

## ● Selected for Review

**Learning To Read Through Experience.** *Dorris M. Lee, R. V. Allen.* New York: Meredith Publishing Co., 1963. 146 p.

**How To Teach Your Baby To Read.** *Glenn Doman.* New York: Random House, 1964. 166 p.

Reviewed by MARIE F. DE CARLO, Supervisor of Language Arts and Principal, Bushey Drive Elementary School, Montgomery County Public Schools, Rockville, Maryland.

Educational writings about the teaching of reading will always require analytical scrutiny, for reading is a behavior based upon a combination of varied skills and learned by individuals differing widely in talents, experiential backgrounds, interests, drives, rates, ways of learning, and physical attributes. Awareness of this need for critical analysis will be required in reading *How To Teach Your Baby To Read* and an open mind should accompany the reading of *Learning To Read Through Experience*.

*Learning To Read Through Experience* will appeal to teachers, particularly ones who value individual children and the unique experiences of each one. The authors, Dr. Lee and Dr. Allen, write from a philosophy which has been applied creatively in vast numbers of classrooms. Their logic clearly establishes the important relationship of experience to language. Recent attention by scholars to language as a system of sounds and symbols should not lessen the emphasis

upon experience as giver of meaning to symbols used.

Such a linguistic approach does not negate that the child's learning grows out of experiencing, knowing, hearing, saying, then seeing the written symbol, using words, not letters, as basic units of learning. Written words are visual symbols which, when associated with known sound symbols, arouse meaning in the mind of the reader (p. 2). When children are offered written symbols referring to strange, unknown things and events to develop the process of reading, then reading is scarcely meaningful and the effectiveness of learning is markedly decreased.

Dr. Lee and Dr. Allen describe sequential behaviors in the child's process of reading and interrelate these behaviors with other language skills to reinforce the total act of reading involving an active, thinking process. The experience approach to teaching reading as described by these authors offers unique benefits. When this procedure is used the reading curriculum is personalized so that the thinking power of the individual is highlighted. The student achieves independence in learning and gains confidence in his own thinking. Abundant practice is provided in freedom of expression and in the development of individual talents and skills. With continued use of children's experiences, new learnings involve a modification of thinking.

Learning to read grows out of a natural use of language to express actual

experiences. This use of experiences of children involves a concept of teaching that rebels against *constant* superimposition of extraneous materials and ideas upon individuals.

The authors describe an important pattern of grouping with children working together according to specific needs and for the purpose of meeting these needs (p. 28). The children are always working, each at his own growing edge and always on something each one specifically needs.

Other helpful chapters of this volume include gauging the child's development in many facets of growth and a thorough discussion of a good learning environment. Finally a portion of the book is devoted to a wealth of useful and well-organized learning opportunities for children which teachers will find immediately useful in the classroom.

*You Can Teach Your Baby To Read* is written for parents. It describes a plan for teaching preschool children to read that grew out of success obtained when many brain-injured children were trained to recognize written words as part of their rehabilitation treatment. The author, Mr. Glenn Doman, is a physio-therapist at the Institutes for the Achievement of Human Potential in Philadelphia. He is *not* a student of the nature and instruction of reading.

Mr. Doman's account of his work with brain-injured children is fascinating and this portion of his book is well worth reading. He presents an interesting concept in which he emphasizes that the visual avenue into the centers of the brain is a powerful resource for learning which should be considered at least an equivalent to the auditory avenue.



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A spoken word used as a referent for an object is received auditorily and, likewise, the written word as a referent of an object is received visually so that the complete word (spoken or written) is received, accepted with meaning, and remembered in the form in which it was received.

When a child learns about his toes, nose, ears, he receives a visual image of the object and he can also receive the visual image of the written symbol which refers to the object. However, this proposal is made with no consideration of the sequence of language development in the young child or the varying patterns and rates of development among children. It is conceivable that this book would lead to an attempt on the part of parents to teach visual symbols to a child even before he talks. The author is quite verbal about the need for adherence to a sequence of learning in motor skills, but ignores completely all that is known and reported in research about the sequence of language development.

