

SELECTED FOR REVIEW

Reviewers: Lynn Stoddard
E. Dale Doak
Marian Marsh

Modes of Thinking in Young Children.
Michael A. Wallach and Nathan Kogan. New York: Holt, Rinehart & Winston, Inc., 1965. 357 pp.

Studies in Cognitive Growth. *Jerome S. Bruner, Rose R. Olver, Patricia M. Greenfield, et al.* New York: John Wiley & Sons, Inc., 1966. 343 pp.

The Conditions of Learning. *Robert M. Gagné.* New York: Holt, Rinehart & Winston, Inc., 1965. 308 pp.

—Reviewed by LYNN STODDARD, Principal, Hill Field Elementary School, Clearfield, Utah.

Anyone interested in a serious study of cognitive development will want to include all three of these books on his list. Although all of these books pursue investigations into the nature of thinking-learning processes, each makes a vital contribution in its own, unique way, and will probably have special appeal to a different reading audience.

Those who see creativity as another dimension of cognitive functioning, apart from the traditional concept of intelligence, will find that *Modes of Thinking in Young Children* contains valuable new data to support this idea. The authors report their study of the question, "Is there an aspect of cognitive functioning which can appropriately be labeled 'creativity' that stands apart from the traditional concept of general intelligence?" Using 151 middle-class fifth graders as subjects, the authors developed unique assessment procedures which have revealed

convincing, positive evidence to support this thesis which apparently runs counter to the data available up to the time of writing.

Although it is heavy reading in places, and may not appeal to persons who are overwhelmed with tables of statistics, this book is so exceptionally well done that the data add, rather than detract, from the "plot." Chapters 1 and 2 relate the hypothetical basis for the study and report the findings about creativity as a "distinctive" mode of thinking. Chapters 3, 4, 5, and 6 report the relationship of creativity and intelligence to behavior in the school setting, the ability of children to cope with similarities and differences in their environment, sensitivity to the feelings of others, anxiety, and defensiveness. Chapter 7 reports characteristics of individual children who were categorized into one or another of four intelligence and creativity groupings.

Chapter 8 gives a rewarding summary of major results and interpretations arising from the study and provides a valuable listing of implications for educational practice. Included are an extensive bibliography and an index.

Studies in Cognitive Growth will appeal to the researcher who is trying to add a few more pieces to his puzzle, although it will be rewarding reading for anyone willing to remove great mountains of "overburden" before getting at the "ore" that lies underneath. It is heavy reading all the way and may well be another "link" in the "chain" started by Jean Piaget.

After two chapters which "set the stage" and describe the rationale of the research, the remainder of the book reports the findings of students of Jerome S. Bruner as they explore ways that humans represent their experience of the world through actions, imagery, and symbolism.

Individual chapters relate the relationship of various strategies for acquiring knowledge to the three modes for representing knowledge. Included are investigations into: ways humans cope with equivalence, question asking, perception, conceptualizing, and multiple ordering.

Samples of the cognitive development of children in rural Mexico, the bush of West Africa, and the Eskimos of Alaska are used as a comparison with those of our country (Boston area).

In the final chapter Bruner gives an overview and some conclusions, but largely depends upon the reader to generate his own inferences.

This book also contains a generous bibliography and an index.

The Conditions of Learning will appeal most to persons interested in a "systems" approach to education, although it contains messages which deserve consideration by all who are concerned with improving "the conditions of learning."

This book features descriptions of eight types of learning along with prescribed conditions which are necessary if optimal learning of each type is to occur. The types are: Signal learning; stimulus-response learning; chaining; verbal association; multiple-discrimination learning; concept learning; principle learning and problem solving.

At the end of each chapter is a bibliography for the type of learning described. Included also are chapters on the content of instruction, motivation and control, decision making in education, and resources for learning plus an additional bibliography at the end of the book.

All three of the books briefly described here are done with such exacting care and skill that the reader develops high respect for the authors. The messages are timely

and relevant to the opportunities available to us in a changing era. □

Successful Teaching in Secondary Schools. *Sterling G. Callahan.* Chicago: Scott, Foresman and Company, 1966. 566 pp.

Learning and Teaching in the Secondary School. Second Edition. *Kenneth H. Hoover.* Boston: Allyn and Bacon, Inc., 1968. 664 pp.

Teaching: Vantage Points for Study. *Ronald T. Hyman, editor.* New York: J. B. Lippincott Company, 1968. 465 pp.

—Reviewed by E. DALE DOAK, Associate Professor of Education, New Mexico State University, Las Cruces.

