

SELECTED FOR REVIEW

*Reviewers: Julie M. Jensen
Morgan Moses
Len Sperry*

Language Development: The Key to Learning. *Morris Val Jones, editor.* Springfield, Illinois: Charles C. Thomas Publisher, 1972. 319 pp.

The Language Arts in Childhood Education. *Paul C. Burns, Betty L. Broman, and Alberta L. Lowe.* Second edition. Chicago: Rand McNally & Company, 1971. 446 pp.

Literature for Children: Its Discipline and Content. *Bernice E. Cullinan.* Dubuque, Iowa: William C. Brown Company, 1971. 108 pp.

Listening: Its Impact on Reading and the Other Language Arts. *Sara W. Lundsteen.* Urbana, Illinois: National Council of Teachers of English, Educational Resources Information Center Clearinghouse on the Teaching of English, 1971. 135 pp.

Spelling: Structure and Strategies. *Paul R. Hanna, Richard E. Hodges, and Jean S. Hanna.* Boston: Houghton Mifflin Company, 1971. 289 pp.

—Reviewed by JULIE M. JENSEN, Assistant Professor, Department of Curriculum and Instruction, University of Texas at Austin.

For the preservice or in-service teacher of the elementary language arts, the volumes listed here represent a broad spectrum of resources. The Jones book of readings was

compiled not only for teachers, but for any adult who is in a position to facilitate language development during the first seven years of life. Burns, Broman, and Lowe, in their comprehensive language arts methods textbook, have also focused on language experiences for the preschool child.

The final three volumes are paperbound treatments of specific facets of the language arts curriculum. Cullinan's book is for any adult who presents literature to children, and who therefore should be capable of recognizing literary elements and helping children to discover them in a systematic manner. Listening, the subject of a monograph by Lundsteen, discusses a major language arts skill about which educators know and have written little. Finally, Hanna, Hodges, and Hanna adopted the dual objective of systematically presenting linguistic logic and research findings which relate to spelling, and translating these theories into a school spelling program.

Language Development: The Key to Learning consists of 18 articles written by authorities in child development and language. It is basic and nontechnical; designed to help prepare educators and allied professionals to guide children through the process of language acquisition.

Several chapters discuss the emerging profession of the language developmentalist;

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

a trained clinician with combined abilities of teacher, psychologist, speech therapist, and language arts specialist. Because speech and hearing clinicians have served only one to two percent nationwide of those children with specific speech and language problems, parents and classroom teachers must assume responsibility for the remainder. The language developmentalist guides such efforts.

With the goal of preventing later academic disabilities, the book provides detailed practical information on language acquisition, counseling for intra-family communication, reading readiness, beginning reading instruction, language for cultural minorities, and the diagnosis of speech and learning problems.

The Language Arts in Childhood Education is based upon the philosophy that learning can best be facilitated when teachers and pupils take an exploratory or inductive approach to the study of language and its uses. Materials and procedures which foster inquiry are described for all components of the language arts curriculum except reading.

In criticizing current teaching of usage and formal grammar, the authors state that elementary schools should be concerned with sensitizing children to the importance of order in all communication, the interrelatedness of all language activity, the importance of accuracy in communication, the evolution and development of language, and the written and spoken varieties of English. To implement this philosophy, skill relationships are cited, complete bibliographies are provided, and attention is directed toward child development, research findings, literature, linguistics, and individualization; as well as to the less common topics of the historical development of the language arts curriculum and materials evaluation.

Literature for Children: Storytelling and Creative Dramatics, Illustrations in Children's

Books, Enrichment Ideas, History and Trends, Poetry in the Elementary School, Children's Literature in the Curriculum, and the volume reviewed here, *Its Discipline and Content*, arose from the belief of Pose Lamb (consulting editor) that most textbooks about children's literature are not written for elementary teachers. Each book in the series was authored by a well-known scholar, for the teacher who wants to design and implement a literature program.

The thesis of Cullinan's book is that if young readers receive wise guidance by an adult who knows and loves much of the literature written for children, both increased understanding and a more positive affective response should result. Because the author believes that literature should be regarded as a systematically studied area of the elementary curriculum, many suggestions for sequence and content are offered.

