

## **SELECTED FOR REVIEW**

*Reviewers:* Fred T. Wilhelms  
LaMar P. Miller  
Joav Gozali

**Revolution in the British Primary Schools.** Sir Alec Clegg. Washington, D.C.: National Association of Elementary School Principals, 1971. 48 pp.

—Reviewed by FRED T. WILHELMS, Senior Associate, Association for Supervision and Curriculum Development, Washington, D.C.

This booklet, *Revolution in the British Primary Schools*, is as refreshing as a drink of good water. Just published by the National Association of Elementary School Principals, it was written by Sir Alec Clegg who, as administrator, has been in the movement all the way.

I wish we American educators could learn to write as so many of our British friends are able to do. Sir Alec writes with deep conviction and sincerity, as well as with civilized grace. Yet he never overstates, never claims more than has actually been done. His acquaintance with the work of pupils and their teachers is direct and intimate. He asks little credit for his work—and means it; he has unbounded, affectionate admiration for the pioneers with whom he was associated.

For all who have grown curious about the much-discussed “integrated day” of the open primary schools of England, this is a wonderful, nontechnical treatment. For all who are in leadership positions and wonder

how to bring about such solid, lasting change, it will be an inspiration.

I hope the booklet will get the widespread use it deserves, among parents as well as among educators. □

**Multimedia Materials for Afro-American Studies.** Harry Allyn Johnson, editor. New York: R. R. Bowker Co., 1971. 353 pp.

—Reviewed by LAMAR P. MILLER, Education Director, Institute of Afro-American Affairs, and Professor of Education, New York University, New York City.

The demand for ethnically oriented curricula, a concern of critical importance in American education, has been hampered by the lack of resource materials which could be used in designing meaningful black studies curricula. Given the tremendous need, it is encouraging to see a source book on the market such as Harry A. Johnson's *Multimedia Materials for Afro-American Studies*.

This book is somewhat more than a source book of multimedia materials. In addition to providing two sections of annotated selected items on “Multimedia Materials on the Afro-American, His Culture, Heritage, and Contributions,” and “Multimedia Materials on Peoples of Africa and Their Culture,” the author also includes a rationale for the book. Thus the book provides a justification for

*Review Coordinators:* HEATHER L. CARTER, Assistant Professor, Department of Curriculum and Instruction, The University of Texas at Austin; CAROL A. MILLSOM, Assistant Professor of Education, New York University, New York City; and ESTHER ZARET, Assistant Professor of Education, Marquette University, Milwaukee, Wisconsin.

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black studies as well as a listing of pertinent items.

The rationale, part one of the book, is composed of four position papers written by distinguished black professionals, including Dr. Johnson, an educational media specialist. His paper is, "A Black Educator Relates the New Technology and Educational Media to the Special Educational Problems and Characteristics of Ghetto Youth." Position paper 2, "A Black Sociologist Crystallizes Sociological and Psychological Needs to the Characteristics and Special Problems of Ghetto Youth," is by Jacquelyn Jackson. Position paper 3, "A Black Educator Integrates Black Studies in the Curriculum of Today's Schools," is by Deborah P. Wolfe. Position paper 4, "A Black Historian Sets Forth Needs in Negro History for Integration," is by Charles Wesley.

The position papers are well written and the credentials of the authors cannot be questioned. Educators who may not have a thorough understanding of black studies and who need explanations and definitions will find this section useful. This reviewer, however, was somewhat surprised to find the first part of the book devoted to a justification of black studies. Apparently we have not reached the point in education where it is no longer necessary to defend the inclusion of black studies in the curriculum. Nevertheless, the value of the rationale presented in this book is that it places the inclusion of black studies in the curriculum where it rightfully belongs, with its roots in solid academic philosophy.

Parts two and three of the book present

probably the most complete list of multimedia materials to be found in the literature. These sections are designed to assist educators in providing an understanding and appreciation of the Afro-American, his culture, heritage, and contributions to the growth and development of the United States and to assist educators in providing an understanding and appreciation of the peoples of Africa, their cultures, and contributions to mankind. The list of materials in each section is divided into films (16 and 8 mm), audiotapes, filmstrips (silent and sound), multimedia kits, recording discs, slides, transparencies, video tapes, telecourses, kinescopes, and study prints/pictures/posters and graphics. A directory of procedures and distributors is also included. A list of 100 paperback books completes the offerings.

A cursory examination of what is included in sections two and three suggests that the author has a broad view of Afro-American Studies. While this is not necessarily a disadvantage, it does raise some problems for those who wish to make use of the book. Almost everything is covered, from air pollution and collective bargaining to Aretha Franklin. Since the list is not divided by topics, subjects, or even grade levels, teachers and instructors will have to know what it is they are looking for. The listings are, however, annotated in a clear and concise manner, and the age level is given.

