

● Selected for Review

Reviewers: Norman R. Dixon
Olive Bopp
John W. Vaughn
Ann C. Falkner
Julia B. Schwartz

Beyond Alienation. Ernest Becker.
New York: George Braziller, Inc., 1967.
305 pp.

**The Disadvantaged Learner:
Knowing, Understanding, Educating.**
*Staten W. Webster, editor. San Fran-
cisco: Chandler Publishing Company,*
1966. 644 pp.

—Reviewed by NORMAN R. DIXON,
*School of Education, Indiana Univer-
sity, Bloomington; and MRS. OLIVE*
*BOPP, Teacher, Public Schools, Owens-
boro, Kentucky.*

Beyond Alienation is a passionate attack on a society which does not adequately serve the basic needs of men. This sick society flounders because the university has not become "the locus of a New Moral View of the world." Becker describes the current alienation as follows: man as an animal, alienated from his animal nature by loss of instinct and the acquisition of a drive toward meaning; man as a social being, alienated from community with his fellows in societies in which the right to buy and sell outranks all other rights

and usurps command of man's institutions; man as a spiritual being, alienated from ultimate meanings by loss of his myth. This myth is the symbolism that gives man's life significance and hope. Without his myth, man has become "a spirit in search of substance."

Becker feels that "the Conservatives" and "the Progressives" have made inadequate educational responses to alienation. Their approaches have not really liberated man and promoted his "free creative energies." In Chapter III, Becker dips into history to clarify the problem of alienation, and also discusses the need for a secular moral creed. The author evidently perceives that a Utopia might be built by a university which would purge itself of the "disordering elements" of "unqualified empiricism" and "vocationalism." The university would be "student-oriented," "student-centered," and "student-run." This is imperative in the face of self-liberating knowledge and the demand that responsibility be placed upon students themselves, according to Becker.

The problem of alienation is clearly

defined and well-documented. Becker's solution to the problem is warmly and brightly argued. Space does not permit the presentation of the many ideas in the book with which one might quarrel. Among many highly debatable questions generated by the book are the following: How does one design the university Becker envisages? What would be the "proper position" of research in his university? Should the student be responsible for "the whole conduct of the university"? How does one make the transfer from what is to what ought to be?

All in all, Becker has written a book in educational philosophy which is well-organized, fresh, and exciting to the cerebral cortex. For those who are alarmed at riots, lawlessness, poverty, hippies, and the callousness of the affluent, one can only hope that Becker's book has come in time—and that he has found an adequate solution to the problem of alienation.

The Disadvantaged Learner is devoted to knowing, understanding, and educating the disadvantaged student. Part III deals with problems of the disadvantaged learner and the process to be used in educating him. (It is possible to secure each part of this book in separate paperback volumes.)

In contrast to *Beyond Alienation*, Webster's book contains a practical approach to education of the disadvantaged. As a book of readings, it is very comprehensive in scope—quite adequate for one who wishes to know the peculiar problems of disadvantaged segments of American society. It is good to see that the term "disadvantaged" is broadened to include American Indians, Spanish-Americans, Chinese, Japanese,

migrant farm children, and the white children of Appalachia—as well as Negroes.

In general, the articles are well-chosen, and they fit appropriately into the purposes and pattern of the book. Some of the articles were written by such outstanding scholars as Robert Havighurst, George D. Spindler, Frank Riessman, Bruno Bettelheim, and David Ausubel. Among the best articles by less widely known writers is the one by Joseph C. Paige entitled "Disadvantaged Children and Their Parents."

As is almost inevitable in a book of readings, the articles are of uneven quality. Detracting from the book are the few articles that seem to be space fillers. Nevertheless, *The Disadvantaged Learner* should enjoy ready (and useful) acceptance by college professors of education and psychology, administrators and supervisors, and by preservice and in-service teachers. One could hardly mention a phase of the subject embraced by the book's title which is not treated within the book. ❧

Social Studies in Secondary Education. *Jonathon C. McLendon.* New York: The Macmillan Company, 1965. 539 pp.

American Government and Politics: A Reader. *William Moore, Walter Schviling, Abram Sogomonian, and George Zaharopoulos.* New York: The American Book Company, 1967. 384 pp.

—Reviewed by JOHN W. VAUGHN,
Director of Instructional Services, East Lansing Public Schools, East Lansing, Michigan.

In the preface to his book, Jonathon McLendon suggests that "There is spe-

cial reason in the 1960's for a book to attempt some new approaches and to identify and suggest new emphases in secondary school social studies." The book was written to serve as a guide to prospective teachers of social studies as well as ". . . to refresh, update, and extend the acquaintance of the experienced teacher."

