

Significant Books

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How to Live Through Junior High School. Eric W. Johnson. Philadelphia: J. B. Lippincott Company, 1959.

This book is a nontechnical, practical guide to understanding and working with the adolescent. While the author directed the discussion toward parents, teachers and school administrators may also find much of value in the book.

The author draws upon his extensive experience with the adolescent and his parents, and upon the reactions to questions asked of youngsters, to provide the ingredients for the book. He skillfully mixes these with humor to provide practical advice.

The reader will find the book humorous. At the same time, however, it may well increase his understanding of that perplexing individual—the junior high school pupil.

—Reviewed by ROBERT J. STARK, Director of Secondary Schools, Grand Rapids, Michigan.

The Exceptional Child, A Book of Readings. James F. Magary and John R. Eichorn. New York: Holt, Rinehart and Winston, Inc., 1960. 562 p.

Magary and Eichorn have sifted and sorted, edited and coordinated a large number (71 to be exact) of writings by specialists in education, psychology, social work, rehabilitation and medicine

into an excellent anthology concerned with helping the reader better to understand children who are exceptional. The editors emphasize by their discriminating selections that "it is the *individuality* of each child who is exceptional which requires stress." The volume is truly concerned with the "*child* who has a handicap" rather than the "*handicapped child*."

This volume has much value for teachers and students. It is an efficient, time-saving way of reading original selections by outstanding specialists from the various fields related to the education of exceptional children.

Important trends or views in the education, rehabilitation and psychology of exceptional children are presented. Teachers and other workers in the special education field will be helped to a better understanding of the exceptional child, but will also be reminded that the child with a handicap is first of all a *child*. The articles are succinctly understandable, and interestingly worded. The undergraduate student and the lay citizen will find many articles of interest in this volume.

An ingenious correlation chart on the inside cover shows the relation of readings in the volume to a number of general texts on the psychology and education of exceptional children. These texts, together with the book here reviewed, would form an excellent nucleus for a

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special-education library in the local public school system, as well as within the teacher preparing institution.

The articles in the anthology are coordinated so that the reader is taken from one selection to the next as smoothly as in a modern novel. The articles range from an interesting discussion of the "Exceptional Child in Contemporary Society," to the "Child with Mental Retardation," and include children with neurological, orthopedic, visual, communication, social-emotional, and/or cultural handicaps. Also included are articles about children with handicapping medical conditions, children who are educationally retarded and children who are gifted. The list of authors reads like a combination of headliners who have highlighted many programs at the Council for Exceptional Children conferences during the past decade.

For an overview of the total field of special education, or a practical compendium of good articles regarding exceptional children, you should own this book. If you are a teacher or a student, this volume can improve your understanding of all children. It belongs in your library, if you are to have a child, to know a child, to teach a child, or to understand a child.

—Reviewed by C. LEWIS MARTIN, Director, LaGrange Area, Department of Special Education, LaGrange, Illinois.

Test Construction: Development and Interpretation of Achievement Tests. Dorothy Adkins Wood. Columbus, Ohio: Charles E. Merrill Books, Inc., 1960. 125 p.

What does a raw score of 62 on an hour quiz in a history course mean? How should such a number be translated into a letter grade? Is the true-false form likely to be as good as the multiple-choice? What are the arguments against the use of optional items? How can the scoring of objective tests be expedited?

These and other questions provide the framework for this "brief, straightforward, and understandable treatment of measurement techniques." Following her own advice to test makers regarding economy in the use of language, the author presents an exceptionally concise statement on the planning, construction, and statistical treatment of evaluation instruments.

Early chapters devoted to the general nature of achievement tests, principles of measurement, and objective tests make this little book a valuable resource to test constructors at all educational levels. As the author rightfully points out, there is a "significant lag in the application of basic principles of psychological measurement" by elementary, secondary, and college teachers. These principles and the techniques for applying them are clearly presented here. Illustrative material on objective test items found in the appendixes provides the reader with an additional resource.

The chapters on statistical treatment of test scores and on item analysis may severely tax the average reader's comprehension skills, largely because of the author's sophistication in quantitative terminology. The final chapter on essay testing lacks the punch and conciseness

of the earlier attention to objective testing. Otherwise, the chapter is highly readable.