The three books reviewed here are about teaching and teaching processes. Callahan's and Hoover's books are directed toward pre- and in-service teachers and each represents the thinking and point of view of an individual author. Hyman's book of readings about teaching, a synthesis of some of the more poignant research, is directed toward all persons who would study teaching. Three books—all somewhat similar in content headings, but all quite diverse in their treatment of ideas within their headings.

In the preface of his book, Callahan notes a very definite need for updating what has been written about teaching, pointing to the many social, cultural, and technical changes that have evolved since 1945 as the basis for updating. This reviewer sees little in the way of new ideas in the book. Instead, it is a rather traditional revisitation of ideas about teaching, including general principles, planning, methodology, discipline problems, individual differences, and cocurricular activities, to name only a few of the headings. The final section of the book, entitled "Recent Developments in Teaching," does present the topics of programmed instruction, television, and team teaching.

The content of the book by Callahan is organized and presented in five parts. Part One, Teaching Principles, devotes approximately thirty pages to study of adolescent motivation, interests, readiness, adjustment and transfer of learning. Part Two, Plan-

ning for Teaching, discusses teacher planning at four levels: pre-planning, the overall plan (yearly), unit, and daily planning. Of the 156 pages devoted to planning, some 130 of them are concerned with the unit. Part Three, Specific Teaching Procedures, is a presentation of teacher- and pupil-centered methods. Under teacher-centered procedures are listed the lecture, questions, demonstrations. The textbook, assignment, homework, and group procedures are suggested as student-centered approaches to teaching. Part Four, Special Teaching Problems, focuses upon discipline, motivation, individual differences, remedial teaching, reporting pupil progress, teacher improvement, and cocurricular activities. Part Five was discussed earlier.

The recurring thought in Hoover's book is the idea of teaching for problem solving. The author suggests in the preface that the book concerns itself with process rather than outcome. This may well be true as a matter of focus and emphasis, but implicit in each of the sections is the idea that we teach to change behavior and that we emphasize learning process itself as the ultimate outcome of education.

The book is very well documented, drawing upon research and writings representative of the most up-to-date developments we know. The names of Bloom, Havighurst, Maslow, Woodruff, Riessman, Thelen, Skinner, Trump, Shaplin, Olds, Cartwright, Zander, Frymier, Macdonald, and Watson stand as ample evidence that the book is a compendium of the best thinking in the field of teaching.

The author sees planning as "applied imagination," the outcome of which is the formulation of objectives stated in behavioral terms. He would deny overemphasis on the cognitive domain by the inclusion of both the affective and the psychomotor domains. Classroom discussion, debate, case methods, scientific, experimental and survey methods are all viewed as means of stimulating analysis, encouraging interpretations, and developing or changing attitudes—in short, problem-solving behaviors on the part of pupils.

Some chapters of the book, e.g., the ones



THE GUIDANCE FUNCTION IN EDUCATION, Second Edition

PERCIVAL W. HUTSON, *University of Pittsburgh*. The new edition of this highly regarded, research-oriented text—expanded and brought fully up to date—stresses the widely recognized "team" concept of guidance, involving the entire school staff in the performance of the guidance function. Just published, 786 pp., \$9.50

LANGUAGE AND LEARNING DISORDERS OF THE PRE-ACADEMIC CHILD With Curriculum Guide

TINA E. BANGS, *Houston Speech and Hearing Center*. A comprehensive plan for early identification and assessment of learning disabilities, designed especially for use by teachers. Drawing on recent findings in communication disorders, it stresses the need to diagnose language deficiency before a child is six years old. A unique feature of the volume is a pre-academic Curriculum Guide toward strengthening a child's assets and compensating for his deficits. August, 464 pp., illus., \$6.95 (tent.)

THE DEVELOPMENT OF EDUCATION IN WESTERN CULTURE

RALPH L. POUNDS, *University of Cincinnati*. A concise yet comprehensive survey of the evolution of schools and education, from pre-literate times to the present. Educational development is systematically related to prevailing social, cultural, political, and religious mores and events. 307 pp., illus., \$5.00

IN SEARCH OF TEACHING STYLE

ABRAHAM SHUMSKY, *Brooklyn College*. The author of the widely acclaimed *Creative Teaching in the Elementary School* conceptualizes a teaching climate in which the learning process itself becomes a creative experience. The volume emphasizes, in terms of the teaching act, the activation of the learner in the direction of intellectual growth. 252 pp., paper, \$2.95

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on discipline, teacher-pupil planning, measurement and pupil evaluation, are rather traditional in content. The bulk of the book, however, is both current and provocative. It must be considered as a recommended source book for all educators.

