

● Selected for Review

Reviewers: Harold G. Shane
Lillian Zachary
Paul M. Mitchum
Charles Mark

Teaching the Child To Read. *Guy L. Bond and Eva Bond Wagner.* New York: The Macmillan Company, 1966. 404 p.

American Reading Instruction. *Nila Banton Smith.* Newark, Delaware: International Reading Association, 1965. 449 p.

Children Discover Reading. *Catherine Stern and Toni Gould.* New York: Random House/L. W. Singer Company, 1965. 226 p.

Reading in the Elementary School. *Jeanette Veatch.* New York: The Ronald Press, 1966. 535 p.

Reviewed by HAROLD G. SHANE
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Bloomington.

Among current and recent publications in the realm of reading are four books, each of which in its way makes a valuable addition to the five-foot shelf of the teacher or specialist. Originally the reviewer had intended to weave all four volumes into a unified review of current literature in reading. The books are sufficiently different in design and content, however, to make true comparisons and cross-reference analysis impossible. Hence each is considered in a separate paragraph or two.

Nila Banton Smith's familiar and basic contribution to the literature, *American Reading Instruction*, after more than thirty years remains of great value in a deftly updated volume issued by the International Reading Association. The splendid fund of historical and background information on the development of reading remains. Since reading instruction had been so large a part of U. S. education, Dr. Smith's early chapters also continue to stand as an important description of education in our culture.

But *American Reading Instruction* is also characterized by a fresh timeliness in its treatment of the past 15 years of expanding knowledge and technological revolution. The linguistics approach to reading and the Initial Teaching Alphabet (i.t.a.) programs are representative of current centers of attention which are treated clearly and crisply.

Dr. Smith's long record of important and continuing contributions, lends added meaning to her closing comments "in retrospect": "While our achievements have been very great, indeed, it may be that we have only penetrated the first layer, the troposphere, so to speak."

Jeanette Veatch in *Reading in the Elementary School* once more proves

that she writes with the zing and vigor with which she speaks. Assisted by Philip J. Acinapuro, Dr. Veatch provides a first-rate admixture of approaches to reading instruction. In the reviewer's opinion, since the *causes* of individual problems in reading are multiple, *approaches* must be multiple. This Dr. Veatch and Dr. Acinapuro have illustrated at a high level of competence.

Both common sense suggestions and a vision that lifts the reader above reading mechanics are well balanced in the book. Even the seasoned classroom teacher will find such a chapter as "Teaching Skills for Reading" worth the price of the book. The binding and type are, respectively, sturdy and attractive. Pictures, diagrams, and good use of "white space" also make the appearance pleasing.

Teaching the Child To Read, by Guy L. Bond and Eva Bond Wagner, injects previous editions (1943, 1950 and 1960) with the plasma of new ideas and current changes. While the basic views expressed are not altered, there have been shifts in emphasis which reflect innovations, research and trends since the 1950s. The volume remains highly useful and will be appreciated for its explicit advice on basic study skills, oral reading, developing word recognition, and so forth.

Although *Children Discover Reading* bears the subtitle, "An Introduction to Structural Reading," the authors are not, strictly speaking, applying structural linguistics to reading. Rather, they present the view that "structural" reading "... begins with an analysis of the *spoken word* and proceeds, step by step, in a systematic progression, to

the child's insight into the structure of the *written word*—the sentence, the paragraph, the story."

Unlike the other books reviewed, this one is linked rather closely to a reading program, the Structural Reading Series published by the L. W. Singer Company, Inc., in 1963. Despite this somewhat special focus, the book remains of general interest as well as of value to teachers using the series

Teaching Primary Children. J. Frances Huey. New York: Holt, Rinehart and Winston, Inc., 1965.

Reviewed by LILLIAN ZACHARY, Assistant Professor of Education, University of Maryland, College Park.

An unusually valuable relationship between child development theory and its application to practical teaching procedures is drawn in many areas of primary education by Dr. Huey. Her own teaching experience is evident in suggestions based simultaneously on sound principles of child development and realities of classroom management of six-, seven-, and eight-year-olds. Neatly and concisely organized into logical sections, the material would be easy to use as a source of information on particular topics, yet it is also easily followed by the cover-to-cover reader. The prospective primary teacher would find the book helpful, as would an in-service teacher interested in review and new ideas.

