

BOOK REVIEWS

place emphasis upon understanding of basic mathematical concepts and encourage participation of students in the development of ideas is certainly no guarantee that instruction will be improved. The crucial factor in the learning situation is still a well-informed teacher who conveys the excitement of the discipline to his students.

Only by preparing teachers who are thoroughly familiar with the content and related topics of the courses which they teach, who understand the learner and the complexities of the learning process, who stress understanding and originality of thought in their classes, who have the confidence and courage to make changes in the light of past experience and experimentation in the field, and who feel that the end of formal college coursework is just the beginning of a continuous process of learning through individual study and teaching, can we hope to provide the mathematics education adequate for our times.

REFERENCES

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BEGINNING LANGUAGE ARTS INSTRUCTION WITH CHILDREN by Harold G. Shane, Mary E. Reddin, and Margaret C. Gillespie. Columbus: Charles E. Merrill Books, Inc., 1961. 286 pp. \$5.95.

Reviewed by Edna Lee Leib, Assistant Professor of Education, University of Hawaii

Authors of this new book about the teaching of language arts in the early school years are Harold G. Shane, Dean of the School of Education, Indiana University, and Mary E. Reddin and Margaret C. Gillespie, both Assistant Professors, Department of Elementary Education, University of Hawaii. Their book makes a significant contribution to the field of language arts. It is particularly helpful in the area of oral language development. The practical suggestions made by the authors for guiding a child's learning through observing, hearing, and speaking during the first years in school are invaluable.

Part I deals with the principles governing the effective use of methods and materials in the kindergarten-primary years; Part II proposes practical suggestions for improving classroom practice in the language arts during this period. The second part is better organized, and, possibly because of my own work with children, more interesting. The outlines presented at the beginning of each chapter seemed confusing in the first section but helpful in the second. However, in the first half of the book I particularly liked the concise, very readable way in which current trends and research findings are presented and the graphic

way in which developmental levels of growth in the language arts are shown. On the whole, the unity of the book is unusually well maintained.

Chapter Eleven, which suggests activities that help children use oral language effectively, is one of the most valuable in the book. The pitfalls of the "show and tell" period can be avoided if teachers follow the suggestions offered for making this portion of the day worth the time devoted to it in the kindergarten-primary program. The presentation of this topic is the best that I have found in any book and should be particularly helpful for kindergarten teachers. I would have liked the authors to emphasize equally ways of teaching beginning reading, since this area occupies such an important place in the curriculum of the first and second grades. Specific suggestions for helping the child achieve a basic reading vocabulary would be of immeasurable assistance to the inexperienced teacher. The section of the book devoted to the individualized reading program is concisely and realistically presented, and the references included in the final chapter of the book are carefully and judiciously selected.

About format of the book: I would prefer a somewhat larger type. While the illustrations are timely and charming, I cannot help but think that the authors from Hawaii are missing a wonderful opportunity in not using photographs taken in their own schools. These would have high interest value because of their special locale, showing children of many different cultural backgrounds working together.