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Books, Young People, and Reading Guidance. Geneva Hanna Pilgrim and Marianna K. McAllister. New York: Harper & Row, Publishers, Inc., 1968. 241 pp. (Second Edition.)

Reading and Thinking: Using Supplementary Books in the Classroom. Maurice J. Eash. Garden City, New York: Doubleday & Company, Inc., 1967. 270 pp.

Readings in the Language Arts. Verna Dieckman Anderson, Paul S. Anderson, Francis Ballantine, and Virgil M. Howes. New York: The Macmillan Company, 1968. 450 pp. (Second Edition.)

Reading and Young Children. Verna Dieckman Anderson. New York: The Macmillan Company, 1968. 455 pp.

—Reviewed by PATRICIA R. MCCLENDON, Associate Professor of Education, Winthrop College, Rock Hill, South Carolina.

Today's educational process requires teachers who are diagnosticians, not only of the learner, but also of the learning task. Moreover, the modern teacher must be skillful in guiding the selection and use of the myriad materials available to expedite and enhance learning. The four volumes listed here pursue various aspects of these problems in relation to reading and the language arts.

Books, Young People, and Reading

Guidance, intended as a reference for teachers, librarians, and parents, and as a text for a college course in literature selection for young people, is designed to encourage wise book selection to foster "increased maturity through reading." In this 1968 edition, basically the same as the original version of 1960, some chapters have been expanded but remain little more than a sampling of each area. Since seven of the nine chapters provide a relatively cursory overview rather than an in-depth coverage of the material, the major contribution of this book lies in three areas: (a) an extensive chapter on the role of books in meeting the needs of youth, (b) a reorganized chapter on book selection for young people, (c) and several comprehensive, updated bibliographies.

Unlike the Pilgrim and McAllister text, *Reading and Thinking* is designed to categorize trade books for use in specific subject areas, and to suggest ways in which critical reading skills may be developed. Maurice Eash specifies ways in which teachers of grades 1 through 8 may use trade books to promote five cognitive abilities—understanding, utilizing, discriminating, chaining, and judging. Four chapters devoted to the utilization of trade books in the development of cognitive abilities in social studies, language arts, science, and mathematics are

written by teachers experienced in the fields. These chapters describe the use of specific materials to extend the cognitive abilities identified in the first chapter. Pertinent suggestions for the selection and use of reading materials should provide impetus for improved instruction in the development of increasingly more complex thinking patterns.

The purpose of *Readings in the Language Arts* is to "help elementary teachers understand contemporary trends of teaching various aspects of the language arts and provide specific suggestions useful in classroom practice."

A revised edition of a collection of readings usually updates the content and reports latest research findings. This revision adds six comprehensive selections on linguistics and has an expanded coverage of English as a second language. However, of the 43 "new" articles in this 1968 edition, 10 were published prior to the 1964 copyright of the first edition.

Poetry, humorous prose, and excerpts from nonprofessional and religious publications comprise six of the remaining 33 "new" selections. References to critical reading, reading in the content fields, and on study skills are restricted to a portion of one selection, and references to the disadvantaged child are noticeably inadequate.

Despite these weaknesses, *Readings in the Language Arts* emerges as a worthwhile contribution in the field. The 70 selections in this collection are representative of available literature and do afford a reasonable sampling of divergent viewpoints.

Verna D. Anderson's book, *Reading and Young Children*, addressed to prospective teachers, attempts to "exercise 'the art of plain talk'" by minimizing the use of "educational jargon." As admirable as this may be, each profession must utilize a technical vocabulary to communicate complex concepts more precisely and succinctly. Even those who accept the premise that an undergraduate text on the teaching of reading should deal with basically elementary material and should avoid excessively technical presentations will find the effectiveness of *Reading*

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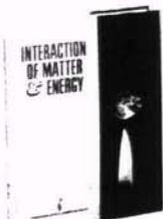


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and *Young Children* diminished as a result of oversimplification.

The preface and the table of contents outline a most impressive tome, and substantial bibliographic entries contain numerous contemporary sources by noted authorities in the field. Unfortunately, an examination of the treatment afforded each topic reveals disproportionate emphases placed on items of varying importance.

