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Language, the Learner and the School. Douglas Barnes, James Britton, and Harold Rosen. Baltimore, Maryland: Penguin Books, Inc., 1969. 128 pp.

The Reading Process: The Teacher and the Learner. Miles V. Zintz. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1970. 549 pp.

Teaching Them To Read. Dolores Durkin. Boston: Allyn and Bacon, Inc., 1970. 438 pp.

—Reviewed by MAE C. JOHNSON, Assistant Professor of Elementary Education, Virginia State College, Petersburg.

Three recently published volumes focusing on the problems and processes of verbal communication add to the ever-growing resources for educators. One volume (Barnes *et al.*) concentrates on the oral language of British school children, while the other two volumes delve into the principles and practices of reading instruction.

Riding on the tide of the current interest in education concerning the language of the child, Barnes *et al.*, in their volume *Language, the Learner and the School*, present three papers aimed at learning about learning through scrutinizing the language of the classroom and group interaction. These papers are published under the auspices of *Penguin Papers in Education*, a publication which attempts to "close the gap between research and action."

Each paper provides a different aspect

of a total research effort. Barnes contributes the details of his descriptive study of lessons experienced by first-year secondary students (11-year-olds in England) using what seems to be an adaptation of Flanders' interaction analysis in an attempt to link patterns in the teacher's linguistic behavior to patterns in the child's learning. He brings home to the reader the frequent insensitivity of teachers to the effects of the language they use in the classroom and, in turn, expect from their pupils.

Britton calls specific attention to the pupil by looking at the function of "talk" in the development of thought through analyses of taped conversations among three groups of school children in different situations—one group of 16-year-olds and two groups of boys. The third paper, prepared by the London Association for the Teaching of English and introduced by Rosen, is a suggested "language policy across the curriculum." Teachers on all levels might well profit from a look at this brief "manifesto" as a reminder of some of the principles of good teaching everywhere.

The Reading Process and *Teaching Them To Read* were written specifically for persons interested in seeking know-how for effective teaching of reading in elementary classrooms. Even though both books focus on diagnostic teaching, the topics emphasized reveal the individuality and special interests of the authors and thus the texts have completely different orientations. Both

books make valuable resources for preservice and in-service teachers.

As expected, two textbooks having the same general purpose must, of necessity, show similarities in the treatment of the *what* and *how* of teaching basic skills in elementary reading programs as well as impart much of the same information concerning procedures and materials. But there the similarity between these two volumes ends. Zintz, in his scholarly work, presents a research-oriented, comprehensive coverage of reading methodology. Durkin has made a deliberate effort to base her text mainly on "other sources and experiences" from which she learned about reading after concluding that "very little about reading methodology is backed up with research findings that provide definite and reliable guidelines."

These two books differ markedly in emphasis on psychological foundations expressed by Zintz and the philosophical foundations expressed by Durkin, the threads of which can be noted throughout the context of the respective textbooks. Zintz strongly draws attention to principles of good teaching and provides the reader with insightful knowledge of the cognitive, affective, and psychomotor domains as related to the teaching of reading. He presents an equally informative commentary on the classroom climate necessary for a teacher to exercise effective control and management of the class through group interaction analysis. Durkin elaborates on reading in the total school guided by a philosophy that views the development of all of the communication skills as the major responsibility of the elementary school.

Durkin systematically presents the pros and cons of early reading and devotes much discussion to this issue through specific chapters on readiness, preschool reading, reading and the kindergarten, and beginning reading. Often teachers find themselves in the dilemma of having inadequate knowledge concerning the content of phonics to be taught. Durkin anticipates this and contributes in-depth treatment of this facet of reading instruction.

In keeping with the current vital need

for equipping teachers with a mastery of the methods and techniques of reading instruction for *all* children, Zintz offers the reader the benefit of research findings and common sense in teaching the bilingual child and the inner city child as well as the exceptional child.