A preliminary discussion of values, historical background, and programs moves into an excellent survey of the procedures involved in planning for, and with, primary children, which is in keeping with the child development perspective of the book. This material in

turn provides the foundation for succeeding chapters on the various areas of the primary curriculum. Most of these chapters open with sections stressing the reason children need the content under discussion and the importance of its being taught so that they can see meaning and purpose in its use. All chapters conclude with specific, useful suggestions for classroom management.

The curriculum material includes recent ideas and developments. In the chapter on reading, for instance, there are suggestions for using an awareness of language patterns to help children obtain fuller meaning from what they read, an application of the current interest in structural linguistics which many good primary teachers have been using for years. Equally current ideas are found in the discussion of traditional subject areas, as well as in that of expressive and creative activities.

It seemed to this reviewer that the final portion of the book, relating learning to such miscellaneous topics as the total school situation, health protection, communication with parents, and teacher mental health, is as valuable as the chapters on curriculum. It is here that Dr. Huey states her preference for the self-contained primary classroom and includes the reasons for her preference. She mentions the need for preparing children for substitute teachers by helping them learn to enjoy different procedures, when such variety is useful, rather than insisting that all activities should be carried out one certain way at all times. Preservice and experienced teachers sometimes need to be alerted to the necessity for school faculty and staff to develop a sense of teamwork and joint responsibility for the children in

their care, and Dr. Huey discusses this point which is rather obvious to all except those having difficulty with it. She makes brief, sensible statements on team teaching, television teaching, programmed instruction, classroom ventilation, lighting, and other considerations of importance to the primary teacher.

It is always an interesting experience to read a book which gives one the feeling through most of its pages of, "That is what I would say, also," especially one so sound, practical and well written as *Teaching Primary Children*.

An Introduction to School Administration, Selected Readings. M. Chester Nolte. New York: The Macmillan Company, 1966. 413 p.

Educational Administration, A Behavioral Approach. Benjamin M. Sachs. Boston: Houghton Mifflin Company, 1966. 412 p. \$7.50.

Introduction to Educational Administration, Third Edition. Roald F. Campbell, John E. Corbally, Jr., and John A. Ramseyer. Boston: Allyn and Bacon, Inc., 1966. 474 p. \$8.25.

Reviewed by PAUL M. MITCHUM, Assistant Superintendent, Independent Community School District, Des Moines, Iowa.

Those who aspire to authoritarian leadership will find not even consolation in these three books. Public education is the big challenge in the democratic society. Leading this enterprise is a sharing, coordinating, demanding, perplexing, frustrating, hazardous, rewarding challenge. Drawing forth the best efforts of one's associates in activities directed toward mutually desired

goals is a higher level of leadership than ordering people around. It is consistent with democratic values and it is productive.

Nolte's readings go back as far as Moses' difficulties in getting bogged down in administrative routine and bring us to the modern scene with a sample of Commissioner Howe's work day when he was a superintendent. The readings deal with a wide range of theory, experience and history of educational leadership. Different concepts of leadership as well as practices are included. Most of the items are interesting and illustrative of activities and problems in the school administrator's job. The readings follow a well planned outline of topics which could well double as a table of contents for a discussion type text on school administration.

Sachs' book is a stirring call for leadership based on education's goal as enhancement of the individual. He repeatedly argues against closure of discussion; issues are not settled permanently. People, *all people*, are important and how they see themselves and their leaders is a critical factor in wholesome working relationships. Likewise, how the leader sees himself and others about him comes under rigorous examination again and again.

Sachs would have curriculum and organizational procedures as dynamic and open as his concept of leadership itself. The yardstick of the administrator's effectiveness "is the growth of the people he serves and not what happens to him."

In *Introduction to Educational Administration*, the from-life incidents related in chapter one are like an excit-

ing overture. Then when one turns to chapter two, he says, "oh, oh, the same old plot," when he sees the history of public school administration. Actually, this substantial text sets forth essential theory and concepts needed for a grasp of the complexities of school leadership. Leadership is directed toward changing the behavior of people. The leader must understand himself, the job and the setting. Part II, "The Man," and Part III, "The Profession," are valuable aids in self-study for any person with the ambition to become a school administrator.