For example, the author limits her discussion of problems encountered when reading in specialized content fields to two pages, but devotes eight pages, taken from a publication on speech correction for the retarded child, to the "proper placement and use of lips, tongue, teeth, and throat in making various sounds." Anderson dismisses individualized reading in approximately three pages, but includes a four-page description of one commercially produced phonics program.

Though passages dealing with approaches to teaching reading are necessarily brief, the advisability of such presentations without accompanying references to pertinent research studies and critical analyses readily available in the literature is questionable. In 36 pages, Anderson lists, by grade levels, reading skills and attitudes in silent and oral reading. At no point does she state that these skills are given in a "suggested" sequence or that they are indicative of a "representative" ordering of several basal readers. Information on the development of reading competency is deficient despite the inclusion of a separate chapter on word recognition skills. □

Toward Better Teaching in the Secondary Schools. John Walton. Boston: Allyn and Bacon, Inc., 1966. 388 pp.

Teaching in the Secondary School. Nathan S. Blount and Herbert J. Klausmeier. New York: Harper & Row, Publishers, Inc., 1968. 582 pp. (Third Edition.)

—Reviewed by NORMAN K. HAMILTON,
Assistant Superintendent, Public Schools,
Portland, Oregon.

Both books reviewed here are concerned

with the subject of teaching in the secondary schools and both relate the secondary school of today to its historical background. In their treatment of the school as an institution, these books emphasize the adolescent, the teacher's role in the school, various methods of teaching, the use of instructional materials, and evaluation. The treatment given to these areas, however, is quite different.

Teaching in the Secondary School is a newer book even though it is listed as a third edition. New to the book's authorship is Nathan S. Blount, who joined Herbert J. Klausmeier in writing the third edition. It is, consequently, much more than a rewrite of former editions.

John Walton, in *Toward Better Teaching in the Secondary Schools*, is highly theoretical, philosophical, and historically analytical in his treatment of secondary education. Blount and Klausmeier relate more directly to current problems in teaching.

In their respective sections about the adolescent, a clear contrast appears in the two approaches. Walton discusses the scholarly concerns which have been directed to the subject of adolescence through reference to the recapitulation theory, anthropological studies of adolescence, and Freudian theories. From these discussions he leads into some theoretical generalizations about the characteristics of adolescents, which he says are "admittedly general." In contrast, Blount and Klausmeier discuss the adolescent from the standpoint of behavior, emphasizing the teacher's responsibility to help youth toward economic independence, intellectual maturity, and a well-integrated personality.

In the discussion of teaching and learning, Walton includes highly theoretical approaches such as the Maieutic (Midwife) Theory, the Communication Theory, the Molding Theory, and the Mutual Inquiry Theory, followed by a discussion of the Distinguishing Disposition of Teaching. Blount and Klausmeier, on the other hand, approach learning through the discussion of purposeful learning, motivation, creative learning, skill learning, attitudinal learning, retention, and transfer.

Contrasts persist as Walton introduces

the entire subject of teaching through the analysis of concepts of method in teaching, communications of method, the application of method, carrying through to the selection of subject matter and contrasting a general method of teaching with specific methods. Blount and Klausmeier approach teaching method from purpose. They lead the reader into thinking about approaches to the organization of curriculum and processes of conducting group and individual work according to the needs of the learner. They contrast a variety of methods, giving appropriate illustrations.

Both books have adequate discussion of teaching material; however, Blount and Klausmeier probably do a little more to relate specific materials to specific educational goals. In the section on evaluation, testing, and grading, there are again differences in the approaches used.

Blount and Klausmeier discuss evaluation from the standpoint of objectives and present alternative methods of evaluation. Walton, on the other hand, establishes a rationale for the selection and construction of tests, then goes into detailed statistical analysis of the meaning of test scores. In the discussion of grading, both books tend to describe current practices and give little attention to alternatives.

Blount and Klausmeier have sections on counseling and guidance, curricular and co-curricular activities, and professional ethics and responsibilities. Walton includes little on counseling and guidance but has a chapter on the legal rights and responsibilities of teachers, citing legal opinions.

