

SELECTED FOR REVIEW

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The Middle School: Selected Readings on an Emerging School Program. *Louis G. Romano, Nicholas P. Georgiady, and James E. Heald, editors.* Chicago: Nelson Hall Company, 1973. 497 pp.

—Reviewed by MYRLE E. HEMENWAY, Associate Professor of Education, University of Colorado, Boulder.

This collection of 55 periodical and monograph articles, with transition supplied by the editors, commits the common fault of collections of diverse articles—minimal continuity of thought—while its 1973 copy-right is misleading since article datelines range from 1957 to 1971. Forty percent are dated 1965 and 1967.

Since only a few contributors are sufficiently known to "need no introduction," the work is handicapped by absence of biographical information.

Only three or four of the 55 articles are on the "con" side of the middle school ledger, leaving the reader to supply the "other side" of the junior high school–middle school controversy.

An expressed purpose of this book was "... to acquaint the readers with a number of viewpoints and features distinguishing the middle school from the junior high school organization." Readers who maintain allegiance to junior high schools will probably reject the suggestion that "... junior high schools have become miniature, watered-down versions of the senior high school..." while "the middle school... offers a new philosophical outlook that places emphasis on the development of each pupil's experiences..." There is a tendency to underscore failures of the junior high school and glorify the successes of the middle school.

On the positive side, *The Middle School* has compiled much of the last decade's short supply of writing on middle level education. Compilation of diverse material, "to provide boards of education, administrators, and teachers with greater insights into the rationale for the development of a middle school," fills a real need in middle level education.

Another "plus" for *The Middle School* is a 26-page chart of physical development, emotional, social, and mental growth charac-

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teristics, and their implications for the pre-adolescent, the curriculum, and the teacher. The chart can guide the middle school educator in planning learning activities consistent with the growth needs of transescents.

Thirteen articles treat present knowledge of what is encountered in the process of becoming a transescent. The section emphasizes that neither the elementary nor the secondary school is equipped to handle problems caused by the emotional stress which takes place in the transescent during the physical growth spurt.

The Middle School is readable and contains an exhaustive bibliography for each of its five sections. Readers will find the work useful if they keep in mind the "age" of some articles and supplement with reading about junior high schools which are performing the function for which they were intended. □

The Control of Urban Schools: Perspectives on the Power of Educational Reformers. *Joseph M. Cronin.* New York: The Free Press, 1973. 262 pp.

Creating Social Change. *Gerald Zaltman, Philip Kotler, and Ira Kaufman, editors.* New York: Holt, Rinehart and Winston, Inc., 1972. 676 pp.

Inquiries into the Social Foundations of Education: Schools in Their Urban Setting. *Alfred Lightfoot.* Chicago: Rand McNally & Company, 1972. 377 pp.

—Reviewed by CHARLES MARK, *Chairman, Department of Sociology and Anthropology, North Adams State College, North Adams, Massachusetts.*

Of these three volumes, *The Control of Urban Schools* is an important and original contribution to educational literature. Cronin's study of the country's 14 largest city school systems, from 1850 to the present, traces the evolution of city school boards and offers historic and contemporary material to those who propose reforms of school governance.

Initially set up in local wards and controlled through neighborhood boards, the city school systems were gradually centralized

under the management of business and civic elites. By 1900, immigrants and their children could claim the majority in most Northern cities; but changing the rules enabled the native groups to retain control of the schools until it became obvious that only the cessation of immigration would prevent the loss of political control of the cities themselves.

During the period of stability and limited immigration between the 1920's and 1950's, control over city schools rested generally in the hands of conservative elements who, as George Counts noted, were quite unrepresentative of the population. When new minorities migrated in significant numbers to Northern cities in the 1950's and 1960's, pressures from community groups for local participation and for the decentralization of the big city school systems again increased. Problems of the return of control to the community and the function of appointive and elective boards are discussed in the last two chapters, along with current proposals for reform. Cronin has given us a detailed, well documented, and highly readable account of confrontations over one of the most important controls which a modern political system wields—the control of education.

Creating Social Change is a substantial collection of readings in the publisher's marketing series. The range of topics covered by the 60 selections on the typology, strategy, and management of social change is almost too diffuse to fit a course in the departments of anthropology, economics, education, psychology, etc., to which the editors appeal. It may prove useful, however, in a full-year interdisciplinary program and in survey courses in professional schools of business or law.

