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P. Martorella, G. Morine-
Dershimer, D. Sadker, M. Sadker,
S. Sokolove, R. Shostak,
T. TenBrink, W. Weber.**
**CLASSROOM TEACHING
SKILLS: A HANDBOOK and
A WORKBOOK.**
Toronto: D. C. Heath & Co., 1977.
A HANDBOOK: 493 pp. \$10.95.
A WORKBOOK: 306 pp. \$ 6.25.

Why do student teachers when faced with the complexities and problems of classroom teaching tend to reject the theories espoused in teacher-education courses for the "folkways" or "recipe" approach recommended and passed on by many experienced teachers? This phenomenon occurs, writes James M. Cooper, editor of these companion texts, not because the theories are unworkable but because teacher trainees are often required to go from the stage of reading or hearing about a skill to that of applying it in the classroom, thereby missing the vital step of practice in the skill-acquisition process. The texts in question purport to correct this situation by providing the student with a series of nine self-instructional units on classroom teaching skills based on a model developed by Bruce Hudgins (*Handbook* p. 12) which provides for the often-overlooked practice element of skill learning.

The nine teaching skills included in the texts relate to the three aspects of instruction—planning, implementation, and evaluation—and represent a selection of the topics customarily found in books of this nature with the possible exception of the chapter on observation skills. In this chapter John Hansen carefully outlines novel techniques for systematically observing both teacher and pupil behaviour in the classroom, and his procedures for collecting and analyzing segments of classroom

interaction should help the student assess and improve his teaching skills.

Impressive also are the chapters by Wilford A. Weber and the Sadkers. Weber's material on class management gives the student practice in distinguishing between managerial and instructional problems and between group and individual problems. He also introduces the student to three philosophical systems of classroom management as a base from which to select solutions to discipline problems. The Sadkers' treatment of the most difficult of all teaching skills, questioning, is one of the best this reviewer has seen. The theory, rationale, and practice materials are clear, detailed, and interesting. In addition, the authors include two versions of an excellent game designed to provide practice in both classifying and formulating questions according to Bloom's taxonomy.

In a less successful category is Morine-Dershimer's vague and confusing chapter on planning. The author stresses the procedural alternatives open to teachers at each stage of the lesson planning process without establishing criteria for making effective choices. She includes detailed information on five pupils as resource material for planning a reading program, but again falls short of creating a satisfactory learning experience.

While the design of these texts makes them attractive, the division of materials into two books makes them unhandy and impractical. The *Handbook* chapters include the theory and practice exercises for each skill, while the corresponding *Workbook* chapters include a brief review of the skills and the advanced practice exercises. This arrangement is annoying because it forces the reader to switch texts frequently. One all-inclusive text would seem to

Reviews

be preferable.

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Pat Vaughan, ed.
**LEARNING TO LISTEN:
A BOOK BY MOTHERS OF
HEARING-IMPAIRED CHILDREN.**
Don Mills, Ont:
New Press, 1976.
155 pp. \$3.95.

Educational methods developed for deaf and hearing-impaired children in the past hundred years have concentrated exclusively on the teaching of speech and oral language. Modern educators and researchers have now realized that these types of educational approaches have neglected to meet the real needs of the totally deaf child. Speech has been emphasized at the expense of communication, language, thinking, and the psycho-social development of the deaf child. Current approaches emphasize oral skills but only within the context of an effective communication environment. The auditory training method, as presented in this book, should be an important component of any educational program for the deaf child, although not an exclusive one.

This very readable book presents an interesting format for the communication of information. It consists of the personal experiences of several parents in carrying out the auditory approach, combined with chapters by professionals on auditory training. The central theme of the book is the importance of early intervention after discovery of hearing loss, and one method of action.

The chapter on auditory training is clearly written and provides many helpful and ingenious ideas on how to innovate these techniques at home. In addition, the chapter on

audiology and hearing aids will be of much help. The case histories of the deaf children which indicate some of the emotional reactions to having a handicapped child will be supportive to other parents who may be experiencing similar feelings. The exclusive use of auditory training as presented here is limited in its scope and, by and large, will not be useful by itself for a great majority of parents of deaf children. This would not be so bad if the authors had recognized this fact. Since they have not, the book may be misleading.

Many parents of deaf children try to deny the handicap or the realities of its consequences. This denial often takes the form of a quest from professional to professional to find a "cure" for the deafness, or to grasp at approaches which imply that they will eventually make the child function as if he were a normal "hearing" child. In most situations this fruitless endeavour eventually leads to despair and a feeling of failure. It is extremely important that the family learns to accept the deafness and to deal effectively with it to achieve the "reachable" goal of a normal, healthy deaf child.

It is the impression of the reviewers that the auditory approach presented in *Learning to Listen* fosters this denial of the realities of deafness. The auditory training approach presented in this book is simply a new twist to the traditional oral approach, and there is no evidence available to show that the auditory approach is better. Consequently, this book is not recommended as a general guide for all parents of deaf or hearing impaired children. It may be useful as a supplementary guide for those parents concerned with building up the auditory training component of the larger communication approach which is so necessary for the total development of the deaf child.

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