

● Selected for Review

Reviewers: L. Thomas Hopkins
Joan Moyer
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William F. Breivogel
Lawrence O. Haaby

Teaching in the Modern Elementary School. *Calhoun C. Collier, W. Robert Houston, Robert R. Schwartz, and William J. Walsh.* New York: The Macmillan Company, 1967. 310 pp.

Children: Behavior and Development. Second edition. *Boyd R. McCandless.* New York: Holt, Rinehart & Winston, Inc., 1967. 671 pp.

—Reviewed by L. THOMAS HOPKINS, Professor Emeritus of Education, Teachers College, Columbia University, New York, New York.

These revised editions of earlier books have in common many characteristics. Each is a general descriptive summary of materials, one in the field of elementary education and the other in the area of child development. At the end of each chapter the authors summarize, but give little interpretation or evaluation of what was presented, the reason being that no individual author seems to have a clear perception of his purpose or reader audience.

The authors deal only indirectly with the central topic of each book. *Teaching in the Modern Elementary School* is divided into three sections. The changing elementary school has six chapters, the teacher's instructional role has seven and the teacher's professional role has three.

The jacket says, "this book emphasizes the total process of teaching and instructional programs by identifying and treating those common threads of elementary education which are integral to all fields or subject-centered approaches." But the text says that an important objective of elementary education "is to help people learn *how to learn* and to experience *personal enjoyment in learning*" (p. 21). Yet the *method* used by the teacher in teaching according to "subject-centered approaches" and the *process* used by the pupil in learning "how to learn" are quite different. Neither is discussed.

One chapter (pp. 161-74) deals with the conditions necessary to promote a

desirable learning climate, but if or when such a climate is realized, the teacher is given few suggestions on how to help pupils understand better their process of learning how to learn. And it is difficult to see how general discussions of historical, instructional, evaluative and administrative backgrounds of elementary education will help the teacher or the pupils achieve this objective.

The author of *Children: Behavior and Development* deals very indirectly with why children act as they do or how they can improve their behavior. This survey of the literature on child development is presented in fourteen chapters. The basic organization is given in a chart (p. 4) showing the interactive relationship in behavior of three groups of factors: school achievement-academic aptitude, personal-social-emotional, and physical-motor. All of these are treated through normative research studies analyzed from the perception of the adult. Nowhere are these factors discussed from the ipsative research viewpoint of the child or older learner.

In one chapter on The Self-Concept (pp. 254-92) the author analyzes various theories of the self, but does not suggest how an alert reader—parent, college student, prospective teacher—can locate and deal intelligently with his “psychological dissonance” (Festinger) or his felt needs (less technical term). Yet to improve his behavior he must resolve such needs by ipsative research so as to obtain a clearer perception of who he is, how he came to behave as he does, and how he can improve himself in the future. For his be-

havior in interaction rests upon his perception of himself, which controls the quality of his communication with others.

The authors of these books present in their respective fields an abundance of subject matter for the student to acquire. This knowledge approach to education has the great limitation of not helping teachers and pupils become more mature people.

Yet people are responsible for the strife and confusion in the world today and only a maturing generation can develop a better environment for everyone in the future. Readers who accept the traditional subject viewpoint will find these books valuable as texts. Those who believe that education in schools should help all learners—teachers and pupils—become more mature selves may find them generally useful as reference materials. ❧

Elementary Education: Current Issues and Research. *Maurie Hillson, editor.* New York: The Free Press, 1967. 317 pp. (Paperback.)

Educating the Culturally Disadvantaged Child. *Lester D. Crow, Walter I. Murray, and Hugh H. Smythe.* New York: David McKay Company, Inc., 1966. 306 pp. (Paperback.)

—Reviewed by JOAN MOYER, Professor of Education, College of Education, University of Maryland, College Park.

The knowledge explosion has compounded the task of keeping students and teachers informed about new approaches and developments in the field of education. Teachers of teachers and

prospective teachers will appreciate the several series of books on current issues and research in education which are presently in publication.

Elementary Education, one in a series, is a compilation of readings which reflect issues and findings in the field. The criteria for the selection of the readings included articles which are germane to problems evident in the literature, recency of publication, the competence and clarity with which the subject is reported rather than the type of journal in which it appeared, and articles which report research studies relevant to the topic rather than articles which report single studies.

The well-chosen articles present a comprehensive overview of elementary education. In keeping with the criteria of selection, all articles included have been published since 1963. However, only one article was selected from a publication other than an educational journal. Four articles were written expressly for this volume.