The fact that this book does not move the prospective test maker much beyond the level of measuring recall and recognition in the cognitive realm may be seen as a limitation. However, the testing of higher mental processes demands a firm grounding in the sound principles of evaluation that are examined here. For that reason, this text is highly recommended to the teacher (and the professor) who has begun "to take seriously his responsibility for appraising the progress of students." It makes clear that teachers (and professors) who dash off a 100-item final exam in an evening's work are hardly meeting this responsibility.

—Reviewed by ROBERT F. CARBONE,
Instructor in Education, University of Chicago, Chicago, Illinois.

The Cost of a Schoolhouse. *A Report from Educational Facilities Laboratories, Inc., New York: the Laboratories, 477 Madison Avenue, 1960. 144 pages.*

School board members, administrators, teachers, architects, college professors in teacher education, and community leaders will find *The Cost of a Schoolhouse* an invaluable guide in planning, building, and financing economies. This book is based on the results of a year-long study by the EFL staff with the assistance of leading architects, educators, financial consultants, school planners and others. It was prepared "to assist school board members in coming to a better understanding of some of the elements of school building costs and to help them in asking the kinds of questions which make it possible to secure more efficient buildings with economy."

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● MODERN EDUCATION FOR THE JUNIOR HIGH SCHOOL YEARS

By *William Van Til*, Professor and Chairman, Department of Secondary Education, New York University, *Gordon F. Vars*, Associate Professor of Education, School of Education, Cornell University, and *John H. Lounsbury*, Professor of Education and Chairman, Division of Teacher Education, Georgia State College for Women

This comprehensive and up-to-date volume includes exhaustive practical suggestions for improving teaching techniques and for finding and using resource materials. It is ideally suited for use in both undergraduate and graduate courses and will be of particular interest to all educators concerned with the junior high school grade level.
Ready in February. About 500 pages.

● THE MAKING OF A MODERN EDUCATOR

By *William Van Til*

The articles, essays, columns and occasional chapters gathered together in this book reflect the author's scholarship and experience as one of America's foremost educators. Both the public and professional educators will find much to interest and challenge them.
Ready in January.



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This publication contains many specific suggestions for realizing substantial economies such as the following: (a) adopt and put into use a standard module; (b) develop systemwide planning; (c) determine the educational program; (d) choose a good architect. The "21 School Building Economies," serve as excellent guidelines in making value judgments about real economy. Nine concrete suggestions on how "To Get the Most for Your Money," should help in making wise decisions on bonds.

The Cost of a Schoolhouse discusses the various kinds of schools a community can build. It outlines: the best contemporary thinking on program, design and construction; how to analyze and compare school costs; how to save money through wise employment of financial resources; long-range planning of school needs and the purchase of school sites; and, future trends in school design and construction. In addition, the study traces

the evolution of the American school-house and reports on trends in school building in other lands. School boards will find this report especially useful as a guide to pinpoint for their voters exactly how their school building dollar will be spent, and why their proposed school may cost more or less than a similar school built recently in a neighboring community.

The last chapter suggests that the school built today should anticipate accommodating tomorrow's methods and content. Elementary and high school curriculum planners should find this chapter of particular interest. The EFL publication concludes with 17 observations, suggestions and warnings for those who will be responsible for the school buildings of tomorrow.

—Reviewed by STUART A. ANDERSON,
Assistant Superintendent, Niles Township Community High Schools, Skokie, Illinois.

How the Junior High School Came To Be (Continued from page 147)

tors was to the growth and development of the junior high school.

In summary, many factors worked together to cause the inauguration and early success of the crusade to reorganize secondary education. The original impetus for reorganization came from the colleges and was concerned with economy of time and with college preparation. Discussions about reorganization then began to broaden their base. Proposals for reorganization became linked with other school problems, such as the high rate of elimination and retardation. From psychology came further justification. The culture provided fertile soil for the seeds of reorganization whether

planted by college presidents, by public school administrators, by psychologists, or by professional educators. So the movement to reorganize secondary education, coming at a propitious time, prospered.

The junior high school may not have been all that many hoped it would be. It may never have proved itself on some counts, yet it has achieved marked success in its relatively brief history. Many new educational practices and ideas have been tested in the junior high school. More experimentation is in the offing, as glimpses of the future are beginning to come into clearer focus. The junior high school story is then an unfinished one; but its success to date augurs well for the future.

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