Part three, "Multimedia Materials on the Peoples of Africa," is especially useful. A great many teachers are unaware of the resources that exist on Africa. However, this

section could also be improved by subdividing the listings in some manner, perhaps geographically. Africa is simply too big and the people too diverse to be treated as a single entity. There are no materials listed on black people in the Caribbean. This is a curious omission in view of the influence of such men as Marcus Garvey, Frantz Fanon, and Claude McKay.

The book also includes a list of 100 selected paperbound books divided by subject matter areas. It is not clear why these particular books were selected, or why this list was included in the book. Its usefulness is limited and gives a false impression of the thousands of books available in Afro-American studies. If books are to be included, the list should be complete. Indeed, this reviewer would have preferred this approach.

Multimedia approaches in Afro-American studies must be put into proper context. In the first place, the textbook is still the primary tool in most classrooms. Second, most schools, especially those in areas with a high concentration of black students, do not have the financial means to purchase very many of these resources. Finally, many teachers do not know how to make adequate use of such resources. This is not to suggest that multimedia materials are not valuable as a tool, or that a bibliography of resources is not useful. However, such a listing, to be effective, ought to be used along with reading resources and suggestions for appropriate instructional approaches.

Perhaps the major criticism is that there is no evaluation of these resources. Those who use this book will want to know what is good and what is accurate along with what is available in Afro-American Studies. Certainly some of the resources listed are appropriate, but others will not satisfy the need of providing an educational environment with which minority children can identify, nor will they do anything to change the distorted view of the black man in the minds of white children. While this book fills a gap in available sources, a bibliography that discriminates in terms of truth about the contributions, heritage, and culture of black men

and women would be a major contribution to education. □

**Individualization of Instruction: A Teaching Strategy.** *Virgil M. Howes.* New York: The Macmillan Company, 1970. 243 pp.

**Individualized Teaching in Elementary Schools.** *Dona K. Stahl and Patricia Anzalone.* West Nyack, New York: Parker Publishing Company, 1970. 233 pp.

**Teaching Achievement Motivation: Theory and Practice in Psychological Education.** *Alfred S. Alschuler, Diane Tabor, and James McIntyre.* Middletown, Connecticut: Education Ventures, 1970. 217 pp.

—Reviewed by JOAV GOZALI, Associate Professor, School of Education, University of Wisconsin—Milwaukee.

Individualized instruction is, in my understanding, the pedagogical extension of the humanistic belief system. The primary concern of individualized instruction is with the molding of the beliefs and attitudes of the young, so that they too can become humanistic believers. To accomplish its objectives, the individualized instruction system evokes and utilizes symbols and rituals which are deeply rooted in Western civilization, and which are intimately related to the progressive education movement of the 1920's. This approach aspires to liberate the human spirit from the weights placed on it by our massive and repressive educational system. Yet, as with progressive education, there is evidence which suggests that a new educational orthodoxy is emerging.

Virgil M. Howes' *Individualization of Instruction: A Teaching Strategy* is an adequate testimony for the existence of such consensual sentiments. The selection of papers is relatively easy because the leaders of the pro-individualized instruction camp have had a decade to establish themselves in their leadership roles. The editor's task, therefore, is to comply with the recency principle, that is, use as many recent articles as possible. This book of readings, therefore, is a convenient reference book for the univer-

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sity student who is pressured to write papers and provide references as a mark of "keeping up with educational developments."

Reading the selections as a book is rather difficult because they are repetitious. Further, it seems that the division into three parts: (a) Why Individualize?; (b) What Is Individualization?; and (c) Programs and Practices, is rather artificial. Most of the articles could be assigned to any one of these parts. In summary, *Individualization of Instruction: A Teaching Strategy* is a book of readings which will serve some university students for a relatively short period of time, because new reading books which will use as their selections more recent articles will replace it in the near future.

*Individualized Teaching in Elementary Schools* by Dona K. Stahl and Patricia Anzalone is an honest effort on the part of its authors to provide a cookbook approach to individualized teaching. Given its pragmatic objectives, to provide practicing and elementary school teachers with a "how to" guide, only time will tell if it is of any value. The book left this reader rather unstimulated. Its level of discourse is simple, and its simplicity is retained throughout the text. There is no progression from the simple to the complex, from the self-evident to the non-evident. The authors provided many recipes for conducting elementary classes and for the teaching of diverse subject matters. It is assumed that those who follow the steps suggested will end up with a balanced and tasteful meal. Let us hope.

*Teaching Achievement Motivation*, by Alschuler *et al.*, is by far the most enlightening of the three. This book starts with a general discussion of psychological education and the theoretical constructs of achievement motivation. It progresses very rationally through its training program for teachers and students alike. Individuals who are not familiar with T-group techniques might be advised to become familiar with these through personal experience or reading prior to their training in each. The authors should be commended for elevating individualized instruction to an exciting level of search for meaningful humanistic experiences. □

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