Neither book gives much attention to the critical new problems facing secondary schools, such as student militancy, relevance in curriculum, masses of underachieving students, alienated youth in the hearts of great cities, the dropout, and the great need for the schools to help young people to understand and to adjust to very new and changing conditions brought about by social unrest. Probably the most current and severe problems facing secondary education must continue to be treated in periodicals, in yearbooks of associated groups, and in trade books. □

Elementary School Administration and Supervision. Willard S. Elsbree, Harold J. McNally, and Richard Wynn. New York: American Book Company, 1967. 511 pp. (Third Edition.)

—Reviewed by BURTON E. ALTMAN, Professor of Elementary Education, Wisconsin State University, La Crosse.

A comparison between the second edition and this one seems to indicate that there have been no major revisions. The chapters and their summaries within the six sections which divide the book have had only limited modifications. Bibliographic entries have been updated but have not appreciably changed the particulars of the book.

The reader is given, within the first few pages, the authors' perceptions of five means for describing school administration. Four of these—traits theory, role theory, systems theory, and process theory—are briefly reviewed; however, it is with the fifth approach, a taxonomy of functions, particularly those of the elementary school principal, that the authors have structured their text.

Through a taxonomy of functions the reader is taken by the hand and led through a series of detailed descriptions and prescriptions for every task from A to Z, or rather to V; from a description and prescription on ability grouping to administering the visual aids program. The organizing thread upon which these tasks are fastened is the concept of democratic or cooperative school administration.

Six sections are used to pigeonhole the principal's tasks. Part one, the principalship, deals with tasks as broad as the responsibilities of staffing to the nitty gritty of the potential consequence of sending a child on an errand. Part two focuses upon the staff, particularly as its members are involved in curriculum, instruction, and supervision. Part three concentrates upon the learner and deals with such administrative tasks as report cards, discipline, guidance, admission practices, and grouping. Part four gives the reader a detailed description of the functions associated with the patrons of the school—human relations. Part five deals with office

management, facilities, supplies, and funds. Part six identifies those forces catalyzing change in the nature of the tasks associated with administration. Forces such as cybernation, automation, and the knowledge explosion are linked to the decision-making responsibilities of the principal.

Just as some texts on administration become too lofty by being loaded with theory, hypothetical constructs, models, and paradigms, this one is too pedestrian in its attempt to give answers to administrative riddles. In the opinion of the reviewer, this book is like a primer on administration. □

Children's Arts from Deep Down Inside. Natalie Robinson Cole. New York: The John Day Company, 1966. 210 pp.

Children Discover Music and Dance. Emma Sheehy. New York: Teachers College Press, 1968. 207 pp.

Poetry for Today's Child. Ruth Kearney Carlson; **Art Magic.** Gretchen Sanderson; **Early Childhood Education.** Evangeline Ward. Dansville, N.Y.: Instructor Handbook Series, 1968.

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

Children and the arts are the concern of four of the above publications. Within this topic two dominant themes recur: (a) in a successful program in the arts the important factor is the quality of the relationship between the children and the teacher; and (b) the potential for enjoyment, appreciation, and creative expression of the arts lies within the child. The responsibility of the teacher is to begin with the child and release this potential. Prerequisites to releasing potential creative expression are a relaxed environment free of tension, and time for the teacher to learn about the children.

Teachers from nursery school through elementary school will find an excellent source of information and refreshingly new approaches to teaching music in Emma Sheehy's delightful book, *Children Discover Music and Dance*. Sheehy feels that music

at any age cannot be relegated only to special music periods. Therefore, the classroom teacher must assume responsibility for an effective music program. The book can be considered a guide to a total music program, not as a curriculum with specific information for each grade level, but with guidelines which encourage creativity on the part of the teacher and the children at all grade levels.

Well written in easy-to-read style, the book is a combination of philosophy, research, and practical application. It begins with activities for furthering interest in basic sounds, including illustrations of the step-by-step development for beginning teachers. It is filled with suggestions for songs and sources of songs, for listening activities, for percussive body sounds and the use of sounds in the environment, for the use of instruments by and with children, for ways to learn about dance and children, for the use of records, radio, and television.

