

SELECTED FOR REVIEW

Reviewers: Frank L. Steeves
Judith M. Bloom
Jon M. Engelhardt
Raymond N. Elliott
Joav Gozali

The Year-Round School. Kenneth L. Hermansen and James R. Gove. Hamden, Connecticut: Linnet Books, 1971. 154 pp.

Educational Leadership: An Interdisciplinary Perspective. Robert L. Granger. Scranton, Pennsylvania: Intext Educational Publishers, 1971. 372 pp.

Teaching Parents Teaching. David W. Champagne and Richard M. Goldman. New York: Appleton-Century-Crofts, 1972. 268 pp.

Supervision: The Reluctant Profession. Ralph L. Mosher and David E. Purpel. Boston: Houghton Mifflin Company, 1972. 225 pp.

—Reviewed by FRANK L. STEEVES, Dean, School of Education, Marquette University, Milwaukee, Wisconsin.

Hermansen and Gove's *The Year-Round School* is a timely report on the controversial 45-15 continuous school year plan developed in the Valley View, Illinois, elementary schools. In this calendar the schools operate on a 45-day in-school, 15-day vacation plan for four rotating groups of pupils. The result is that the schools operate almost continuously the year around, yet pupils enjoy a total vacation comparable to that allowed in

traditional calendars. Teachers also may elect to teach a work year of their choice, ranging from the traditional 184 days to a maximum of 274 days.

The authors serve as superintendent and assistant superintendent of schools in the Valley View district, and their work is authentic and authoritative. Further, they have been eminently fair in setting forth arguments both for and against the idea; in describing administrative and community pitfalls; and in appraising the failures and successes of the calendar in practice. Tightly reasoned and well documented, the book is recommended for both practicing and prospective administrators.

Granger's *Educational Leadership: An Interdisciplinary Perspective* centers on system theory and its application. Despite the concern of those who do not like to see decision making reduced to models, administration analyzed in charts, and logic expressed in symbols, the fact is that the up-to-date administrator has to be at home with the language and concepts of system theory, methodology, and computer technology. This book provides a detailed overview of the field. Moreover, the technical aspects of the volume

Review Coordinators: HEATHER L. CARTER, Associate Professor, Department of Curriculum and Instruction, The University of Texas at Austin; HILDA P. LEWIS, Associate Professor of Elementary Education, California State University, San Francisco; CAROL A. MILLSOM, Associate Professor of Education, University of Michigan, Ann Arbor; BETTY PSALTIS, Associate Professor of Elementary Education, California State University, San Francisco; and ESTHER ZARET, Associate Professor of Education, Marquette University, Milwaukee, Wisconsin.

are presented in perspective because of the author's attention to philosophical, psychological, and social foundations.

Champagne and Goldman suggest in their book that teachers, especially urban teachers, need additional help in teaching. Such help might be provided by parents. *Teaching Parents Teaching* is intended to be used with experienced and prospective teachers who will then be able to assist parents to acquire teaching skills.

In this reviewer's judgment, the semi-programmed format of the book is no asset. For example, on pp. 1-2 the reader is asked seven yes-no questions about the role of parents of educationally disadvantaged children. If a reader answers all the questions "yes" he is directed to p. 16. However, if any answer is "no" he is directed to other pages where he may continue to argue with the authors. Eventually, even if he continues to disagree, he is directed to p. 16 anyway where, among other things, he is told that "The 'evidence' we presented was mostly opinion." Thus, "evidence" becomes an expendable quality, sacrificed to the authors' opinions.

This is unfortunate because the book does contain challenging case materials along with numerous suggestions for role playing, recommendations for approaching particular parent-teacher problems, and a number of checklists and forms for observation and logging experiences. Prospective teachers will find useful ideas. Experienced teachers who do not consider the programmed format as the best possible model for "teaching" may elect to learn about teaching parents by other methods.