Mr. Doman describes case studies of a few children who amazed their parents by their success in reading words and sentences at a very early age. He then argues that this success should not be denied other children, and exclaims with a certain amount of urgency the advisability of a very early start, with no consideration of individual differences of children, nor even of individual differences on the part of parents to perform so tedious a task as the teaching of reading.

Though he deplores reading retardation, Mr. Doman does not seem aware of the many cases in which the child's disability is caused by ambitious par-

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ents pressuring a child to read at an early age.

It has always been very exciting to rediscover the power of the young child's capacity to learn. Certainly it is possible for some preschool children to learn more than some other children do. There would not be time to encompass all the learnings which could be learned, nor would all children be equally capable. Hence, crucial questions arise: What is most useful? What is most important? Who should learn how much? If reading is learned before five years of age, will the reader read better after fifteen years of age?

While Mr. Doman is enthusiastic enough to seem convincing, his lack of understanding that reading is a matter of growth and depends on many developmental and experiential factors is

cause for alarm. It is important to consider the damage which can occur when large numbers of parents, untutored in the psychological side effects of pressure, extrinsic motivation, and withholding of approval, engage in personally promoting this kind of teaching to their offspring. One thinks too often of the parental ego involvement which becomes entwined in a child's progress in academic learning.

**The Supervisor.** *Robert C. McKean and H. H. Mills.* Washington, D.C.: The Center for Applied Research in Education, Inc., 1964. 118 p.

**Program of Experimentation in Preparing Educational Supervisors.** *James Robert Ogletree, Pat Waterfield Wear, Jeanette Molloy, and Fred Edmonds.* Bulletin of the Bureau of School Service, Volume XXIV, Number 4. Lexington: College of Education, University of Kentucky, June 1962. 148 p.

Reviewed by THOMAS R. LANDRY, Professor of Education, Louisiana State University, Baton Rouge.

Both publications on supervision are valuable contributions to the field. One presents a summary of the supervisory situation as it exists in the United States today. The other describes in detail a special project designed to improve the quality of preparation programs for educational supervisors.

*The Supervisor* by McKean and Mills pictures modern supervision accurately in nontechnical language. Its presentation of the nature of the supervisory process, the responsibilities of supervisory personnel, the qualifications of effective supervisors, the use of group procedures in supervision, the work of

supervisors with individual teachers, and the appraisal of the supervisor's work leaves little basis for misinterpretation. Although there may be differences of opinion concerning some of the conclusions regarding general practice, the volume by McKean and Mills reflects current thinking and research without burdening the text with technical discussions or extensive quotations from the authorities and the research.

The report of the Kentucky project, *Program of Experimentation in Preparing Educational Supervisors*, by contrast, is necessarily a detailed step-by-step account of a cooperative program sponsored by the state university and Berea College with the assistance of the Fund for the Advancement of Education. The program began in 1957 and ended in 1961 with emphasis on an internship coordinated with summer school attendance.

Three groups of prospective supervisors engaged in two-year training programs, one group beginning in the summer of 1957, the second group in the summer of 1958, and the third group in 1959. For each group, the program consisted of an initial summer of orientation and preparation, a first year of internship coordinated by project personnel, a second summer in which the participants met as a group for only part of the school day (spending the major part in two regular courses designed to meet requirements for a graduate degree), and then a second year of internship under the guidance of project personnel.

These two volumes are so different that one would expect little or no common ground, yet, there are several areas in which overlapping occurs. The major

overlap is in the area of group process. McKean and Mills devote more space to this topic than any other—two chapters, one describing group process and the other pointing up opportunities for using it in supervision. As might be expected, the project supervisors, in reporting their experimentation, describe again and again the use of group process at every stage of the training with each of the three groups. In a sense, the success of the experimental program can be considered as evidence of the effectiveness of the group process McKean and Mills describe.

