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Creative Encounters in the Classroom: Teaching and Learning Through Discovery. Byron G. Massialas and Jack Zevin. New York: John Wiley & Sons, Inc., 1967. 274 pp.

—Reviewed by MARY HARBAGE, Professor of Education, Wright State University, Dayton, Ohio.

Creative Encounters in the Classroom is the summation of a three-year study carried out in the schools of Chicago. The purpose of the study was "to explore ways in which students . . . may be stimulated by their teachers to order their own learning and to conduct inquiries into crucial problems of society and the world of nature."

A series of episodes are related—those calling for analytical discovery and those involving an examination of values. For the reader who is involved with the current work in inquiry as well as analytical and creative thinking, it might be well to skim or skip the first chapter. The labored writing on an admittedly difficult topic might discourage further exploration.

It is with the recounting of the episodes that the book comes to life. In each case, stenographic or taped records were kept. First, the reader is introduced to the make-up of the class—general ability, economic background, class level, and subject. This is followed by a description of the materials used—an artifact, a musical recording, a poem—and the method of presentation by the teacher. There follows the transcript of

the conversations of students, with interspersed comments about the behavior of the group; these are quite exciting and thought-provoking. Then there is a somewhat detailed analysis of the "happening" by the author. The analytical episodes deal with testing generalizations and ideas as well as identifying unfamiliar objects and drawing conclusions about a society through a sample of its music.

In the discovery situations, poems, artifacts, data, experiments, and music are used as the springboards. The value situations, which really strike fire with the students, deal with current incidents—an example is the burning of a draft card. One of the shortcomings of the book is that we do not know the percentage of those students who were nonparticipants in each discussion. (It might be that this could be an exciting and rewarding approval by only a portion of the class.) However, teachers at many levels, not just secondary, will find this provocative material for further exploration, experimentation, and adaptation. □

Creative Dramatics in the Classroom. Nellie McCaslin. New York: David McKay and Company, 1968. 165 pp.

—Reviewed by MARY HARBAGE.

Dr. McCaslin has for some years worked with teachers, pre- and in-service, as Director of the Children's Theatre Workshop at Mills College of Education in New York City. Her

latest book, *Creative Dramatics in the Classroom*, is a very practical and down-to-earth guide for the teacher-in-training or in-service who wants to venture into this field. She defines and then describes in some detail the place of creative dramatics and develops each related area—pantomime, improvisation, etc., carefully.

Dr. McCaslin's emphasis is on the use of creative dramatics to further the development of each child and not for the production of a play for the pleasure of an audience. However, she does admit that there is the possibility that a play may be staged and gives some guidelines for development. The author makes her major points well—that many learnings can come from the interpretation of a story through creative dramatics, not the least of which are the increased knowledge of self and the understanding of others, as well as intellectual and organizational development.

This reviewer feels that more consideration could have been given to the free play of early childhood and the dramatic interpretations of life worked out by members of this age group. There is, however, much to recommend the book, as it is for the hesitant, the uninitiated, or the nonspecialist who has the primary requisites: "the desire to learn, a respect for the contribution of children, and an appreciation of the theatre arts." □

Children's Literature in the Elementary School. *Charlotte S. Huck and Doris Young Kuhn.* Second Edition. New York: Holt, Rinehart and Winston, Inc., 1968. 792 pp.

—Reviewed by MARY HARBAGE.

Reviewing *Children's Literature in the Elementary School* was like spending a very pleasant time with a refurbished, enhanced old friend. In 1961, when this title was first published, it was a substantial addition to the list of major works in the field of children's literature. Now, with careful revision and many additions as well as a general updating, it should take its place as an outstanding re-

source for students and teachers of children's literature.

The new color section is gay and exciting with much added about styles of art as well as techniques. Much more poetry has been added and this reviewer is particularly grateful for the information in the appendixes. In addition to the book awards, selection aids, and publishers' addresses, there is a pronunciation guide.

It is to be hoped that the chapter "Teaching Literature to Children" is read by teachers in-service as well as those in-training. Some professionals in the field will feel that their favorites have been overlooked in the books listed for study, but all will agree that there are many ideas here as to ways to help children know and appreciate their ever-growing heritage of books. □

The Individual, Sex, and Society. *Carl-fred B. Broderick and Jessie Bernard, editors.* Baltimore: The Johns Hopkins Press, 1969. 406 pp.

Sex Education: Issues and Directives. *G. Pat Powers and Wade Baskin.* New York: Philosophical Library, 1969. 532 pp.

Family Life and Sex Education: Curriculum and Instruction. *Esther D. Schultz and Sally R. Williams.* New York: Harcourt, Brace & World, Inc., 1969. 281 pp.

—Reviewed by ROBERT KAPLAN, Professor in Health Education, The Ohio State University, Columbus.

