and excitable personality, and he explained the effects by reporting that "many of these children are of the active, talkative, energetic, excitable type, not necessarily uncooperative in the interviews and examinations, but showing fluctuations of attention and oftener a greater or less degree of instability."

As a result of a cursory psychiatric study of a number of poor readers, Sherman (20) concluded that the most common reactions are: indifference to failure with compensatory interests in other areas; withdrawal of efforts; antagonism to academic problems with defense reactions; and refusal to improve reading as a bid for further attention.

Daydreaming, seclusiveness, lack of interest, "laziness," inattention, absent-mindedness, and sensitiveness are listed by Blanchard (5), while Monroe and Backus (19) have found aggressive opposition, withdrawal, either direct as truancy or indirect as in daydreaming; compensating mechanisms; defeatism; and hypertension with anxieties and nervous mannerisms.

On the basis of 100 random cases of reading disability, Gates (13) found only 8 who developed constructive compensations. The other cases exhibited the following symptoms of personality maladjustment:

1. Nervous tensions and habits, such as stuttering, nail-biting, restlessness, insomnia, and pathological illness.
2. Putting on a bold front as a defense reaction, loud talk, defiant conduct, sullenness.
3. Retreat reactions such as withdrawal from ordinary associations, joining outside gangs, and truancy.
4. Counterattack, such as making mischief in school, playing practical jokes, thefts, destructiveness, cruelty, bullying.
5. Withdrawing reactions, including mind-wandering and day-dreaming.
6. Extreme self-consciousness; becoming easily injured, blushing, developing peculiar fads and frills and eccentricities, inferiority feelings.
7. Give-up or submissive adjustments, as shown by inattentiveness, indifference, apparent laziness.

Examination of this summary reveals a body of widely varying conclusions. The manifestations listed by most writers might be summarized in one of four categories: *aggression*, *withdrawal*, *loss of emotional affectivity*, and *general tenseness*.

Effects of Anxiety on Learning

The function of anxiety in learning is not too well understood. A great deal of learning takes place because individuals seek to avoid or reduce anxiety. On the basis of this statement it seems logical to infer that many children learn to read partly because all their friends are learning to read and they do not want to experience the anxiety of feeling different or left out of the group. There is some experimental evidence which suggests that anxiety contributes to learning. Allison and Ash (1) introduced an element of anxiety on learning from films by telling students that the film and the test would prove whether they were good or poor learners, and that if students did not learn the material, it would prove they did not belong in college. They were also told that the scores of each student would be read aloud in class. The results of this study indicated that raising the anxiety was accompanied by an improvement in the scores made on the test.

Some individuals have too much anxiety. They have difficulty in learning tasks that are important or necessary if they are to grow toward maturity. Snygg and Combs explain that an overabundance

of anxiety has the effect of "narrowing our perceptual field." As a result, important details in our environment are ignored. For example, on examinations students are likely to misread test questions, forget important facts, and perform at a level that does not reflect a true indication of their competence. A study by Beier (3) seems to confirm the hypothesis that an overabundance of anxiety will interfere with ability to learn. He found that "individuals who are faced with threat and who are in a state of anxiety show a loss of the 'abstract' qualities, or more specifically, face a loss in flexibility of intellectual function."

An interesting study was conducted by Mandler and Sarason (17). They compared the abilities of persons with high and low levels of anxiety to learn a manipulative task. A high level of anxiety apparently interfered with the performance at first. As the experiment proceeded, however, the anxiety drive appeared to operate to help the "high-anxiety" group improve their scores. Reporting of success or failure resulted in improvement in the scores of the "low-anxiety" group but depressed the scores of the "high-anxiety" group. There was greater variation in the scores made by "high-anxiety" individuals. Apparently anxiety is not a stable factor in learning but has a differing effect on different individuals.

From this evidence, it may be inferred that if children are to learn, some minimal level of anxiety is desirable. However, parents and teachers who continually find it necessary to increase the anxiety level may be creating more problems than they solve.

Implications for the Reading Teacher

When we consider the high incidence of emotional tensions in children experiencing difficulty in reading and the results of research investigations of anxiety and its effects on learning, it seems logical to infer that the reading teacher must help children develop adequate self concepts. This means that children must be assisted to accept themselves and the world in which they live. Furthermore, since the role of parents is an obviously important one, the reading teacher must be prepared to help parents in understanding how they can contribute to the solution of the child's problem. In the opinion of the writer, this suggests the need for psychotherapy with children and their parents.