Listening: Its Impact on Reading and the Other Language Arts is one of many state-of-the-art papers which NCERD directed ERIC Clearinghouses to commission from recognized authorities. Each paper focuses on a concrete educational need and attempts a comprehensive treatment and qualitative assessment of the published and unpublished material on the topic.

The purpose of the paper reviewed is to integrate what is said about listening in several disciplines or schools of research and the needs of the classroom teacher. Little of what is known about listening is supported by reliable and replicated research findings, which Lundsteen believes can primarily be attributed to the complexity of the skill, and of teachers, children, classroom instruction, and environment.

The author seeks to implement her belief that educators are looking for ideas solidly grounded in basic and applied scientific research through an examination of the

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following topics: the priority and value of listening instruction, building a model for proficient listening behavior, a taxonomy of listening skills, measurement, available materials and techniques, and sample lessons.

Spelling: Structure and Strategies is designed for preservice and in-service elementary language arts teachers and supervisors, so they may update their knowledge of spelling curriculum and instruction. The authors have included chapters on general language development and American English; as well as a glossary of terms in general use among linguists, psycholinguists, and educational psychologists in order that teachers understand the rationale of new spelling programs.

The decades-old belief that spelling must be a rote-memory subject because American English is unpredictable and has few general patterns is contradicted. Because of linguistic and orthographic studies, the authors believe that spellings are, for the most part, regular, that they are based on known general principles, and that pupils can learn how these principles function.

Recommended spelling programs are sequential, should result in an eventual cognitive map of phoneme-grapheme correspondences, should produce a writing vocabulary three to five times as large as traditional memory programs, and should stress pupil discovery. □

Values and Humanity. *Elizabeth M. Dreus and Leslie Lipson.* New York: St. Martin's Press, 1971. 178 pp.

Toward More Humanistic Instruction. *John A. Zahorik and Dale L. Brubaker.* Dubuque, Iowa: William C. Brown Company, 1972. 184 pp.

—Reviewed by MORGAN MOSES, Professor and Head, Department of Secondary Education, Stephen F. Austin State University, Nacogdoches, Texas.

The co-authors of *Values and Humanity*, a psychologist and a political scientist, examine the values of the individual who seeks not only to realize his potential as a unique person, but at the same time strives

to unite with others in communities from small to universal.

The book offers a way to help the reader think about his personal life styles and the philosophies on which these are based. The authors conclude that the world is too dangerous for despair. What mankind needs is genuine hope and faith for the future and love, trust, and compassion for himself and his fellow man.

The first chapter of the book focuses on the five images of man. The second chapter examines the relation of values to actuality. Chapters 3, 4, and 5 discuss the foundations of a universal hierarchy of values as related to the good person and good society. Chapters 6 and 7 focus on changing priorities and higher values. This is a clear, concise, and inspiring publication with excellent references for further reading in the field.

It is the view of the writers of *Toward More Humanistic Instruction* that teachers are often committed to more humanistic schools, but lack specific practices to effect their commitment. The purpose of the book is to present specific behaviors, practices, and strategies which may be used by prospective and in-service elementary teachers to make humanistic instruction a reality.

Part 1 of the book presents a working definition of humanistic education which provides a basis for the remainder of the book.

Part 2 centers on content and strategies for making humanistic instruction a reality. Two promising initiating strategies, "Gestalt Game Approaches" and "Case Study Approaches," are discussed. Additional Gestalt games are continued in the appendix. These approaches and related materials were developed as part of a University of North Carolina—Greensboro and University of Wisconsin—Milwaukee curriculum project. Techniques for extending instruction beyond the games and case studies include studying emerging problems and social action activities involving both school and community.

Although the primary audience of the book is elementary school teachers, it would

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games, audio-visual materials, readings, units and course outlines available

be applicable to any teacher or administrator. The book has a well stated philosophy base and is rich in specifics for the teacher.

The two books reviewed here could be used to complement each other in developing a perspective of humanistic philosophy and instruction. □

The Psychology of the Elementary School Child. *Alfred R. Binter and Sherman H. Frey, editors.* Chicago: Rand McNally & Company, 1972. 465 pp.

The Myth of the Deprived Child: Poor Children's Intellect and Education. *Herbert Ginsburg.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. 255 pp.

