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The Young Voter: A Guide to Instruction About Voter Behavior and Elections. John J. Patrick and Allen D. Glenn. *Teaching Social Studies in an Age of Crisis, No. 3.* Washington, D.C.: National Council for the Social Studies, 1972. 149 pp.

—Reviewed by PATRICIA F. SPEARS, Social Studies Consultant, Florida Department of Education, Tallahassee.

For most students in American schools, learning about politics has been equated with promoting "good citizenship," and this has been attempted most frequently through the use of bland and sometimes misleading instructional materials. Traditionally, instructional materials have reflected an undue emphasis upon historical events, legal structure, and the more formal institutional characteristics of government and have neglected to deal appropriately with political behaviors and processes.

The Committee on Pre-Collegiate Education of the American Political Science Association made the following generalization regarding prevailing practices in political science instruction in elementary and sec-

ondary schools: "Much of current political science instruction . . . transmits a naïve, unrealistic, and romanticized image of political life which confuses the ideals of democracy with the realities of politics."

John J. Patrick and Allen D. Glenn, in *The Young Voter: A Guide to Instruction About Voter Behavior and Elections*, have proposed for the classroom teacher, in search of practices which promise greater relevancy for students, some viable alternatives to naïveté, unreality, and romanticism.

Patrick and Allen offer social studies teachers six basic guidelines for the improvement of instruction about voter behavior and elections. The guidelines state, in summary, that instruction about voter behavior and elections should focus upon certain basic questions for student discussion and inquiry; that the findings of social science research should be applied to any study of issues generated by these basic questions; that students should be provided opportunities to perfect those skills required in social inquiry; that students should deal skillfully with issues of controversy; that students should deal rationally with questions of value conflicts; and,

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COMMON ELEMENTS IN NEW MATHEMATICS PROGRAMS

Their Origins and Evolution

HELENE SHERMAN

Foreword by Paul C. Rosenbloom

Practical Suggestions for Teaching Series
Alice Miel, Editor

1972 162 pp. Paper, \$4.50

Key elements of major new mathematics curricula are identified here, and related to a rich historical context. Concepts, procedures, symbols, and notations are traced to their earliest origins, to demonstrate their connections with the lives and times of those who have developed and used them over the centuries. The presentation is designed to encourage the study and teaching of such historical connections to promote deeper understanding and keener appreciation of the mathematics substance. In addition, it includes curriculum material to aid in the transition from traditional to modern ways of teaching and learning. The elements treated are in six areas: *numeration*; *measurement*; *algebraic ideas*; *geometric ideas*; *structure in arithmetic*; and *sets*.

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finally, that students should be actively engaged in the learning process.

The guidelines, taken out of the context of the total publication, are less than inspirational. Yet Patrick and Allen in this brief document have provided a useful resource for instruction about voter behavior and elections. Having established guidelines, they proceed carefully to select and present social science research data useful to teachers interested in exploring key issues about voting behavior and elections in America. Patrick and Allen go one step further and include in their publication sample lessons that could serve to stimulate the thinking of teachers to search for alternatives to sterile textbook recitation. For such unimaginative presentations are frequently laden with heavily theoretical and fanciful descriptions of the American political system.

If we cherish the expectation that instruction about politics is to be viewed by students as "right on," then instructional decisions should generate learning encount-

ers that allow for the testing of cognitive and affective models of the political world as perceived by both students and social scientists. And it is at this juncture that I find Patrick and Allen remiss in their publication.

If the vote is to be operationally defined by the authors as a political resource (*political resource* is defined as: "the means one person has to control, or direct, the behavior of others"), and if we are to believe that the political context of the school may be more powerful in political belief formation than any prescribed course of study, then the authors are remiss in not drawing more specifically upon the behavioral models available from the experiences of students with the school.