Communist plots to undermine the morals of American youngsters notwithstanding, publishers are still inundating us with sex books—both good and bad. Contrary to the claims of some arch-conservatives and super-moralists, it is safe to say that the authors of the three books reviewed, at least, are conscientious, well-informed, and reasonably rational individuals. Most of the contributors to the first two anthologies are recognized by this reviewer as professionals of substantial reputation in their respective fields. Since sex and family life education, like health education of which it

is a part, is multidisciplinary, one welcomes the variety of perspectives offered here. This is not to say there is nothing to criticize (in the pejorative sense), but taken as a whole, these books make up a fairly comprehensive "3-inch bookshelf" on sex education.

The subtitle of *The Individual, Sex, and Society*, "A SIECUS Handbook for Teachers and Counselors," should not be misunderstood. The Sex Information and Education Council of the United States does not prescribe *how* sex education should be taught. The editors inform the reader, "We stress pedagogical knowledge. . . . whatever the personal bias of any teacher with respect to the nature of human sexuality and trends in sexual mores, he must be well versed in current research. . . . there is no one sex education curriculum. . . . each institution must design a program to meet its own requirements. . . ."

Some of the articles have appeared in print before. Each of four parts is followed by "Suggested Readings" which are succinct and comprehensive.

"Part I: Teaching About Sex" includes some excellent discussions of psychosocial-sexual development and behavior as well as trends and programs in sex education.

"Part II: Questions of Standards and Values" attempts to illuminate the range of values, the consequences of various value orientations or value-behavior discrepancies, and the premises upon which values are based.

There is a second equally hotly contested and emotion-laden area of decision making . . . the view that ignorance protects and preserves virtue while knowledge and questioning corrupt. We reject this assumption on both empirical and philosophical grounds. . . . children (and adults) can make wise choices, whatever their value position, only if they are informed about the issues involved.

Though some might consider these fine discussions of sex values, culture, and concepts of masculinity and femininity too liberal, it is well to remember that none of the extremely liberal writers and sexologists are represented. Thus the "range of values" is

illuminated only by the contributors who indirectly deal with the extremes.

"Part III: Normal Sexual Functioning" offers considerably detailed information on the anatomy and physiology of sexual behavior. Some would particularly question the chapter on "Human Sexual Response" (from a best-seller of the same name). But this reviewer agrees: "The topics . . . are not likely to be routinely included in any sex education program in high schools, but the teacher must be familiar with them. . . ." In all, including "Family Planning," this is a good short course on this aspect of sexuality.

"Part IV: Problems" is offered in the belief that while "the emphasis on sex education should surely be on the positive side, . . . it is still necessary to consider unusual as well as the usual problems." Though relatively brief, this is a readable and succinct section, including "Sex Errors of the Body," "Masturbation," "Sexual Problems in Clinical Experience," and "Problematic Sexual Behavior."

A glossary, name index, and subject index make this a useful reference book for prospective teachers—particularly sex educators.

Meanwhile, outside of the "pale" of a voluntary health organization, Powers and Baskin make a similar and in some respects less effective attempt than Broderick and Bernard. Aside from a comprehensive treatment of what has happened in school sex education programs by the editor-authors (professors of psychology and modern languages) and a neuro-psychiatrist writing on a (not completely) dissenting view, all the articles have appeared elsewhere. The book is divided into six parts, with the last offering outlines of various sex education programs—few of which are exceptional or noteworthy. However, the authors have collected a great number of articles and cover a wide range of discussion. Yet they omit any anatomy and physiology. They are more concerned with the social aspects and programs and include an appendix on materials and resources. Surprisingly, *Sex Education: Issues and Directives* is published by the Philosophical Library. Unfortunately, it is not well

printed and is somewhat high-priced (and the contributing authors were not even compensated).

Schultz and Williams, an educator and a nurse, we are told in the Foreword by Dr. Mary Calderone, were preparing their book before being associated with SIECUS, although this really should not matter. Based on the Anaheim experience, they offer "... a guide for the development of family life and sex education programs in public schools"—and a good guide it is. Fourteen chapters in five parts deal heavily with suggested content for primary through high school grade levels. *Family Life and Sex Education: Curriculum and Instruction* is similar in many ways to the earlier publication *Growth Patterns and Sex Education* by the American School Health Association (*Journal of School Health*, May 1967, Volume 37, Number 5a). The new book, however, is more extensive. Included are questions asked by students, objectives, and teaching aids and techniques.

Though all these books can be recommended—particularly *The Individual, Sex, and Society* and *Family Life and Sex Education*, this reviewer is disappointed. SIECUS and others have given much lip-service to sexuality as an aspect of health, yet precious little attention is given to this relationship, particularly in regard to school health education programs. □

Teaching Reading as a Thinking Process. Russell G. Stauffer. New York: Harper & Row, Publishers, 1969. 424 pp.