Supervision: The Reluctant Profession, in more conventional format, is much more than a conventional textbook on supervision. Although it contains the usual definitions of supervision, teaching, and curriculum, it goes beyond definitions to a thorough analysis of teaching behavior. Chapters 4-7, in particular, which deal with the specific processes of supervision, present many applications of modern counseling theory to human relationships in supervision.

The book is well organized, written with

clarity and detail, as comprehensive as it is possible to be within 225 pages, and forward-looking in outlook. It is recommended as an excellent basic text for potential supervisors and as worthwhile catch-up reading for practicing supervisors and administrators who may have uneasy feelings of obsolescence. □

When Children Move from School to School. *Monroe D. Cohen, editor.* Revised Edition. Washington, D.C.: Association for Childhood Education International, 1972. 48 pp.

—Reviewed by JUDITH M. BLOOM, Instructor, Department of Education, Lakeland College, Sheboygan, Wisconsin.

The increased mobility of the American population, at all socioeconomic levels, is of great concern to those who have a responsibility in assisting children in the process of developing into healthy, mature individuals. Perhaps our sensitivity to the problems caused by moving is due to memories of our own experiences in adjusting to new schools and being the "new" kid in the class.

ACEI has revised an older edition of *When Children Move from School to School* which considers essentials for making "the imminent change of school and community less difficult, more rewarding." Long-range planning includes an educational program involving self-knowledge, self-respect, and self-direction. Short-range planning offers specific suggestions to parents and teachers in home and school.

Helping migrant children learn while they continue to move calls for flexibility in communities, classrooms, and teachers. Ways to make school a positive experience for children whose educational opportunities consist of a series of short school stops are considered in this booklet.

Of greatest benefit to the teacher and parent is an annotated bibliography of 52 books which show children, in varying circumstances and settings, all facing the realities of a strange school. Whether the problems are related to integration, school busing,

and race relationships, or a five-year-old's facing the very first days and weeks of school, or a handicapped child's starting boarding school, each child considers his own problems unique. Finding storybook counterparts in similar situations may help children find change less threatening. □

There Is No "Away"—Readings and Language Activities in Ecology. *Joan G. Roloff and Robert C. Wylder.* Beverly Hills, California: Glencoe Press, 1971. 352 pp.

The Elementary School: Humanizing? Dehumanizing? *The National Elementary Principal.* Washington, D.C.: National Association of Elementary School Principals, 1971. 167 pp.

Curriculum Development in Nongraded Schools. *Edward G. Buffie and John M. Jenkins, editors.* Bloomington: Indiana University Press, 1971. 332 pp.

—Reviewed by JUDITH M. BLOOM.

As each new wave of educational literature appears, one is tempted to ask: "So, what else is new?" If the books considered in this review have nothing else in common, this reviewer can note that at least they all respond to this question.

There Is No "Away" includes selections about the present ecological situation as well as a "blueprint for survival," according to the editors. The book has two purposes. First, it is meant to bring students to an awareness of the conditions that man finds himself in today as a "result of his centuries of exploitation of the environment." Excerpts from books, cartoons, color photographs, and drawings deal directly with the problems of environmental destruction caused by overpopulation.

The second purpose of the book is to "help students learn to communicate better, especially by way of language." Discussion questions and vocabulary lists serve as stimuli for classroom involvement along with the visual materials. There is also a great variety of suggestions for students who have minimal language skills but find creative communication in nonverbal techniques such

as demonstration placards, ecological buttons, posters, and bumper stickers.

The editors have attempted to bring an exploration of communication in relevant topics to the English composition class, not just to deal with language as an isolated form of communication. It is the opinion of this reviewer that they have succeeded in this purpose. The book is highly recommended for all students, of all ages and disciplines, who are looking for a "call to action."

René Dubos, scientist and philosopher of ecology, warns us in a report prepared recently for the National Institute of Mental Health that "the most deplorable aspect of existence in American cities may not be murder, rape, and robbery, but the constant exposure of children to pollutants, noise, ugliness, and garbage in the streets. This constant exposure conditions children to accept public squalor as the normal state of affairs and thereby handicaps them mentally at the beginning of their lives."

