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## Main Ideas and Important Details

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# MAIN IDEAS AND IMPORTANT DETAILS

by Hal Cafone and Ronald Cramer

Most of our readers are familiar with the fine work of Benjamin Bloom in the area of cognition; "Bloom's Taxonomy" is referred to constantly by educators at all levels. Recently, with the help of J. Thomas Hastings and George Madaus, Bloom has written *Handbook on Formative and Summative Evaluation of Student Learning*, New York: McGraw-Hill, 1971. This excellent reference will be of great value to present and future classroom teachers to improve teaching and learning. The handbook has as its major concern the evaluation of student learning and the use of this evaluation for instructional decisions . . . in other words, diagnostic teaching.

In addition to the theoretical underpinning of the book, expressed in the first section, the reader will find a great wealth of practical applications for his classroom in a variety of subject fields. For those interested in the teaching of reading, especially important chapters will be those on language, socio-emotional, perceptual-motor, and cognitive development in preschool education, and chapters on evaluation of learning in the language arts, literature and writing.

We are warned by Frank Smith, the author of *Understanding Reading: A Psycholinguistic Analysis of Reading*, Holt Rinehart and Winston, 1971, that his book is *not* a book about reading instruction, no comparison of teaching methods is discussed, and neither will the reader find a particular method

espoused. Instead, this book is an attempt at understanding the reading process, and as the sub-title indicates, a psycholinguistic analysis of reading and learning to read. The understanding we hope to achieve eludes us because of our insufficient knowledge and the current "state of the art," but Smith's book directs us to important considerations in a variety of disciplinary fields with topics such as communication, learning theory, speech acquisition, and physiology of the eye and brain.

Oakland Schools, an intermediate school district of the State of Michigan, has been publishing a number of fine booklets called *Occasional Papers*. These papers range from research reports such as Hungerman's on a four year math project (volume III #6) to papers such as Cunio's on *The Need for Curriculum Objectives in Special Education* (Volume III #1). Correspondence regarding the circulation of these papers should be sent to Richard Watson, Editor, *Occasional Papers*, 2100 Pontiac Lake Road, Pontiac, Michigan 48054.

We thought our readers might be interested in a monthly publication of the Department of Elementary Education, the University of Alberta, Edmonton 7, Alberta, Canada. *Elements* is published monthly, September through April with each issue centered around an area of instruction (e.g., art, language, mathematics, music, physical education, reading, science, social studies). All the

articles attempt to translate theory into practice making the \$2.00 fee for this little pamphlet worthwhile. Send your letters of inquiry to Dr. Allen Berger, editor, to the above address.

Rarely does a new book in teaching reading meet the test of dealing with all the complexities clustered about this skill. Zintz's *The Reading Process* by Brown and Co. certainly comes close. This comprehensive volume balances nicely the theoretical foundations and the practical aspects of diagnostic teaching of reading in the elementary school. The author has beginning chapters that deal with the psychological foundations on which school learning is based, followed by teaching reading skills, the importance of linguistics and reading and finally chapters that delve into the problems of teaching youngsters of varying ages and different abilities.

