

# Significant Books

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**Improving Patterns of Language Usage.** Ruth I. Golden. Detroit: Wayne State University Press, 1960.

Because of their use of non-standard speech patterns, Ruth I. Golden maintains, people frequently create a false impression of ignorance and continue to be retarded, both socially and vocationally. These people, she holds, must depend on the school to help them develop speech patterns that will allow them to progress. Mrs. Golden's volume focuses on the problem as it relates to the role of the school in correcting language faults, points out the great need for speech improvement and makes suggestions as to how schools might best promote acceptable levels of what she calls "standard, informal, American language."

Part One of Mrs. Golden's book defines the problem, describes a questionnaire study and its findings. The problem is restricted to finding practical and effective techniques for teaching improved language in a Detroit high school consisting predominantly of Negro students of a low socioeconomic level. As she points out, however, the problem broadens to apply to any area in which a considerable percentage of migrant people are attempting to adjust to the language pattern of their new community. Thus, *Improving Patterns of Language Usage* would be of particular interest to the teacher who is confronted with such a language teaching situation. The lan-

guage difficulties Mrs. Golden discusses are, for the most part, grammatical, such as reversal of agreement in number between subject and verb, omission of the auxiliary, and confusion of tenses.

The questionnaire, which she describes in detail, had a threefold purpose. It was designed to discover the frequency of use of non-standard expressions in various high school communities, to gain a knowledge of how the backgrounds of students contribute to the use of language, and to determine what motivational forces and types of teaching are most effective from the student's point of view. On the questionnaire, 680 students from schools with predominantly a Negro population and 222 students from schools with predominantly a white population responded to 102 expressions, such as "I seen the picture" and "We all knows that, man!" by indicating which ones they hear frequently, which ones they hear high school graduates use, and which ones they themselves use. There were, in addition, several questions to ascertain background and motivational factors. Comparative findings of the responses of the two groups are delineated in an extensive series of tables and fully discussed by Mrs. Golden.

In Part Two, specific methods of changing language patterns are presented and discussed. After pointing out the value of remedial reading and foreign language training on the elementary

level, Mrs. Golden focuses, first, on means by which a school may make its students aware of their need for a change and, secondly, on means by which the school can help the students in finding ways to improve their speech. She describes in great detail how a language laboratory might be conducted in an English class, how a Teen Talkers or Teen Tapers Club might be organized and operated, and how a school-wide Better Speech Campaign can be developed to contribute effectively to improved speech.

Of great value, I believe, is her description of how, with imagination and planning, a tape recorder can be effectively used in the language laboratory or club situation to provide the student with a chance to listen to his own speech and that of others as well as to practice speaking. As for the direct teaching of basic grammar, Mrs. Golden prefers the

structural approach to the Latin grammar approach, and she discusses her views in a chapter appropriately entitled, "The Pendulum Swings in Language Teaching."

Part Three presents remedial lessons and exercises designed to provide the teacher with specific materials ready for classroom use. A sample unit on language structure is given, along with types of lessons dealing with good usage and many pattern practice exercises which may be used as drills in the classroom to give students practice in standard patterns of expression.

Mrs. Golden has organized her material well and has developed it fully. Indeed, such a great effort is made toward clarification that Part One, in my opinion, tends to be somewhat repetitious in sections. The fault does not apply, however, to the second and third parts, which benefit greatly from Mrs. Golden's

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thoroughness. Her suggestions of methods and techniques of motivating and teaching improvement of language usage are so specific that they may offer real help to a teacher who wants to know exactly how to start, what materials to use, and even what language to direct to the students in the presentation. In conclusion, I would judge that Mrs. Golden achieves her aim of making the reader well aware of the aspects of the problem she discusses and does a service to the teaching profession by making many practical suggestions that can readily be put to use.

—Reviewed by KABIN S. DELONG,  
*Teacher of English, New Trier Township  
High School, Winnetka, Illinois.*

**Educational Supervision in Principle and Practice.** *Hanne J. Hicks.* *New York: Ronald Press, 1960. 434 p.*

Dr. Hicks has prepared an excellent book in the field of supervision. In my estimation, this book in the "Douglass Series in Education" will receive wide recognition and use. If supervision is a process for stimulating teacher growth to the end that better learning experiences are provided for children, then this book should aid students and practicing supervisors. It will do so by making available the kind of help that will cause teachers to grow and provide an increasingly superior instructional program.

As stated by the author, this book is designed for courses in supervision of instruction and for the use of persons seeking to improve classroom instruction through skillful supervision of teachers. Uniquely it builds upon basic principles from which the theory has been formulated, and then expands upon implications the theory holds for action. In reality, the book goes a long way to satisfy the ever-current criticism, made

by students in education, that courses in supervision contain too much theory without practical application. Dr. Hicks has refuted this criticism by laying much stress on the practical aspects of supervisory techniques. Another factor of the book which should receive favorable recognition is that the author, through his experience in education and his experience in working with people, has the insight to reveal that no supervisory practice can be successful without mutual understanding, proper respect and a desire on the part of teachers and supervisors to improve ways of working with children and youth. In other words, this book is written from the humanistic point of view. This, in itself, should establish its reputation as a worthwhile text in this field.