The responsibility of the school toward human life is reflected in *The Elementary School: Humanizing? Dehumanizing?*, a reprint of selected articles from the 1969-70 issues of *The National Elementary Principal*. Schools have traditionally attempted to develop the intellectual and physical capabilities of the child; the new concern is his development as a humane individual in an institution that operates on and reflects humanistic values.

"The school at its most humanistic can help nurture a humaneness in its students; it can help them to become fully human beings, and that, we believe, must be its primary function," according to Paul L. Houts, Director of Publications, National Association of Elementary School Principals. This book provides no easy answers; rather, it asks some provocative questions and offers some directions and guidelines for change. Having one volume to refer to rather than a collection of magazine articles greatly simplifies the efforts of principals, teachers, parents, and scholars in exploring the topic of humanizing our schools and classrooms.

Curriculum Development in Nongraded Schools includes articles which discuss the

concept and philosophy of nongradedness; its application to the teaching of reading, science, and social studies; and how it can be implemented in the elementary, middle, and senior high schools. The second part is concerned with the process of curriculum change and development, and the procedures and problems related to the establishment of nongraded schools. Part 3 provides in-depth descriptions of schools "in the process of becoming" nongraded models, each in its own way. An excellent bibliography completes the volume. □

Classroom Test Construction. *Jon Clark Marshall and Loyde Wesley Hales.* Reading, Massachusetts: Addison-Wesley Publishing Company, 1971. 335 pp.

Essentials of Testing. *Jon Clark Marshall and Loyde Wesley Hales.* Reading, Massachusetts: Addison-Wesley Publishing Company, 1972. 162 pp.

—Reviewed by JON M. ENGELHARDT, Assistant Professor, Department of Elementary Education, Arizona State University, Tempe.

Like it or not, pupil evaluation is an essential part of the educational process; for teachers are continually being asked to evaluate student behavior. Accepting this position, the authors have written two volumes focusing upon the construction and analysis of classroom tests and the description and utilization of data obtained from such measures.

The organization of both books is patterned after the natural sequence which a teacher should follow when developing a classroom test: (a) planning the test; (b) writing the test items; and (c) evaluating both pupil performance and the test. Within this organizational pattern, the authors delved into such specific topics as format and administration of tests, performance objectives, descriptive statistics, and pupil evaluation. Placing considerable emphasis upon the strengths, weaknesses, and construction of the types of test items, both texts devote

nearly one-third of their discourse to these considerations.

In keeping with the books' purported stress upon the practical, examples are provided in abundance. Theoretical discussions are generally avoided (although references to such discussions are identified) and down-to-earth suggestions are made. Chapters involving test-item construction are followed by lists of "do's and don't's."

Both texts claimed to provide background in statistics where needed; however, it appeared to this reviewer that such sections proceed so quickly that the novice may be at a loss.

Although these volumes have a great many commonalities, there is one difference which supports their separate existence. *Classroom Test Construction*, as suggested by its greater number of pages, represents a more thorough presentation of classroom measurement procedures than *Essentials of Testing*. Topics only briefly touched upon in *Essentials of Testing* are generally explored in greater depth in *Classroom Test Construction*. This difference in depth implies different audiences for these books.

Professors, undergraduate students, and graduate students should find *Classroom Test Construction* valuable as a text in courses on test construction. Prospective and in-service teachers should find *Essentials of Testing* a useful reference for their professional libraries. □

The Multi-Racial School: A Professional Perspective. *Julia McNeal and Margaret Rogers, editors.* Baltimore, Maryland: Penguin Books, Inc., 1971.

—Reviewed by RAYMOND N. ELLIOTT, Associate Professor, Department of Special Education, University of Michigan, Ann Arbor.

The expressed purpose of this book was "to make some contribution to a professional dialogue about the methods and aims of teaching in multi-racial schools, and about the contribution which all schools could make to our multi-racial society." While the setting

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is the urban "ghettoized" school of England and the population immigrant Irish, Cypriot, West Indian, African, and Pakistani children, the curriculum and racial problems are very familiar to the urban U.S. classroom teacher.

