

## Reviews

the speech of others but not in their own speech, has important implications for the value of much teaching practice that dwells on error-hunting drills. It would be useful, again, to consider what factors act to maintain language differences and a resistance to the learning of standard English.

A curious gap in this collection is the absence of any discussion of non-standard "Black English" as a specific dialect. The explanation may lie in the fact that a number of articles, especially three by co-editor Juanita V. Williamson, bear the beginnings of a strong case for arguing that some of the phonological and grammatical features attributed to "Black English" can be found in the speech of a large number of Southern Whites leading one to conclude that the differences typically cited are regional rather than racial.

Despite its title, this anthology achieves only a limited perspective on American dialects.

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Laurel N. Tanner &  
Henry Clay Lindgren.

**CLASSROOM TEACHING  
AND LEARNING: A MENTAL  
HEALTH APPROACH.**

New York:  
Holt, Rinehart & Winston,  
1971. 429 pp. \$8.

This book will irritate those who see the school primarily as a place of academic learning, for it takes the position that the child in his whole personal development is a school responsibility. The authors find that the school is the place to begin a dynamic effort to reduce mental and emotional disorders by helping children to become more effective people. They emphasize that mental health is not a separate school activity but

a product of the *relationship* between child and school. These premises lead Tanner and Lindgren to a very thorough survey of the dynamics of teacher, pupil, curriculum, and general environment.

The teacher's personality is seen as a key factor. However, teachers do not operate in a vacuum, but within a curriculum; furthermore, consideration for the individual child and his development must take precedence over curriculum. Ultimately, the greatest asset to society is the balanced individual. Since the individual's self-concept is highly related to school performance, favorable learning experiences are a responsibility broader than the young teacher might at first realize. He must see that success in learning is an equivalent therapy.

Since beginning teachers are deeply concerned about discipline, behavior problems are not neglected in the discussion. A "problem" child is seen as one whose behavior interferes with his own learning, the learning attempts of his classmates, and his personal relationships. This topic is one of the best in the book. Attention is also given to the socio-economic factors underlying children's behavior. Common errors of interpretation are singled out and guidance offered in the management of variations from class and within any particular social class. A concluding chapter describes the teacher as learner, a self-image that prepares him not only to understand the child's struggle, but also to preserve in himself the thrust of ongoing search.

Each chapter might have been a book in itself but the authors have succeeded in producing a synthesis as an introductory text for young teachers. Technically, this is a well-written, carefully organized work. The specialized bibliographies and summaries at the close of each chapter provide the student with a sound beginning for research.

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