Among the sundry experiences which the student brings to any learning situation is likely to be his experience with political and social systems, of which the school is one of the most pervasive. Therefore, if one accepts the statement that students may well

learn more from their experiences with the school as a political system than they learn from formal instruction, then the here-and-now experiences and feelings of students regarding the school should become the beginnings of learning in the classroom. For example, some analytical questions growing out of student experiences with the school may include considerations as to how rules are both formally and informally communicated or an exploration of those factors affecting a student's propensity for social activism.

Nevertheless, in my judgment, it is abundantly clear that implementation of the recommended guidelines proposed in this publication could substantially improve instruction about voter behavior and elections. □

Teaching/Discipline: Behavioral Principles Toward a Positive Approach. Charles H. Madsen, Jr., and Clifford K. Madsen. Boston: Allyn and Bacon, Inc., 1970. 139 pp.

Discipline in the Classroom: Basic Principles and Problems. Staten W. Webster. San Francisco: Chandler Publishing Company, 1968. 142 pp.

Discipline and Group Management in Classrooms. Jacob S. Kounin. New York: Holt, Rinehart and Winston, Inc., 1970. 178 pp.

Changing Student Behavior: A New Approach to Discipline. Duane Brown. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971. 129 pp.

—Reviewed by CLARK C. BROWN, Associate Professor of Education, New York University, New York City.

Teaching/Discipline is a simplistic approach to classroom control based exclusively on principles of conditioned response. The bulk of the book is a series of cryptic examples of typical classroom problems from the authors' files in which specific rewards or punishments were instituted. The major chapter, "Changing Wrong Associations," discusses solutions of such problems as ex-

cessive nail biting by having the student practice the behavior at specific times in front of a mirror with the authority figure delivering disapproval responses such as, "Doesn't that look terrible? Do you want people to see you bite your nails like that?" Another chapter, equally specific, provides for the teacher an extensive list of approval and disapproval responses that are of questionable value.

Discipline in the Classroom aims to have the reader view misbehavior within the broad framework of the personality of the student and the teacher as well as the human and physical environments of the classroom. This aim, achieved through the careful selection of a variety of cultural and developmental theories, is a valuable aspect of the book.

The author partially fails, however, in the second part of the book where he attempts to use case reports to reinforce his theories. The ten case studies involving elementary and secondary students are progressively diagnosed. It was a good idea that, because of the confusing format, does not "come off." It is interesting, however, for the reader to study the different analyses of "experts" on problem situations.

Based on a number of years of research and several federal fundings, *Discipline and Group Management in Classrooms* is a summary of the procedures and findings of systematic studies with elementary school, high school, and college students as well as discipline incidents in kindergartens and camps.

The first part of the book, which focuses on group management, studies "how a teacher's method of handling the misbehavior of a student influences the other students who are audiences to the event but not themselves targets." The second part of the book, which may be read quite independently from the first, centers upon videotapes of 80 elementary school classrooms, resulting in a fascinating multidimensional study.

The reader who has some familiarity with research design will find this a highly readable and interesting study. The appendix is complete with sufficient data to support the conclusions which are developed throughout the book and are summarized in the final

chapter to give the more hurried reader a good grasp of the research.

Although the subtitle, "A New Approach to Discipline," is unnecessarily misleading, *Changing Student Behavior* is actually based on the work of recognized authorities and accepted theories. It is a well-rounded and substantially documented book which should be a valuable resource for teachers and student teachers interested in improving student behavior.

The book is organized in a logical manner; each of the five major chapters has helpful summaries, carefully selected references, and some extremely thoughtful problems for the reader to ponder. The final chapter, "Identification of Behavioral Problems," provides varied and interesting examples of procedures teachers might employ in diagnosing discipline problems of children in the classroom. □

The Struggle for Significance. *John H. Brennecke and Robert G. Amick.* Beverly Hills, California: Glencoe Press, 1971. 347 pp.

Encounters with the Self. *Don E. Hamachek.* New York: Holt, Rinehart and Winston, Inc., 1971. 264 pp.

Toward Humanistic Education: A Curriculum of Affect. *Gerald Weinstein and Mario D. Fantini, editors.* New York: Praeger Publishers, 1970. 228 pp.

