

SELECTED FOR REVIEW

Reviewers: Arlene Payne
Allan A. Glatthorn
Jessie A. Roderick
Jean Marani Graetz
Hugh V. Perkins

The Psychology of Language, Thought, and Instruction. *John P. De Cecco, editor.* New York: Holt, Rinehart and Winston, Inc., 1967. 446 pp.

Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers. *Bernard G. Guerney, Jr., editor.* New York: Holt, Rinehart and Winston, Inc., 1969. 595 pp.

The Psychological Impact of School Experience. *Patricia Minuchin, Barbara Biber, Edna Shapiro, and Herbert Zimiles.* New York: Basic Books, Inc., Publishers, 1969. 521 pp.

—Reviewed by ARLENE PAYNE, Professor of Education, University of Missouri, Kansas City.

These three books are much too diverse in topic and nature to be discussed in a truly comparative way. The attempt in this review is to describe them and comment on their apparent usefulness to teachers and curriculum workers.

The book edited by De Cecco was published some time ago and is no doubt already familiar to many readers. It is a collection of readings drawn from several fields intended to contribute to one general objective: "greater knowledge and understanding of instruction in language and thought." The book includes a range of theoretical views from linguistics, psychology, anthropology, sociology, and education. Having all these views

under one cover has an obvious advantage. Bringing these views and the research together in a truly interdisciplinary sense is another matter. Some comparison and application of the different positions are attempted, but the editor suggests that we simply do not know enough to move from existing theoretical views and research to a comprehensive solution of the problem of how to teach language and thought.

The most obvious audience for this book would be those concerned with reading and language development. Since language pervades all of education, however, there is something to be gained from this book by others involved with curriculum development. The collection of papers is generally very good, although reading specialists may find it limited in the chapters on instruction. In general, the book will do more to stimulate thinking on a rather abstract level than to solve the practical problems.

Guerney's book is also a collection of papers but of a very different sort. Rather than an exposition of various theoretical views, it develops a strategy for meeting the mental health needs of the population, particularly of children. Its emphasis is mental health as the concern of a variety of institutions, one of which is the school. The strategy involves the utilization of nonprofessional workers in meeting mental health needs. Collectively the papers define the problems of mental health and of utilizing nonprofes-

sional personnel. Various approaches for dealing with mental health problems are suggested and a number of research studies are reported.

Teachers and curriculum workers generally could benefit from Guerney's book, particularly those sections on students and teachers as nonprofessional mental health agents. Perhaps more important, this book has potential use for those who are attempting to utilize nonprofessional personnel in the instructional setting (for example, teacher aide programs). That is, some parts of the book have broader application than the mental health field in terms of using nonprofessionals for traditionally professional tasks. The introductory section, for example, is called "Why Try Nonprofessionals?" and another paper deals in part with the problem of professional resistance to the idea.

The book by Minuchin *et al.* is the first of a series of reports on research conducted by the Bank Street College of Education, under the direction of Dr. Biber. I must confess to an initial disappointment—after reading the title of the book—on learning that it was a research study for which the data were collected over 12 years ago, that it was concerned with the effects of "modern" *vs.* "traditional" school settings, and that it was conducted in four middle class schools with 105 children in the sample. It is, however, a study that is impressive in many aspects and the results are a positive contribution to our knowledge of school environments.

School effects were classified in three broad areas: intellectual mastery, interpersonal perceptions, and aspects of self-image. Each of these, as well as the modern-traditional school setting, was defined by a complex of variables, which in itself makes this study superior to many others in education. The complexity of the study cannot be related here but two general results are worth noting. Although cognitive experiences were very different in the two school settings, cognitive measures were not consistently school-related. The most consistent school-related findings were those of self-perception and attitude. For curriculum specialists, both the method and findings of this study will be of

interest. It should be further noted that all three of these books contain extensive bibliographies. □

The Emergent Middle School. William M. Alexander, Emmett L. Williams, Mary Compton, Vynce A. Hines, Dan Prescott, and Ronald Kealy. Second, Enlarged Edition. New York: Holt, Rinehart and Winston, Inc., 1969. 191 pp.

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

This expanded edition of the 1968 volume is probably one of the most comprehensive texts presently available on the middle school. While not without some serious flaws, it is a thorough and objective discussion of the middle school and its program.

One of the book's chief virtues is its objectivity, a quality missing in too much of the literature about the middle school. Avoiding the hortatory and polemical tone of other similar works, Alexander and his associates somewhat dispassionately present a case for the middle school as a viable alternative to the junior high school, chiefly from the standpoint of what we now know about human growth and development. This particular section of the book is one of the strongest parts of an excellent work. Drawing extensively from the research of such scholars as Stolz, Piaget, and Tanner, the authors present cogent arguments for a new kind of program for "young people in transition."