How will school administrators meet the challenge of increasing participation by boards of education and teacher groups in leadership activities formerly entrusted to the superintendent and his staff? Will they fight, compromise, retreat, or will they develop skills of shared leadership?

All three of these books are written in the spirit of leadership being *shared* and *earned*. All draw from current research on leadership concepts and leadership processes. They are addressed primarily to men and women entering or considering school administration as a career. Each of the books provides, however, helpful and stimulating information for experienced administrators who want to update their reading on the nature and dimensions of their jobs.

The Schoolchildren Growing Up in the Slums. *Mary Frances Greene and Orletta Ryan.* New York: Pantheon Books, 1965. vii + 227 p. \$4.95.

Teaching the Culturally Disadvantaged Pupil. *John M. Beck and Richard W. Saxe, editors.* Springfield: Charles C. Thomas, 1965. xvi + 335 p.

Sociology of Childhood. *Oscar W. Ritchie and Marvin R. Koller.* New York: Appleton-Century-Crofts, Inc., 1964. x + 333 p.

Reviewed by CHARLES MARK, Acting Professor, Department of Anthropology and Sociology, State University of New York College at Oswego.

The first of the three volumes under review was written by two young schoolteachers, who came from Chicago to New York City in the early 1960's to teach in East Harlem and Harlem elementary schools. Their book is not a study in any conventional sense: they did not attempt to apply any particular research methods, to reach any conclusions, or to formulate remedies. What they did accomplish is a continuous flow of conversations, comments, and sketches of scenes (as we encounter them commonly in fiction) in which they capture, quite vividly, the total atmosphere of the school.

The classrooms and the school corridors are the noisy, chaotic and pressing reality, which only occasionally permits the reader to glimpse the forces which operate behind it: the administrative red tape, a cumbersome system of specialists, poor division of labor, lack of coordination. The outside world makes itself felt through complex rules and regulations, which (for instance) forbid telling a child not to take milk if he will not drink it, not to take food if he will not eat it. Many children take the tray and dump it without sitting down.

But the message of the book is not the material waste in the vicinity of starvation, or the organizational lethargy in dealing with human deprivations of all kinds: it is simply the waste

of time, waste of energy, waste of common sense. For their ability to put this message across, the authors deserve to be congratulated.

Teaching the Culturally Disadvantaged Pupil is a composite work by 17 contributors—professors of education, supervisors, coordinators, principals—mostly from the Chicago area. Its purpose is to improve the education of culturally disadvantaged children in the elementary school. These children, also designated by such other euphemisms as “culturally deprived” or “underprivileged,” are found (according to the authors) among Negroes, Appalachian whites, Puerto Ricans, American-Mexican farm workers and reservation Indians. These groups make up 15 percent of the population of the United States, and about 20 percent of the child population; because of their concentration in large cities, these groups account for about 30 percent of the children in New York, Chicago, Philadelphia and Detroit.

Emphasis throughout is on work with these children on lines suggested by the Elementary and Secondary Education Act of 1965. The division of the material into fifteen chapters presents certain problems in the overlapping of topics, and in the coverage of the same topic in several places. The chapters vary in quality and depth: some cover general teaching methods applicable to all pupils; the model of the teacher of the culturally disadvantaged—an experimentalist, flexible in teaching style, socially skillful, persistent, and a shrewd observer—would characterize any good teacher.

The book has a comprehensive bibliography after each chapter, and a

brief general index. It covers the subject in sufficient detail to be used as a text in in-service or college courses.

Sociology of Childhood, a recent volume in a series edited by John F. Cumber, attempts to study children and adolescents "as persons being introduced to and interacting within social systems." These systems are viewed as falling under one of three ideal types: child-centered (family, nursery school), child-oriented (school, scouts), child-dominated (boys' gang, college fraternity). The subject matter of this volume is divided into twenty chapters, half of them dealing with various aspects of socialization.

Although the authors plan "to lift the discussion out of a strictly Ameri-

can context and to try to deal with the infinite variety of children and definitions of children which are found in the societies of the world," references to historic and present-day societies other than American appear only sporadically, and no systematic comparison is attempted. Each chapter has a useful list of references to articles in professional journals and published sociological studies.

The strength of the book lies in well-organized descriptive passages and a consistently sociological viewpoint. It lends itself to a variety of uses: as a reference work, as a textbook in adult education classes, as the main textbook or supplementary reader in college courses. ☞

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