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MAIN IDEAS AND IMPORTANT DETAILS

by Harold Cafone
and Ronald Cramer

If you don't have a comprehensive membership in the IRA (\$30 a year), then you haven't received two interesting and important paperbacks based on an interdisciplinary approach to understanding reading. **Reading Disability and Perception**, edited by G. Spache, is composed of papers that "... present a wide variety of concepts and viewpoints of the role of perception in reading difficulties." That special attention was directed toward "dyslexia" is indicated by the bulk of papers exploring interpretations of dyslexia and the identification and treatment of dyslexics.

The second volume, **Psycholinguistics and the Teaching of Reading**, co-edited by K. Goodman and J. Fleming, is the result of a symposium on psycholinguistics held in Boston as part of the IRA's last annual meeting. The importance of understanding in this area is indicated by a rescheduling of the same topic in the up-coming meetings in Kansas City. Reading teachers working with the urban child will be especially interested in R. Schuy's article "Some Language and Cultural Differences in a Theory of Reading."

In an attempt to "... promote thought and investigation in unsettled aspects of Language Arts teaching.", Walter Petty has

edited an excellent book of readings entitled **Issues and Problems in the Elementary Language Arts**, published by Allyn & Bacon. Petty has made this an especially useful book not only by his choice of articles, but also by the guidance and direction he gives the reader. Those interested in a particular issue or problem in spelling, listening, written composition, handwriting, and other aspects of language arts, will be pleased to find Petty has listed additional sources to be used for further clarification. It is obviously not a book of readings hastily thrown together to create "instant book" and is well worth your attention.

Language Arts is the topic of another stimulating but different book published by Allyn & Bacon. James Smith focuses on the **Creative Teaching of Language Arts in the Elementary School** instead of issues and problems. Classroom teachers will find an abundance of practical activities and suggestions they might use or modify in light of their understanding of their pupils.

Is your school system contemplating the development of a reading program in its secondary schools? If so, you'll definitely want to have copies of Sterl Artley's **Trends and Practices in Secondary Reading**. This is the first of two volumes recently published as the result of a joint venture of the International Reading Association and ERIC/CRIER.

Both books are reported on in this column. Artley's monograph reviews the literature on a number of topics among which are: programs of reading instruction, instructional procedures, and reading interests. Having reviewed the research, in a cogent summary he clearly indicates the implications of such research and the need for change in the future for the teaching of reading in the secondary schools.

The second monograph in this series, **Reading Diagnosis and Remediation** by Ruth Strang is an important book for researchers, and trainers of teachers, but reading teachers and diagnosticians will also find it valuable. Strang's ability to distill classroom applications from a wide variety of research is clearly evident. In addition she summarizes the correlates and causes of reading achievement and disability as well as evaluates various diagnostic techniques and materials, some of which are listed at the end of the book. Those who use and reuse Strang's text on the **Diagnostic Teaching of Reading**, will find this an excellent companion volume.

If the above mentioned two monographs are indications of the level of scholarly work we can expect as a result of the IRA and ERIC/CRIER venture, then we can all look forward to some stimulating and useful publications.

Readers of this column will be interested in a new journal, the first issue of which appeared this winter. The **Journal of Reading Behavior** is to be a quarterly of the National Reading Conference. Those interested in subscriptions should send \$6.00 to Business

Manager, **Journal of Reading Behavior**, College of Education, University of Georgia, Athens, Georgia 30601. L. Haefner, the editor, has decided to publish the papers from the **Temple Symposium on Reading** in the first two issues. Spache, in the Winter '69 issue, has written a highly critical review of Chall's **Learning to Read: The Great Debate**. Those who have read only reviews that have acclaimed this book will certainly want to read Spache's comments. It will be interesting to see how readers respond to Spache's review and this will be made possible by a unique feature of this new journal. Starting with the second issue, readers may comment on the contents of previous issues by writing to The Readers Dialogue, a continuous feature that will publish some comments.

While we're writing about journals, we want to bring to your attention the yearly summary of reading research published in the March '69 issue of the **Journal of Educational Research**.

Remedial Reading: An Anthology of Sources by Schell and Burns is a book of readings keyed to some of the leading texts on diagnosis and remediation. The title of this publication from Allyn and Bacon ('68) is somewhat misleading. In addition to the usual and expected sections on instructional materials and procedures, there are others such as causal factors; identification, diagnosis, prognosis; principles of instruction; readers with emotional problems; and organizing and administering a remedial reading program, which give the book a broader scope than one might be led to infer from its title.