The current issues and research treated in the book are considered in terms of specific subject areas, but in addition, elementary school reorganization, new educational technology, unit teaching, and to a lesser degree, the role of innovations, a psychological viewpoint to new approaches in teaching, the education of the very young child, and the education of disadvantaged learners are also included.

According to Hillson, reading is the central issue in elementary education. Hence the largest section of the book is devoted to that subject. Issues included run the gamut of the various approaches to the teaching of reading, but Hillson

feels that the most crucial issue is whether the use of basal readers or trade books is the better way to teach. The language arts, mathematics, science, social studies, and foreign languages are treated in separate sections.

The responsibility for innovation in the elementary school is delegated to the elementary principal, with intellectual excellence and individualization as the major themes emphasized. The new technology is represented in television, computers, and teaching machines, coupled with the warning that a risk of turning immature human beings into intellectual machines is involved. Non-grading and team teaching are regarded as the issues in school reorganization. The education of the very young child is indeed a timely and important issue. Is it indicative of a trend to find it included in a volume on elementary education?

While reading is the central issue, the education of culturally different youth, especially in the early years, is considered by Hillson as the priority issue in elementary education at present.

Crow, Murray, and Smythe view the education of culturally disadvantaged children as the most urgent and complex problem facing the public schools. Their book, *Educating the Culturally Disadvantaged Child*, is an attempt to assist teachers in understanding the background and special learning problems of disadvantaged learners. Information on Mexican Americans, Puerto Ricans, Negroes, and Appalachian Mountain Whites is included in the introduction to the disadvantaged, but the emphasis in the remainder of the book is on the disadvantaged in slum

areas in urban settings. Reference to the characteristics of the disadvantaged in rural areas is conspicuous by its absence.

Sociological factors, psychological factors, and experiential lacks of the disadvantaged are considered. Many of the cited general characteristics and deficits of the disadvantaged are based on expert opinion and observation rather than research findings. In some cases broad generalizations are stated without including the basis on which the statement is founded, such as "poverty in the home may be the cause of stuttering."

The suggestions for the preparation of teachers to work with disadvantaged learners seem to be valid preparation for teachers of any children. The role of parents is given special emphasis and is considered by the authors as one of the most important chapters in the book. Changing the attitude of the parents involved is considered of utmost importance, facilitated by enlisting parental cooperation early, preferably while their children are in nursery school.

The "Parents Pledge of Cooperation" listed as part of a program now in operation seems inconsistent with the spirit of parental cooperation advocated in the earlier pages.

Currently operating programs for the disadvantaged learner are presented in more detail than seems necessary or useful. All of the programs included are in large cities and, because they were newly organized at the time of publication, list plans of organization and reports of planning committees rather than results of programs. ❖

Readings in Elementary Social Studies: Prologue to Change. *John R. Lee and Jonathan C. McLendon, editors.* Boston: Allyn and Bacon, Inc., 1965.

Role-Playing for Social Values: Decision-Making in the Social Studies. *Fannie R. Shaftel and George Shaftel.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967.

Social Studies in Elementary Education. *John Jarolimek.* (Third edition.) New York: The Macmillan Company, 1967.

Social Study: Inquiry in Elementary Classrooms. *H. Millard Clements, William R. Fielder, and B. Robert Tabachnick.* New York: The Bobbs-Merrill Company, Inc., 1967.

—Reviewed by DANIEL U. LEVINE, Assistant Professor of Education, School of Education, University of Missouri at Kansas City.

Addressed as they are to differing purposes, each of these books is indispensable for anyone interested in elementary school social studies. In no case do the statements of purpose promise more than is actually delivered, even though they embody far-reaching challenges. Such a challenge, for example, is contained in Jarolimek's statement that his text has been revised after only four years in order to reflect the most significant trends of the latter half of the 1960s while presenting "... preservice and in-service teachers with reliable, basic principles, ideas and procedures that will lead to sound instructional practices. . . ."

Similarly, Clements, Fielder, and

Tabachnik are largely successful in their attempt to "illustrate how one can study ancient times, far-away peoples, and the communities in which students live . . . [in a way that challenges students'] . . . imagination, their capacity to observe, and their ability to think. Likewise, the Shaftels have given us the first in-depth work which treats role playing as "a group of problem-solving procedures that employs all the techniques of critical evaluation implied in the terms 'listening,' 'discussion' and 'problem solving,'" and which also provides teachers with step-by-step guidance as well as case material for using role playing.

