

Significant Books

Reviewers/Sanford Reichart

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Exceptional Children in the Schools.

Lloyd M. Dunn, Editor. New York: Holt, Rinehart, Winston, Inc., 1963. 580 p.

Education for the Slow Learners. G.

Orville Johnson. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963. 330 p.

Personality and Adjustment. Richard

S. Lazarus. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963. 118 p.

Basic Anxiety. Walter J. Garre. New

York: Philosophical Library. 1962. 123 p.

Schools at present are involved in the challenges of curricular revolution, in evaluating purposes and goals, in expediting their processes toward meeting contemporary needs. It is rewarding, therefore, to commend to participants in the educational arena four books of tremendous serviceability.

Each has in common that intention of helping us know more about ourselves and others. When we study the atypical, we sometimes can contribute to such knowledge through a probing from within that allows us to understand others better though the circumstances upon which we enact our own lives may differ. Yet, empathy without research upon which to base its functioning can be negligent in its direction.

The first two books listed here give such direction. This is an important direction, for it intensifies our awareness that in the midst of curricular change we

must ensure the rights of all to receive rich educational opportunities. Such was avowed by Plato in *The Republic* and such should be avowed by all educators today. To say this, however, is not enough. Provision for such opportunities should be built upon the empirical principles of research and its logically derivative methods.

Exceptional Children in the Schools is a fine achievement, guided throughout by Lloyd Dunn's broad foundations in the research of special education and developed by a staff well qualified in their respective fields of exceptionality.

The types are divided into chapters covering "trainable" and "educable" mental retardation, giftedness, the emotionally disturbed and socially maladjusted, speech impairment, deafness and hard of hearing, blindness and the partially sighted, crippled and neurologically impaired children.

The book, broad in its scope, is designed to accommodate a maximum expression of dedication and competency on the part of its contributors while allowing for multiple uses as a text and reference work. It is a concise yet comprehensive survey for all who are interested in education. By stated intention, the chapters are organized "with sections in each on definitions, prevalence, identification, characteristics, educational procedures and resources." These resources are infinitely valuable in their carefully

chosen bibliography of books and films for professionals and parents.

Dr. Dunn's "Overview" chapter is a brilliant, succinct orientation to all facets, problems and needs of special education. It sets the stage for all that follows and for Samuel C. Ashcroft's excellent conclusion, "Exceptionality and Adjustment," a worthy development of this topic. There are well organized author and subject indexes.

No curricular problem is of greater magnitude than that of the slow learner. His needs cannot be overlooked in our preoccupation with the academic emphases of the space age. G. Orville Johnson's *Education for the Slow Learners* is a wise, practical book. It should become required reading.

This volume clearly states the problems of slow learners, with a definition of terms, historical overview and contemporary needs. The work also delineates their characteristics, their diagnosis and their educational needs. The latter contribution is organized into excellent consideration of grouping for instruction on all levels.

Effective treatment is given to the problems of instruction in the areas of the language arts, mathematics, the content areas and special subjects. Of particular interest is the thoughtful coverage on grading, reporting and promotion.

Here, too, chapters end with related references, and the work concludes with an unusually helpful index.

A book such as Dr. Johnson's is a courageous one, for it projects conviction in the basic commitments of education. It focuses attention upon the backgrounds of an area of concern and makes specific recommendations for action in programming, administration and philosophy. The sincerity of its purpose permeates, leaving one with the wish that

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the versatility of its use will be recognized quickly in order that its influence may be felt without delay.

At long last, under the watchful editorial eye of Richard S. Lazarus, a series of individual paperback texts on psychology is being published. (Clothbound library editions are available.) Each is the reflection of a scholar's research around a specific problem area, and each contributes to the totality of integration and flexibility such a vast project offers.

Called *Foundations of Modern Psychology*, Lazarus' *Personality and Adjustment* is one text in the series. Taken as a harbinger of things to follow his inspiration, we have available to us a brilliantly conceived introductory treatment of the complexities in the field of psychological thought.

Instructors and students alike should welcome the concept behind this under-

taking which presents self-contained volumes covering the special issues, methods and content of a basic area. Such an approach challenges the mind to explore in depth while making one conscious of the breadth into which the parts must be placed in perspective. While honoring the diversity of psychology, no loss of validity in specifics will ensue.

