SELECTED FOR REVIEW

Reviewers: Hulda Grobman
Edward F. DeRoche
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Secondary School Teaching: Problems and Methods. ***Theodore W. Hipple.*** *Pacific Palisades, California: Goodyear Publishing Company, 1970. 290 pp.*

Methods and Materials for Today's High Schools. ***Bernice L. Samalonis.*** *New York: Van Nostrand Reinhold Company, 1970. 419 pp.*

Modern Methods in Secondary Education. ***Jean D. Grambs, John C. Carr, and Robert M. Fitch.*** *Third Edition. New York: Holt, Rinehart and Winston, Inc., 1970. 457 pp.*

Principles and Methods of Secondary Education. ***Robert C. McKean.*** *Second Edition. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971. 290 pp.*

—Reviewed by HULDA GROBMAN, *Professor of Education, New York University, New York City.*

In reviewing current methods books, it is pertinent to look at the purpose of methods courses. First, it would seem self-evident that the student should learn more about classroom management. He needs specifics. He needs to know not only what schools and teaching should be like in a more perfect world, but how to survive in the classroom long enough to help bring about that more perfect world. Hopefully, this how-to-do-it knowledge will reflect research findings on how students learn; how to analyze a teaching situation to determine what is appropriate in terms not only of the background of the school and students, but also of the educational implications of the various alternatives. Further, unless the student finds the methods book relevant, there is little likelihood that his behavior as a teacher will be affected in the desired direction. These, then, are some criteria pertinent to reviewing methods books.

Hipple's small volume consists of case studies in such areas as discipline, evaluation, and staff relations, followed by a listing of alternate solutions for each problem and, after each group of related cases, a discussion of the general area involved. The cases are succinct; the situations dealt with are universal and relevant. They offer an effective vehicle for considering a multitude of ideas and research findings relevant to teaching.

In using the book, several cautions are in order: The author's alternative solutions do not always offer a viable alternative. Further, attention is focused on what-to-do-after-the-horse-is-stolen, with little attention on how to prevent the theft. The general discussion following each cluster of cases is

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disappointing, perhaps because brevity results in oversimplification.

Thus, the volume is strongly recommended for preservice or in-service training, with the suggestion that the case studies be used and that the remainder be treated cautiously.

The volumes by Samalonis and by Grambs *et al.* are similar in purpose; both are general methods volumes for preservice training. Supervisors might also recommend the Samalonis volume to new teachers, since it includes class management techniques and information often neglected in the education sequence. While many of these are included in Grambs *et al.*, the presentation in the Samalonis book might be more acceptable to the in-service teacher.

Both books are impressive. They are up to date. They are both well written and interesting. In part this reflects the frequent use of well-chosen anecdotes. In part, it reflects their relevance. On finishing a chapter, the reader invariably has a clear idea of how to do something, and what the implications of the alternatives are. Consider, for example, the educational and psychological implications of seating students by size—a relatively common practice—given the psychological effects to an adolescent boy of being reminded of his less-than-average height, or to the adolescent girl of her above-average height. Obvious as this may be when pointed out, how many teachers have been unaware of these implications? The reader also learns mundane but practical information on how many copies to expect from a ditto master, how to order supplies, how students cheat, or what can go wrong with an A-V presentation.

The Grambs *et al.* volume in particular is unmistakably student oriented. Thus, in selecting texts, the authors urge: "First of all, teachers should see how well the authors of the textbook seem to know the adolescent" (p. 118). It is only after this point is carefully explained that the teacher is advised to check coverage, kind of treatment, and areas of bias.

Perhaps the most serious omission in both books is the underemphasis on the diversity of schools and their constituencies, and the implications of this for the teacher. With this single exception, both books should enhance the chances of survival of the preservice or the new teacher.

In contrast, McKean's volume, despite its recent copyright, is out of date. It fails to present a dynamic view of education, and the information given is not particularly helpful. Thus, the reader is told that inquiry, discussion, and group work are important, but he is never told how to utilize inquiry approaches, how to conduct a discussion, or how to utilize groups. Schools are presented as monolithic—a reader would be unaware of the existence of slum schools or the different teaching problems they might involve.

Despite a repeated emphasis on the teacher's need for up-to-date information, considerable misleading information is provided. For example: On textbook selection, "many states are providing multiple adoptions" (p. 60); the fact is that only one state has a single adoption for secondary schools.

On curricula, " 'new math' and 'new science' are early examples of the work of academicians" (p. 64); yet a salient feature of such effects was the collaboration of academicians *and* educators. On school organization, "the 6-6 plan is most prevalent" (p. 282); this contradicts USOE data that the most prevalent grade spans are 9-12 (30 percent of total secondary schools) and 7-9 (22 percent of secondary schools).[1]

Thus, the volume does not appear particularly relevant or helpful, and may actually be misleading. □

Measurement and Evaluation in Teaching. *Norman E. Gronlund.* *New York: The Macmillan Company, 1971. 545 pp.*

The Evaluation of Instruction: Issues and Problems. *M. C. Wittrock and D. E. Wiley, editors.* *New York: Holt, Rinehart and Winston, Inc., 1970. 494 pp.*

—*Reviewed by* EDWARD F. DEROCHE, *Chairman, Department of Curriculum/Administration, Marquette University, Milwaukee, Wisconsin.*

"Good" is an inadequate word for these two texts on evaluation. If *Measurement and Evaluation in Teaching* sounds familiar, it is because the first edition was so well received. Professor Gronlund's revision includes five sections devoted to: the evaluative process; test construction in the classroom; using standardized tests; evaluating procedures, products, and typical behavior; and using evaluation results in teaching. It is difficult to imagine a better 18 chapters. Two new chapters on standardized achievement testing and aptitude testing make a valuable contribution to what teachers need to know about measurement and evaluation. The variety of examples is one of the book's many assets.