Wide-ranging as are the goals thus laid out, these volumes nevertheless constitute a complementary set of resource materials for improving the social studies. Jarolimek's text, first of all, is a comprehensive work which is the very model of what a textbook on teaching a particular subject area should be. Were it necessary to designate a single quality which best represents the enduring achievement represented in this book, it would not be unjustified to refer to the profound *wisdom* with which the work is infused. Though only the barest feeling for this achievement can be suggested here, the following passage can be taken as an indication of the excellence of the writing and thinking which mark the book as a whole:

Pupils cannot be subjected to several years of boring experiences with current affairs in school and leave convinced that they have any responsibility to keep themselves informed on the affairs of the world. Pupils cannot have news-sharing while the teacher takes roll, collects lunch money,

completes plans for another lesson, or does other things about the room. . . . The teacher could not successfully teach arithmetic, reading, or spelling in this manner, and there is no reason to believe that current affairs can be taught with any degree of success in this way either. Poor teaching of current affairs is worse than none at all, for such depressing experiences subvert any natural curiosity the child may have had about current happenings (pp. 381-82).

Though I am unacquainted with a better basic text on teaching elementary social studies, I hasten to add that almost any text ever written on the subject would yield immeasurable improvement in instruction if only a fraction of its principles were to be put into effect in most classrooms. It is in connection with this need to effect change in the behavior of teachers that the text by Clements *et al.* will be most useful as a companion to Jarolimek's volume. Where the latter is wise and inspiring in a low-key way, the former maintains an almost fiery inspiration which hopefully would induce a teacher to reexamine what he is doing or intends to do, as is clear from the power which constantly bursts through such passages as one in which the authors argue that:

The trouble with curriculum guides is not what they do; it is what they do not do. . . . They are not concerned with the way in which ideas might be encountered; they are concerned with labels for topics and their orderly arrangement. The problem of instruction, however, is to encounter ideas, not just name and place them . . . we seem to believe that some sort of magic would take place if we could only correctly arrange the labels for what is to be taught . . . that if we could only compose the master list of content, and . . . determine the precise order

of labels, then all would be well in educationdom (p. 147).

I am suggesting, in short, that *Social Study* can serve as a magnificent introduction to a preservice or in-service course for social studies teachers in which major reliance is placed on *Social Studies in Elementary Education*.

By letting the proponents of contending philosophies on frequently disputed issues speak eloquently for their respective positions, Lee and McLendon have provided a thought-provoking and balanced set of readings. *Readings on Elementary Social Studies* is sprinkled liberally with outstanding material of direct import for classroom practice (e.g., a selection by Vincent K. Rogers on "Using Source Material with Children") and brings together in a single volume many of the most challenging and significant points of view expressed in recent yearbooks of the NCSS and the NSSE as well as in *Social Education* and *Social Studies*. This anthology can be depended on to provide continuing help to the teacher, the administrator, and the curriculum specialist.

Reading these three works in the fall of 1967, I could not but be struck by the occasional sense of unreality they emanate merely because they pre-date the pivotal summer which the nation has just staggered through. In no way should this observation be conceived as a criticism, for who among us realized the awful immediacy or dimension of the holocaust which is now very nearly on us? Early in 1967, for example, it did not seem incongruous to quote intergroup relations goals (Jarolimek, p. 17) put forward in a social studies guide used, of all places, in the Newark public

schools without stressing how very far we are from achieving them, the little time we have left to do so, and the necessary role of the social studies teacher in initiating a massive social movement aimed at making them the highest priority items in our national existence.

Thus the importance of *Role-Playing for Social Values* by the Shaftels, who have put us all in their debt by providing a text which can give the teacher a place to take hold in acknowledging the central place intergroup relations objectives must be given in the curriculum. In this sense their book is no less an achievement than the three more comprehensive works discussed above. ☞

Educational Organization and Administration. *Edgar L. Mophet, Roe L. Johns, and Theodore L. Reller.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959, 1967. 569 pp. \$8.50.

Administration of the Changing Secondary School. *Glen F. Ovard.* New York, London: Macmillan, Collier-Macmillan, Ltd., 1966. 531 pp. \$7.95.

Elementary School Principalship. *John E. Cooper.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1967. 422 pp. \$6.95.

—Reviewed by WILLIAM F. BREIVOGEL, Associate Professor, College of Education, University of Florida, Gainesville.

