

Teachers College Record

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Reading Development in Other Curriculum Areas

John J. DeBoer & Gertrude Whipple – 1961

This chapter develops the view that teachers in the various curriculum areas are largely responsible for the development of reading ability. It stresses the fact that reading is central to most school subjects and important in nearly all of them. It considers the processes of reading and thinking as inseparable. Although a modern, enriched curriculum embraces many nonreading experiences in all areas of study, reading remains the major source of knowledge, stimulation, insight, and pleasure.

Guiding Growth in Reading

Gertrude Whipple – 1956

The School as a Learning Laboratory

G. Lester Anderson, Gertrude Whipple & Robert S. Gilchrist – 1950

Schools should be learning laboratories. This would seem to be the central generalization to be derived from the earlier chapters of this yearbook. Classrooms, which have been the chief centers of instruction, should cease to be lesson-hearing rooms. Rather, they should be centers where children engage in the activities that will lead to the learning which is socially desirable.

Characteristics of a Sound Reading Program

Gertrude Whipple – 1949

The purpose of this chapter is to provide valid standards by which school staffs may appraise their present reading programs. To this end the chapter (1) describes the criteria which are met by a sound program, (2) applies these criteria in appraising the reading programs in operation in schools ranging from the small rural school to the large city school unit, and (3) outlines guiding suggestions for use in revising any reading program.

Desirable Materials, Facilities, and Resources for Reading

Gertrude Whipple – 1949

The reading program described in chapters iv to vi requires adequate facilities for teaching reading and a sufficient supply of suitable reading materials. The materials should be ample in quantity, of wide variety and good quality, and should represent a range of difficulty commensurate with the pupils' reading abilities and interests. Without adequate materials, the teacher cannot provide adequate instruction, either in reading as such or in the entire school program. This chapter describes the necessary facilities and reading materials and outlines desirable methods of selecting books for school use. Schools lacking such reading equipment may not find it possible to attain the suggested standards immediately but ought to work toward recognized standards over a period of years.