An increasing number of reports on the combined use of therapy

and reading instruction are appearing in educational literature. The majority of these reports are informal in nature and based upon observation or experience. A few are concerned with measured experimentation. Such approaches as *art therapy*, *language therapy*, *play therapy*, *psychodrama*, *individual inter-therapy*, and *group therapy* are being used.

Axline (2) and Bills (4) have found that the combined use of play therapy with reading instruction results in marked gains in reading and personal adjustment.

Smith (21), Ephron (10), and Kunst (15) have reported excellent results in combining individual interview therapy and remedial reading instruction.

Fisher(11) divided thirty boys who were residents of an institution for delinquents into three smaller groups of ten each, equated for reading achievement and intelligence. One group received only remedial reading, another received only interview therapy, and the third group received both group interview therapy and remedial reading. As a result of his experiment, Fisher found that the group which had therapy alone made greater gains in reading than the non-therapy group, and that the group which received both therapy and reading did not show significantly greater improvement in reading than the non-therapy group. He drew the conclusion that meeting the emotional needs of children who have a reading disability is an important factor in the correction of reading retardation.

Apparently there is a trend toward the inclusion of therapy as a part of reading remediation. It would seem that the teacher of remedial reading needs to have at his command many different techniques so that he can apply the particular combination needed for any one case. For example, teachers can provide their students with the opportunity to make use of catharsis. Students can be encouraged to talk over their problems with the teacher. They can be shown how to accept themselves as they really are and taught to understand some of the factors influencing their behavior. Group therapy has been found effective in accomplishing these objectives. Opportunities for relaxation can be provided for small groups of children needing a lessening of tension. Reading materials can be adjusted to the interest and reading levels of the children. Humorous stories have a value in the release of anxiety, and various forms of bibliotherapy can be applied. Teachers can stress a sympathetic understanding of their pupils and place less

emphasis upon evaluation of achievement. Knowledge of when and how to refer a child and his parents to the mental hygienist is paramount. It is possible that maximum results for disabled readers with emotional difficulties will occur when the well-trained teacher and therapist work together.

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Ten Second Reviews

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Western Michigan University

Selecting The "Right" Book or Better Meeting Individual Differences in Reading

One of a teacher's major responsibilities is to guide students in selecting books for research or exploratory reading and for recreational or self-enrichment reading. Few teachers are able to keep up with the great number of books being published each year or to judge either their quality or potential reading levels. Few elementary schools have trained librarians to assist teachers with this task. Three sources of particular value in better meeting this problem are professional books concerned with book selection, professional magazines with significant reviews of children's books, and booklists developed by specialists.

These briefly annotated reviews suggest some of the particularly effective tools in helping the classroom teacher in any school situation.

Books About Books

Adams, Bess Porter, *About Books and Children*. Henry Holt and Company, New York, 1953.

No list of books to raise our sights and standards in providing the best of literature for children is complete without this reference. With the hundreds and hundreds of books being published parents and teachers need to be more concerned about the quality of the materials read. Criteria for selecting books and recommended annotated lists provide the reader guidance in selecting a balance in quality reading for boys and girls.

De Boer, John J. and Dallman, Martha, "Children's Interests in Reading," in *The Teaching of Reading*, pp. 225-266. Henry Holt and Company, New York, 1960.

The authors have provided an excellent background to assist teachers in identifying ways of interesting children in reading good books. The unusually detailed resources include book selection tools, sources of information concerning book clubs, as well as children's magazine sources.

Eakin, Mary K., *Good Books for Children*, A Selection of Outstanding Children's Books Published 1948-57. The University of Chicago Press, Chicago, 1960.

Books that have survived during the 1948-57 period are critically annotated and organized in alphabetical order. Suggested reading levels provide teachers necessary guidance in better meeting individual differences.

Fenner, Phyllis, *Something Shared: Children and Books*. The John Day Company, New York, 1959.

Phyllis Fenner's rich experience as a children's librarian and author makes this reference choice reading to teachers searching for ways of helping children develop significant interests in reading. Her warm enthusiasm and valuable suggestions stimulate the adult reader in becoming better informed about the best in books for children.

Fenner, Phyllis, *The Proof of the Pudding: What Children Read*. The John Day Company, New York, 1957.

This well-documented source book provides first-hand information concerning the best books of all times, why children like them, and the usual age when children read them. This is a lively source to share with parents as they seek guidance in selecting books for their children.

