

work is the broad approach to education which is defined not as schooling but as "the transference of skills, knowledge, and attitudes." Dr. Shields writes:

In most developing countries, there are vast areas where schools do not exist, or if they do exist, they are totally inadequate. The important question in these areas is not how to relate the school to community development, but rather how the educational process can be set in motion without benefit of a school. A distinction between the meaning of education and schooling has to be made before the problem this latter question presents can be solved (p. 55).

Underlying the whole work is

the premise that human development is the important thing, and that when people develop, other forms of social improvement follow.

Though it does not attempt to evaluate the U.S. efforts in community development, this book provides a neat summary of both ideals and programs and should prove useful to Canadian authorities engaged in overseas educational aid. It might have had appeal for wider audiences if it had had the benefit of more perceptive editing — doctoral studies, even in hard covers, rarely make for elegant prose.

Margaret Gillett

James A. Smith. *Creative Teaching of the Language Arts in the Elementary School*. Boston: Allyn and Bacon, 1964. 304 pp., paper.

Iris M. Tiedt and Sidney W. Tiedt. *Contemporary English in the Elementary School*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967. 376 pp. \$US 7.50.

Lillian M. Logan and Virgil G. Logan. *A Dynamic Approach to Language Arts*. Toronto: McGraw-Hill Company of Canada, 1967. 551 pp.

One salutary aspect of the McLuhanizing of North America is that it has brought into clear focus all the communication arts, and has provoked a fresh concept of their interrelatedness — an emphasis which was conspicuously absent during the long years of a subject oriented

curriculum.

In the three books under review, there is a heartening integration of the language arts, a perception of the totality necessary to produce the creativity which is the central aim of all the authors — that is, the need "to develop divergency of think-

ing in children" which will result in "originality, perceptive thinking and inventiveness" (Tiedt, p. 68).

By what specific methods do the writers translate the ideal into realistic classroom techniques? Implicit in all three books is Jerome Bruner's assertion that "we begin with the hypothesis that any subject can be taught effectively in some intellectually honest forms to a child at any stage of development" (Tiedt, p. 8), and that "creativity is the integrating thread the teacher employs to weave the strands of the curriculum areas into a harmonious design for the self-realization of the children he teaches" (Logan, p. 26). A spiral curriculum which evolves so as to permit pupils the "opportunity to develop increasingly complex skills in language growth," and "provides, too, for individual differences" (Logan, p. 36) is the foundation for the program. This demands variability and flexibility in both pupils and teachers, or as Tiedt puts it, "Don't be afraid to be different. There are too many conformists and not enough non-conformists in the teaching ranks" (p. 82).

Smith's book is a paperback and, rather unfortunately, is one of a series. Since it does not treat reading, it is not as inclusive as the other two. It is frankly a text book, with illus-

trations of the various concepts, followed at the end of each chapter by questions and discussion for students, and finally by a selected bibliography. Even to the cartoons, it is predictable and popular. In contrast to the Tiedts' book, it seems to lack professionalism and imagination for, despite the author's almost exaggerated definition of creativity, it is overly prescriptive and, at times, trite.

The Tiedts' book is impressive in scope and forward-looking in attitude. It covers all the language arts, including an excellent chapter on "Reading as a Language Skill" in which the authors declare that "it is time that we acknowledge the value of provocative material in exciting the student about reading" (p. 288). A sentiment with which many a *Dick and Jane* sated teacher and parent would agree. A chapter on "English for the Disadvantaged Child" and one on "Innovation in English" look into the future of the language arts program and examine the relevance of linguistics and the communications media in the teaching of English.

More conservative in style than Tiedts', the Logans' work has, nevertheless, commendable scope and linguistic orientation. "Central to this book is the concept that creative communication, the goal of the language

arts, is attained best through the nurture of each child's creative potential melded with the linguistic skills essential to his purpose" (p. viii). They assert that "all too frequently language arts texts lead to drill and mechanics of grammar [and] the child is propelled into writing long before his eyes are filled with print and his ears with words" (p. v). Their approach is a carefully planned sequence of language skills from listening and speech, to an excellent chap-

ter on reading and finally to the more mechanical aspects of language teaching such as spelling, punctuation and handwriting. Despite its scholarship and carefully documented research, however, I find the presentation somewhat heavy-handed. It lacks the spark and innovation of the Tiedts' and I found, also, the location of footnotes at the end of the chapter more frustrating than helpful.

Mary Bews

Garth J. Blackman. *The Deviant Child in the Classroom.* Belmont, Calif.: Wadsworth, 1967. 191 pp.

This book is addressed to the classroom teacher, and its content is meaningful for the teacher who is attempting to understand and deal with deviant children within the normal class situation. Dr. Blackham has drawn upon his extensive experience in working with children and teachers as a psychological consultant for public schools, and upon his role as a university professor in Teacher and Counselor Education.

While the book is focused upon maladaptive behavior of children, the school as a therapeutic agent, and techniques applicable to specific types of problems, the first portion is di-

rected to a discussion of psychosocial development generally. The author's bias is toward a psychoanalytic approach, but he utilizes the notion of the self concept and Maslow's hierarchy of needs to great advantage. In his analysis of maladaptive behavior, Dr. Blackham presents a typology of disorders. He describes primary behavior disorders, psychoneurotic disorders, psychosomatic disorders, and psychotic disorders. While the typology is standard, the discussion is unique in that it relates these classifications to the behavior of children and thus enables the reader to use the typology as a practical framework for study-