The informal style of Durkin and the more academic style of Zintz present a contrast in addition to the diversity of topical coverage. This makes each of the volumes well worth utilizing as a resource book for gaining knowledge and synthesizing theory and practice. □

Educational Needs of Emotionally Disturbed Children in the Schools of British Columbia. S. R. Laycock and J. A. Findlay. *Studies and Reports, Report No. 5.* Vancouver, B.C.: Educational Research Institute of B.C., 1969. Multilithed. 265 pp.

—Reviewed by E. N. ELLIS, Assistant Director, Department of Research and Special Services, Vancouver School Board, Vancouver, British Columbia.

Here is a timely, comprehensive, and eminently practical report that is bound to have a great influence on educational policy making both within the province of British Columbia and beyond its borders.

This study, initiated by a committee of the Metropolitan (Vancouver) Branch of the British Columbia School Trustees Association, deals with the practical problems of:

1. Making general provisions for the education of disturbed children whose behavior has a disrupting effect on the rest of the class, places undue pressure on the teacher, and furthers the disturbance of the pupil himself;
2. Discharging the trustees' responsibility for the education of *all* children who can, with special services if required, be educated in the public schools; and
3. Deciding what services might be adequate for the education of disturbed children with regard to modified administrative provisions, specialized supportive personnel, special materials, methods, and equipment, and specially trained teachers.

The study was financed by a grant from the Educational Research Institute of British Columbia.

The committee asked Samuel R. Laycock, former Dean of Education, University of Saskatchewan, to direct the study with the assistance of James A. Findlay, Supervisor of the Pupil Personnel Department in Burnaby. Dr. Laycock has had a long and distinguished career in education. He is an authority in mental health, educational psychology, and special education and eminently well-qualified to direct the study. Mr. Findlay has served as a teacher and counselor, and has been a pioneer in the development of guidance and pupil personnel services in the schools of British Columbia.

Dr. Laycock and Mr. Findlay planned to take an educational approach rather than a medical one. Their study included:

1. A survey of the current educational provisions for emotionally disturbed children by means of a 40-item questionnaire distributed to all school superintendents in British Columbia;
2. Interviews and conferences with school officials;
3. Visits to schools where special provision is made for emotionally disturbed children;
4. Gathering of information about educational provisions for disturbed children in selected areas of Canada and the United States;
5. A review of pertinent literature; and
6. A formulation of recommendations.

The study was designed for children whose primary disability might be classified as emotional disturbance rather than perceptual handicap, neurological impairment, mental retardation, or educational deprivation. Furthermore, the study was limited to children who could, with special assistance, profitably attend public schools.

The return on the questionnaire was 100 percent, clearly indicating that the study was important and necessary. Fifty-three of the 82 school districts reported that they have no policy for the education of emotionally disturbed children.

The summary of the returns is more descriptive than statistical. Some of the re-

HANDBOOK ON FORMATIVE AND SUMMATIVE EVALUATION OF STUDENT LEARNING

BENJAMIN S. BLOOM, University of Chicago; J. THOMAS HASTINGS, University of Illinois; GEORGE MADAUS, Boston College, 1,000 pages, \$9.95 | Written for the improvement of student learning, this work is intended primarily for use by teachers and prospective teachers as a handbook to be used repeatedly during each academic year for solution to problems of evaluation. Part I distinguishes between formative testing, diagnostic testing, and summative testing, and includes an extremely important section on "Mastery Learning." Part II translates these ideas about educational objectives, formative and summative testing into illustrations and techniques in each of twelve subject fields.

TOPICS IN MEASUREMENT

Reliability and Validity

WALTER DICK, Florida State University; NANCY K. HAGERTY, University of British Columbia, 201 pages, In press | Written in a programmed instruction format, this book provides students with a background, as well as concrete experience, in working with and understanding the major concepts related to reliability and validity of evaluation instruments. It also gives students in the area of measurement and evaluation a sound foundation of information so that they may later pursue these topics in greater depths.

