
January 1976

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Recommended Citation

Cafone, Hal and Cramer, Ron (1976) "Main Ideas and Important Details," *Michigan Reading Journal*: Vol. 10 : Iss. 1 , Article 7.

Available at: <https://scholarworks.gvsu.edu/mrj/vol10/iss1/7>

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MAIN IDEAS AND IMPORTANT DETAILS

by Hal Cafone and Ron Cramer, Oakland University

A useful book containing 472 reading activities is available in its second edition: *Reading Activities For Child Involvement* by Evelyn Spache, Allyn and Bacon, Inc., Boston, Mass. The book includes activities in reading readiness, word recognition, language development, vocabulary, and study skills. An especially useful feature is the cross index which makes it easy to locate specific activities. The book contains an assortment of brief descriptions of activities along with helpful illustrations in key places.

The NCTE Committee on Classroom Practices in Teaching English has just released a book on children's writing. It consists of a series of articles covering topics such as: Getting the Writer started, Find a Subject, Developing Point of View, Sharpening Technique, Writing to Clarify Values, and Exploring Writing Systems. The articles tend to be well written and practical. The book is titled, *On Righting Writing* by Ouida Clapp (ed.) and is published by the National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

Other books recently published on reading instruction include: *Teaching Young Children to Read* (2nd edition) by Delores Durkin; *Creative Teaching of Reading in the Elementary School*, (2nd edition) by James Smith; *Elementary Reading Instruction: Selected Materials*, (2nd edition) by Althea Berry, Thomas Barrett and William Powell. These three books are published by Allyn and Bacon Inc., Boston, Mass.

The Reading Process: The Teacher and the Learner, by Miles Zintz published by Wm. C. Brown Co. Publishers, Dubuque, Iowa is a vastly im-

proved second edition of this basic text. The reader will find explorations of a broad range of topics such as parent-teacher cooperation, interaction analysis, teaching the gifted and the retarded, and teaching reading to the bilingual child. However, the book seems more of a compilation of information on these separate topics rather than an interweaving and synthesis of ideas. In short, the book reads more like an encyclopedia than a text, a book of readings rather than a synthesis and distillation of important ideas into a unified message on the reading process. Perhaps this synthesis will occur in the third edition. Until then the readers of this "book" must be content with the range of ideas not usually found in a single text on the teaching of reading.

Faced with a problem, the ideal teacher-learner looks for what others have written about the problem as a first step toward solution. To help with this problem solving process the International Reading Association has published another pamphlet in the Reading Aids series. *Searching the Professional Literature in Reading* by John Curry and William Morris will help demystify the ERIC retrieval system and aid the neophyte in learning how reading information is organized.

The increased interest in improving high school reading makes the revised annotated bibliography, *Reading In The Content Fields* by Lee Fay and Lee Ann Jared an important source for secondary school teachers and administrators. This pamphlet is a good first step in identifying important readings on fusing the teaching of a subject with the skills of reading. The pamphlet can be obtained from the Inter-

national Reading Association, Newark, Delaware 19711.

Most of the materials mentioned in this column have been recently published. Occasionally we are reminded that some of the best materials on language arts instruction were published years ago. We were reminded of this recently when we came upon *Creative Power: The Education of Youth in the Creative Arts* by Hughes Mearns. It is one of the finest books ever published on children's writing. It was first published in 1929 and has been reprinted many times over the years. You won't find a more informative or enjoyable book. Mearns describes a teaching philosophy that is sensible and sensitive. Few books have had the seminal influence of *Creative Power*. Here are a few quotes to give

you a feel for the author's outlook on children and writing:

It is not enough to discern a native gift; it must be enticed out again and again. It needs exercise in an atmosphere of approval. Above all it must be protected against the annihilating effect of social condemnation.

The important thing is to expose children to a multiplicity of activities and interests, so that their inherent gifts will have as many chances as possible to show themselves.

Approval is a powerful stimulant to the forces of self-education.

Good teaching is not solely the business of instructing; it is also the art of influencing another. Primarily, it is the job of uncovering and enlarging native gifts of insight, feeling, and thinking.

From the editor: Readers of the JOURNAL have inquired about "Promising Practices." Have you seen this Department of Education publication which was mailed to local districts —

Locally Identified

PROMISING EDUCATIONAL PRACTICES 1975

Experimental and Demonstration Center Program
Box 420 / Lansing, Michigan 48902
Michigan Department of Education