Inquiries into the Social Foundations of Education deals mainly with public inner city schools. Many of the 33 articles discuss generally relevant topics—the effects of social class on education, for instance—but some of the selections, such as those from *Think* magazine, touch only superficially on educational problems. It would have been desirable to include at least some readings on private and parochial schools. Despite

these limitations, the anthology is suitable as supplementary reading in a one-semester course. □

Teaching Strategies for the Social Studies: Inquiry, Valuing, and Decision Making. James A. Banks, with contributions by Ambrose A. Clegg, Jr. Reading, Massachusetts: Addison-Wesley Publishing Company, 1973. 590 pp.

Helping Students Think and Value: Strategies for Teaching the Social Studies. Jack R. Fraenkel. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 413 pp.

—Reviewed by WILLIAM P. McLEMORE, University Professor, Urban Elementary Teacher Education, Governors State University, Park Forest South, Illinois.

These two books are about more effective teaching of social studies. Both books should be valuable for preservice and inservice elementary and junior high school/middle school teachers. Also, high school social studies teachers should find Fraenkel's book useful.

People are born without innate abilities

to make decisions. Therefore, Banks' book, *Teaching Strategies for the Social Studies*, describes concept formation, fact usage, generalization, learning, and social inquiry. The book's thesis is: social studies should help students develop their abilities to make decisions that help them solve personal problems, engage in social action, and shape public policy. Banks indicates that scientific knowledge and value inquiry are essential components of the decision-making process.

Banks discusses history, sociology, anthropology, geography, political science, and economic disciplines in relation to Berelson and Steiner's scientific method criteria. But Banks also builds and makes his case for eclectic interdisciplinary social studies teaching of concepts and generalizations. Furthermore, Banks spices his book with teaching strategies. Besides strategies, he elaborates on the importance of values, implementation of social action, and evaluations.

In *Helping Students Think and Value*, Fraenkel stresses the importance of clearly stating and classifying instructional objectives. In addition, he discusses informal diagnostic tools and techniques for obtaining data about students and the learning envi-

Social Studies for the Evolving Individual

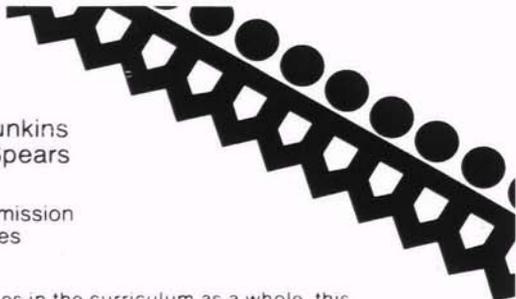
By Francis P. Hunkins and Patricia F. Spears

for the ASCD Commission on the Social Studies

A position statement on the place of the social studies in the curriculum as a whole, this monograph challenges the educator to provide learning encounters in which students can develop a realistic understanding of man in his world. The authors discuss curriculum, evaluation, and teacher preparation as continuing concerns in preparing individuals for roles in our changing society.

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ronment. Teachers can utilize such data in attaining educational objectives.

Fraenkel notes the place of facts, concepts, generalizations, and theories in simplifying the selection and organization of social studies content. With content, he emphasizes learning activities and discusses guidelines for them. Also, in keeping with the book's title, Fraenkel discusses thinking and values.

In the last chapter, Fraenkel integrates objectives, content, strategies, activities, and evaluation and provides guidelines for preparing units and lesson plans.

Banks' and Fraenkel's books are interesting and well organized. The books could be used to complement each other in studying social studies strategies. □

Counselor Education and Supervision: Readings in Theory, Practice, and Research. *Milton Seligman and Norman Baldwin, editors.* Springfield, Illinois: Charles C. Thomas Publishers, 1972. 421 pp.

Guidance and Counseling in the Elementary School. *Richard Nelson.* New York: Holt, Rinehart and Winston, Inc., 1972. 408 pp.

The Counseling Process. *Daniel Delaney and Sheldon Eisenberg.* Chicago: Rand McNally & Company, 1972. 206 pp.

The School Counselor-Consultant. *Daniel Fullmer and Harold Bernard.* Boston: Houghton Mifflin Company, 1972. 355 pp.

—Reviewed by GLENN G. DAHLEM, Assistant Professor of Education, Regis College, Denver, Colorado.

These four recent works in counselor education share the commonality of seeking to relate some of the latest thinking in their area to the counseling and guidance process in the schools. They differ from each other, often sharply, in their points of view and frames of reference employed to accomplish that common objective.