Reading *Personality and Adjustment*, one finds it difficult to believe that so much can be organized into so small a space with such vigor of style and sparkle in organizational design. Depth is present, graphs and charts are presented, but one feels that an artist has surveyed his canvas and removed all that is extraneous. No excesses are to be seen.

The range covers the problems of conflict, mental health and personality with outstanding analyses of theories and processes.

This is a worthwhile addition to the literature of the behavioral sciences.

Characterized by lucidity of thought and relevancy to all aspects of living, Walter J. Garre has written a provocative and dynamic book in *Basic Anxiety*. Its impact is bound to become a focal point of conversation and controversy. Reading it is an unforgettable experience.

Though not oriented in Tillich's theological climate or Jersild's educational one, the challenge of Dr. Garre's work is not dissimilar to that found in *The Courage To Be* and *When Teachers Face Themselves*.

In the content of Dr. Garre's volume, we find our universal link with all human beings and must face ourselves realistically. Since we are human beings first and educators next, this work should be read by all who seek to know more about themselves in order to give more to others.

Reflecting his medical, psychiatric

training throughout, Garre identifies and explores the problem of anxiety with perception. Nowhere can one find a greater clarity than in his development of the etiology and biological identification of anxiety. It is in its psychobiological focus that the work gains its uniqueness.

The reader is swept along paths he may consciously never have known he had walked yet which he will recognize as all too familiar, and will accept as a challenge to reach out toward greater maturity. If we are to deal with the anxieties in others, we must understand those within ourselves. Because of this, though not specifically directed to educators, this work becomes an extremely important one. Its treatment of mental health, alcoholism, juvenile delinquency and emotional maturity, as examples, are models of exploratory prose written with substance and brevity.

At a time when automation threatens the individual more than ever, we must all become students of human behavior and thought if we are to withstand the pressures of the future. The books reviewed here can serve us well.

—Reviewed by SANFORD REICHART,
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Board of Education, Cleveland Heights,
Ohio.*

Maturity in High School Teaching.

Gail M. Inlow. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.

Secondary School Teaching. O. H.

Nordberg, J. M. Bradfield and C. W. Odell. New York: Macmillan Company, 1962.

In our rapidly changing world, it is becoming increasingly difficult to write a book on secondary education that is not outdated before it leaves the presses. Many authors sense this and try to project their ideas into the future.

Gail M. Inlow's final chapter entitled, "Future Needs in Secondary Education," in his book, *Maturity in High School Teaching*, states that the teacher of tomorrow will need to keep pace, indeed, to lead the innovations of tomorrow. He predicts that secondary education of the future will become more concerned than is today's counterpart with human personality, ethics, and problem solving situations.

The book organized into 19 chapters is conceived for the novice as well as the experienced teacher. It interprets secondary teaching on a high level, focusing on the need for mentally mature teachers. The author does not write down to his audience. He assumes that the reader is well-read in current literature and that he comes with a background in modern psychology and educational philosophy.

The volume is well researched. The author is selective in summarizing pertinent historical backgrounds, also skillfully states throughout the book significant, thought provoking educational problems and issues. Indeed, this book may have among its most valuable resources several case studies which penetrate the realities of the secondary school classroom; specific sets of suggestions to the teacher on evaluating growth by testing and by other methods, and a detailed analysis of methods of responding to the similarities and differences in adolescent students.

Educators concerned with the issue of homogeneous grouping will find many areas for disagreement in Inlow's treatment of what he calls the alleged advantages and the alleged disadvantages of grouping. Regardless of one's point of view, it is refreshing to find, in chapter 11 of *Maturity in High School Teaching*, that the author takes a stand on the issue and defends his point of view.

The beginning teacher and the experienced teacher will be interested (chapters 12, 13 and 14) in the well-organized presentation by the author on evaluation of pupil growth (including a section on teacher-made tests) and ways of improving marking practices. Consider the following statements by the author: "By the very nature of the process of compressing so much into so little, a grade is always more or less undiagnostic. . . . The most controversial of all the components of a mark are the factors of attitudes, ethical considerations, and social behavior. If achievement is the 'end all,' these should have no bearing. But in practice, might they not enter into even the 'purists'' grading, even though unconsciously?" At the end of chapter 14 the author's conviction about grading is outlined in a number of tenets which he feels could be announced to a high school class. The reviewer believes in informing students of expected marking practices, but finds in the set of 13 tenets at least four which place the teacher in a weak position and place the student at the mercy of his "so-called" IQ score.