The promise of the preface gives way quickly to disappointment. The "new and refreshing" turns out to be the same tired compendium as compiled by countless authors of teacher education texts.

McLendon shows allegiance to almost every practice and approach that could be found in secondary schools today except the current and emerging developments that have come to be identified as the "new" social studies. He dismisses recent studies, projects, reports, and program development enterprises in social studies with a scant four pages at the end of his book. In those four short pages he also manages to cover team teaching, programmed materials, NDEA funding, social studies research, and a proposed national curriculum.

He accounts for his neglect of the new projects by stating that it would be premature to summarize ". . . their mostly not-yet-achieved accomplishments" (p. 533). In an earlier chapter he had alluded to current interest in developing better social studies by stating that these efforts at reform ". . . may well stimulate us to reexamine the place of facts as objectives of learning in social studies" (p. 47). He had already indicated his enchantment with "mere facts" by observing that "almost everyone can recall from his own expe-

rience . . . the happy experience of being able to recall one or more pertinent facts that made it possible to convince an acquaintance."

McLendon does not refer to the discovery or inquiry methods as such, for he apparently equates those processes with study skills (p. 45). It seems fair to generalize that he sees social studies education as a teacher-dominated exercise in the development of knowledge and understanding of aspects of social life *via reading*. "It is utterly necessary for the learner to read in studying relationships beyond his personal environment" (p. 321). This denies the values of other media and probably accounts for McLendon's preoccupation with textbooks.

Despite his insistence upon the need for social studies educators to be reading teachers, McLendon recognizes that textbooks cannot adequately provide a depth study of any particular topic and he advocates the wide use of supplementary reading materials. *American Government and Politics* is a reader designed to ". . . amplify and illuminate important facets of American government and politics which cannot be adequately treated in textbooks . . ."

The selections in *American Government and Politics* have been taken from reference books, monographs, professional journals, journals of a more general nature, the Congressional Record, and many other works. The readings are designed to supplement texts, lectures, and other classroom material. The book attempts to bring into sharp focus the major issues of American government and to present conflicting interpretations of these issues.

The first chapter includes selections

from the writings of Aristotle, Mussolini, Stalin, and J. William Fulbright, among others. James Madison, Russell Kirk, Sidney Hook, and Orville Freeman are found in the second chapter; and Barry Goldwater, Paul Douglas, and Lyndon Johnson are included in the seventh chapter. These authors, in the majority, are living and still active in their fields.

The book was designed for use in an introductory course in American government and hopefully to acquaint the student with some viewpoints on the political issues and controversies pertinent to such a study. There is no teacher's manual or other "built-in" aid to direct the student's reading. There is a concise introductory statement preceding each chapter that reflects the purpose of the editors in selecting both the authors and their articles. The reading material has not been prepared for student use, and the classroom teacher will have to deal with this subjective writing in a manner that might vary with his approach to assigning textbook selections.

Many experienced teachers could find fault with the particular articles that have been selected to illuminate a topic. It certainly seems unrealistic to expect as few as three articles, in chapter ten, to provide adequate amplification of any section. The "suggested readings" lists at the close of each chapter are disappointingly short and lead the reader to wonder whether the articles that were printed were selected from so limited a bibliography.

Still, the editors do not sell the students or teachers short; the book's mere availability encourages a diversity of possible approaches. The use of reading



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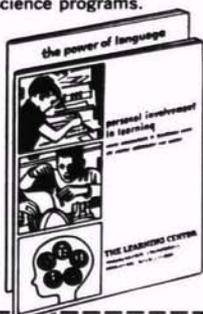
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material that provides distinctly varying treatment of basic ideas is imperative if teachers are truly concerned with the development of critical thinking.



Basic Mathematics for Elementary Teachers. *Ward D. Bouwsma et al.* New York: The Ronald Press Company, 1967. 342 pp.

Theory of Arithmetic. *John A. Peterson and Joseph Hashisaki.* New York: John Wiley & Sons, Inc., 1967. 337 pp.

Teaching Elementary School Mathematics. *Herbert F. Spitzer.* Boston: Houghton Mifflin Company, 1967. 369 pp.

Mathematics for Elementary School Teachers. *Helen L. Garstens and Stanley B. Jackson.* New York: The Macmillan Company, 1967. 500 pp.

