

● Selected for Review

Reviewers: Mary Lois Staton
Annie L. Butler
Mildred Swearingen

A Transformational Syntax: The Grammar of Modern American English. *Baxter Hathaway.* New York: The Ronald Press Company, 1967. 315 pp.

Improving English Instruction. *Royal J. Morsey.* Boston: Allyn & Bacon, Inc., 1967. 290 pp.

Reading Disability: Developmental Dyslexia. *Lloyd J. Thompson.* Springfield, Illinois: Charles C. Thomas, 1966.

Language and Learning. *Janet A. Emig, James T. Fleming, and Helen M. Popp.* New York: Harcourt, Brace & World, Inc., 1967. 301 pp.

—Reviewed by MARY LOIS STATON, Professor, School of Education, East Carolina University, Greenville, North Carolina.

These four books are concerned with a thoughtful study of the English language, the great need of a careful analysis of reading ability, and the positive correlations which exist between the learning of the English language and

the process of learning *per se*. These books are inextricably interwoven in their subject matter and the treatment of such topics as syntactic systems, basic patterns of formal predication, levels of transformation, speaking and listening skills, developmental dyslexia, and linguistics, giving rise to the unfolding of the idea of "New" English.

Hathaway observes that a new syntactic system, compositional in nature, is rapidly coming into being in the world of present-day advertisers, journalists, and commentators. This system uses compounding of word-items to form included predications or part-predications. In real or implied form, a predication has a subject-part and a predicate-part.

As the kernel sentences are transformed, combined or included, it is the relationship that remains constant, not forms or parts of speech. Hathaway projects the premise that a basic distinction must be made between certain large form classes (nouns, verbs, and adjectives), on the one hand, and sev-

eral limited or specialized function groups (such as determiners, modals, or prepositions), on the other hand.

The most important distinction between these two kinds is that most of the words in our dictionaries belong to the three large form classes and to the "adverb" class. Hathaway, thereby, concludes that a study of our present-day language demands that the "structure" words must be kept separate from the large, expandable form class.

It is interesting to note that Hathaway considers dependent clauses, appositive phrases, participial phrases, absolutes, infinitives, and infinitive phrases as varying levels of transformation. In explaining these levels of transformational syntax he introduces many new terms to the study of grammar. For example, the traditional "conjunctive adverbs" are called "sequence words." Appositives are defined as "truncated copula predications." Appositive phrases and participial phrases are classified as "semi-predicative structures." Clauses, phrases, and other parts of speech are given a functional definition rather than the often over-worked definition assigned them by the traditional grammarian. But the fact must be faced that a transformational grammarian is in no better position than any other grammarian in distinguishing a grammatical sentence from an ungrammatical one.

Morsey's book emphasizes the great need to improve English instruction in order to meet the expectations presented by Hathaway. He believes that such a demand must be met by English teachers who are interested in action research. Morsey would like to see that

those who teach English try to refute the idea that classrooms are "bloodless and stereotyped" by a close study of prose and poetry, emphasizing semantics and allusions. He convinces the reader that such is not possible unless the English teacher is willing to test ideas, rather than accept ideas.

For the teacher's convenience, a list of "Ideas To Test" is given at the end of each chapter. If these ideas were carried out, they would refute the idea that classrooms tend to be "bloodless and stereotyped." For example, item number four on page 123 requests students to illustrate and evaluate the contributions of communications by (a) gestures, (b) facial expressions, (c) sounds of nature, (d) sounds of animals, (e) pictures, (f) sculpture, (g) architecture, (h) music, (i) wordless signs and signals. Any one of these ideas dramatized by a teen-ager would enliven the duller classroom.

Hathaway stresses correctness of grammar and preciseness of language usage, but Morsey extends Hathaway's expectations. He wants the student to see the beauty and to know the enjoyment of the world of English literature. He wants the youth of our land to meet the best in prose and poetry, thereby cultivating a deep, abiding appreciation of our rich literary heritage.