Teaching: Vantage Points for Study is an excellent book of readings. As an anthology organized around selected vantage points of teaching, it reflects the recent emphasis on description of the teaching process rather than the study of teacher effectiveness and personality in a global sense. The author suggests that:

To understand, then, what is written about teaching, we must know the writer's vantage point and his concept of teaching (p. 8). . . . Some selections focus on the teacher, others on the pupils. Still others record and analyze behavior of both the teacher and pupils. Most focus on verbal behavior in the classroom as the prime means of communication, considering it to be a representative sample of the total behavior. Others include or focus on the non-verbal behavior, considering it too significant to omit in spite of the many limitations inherent in dealing with it (p. 9).

The selections chosen and grouped according to selected vantage points include: cognitive and intellectual behavior; communications; social climate; emotional climate; aesthetics; games; and strategy.

A stimulating section of the book, from the reviewer's viewpoint, is that exploring the cognitive process. This section emphasizes the teaching of critical thinking skills. Goals of education have almost universally included some statement about "teaching pupils to think." Yet only recently have researchers concerned themselves with how we develop the logical thought processes. This section makes a significant contribution to the understanding of thinking processes.

Another relatively "new" vantage point from which to view teaching lies in the area of games. Our general populace is familiar with the vocabulary and rules of major games, and it is common to apply these to our lives.

The chief pedagogical implication of this vantage point is that teachers and pupils play

various games and roles. Therefore . . . we may describe and evaluate teaching in terms of games and roles being played (p. 297).

The intent of the editor was to compile, organize, and publish an anthology representative of the best research known in the field. This, he has done quite well. □

New Perspectives in Reading Instruction: A Book of Readings. *Albert J. Mazurkiewicz, editor.* New York: Pitman Publishing Company, 1964. 567 pp.

Improving Reading in Secondary Schools, Selected Readings. *Lawrence E. Hafner, editor.* New York: The Macmillan Company, 1967. 445 pp.

Reading Instruction: Dimensions and Issues. *William K. Durr, editor.* Boston: Houghton Mifflin Company, 1967. 359 pp.

—Reviewed by MARIAN MARSH, Professor of Education, Northwest Nazarene College, Nampa, Idaho.

A total of 178 articles gleaned from recently published works of more than 150 educators, psychologists, and others concerned with the teaching of reading are contained in these three anthologies. In each volume the selected articles are topically arranged and interspersed with editorial questions and comments to develop a central theme.

The number and diversity of contributing sources, the variety of research reports, the multiplicity of ideas, and the plethora of recommendations are testimony to the complexity of problems involved in the teaching and learning of the reading process. Indicative, also, of the place and significance accorded the first of the "3R's" in current educational literature is the fact that very few of these articles or of those recommended by Durr and Mazurkiewicz in their extensive supplementary reading lists were published earlier than 1960.

The theme in the volume edited by Mazurkiewicz is aimed at presenting alternative procedures for instruction in the various aspects of reading so that the teacher may develop a "flexible approach." This he believes is essential in order to serve both

the individuality of the learner and the complexity of the reading process. Its value to the reader is enhanced by the inclusion of several features not usually found in a book of readings: an index, a cross-reference chart to correlate these topics with ten leading textbooks for teaching reading, and a description of reading ideas in research stage. The topical arrangement is very similar to that of a typical textbook for the prospective elementary teacher and seems directed to that purpose. However, since a book of readings is made up of the work of so many authors, there is considerable divergence in semantics, assumptions, and scale of values.

Although the topical arrangement of Hafner's anthology is somewhat parallel to that of Mazurkiewicz, the excellence of his volume lies in his expanded treatment of vocabulary development, critical reading, research study skills, flexibility related to purpose in reading, and a detailed description of specific reading skills needed for proficiency in each of the many subject areas of the secondary school curriculum. Attention is also given to disadvantaged and "reluctant" readers.

Durr's volume follows quite a different format from the other two. His purpose is to present description and discussion of controversy and innovation in reading instruction. Opposing viewpoints, and in some cases very heated arguments, are placed in juxtaposition with editorial comments designed to help the reader discover the basic issue at stake so he may judge objectively among them. For example, in one chapter, organization for instruction is discussed by proponents of individualized reading, inter- and intra-class grouping, "ungrading" and "non-grading." In another chapter i/t/a is examined as just one of several types of artificial orthography.

Each of the volumes seems to serve a worthy and unique purpose, and thus deserves a place in educational literature. The reader can only hope, however, that some of the effort now spent in promoting and defending elaborate innovations will soon be directed toward more definitive and comprehensive research. □

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