—Reviewed by MRS. ANN C. FALKNER, *Special Assistant to Associate Commissioner for Elementary and Secondary Education, U. S. Office of Education, Washington, D.C.*; on leave from *Mathematics Department, University of Arizona, Tucson.*

The Bouwsma *et al.* book is written for content courses in mathematics for prospective and present elementary school teachers. The content of the book reflects the recommendations of CUPM (Committee on the Undergraduate Program in Mathematics).

The unifying theme of the book is the repeated extension of the universal set of numbers, leading from the natural numbers to the integers, then to the rationals, and finally to the reals.

A feature of this book that is worthy

of attention is its dual treatment of rational numbers. In Chapter 11 the rational numbers are developed intuitively from a geometric viewpoint, while in Chapter 13 they are developed more formally as equivalence classes of ordered pairs of natural numbers.

This book does not present the subject matter rigorously enough to meet the demands of the more exacting reader; however, it is written clearly and deserves consideration.

The Garstens and Jackson book of-

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fers the present and prospective elementary school teacher a well-written book that presents mathematical ideas in a sophisticated manner.

The first chapter on mathematical reasoning is handled well and serves a useful purpose. It helps the reader understand the following chapters examining the structural properties of the familiar system of whole numbers and other mathematical structures.

A novel feature is the section entitled "Terminal Tasks" which details the behavior expected of the student. This in turn is followed by a set of Review Exercises to provide an opportunity for the student to see how well he can perform these tasks.

This book is readable and the explanations are clear, but the book will be most valuable if used in a class with a competent instructor. This book is among the best of the present supply of similar textbooks.

The Peterson and Hashisaki book is written for the new generation of prospective teachers with their greater sophistication and background. Beginning with a short historical development, which includes systems of numeration, the material covers an introduction to the language of sets and the fundamental concept of relations. The language of sets and the concept of relations are then used to develop both the algebraic and order properties of the systems of whole numbers, integers, rationals, and reals.

I think this book provides the much needed intuitive-type background for understanding this material. As a whole, the book has many good features—adequate examples, correct proofs, many

exercises, good illustrations, good review exercises.

The first chapter provides an introduction to the cultural appreciation of mathematics and it is handled well.

This book is worth consideration by anyone concerned with such courses.

The Spitzer book focuses on instructional materials and specific procedures to be used with these materials. The great changes in mathematics content, especially the addition of much that is new, together with the emphasis on the mathematical properties of this content in today's elementary school programs have created a need for a new kind of "know how" in teaching. This book is designed to supply some of this "know how" and to suggest and foster areas for the improvement and development of related instructional material.

I liked the suggestions for further study, the study questions, and the list of references that are provided at the end of each chapter.

This book is full of good ideas and should be given careful consideration either as a college text or as an individual reference volume. ◀§

Readings in Art Education. Edited, with commentary, by Elliot W. Eisner and David W. Ecker. Waltham, Massachusetts: Blaisdell Publishing Company, 1966.

—Reviewed by JULIA B. SCHWARTZ, Professor in Art Education and Constructive Design, Art Education Department, Florida State University, Tallahassee.

This volume consists of readings—primary source material from psychol-

ogy, sociology, and philosophy as well as education—selected to present different vantage points with regard to some of the major issues in the field of art education today. According to the editors, its dialectical character was intended to challenge the reader to examine critically the various alternative positions offered. This book can serve as an important vehicle in the clarification and development of a more adequate concept of art education.

The editor's introductory chapter, "What Is Art Education?" presents a brief overview of historical developments serving to give the reader some insight into what the field is today.

Eisner and Ecker point up the relationship between research and the future of art in the public schools. At the same time, they caution the reader with regard to methods appropriate to the field and the need for minimal criteria for critical thinking in art education.

The commentary preceding each of the six sections serves as a stimulating introduction to the diverse views of the collected authors on a particular major issue. It serves to invite one to delve

into the primary source material itself.

The first section takes a look at the issue, "Do Art Teachers Need a Theory of Art?" It raises the question, "If we don't know the nature of art, how can we teach it? how can we criticize it?" Included is Croce's presentation, "Art as Expression"; Collingwood's article, "Expressing One's Emotion"; and Weitz's challenge, "Can There Be a Theory of Art?" Ecker's discussion follows, suggesting that, for him, there *can* be such a theory. It is possible to describe the artistic process as a series of problems and their controlled solution through qualitative problem solving. Kaelin then critiques these four articles, noting areas needing further delineation of Ecker's position.

Other vital issues around which equally provocative readings have been collected are: What factors influence human development in art? how can art be taught? how should performance in art be evaluated? and what can art education contribute to society?

This book might well be read thoughtfully by all who have an interest in education. 

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