Morsey believes that such an appreciation will come when English teachers realize that they must teach young people how to listen and must give them practice in making listening a habit. The most effective teachers of the listening skills are those who emphasize splendid performance in written and oral communication, prize thoughtful

interpretation of literature, encourage questions from the students, provide variety of material and techniques, and relate instruction to the lives of students.

Morsey cites Socrates and Jesus as great teachers who related their lessons directly to the living of life itself. The untold value of Morsey's book is its challenge to English teachers to branch out, to try out new approaches, and to evaluate constantly new methods and ideas by actual use.

The rise of the concept of "New" English recognizes that it is imperative to be a fluent reader. Thompson asks the age-old question: "Why can't Johnny read?" He projects many reasons for language disorders, and accepts, with caution, one valid cause as being brain damage. He presents a brilliant summary of those concepts concerning constitutional factors in reading disability. He praises Samuel T. Orton's early contributions presenting a point of demarcation between "alexia" and "dyslexia." These are two types of aphasia, which refers only to the speech aspects of language.

"Alexia" means "not to read" and "dyslexia" means "difficult reading." "Developmental dyslexia" implies a development lag, not brain damage. It must be understood that "aphasia" has come to denote any kind of language disorder due to brain damage.

Thompson's thorough knowledge of "developmental dyslexia" lends strong supportive evidence to the causes of reading disability: poor general health, malnutrition, irregular school attendance, nationality, auditory and visual defects, and defects in the brain tissue, as well as such causes which are termed

as being psychological: inadequate attention to meaning, limited eye-voice span, and inability to analyze and pronounce words effectively. He views reading disability as being highly correlated with emotional maladjustment, behavior disorders, and juvenile delinquencies.

The editors, Emig, Fleming, and Popp, present a series of theories concerning language and learning. These theories, projected by such authorities as Anne O. Stemmler, John B. Carroll, H. L. Mencken, and Dwight L. Bolinger, reveal startling considerations in three processes involving the acquisition of syntax: imitation and reduction, imitation and expansion, and induction of the latent structure. Brown and Bellugi have concerned themselves with careful, scientific study of syntax, extending the concept of expansion transformation. Lenneberg's study of abnormality of speech and language approximates indirectly the three processes involved in the acquisition of syntax.

It seems safe to conclude that Postal's terse and succinct study of linguistic structure advances to a new height the concept concerning "New" English. He treats generative grammar in a masterful manner. Postal's study paves the way for Rosenbaum's premise that the teaching of linguistics has potential educational value. The point of delay is found in the inability of those who do research and those who are our teachers to decide which linguistic description should be used in the classroom. Should it be the "structural descriptive approach" or should it be the "transformational version of generative grammar"? Before the proposed question is answered much study must be given to tagmemics. ☞

Creativity: Its Educational Implications. John Curtis Gowan, George D. Demos, and E. Paul Torrance, editors. New York: John Wiley and Sons, Inc. 1967. 336 pp.

Child's Play: A Creative Approach to Play Spaces for Today's Children. David Aaron and Bonnie P. Winawer. New York: Harper and Row, 1965. 160 pp.

Music in General Education. Karl D. Ernst and Charles L. Gary, editors. Washington, D.C.: Music Educators National Conference, 1965. 223 pp.

—Reviewed by ANNIE L. BUTLER, Associate Professor of Early Childhood Education, Indiana University, Bloomington.

Creativity: Its Educational Implications consists of a collection of readings which set forth some of the results of creativity research and their use in school practice. The authors contend that creativity exists in all children, that one of society's problems is to obtain the benefits of creativity without its negative results, and that the school has a responsibility to help children develop or restore creative potential.