What was, is, or will be the role of the American public school administrator? These three books attempt to de-

fine these roles. The authors present a comprehensive treatment of the historical, political, social, and theoretical developments which have acted, and are acting upon role development of public school administrators at all levels. In addition, a great deal of the research on educational administration, organization, leadership, and educational change is summarized and developed either as full chapters or as the underpinning of others.

The three books specifically are directed at the in-service and preservice administrator. Morphet, Johns, and Reller present in their completely revised second edition a major part of the theoretical contributions mentioned in the previous paragraph. In their Preface (p. viii) they state:

In this edition theories pertinent to educational organization and administration are presented and applied to practice. Both theory and managerial "know how" are emphasized. All practice is based on some kind of theory, and the modern administrator as well as the researcher should understand the theoretical assumptions underlying educational organization and administration.

The particular theory they develop in depth is General Systems Theory. In Chapter 3 this theory is used to introduce a scientific theoretical framework for studying the phenomena of organization and administration. In Chapter 4, it is applied to organization, in Chapter 5 to leaders and administrators of social systems, and in Chapter 6 systems theory as well as other theoretical concepts from the social and behavioral sciences are applied to an analysis of the procedures by which individuals as well as social systems relate to each other.

An integral part of each chapter is a section titled "Some Important Problems and Issues." It is in this section that the authors take the concepts which have been discussed and use them as vehicles for raising and discussing some interesting problems.

This is a basic book for administrators at all levels.

Ovard has taken as his main theme the following: "The principal is the key person through whom educational change can occur. In a society of change, the principal must be an innovator of the new curricula, techniques, organizations, and administrative practices" (Preface, p. iii). Through such excellent chapters as, "Effective Leadership—The Practical Process," "Curricular Programs and Organizational Structure," "Implementing Effective Instruction," Ovard presents the research that has been done in these areas and develops his theme that the principal should spend more time on the improvement of instruction in his school.

The practical problems with which secondary principals must contend—scheduling, utilization of staff, student services, guidance and counseling, student activities, discipline, administration of business, the office, auxiliary services, planning a school plant, community relations—are treated in depth. Ovard utilizes current research in these areas plus the practical experiences of a great number of people, and gives specific examples and suggestions which can be incorporated into the on-going program of a secondary school.

The case studies included within the framework of the chapters are an additional bonus for those persons who plan to use this book as a text. The cases

have been drawn from a number of sources and offer background material which should stimulate interesting class discussions.

Cooper has done three things in his book: (a) He has discussed the role of the elementary principal in such areas as curriculum, guidance, and supervision of the instructional program; (b) he has presented a résumé of research findings in the areas of communication, human relations, and decision making; and (c) he has taken the "practical" areas and drawn upon research and practical experience to give a substantial amount of information upon which the elementary principal may base his decisions.

It is in the three chapters of Part 2, "Essentials for Administrative Leadership," that Cooper has translated theory into practice. In the chapter, "Developing Communicative Skills," he has presented ideas on communication and perception and applied them to the day to day problems of the principal. His chapter on "Developing Human Relations Skills" emphasized the premise: "Administrative success results from working through individuals and groups. Individuals perform differently when they are in groups. Therefore, knowledge of group operation is important to the leader" (p. 59). In the chapter, "Developing Guidelines for Decision Making," four guidelines (Social, Political, Learning, and Reasoning) are used to present developments in our society in areas in which the principal's decisions are made.

In the last chapter, "Challenges for the Future," there are enough ideas to make an excellent book for those "future" principals who are living now. ❧

Social Studies in the United States: A Critical Appraisal. *Benjamin Cox and Byron G. Massialas, editors.* New York: Harcourt, Brace & World, Inc., 1967. 355 pp. \$4.50.

Political Science in the Social Studies. *Donald H. Riddle and Robert S. Cleary, editors.* Washington, D.C.: National Council for the Social Studies, 1966. 346 pp. \$4.00.

Handbook for Social Studies Teaching. *Daniel M. Feins and Jack W. Entin, editors.* New York: Holt, Rinehart & Winston, Inc., 1967. 370 pp.

—Reviewed by LAWRENCE O. HAABY, Professor of Education, Department of Curriculum and Instruction, College of Education, University of Tennessee, Knoxville.

The social studies instructional programs continue to receive increased attention as the unsolved problems of mankind become essential content for classrooms. These texts serve to delineate some of the necessary ingredients associated with the problem of analysis and revision.

