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October 1968

## Main Ideas and Important Details

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### Recommended Citation

Cramer, Ronald and Cafone, Harold (1968) "Main Ideas and Important Details," *Michigan Reading Journal*. Vol. 2 : Iss. 3 , Article 6.

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# Main Ideas and Important Details

by Ronald Cramer and Harold Cafone  
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(Editor's note: This is the second of a continuing series of reports on new materials for and about reading instruction.)

Those responsible for the development and improvement of reading programs at the secondary level will be interested in ten Syracuse University films and the lesson plans that accompany them. These materials are the basis for a 15 session in-service course on teaching reading in the secondary schools and were created by Early, Herber, and Sheldon of the Reading and Language Arts Center of the School of Education. For further information on rental fees and costs of lesson plans write to:

The Center for Instructional Communications, School of Education, Syracuse University, 121 College Place, Syracuse, New York 13210

A useful book of reading that could be used in conjunction with the above-mentioned films, has been published by the International Reading Association. It offers reading on the various aspects of **Developing High School Reading Programs**. Compiled by Mildred Dawson, the book is a series of articles from other IRA publications concerned with the initiating and administering of reading programs at the secondary level. Articles on the nature of a developmental reading program, initiating and organizing a high school reading program, the reading curriculum, procedures and tec-

hniques, and corrective and remedial aspects of reading in the secondary schools included in this book of readings.

Should the Syracuse Films and the IRA publication give rise to questions calling for further reading, a very comprehensive annotated bibliography on reading in the secondary schools has been published by the Bureau of Education Research, College of Education, New Mexico State University, Las Cruces, New Mexico. This bibliography with close to 1,000 entries can be purchased for \$2.25.

Reading teachers who have used the Nila B. Smith, **Be a Better Reader** series, published by Prentice-Hall, should be aware that three new books have been added to the series. Designed to develop reading skills in literature, history and geography, science, and mathematics at the junior-senior high school level, the series is now more valuable for the new books are easier reading than the sixth grade reading level of Book I.

Once again the National Society for the Study of Education has devoted one of its year-books to reading. **Innovation and Change in Reading Instruction**, published in February, 1968

surveys new developments and changes in the field since the publication of the 1961 year-book. The articles deal with current concepts of reading, innovations in reading instructions at various levels, diagnosis and remedial instruction, organizational patterns of schools and classrooms and other relevant topics.

Reading teachers at all levels will be pleased to note that Tinker and McCullough have published the third edition of their basic text **Teaching Elementary Reading**. Distributed by Appleton - Century - Crofts, the 1968 revision is extensive and new chapters have been added on linguistics and psychological considerations in reading, beginning reading, and special problems. Also, the authors note that "Greater attention is given to cognitive and linguistic skills underlying comprehension and interpretation."

All too often untrained teachers and "tutors" are utilized in compensatory reading programs both in and out of the public schools. With this thought in mind, Lillian Pope has written a paperback, **Guidelines to Teaching Remedial Reading to the Disadvantaged**, published by Faculty Press Incorporated, 1449-37th Street, Brooklyn, New York, 11218. This "little" book is a practical guide for the uninitiated and thus serves a useful function.

**Readings in Reading**, edited by D. G. Schubert and T. L. Torgerson and published by Crowell is somewhat unique in that it looks to the past as well

as the present in an attempt to give the ever busy teacher understandings of practice, theory and research in reading. Each of the eleven sections of the book has an introduction with basic questions to guide the reader. All of the footnotes and references in the original articles have been kept for those who wish to read further on a specific topic.

The International Reading Association has been publishing new materials at an astonishing rate. The latest three are volumes of the proceedings of the twelfth annual convention. The major volume, **Forging Ahead in Reading**, is over 600 pages long and contains papers presented at the Seattle conference in 1967. These papers deal with a wide variety of topics in teaching reading at all grade levels from kindergarten to college. A second volume, **A Decade of Innovations: Approaches to Beginning Reading**, was designed to inform teachers of the different approaches to beginning reading, to present opinion and research related to these approaches, and to give reactions of discussants to the presentations. **Ivory, Apes, and Peacocks: The Literature Point of View**, offers opinions and evidence about appreciation and selection of literature in reading instruction, as well as various programs and projects in this area.

The Montana Reading Clinic Publications, 517 Rimrock Road in Billings, Montana, has published a 1968 edition of C. H. Gilliland's **Materials for Remedial Reading and Their Use**.

This softback has lists of books, workbooks, kits, games and laboratories that are available from the various publishers. Wherever possible, reading and interest level is given and the names and addresses of publishers of reading materials appear in the appendix. In addition, Gilliland gives detailed plans for making tachistoscopes and offers suggestions for the use of tape recorders and overhead projectors in remedial instruction. Cost of the publication is approximately \$3.00.

Elementary school reading teachers might find Arnold

Cheyney's **Teaching Culturally Disadvantaged in the Elementary School**, a useful paperback. A good deal of the material in this book is related to the teaching of reading. Witness chapter titles such as: "Language Development." "Receptive Skills (Reading, Listening)" and "Expressive Skills (Speaking, Writing)." The basic purpose of the book as stated by the author is "...to help teachers of the culturally disadvantaged become aware of the underlying positives of the disadvantaged which can be utilized as a foundation for instructional method."

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