Directing Reading Maturity as a Cognitive Process. Russell G. Stauffer. New York: Harper & Row, Publishers, 1969. 498 pp.

—Reviewed by JOHN F. FANNING, Coordinator of Curriculum, Arlington County Public Schools, Arlington, Virginia.

At long last, evidence is offered for the reason Johnny can't read and the "debate" has a resounding rebuttal. Russell Stauffer presents a clear and convincing case in his monumental works, *Teaching Reading as a Thinking Process* and *Directing Reading Maturity as a Cognitive Process*, for building the

foundations of reading instruction on the psychology of learning. The author's scholarly presentation in both books supports a basic premise that the pedagogy of reading must reside in the belief that children are able and must be allowed and encouraged to think.

Although, according to the author, *Teaching Reading as a Thinking Process* was planned for undergraduate students and *Directing Reading Maturity as a Cognitive Process* was planned for graduate students, there are considerable similarities between the books. Both deal extensively with Steps in the Reading-Thinking Process, Group Directed Reading-Thinking Activities, Individualized Reading Instruction, Beginning Reading Instruction, The Language Experience Approach, Developmental Skills, and Concept Development. There are, however, differences in the texts. The undergraduate text emphasizes the "how to do it" aspects of reading instruction, while the graduate text focuses on theory. In addition, the graduate text has unique chapters on Libraries and Reading Instruction, Versatility in Reading, and Critical and Creative Reading.

Together, these companion texts offer guidelines and rationale for procedure and process regarding reading instruction heretofore not as well documented or as clearly presented.

There may be some persons who read these texts, as did this reviewer, who find the use of the words proof, prove, and disprove rather disconcerting. Dr. Stauffer consistently uses the terms when referring to the learner's providing evidence which is supportive of a prediction, conjecture, or hypothesis. Since the author's obvious intent throughout both texts is the intellectual freeing of individuals from mechanistic, parrot-like regurgitation, it is surprising that he should fail to distinguish between "proof" of lawful statements in the natural sciences and predictions or hypotheses which are said to be supported by facts, rather than proved, in the behavioral sciences.

A second, but minor, criticism of both texts is the redundancy of certain portions regarding instructional procedure. In a zeal-

ous effort to denounce such practices as presenting new vocabulary words as a first step in a directed reading activity, the author, in this reviewer's opinion, although logically refuting the practice, alludes to it too frequently.

Notwithstanding a reader's personal preference regarding style, format, and usage, all of the topics presented in each of the texts, in this reviewer's opinion, are covered carefully and perceptively. Of special note, however, are the chapters dealing with concept development which are based primarily on the works of Bruner and Piaget. In these chapters Dr. Stauffer has done an outstanding job of interpreting and clarifying strategies of concept development as well as suggesting implications for instructional procedure as related to the teaching of reading.

Taken separately or together, *Teaching Reading as a Thinking Process* and *Directing Reading Maturity as a Cognitive Process* represent a major contribution to the field of reading. A scholar's contribution is the substance of these books; and it is a teacher's contribution which is their essence. Russell Stauffer is indeed a master teacher. □

Teaching English in the United Kingdom. A Comparative Study. James R. Squire and Roger K. Applebee. Champaign, Illinois: National Council of Teachers of English, 1969. 290 pp.

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

English education in British schools today has increasingly become an area of interest to those responsible for English instruction in the United States. Extended dialogue afforded by sessions such as the 1966 Anglo American Seminar on the Teaching of English held at Dartmouth College, recent publications, and conference programs are manifestations of this interest. Within this context, Squire and Applebee's comparative study emerges as a relevant and timely contribution.

The authors contend that knowledge of

the differences between British and American approaches to the teaching of English will encourage and facilitate assessment and development of both programs. *Teaching English in the United Kingdom* is addressed to all who make decisions influencing English instruction, but especially to those teachers who are genuinely concerned about the personal and creative growth of their students.

This study, which evolved from the National Study of High School English Programs in the United States, presents a composite picture of English teaching in 42 of the more innovative and influential secondary schools in England, Scotland, and Wales.

The first two chapters describe the design and purpose of the investigation, the various paths of secondary education open to British students, and the social context in which Britain's revolution in education is taking place. A summary of the strengths and weaknesses of the English programs as perceived by the American observers appears in the third chapter. In addition, content emphases, methods, and classroom practices identified in the selected British schools are compared with corresponding elements in American schools. Succeeding chapters examine in depth the areas of literature, writing, oral language, and drama. Attention is also given to the teachers and to the organization and administration of the English programs.

Each chapter concludes with a thought-provoking discussion of the implications that findings have for American schools. A glossary and an appendix of additional tables contribute to the readability of the work. Some readers might appreciate a reproduction of the instruments used in data collection, but this need may be satisfied by the 42 tables throughout the text.