The Seligman-Baldwin book is a collection of readings aimed at doctoral level counselor education students, professors of counselor education, and school pupil ser-

vices directors. It contains 47 articles, the great majority of which report empirical research investigations. The emphasis of the entire work is toward reporting significant findings in the areas of characteristics and outcomes of effective counselors, counselor-trainees, and counseling approaches. Every article reprinted is, in this reviewer's estimation, both recent and of better-than-average quality.

Nelson's book is intended to serve as a text for the M.S. level introductory course in elementary school guidance and counseling. It also has sales potential as a professional growth volume for practicing elementary counselors. This work is liberally sprinkled with case study and interview excerpts and practical illustrations. The work drags a bit due to frequent enumerations and references to many authorities in the field, but this is not a serious drawback, and may actually be a help to the reader interested in bibliographical enrichment.

The Delaney-Eisenberg book states its goal as one of facilitating the improvement of one-to-one counseling skills on the part of practicing counselors. It should appeal to a primary market of high school and college counselors, with a possible secondary purpose of serving as a text for the M.S. level counselor education course in counseling techniques. Some persons, especially those who decry factual, how-to-do-it approaches to what they view as a largely affective process, would question this book's worth. This reviewer would be just a bit kinder, on grounds that it never hurts a practitioner to read the views of others regarding his art, no matter how affectively oriented that art might be.

In their work, Fullmer and Bernard seek to touch all the bases. This book, intended as text for the introductory guidance and possibly organization and administration of guidance counselor education courses, provides a good overview of the work role (as seen by the authors) of modern school counselors. It should appeal as a professional development reference for district guidance directors and state guidance supervisors. The basic premise of the book is that counselors

are most effectively utilized when they act as consultants to the adults who bear most directly upon youngsters' lives. (Individual and group counseling are not decried, however, only relegated to a position of secondary importance.)

All four books reviewed here are worthwhile acquisitions for persons charged with responsibility of supervising guidance programs, or of preparing persons to function within them. □

The Changing Primary School: Teachers Speak on Adapting to New Ways. *A. B. Clegg, editor.* New York: Schocken Books, 1972. 175 pp.

Communication and Learning in the Primary School. *L. G. W. Sealey and Vivian Gibbon.* New York: Schocken Books, 1972. 183 pp.

Designing Instructional Strategies for Young Children. *Belen Collantes Mills and Ralph Ainslee Mills.* Dubuque, Iowa: Wm. C. Brown Company Publishers, 1972. 412 pp.

Educating Young Children . . . Sociological Interpretations. *Edith W. King.* Dubuque, Iowa: Wm. C. Brown Company Publishers, 1973. 174 pp.

—Reviewed by SANDRA and JOHN GADELL, Assistant Professors of Early Childhood Education, Old Dominion University, Norfolk, Virginia.

Educators who are engaged in exploring alternative approaches to elementary and early childhood education will find that the four volumes reviewed here delineate the issues with clarity and depth. As a group they present three different educational perspectives and offer cogent arguments on both sides of the behaviorism-humanism controversy.

Communication and Learning in the Primary School and *The Changing Primary School: Teachers Speak on Adapting to New Ways* are quite similar in their viewpoints, in that both offer enthusiastic support to informal approaches to education. Although the books were written in England, they pro-

vide many useful insights for readers in the United States because of their thorough discussions of the theoretical bases for informal education and their realistic descriptions of ways in which it has been implemented.

In our judgment, the Clegg book is an especially useful one for supervisory personnel. Because the book is actually a collection of articles describing the ways in which informal education has developed historically in England, it provides the reader with useful insights concerning the process of educational innovation. Although one is tempted to say that innovation in England is irrelevant to our local problems of educational change, we found a large number of similarities, particularly with regard to such matters as changing the attitudes of parents and teachers.

The book by Sealey and Gibbon is based on the position that communication is the central activity in education for young children. Communication is viewed in its broadest sense, including both verbal and nonverbal aspects. Because the authors present numerous concrete examples, the book is of particular value to preservice and in-service teachers.

A quite different perspective on the teaching-learning process is presented in *Designing Instructional Strategies for Young Children*. The 45 articles which Mills and Mills have selected represent for the most part an engineering approach—one which shows concern for such topics as behavioral objectives and instructional management. Although our own bias would lead us to place less emphasis on the "designing" and more on the "young children," we are confident that readers with a more behavioristic orientation would find the book interesting and thought-provoking.

In *Educating Young Children . . . Sociological Interpretations*, King urges teachers to view the classroom primarily as a social arena. Although the book occasionally suffers from a lack of coherence, the arguments for a sociological perspective on early childhood education are carefully supported and deserve serious consideration by all who work with young children. □

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