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## Main Ideas and Important Details

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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 first of a continuing series of reports on new materials for and about reading instruction.)

National Educational Television has produced an exceptionally fine documentary film depicting a seventh grade class in a Brooklyn Ghetto school, available for rental (\$20) through Yeshiva University Film Library, 526 West 187th Street, New York, New York. A combination of N.Y.U. professors and students attempt to help frustrated teachers cope with unwilling students. As always, reading difficulty is an important debilitating factor.

"The Teacher as a Storyteller" is another excellent film for in-service education or for use by trainers of teachers. It casts Bill Martin in the comfortable role of storyteller par excellence and can be rented (\$6.00) from The Ohio State University, Department of Photography, Motion Picture Division, 1885 Neil Avenue, Columbus, Ohio.

**Reading, Grades 7-8-9** should be especially interesting and helpful to secondary reading teachers. It carefully delineates the scope and sequence of skills in reading for both information and appreciation and gives many general and specific teaching methods in these two areas. An added bonus is a list of novels, books, poems and plays of varying levels of difficulty. When ordering from the Board of Education of the City of New York, Publications Sales

Office, 110 Livingston Street, Brooklyn 1, New York (\$1.50), be sure to request their list of publications. There are many fine offerings at the elementary and secondary levels in all language arts.

Another source of good materials is The National Council of Teachers of English, 508 South Sixth St., Champaign, Illinois, which publishes a yearly guide, **Resources for the Teaching of English**. A sampling of some of the items related to the teaching of reading includes: **Creative Expression in Oral Language** edited by Mabel Henry, **Research in Oral Language** edited by Walter Petty, and **Poetry in the Classroom** by Dorothy Petitt.

A recent book of readings, useful for teachers and administrators involved in program development for the disadvantaged learner, has been published by Holt, Rinehart, and Winston. It is entitled **Education of the Disadvantaged** and is edited by Passow, Goldberg and Tannenbaum. The book includes such topics as Minority Groups, Socio-Psychological Problems, Teacher and Student Problems. Of particular interest are Ausabel's discussion of the reversibility of cultural deprivation and Whipple's article on the culturally and socially deprived reader.

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and "ur" in church. Finally, she had them read the workbook directions and work the first sentence. Those who were successful found the rest of that page easy.

The alert classroom teacher can use workbooks as a continuous diagnostic tool.

### Conclusion

Workbooks are used wisely for reinforcement of reading skills, for student evaluation and application of these skills, for independent student reading and for a teacher diagnostic tool. Used with these purposes in mind, workbooks will enhance the basal

reading program emphatically for the students and make the use of them beneficial for the classroom teacher.

(Mary Drew is Elementary Consultant for Allyn and Bacon, Inc.)

### References

Austin, Mary C., Morrison, Coleman. **The First R.** N.Y.: Macmillan, p. 55, 56, 1963.

Hester, Kathleen B. **Teaching Every Child To Read.** N.Y.: Harper and Row Publishers, p. 294-296, 1964.

Sheldon, William D. **Finding the Way, Fifth Reader.** Boston: Allyn and Bacon, Inc., p. 2, 1968.

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## Main Ideas (Continued from page 39)

Another book of readings, edited by Joe Frost, **Issues and Innovations in the Teaching of Reading**, is available from Scott, Foresman & Co. Many outstanding articles have been contributed by prominent authors including Walter Loban, David Russell, George Spache, Albert Harris, Russell Stauffer, and Helen Robinson. The book considers a diversity of topics such as Linguistics, Approaches to Reading, Diagnosis, Research, Readiness, and Language and Cognitive Factors.

Prentice-Hall has published a second edition of **Education of Exceptional Children** edited by Cruickshank and Johnson. An impressive group of contributing authors deal with the various phases of the education of exceptional children. Reading Specialists will be especially interested in the new material on the brain injured child.

The IRA has recently published their eighth book of readings in the perspectives series, **The Evaluation of Children's Reading Achievement**, Thomas Barret, editor. The entire book might best be summarized by the title of Margaret Amman's first article, "Evaluation: What Is It? Who Does It? When Should It Be Done?" All books in the perspectives series are \$2.50 for non-members and \$2.25 for members of the IRA, Box 695, Newark, Delaware, 19711.

Two issues of the **Reading Teacher** of special interest that may have been overlooked or forgotten: March, 1967, "The Role of the Reading Specialist"; April, 1967, "Gadgets and Materials". Both issues are of current relevance and worth digging out for review.