In a companion chapter, however, the authors fall into the same trap that has ensnared others, in concluding that "the 6-3-3 plan in modern education . . . is an anachronism analogous to the horseless carriage in a time of focus on a race for space." What is an anachronism is not an organizational plan but a program: many junior high schools offer exciting, relevant programs, and some middle schools despite their patina of newness can still offer a program hopelessly out of date. And one suspects that the authors know that as well as any experienced school person.

The book's specificity is another of its important virtues. The text is replete with very specific suggestions about schedules, facilities, and programs. In fact one entire chapter and an extensive appendix are composed entirely of illustrative materials from several well-known middle schools; thus the new administrator looking for a practical "how-to-do-it" guide will find this volume very useful. Here again, however, we might cavil: in perhaps too many instances the authors seem to accept at face value the exaggerated claims of middle school practitioners.

The book's twin virtues of objectivity and specificity are perhaps the most clearly apparent in the chapter on "The Organization and Staff." Instead of the effusive praise of something vaguely identified as "team teaching" that we have been getting in too many similar volumes, the authors here present a systematic and rational explication of the many possible ways of organizing the teaching staff of the middle school. They provide us with a very extensive review of both horizontal and vertical organizational patterns, present some useful guidelines for staffing the middle school, and again give us some very helpful examples of staffing patterns presently in operation.

The major substantive weakness of the book is in its discussion of the middle school curriculum, where several serious deficiencies are apparent. First, their discussion of "Health and Physical Development" seems rather inadequate. There is no reference at all to the need for a program in drug education for the middle school years, and the discussion of physical education is couched in rather traditional terms, making no reference at all to the developing interest in movement education. Their discussion of "Skills for Continued Learning" gives too little attention to the important area of independent study. A half-page of rather general treatment is much less than we should expect from authors who have in another work provided us with one of the best guides available for independent study programs.

Finally, their discussion of "Areas of Organized Knowledge" is composed almost entirely of sample materials from three school

districts, materials which are entirely too much subject-oriented and rather unimaginative. The authors point out elsewhere that one advantage of the middle school organization is that it creates a setting for new and imaginative programs; yet their discussion of curriculum falls seriously short of the goals they have presented for others.

However, these real shortcomings need to be seen in perspective. The book is well organized, eminently readable, and for the most part quite useful. Middle school administrators will find it an indispensable volume. □

Teaching the Language Arts. *Willard F. Tidyman, Charlene Weddle Smith, and Marguerite Butterfield.* Third Edition. New York: McGraw-Hill Book Company, 1969. 466 pp.

The Language Arts in the Elementary School. *Ruth G. Strickland.* Third Edition. Lexington, Massachusetts: D. C. Heath & Company, 1969. 502 pp.

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

New and revised content in these books—both third editions of language arts texts—mirrors some of the major issues in elementary English education today.

Building on the premise that knowledge about language and how children develop and learn is a prerequisite for quality teaching, Strickland has included new material on the English language and the implications of linguistics for teaching reading, spelling, and grammar. Experimental programs and new developments in all areas are described, and chapters on evaluation and foreign language instruction have been added. Tidyman and others assert that in their latest edition they have clarified the overall organizational pattern; examined more closely the areas of listening, linguistics, and evaluation; and added children's literature and reading to the communicative arts as defined by them.

Common to both texts are adequate coverage of the basic areas of English education and a philosophy embracing a functional approach to the language arts as an interrelated

whole. However, the two volumes differ sufficiently in content emphasis and organization to warrant separate analysis.

Strickland provides a much-needed developmental orientation to the language of children. Early childhood educators who read this text will gain practical and theoretical information about young children, their language, and the factors influencing language growth. The language needs of all kinds of children are examined. The focus of the chapter "Individual Differences in Language Needs" is not limited to the culturally deprived child but includes, to name a few, the migrant child, the linguistically gifted child, and the child with defective speech.

Separate chapters are devoted to foreign languages and dramatic interpretation. Foreign language instruction encompasses teaching a foreign language to English-speaking children who speak other languages. Hopefully, the stress on creative dramatics will motivate teachers to experiment in this area.

A doubling of space given to reading witnesses to the authors' concern for improving reading instruction. The book ends with a brief discussion of curriculum development and the language arts program.

Logical organization of content and smooth flow of writing, along with a complete index and unlabored reports of relevant research findings, will make the reading of this text a profitable experience for both the novice and the seasoned teacher.