Teachers who are musically talented will find much of value in this book. Teachers who feel inadequate or insecure in music will appreciate the encouragement and reassurance provided in this comprehensive volume. The key which unlocks the door to teaching music, according to Mrs. Sheehy, is an interested teacher who needs skill in "feeling" and understanding more than skill in performance. This stimulating and inspiring book should be available to every teacher of music.

Both Sheehy and Cole write that teachers need to focus on the children and discover what skills they already possess, and must be alert to hear the creativity that children bring, in order to facilitate the unfolding of creative expression.

In *Children's Arts from Deep Down Inside* the unfolding process is described. Using experiences from her own classroom and recording actual conversations, Cole demonstrates how the children expressed art from deep down inside, using media of tempera, watercolor, claywork, blockprinting, dancing, and writing. Especially convincing was the primitive blockprinting done by a class of low IQ children. Inserted throughout the book are numerous illustra-

tions of the children's work, some with captions which include the comments of the teacher and child, indicating how the teacher put his philosophy into practice. Classroom teachers will find it easy to follow since the method and approach are expressed in understandable terms and exemplified with copious examples.

Approximately 50 pages of ideas for the classroom teacher are included in each booklet in the Instructor Handbook Series. *Art Magic* offers suggestions for art projects using paper bags, flat papier mâché, and plastic bags. *Poetry for Today's Child* emphasizes the timelessness and the values of poetry for children, illustrating both with enjoyable poems, some old, some new.

Early Childhood Education serves as a guide to approaches, materials, and equipment for educating three-, four-, and five-year-olds. The importance of the teacher-child relationship and the necessity of beginning with the child at his level of experience are stressed. Salient features are the summary and analysis of the teacher's preparation, plans, and action in a classroom situation, and the specific purposes listed for each center in the room. The lack of accurate documentation detracts from the booklet. Inclusion of practical suggestions for working not only with parents but also with other family members is an innovative and welcome feature. □

Pygmalion in the Classroom. *Robert Rosenthal and Lenne Jacobson.* New York: Holt, Rinehart and Winston, Inc., 1968.

Contemporary Curriculum in the Elementary School. *Lowell G. Keith, Paul Blake, and Sidney Tiedt.* New York: Harper & Row, Publishers, Inc., 1968.

Nongrading in the Elementary School. *John L. Tewksbury.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.

—Reviewed by JESSIE A. RODERICK, Assistant Professor of Education, University of Maryland, College Park.

These three titles offer the reader of educational literature variety in both cover-

age and intent. *Contemporary Curriculum in the Elementary School* presents a sweeping perspective of curriculum foundations and development in text form suitable for use early in a professional sequence. The International Series in Education publication, *Nongrading in the Elementary School*, proposes revisions in curriculum organization and instructional procedures which would facilitate individualizing instruction. The author delineates steps that teachers and administrators might follow in nongrading their program. *Pygmalion in the Classroom* narrows its focus even more and explores the effect of teachers' expectations on their students' academic performance.

A theme which more or less pervades all three books is the key role of the teacher in the classroom. That children should be treated as individuals and that they should be afforded opportunities for experiencing success are also stressed. The importance of the teacher as the agent who *can* effect change for the better when content and organizational revisions fall short is climaxed in *Pygmalion in the Classroom*.

Rosenthal and Jacobson's account of an experiment testing the idea that a teacher who expects pupil improvement in achievement will get it is perhaps the most provocative volume of the three. In *Pygmalion in the Classroom* these authors add, to the existing evidence in medicine and the behavioral sciences, data in education that support the hypothesis that one person's expectations for another's behavior could come to serve as a self-fulfilling prophesy. Of particular interest to many educators would be the discussion of how teachers' expectancies affect the achievement of minority-group children.

A carefully documented description of the study forms the bulk of the book. Explanations of statistics used and a lucid chapter on summary and implications would aid the student's reading. The researcher will appreciate the additional tables in the appendix as well as the references and the subject and name indexes. The findings support the notion that teachers' favorable expectations can account for improved intellectual performance in children. How do teachers

communicate these expectations? How can teachers' expectations be changed? Although these questions remain unanswered, no teacher should miss exposure to the ideas set forth in this study.