The team of eight observers who visited the selected schools between March 8 and May 1, 1967, employed the questionnaires, observation schedules, and basic techniques developed for the National Study but revised where needed for this project. Since it is impossible in this review to report all findings resulting from the data collection, some of the basic differences between British and

American programs have been selected for comment.

To the American observers, British instruction appears to place less emphasis on cognitive learning and more on feeling, responding, and reacting—the affective domain. Teachers stress creative “use of” not “study of” written and oral composition. Skills develop as students respond with sensitivity to life. Britain’s commitment to drama and speech in the classroom has no counterpart in American education. Again, the primary focus is on developing the person.

The finding which caused the American observers most concern is a seeming lack of continuity and sequence in the planning and implementation of learning experiences. The authors give considerable attention to this point. One observation which deserves mention is the rich experience provided in non-academic classes. No matter what his aspirations, each student is encouraged to express himself and to feel good about that expression.

In conclusion, clarity of expression, concise presentation of data, and statements of implications that findings have for American education should prompt the reader of this volume to scrutinize English instruction in our schools. However, part of the genius of American education lies in its diversity. Consequently reactions to this work can be expected to vary. Conceivably, some educators might question the comparative study approach as an impetus to program assessment and development. □

A New Approach to Problem Solving: Learning Through Games. *Elliot Carlson.* Washington, D.C.: Public Affairs Press, 1969. 183 pp.

Simulation: Games in Learning. *Sarane S. Boocock and E. O. Schild, editors.* Beverly Hills, California: Sage Publications, Inc., 1968. 279 pp.

—Reviewed by THOR KROGH, *Self-Employed Educational Consultant, Monterey, California.*

Elliot Carlson has given a careful yet informal review of the present state of the art

of gaming in his *Learning Through Games*. The treatment is scholarly without being pedantic; repetitious on occasion without belittling the reader, lay or professional.

This is an advanced primer for those who are seeking an introduction to the basic structure and learning design that go into gaming. It is informative for the teacher, supervisor, and curriculum director in the detail that is presented on the actual playing of games.

Care is taken not to make excessive claims for the tangible effectiveness of games for learning. There is an expressed hope that learning through games will soon pervade the classroom. In a well-simulated format, the author suggests games might replace some of the less hopeful activities presently locked into our traditional classrooms. Fruitless rote learning and tedious pabulum-serving of ideas could give way to lively learning laboratories.

The author brings in a coterie of respected men to add credence to his strong belief in the ultimate effectiveness of the gaming theory and its eventual successful penetration of the classroom. He finds support in the writings of Jerome Bruner, Jean Piaget, William James, James Coleman, and Clark Abt, to name a few.

Quite fairly he gives the detractors their turn at the games and their purported pay-offs. Perhaps critics and skeptics are given more satisfactory answers in the Boocock and Schild book. The reader will enjoy Carlson’s book as an initial exposure to some of the positive forces potentially present in educational games.

For the reader with some sophistication in this innovative field of simulation and games for learning and who seeks strong evidence that this art gives promise of palpable productivity, Sarane Boocock and E. O. Schild have edited a book worthy of study. Much of the ennui prevailing in our classrooms would be diminished if the experts contributing to this book had their “druthers.” Carlson also uses some of these current authorities for support in his book: James Coleman, Clark Abt, Sarane Boocock, Dale Faran, Barbara Varenhorst, Richard Wing,

Marilyn Clayton, Richard Rosenbloom, and others.

In Boocock and Schild, the case of simulation and games in learning is in the hands of masterful and enthusiastic petitioners eager to have schools served by this innovative program. Gaming, in their hands, does make an impressive bid for general acceptance in educational establishments. The chapters hang loosely together under parts entitled: Rationale, Impact, Parameters, and Perspectives. They contain, nevertheless, substantive material worthy of scrutiny and study by those of us continually looking for new and effective ways of "turning on" our pupils.

In projection the editors believe games in learning could help close the learning gap between the successful and the unsuccessful pupil. The latter is the underachiever, the non-motivated, the culturally deprived, depending upon the local tag given to those who fail to respond to our outmoded learning environments. The claim is that learning break-

throughs have been observed in previously unresponsive pupils who have become motivated by gaming sessions. These heretofore inattentive pupils are reported to have taken active and sometimes leading roles in planning strategy and in supporting team activities. No previous psychological treatment had been given these pupils.

The Appendixes A and B of the Boocock and Schild book will be very helpful for a review of selective bibliography to the reader who seeks studies of simulations and games designed for educational purposes and who could use a list of major centers involved in research and development of games with simulated environments. Appendix A has listings under general perspectives on games, functions of games for learning, field testing of simulation games, and evaluations of their learning effects along with descriptions of particular simulation games. Appendix B lists available games, age groups, number of players, and time. The Carlson index is good. □

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