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Hellmuth, Jerome. DISADVANTAGED CHILD,

Volumes I and II. Brunner/Mazel Incorporated, New York, 1968

The editor of these volumes is obscure, all that is known is his name on the frontispiece of both volumes. He refused to write a preface and the introductions are prepared by the prominent persons in the field of child development and the disadvantaged, viz., Martin Deutch and Edmund W. Gordon. Consequently, the editor's intention is unknown and no attempt is made to integrate or synthesize the points of view present in each volume.

Volume I is a collection of articles dealing with poverty and educational deficiencies of the "disadvantaged," in this case the Negro, even though an attempt is made to include other ethnic groups.

In reviewing the content it becomes obvious that nothing new or startling is happening. The disadvantaged are, in fact, the poor who do not compare favorably with persons from more favorable and comfortable environments. Further, while each writer suggests that all the "disadvantaged" have much in common there is some variation among them.

Two important themes seem to emerge from the collection, viz., the necessity for early compensatory approaches in language training and the importance of physiological deficiency in early age resulting from poverty and economic stress.

For the most part the selections are quite worthwhile. Of particular interest are articles by Rioux, "The Disadvantaged Child in School;" Passon, "Education of the Culturally Deprived Child;" Dorriel, "Some Essential Ingredients in Education Programs for the Socially Disadvantaged;" Usdan, "Pre-kindergarten Education for the Disadvantaged Child." The final chapter consists of selected readings on the Disadvantaged Child.

Volume II, is also a collection of papers prepared by a group of educators, mostly early childhood, physicians, psychiatrists, pediatricians, developmental psychologists, and deals with a rich description of current Head Start Projects and Early Intervention Programs.

As stated by Edmund Gordon in the preface, the papers deal with five key issues: (1) the relevance of genetic and environmentalist theories for educative practice, (2) the function of assessment in education, (3) the relation of health and nutritional status to development and learning, (4) the ecology of language development and reading proficiency, and (5) the problems of evaluating massive innovations in education, "the particular usefulness of such as this lies in its provocation of discussion and exploration leading to further study and improved program design." Further, ". . . the information provided and the issues raised in the various chapters should provide thinking and discussion, and encourage those committed to the education of the disadvantaged to design more appropriate effective programs as well as to develop the needed instruments and procedures for evaluating these programs."

A reading of the introduction is essential for it provides the overview and integration which a book like this definitely needs to be meaningful and useful to the reader—read it! The three final chapters are by an Office of Education official who, while recognizing the shortcoming of the Head Start Program, praises its strengths and strongly urges that Head Start, and Follow Through Projects continue.

Both volumes are a remarkably useful and stimulating series of papers and should be on the shelf of every practitioner and theorist as well as professional persons interested in and responsible for working with and preparing persons to work with the disadvantaged.

WILLIAM BACH / University of Pittsburg

**Anderson, Harold H. CREATIVITY IN CHILDHOOD AND
ADOLESCENCE: A DIVERSITY OF APPROACHES**

Science and Behavior Books, Inc., Palo Alto, 1965

This Symposium consists of four papers and their subsequent discussion in two workshop sessions at the American Orthopsychiatric Association Annual Meeting held in Los Angeles in 1962.

As the title promises, the approaches to creativity herein presented, are widely diversified. Creativity is examined by J.P. Guilford, a psychologist who uses the psychometric approach; by Benson R Snyder a psychiatrist, and Lora Heims Tessman a psychologist who present a clinical examination of creativity in gifted students and scientists; by Frederick J. Hacker, a psychoanalyst who raises some creative possibilities for a consideration of creativity and by Harold H. Anderson, a research psychologist who attempts to describe the meaning of creativity.

Because of the diversity of professional backgrounds of these resource participants, all four papers are not equally readable. Because of this reviewer's clinical background, I found myself quite at home and enjoying Drs. Snyder's and Tessman's paper. Because of my psychoanalytic training, I found Dr. Hacker's paper challenging. Because of my interest in creativity, as it applies to learning, Dr. Anderson's questions about environmental influences on the developing child's creativeness stimulated much thought. Dr. Guilford's paper replete with experimental psychometric language, including a chart, made for difficult reading. He seems to almost lose the person: certainly he sometimes lost me. Yet his solid factual analysis of all of the traits associated with creativity is definitely thought provoking.