

Part III focuses on teaching at black colleges. In that most of the black colleges of today are small, the essays provided show that the concern has been primarily on teaching rather than research. Essays on teaching the sciences (McBoy), the social sciences (Smith), and the humanities (Munroe, Roundtree) give some insight into the methods used by various schools to address the needs of black students who, in many instances, come to college with deficiencies and fears of these subjects.

For those who truly want to understand the role and plight of black higher education, this book will prove to be invaluable. The essays are presented with clarity and depict the problems that black institutions are encountering and the ways in which they are dealing with them.

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BARBARA DODDS STANFORD and KARIMA AMIN. *BLACK LITERATURE FOR HIGH SCHOOL STUDENTS*. Urbana: National Council of Teachers of English, 1978, 273 pp., \$4.75 paper.

Of all the annotated bibliographies of black literature that have crossed this writer's desk during the past thirteen years, *Black Literature for High School Students* is certainly the most complete. By virtue of its being twelve years later than Abraham Chapman's *The Negro in American Literature* (Wisconsin Council of Teachers of English), the Stanford-Amin effort is newer; it has recency. Their book also has a few other virtues.

In addition to such standard adjuncts as a directory of publishers and recording companies, *Black Literature for High School Students* is both author and title indexed. Chapter 1, "Teaching Black Literature in Today's High Schools," contains both the rationale for such a course and for this particular book. This first chapter also includes a section on specific goals and objectives. Several readings of this chapter resulted in this reader's conviction that the course would hope to employ literature as the handmaid of the social sciences.

Chapter 2, "A Historical Survey of Black Writers," contains some seventy pages of valuable historical and biographical information and is the heart of the book. Functioning as this heart's blood is a series, in various lengths, of intelligent and incisive criticisms of black writers and their respective works, especially since the Harlem Renaissance. Ms. Stanford is the author of these first two chapters.

Ms. Karima Amin is the author of Chapter 3, "Adolescent Literature by and about Black People." While Ms. Amin does a creditable job on "junior novels by black writers," she does include a six and one-half page section subtitled "The Black Experience in Junior Novels by White Writers."

Chapter 4, "Biography and Autobiography," is again written by Ms. Stanford. Ranging from such exotic subjects as Juan de Pareja to the not-so-exotic Willie Stone, the chapter includes many autobiographies which were "written with" outside help. Again, the rationale for this chapter seems to be directed more at changing attitudes and behavior than at developing literary appreciation and historical knowledge.

The author of Chapter 5, "Supplementary Bibliographies of Black Literature," is unidentified. The word "supplementary" in the chapter title does not prepare the reader for his discovery of a three-page "Booklist of Contemporary African Literature." A disclaimer includes the following: ". . . although a detailed survey of African literature is beyond the scope of this book . . ."; the justification for any inclusion of contemporary African literature is lame and unconvincing, as indeed was the case for "The Black Experience in Junior Novels by White Writers" in Chapter 3. Further, if the authors were going to include an African section and had prepared the reader for such an inclusion, it is difficult and wrongheaded to exclude John Pepper-Claake, Buchi Emechita, and Wole Soyinka. While the latter is generally too sophisticated a writer for most high school students (not those in a twelfth-grade elective course, perhaps), John Pepper-Claake has written many novels and short stories specifically for a junior audience.

The remainder of the book is given over to four chapters on "units" for literature study for junior high school and one unit for a senior elective. The last chapter is on "gaming." While the chapter is entitled "Supplementary Activities," it is concerned with composition and discussion "motivators," role-playing, and board games. Such inclusions constitute more evidence that the authors conceive literature to be the handmaid of the social sciences.

Five chapters of useful historical background, biography, criticism, and sound annotations are marred by five chapters of pedagogical excrescence, the likes of which belong more properly in an upper division course in the School of Education. The well-trained and/or experienced teacher will use what he needs from *Black Literature for High School Students*; the inexperienced will use what he has to. The former would be better served with less, and the latter could not be less served with more.

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