Disaffected Children and Youth

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in the areas of leisure, freedom, old age, automation, individuality, liberal education, and intelligent planning of the curriculum.

Since this book has no central purpose or organizing theme, each essay must be judged on its own internal merits. Here great variation in quality exists. Five of the essays are "fictionalized versions of incidents so common that the reader may be tempted to guess at the identity of the characters, places, and events." In most instances the paradox is cloudy or implied rather than clearly or explicitly stated.

The author is critical of professional administrators, lay "experts" who want to run the schools, teachers' strikes, teaching machines, and godless schools which he is careful not to define.

He closes with an essay on "Planning for Excellence," in which he analyzes negatively the curriculum planning from 1920 to 1950 but offers few positive suggestions for improvement. This book should be of value to beginners who want a descriptive overview of a variety of educational topics, but it lacks the depth for a more mature reader.

—Reviewed by L. Thomas Hopkins.