Tidyman, Smith, and Butterfield depart somewhat from a chapter-by-chapter discussion of the language arts. Instead, they have grouped speaking, listening, reading, and writing—both functional and creative—under the Arts, and courtesies, form, and mechanics—anything necessary to "implement and perfect communication"—under Attitudes, Skills, and Abilities.

Emphasis on the practical is reflected in the content and format of this volume. The authors do offer some theoretical basis for decision making, but they concentrate more on helping teachers define objectives, develop suitable procedures, and evaluate results. Procedures for diagnosing difficulties, individualizing instruction, and using texts are

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outlined. The use of special training lessons and exercises and the grading and sequencing of skills and abilities are discussed in considerable detail. Charts and tables clarify the text.

The inclusion of accounts of classroom teaching situations contributes to the usability of this book. While more in-depth analysis of these sketches might render them more meaningful, the questions and suggested projects at the end of each chapter would most likely accomplish the same. The value of *Teaching the Language Arts* as a text would be increased by a more complete index.

The last section of this volume, in keeping with the practical orientation of the other sections, offers principles and specific procedures for developing curriculum in general and for planning a program for a class.

A sound basis for making decisions and selecting instructional alternatives requires knowledge of the child and how he learns as well as the specifics of classroom procedures. Both books will contribute to establishing this basis. □

If Teachers Were Free. *Richard Renfield.* Washington, D.C.: Acropolis Books, 1969. 159 pp.

Teaching Power. *Calvin E. Harbin.* New York: Philosophical Library, Inc., 1967. 181 pp.

The Teacher: Decision Maker and Curriculum Planner. *Robert S. Harnack.* Scranton, Pennsylvania: International Textbook Company, 1968. 142 pp.

—Reviewed by JEAN MARANI GRAETZ, Tallahassee, Florida; formerly Associate Professor of Education, University of Florida, Gainesville.

The role of the teacher is consciously being turned from that of "keeping school" to involvement in tasks affecting professional negotiations, the creation of new instructional and organizational models, and the like. Three recent books treat requirements for the new professional in these areas. Each book faces the reality of the classroom teacher's coping with school and community de-

mands for "quality education," overnight remediation, or instant enthusiasm for the new linguistics or the revised social studies.

Richard Renfield defines new professionalism through endeavor in the classroom. *If Teachers Were Free* recreates a miniature Eight-Year Study through the efforts of a teacher, Orville Chubb, who offers children latitude in exploring their interests. The story line is simple; Chubb believes that an individualized curriculum can and should be afforded every student. Unbelievably, the school board of Potseloo accedes to Chubb's persuasiveness for a "free" school. Chubb, furthermore, is given the superintendency to effect his reforms.

In time, students, faculty, and the community accept the premise that if students pursue topics and problems dear to them, substantial learning will take place. Teacher-pupil planning prevents chaos; students become content with school. In the final chapters Renfield projects a similar success story for the Negro ghetto in nearby New Amsterdam. The entire book is warm, encouraging, and triumphant. Students learn—teachers guide. Above all the school's atmosphere is open and healthy, thereby enabling youth to develop strong self-images and the style of autonomous learners.

Teachers-to-be and those well grooved in traditional programs will be jolted by the simplicity of Renfield's individualized approach. They may, in fact, venture into some strategies followed at Potseloo or New Amsterdam and find that the human touch outweighs the tightly organized package.

Teaching Power is Calvin Harbin's message to the classroom teacher. Less concerned with teacher influence in professional negotiations than with the instructional setting, Harbin centers on the "... competency, force, might, or effectiveness of a teacher to more or less permanently influence pupils through various means such as style, discipline, personnel management and control, subject-matter knowledge, organization, and presentation." Several phases are treated: scope, power indicators and ingredients, measurement of teaching power, accentuation and configuration of teaching power.

The book falls short of its promise, however. Word choice and syntax fail to deliver the force of Harbin's concern for how teachers may use their influence positively and deliberately. Chapters are without summaries, while the few footnotes are placed unhandily at the end of the book. Reader confusion is created by a writing style which leaves underdeveloped the numerous lists offered as delineators of teaching power. For example, on page 57 there appears a list of items often misused as indices of teaching power—appearance, degrees, reputation, etc. Seven pages later the same list is cited under the general heading of "Products of Teaching Power" although the author reiterates that these characteristics are not valid measurements of teaching power.

The most useful chapter, "Configurations of Teaching Power," treats such dimensions as posture (physical positioning of the teacher), identification (the student's proneness to imitate his teacher), or acceptance (acquiescence to the teacher's expertise). Added strength could have been drawn from research into the teacher's verbal patterns as revealed by interaction analysis or the physical patterns of movement as dramatized by videotaping.

Teaching Power has in-service usage but the teacher in preparation would not find here sufficient, concrete examples to give him a hold on the book's intended message.