In keeping with the practical tone of *Nongrading in the Elementary School*, Tewksbury clarifies the nature of a non-graded program by comparing it with a graded one and by describing in detail the principal plans for implementing it. At times, however, descriptions of these plans require careful study to be able to differentiate among them. Positive and negative aspects of nongrading, research efforts in the field, and a historical perspective add to the objectivity and completeness of the presentation.

Discussions of teaching procedures in a nongraded program, the levels plan of instruction, assignment of children to teachers, and reporting to parents are enhanced by illustrative charts and practical situation examples. Throughout, the reader is reminded that degrees of nongrading can be achieved without sweeping, revolutionary changes. Tewksbury does not offer nongrading as a panacea but rather as a hoped-for improvement over the graded school's attempt to individualize instruction. The book appears to meet the author's goal of encouraging thinking about nongrading.

The content and organization of *Contemporary Curriculum in the Elementary School* reflect the author's point of view that curriculum is central to educational theory and practice. Teachers need to know and understand the organization, content, and purpose of curriculum, the impact of society on curriculum, and the relationship of the functional curriculum to what children are able to learn in school. This volume is not a methods book nor one which considers content but one which presents the foundations of curriculum and its development as well as current issues and trends with implications for the classroom.

The authors have excelled in offering a balance of breadth and specifics which maintain interest and spark ideas. The strong rationale for studying aims is welcome in

view of some students' reluctance to explore objectives. The beginning teacher's role in curriculum development is aptly illustrated by sketches portraying typical situations confronting new teachers. The overview of current curriculum trends and the suggested criteria for evaluating them along with study questions and recommended readings at the end of each chapter add to the value of the volume for all educators but particularly the neophyte.

Reading the three volumes discussed would contribute both depth and breadth to one's perspective of the elementary school. □

Operating Guidance Services for the Modern School. *Gerald T. Kowitz, Norman Giess Kowitz.* New York: Holt, Rinehart, and Winston, Inc., 1967. 276 pp.

Pupil Personnel Services in Schools. *Dean L. Hummel and S. J. Bonham, Jr.* Chicago: Rand McNally & Company, 1968. 344 pp.

Trends in the Services for Youth. *James H. Leicester and James Farndale, editors.* New York: Pergamon Press, Inc., 1968. 659 pp.

—Reviewed by HAROLD F. COTTINGHAM, Professor of Education and Head of Guidance and Counseling, Florida State University, Tallahassee.

Operating Guidance Services for the Modern School is essentially a text for courses in organization and administration of guidance services. Its strengths appear to lie in an innovative questioning approach, a sociologically oriented foundation and a broad overview of various plans for the development of guidance activities. The authors reveal philosophical and theoretical bases for organizational practices as well as extensive knowledge in such areas as decision making, modeling, information theory, and management concepts.

The organization is functional, although more stress is upon the theoretical or conceptual than upon actual practices or specific procedures. Appropriately enough, the four divisions of the text stress the historical emer-

gence of guidance, the nature of guidance activities, the team approach to organizing for guidance, and finally, services available to students, curriculum, and administration respectively.

Written in a comfortable style, the text is relatively devoid of schematic diagrams and practical illustrations. In emphasizing conceptual and historical approaches, the material sounds a bit pedantic and academic in places. Much of the substance appears to be drawn from the authors' experience, although some documentation is provided. Unfortunately, the book does not differentiate between personnel and guidance services, nor does it offer a clear-cut theoretical rationale for the guidance goals in education.

A book with a somewhat similar purpose is *Pupil Personnel Services in Schools* by Hummel and Bonham. The content of this text is quite comprehensive in that several pupil personnel services are treated in some detail, with particular reference to the origins and development of each service. The treatment reflects current information, and also refers to significant sources. A good balance is shown between theory and practice, as well as the role of research in improving leadership approaches. Of particular interest is the emphasis upon the need for interpersonal skills as one aspect of program development. Occasional use of charts and diagrams with practical illustrations vary the format. Numerous explicit suggestions for the initiation and inauguration of personnel services are offered.

