

SELECTED FOR REVIEW

Reviewers: Fred T. Wilhelms
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Making Urban Schools Work. Mario Fantini and Gerald Weinstein. New York: Holt, Rinehart and Winston, Inc. 1968.

—Reviewed by FRED T. WILHELMS, Executive Secretary, ASCD.

WHEN this reviewer finished page 29 of Fantini and Weinstein's treatment of "Social Realities and the Urban School," he was ready to rise up and call them blessed. When he arrived at the last page he was no longer sure he had been helped all that much. Yet, critical though he was, he found that the book lived on in his mind for days, that he wanted to tell people about it, and above all to argue. (That's how he got drafted for this job; never let an editor know you feel deeply about a book!)

In the first half the writers present one of the most powerful diagnoses of pupil needs (and school deficiencies) ever written. They portray the urban *milieu*—especially that of the urban disadvantaged—as "one in which there is persistent stress imposed by intensely concentrated social realities." These realities are such that they threaten the child's sense of *identity* (worth), of *connectedness* (positive affiliation with others), and of *power* (in contrast to helplessness).

We would contend that the result is greater

depersonalization, less empathy, greater feelings of loneliness and anonymity, and a general hardening or mechanization of relationships with people.

Such results are so devastating that the urban school must develop a curriculum deliberately designed not only to help each youngster toward a decent self-concept and a rich affective life (to restore identity and connectedness) but also toward effective social *action* (to build his confidence that he can do something about things). The section in which these demands—condensed so brutally here—are explicated is magnificent. And the identification of the great obstacle—the schools' definition of "quality" education in almost-exclusive terms of knowledge-and-skill-mongering—has never been better stated. For once the task of the urban school is set down in distinctively urban terms.

Then comes the "model": a "three-tiered" school with three distinctive missions:

1. Skills and knowledge development
2. Personal talent and interest-identification and development
3. Social action and exploration of self and others.

Suddenly, for this reader, the water grew awfully muddy. Perhaps it was the reader

who was wrong; maybe he just did not understand, or maybe he was frightened by a radical reformulation. Yet it still seems to him that to translate three layers of objectives into three sectors of school program (if that is really what is intended) is simplistic and mechanical.

Nevertheless, no matter what the merits of the model may turn out to be, this is an important statement, and a compelling one. If you enjoy wrestling with genuinely fundamental problems as they are seen by two first-rate minds, then you are likely to lay the book down at the end with a faraway look in your eyes. □

Turmoil in Teaching. *T. M. Stinnett.* New York: The Macmillan Company, 1968. 406 pp.

Collective Negotiations for Teachers. *Myron Lieberman and Michael H. Moskow.* Chicago: Rand McNally & Company, 1966. 745 pp.

Teachers, Administrators, and Collective Bargaining. *Edward B. Shils and C. Taylor Whittier.* New York: Thomas Y. Crowell Company, 1968. 580 pp.

—Reviewed by WILLIAM C. MILLER, Deputy Superintendent, Wayne County Intermediate School District, Detroit, Michigan.

The curriculum worker of the past prided himself on his concentration on instructional matters. His attention was not interrupted by such "unprofessional" concerns as budget, politics, and federal legislation. The effective instructional leader of today is likewise deeply involved with these areas. To this list, however, has been added the high impact issue of teacher militancy and negotiations.

To aid in understanding the dynamic turn of events which precipitated these developments, it would be difficult to find a better guide than T. M. Stinnett and his book, *Turmoil in Teaching*.

Dr. Stinnett served for seven years as the executive secretary for Professional Development and Welfare for the NEA. The book may be faulted by some in that it is not

an objective presentation. In reality the author's frank and honest personal views are the book's strength. Much of the volume is an analysis of the settings, strategies, tactics, and conflicts which underlie the turmoil in teaching. Quite often the reader is treated to a succinct observation distilled from his experience, such as the following:

. . . The meaning of these events . . . is simply that general teachers' organizations—of all types—have in large measure become irrelevant to the needs of teachers and of education. This is a harsh indictment, but the evidence is overwhelming. In fact, education itself is suffering from the same lag in relevancy.

He confesses his attitude has changed radically since 1962 and that:

I now believe that the impact of the teacher-union drive has, on the whole, been fruitful in forcing the NEA . . . to assume a vigorous, dynamic, activist posture.

With Stinnett's book as background, the serious student can turn to *Collective Negotiations for Teachers*. The organization of the volume is logical, but the writing style and method of presentation may discourage all but the highly motivated reader. The book is a status study and deals with questions such as: What is the extent of negotiations? What is the scope of the agreements? What are the policies of the major educational organizations concerning collective negotiations?

It is packed with statistics, which in one sense is often overpowering, but will be of vital interest to the sophisticated reader. One statement which points out the startling growth of bargaining is that:

In 1960, not one state authorized collective negotiations in public education by statute. . . . Not a single state educational organization had proposed a negotiations bill or had formulated policies on such issues as recognition, representation elections, unit determinations, impasse procedures, grievance arbitrations, written agreements, or other key aspects of collective negotiations.