Robert Harnack carries the elaboration of the teacher's role into a third realm, that of "professional workers who want to make choices about the best teaching-learning situation for pupils." Teachers have always made decisions about instructional matters but at varying degrees of sophistication and often without deliberation. No longer can curriculum development have this casual approach.

John Dewey once remarked that he suffered at the hands of friends who transposed his educational hypotheses into rigid dicta. Harnack is not guilty of misusing Dewey; instead he lets Dewey's report to a meeting of the Parents' Association of the University (of Chicago) Elementary School in 1899 open the range of opportunities for teacher decision making. The focus of the book is

specific, directed always at the level of the classroom teacher's concerns. For example, "can objectives of education for a total school program grow out of a definition or individual objectives for a learner?" or "what kinds of information about the characteristics of individual pupils must be gathered by a school system in order to facilitate teacher decision making at the classroom level?"

Harnack's development of the teacher's role includes excursions into topics such as academic freedom and the role of supporting personnel (administrators, librarians, subject matter specialists, etc.). Greater strength for his analysis could be drawn from concrete vignettes of teachers in action, however. In the final chapter, choice making is defined as valuing. The importance of this concept is obvious; yet the chapter is a short nine pages. Since straight expository style wears thin, a busy teacher is not likely to stay with the book.

The new professional in the classroom, whether a novice or veteran, lives in the challenge of emergent and unexplored demands. The cited books offer help but not in sufficient depth or perception to meet urgent needs. □

The Psychology of Human Growth and Development. *Warren R. Baller and Don C. Charles.* Second Edition. New York: Holt, Rinehart and Winston, Inc., 1968. 468 pp.

Children: Readings in Behavior and Development. *Ellis D. Evans, editor.* New York: Holt, Rinehart and Winston, Inc., 1968. 571 pp.

—Reviewed by HUGH V. PERKINS, Professor of Education, University of Maryland, College Park.

The second edition of the well-known human growth and development text by Baller and Charles and a new book of readings in child behavior and development by Evans are useful additions to a growing list of books which seek to distill and to communicate facts and principles of human growth and development to students and teachers.

The Baller and Charles text seeks to assist students in education to gain a knowledge of psychology that will enable them to understand human beings as persons. An introductory section orients the reader to the study of psychology and human development. This is followed by sections, each with several chapters, that describe the biosocial foundations of human behavior, development and adjustment, and personality and the school's role in its development. Development from prenatal origins to adolescence is described, but the content is organized by topics (such as perception, motivation, emotions, physical growth, culture, and family) rather than by stages of development.

Baller and Charles have added in this edition a new and very useful chapter on "Development of Thinking." They describe the various media of thinking whereby the individual may represent the objects and relationships of his experience by means of imagery, muscle activity, language, and concepts. Piaget's stages of intellectual development are described briefly, and these are followed by reports of studies by Piaget and others which describe the responses and intellectual processes of children at various stages of development from infancy to adolescence. Included are studies which describe how children acquire concepts of invariability (conservation) of quantity, weight, area, and volume. The remainder of the chapter reviews the contributions of Guilford and Bruner to our understanding of productive thinking and cognitive development and concludes with a discussion of creativity.

This reviewer found the goals and content of the Baller and Charles text congenial with and supportive of his own views on the study of human development. The text is very readable and the concepts presented are supported by numerous research studies that are clearly described. The topical organization of content used by Baller and Charles

presents, however, a somewhat segmented view of human development. An organization of content emphasizing process or developmental levels would make it easier for one to view the human being as an integrated, unified, functioning individual. There is little discussion of the relationships between psychological principles and the education of children and youth. More descriptions of children's behavior in school learning situations would help the reader in examining the implications of the psychological principles and research data that have been presented in this book.

Children: Readings in Behavior and Development is a collateral text for helping students to extend their understanding of concepts and research studies that have been introduced in texts such as the one by Baller and Charles. The criteria which Evans used in selecting papers and articles for this book were relevancy to standard textbooks on child development, variety, recency, and readability. Each selection is preceded with a brief "Orientation" which discusses the background and significance of the selection which follows. Selections are grouped under chapters entitled Culture and Child-Rearing Practices, Motivation and Learning, Expectancies and the Self Concept, Cognitive Functioning, Social Development, Identification and Emotional Behavior, and Child Development and Childhood Education. A unique feature of the book is the recency and timeliness of the papers included in the book. They provide the reader with current knowledge of child development and point the direction of future trends and research in child development.

In summary, then, the Baller and Charles text and the Evans book of readings present a large amount of solid, useful information about children and youth. The reader, however, will have to search elsewhere to discover its relevance for the development and learning of students in school settings. □



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