

Read, Kids, Read

May 23, 2014

The New York Times:

Late last year, neuroscientists at Emory University reported enhanced neural activity in people who'd been given a regular course of daily reading, which seemed to jog the brain: to raise its game, if you will.

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Daniel Willingham, a psychology professor at the University of Virginia, framed it as a potentially crucial corrective to the rapid metabolism and sensory overload of digital technology. He told me that it can demonstrate to kids that there's payoff in "doing something taxing, in delayed gratification." A new book of his, "Raising Kids Who Read," will be published later this year.

Before talking with him, I arranged a conference call with David Levithan and Amanda Maciel. Both have written fiction in the young adult genre, whose current robustness is cause to rejoice, and they rightly noted that the intensity of the connection that a person feels to a favorite novel, with which he or she spends eight or 10 or 20 hours, is unlike any response to a movie.

Read the whole story: [The New York Times](#)