What *Measurement and Evaluation in Teaching* provides for the teacher, supervisor, and curriculum worker, *The Evaluation of Instruction: Issues and Problems* provides for the theorists and researchers. This book is composed of reports from a symposium sponsored by the UCLA Research and Development Center for the Study of Evaluation and the Ford Foundation.

An interesting feature of the book, besides its valuable content, is the format. Five of the six parts of the book present a major paper, followed by reactions of two or three authorities, and concluding with an open discussion. The purpose of the text "is to stimulate new ways to study education that emphasize conceptualizations of its basic problems and issues."

In Part 1, Wittrock identifies the cause and effect relationships found in naturalistic data. Part 2 provides papers by Bloom and Glaser which focus upon theories of instructional evaluation. Part 3 emphasizes instructional variables, as presented in a paper by Gagné. In Part 4, Lortie presents a paper on context variables. In Part 5, Messick and Alhim discuss criterion variables. Wiley and Trow discuss methodological issues in Part 6. The appendix includes reprints of articles by Wold, Duncan, Yee, and Gage.

Critical reviews require more space than is provided here. However, these two texts, with their wealth of reference material and ideas about evaluation, will "invite the reader to study and reread back in order to assimilate information provided."

In this age of accountability, these two volumes form a compendium of concepts, ideas, and examples necessary for decision making. □

Elementary School Curriculum: Better Teaching Now. *Betty Atwell Wright, Louie T. Camp, William K. Stosberg, and Babette L. Fleming.* *New York: The Macmillan Company, 1971. 403 pp.*

—*Reviewed by* ERIKA GIERL, *Assistant Professor, Curriculum and Administration, Marquette University, Milwaukee, Wisconsin.*

Most texts dealing with education promise to challenge, stimulate, and create fresh approaches to their subject. Unfortunately, few succeed. *Elementary School Curriculum:*

[1] National Center for Educational Statistics, U.S. Office of Education. *Statistics of Local Public Schools—Schools, Pupils and Staff. Elementary and Secondary Education.* OE20112-68, March 1970.

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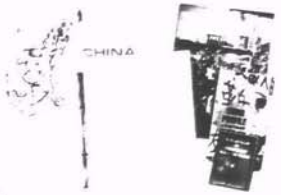

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Better Teaching Now is therefore a pleasant surprise: it does all this and more. Using a broadly based framework, this book addresses itself to the contemporary issues with which those involved in curriculum are confronted. It does so by making use of theory, research, and practice, and charges teachers with the responsibility of applying all three dimensions when looking at children and their educational programs.

Using the teacher as a focal point in curriculum development, the authors examine the role of the teacher. In doing so, they draw upon three primary sources of knowledge—psychology, sociology, and philosophy—and introduce teachers to basic concepts which derive from these foundation areas.

In examining "psychology as a curriculum force," the authors contend that a teacher's understanding of the child's cognitive processes and emotional development is at least as important as, for instance, his knowledge of the skills of teaching reading. In fact, whether or to what extent the child actually acquires this skill may well depend on how the teacher deals with the youngster affectively. Examples and case studies are provided, and numerous specific instructional techniques are interspersed in the material, making implementation a possibility. If there is one weakness here, it lies in the fact that the learning theory or theories which are the bases for these activities are not clearly pinpointed. Although the existence of several theories is alluded to early in this section, little differentiation is made further on. It seems entirely possible that an unsophisticated reader might come away with the notion that psychology started out with stimulus-response methodology and has now advanced to perceptual and phenomenological psychology. A novice could also conclude that all research agrees with and supports this view.

The second section, which deals with "sociology as a curriculum force," contains a forthright treatment of contemporary social issues. It does more than state the obvious, that schools reflect social values or should deal with social relations. It identifies specific areas of concern and does not shy away from topics such as racism and sex education. Teachers are encouraged to promote a social action curriculum related to the community in which they teach.

"Philosophy as a curriculum force" forms the final section of the book, and the major schools of this discipline are discussed. Here at least an attempt is made to identify teaching behaviors in relation to particular philosophic stances. The authors believe that when a teacher operates from a consistent body of beliefs, he functions more adequately as a teacher. If this notion has merit, then the same argument holds true for the other two foundations. In this reviewer's opinion, such an approach would have strengthened an already fine book.

Despite this inconsistency, *Elementary School Curriculum: Better Teaching Now* is surely one of the best in its area. It is well-documented and its ideas are supported with research. It speaks to theory, but its prime thrust is action. This book is "must" reading for all teachers and administrators. □

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