Social Studies in the United States: A Critical Appraisal is a composite picture of the status of the social studies as viewed and shared by fourteen contributing experienced educators and social scientists. This readable paperback might be more appropriately subtitled, "A Very Critical and Much Warranted Appraisal."

The text could not have been assembled had not the authors shared a deep concern for the "very heart of the matter"—the central role of inquiry within the social studies curriculum. With inquiry serving as the rallying point, the authors undertook the central purpose

of the book—to assess critically the quality and content of elementary, junior high, and senior high school social studies instruction in the United States today. To achieve this central purpose, three objectives were formulated and successfully employed: (a) to evaluate a number of social studies texts largely in terms of their possible contribution to the inquiry process, (b) to define inquiry as a mode of thought and *teaching* in the subject areas commonly known as the social studies, and (c) to relate their explication of inquiry and text evaluations to the status of social studies in the United States.

Part One is devoted to the elementary school with its prevalent “expanding horizons” approach to social studies instruction. Since no new conception of primary social studies education has definitely emerged, it is unlikely that future texts will deviate greatly from the expanding horizons or a separate discipline approach. Current elementary texts appear to do little to stimulate student inquiry. The authors strongly recommend a variety of materials which do not function as a textbook, e.g., resource kits, multi-media materials, self-instructional packets and problem-posers.

Part Two is aimed at the junior high school. American History texts are, for the most part, the narrative chronological types which usually excel only at “. . . telling America’s story.” End-of-chapter exercises, with their request for recall and recognition of facts, lists, and items of information of questionable value, are generally condemned. The utilization of parallel texts in the social studies is promising insofar as it provides for divergent points of view.

Civics texts still find it difficult to deal with critical inquiry. Controversial issues are generally treated superficially, if at all, and social science concepts are missing altogether. An interesting proposal for reconstructed civics instruction calls for citizenship education to be organized around the analysis of public controversy rather than upon memorizing “how a bill becomes a law.” This controversy-oriented instruction could facilitate student proficiency in appraising values and making rational judgments about issues. Case studies, documents, in-depth descriptions, and novels should become critical tools to social studies instruction rather than mere supplements to it.

The final section of the book examines social studies at the senior high school level. The authors noted that if American History texts are to be of maximum value in promoting and conducting inquiry, “they must focus on historical or contemporary issues, emphasize interpretation and analysis, clearly indicate the theoretical assumptions of the authors, and include at least the fundamental social science concepts, generalizations, and theories needed to analyze and understand the historical events under consideration.”

Massialas and Cox maintain that the traditional social studies textbook militates more directly against the process of inquiry than any other single element in the educative process. They conclude their appraisal with remarks aimed at still another area which possibly would have been included in their text as Part Four—the education of social studies teachers. Educators, they maintain, have done their share in minimizing the opportunities for in-

quiry into human and social problems.

The 36th Yearbook of the National Council for the Social Studies, *Political Science in the Social Studies*, is a scholarly assessment of the nature of political science as a discipline. It is an interesting foray by political scientists into their own discipline and is one which is rich in benefits for social studies teachers. The yearbook contains pertinent analyses of the various approaches to the study of political science; of international relations, foreign policy, and the politics of emerging nations. Contemporary accounts of American government with respect to the partnership inherent in federalism, to government as an agent of social change, and to the solutions and dilemmas of governing metropolitan areas are subjects worthy of persistent investigation.

The final section of the book, "Political Science in the School Program," is much more than a survey of the progress, or lack of it, under way in public school political science courses. It can be viewed as the springboard from which the broadly-heralded "revolution in the social studies" can truly step

from the obvious revolution in actual classroom practice.

The *Handbook for Social Studies Teaching*, third edition, should receive as much acclaim if not more than its predecessors, for it is a fresh effort of many to bring educational theory and practice much closer together. Its usefulness and immediate applicability toward improving social studies instruction is apparent to any teacher who has taught—be it for one year or thirty years. From its brief descriptions of ideals and purposes, those worthy goals which ought to spearhead any social studies teaching, to its in-depth descriptions and vivid examples of workable methodological techniques, this text emerges as an excellent resource instrument to aid the professional classroom teacher.

Everyday topics which some may think have already been exploited to the hilt, e.g., lesson planning, the art of questioning, challenging the exceptional, developing social studies skills, and testing, are treated in real-life fashion rather than in the familiar textbook or "cookbook" panacea approach. ☞

TOWARD PROFESSIONAL MATURITY OF SUPERVISORS AND CURRICULUM WORKERS

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