Strong features of this reference are the practicality of ideas and direct style of expression employed by the authors. The additional element of current documentation from association reports or professional organizations lends value to the text. Over all, the book is of easy length for class use, has well-grouped topics in most chapters, and is clearly outlined with useful section and paragraph headings.

On the negative side, one notes a somewhat limited reference to any philosophical rationale for the place of pupil personnel services in public education. In offering suggestions for the development of personnel

services, the best steps to follow and the role of educational viewpoints are sometimes treated lightly or are oversimplified. Although several illustrative practices are offered, they appear more as isolated descriptions than as helpful procedures in the evolution of a pattern of personnel services. Unfortunately, little concern is shown for the broad goals of pupil personnel activities or for the evaluative aspects of program review.

A British publication, *Trends in the Services for Youth*, edited by Leicester and Farndale, is a reference of entirely different nature. This title connotes more of a reference book than a text, and the length, 659 pages, plus the cost would tend to support this assumption. However, it does contain an impressive collection of original and reprinted articles, all descriptive of the services for youth available in the United Kingdom, with Ireland excepted. Some 110 articles by almost as many different authors comprise the book.

Highlights of this volume are the comprehensive, detailed, and official accounting of recent developments in youth services at various levels. Not only are the different political units represented, but the various social agencies, geographical areas, and welfare approaches are described, in most instances by significant authorities familiar with these programs. While the reference is primarily factual and reportorial, some illustrations of current practices are included. The concern for the different aspects of youth services, i.e., organizational structure, personnel needed, leadership exerted, and preparation for welfare responsibilities is noteworthy. A wide range of helping services from vocational guidance to marriage counseling and psychiatric clinics is represented.

Although few limitations other than cost and length can be noted, the intensive treatment might represent too much detail for some readers. This fact would also tend to make it difficult to discern "trends," which the title implies. Actually, only one section, some 110 pages, is devoted to "National Trends," while the balance of the volume is based upon reports, studies, and official documents which stress details and factual de-

scriptions of programs and services. Nevertheless, the volume does provide a useful source for accounts of youth services in England, Wales, and Scotland. □

Perspectives on the Middle School. *M. Ann Grooms.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1967. 152 pp.

Teaching in Middle Schools. *Alvin W. Howard.* Scranton, Pennsylvania: International Textbook Company, 1968. 161 pp.

The American Middle School: An Organizational Analysis. *Samuel H. Popper.* Waltham, Massachusetts: Blaisdell Publishing Company, 1966. 378 pp.

—Reviewed by ALLAN A. GLATTHORN, Principal, Abington High School, Abington, Pennsylvania.

What is a middle school? What grades should it encompass? What is its primary goal? What kind of curriculum staff should it have? These are important questions to which educators are increasingly turning their attention, and more and more we shall probably find educational writers and their publishers producing volumes focusing on these questions.

Three such books, all published within the past year, come up with answers so different that it seems all they have in common is the phrase "middle school" in their titles.

Samuel H. Popper's book, arguing strongly that the middle school should include grades 7-9, is essentially a rationale for and a defense of the junior high school. According to Popper, early adolescents require a special school environment; he insists that, despite some evidence of earlier maturation, early adolescence still embraces ages 12-15. Consequently:

... the differentiated function—hence, the paramount goal—of the American middle school (i.e., junior high school) is to intervene protectively in the process of education which was begun in the elementary school, mediate between the human condition at the onset of adolescence and the pressures of culture, and continue the general education of early adolescents with a curriculum applied in a psycho-

social environment which is functional for learning at this age of socialization.

What will be this best "curriculum applied in a psychosocial environment" in the middle schools of the 1970's? Popper has a surprising answer: a core curriculum closely modeled after the "Standard Junior High School" program first developed by the North Central Association in 1924!

The junior high is still the best solution for the early adolescent, the core curriculum is still the best program for such a school, and the North Central 1924 proposal is still the best model! Such are the surprisingly conservative conclusions of a book which argues for innovative social institutions responsive to a changing society!

Popper's conclusions are especially surprising, coming as they do after a rather brilliant analysis of why the present junior high school has failed. Using Talcott Parsons' theory of the social system, Popper presents in his early chapters an incisive analysis of the school as a social system—and of the middle school as a very special social system which too soon became dysfunctional.

