
The monograph contains six articles originally appearing separately in issues of the Teachers College Record between 1955 and 1958. Choosing the topics of motivation, reward, punishment, learning is reacting, whole versus part learning, emotion and learning, Symonds briefly reviews some of the basic research on each topic, identifies the generalizations that can be made, and discusses their implications for education. His purpose arises from his conviction that unless teachers understand some of the principles of psychology having educational application they are unlikely to be more than tinkerers or mechanics operating by rule of thumb methods in the classroom.

At the risk of doing an injustice to the entire monograph the implications cited are in the main for education rather than for educational practice. Hence the practitioner may be disappointed as the reviewer was when he arrives at the end of each article looking expectantly for the more specific application. But if one is willing to pause, speculate upon one's practices, evaluate possible relationships between Symonds' conclusions and educational practice, the monograph will prove rewarding. Even the specialist in educational psychology, though he will read more quickly and selectively because of familiarity with much of the research, will find himself reminded of considerations that have been forgotten or overlooked, and speculating on various questions that are raised.

—Reviewed by Ralph Garry, associate professor of education, Boston University, Massachusetts.


The two recent pronouncements on the nature of the secondary school curriculum by Conant and Rickover might well be appraised in relation to statements made by professional educators from all parts of the world. The 1958 Year Book of Education provides us this needed perspective. It even discusses many of the positive forces operating for education's advance in the United States, forces not often recognized by those outside professional education.

Important and expanded views of the workings of secondary education in this country constitute a sizable portion of the book, along with accounts from England, Holland, Ghana, Ceylon, Philippines, Italy, Russia, New China, Israel, Germany, Canada, France, Yugoslavia, Ethiopia, Brazil, South Africa, and Ja-
Such a listing indicates the cosmopolitan context of the discussion of various secondary school curricula about the world. The richness of the material can be shown by the kinds of questions the *Year Book* raises and, in some cases, attempts to answer.

What is an appropriate content for secondary education? What are the foundations of curriculum development in the U.S. and elsewhere? Why is there such worship for the education of the past? How can schools effect higher moral training? What is the importance of mental and physical health in curriculum development? Who decides the content of the curriculum in the U.S.A.? Problems of nationalism, social change and the curriculum, teacher education, nationalism versus internationalism, impacts of new media in education, military education, technological education, social and cultural determinants in curriculum construction, influence of social and psychological research and theories upon curriculum development, and experimentation in schools in attempting to create a better design for education receive careful attention. In sum, the questions and problems center on tradition and the curriculum, stated aims and objectives, the curriculum in the educational pattern, the influence of social circumstances, and theories of education and curriculum reform.

In providing for such inclusiveness, there could be a possibility of inconsistent effort and quality among its many authors; however, this particular edition enjoys a qualitatively high standard of excellence throughout: style, clarity, consistency of purpose and well-above-average theme continuity.

The points of view extending the ideas of progressivist philosophy were to a large degree absent. The newer ideas of culture-oriented curricula could well have been included, and the proposals for change or new directions in the secondary school curriculum were modest. Since the treatise devoted itself to the implementation of the aims set forth in the 1957 *Year Book, Education and Philosophy*, this volume might well have taken into account recent thinking on the dynamics of change as a process and a theory.

An improved understanding of the aims, nature and content of the secondary school about the world will surely be advanced as a result of this cooperative effort.

—Reviewed by Gene Phillips, associate professor of education, Boston University, Massachusetts.


During the contemporary debate over educational policy, proponents of "intellectualism" and "discipline" have captured the headlines. Too frequently form rather than substance has been emphasized, and over-simple solutions have been advanced for complex problems. Two volumes summarizing the work of the Citizenship Education Project, Teachers College, should serve as a countervailing force to the ideas that have been so readily accepted by a segment of the general public. Also, needed reassur-
Announcing—
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Theme—
Underdeveloped Capacity to Learn:
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ance will be given to those who desire
to improve the program of general edu-
cation for youth enrolled in the Ameri-
can secondary school.

In a world in which conflicting ideol-
gies are competing for the minds of
men, it is imperative that citizens of a
democratic society fully and completely
understand the premises upon which
their way of life is founded. Unfortu-
nately, the concepts of human freedom
and liberty are considered to be abstrac-
tions, soothing to the ears, but somewhat
impractical and devoid of meaning in
daily affairs by far too many citizens.
Building Better Programs in Citizenship
develops a plan whereby youth can dis-
cern the relationship between democratic
principles and human action and, at the
same time, learn and practice the skills
of civic action in the numerous com-
munities in which they live, international
as well as local.

The means by which youth can de-
velop the necessary insight into the rela-
tionships among knowledge, premises or
values, and civic behavior is the labora-
tory practice. It affords youth the oppor-
tunity to learn by doing—by applying
generalized knowledge to problem situa-
tions in the community. Therefore, if a
class were examining the topic of con-
servation, it would be expected to relate
knowledge acquired in the classroom to
specific, local problems involving con-
servation and subsequently to take ac-
tion regarding them. Involved in the
process are research, knowledge, pre-
mises, skills and participation in civic af-
fairs. The laboratory practice becomes an
instrument for vitalizing and giving
meaning to many of the abstract con-
cepts contained in textual materials.

Laboratory Practices in Citizenship is
a revision of the former Brown Box con-
taining practices tried out by 10,000
teachers throughout the nation. It serves
as a valuable reservoir of ideas for class-
room teachers, although some are open
to question. Suggestions are made for
the implementation of each practice and
specific instructions are spelled out. Un-
fortunately, the relationships among
participatory activities, premises, and
collateral reading are not made nearly as
explicit as they were in the earlier edi-
tion. This lack of integration diminishes
the effectiveness of the practices given.

Educators who are interested in em-
phasizing the citizenship function of gen-
eral education will find much of value
in the volumes. American youth must
develop an understanding of and a com-
mitment to the premises of American
liberty and must be willing to govern
their civic behavior accordingly. Per-
haps the most serious defect of the proj-
et is its failure to treat adequately the
nature and the psychological dynamics
of the learner himself.

—Reviewed by Calvin W. Deam, as-
sistant professor of education, Boston
University, Massachusetts.