Larrick, Nancy, *A Parent's Guide to Children's Reading*. Doubleday and Company, Incorporated, Garden City, New York, 1958.

Parents are interested in their children's reading. "But how can we help?" "What books should we purchase for our children?" "How do we know what choices to make?" The author's suggestions are presented clearly as well as interestingly. This is the type of reference the school needs to share with the parents.

Larrick, Nancy, *A Teacher's Guide to Children's Books*. Charles E. Merrill, Books, Incorporated, New York, 1960.

The problem of successfully teaching boys and girls how to read and to involve them in the development of life-long habits of good reading demands a wealth of knowledge concerning the best in

children's books, the time in which we live, and boys and girls. Nancy Larrick has provided a valuable source book steeped in enthusiasm to promote a more lively and worthwhile reading program for children.

Robinson, Helen (Compiler and Editor), *Materials for Reading*, Proceedings of the Annual Conference on Reading. The University of Chicago Press, Chicago, 1957.

This is the most inclusive summary of all types of reading materials including basal readers, workbooks, teacher's guides, library sources, and books in each related subject area. In addition, much assistance is available in suggesting ways of using materials with the various interest and ability levels. Added strength of this reference centers on the administrator's role in providing teaching materials basic to effective learning.

Smith, Lillian H., *The Unreluctant Years*. American Library Association, Chicago, 1953.

This is a critical approach to children's literature rather than an annotated list of books for children. The author is concerned about the standards or the quality of books already written as well as those to be written. Since a teacher often has the selection responsibility, information concerning ways and means of distinguishing the mediocre and commonplace from significant literature is pertinent.

Tooze, Ruth, *Your Children Want to Read*. Prentice-Hall, Incorporated, Englewood Cliffs, New Jersey, 1952.

Our concern for the world problems of today and the need to develop a better informed citizenry is reflected throughout Ruth Tooze's contribution. Both parents and teachers will profit from her stimulating ideas concerning the selection of what children read.

Magazines and Newspapers

Childhood Education. The Association for Childhood Education International, Washington 16, D.C.

Published monthly from September through June, *Childhood Education* provides an outstanding section on "Books for Children." The

effective annotations and the suggested reading levels give the teacher the type of guidance necessary in meeting the varying needs of boys and girls.

Elementary English. The National Council for the Teachers of English, Champaign, Illinois.

All areas of the language arts are aided by the stimulating articles in this magazine published from September through June. The lead article is generally concerned with an author or illustration of children's books. Techniques for developing interest in books and ways of meeting differences, including individualized reading, are provided. The annotations of selected books provide up-to-date guidance to the teacher.

Library Journal (Junior Libraries Section). R. R. Bowker Company, New York 36, N. Y.

This journal, issued twice a month from September through June, appraises new books and records for children, youth, and adults. *The Junior Libraries Section*, which may be purchased separately, is included in each second monthly issue of the publication. Issues often provide concentrated assistance on a particular type of material. For example, the December 15th issue focused attention upon musical and story recordings.

The Horn Book Magazine. The Horn Book, Incorporated, 585 Boylston Street, Boston 16, Massachusetts.

Published six times a year, this magazine is entirely devoted to a study of books for children. Background information concerning authors, illustrators, techniques for developing reading interests and tastes, and thorough annotations are found in each issue.

Top of the News. American Library Association, Chicago.

Books, records, films, filmstrips, and magazines are examined and annotated. Articles as "Easy Adult Books for Slow High School Readers," "Northwest American History," and "Richer by Asia" increase the reader's knowledge of materials available for children and youth.

The children's book sections of such newspapers and magazines as the *New York Times*, the *New York Herald Tribune*, the *Chicago Tribune*, and the *Saturday Review* report periodically on new publications in the field of children's literature.

Bulletins (Selected)

Since there are many bulletins, ten have been chosen. These are the basic lists that should be available to all teachers in developing book recommendation orders for libraries, classroom, and home collections.

American Library Association, *A Basic Book Collection for Elementary Grades*. The Association, Chicago, 1960.

"The titles in this list provide a well-balanced initial collection for the library in a small elementary school." The various subject fields are represented, suggested grade levels are given, and the costs and publishers are included. The annotations aid the teacher in selecting books which best meet the varied needs of her group.

American Library Association, *The Booklist and Subscription Books Bulletin*. The Association, Chicago.

