

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-

ing and identifying children with problems.

Blackham shows that the school functions as a therapeutic agent. The principal sets the tone of human relationships likely to be found in the school. His contacts with parents, but especially with teachers, tend to set a pattern or model for the rapport that develops with children. The teacher's relationships with children are an extension of the teacher's personality and needs, and as such can be therapeutic and helpful, or they can be harmful.

The last section of the book offers specific suggestions about children with problems of aggression, stealing, withdrawal,

and school phobia. The author describes the dimensions and dynamics of such behavior, relates these to psychological principles of development, and then offers some specific methods and techniques found helpful through actual practice and research investigation. The reviewer feels that this section will be especially meaningful for teachers.

In summary, the book is very readable and will serve as a good introduction to those who have yet to study child development theory or maladaptive behavior extensively and as a helpful review to those who already have.

E. T. Hallberg

**Morris Marples. *Romantics at School*. London: Faber and Faber, 1967. 206 pp., illus.**

*Romantics at School*, written by a man more schoolmaster than critic is more about boys than about poets. In one section for each, Morris Marples investigates the childhood and adolescent school days of Woodsworth, Coleridge, Southey, Byron, Shelley and Keats, revealing each poet so sensitively that they emerge as live boys, as much like other people as they are different from each other. The surprises are

delightful: Byron as a belligerent sometimes homosexual, writing "sweet, dearest Charles" to one of his "favourites," and fighting Lord Calthorpe for having written "damned atheist" under his name; Keats setting out deliberately to win yearly prizes awarded on a sort of Brownie point system for "voluntary work," the translation of immense quantities of French and Latin; Coleridge accused of being a pickpocket when, on a