This collection of the insights of leaders in the field of creativity under one cover is a notable contribution. The readings range over the theory of creativity and the educational applications of theory to curriculum, counseling, and to the identification of teacher personality which is related to creative teaching. The book is somewhat repetitive when read from beginning to end because the readings have been written for separate publications, necessitating

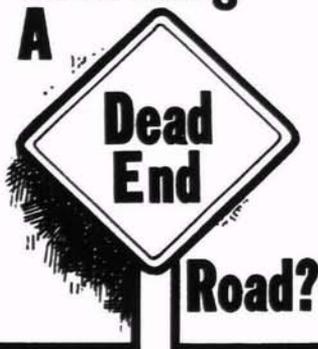
that each author establish the point of view from which he is writing in each selection. This is particularly noticeable as one reads the third or fourth article by the same author.

The book serves to point out the limited knowledge available regarding classroom application of the findings of research on creativity, but it also helps the reader to feel free to make a start in bringing out creativity within children or within themselves. The authors say, "We are all potentially creative, but only those who have become creative realize it. One of the best ways to cultivate your own creativity is to help children cultivate theirs." This leaves little room for static goals and concepts. It presents a challenge to educators to choose the advances in knowledge which help to develop a more creative kind of education.

In many ways Aaron's book is a pleasantly informative and non-technical application of creativity research. Aaron, as Gowan and others, is concerned that we keep creative the people who are born creative. He also describes the relationship between play and maturity. His discussion has much in common with Gowan's characterization of creative people as having a great fund of free energy resulting from a high degree of psychological health as well as his concern that creativity declines at identifiable periods in the child's school experience.

Child's Play is a very insightful book which presents a point of view about play not generally understood by many adults. Play is described as the work of children and it is directed toward the purpose of growing up which is different from adult play, a means of gaining

Are Educators Traveling A



Yes, says

Warren Bryan Martin in

ALTERNATIVE to IRRELEVANCE

"Institutional education, formal, impersonal, self satisfied is going under now, burning itself out as it goes, and in what it calls its successes, piling up only ashes!"

He challenges educators to replace procedures outmoded by fast-moving technology with education for the whole man in a world culture. And he offers positive paths—the cluster college, student participation in administration, emphasis on values and commitment, a new educational philosophy based on the total environment.

A fresh, vital appraisal by an experienced educator and administrator . . . it needs to be read. Paper, \$1.95

**At your local bookstore
ABINGDON PRESS**

respite from work and relief from tension.

The authors show how traditional playgrounds stifle a child's imagination and creativity, breed boredom, and endanger life and limb. In the midst of the "no-space-for-play" age, the author's plea comes through clear and true. Children like to play where they live, and in fact do so, even when facilities are not provided. Play spaces which are attractive, safe, and stimulating to the imagination can and should be imaginatively designed in limited areas. Special needs of children whose physical and mental handicaps can be taken care of as well as the special needs of suburban children are examined.

The book contains many appealing and unposed photographs of children using the play sculptures and play-scapes designed by the author. It leaves the impression that the author has a deep understanding of the play experiences children need to help them grow to a deeper maturity.

Music in General Education is a report of the first Interim Leadership Meeting sponsored by the Music Educators National Conference held at Interlochen, Michigan, in 1959 and the Biennial Convention in Philadelphia, in 1964. This book evolved out of a concern that, in secondary schools, performance groups have often reached an astounding level of perfection, yet students in these groups were frequently deficient in understanding music as an art.

Musical outcomes which can be expected during twelve to thirteen years of general school experiences are stated in terms of skills, understandings, and attitudes. The content of education in

music is given in detail under eleven headings and is spelled out according to experiences which all music classes should provide and special experiences for non-selective classes, for instrumental classes, and for vocal music.

Music teachers in secondary schools should find the book very helpful in curriculum development; however, the music teacher in the elementary school will need to use it cautiously as many of the skills and understandings are too difficult for some children and there is little which applies to kindergarten and primary grades. Since music plays a very important part in the lives of young children, this is regarded as a serious omission.