—Reviewed by IRENE S. SHIGAKI, Associate Professor of Education, New York University, New York City.

These three volumes share the common vantage point of humanistic psychology, with each an expression of a particular emphasis. Consequently, though they can be utilized to complement each other, the purpose of the reader should guide selection among them.

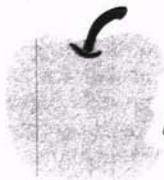
A person with little or no grounding in humanistic psychology might start with Brennecke and Amick's volume. The authors have created, with their breezy informal style, their personal statement on living. The reader will find the book generally lively, despite its sometimes patronizing manner.

An attempt has been made to treat conventional topics in a contemporary vein. Hence, obstacles to full participation in living are viewed in one chapter as "masks" we hide behind. For those whose interest is piqued, well-selected and extensive bibliographies concluding each chapter provide guidance for further study.

Hamachek's book is geared toward a more sophisticated audience with an interest in relevant research. Various aspects of self-concept are explored, including personality, physical growth and development, child-rearing practices, and academic adjustment. He carefully and laboriously reviews the available literature relevant to the topic of each chapter.

If the book is wanting, it would be in the need for greater discrimination in the literature cited, a critical assessment of that literature, and additional synthesis resulting in a more clearly defined point of view. For example, reference to Sheldon's categories of body types, that is, endomorph, mesomorph, and ectomorph, brought back memories to this reviewer of an introductory course in psychology over a dozen years ago that constituted the first and only time these categories were encountered prior to Hamachek's citation. Though he admits that Sheldon's categories have been widely criticized and have dubious value, his summary with accompanying illustrations give them an unwarranted emphasis. Nevertheless, the book is of value to one interested in a review of the literature on self-concept and has the comprehensiveness often sought in a text.

The volume of greatest relevance to the classroom teacher is *Toward Humanistic Education: A Curriculum of Affect*, edited by Weinstein and Fantini. The editors report the work of the Elementary School Teaching Project, funded through the Ford Foundation. Much of the work centered around the development of an affective curriculum, which was then field tested, usually in the inner city. Weinstein and Fantini make clear the need for further experimentation and refinement, pointing to their model for developing a curriculum of affect as a possible guide in this endeavor. They do not hesitate



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to share ideas in varying stages of development and levels of sophistication, noting the existing shortcomings and suggesting future changes, congruent with their expressed position that the curriculum should be continuously evolving. The teacher will find the book contains a practical approach to working with affect in the classroom.

Encouraging as all three books are in helping provide insights into the affective domain and interpersonal relationships, it may be appropriate to conclude with the words of an inner-city youth quoted by Weinstein and Fantini after an experience with a group of suburban students.

Wait a minute, you guys are getting carried away; you say that after only a little while out here twiddling thumbs and rubbing elbows you got to know the real me? That's not true. You only saw some of my inner feelings . . . (p. 112).

All three books help us to know facets of the "real me"; but it is important to main-

tain a sense of proportion, with the realization that this knowledge, though vital, is still fragmentary. □

Soulscript: Afro-American Poetry. June Jordan, editor. New York: Zenith Books, Doubleday & Company, Inc., 1970. 146 pp.

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

Soulscript is a collection of poems that provides an excellent example of the contributions of black writers to American literature. Writing out of a consciousness formed by the American culture, these black writers in their poems reflect black spirit and survival even as they spell black dreams. The book is of particular significance to teachers because it is intended for use in the classroom. More important, for teachers and students, it provides a picture of the lengthy

tradition of black American literature and the diversity of outstanding poets among black people.

Miss Jordan has done an exemplary job of organizing the book. It begins with a section of poems written by black children ranging in age from 12 to 18 called "Tomorrow Words Today." Here we have an opportunity to share the thoughts of young black poets and their views of the world in which they live. There is also a section that presents poems of homeplace: poems to parents, brothers, and sisters. Included in this section are authors such as Langston Hughes and his verse "Mother to Son" with the famous line "Don't you turn back." Selections by Countee Cullen, Gwendolyn Brooks, Nikki Giovanni, and the editor of the book are among the poems in this section.