—Reviewed by LEN SPERRY, Assistant Professor of Education, Marquette University, Milwaukee, Wisconsin.

The prospective elementary school teacher is being shortchanged in child development and educational psychology courses.

First, these courses tend to survey the entire period from prenatal development to late adolescence, with most emphasis on the pre-school and adolescent child. Few, if any, textbooks have focused on the psychology of the elementary school child. And second, these courses tend to focus noncritically on the conventional wisdoms and shibboleths of child development and learning such as the primacy of the intelligence quotient, the disadvantage of the poor, and the topics of language abilities, readiness, and the like. The book of readings by Binter and Frey addresses itself primarily to the first concern, while the text by Ginsburg focuses mainly on the second.

The Binter and Frey book concerns itself with a comprehensive psychological view of the elementary school student in terms of the cognitive, affective, and social domains, within a cultural context. To their credit, the editors have discussed such ideas as creativity, concept formation, learning disabilities, stereotyping, and urbanization. But to

the reader's dismay, many of these articles tend to be dated—the mean date of publication for the 36 articles is 1960, the median is 1961—and some actually convey misinformation or dated interpretations (cf. Part 4, "The Affective Domain," and Part 6, "The Cultural Forces").

A noteworthy highlight of this book of readings is Part 2, "Methods of Studying the Child." Here, prospective elementary school teachers are urged (and shown how) to use systematic observation, interviews, and case history material in procuring information about the child. Such information, it is rightly argued, can lead to intelligent educational planning which can help the child become a more effective learner and person.

Missing from this book are such contemporary topics and concerns as: imitation learning, expectations, learning styles, and the open classroom concept, to name a few. Such names as Holt, Kohl, Kagan, and Bruner, which the elementary school teacher can readily identify, are rarely, if ever, mentioned. These shortcomings are unforgivable in a text which purports to be comprehensive. One wonders where these editors have been for the past five years.

Though geared ostensibly toward the poor or deprived child, Ginsburg's text is also a psychology of elementary school children in general. As the title further indicates, Ginsburg is concerned with dealing with some of the conventional wisdoms or myths of formal education.

The author strikes out at three basic myths: (a) that the intellect of the poor is deficient when compared to that of the middle class child; (b) that there are great differences in language and intellectual development between poor and middle class children; and (c) that the psychological theory underlying both the compensatory and traditional models of education is correct.

Ginsburg uses a selective and in-depth review of the research literature together with case studies and journalistic reports to debunk these three conventional wisdoms. He offers a wide range of readers, especially the elementary school teacher, a short, readable, and informative account of the process

of childhood learning and development. Jargon is kept to a minimum.

With regard to IQ and the so-called "Jensen controversy," Ginsburg's attack on intelligence testing is incisive. At the close of his argument, he suggests renaming the test "The Binet Test of Conventional Verbal Skill and Other Assorted Intellectual Abilities Which the IQ Score Obscures"!

A well-regarded Piagetian scholar, Ginsburg, in his chapters on intellectual abilities and development, gives excellent summary statements of the cognitive-developmental theory. The author concludes that the psychological model underlying the "open classroom" is more consonant with research findings than are either the traditional or compensatory approaches. In fact, he suggests that the open school is the only model which allows not only the poor child but also the middle class child to learn and develop adequately. While extolling its virtue, Ginsburg wisely points out the deficiencies of the open school.

There are a few criticisms to be leveled at this book. First, one of the author's aims is to describe the potential of psychology's contribution in breaking the cycle of failure associated with formal schooling. To the dismay of the reviewer, Ginsburg's treatment of this aim is vague and then only 2½ pages long. Another deficiency is that the author only mentions in passing individual differences in the learner's approach to learning. Yet it is this very personal and unique dimension of each individual learner that the elementary school teacher is deeply concerned with. Too few authors pay adequate attention to this concern.

Because there is little, if any, competition, these two books will fill a void in the professional psychological preparation of elementary school teachers. Used in conjunction with a basic text in educational psychology or child development, either book has much to commend to the reader. The Ginsburg book deserves to be required reading for all individuals concerned with elementary education. Were it not so dated, the same could be said for the Binter and Frey selection. □

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