This bulletin is published twice a month from September through July and contains annotations of books for children, young adults, and adults, annotated lists of free and inexpensive materials, and information concerning all types of reference books. Since this is the most current of all book selection tools, this should be available to all teachers.

Arbuthnot, May Hill, *Children's Books Too Good to Miss* (rev. ed.). Western Reserve University Press, Cleveland, Ohio, 1959.

Two hundred of the finest books for children are annotated in detail. The illustrations add much to the reader's concept of the books.

Association for Childhood Education International, *A Bibliography of Books for Children*. The Association, Washington 16, D.C., 1960.

The table of contents reveals a list of books on all the subject and interest areas usually included in the elementary curriculum. Reading

levels, sources, and costs are stated. This selected list is revised periodically.

Growing Up With Books. R. R. Bowker Company, New York 36, N. Y., 1960.

This annually revised and simply annotated listing of 250 favorite books for children is a very inexpensive, effective tool for parents and teachers.

Growing Up With Science Books. R. R. Bowker Company, New York 36, N. Y., 1960.

Added emphasis on science has produced excellent new books listed in this inexpensive, annually revised tool indispensable to parents and teachers.

Heaton, Margaret M. and Lewis, Helen B., *Reading Ladders for Human Relations* (rev. ed.). American Council on Education, Washington 6, D.C., 1960.

Emphasis now being placed on more knowledge concerning the people of the world and their human relations problems demands broader reading in this area. This well-annotated book list gives the reader expert information concerning books meeting this basic need.

Kenworthy, Leonard S., *Developing World-Minded Children: Resources for Elementary School Teachers*, Brooklyn College, Brooklyn, New York, 1960.

A timely, annotated book list for more creative teaching of the social studies. This very inexpensive tool should be the property of every teacher.

National Council of Teachers of English, *Adventuring with Books.* The Council of Teachers of English, Champaign, Illinois, 1960.

Periodically kept up-to-date, this is an indispensable tool that should be available in every elementary school. Its companion, *Your Reading*, meets similar needs at the Junior High School level. The well-selected and carefully annotated lists provide guidance and information for adults trying to bring the right books to the right children.

University of Chicago, *Bulletin of the Center for Children's Books*.
Graduate Library School, University of Chicago.

Published monthly except August, this bulletin provides a current annotated list of the best in new books for children and young people. All vital information necessary for selecting and ordering books is included.

PROGRAM

Theme: *EXPLORING NEW DEVELOPMENTS IN READING*

TUESDAY, SEPTEMBER 27

Setting Reading Goals for Today's Challenge

Panel Discussion

Dr. Ben F. Ahlschewede, Chairman, Assistant Superintendent in Charge of Instruction, Battle Creek Public Schools

Dr. Sara Swickard, Department of Education, WMU

Mr. W. William Blackmore, Director of Children's Services, Kalamazoo County Juvenile Agent

Dr. Orval M. Conner, Elementary Consultant, Battle Creek Public Schools

Mr. Harvey Overton, Department of Education, WMU

6:30 P.M. Room 105—Smorgasbord—\$2.75

TUESDAY, NOVEMBER 15

Meeting Individual Differences—Workshop

Miss Betty Stroud, Chairman, Principal, Indian Prairie School

7:00 P.M.—Indian Prairie School—Dessert and Coffee—\$.50

TUESDAY, DECEMBER 6

Implementing Recent Research Findings

Dr. Byron Van Roekel, President of the Michigan I.R.A., Department of Education, Michigan State University

6:30 P.M. Room 105—Served Dinner—\$2.25

TUESDAY, JANUARY 24

Stimulating Effective Application of Reading Skills

Demonstration

Mrs. Mildred Borton, Winchell School, Kalamazoo

Discussants

Mrs. Helen Wise, Kalamazoo Public Schools

Dr. Ruth Penty, Battle Creek Public Schools

6:30 P.M. Room 105—Smorgasbord-\$2.75

TUESDAY, MARCH 21

Promoting Thinking Abilities Through Reading

Demonstration

Miss Emeline McCowen, University Campus School

Discussants

Miss Elizabeth Johnson, Western Michigan University

Mr. Homer L. J. Carter, Western Michigan University

6:30 P.M. Room 105—Served Dinner-\$2.25

TUESDAY, APRIL 25

The Nature of Reading Disability

Dr. Donald E. P. Smith, Chief-Reading Improvement Service, University of Michigan

6:30 P.M. Room 105—Smorgasbord-\$2.75