Poetry of tribute to black men and women is included in a group of poems called "Hero, Hymns, and Heroines." This section is notable because it includes selections by black poets not usually known to students, such as Sterling Brown's "After Winter."

"Corners on the Curving Sky" is the title given to several beautiful poems that speak to philosophy and point out that you and I can hold completely different points of view, depending on how we separately corner the circling universe of our experience. This section has, among its well selected poems, "The Creation" by James Weldon Johnson and "The End of Man Is His Beauty" by Imamu Ameer Baraka (LeRoi Jones). "Saying the Person" refers to poems whose authors have expressed their own individuality, and "Attitudes of Soul" reflects black voices speaking to the promise of life and freedom.

An interesting feature of the book is the inclusion of an autobiographical sketch of each author. The poetry appears as it was written, sometimes in tears, sometimes in rage, and sometimes with hope. While some of the themes reflect the particular life style of the black American in American culture, the language is universal for, as Miss Jordan writes, "poetry tells the feeling, a poem tells relationship."

It is unfortunate that there has been scant use of Afro-American poetry in most classrooms throughout America. *Soulscript* provides an opportunity for teachers across the country to make up for this omission as well as to enhance the teaching of literature. Miss Jordan writes, "when American classrooms switch from confrontation to communion, Black poetry will happen in the schools." We ought not wait that long. □

Educational Manpower: From Aides to Differentiated Staff Patterns. James L. Olivero and Edward G. Buffie, editors. Bloomington, Indiana, and London, England: Indiana University Press, 1970. 365 pp.

Classroom Management: Theory and Skill Training. Lois V. Johnson and Mary A. Bany. London, England: The Macmillan Company, Collier-Macmillan Limited, 1970. 453 pp.

—Reviewed by L. JEAN YORK, Associate Professor of Education, Curriculum and Instruction Department and Research and Development Center for Teacher Education, University of Texas at Austin.

The editors and writers of the two books, *Educational Manpower* and *Classroom Management*, are attempting to provide the educator with assistance for his new role in teaching by describing a variety of models for differentiating the way in which teachers, aides, and volunteers are used in a school, and by describing ways a teacher should obtain a cooperative collective group by modifying their behavior. The two topics are extremely diverse and yet are related, for the common element in both books is that the teacher must modify his behavior as he learns to work with other staff such as teacher associates, senior teachers, master teachers, and auxiliary personnel and volunteers, and as he works with students in classroom management.

Educational Manpower is the seventh book in the Bold New Venture Series, and the editors state that the purpose of the book is to afford a stimulus for conversation which must take place if free methods of teaching

are to find their way into the schools. Contributors to this book of readings are practitioners who have had experience initiating change in cooperative university-public school projects, public schools, or in the government project, Teacher Corps. The book is organized into five parts.

Part 1 begins with an autobiographical chapter written by Trump, describing his experiences with changing school programs and personages in education. Chapter 2, by Olivero, is an overview of the status of education. Olivero lists some of the dissatisfactions felt by educators with existing educational practices, such as inner city problems; irrelevance of much of the curriculum; teacher militancy; measurement of teacher competency; and the imbalance between cognitive and human relationships in curricula.

Olivero cites significant changes such as computer-assisted instruction, use of teacher aides, and the use of library and supplementary materials, as well as the changing roles for present personnel, as factors influencing improved educational policies and practices.

Nikolai, in Chapter 3, gives a rationale for recognizing that the teachers, too, have individual differences. He then describes several models for specifying differentiated tasks for the auxiliary personnel.

Part 2 consists of six chapters describing the use of auxiliary aides in Bloomington, Indiana; St. Louis, Missouri; Berkeley, California; Boston, Massachusetts; and in the state of Georgia. Each of these situations shows an innovative way in which school personnel have cooperated with resource people in the community, or used volunteers to facilitate and enrich the education of children.

Part 3 has five chapters on various models for differentiating staff. Tables are included for suggested salary and rank differentiation. A model is also provided for evaluating a differentiated staff. Of particular interest is the chapter written by Dwight Allen, entitled "Putting the Staff To Work."

