

# Reviews

**Helping Maltreated Children: School and Community Involvement.** Michael Halperin. St. Louis, Missouri: The C. V. Mosby Company, 1979. 175 pp. \$7.95.—Reviewed by Clark Dobson, Assistant Professor of Education, George Mason University, Fairfax, Virginia.

We have only recently begun to realize the magnitude of the problem of child abuse and neglect in this country. In spite of a decade and a half of new federal and state legislation and a sudden outburst of concern on the part of the mass media, it is increasingly obvious that we have barely touched the tip of the problem.

While we may never have complete or accurate data about the incidence of child abuse and neglect, some surveys have indicated that as many as 1.7 million children may be seriously maltreated each year.

Since there are 68 million children in the United States under eighteen years of age, figures suggest that at least one in every forty children is a victim of child maltreatment.

Since child abuse and neglect seem to occur across all socioeconomic levels, there are few schools (if any) that would escape the need for more understanding of the problem.

Halperin makes no claims for providing an exhaustive treatment of the subject. However, by avoiding an overwhelming quantity of material, he has produced a very useful resource for the school practitioner. His book emphasizes those aspects of the problem that would be of immediate help to the teacher, administrator, school board member, and others who are concerned for the welfare of children.

A major portion of the book is directed toward the very practical concerns of identifying the maltreated child, establishing prevention programs, and training staff and others. The roles of teachers, administrators, central office personnel, and community members are clearly defined and described. This rich collection of realistic, useful strategies reflects the author's wide experience as a teacher, principal, and director of Child Abuse Services.



An annotated bibliography of books, pamphlets, and films includes many resources for raising individual or collective levels of awareness and understanding of the subject.

Halperin has written a book remarkably free of educational and clinical jargon. It is a valuable contribution and should be read by everyone who works with and for children.

**Students as Real People: Interpersonal Communication and Education.** Rob Anderson. Rochelle Park, New Jersey: Hayden Book Company, Inc., 1979. 160 pp. \$6.95.—Reviewed by Aline C. Fernandez, Associate Professor of Education, Indiana University Northwest, Gary, Indiana.

There is a paucity of good books on communication, especially about communication between students and teachers at several levels of the academic world. The major contribution of this book is that it contains a careful analysis of communicating populations along with suggestions for

developing effective ways of improving communicating skills.

Anderson has a clear-cut way of speaking to the reader. He writes with the precision of a surgeon. He skillfully cuts out the time-worn minutia of communication stereotypes and talks about who students are and how teachers and others can become effective communicators. Very often teachers put the burden of communication upon students. Anderson calls our attention to the many-faceted identities and attributes of students and challenges the college teacher to become a better communicator.

Although Anderson has chosen to write his book as a letter to the reader rather than the usual formal, third-person style, his bibliography and footnotes attest to the fact that this is a scholarly, well-researched work. At first glance the book is deceptively simple. A further probe reveals evidence of a genuine love and regard for students as well as a concern for those teachers who have the task of communicating with their students and with each other.

This book should be of invaluable use to teachers and to students in the academic world. Both groups can profit from reading and reflecting upon the contents. *Students As Real People* should be useful to many audiences—all those who are concerned with successful communication to foster better learning and greater value to a college education.

**Inviting School Success: A Self-Concept Approach to Teaching and Learning.** William W. Purkey. Belmont, California: Wadsworth Publishing Co., 1978. 128 pp. \$4.95.—Reviewed by William R. Martin, George Mason University, Fairfax, Virginia.

"Those who read this section of *Educational Leadership* are probably

seeking ideas for continuing growth in professional education. So, here is a book that will help."

Offering invitations such as this one is what Purkey's important little book is about. It presents the argument for an invitational approach to teaching and learning which the author believes develops the positive self-concept necessary for student success and happiness in the classroom. And it does its job well!

As used in Purkey's book, invitations are messages continuously transmitted to students with the intention of informing them that they are responsible, able, and valuable. In the opening chapters, Purkey describes the formal and informal, verbal and nonverbal, witting and unwitting invitations which students encounter during their school careers. The middle chapters describe the importance of the teacher's positive view of students. Methods are offered for putting these views into classroom practice. In the concluding chapters, Purkey focuses on seven specific skills and sixteen practical methods of the invitational teacher, and the concept of the invitational school.

The invitational teacher is one whose perceptions of students are essentially positive and whose subsequent invitations are intentional, respecting of self and the student, developed to high proficiency by practice and experience, and delivered with special skill to build in learners

the four ingredients of positive self-concept. These Purkey identifies as relating, asserting, investing, and coping. Moreover, invitational teachers grow in the process of giving and receiving invitations.

Purkey's concept of the invitational school calls for the application of the family model over the factory model. The family model, in his view, is characterized by warmth, cooperative spirit, and positive expectations.

Purkey views invitations on both the individual and schoolwide basis in the humanistic context of developing positive self-concept and helping people to realize their potential. But, he also points out that "persons in the process" of education are often subjected to "disinvitations" intended to tell them that they are irresponsible, incapable, and worthless. Through numerous anecdotal reports and an impressive quantity of recent and supporting empirical research, Purkey illustrates the fact that both kinds of invitations work. If we need to be reminded of this, we need only recall Ken Kesey's novel *One Flew Over the Cuckoo's Nest* in which Nurse Ratched reminds the hospital personnel, "This is an institution for the insane—It is important to get patients adjusted to their surroundings."

*Inviting School Success* will appeal to a variety of audiences. Even critics of humanistic education will find attention to the "basics" a required part of the job of the invita-

tional teacher. Purkey suggests, for instance, that a way for students and teachers to interact systematically is through written correspondence.

Finally, though *Inviting School Success* smacks a bit of old wine in new bottles, educators looking to work effectively in schools would do well to accept the invitation of this reviewer and imbibe.

#### Reviewers



Clark Dobson



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William R. Martin

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