In addition, in Lieberman and Moskow's book one can also find some provocative predictions. They see an eventual merger to

form one "industry-wide" bargaining group, with efforts to negotiate "union shop" contracts an inevitable part of the process. They also raise the question as to whether collective negotiations could intensify existing inequalities of educational opportunity.

They point out that teacher pressure in affluent districts can help achieve greater expenditures for education. Poor school districts cannot respond in the same way; thus "the poor get worse and the rich get better," hastening the trend toward state and federal financing of schools.

The school administrator will feel more at home with *Teachers, Administrators, and Collective Bargaining*. The authors met across the bargaining table, one as superintendent of the Philadelphia schools and the other as chief negotiator. At the end of 700 hours of bargaining they agreed to collaborate on a book. The manuscript benefits from their varied backgrounds and perspectives. Unlike Lieberman's book, this volume treats negotiations with non-teaching employees.

Issues dealt with are recognition, electing the teachers' bargaining unit, the pre-negotiations atmosphere, the conduct of the negotiations, post-negotiation atmosphere, living with and profiting by the contract, and planning for future negotiations. Especially useful are the specific suggestions and helpful hints which permeate the authors' description of the issues.

In summary—for background, read *Turmoil in Teaching*; for the scholar, *Collective Negotiations for Teachers*; for a practical guide, *Teachers, Administrators, and Collective Bargaining*. □

Social Studies for Children in a Democracy. John U. Michaelis. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968. 559 pp.

Inquiry in Social Studies. Byron C. Massialas and C. Benjamin Cox. New York: McGraw-Hill Book Company, Inc., 1966. 353 pp.

Effective Thinking in the Social Studies. Jean Fair and Fannie R. Shaftel, editors.

Washington, D.C.: National Council for the Social Studies, NEA, 1967. 257 pp.

—Reviewed by LEO W. O'NEILL, Professor of Education, University of Maryland, College Park.

Descriptions and discussions of the "structure of the disciplines" have stimulated curiosity about the "new look," in social studies programs. These publications provide three interpretations of the curricular impact of this academic ferment.

Michaelis has provided the most specific delineation of the new look for elementary school programs. The opening chapter of his book identifies two trends in teaching social studies. Instruction will be focused on concepts, concept clusters, and generalizations from history and the social sciences. Inquiry will be emphasized, but inductive teaching strategies will not exclude "meaningful verbal learning" which is not based on discovery.

The balance of the first third of this book directly supports these trends. The detailed discussion of thinking-learning stresses cognition, and the overview of eight core disciplines directly relates inquiry to the conceptual dimension of the disciplines. Any doubt about the existence of the trends is removed by the descriptions of the structure of new state and local programs.

Beyond this point, the wealth of specific suggestions and recommendations for teaching-learning seems to relegate conceptualization and inquiry to supporting roles. The teacher would plan units as he had planned in the past, would speak of "group inquiry" instead of group activity, and would encourage children to make graphs and maps relevant to their study. The reader tends to conclude that the new look is not distinctly different from the old, that new terms are used to describe old operations.

Massialas and Cox have selected a radically different structure for a book on the teaching of social studies. They have established inquiry as the basic design for teaching-learning, and the entire book is focused on this design. At the outset, inquiry is established as a defensible model by the examination of several alternatives in the context

of social education for a society which must deal with serious internal conflicts and external problems. (This is a welcome change from the establishment of truth by the alleged endorsement of Bruner or "leading school systems.")

This inquiry-oriented strategy would change substantially the social studies program. The teacher becomes the director of investigations by pupils, not the expositor of knowledge or the source of correct-incorrect judgments. The investigations are focused on a search for "tested relationships between social events," preferably the explanations of relationships which have greater predictive value. Knowledge in the form of tested ideas from the scholarly disciplines is used as one criterion for testing the outcome of the social studies conducted by pupils, not as a predetermined goal whose relevance is assumed.

Since many of the issues raised by pupils will involve both the cognitive and the affective domains, values play an influential role in social studies through inquiry. Inquiry is directed to the values themselves, and specific criteria are suggested for the assessment of value positions. This evaluation of values—as well as any decision on issues—is made by the students, directed by the teacher in procedural matters only. In the area of evaluation itself, the authors pointed out the irrelevance of test instruments for measuring the outcomes of inquiry and provided examples of sophisticated questions developed to measure achievement of their goals.

At this point we have two distinct operational descriptions of the new social studies. Michaelis has provided what might be called a transitional program, incorporating the emphasis on the disciplines without greatly altering topics studied or instructional planning. On the other hand, Massialas and Cox suggested a sharp break with existing practice, a program which is clearly, almost disturbingly, new.

Effective Thinking in the Social Studies represents the timely involvement of the National Council for the Social Studies in the clarification of the new social studies. This publication merits careful study since it con-

stitutes an appraisal of the new direction proposed by a panel of leaders in this field, reporting directly to a membership which combines scholars in the disciplines and in education.

The emphases in *Effective Thinking in the Social Studies* seem to be unequivocal. In social studies, attention should be directed to key questions which are important to people at this time, and changing times will bring different questions. The desired goal is the development of effective thinking, not the assimilation of large quantities of information. The academic fields contribute the art of problem identification and the discipline of systematic inquiry to the behavior known as social study.