Part 4 contains a chapter on the Teacher Corps as an illustration of federal participation with universities and public

schools. In the Teacher Corps, teachers of diverse ethnic backgrounds work with personnel in the schools and universities as facilitators in changing to a school program which recognizes the particular heritage of the child and the values held by his group within the community.

While each chapter of *Educational Manpower* is important and makes a contribution to the field, there are no chapters which deal with the very real and much discussed anxieties of teachers as they face the sharing of their room or their students with another adult. Nor is there mention of the concern that many teachers feel toward being classified in a new differentiated hierarchy since this alters and affects one's self-concept as a teacher and also establishes a new order of rank and salary within the school. Despite this shortcoming, the book is a good philosophical treatise which will be welcomed by administrators who are seeking ways to better utilize the human resources in their school districts to improve instruction.

The second book, *Classroom Management*, is divided into three sections: Theory of Classroom Management, Skill Training for Facilitation, and Skill Training for Maintenance. The authors state that this book is designed around a theoretical framework incorporating the teaching-management acts and the social psychology of groups, which is based on incomplete, controlled, and empirical research.

Management tasks are described as those highly skilled actions of the teacher based upon understanding the nature of groups and forces that operate in them, on the ability to perceive and diagnose classroom situations, and on the ability to behave selectively and creatively to improve conditions. The authors further state that classroom management is a means to develop cooperation and a dynamic, nonstatic stabilization.

The book is meant to afford teachers the techniques and skills for diagnosing interruptive incidents in classrooms so that instruction can take place.

The authors differentiate between facilitative and maintenance tasks as two separate

management functions which teachers must derive from the analysis of problems in their classrooms. These facilitative acts are the ones most commonly identified by teachers, according to Johnson and Bany:

1. Achieving unity of effort
2. Establishing cooperative behavior standards
3. Agreeing upon work procedures
4. Modifying conditions in the classroom system.

Another distinction described by the authors is that between teaching, which refers to instruction of individuals in subject or skill areas, and classroom management, which is concerned with actions that organize and coordinate human and environmental factors in a situation so that instruction can take place. Instructional activities are seen as concerned with the teaching of reading, writing, and arithmetic. Management activities are directed toward creating the best conditions for integrating learning objectives and individual group goals.

In Section 2, Facilitation Training, the purpose of the authors is to provide explicit classroom management tools and operational procedures for putting the theoretical framework into action. Through the incident-stimulation technique, the authors hope to establish teacher skill patterns in meeting classroom problems.

Section 3, Skill Training for Maintenance, affords the teacher with further simulations for learning skills based on the theoretical framework for applying this knowledge from sections 1 and 2, to maintain and restore morale, handle conflict, and minimize the management problems.

Most teachers would agree that class-

room management is one of their most difficult tasks; not all teachers would agree that classroom management and instruction are two entirely separate acts, nor that they can be treated separately. Hence, the number of readers who find this book helpful will probably be dependent upon (a) the number who accept or reject the original definitions of teaching and classroom management as outlined by Johnson and Bany, and (b) the number who believe that teachers can really learn to modify their personal teaching behavior and diagnose social and group behavior while utilizing simulated tasks rather than interacting with 25 to 30 live, multi-faceted, uniquely different boys and girls with diverse social, psychological, and instructional needs.

As educators read these two books, they will and should react and respond as persons with concerns. Teaching and life experience are inseparable. The teacher uses his personality, education, professional training, and experience in some kind of unique and personal way as he interprets educational goals, plans curricula and teaching strategies, and evaluates the continuous progress of students. All of this interaction occurs in a changing society with multiple values.

Both books afford excellent ideas for dialogue on the question, "How should schools utilize human resources to educate and modify the behavior of boys and girls in a changed and changing society that has such a diversity of political and cultural values?"

Neither book affords much content on actual objectives of education, instruction per se, nor on processes that might enable future generations of students to shape and live in an integrated democratic society. □

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