The internship idea is another illustration of a close relationship between the two publications. In speaking of the professional education of supervisors, McKean and Mills state "an internship experience provides the capstone of the formal professional program. This permits the future supervisor to gain on-the-job training and experience under the guidance of an experienced supervisor." This idea, as stated by the authors of *The Supervisor*, is the major feature of the training program used in Kentucky. Again, it seems that the Kentucky project, encompassing as it did two years of supervised internship for each of the three groups, supplied ample evidence to support a program which includes this feature.

One might ask several questions that seem to be unanswered by the publications. To whom is *The Supervisor* addressed? It appears to be an interpretation of supervision to persons unfamiliar with the American supervisory scene, yet the content editor stated on page VII that the volume "will be helpful in planning for improvement of educational programs and processes."

It is plainly not a how-to-do-it volume. A second question might be asked about the very thing that makes *The Supervisor* easily read and understood—how much value is the publication as a tool for stimulating extensive reading and experimentation in view of the limited amount of illustrations of practice and documentation from research? But again, maybe that is not a purpose of the publication.

*The Program of Experimentation in Preparing Educational Supervisors* leaves one uninformed on two matters—both of great importance to a person evaluating the project. No information is supplied about the staff members who provided the leadership for the training program. And finally, one wonders if the on-going training program for supervisors in Kentucky has been substantially changed by the project.

**Creative Teaching in the Elementary School** Abraham Shumsky. New York: Appleton-Century-Crofts, Inc., 1965.

Reviewed by MARIAN JENKINS, Consultant, Elementary Education, and Coordinator of the Preschool Programs, Los Angeles County Schools.

"The most important educational agent" is the classroom teacher. His "conception of the learning experiences is the most important single factor in the direction and quality of the educational program." These ideas preface Professor Shumsky's examination of three aspects of teaching: The repetitive-creative continuum; its meaning in the subject matter areas of reading, arithmetic, science, social studies and the arts; and the impact on the teacher of such "educating agents" as children,

the field practicum and the college department of education.

According to the author of this volume: "The contention is that the school's curriculum and . . . the teacher's behavior is skewed in the repetitive direction" and there is need for "increased emphasis on the creative orientation."

Data from interviews, teacher logs, role playing, and incomplete sentences furnish rich sources for study and analysis. In addition, three teaching models, ranging from repetitive to creative, are presented with their "intellectual and emotional connotation for novice teachers."

The creative teacher's strength, according to the author, lies in his understanding of the "subjective meaning of subject matter," the ability to "move from the known to the unknown," his development and acceptance of divergent thinking and his commitment to democratic behavior in teaching.

The beginning teacher's faith in children, and his willingness to pioneer and experiment are factors vital to the realization of his aspirations toward creative teaching. Further, the impact of the cooperating teacher upon the student in the practicum is critical in its effect on his expressed aspirations. The novice is found to behave in authoritarian rather than creative ways when confronted by large classes, uncertainty as to expectations of his superiors, new situations and "disciplinary problems."

The initiation of novice teachers to their first out-of-college experience, according to the author, should be planned by the responsible administrators and consultants so that creative teaching may develop. To accomplish this essen-

tial purpose a strong working relationship is the mutual responsibility of both school people and those in teacher education.

**Handbook for Effective Supervision of Instruction.** *Ross L. Neagley and N. Dean Evans.* Englewood Cliffs: Prentice-Hall, Inc., 1964. 274 p. \$6.95.

**Supervision for Quality Education in Science.** *Uhlman S. Alexander.* Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, 1963. 172 p. \$65.

*Reviewed by* REBA M. BURNHAM, Associate Professor of Education, College of Education, University of Georgia, Athens, Georgia.