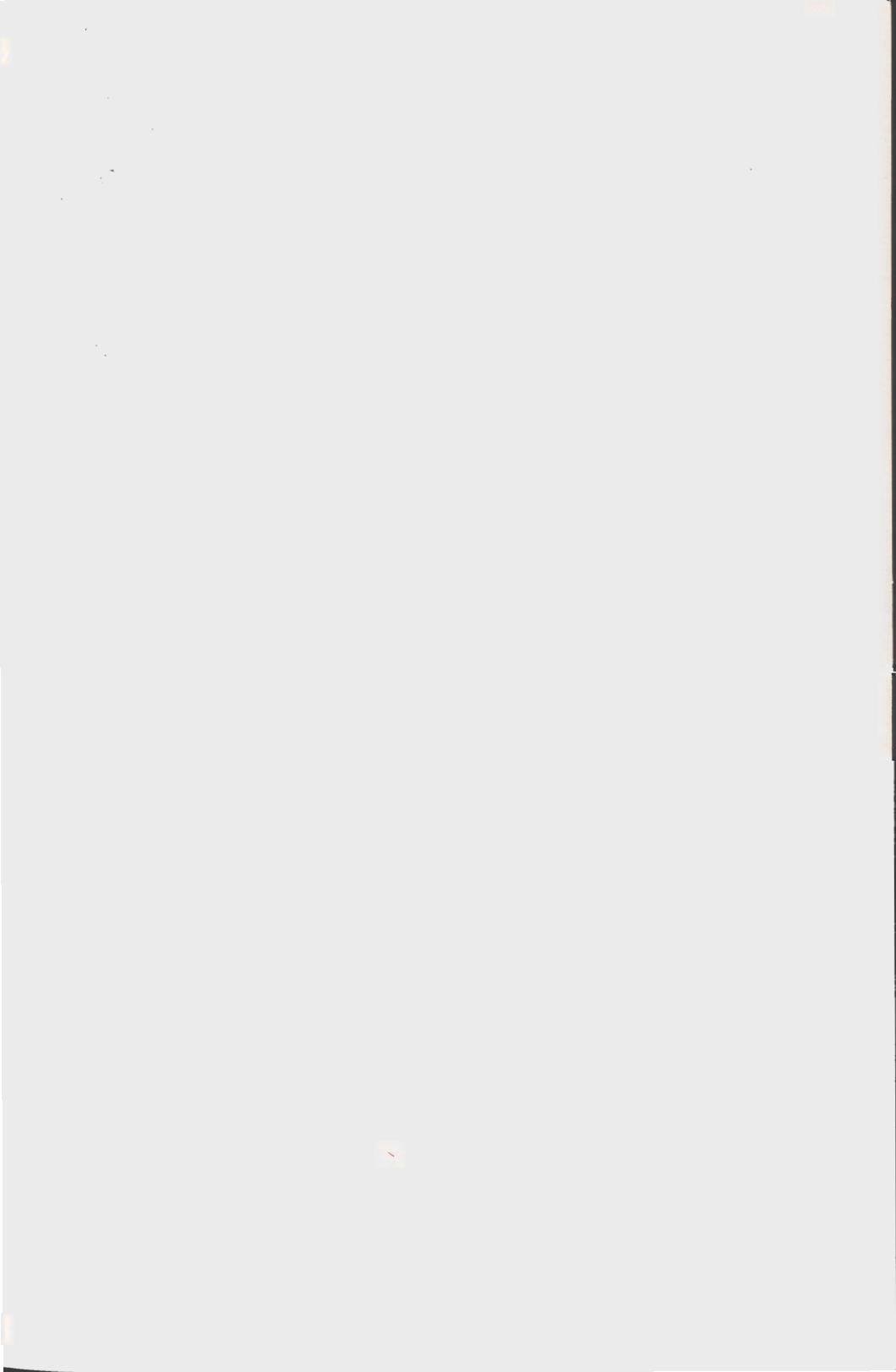
The third publication in the ERIC/CRIER reading Review Series has been selected as one of the best ten books in education by Phi Delta Kappan. *Reading: What Can Be Measured?* by Roger Farr, essentially is a guide to researchers in reading. It identifies the major controversies in the field also delineates for the teacher the various uses of tests in the classroom. The book is enhanced by an index to reading tests with references to the Mental Measurement Yearbooks where the interested reader will find both the test described and reviewed.

*Bibliotherapy*, an annotated bibliography by Corinne Riggs is a recent addition to the many titles in the IRA

series. Rather than a narrow definition of bibliotherapy, Riggs uses "effects of reading" which is a much broader notion. Consequently the entries include those pertaining to the reader, the material read, and the response of the reader. This is helpful for the classroom teacher who needs to understand the interaction of three factors if he is to work effectively with children and what they read.

Administrators and reading consultants responsible for designing and or improving school reading programs will be interested in two recent publications: *Improving Your Reading Program* by Schnepf and Meyer and *Organization of School Reading Programs* by Leo Fay are two sources in this area. The Fay publication is an annotated bibliography dealing with school organization, classroom organization, administrative and supervisory policies and practices, and organization and administration of special programs. Schnepf and Meyer, on the other hand, have written a book dealing with the improvement process, which entails initiating that process, studying the teacher-staff competencies, and using facilitating factors.

The Winter 1971 issue of the *Reading Research Quarterly* has now been published. As in the past, the winter issue is devoted to the summary of investigations in reading (July 1, 1969 to June 30, 1970), and this year there are 341 summarized reports of research of a wide variety of topics within the field of reading.



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