A series of essays, written by classroom teachers, describe various strategies designed to cope with the "problem" in individual school settings. Language programs, mixed ability grouping techniques, and community projects to improve home-school relationship made it apparent that the schools were dealing not with just a racial problem, "but with a group of children whose presence served to uncover and highlight existing deficiencies in the schools."

The major message of this book is that a redefinition of education is needed for all of the children currently enrolled in the public schools of England, a conclusion that has already been reached in the United States. This theme appears to be the major positive characteristic of a book that is more a political statement attesting to a lack of official policy relative to the problem than a description of programmatic alternatives. □

Black Self-Concept. *James A. Banks and Jean D. Grambs, editors.* New York: McGraw-Hill Book Company, 1972. 234 pp.

—Reviewed by **RAYMOND N. ELLIOTT.**

The editors describe the goal of this book, an updated version of a 1965 publication, in the following manner:

We feel that the changes which have taken place in our society and within black communities since the publication of *Negro Self-Concept*, and the urgent need for the school to help the black child clarify his identity, warrant renewed exchange among educators and policy makers about the relationship between education, social science, and the development of the black child and youth. This book is designed to stimulate such exchange.

Noting the inconsistencies in research in the self-concept and self-evaluations of black children and youth, highlighted by the black communities' struggle for a "positive" black identity, as well as political and eco-

conomic control, the editors offer a collection of essays and articles that can only be described as stimulating.

The format which pitted writers of varying opinions and hues in the same text should easily bring about the desired exchanges between the educators and social scientists who are policy makers.

The factual and theoretical information offered in this book is of import to be read by all concerned with the education of children. Dynamic writing styles, characterized by a wide range of views regarding the status of black self-concept today, lead to some thought-provoking reading. □

Population, Resources, Environment: Issues in Human Ecology. Paul R. Ehrlich and Anne H. Ehrlich. San Francisco: W. H. Freeman and Company, 1970. 383 pp.

Creative Teaching in Health. Donald A. Read and Walter H. Greene. New York: The Macmillan Company, 1971. 437 pp.

Active Learning: Games To Enhance Academic Abilities. Bryant J. Cratty. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971. 157 pp.

Early Childhood Education. Ira J. Gordon, editor. 71st Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1972. 400 pp.

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

The selection of books for combined review may require a word of explanation. The survival of humanity is dependent in a large measure on our abilities to manage the human and physical environments. The interplay among population and availability and utilization of resources will determine

the shape of survival. Agreement with this statement would suggest that education must concern itself with primary issues of survival. For this reason, the reviewer's leitmotif was: to what degree is a book ecologically oriented?

Paul and Anne Ehrlich's *Population, Resources, Environment: Issues in Human Ecology* should be required reading for all educators. Further, it should become a major resource for curriculum development.

Creative Teaching in Health by D. A. Read and W. H. Greene, and *Active Learning* by B. J. Cratty, are both thoughtful books in their respective areas of concern; yet neither seems to have an ecological model in mind. If it is important that we learn how to increase our chances of leading healthy lives, then we must protect life itself. If we understand how to improve academic skills through games and physical activities, then we should be able to extend these interaction patterns into the larger environment. After all, we do have evidence that air pollution affects learning adversely. To play games and engage in physical activities in a polluted environment is likely to do more harm than good.

It seems reasonable to view the aforementioned books as a beginning block which, together with other resources, will make for an ecological curriculum.

Early Childhood Education, edited by Ira J. Gordon, is Part II of the 1972 Yearbook of the National Society for the Study of Education. Like most of the other yearbooks of the Society, this text is a must for all students of early childhood education. It represents a wide spectrum of topics, all written by experts in their respective fields.

The collection itself highlights our state of knowledge and the problems we face in the field of early childhood education. All serious students of developmental psychology and early education are advised to familiarize themselves with this text. □

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