EMERGING PATTERNS OF SUPERVISION

Human Perspectives

THOMAS J. SERGIOVANNI, University of Illinois; ROBERT J. STARRATT, Fairfield University, 350 pages, \$9.95 | The main theme of this book deals with the interrelationship between humanistic aspects of education and organizational behavior. A synthesizing theory of supervision is presented while describing in detail the relationships between supervisors and others. Sections on planning, communicating, creativity, change, group dynamics, and other supervisory skills are included.

ECONOMIC DIMENSIONS OF PUBLIC SCHOOL FINANCE

Concepts and Cases

WALTER G. HACK, The Ohio State University; FRANCIS O. WOODARD, Wichita State University, 304 pages, \$8.95 | A unique feature of this book is that it provides a meld of the conceptual and the practical through the application of problem solving as described in case studies. Problems and concepts are presented in a sequence of increasing complexity in order to give the student a sense of incremental progression and in order to avoid unnecessary repetitions.



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sponses were not clear-cut and more information is needed to reconcile some of the numerical returns, for example—46 districts identify emotionally disturbed children, yet only 23 have access to psychological services.

The information from the survey led to the formulation of 95 recommendations organized under eleven headings which include general policy, objectives, identification, administrative provisions, educational provisions, training of specialized personnel, provisions in rural areas, financing, and prevention. (It is significant that the final section of the report stresses the school's responsibility in preventing emotional disturbance in pupils.)

The report also emphasizes that special education is an integral part of general education, that it is part of providing for all children. The authors stress the importance of early identification, the central role of the teacher, and the teacher's need for well-trained supportive personnel.

The report is oriented to school board members and officials in that its recommendations indicate needs and point the way for action. The report does not prescribe a program for all school districts, but it does suggest many different ways of providing for disturbed children in urban and rural districts.

The organization of the report is unusual, but is convenient for the reader. The recommendations are summarized in Part I. Part II describes the development, methods, and findings of the study. Part III contains a discussion of what might be done for dis-

turbed children and the reasoning behind the recommendations. This section may be regarded as a manual on the education of emotionally disturbed children in the school. The bibliography lists 129 current references that were consulted during the study.

If, as Dr. Laycock has suggested, the prime purpose of the report was to generate interest and to promote discussion, this work has been entirely successful. Yet already, there are signs that the study will do more than this, as its findings are translated into local action. Groups of teachers, principals, officials, and trustees are now meeting to consider how its recommendations may be implemented in their districts. The report should be of interest not only to school board members and officials, but also to special education personnel, principals, teachers, and teachers-in-training. □

Preventing Failure in the Primary Grades. Siegfried Engelmann. Chicago: Science Research Associates, 1969. 396 pp.

—Reviewed by MILLY COWLES, Professor and Director of Early Childhood Development, School of Education, University of South Carolina, Columbia.

Siegfried Engelmann's work is an enigma. From it, one immediately finds hope that, at long last, *the answer* has arrived for the educator, particularly for the person who is interested in the plight of poor children in early and middle education.

Yet missing from this volume are any

data that substantiate the bold assertions claimed here for the methods he has found or that substantiate the denunciations of educators that are made here.

The job facing the educator, according to Engelmann, is analogous to that of "a remedial engineer who is charged with the job of correcting defective products as economically and painlessly as possible." He asserts that the educator has not met with success primarily due to his not being "hard-nosed" and to his not using "product-oriented reasoning that characterizes the engineer." In swift order, Mr. Engelmann dispenses with the need for any descriptive material dealing with "the disadvantaged," case histories, or the like, and states that if a child has problems, obviously they will "show up in the classroom."

There is an especially strong point that strikes a positive note with regard to concepts that children do or do not have. (He does appear to place great emphasis in this area and also seems to believe that concern with cognitive development is the primary task of the educator.)

I would take issue with Engelmann in that, as a teacher, conceptual development is important to me; however, we do not have any guarantee that children "know" as a result of our showing them and telling them. In other words, the problem is—do children learn concepts through rote methods or through active participation and experiencing? Seemingly, the more prevalent view now is that participation through action may hold at least as much promise as Engelmann's show and tell.