Much has been written on the theory and function of supervision. At the same time persons responsible for providing supervisory service continue to

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##### THE TWO YEAR COLLEGE: A Social Synthesis

*By Clyde E. Blocker, Harrisburg Area Community College; Robert H. Plummer, Flint College, The University of Michigan; Richard C. Richardson, Jr., Forest Park University College.* "This new book is a well-organized analysis of the two-year college movement in the light of sociological principles and the social milieu of the movement . . . The book may be summarized in one word—*realistic!*"—from a review by G. L. Hall, *Junior College Journal*, Sept. 1965. 1965, 298 pp., \$8.25

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ask questions regarding the role of the supervisor, how to organize for effective supervision of instruction in school systems of varying size, ways of working to bring about changes in individuals and methods of evaluating supervisory programs. These recurring concerns suggest the need for guidelines to help administrators, supervisors, coordinators and teachers relate the theory of supervision to practical teaching-learning situations.

These two books, though different in purpose and in content, possess a common element. Both suggest clear-cut guidelines for providing effective supervision. They contribute to supervision by applying theory and concepts of supervision to practical situations.

*Handbook for Effective Supervision*

*of Instruction* is a valuable reference for the experienced and the novice in supervisory positions. Chapter I presents a summary of the theory and function of supervision. The next three chapters offer concrete suggestions for organizing for supervision in systems of various sizes.

Chapters V, VI and VII give a job description of persons involved in the supervisory process. These persons include the superintendent of schools, assistant superintendent, curriculum coordinator, principal, specialists, department heads, team leaders and helping teachers. Definitive statements regarding qualifications, responsibilities and relationships of these persons are presented.

Chapter VIII provides information



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on factors that encourage or impede change. Chapters IX and X offer concrete helps on ways of working to improve instruction. Persons interested in organizing and carrying out a program of curriculum study and development will find Chapter XI to be extremely useful. The authors suggest eighteen steps as an outline for action in curriculum development. Chapter XII offers suggestions regarding methods of evaluating supervision. Two approaches are suggested. One approach includes suggestions for evaluation of the total school program. A second approach includes comprehensive assessment of supervision through self-evaluation and evaluation by others. An example is given as to how teachers helped a principal to evaluate his effectiveness. The final chapter, "A Look Ahead" reminds the reader of factors that are producing changes in our society and the possible implications for school supervision in the future.

This publication is concise yet comprehensive and very well organized. It contains much information highly useful to persons in supervisory roles.

*Supervision for Quality Education in Science* is a report of a conference sponsored by the U.S. Office of Education for state supervisors of science. The objectives of the conference were: (a) to review the latest developments in science important to education, (b) to explore new emphases in selecting special fields of science teaching, (c) to exchange ideas related to new programs and (d) to develop guidelines for leadership in supervision in science. Highlights of papers presented at the conference are given in the introductory part but the major part of the publica-

tion is devoted to the presentation of the papers.

Section I, "Education in an Age of Science" contains papers dealing with quality of education, science and education today, and implications for science education. Section II, "Science in the Curriculum" contains papers which review new developments in earth science, biology, chemistry, and physics and suggests new resources for improving instruction in each of the sciences. The papers in Section III, "Supervision for the Improvement of Science Instruction" deal with emerging problems of supervision in science, emerging curriculum studies in elementary and junior high school science, new programs in science youth activities and descriptions of four state programs in the improvement of science instruction.

Appendix A, "Guidelines for the State Supervisor of Science," should be of special interest to persons serving as state supervisors. Even though these guidelines are directed to state supervisors of science, they could well be considered by any person in supervision.

Guidelines are offered in the areas of professional and public relations, preservice and in-service education, curriculum, facilities and equipment, and research. The guidelines are intended to have general applicability.

This publication could well be referred to as a "handbook" for any person interested in improving the science program and should be of special interest to science supervisors. The author has done an excellent job in making use of valuable materials prepared by nationally recognized persons in the field of science and science education.

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