Like most authors of books on secondary teaching, Inlow discusses selected teaching methods (oral and non-oral) and he includes many concrete suggestions for their use.

A chapter is devoted to "Unit and Daily Planning" with specific well-developed samples from the American History, the American Short Story, Mathematics, and Ballads. Likewise, Nordberg, Bradfield and Odell, in their book, *Secondary School Teaching*, devote a large section of their work to what they term "Instructional Dialogues."

In a portion of their book "designed for students in upper division and graduate courses," the authors concentrate on trends in curriculum patterns, character-

istics and contents of a unit of instruction, and give abbreviated examples of units in Health Education, Economics, and American History. Daily lesson planning is less extensively treated. A major segment of the book *Secondary School Teaching* is devoted to teaching in five curricular areas. "Teaching the Fine Arts" includes music, art, crafts, dramatics and appreciation courses. The authors address the new music teacher in the first section of this chapter in a somewhat dos and don'ts approach. They direct the teacher to general sources for finding research studies. The research is not described. The reviewer believes that if there is a major weakness in the book it is in the casual use of the term *research*. For example, in the section entitled "Teaching the Language Arts" the authors write:

"Research findings clearly indicate more effective procedures in teaching. The methods prescribed in succeeding pages are research-based; they have proved to be effective and only minor adaptations to local conditions should be necessary. Moreover, in his own work, the teacher always should be experimenting with variations in procedure to determine how to produce more learning, achieve better results, and thus relentlessly pursue excellence." They go on to discuss the teaching of writing and the following is stated: "Numerous research studies indicate that a direct attack, concentrating on meaning, is superior to a grammatical attack in problems of sentence structure. . . . Moreover, the brighter the learner the more he needs to write complex sentences and, usually, the more apt he is to write them easily." The reader does not know the nature of the research nor where he can find the details of the experimentations. The reviewer is not certain whether the last

sentence quoted is "research-based" or is the author's opinion.

The section on "Teaching Science and Mathematics" compares and describes some of the traditional and modern approaches to these disciplines. A good summary of the work of the Physical Science Study Committee (PSSC), and of the work of the University of Illinois Committee on School Mathematics (UICSM) is given. The chapter on "Teaching the Social Studies" is written in a rather pedestrian fashion describing "the general nature of the curriculum and with problems, methods, and materials singular to it." The authors state that it is not their intent to present a definitive treatment for social studies teachers, but to familiarize all prospective teachers with instruction in the Social Studies. A bibliography of selected references is appended for the Social Studies teacher.

The last section of the book entitled "Projections into Reality" attempts to present the new teacher with a view of the complex nature of the responsibilities a teacher assumes. The need to understand the nature of school activity programs and contacts with parents and the community is ably described. The authors conclude their work with a chapter on "Teachers and the Pursuit of Excellence." They do take a definite stand on the controversial issue of teacher evaluation as it relates to "merit pay."

In reading these two recent books on secondary teaching, the reviewer kept foremost in mind the purposes of each work as stated by the authors. *Maturity in High School Teaching* by Gail M. Inlow is designed for use both as a text for college courses in principles and general methods of instruction, and as a resource book for the student teacher, the professional teacher and school administrator.

The book should make an excellent college text and a valuable resource book in school professional libraries.

Secondary School Teaching by H. Orville Norberg, James M. Bradfield and William C. Odell was primarily written for preservice training of teachers. The authors are to be commended on their forthright approach to expressing opinions on a number of controversial school issues. This may well serve as a model for the beginning teacher.

However, the volume seems to approach too many persistent problems in the education and training of a teacher in only a most superficial manner. This is often reflected in a somewhat "preachy" orientation to operational teaching procedures and practices.

—Reviewed by FRANCES R. LINK, *Coordinator of Secondary Education, Cheltenham Schools, Pennsylvania.*

Education in Depressed Areas. A. Harry Passow, Editor. *New York: Bureau of Publications, Teachers College, Columbia University. 1963.*

Schoolmen in the field, especially those practicing in depressed areas, will find this volume both provocative and provoking. The scope of the research and the valuable insights derived are certainly provocative. On the other hand, the nonchalance with which several contributors shoulder the schools with responsibility is quite provoking.