Whether it is called reflective thinking or inquiry, the effective thinking process is quite similar to inquiry as defined by Massialas and Cox. It may be carried on in an expository mode, but the hypothetical mode is advocated because of its particular relevance to the making of decisions on key ques-

THE MIDDLE SCHOOL

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tions. Two chapters are directed to the implications of reflective thinking for elementary and secondary schools.

This yearbook supports the leading role of thinking in social studies at both the elementary and secondary levels. Issues raised in several chapters suggest that the task of moving in this direction will not be an easy one, will not preclude thinking about teaching. Evaluation of effective thinking is recognized as a problem area, introducing difficulties in measurement and valuing. However, the authors expressed no doubt that this should be the nature of tomorrow's social studies. □

Multiple Methods of Teaching Mathematics in the Elementary School. Charles H. D'Augustine. New York: Harper & Row, Publishers, Inc., 1968. 397 pp.

Modern Mathematics for the Elementary Teacher. Leslie A. Dwight. New York: Holt, Rinehart and Winston, Inc., 1966. 598 pp.

Discovering Meanings in Elementary School Mathematics. Fifth Edition. Foster E. Grossnickle, Leo J. Brueckner, and John Reckzeh. New York: Holt, Rinehart and Winston, Inc., 1968. 470 pp.

—Reviewed by ROBERT ASHLOCK, Associate Professor of Education, University of Maryland, College Park.

Each of these books has been written to provide needed help for elementary school teachers. Though apparently written for instruction of preservice teachers, the texts are valuable resources for in-service teachers as well.

The content of modern elementary school mathematics programs is reflected in each. For example, beginning number concepts are described as resulting from work with sets, and the basic operations on whole numbers are related to operations on sets. Further, each text emphasizes the idea of structure, particularly the properties of operations on numbers and the relations between these operations. These properties and relations are seen as helping the child organize specific knowledges and skills so

that they can be remembered and applied more successfully.

The text by Dwight is designed for two one-semester courses. It is unique among the three texts in that it attempts to present both mathematical content and methods. The other two books are clearly methods texts. Dwight presents guiding principles for teaching, and he usually follows sections of content with brief sections on teaching the content. But he has been more successful in presenting a clear treatment of content than he has in providing instruction in methodology. Encyclopedic lists of definitions, properties, theorems, tests of divisibility, and the large number of exercises are in contrast to the very limited number of diagrams and illustrations for teaching. The reviewer cannot help but wonder if Dwight's very precise terminology and symbolism, intermingled with descriptions of activities in which children encounter the rudiments of an idea, may in fact create confusion in the minds of preservice teachers as to what terminology and symbolism will be appropriate when they work with children. The reviewer did not find treatments of problem solving, teaching measurement, or planning for and evaluating instruction.

The text by D'Augustine and that by Grossnickle, Brueckner, and Reckzeh both emphasize variety in instructional procedures. Each book is rich in diagrams and illustrations. The many different devices and arrangements of materials which are presented can be used for teaching specific concepts and also for providing a convincing explanation for each step in a computational procedure. D'Augustine frequently uses phrases such as "a second approach" and "an alternate algorithm" in his effort to describe *multiple* methods.

The Grossnickle, Brueckner, and Reckzeh text, now in its fifth edition, is sufficiently encyclopedic to include a variety of algorithms and many different ways to represent an idea. Both methods texts emphasize traditional, but important, topics such as the basic facts of arithmetic. At the same time they have topics in common which are recent additions to elementary school mathematics

curricula. For example, teaching the set of integers and teaching operations on integers are topics included in both books. D'Augustine devotes an entire chapter to integers.

In *Multiple Methods of Teaching Mathematics in the Elementary School*, D'Augustine assumes that the reader has had previous work with number systems and their properties. However, he does not make such an assumption concerning geometry. A certain amount of geometry content has been included. The author attempts to do something in this text above what has usually been left to the professor to do. He tries to involve the reader in the creation of exercises which can lead children to make certain discoveries.

His chapter on the teaching of measurement is also different from the more common treatment, for his presentation is organized around principles which apply generally to the teaching of measurement rather than around each type of measurement. D'Augustine's all-too-brief chapter on problem solving emphasizes the teacher's role as a developer of the child's repertoire of strategies for attacking problems. An extensive treatment on the teaching of non-decimal numeration systems is included.

The present edition of *Discovering Meanings in Elementary School Mathematics* is a very significant improvement over the patchwork of the fourth edition. Incorrect physical representations have been replaced with representations which are more acceptable mathematically. New in the fifth edition is the topic of mathematics in the kindergarten, and chapters have been added on sets, special numbers and integers, non-metric geometry, and on the slow learner. Emphases of the text include step-by-step procedures for introducing different topics and algorithms, and the discovery of patterns by children.

Teachers will find much help for planning and for teaching a modern elementary school mathematics program in either of the two methods texts. Any one of the three books which have been reviewed would be a useful addition to a professional library. □



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