We would likely be caught short in many instances if an evaluation of children's learning were designed to go beyond rote or "repeat after the teacher" learning. One gets the impression that this author says language is thought and that language is "the thing." Irrespective of clarity (from the adult point of view), there is never the promise that what is taught is in one-to-one correspondence with what is learned (unfortunately for all teachers and others interested in learning)..

The stress placed on the recommended sequence for methodology (although not

new) was a strong point. Specifically, the general method advocated was: (a) formulating objectives, (b) using analysis, (c) having a tryout, and (d) giving prescriptions. Also, when the recommendation is made to use "fun examples and tasks with payoffs" one can only applaud.

As with any work, in this age of accountability, Engelmann cannot be taken as seriously as he projects himself until such time as more evidence is available to show that his "old-timey" suggestions of "plan three groups," "spend 30 minutes a day in reading and arithmetic," and "use lesson plans" really are answers for the seventies. One of his key words, "accelerate," may or may not hold the most promise for underprivileged children. His work deserves careful analysis and extensive research prior even to tentative acceptance on a widespread basis. □

Psychology. *Kenneth E. Clark and George A. Miller, editors.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970. 146 pp.

Psychology: Its Principles and Applications. *T. L. Engle and Louis Snellgrove.* Fifth Edition. New York: Harcourt, Brace & World, Inc., 1969. 570 pp.

Psychology for the Classroom. *Robert D. Strom.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969. 416 pp.

—Reviewed by **GEORGE S. C. CHEONG,**
Department of Education, Mount Allison University, New Brunswick, Canada.

The first book is one of a series prepared by a committee which was organized for the purpose of reviewing and appraising the relevancy of psychology, as a discipline, to personal as well as social concerns. As stated at the outset, it is primarily intended for those responsible for the planning and the development of psychology.

Horizontally, this book covers a wide range of topics, almost all areas of psychology; and vertically, it begins with a description of the origin, proceeds through the present state of the discipline, and ends with projections and recommendations for the future.

I feel that the organization and the synthesis of this book are rather well done for such a small volume, albeit it is not documented. Students with prior exposure to psychology, dependent upon their purposes, might find it adequate as a book for review, or they might find it too superficial. On the other hand, people without preparation in psychology may not find it interesting.

The book by Engle and Snellgrove has a great deal in common with the first one in terms of topics and content. However, they differ as far as their audience and purpose are concerned. This book is written, as so stated by the authors, for freshmen in psychology as an introduction to the field. It is written in plain language, and the psychological terms are clearly explicated as soon as they are introduced, with a view to enticing readers' further interest.

The authors seem to be quite eclectic in approach and tentative in contentions. I think this is an appropriate attitude for social scientists.

They have also tried to examine an issue from both sides, although superficially in many cases. Perhaps they felt that this was sufficient for an introductory text. Nevertheless, they have failed to document their writing. Perhaps they did not want to frighten the "neophyte" readers. Yet, from the vantage point of scholarship, this is inappropriate. In fact, their readers may not be as "naïve" as the authors assume they are.

The authors did try to relate psychology

to personal and social problems, and provide situations for readers to apply psychological principles.

Strom's book, in a sense, is a departure from "conventional" texts for educational psychology, because it has adopted a humanistic approach which is different from behavioral, mechanistic schools. Explicitly, it has devoted four of the seven chapters to promoting human and humane qualities in teachers.

The gist of this book is that the goal of education should be *respecting human dignity*, and that the means to attain this goal is to *understand* the youngsters for whose cognitive, affective, and psychomotor skills development we are responsible.

The author has tried to examine some of the traditions and educational practices critically in terms of assumptions and research findings, particularly those from the humanistic psychology. He has done this job rather cogently, but not always comprehensively.

I suppose the author was perhaps reluctant to omit the topics discussed in chapter six. Of course, his intent here was to expose prospective teachers to some concepts in statistics and measurement. However, I feel that this chapter was done rather superficially. Consequently, students may be frustrated. I therefore feel that the value of this book would be strengthened if more views and research findings from the humanistic psychology were to be included. □

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