The book is the outcome of a conference held at Teachers College, Columbia University, in July 1962. Among the participants were 58 instructional leaders, 50 of them in teams of two from 25 city systems. The conferees undertook "to examine the many dimensions of education in depressed areas" and to develop "sound guiding principles for program

planners in city school systems." This book presents the prepared working papers of 13 specialists who were asked to set forth "the major theoretical and empirical considerations of the broad topic. . . ."

The result is an impressive summary of the most recent research into the many factors that block the academic progress of children in depressed areas.

Among the prominent contributors are Robert J. Havighurst, Kenneth B. Clark, Martin P. Deutsch and John H. Fischer. The educator in the field may question some of the findings; he will consider some of the sampling inadequate. Nevertheless, he will find the papers rich with insights into the historical, social, economic and psychological forces that shackle the learning power of the underprivileged child. Teachers and supervisors will realize that there are old practices which should be dropped and new ones to try in curriculum, guidance and teacher training. The closing paper by A. Harry Passow briefly outlines programs which have shown encouraging success and which can serve as planning guidelines to educators working with disadvantaged children.

Yet, school people daily engaged in the desperate struggle with the formidable problems of providing adequate schooling in depressed areas cannot but suffer moments of exasperation in reading this volume. A number of the papers, while noting the corrosive effects on learning potential caused by segregation, by slum housing, by grinding poverty, by pitiful home and family situations, by discriminatory employment practices, solemnly go on to assert that the major blame for retardation falls upon the school.

Thus one paper especially penetrating in its analysis of historical, environmental and psychological impediments to chil-

dren's academic progress, states at one point ". . . the lower class child enters the school situation so poorly prepared to produce what the school demands that initial failure is almost inevitable. . . ." This same paper insists that ". . . the responsibility for such large groups of normal children showing such great scholastic retardation, the high drop-out rate, and, to some extent, the delinquency problem, must rest with the failure of the school to promote a proper acculturation of these children."

It should be noted that several of the writers do take cognizance of the limitations as to what schools can do. Such comments, however, are in the main, brief, almost tangential.

Many of the contributing specialists, after presenting their excellent findings, make recommendations to the schools—and here they are not all so excellent. As might be expected, researchers reach conclusions which veteran school people reached long ago. One of the papers summarizes our needs in one crisp paragraph:

Start the child in school earlier; keep him in school more and more months of the year; retain all who start to school for twelve to fourteen years; expect him to learn more and more during this period, in wider and wider areas of human experience, under the guidance of a teacher who has had more and more training and who is assisted by more and more specialists, who provide an ever-expanding range of services, with access to more and more detailed personal records, based on more and more carefully validated tests.

Brave words indeed! But no more brave than the recommendation that we use more male teachers; that we postpone the teaching of reading; that we win the support and cooperation of parents by organizing associations and

workshops. One specialist assures us that children in depressed areas will show greater achievement if we give them a "demanding syllabus" and "a single standard of academic expectation."

Such suggestions betray lack of experience in the classroom, lack of knowledge of what has been done, lack of awareness of the heartbreaking obstacles schoolmen encounter in their efforts to achieve these very results. Information sent the reviewer by Dr. Passow would indicate that only 7 of the 17 contributors ever taught, some for but 2 or 3 years and not all of these years in depressed communities.

It would seem that to explore "empirical considerations," one of the 58 school people at the conference might have been asked to write a paper adding to the book the practitioner's reactions to the theoretician. Each may teach the other some of the realities of life in schools in depressed areas.

—Reviewed by CHARLES M. SHAPP,
Assistant Superintendent, Board of Education, New York, New York.

The Librarian—Preston

(Continued from page 216)

Work with teachers and students takes a variety of directions as the variety of materials grows. The librarian is familiar with the potentialities of all types of materials and alert to many possible uses and applications.

Another aspect of the expanded role of the librarian in the materials center is one of attitude toward the activities within the library. No longer will legitimate activities in the library be confined to quiet reading or study. Some students may be using films in a soundproof booth provided for the purpose; some may be using filmstrips or slides either with projector or viewer; others listening to re-

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