A continuation of the creative emphasis so evident in the first two books would be expected in the third. It is disappointing to find so much emphasis on skills and understandings when music offers so many opportunities for self-expression. ☞

The Nongraded Primary School: A Case Study. *Lillian Glogan and Murray Fessel.* West Nyack, New York: Parker Publishing Company, 1967. 294 pp.

Nongraded Schools in Action. *David W. Beggs and Edward G. Buffie, editors.* Bloomington, Indiana: Indiana University Press, 1967. 270 pp.

The Subject Curriculum: Grades K-12. *Morton Alpen, editor.* Columbus: Charles E. Merrill Books, Inc., 1967. 561 pp.

—Reviewed by MILDRED SWEARINGEN, Professor of Educational Administration, Florida State University, Tallahassee.

Administrators and teachers, indeed all who are engaged in trying to organize learning experiences more effectively, will be pleased to see these three books. As practitioners, they will appreciate the realism and freshness of the accounts of actual efforts to develop better curriculum designs.

They will also value two other qualities which the books have in common: (a) The authors take time, in the opening chapters, to make explicit the rationale and assumptions from which the attempted designs are derived—hence it is easier for others to generalize from the experiences described; and (b) the problems encountered and decisions to be made in implementing ideas are treated with candor.

Beggs and Buffie assert that journalists and scholars may criticize and analyze, but that teachers and other educators must *act*, making the leap from theory to practice. To help in this transition the author-editors first present six chapters of discussion about the concept of the nongraded school, strategy for the development of such schools, research, evaluation, and the future of the nongraded school. Then thirteen examples are given, each in a short chapter, of nongraded schools in action. The examples are from different parts of the country, including both elementary and secondary levels, and represent schools of different sizes and previous types of organization.

Each account was prepared by one or more persons close to the actual venture, and conveys some of the sense of urgency educators are feeling about overcoming the rigidities of structure so typical of schools and developing more dynamic, flexible ways of organizing

teaching-learning situations. Present efforts are seen as in pilot stages. Emphasis is given to the fact that these efforts are more than label changing; they must reflect a change in attitude toward variability in learners and teachers if the efforts are to succeed.

Glogau and Fessel, in their case study, follow the adventure and growth of a single faculty as it implements the decision to use the concept of nongradedness to do a better job of individualizing instruction. Enough detail is given to make the reader feel that he too is participating in the undertaking; yet the focus and momentum of the narration are not lost.

Crossroad decisions, errors, new tries, and changes in perception are described. The repeated discovery of the learner as an individual, when the veil of a grade label is removed, comes through clearly.

Frequently encountered questions and this faculty's response to the problems are included. Some of the actual materials developed to meet new needs are included in an extensive appendix section and will be a joy to any faculty which is in the process of moving into a nongraded plan.

Alpren, in the *Subject Curriculum: Grades K-12*, has focused more upon the content to be included than did the authors of the other two volumes. Nevertheless, he and his contributors are equally concerned that the ways of organizing school experiences will in-

corporate what is now known about individuality and learning. Nine of the chapters present panoramic views of recent developments in the major subject fields, from kindergarten through the senior high school. This breadth of overview produces an invigorating sense of coherence, accomplishment, and direction.

Each of the nine chapters opens with a brief but highly effective historical background statement on the specific subject, yielding a fresh perspective on the present efforts, as well as those of the past, to organize school learning meaningfully and productively. Other chapters deal with types of curricula, adapting content to individual differences, and with implementation of curriculum at the local and classroom level.

All of these books are focused upon seeing the learner as an individual and upon trying to develop ways of organization that will help the learning process. Nongradedness is seen not so much as a specific form or design but as a way of thinking or an attitude. Each book presents ideas with vigor and conviction, but without either prescriptiveness or messianic zeal for a chosen plan.

Perhaps it is an evidence of increasing professional maturity among educators that single solutions are no longer expected for varied situations. To an unusual degree the books do stimulate a reader to think, imagine, appraise, and desire to take constructive action himself. ☞



Copyright © 1968 by the Association for Supervision and Curriculum Development. All rights reserved.