Why will the core-centered junior high school succeed in 1970 when it failed in the 'thirties and 'forties? Its salvation, Popper says, will come about through a specially trained staff and specially certified administrators. We would like to hope that he is correct, but his book is not very convincing.

Those who believe in a different kind of middle school will find greater comfort in Ann Grooms' book. Grooms begins with the tacit assumption that the middle school for ages 10-14 is the best way of slicing the pie for these middle years. Although admitting that "students in the 10 to 14 age bracket differ widely in physical attributes and maturity," she is still persuaded that the middle school organization is best—without really adducing substantial arguments for such superiority.

The same absence of a convincing rationale flaws her discussions of such middle school innovations as team teaching, non-gradedness, individualized instruction, and independent study. She advocates instituting

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by Jane Ervin

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such innovations without really indicating why they are needed in the middle school or what they will uniquely contribute to the middle school program.

Despite this lack of a philosophical basis, the book is very helpful in providing many specific suggestions about such middle school concerns as parent orientation, plant and facility, and patterns of staffing. The book is also strengthened by somewhat detailed discussions of three exemplary middle schools—Fox Lane, Valley Green, and Belle Vista—and by a good concluding chapter which takes a look at the middle school of the future.

Unfortunately, one of the critical concerns—the middle schools program—receives rather superficial treatment. If the middle school is to be a different school for a different kind of youngster, then its program, too, will have to be significantly different. And so far neither the Grooms book nor any other recent publication really addresses itself with sufficient care to the specific nature of that difference.

It is difficult not to be too critical of Alvin Howard's *Teaching in Middle Schools*, for the work is characterized by several significant shortcomings. In the first place, it really says very little about middle schools. After a very promising first chapter which presents a rationale for the middle school and pulls together much of the recent research and theorizing about the middle school, the rest of the book makes very little reference to this particular kind of school, as it discusses such broad subjects as "Discipline," "Teachers and School Law," "Testing," and "Evaluation."

A second difficulty lies with the level of the content. Although the preface indicates that the book was "intended primarily for those who work with students in middle grades," the tone of the work sounds as if it might better be read by undergraduates in an "Introduction to Education" course. The book is filled with long lists of platitudes and homilies like the following: "Stand at the door at the beginning of the period," "Never begin something new by means of homework." There is not much in the book that

goes beyond the pedestrian level of these examples.

The most serious weakness of the book, however, stems from its omissions. There is no discussion of the kind of curriculum the middle school youngster requires. No allusion is made to team teaching. Computer-assisted instruction, single-concept 8mm films, tape cassettes, and video tape are not mentioned in the chapter on "Audio-Visual Aids and Materials." (The chapter title indicates the extent to which the content therein is dated.)

There is no mention of the various approaches recently developed to individualize instruction. In fact, aside from the research reported in the first chapter, the rest of the book sounds as if it had been written in 1958, not 1968.

If we could take Popper's analysis of why the junior high school failed, add Howard's justification for the middle school, and conclude with Grooms' suggestions for operating a middle school, we might have the middle school book we are all waiting for. □

Index to Advertisers

Audio-Visual Research	416
The Continental Press, Inc.	348
Ginn and Company	412
Harcourt, Brace & World, Inc.	404
Harper & Row, Publishers, Inc.	414
Hertzberg-New Method, Inc.	396
Houghton Mifflin Company	380
Ideal School Supply Company	420
International Textbook Company	390
Laidlaw Brothers	410
J. B. Lippincott Company	400, 430
Lyons & Carnahan	374
The Macmillan Company	386
McGraw-Hill Book Company, Inc.	384, 418
March of Dimes	422
A. J. Nystrom & Co.	426
Phonovisual Products, Inc.	368
Prentice-Hall, Inc.	424-25
Rand McNally & Co.	406-08
Scientific Advances, Inc.	376-77
Scott, Foresman and Company	398
Teaching Technology Corporation	2nd Cover
Tinnon-Brown, Inc., Book Publishers	421
The Zaner-Bloser Company	392

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