Arranged logically in four parts, this book follows the usual approach to the study of supervision. Part one reveals the nature and development of modern supervision. Part two deals with the supervisor in terms of his personality, resources and his professional relationships. Part three deals with the functions of supervisors in education—locating and diagnosing problems; evaluating the product of an educational system; and finally showing the way or providing information and techniques to improve instruction. Part four emphasizes the use of instructional materials and describes supervisory principles and practices involved in the improvement of curriculum.

Physical aspects of the book are conducive to good study techniques. Topical headings and subheadings make it possible for the student to grasp and retain ideas readily. Furthermore, many initial paragraph sentences are italicized, thereby encouraging efficient study habits. Selected references follow each chapter and are annotated in such manner as to

enable the student to know where the most useful reference material may be obtained.

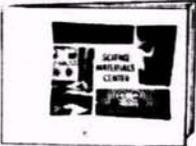
—Reviewed by WILLIAM J. UNDERWOOD, Assistant Superintendent of Schools in Charge of Instruction, Lee's Summit, Missouri.

**Improving the Quality of Public School Programs.** Harold J. McNally, A. Harry Passow and Associates. New York: Bureau of Publications, Teachers College, Columbia University, 1960. 331 p.

A wedding of theory and practice has been achieved in this recent book concerning the improvement of instructional programs in today's schools. In the first 100 pages of the book, Professors McNally and Passow have presented a thorough analysis of the administrative aspects of curriculum improvement. Their first chapter is especially helpful to those who seek evidence for changing existing conditions in today's schools.

The three subsequent chapters then discuss the history, the organization, and the procedures of curriculum improvement. The entire section is well documented, and the selected readings are pertinent and of recent publication.

Following this initial theoretical presentation, practitioners in seven public school systems present descriptions of their respective curriculum improvement programs. Bellevue (Washington), Denver (Colorado), Galena Park (Texas), the State of Illinois, Dade County (Florida), Lewis County (New York), and Newton (Massachusetts) were selected because Professors McNally and Passow believed them to be representative of systems which have made significant strides in curriculum improvement. These seven systems vary in size, organization, and geographic location; one of them un-



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doubtedly will be similar to the system in which a reader finds himself. In describing their programs, the contributors from these seven systems give attention to program objectives, means of initiation, personnel involved, organization, and procedures.

The authors stress the administrative aspects of curriculum improvement and do not attempt to delve into the problem of what a good curriculum should be. In fact, there is a constant emphasis on having the individual school unit define the "should" elements for its own locale. In addition, the several authors reiterate the belief that the principal is the key leadership figure in curriculum improvement. Unfortunately, little attention is given to specific methods a principal might use with his staff to fulfill this obligation, nor is there a summary of techniques and procedures a local school staff might use to improve the quality of its own school program.

Nevertheless, this book should be included on the reading list of all educators who have system-wide responsibilities for curriculum development. It is sound in theory and helpful in practice.

—Reviewed by JOHN M. BAHNER, Principal, Englewood School, Englewood, Florida.

**The Community Junior College.** James W. Thornton, Jr. New York: John Wiley and Sons, 1960.

**The Junior College—Progress and Prospect.** Leland L. Medsker. New York: McGraw-Hill Book Company, 1960.

As more and more young people are availing themselves of higher education, the junior college movement in this country is achieving a status and an importance not previously accorded it. At the same time, educators are critically examining the role and function of the junior college, both as terminal education and as an intermediate step between high school and university.

Thornton's book, *The Community Junior College*, is written primarily as a textbook for those studying the community junior college, but it has equal value as a resource for others who have an interest in this area of post-high school education. The Medsker book, on the other hand, is the result of a comprehensive study of 76 public two-year institutions in 15 states, and in this sense is indeed a "progress and prospect" report. The 76 particular institutions were chosen to reflect a variety of organizational patterns being used in junior colleges.

As a result of Dr. Thornton's actual experience in junior college work, his book includes many worthwhile references and experiences which enhance its usefulness. He presents a very excellent

discussion on the philosophy and place of the junior college and its historical development.

Dr. Thornton has provided a real service by preparing a book which brings together the material needed by students of the junior college. This should result in a better understanding of the role of the community junior college in the total context of higher education today.

The study reported in *The Junior College—Progress and Prospect* was conducted to examine the theory that the junior college is a unique institution serving special functions which other institutions cannot serve effectively or cannot serve at all. The book does not attempt to glorify the junior college or to run it down, but it objectively presents strong points and limitations as these were found.

Dr. Medsker gives a comprehensive picture of the two-year college, treating development and growth and its internal operations. His study reveals the great diversity of types of junior colleges, a reflection of the fact that these colleges are products of local community needs as well as the needs of higher education. The future of the two-year college, he points out, depends on the way in which states organize to provide education beyond the high school for the increasing numbers of students and the increasing diversity of programs these students demand.

The Medsker book is a "must" on the reading list of every person involved or interested in junior college education. It should be a requirement for those in educational programs preparing to enter junior college work.

—Reviewed by FREDERIC T. GILES, President, Everett Junior College, Everett, Washington.

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