

Significant Books

Reviewers/Kimball Wiles

O. L. Davis, Jr.

L. Thomas Hopkins

The Planning of Change, Readings in the Applied Behavioral Sciences.

Warren G. Bennis, Kenneth D. Benne, Robert Chin. New York: Holt, Rinehart and Winston, Inc., 1961. 795 p.

For a long time in education, people have been attempting to bring about change—improvement in instruction, in the curriculum, in the norms of a faculty group, and in the community. Although most persons who have attempted to be effective change-agents have had some guidelines in their work, no theory of change has been stated which could be tested and revised and modified by the experience of curriculum workers and administrators. This book, *The Planning of Change*, makes a major contribution by providing the beginning steps in development of a theory of change.

The authors have identified planned change as a "deliberate and collaborative process involving change-agent and client-systems. The systems are brought together to solve a problem or, more generally, to plan and attain an improved state of functioning in the client-system by utilizing and applying valid knowledge." They state that "a number of features distinguish the deliberate and collaborative relationships: (a) a joint effort that involves mutual determination of goals; (b) a 'spirit of inquiry'—a reliance upon determinations based on data publicly shared; (c) an existential

relationship growing out of the 'here-and-now' situation; (d) a voluntary relationship between change-agent and client with either party free to terminate the relationship after joint consultation; (e) a power distribution in which the client and change-agent have equal or almost equal opportunities to influence the other; and (f) an emphasis on methodological rather than content learnings."

These features are presented in the four divisions of the book: "The Roots of Planned Change"; "Conceptual Tools for the Change-Agent: Social Systems and Change Models"; "The Dynamics of the Influence Process"; and "Programs and Technologies of Planned Change."

This book has done much to change my negative feelings about books of readings. It is a carefully thought through volume. The statements at the beginning of each section give an overview and summary of the ideas that follow and help the reader anticipate the issues that will be raised by the various authors whose material has been included. The book has the clarity and conciseness of organization that ordinarily come only when one writer has prepared the material; yet at the same time, a vivid contrast of ideas is presented that a single writer would have difficulty achieving.

The reader who is a student of social psychology, philosophy, group dynamics or leadership will find many old friends

in this book: Counts, Stanley, Frank, Mannheim, Gouldner, Lerner, Lippitt, Jenkins, Jensen, Thelen, Horowitz, Cartwright, Rogers, Riesman, Bavelas, Miles and many others. The choice of material is excellent.

In my opinion this compilation of readings constitutes an important step toward the development of an organized body of knowledge in behavioral sciences. It selects ideas and interpretations from several research areas in the behavioral sciences and focuses upon a major problem of management, supervision and administration—the process of change.

—Reviewed by KIMBALL WILES, Professor of Education, University of Florida, Gainesville.

Handbook of Research on Teaching.

Edited by N. L. Gage. Chicago: Rand McNally & Co., 1963. 1218 p.

In early 1964, when the previous publishing year is reviewed, this book cannot miss being named as one of the few truly outstanding educational books of 1963. Such recognition for this volume is scarcely needed, however richly deserved. One indication of the magnitude of its already considerable prestige is that this book is known by its conventionally shortened title, the *Handbook*, with a vocalized emphasis of "the." This volume is a worthy companion of the *Encyclopedia of Educational Research*, also sponsored by the American Educational Research Association.

Long awaited—it was in process for over a decade—the *Handbook* probably brings to a close one era of research on teaching and launches another. During the past half century, much was learned about the phenomenon of teaching through a great variety of research efforts. Researchers now, because of the



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Handbook, are provided assistance in avoiding many of the blind alleys, parched wastelands, and empty mirages which previous researchers encountered too frequently. In addition, the *Handbook* makes conveniently available much of the accumulated body of research knowledge about teaching. If this gigantic task had been all the *Handbook* accomplished, it would have been only an important book. The *Handbook* is a significant book because, for the most part, it has brought research on teaching back into a fruitful relationship with the behavioral sciences. This achievement, while transparently valuable, must be viewed as a sign of the present times. Current research in education again is being nourished by and is providing stimulation in return to the behavioral sciences.

This book will seldom be *read*; instead, it will be *used*. Each of the chapters is

related but essentially independent. Thus, while in time a user may read or examine each chapter, he will usually go directly to the desired section(s) or chapter(s) appropriate to his immediate concern. (An author and subject index is enhancing to the volume.) The user will find few "recipes" or inventories of research topics in the chapters. He will find, in most cases, an authoritative summary and critical assessment of many significant studies and responsible judgments regarding unexplored areas and methodological factors relating to the teaching variables under consideration.

Even in such a distinguished volume as this, composed of 23 chapters prepared by different authors, one should expect some unevenness. The value of the *Handbook* is not impaired by the recognition of such slight imperfection. At the present stage of systematic inquiry into teaching, little is left to be

desired in the *Handbook's* first three sections: "Theoretical Orientation," "Methodologies in Research on Teaching," and "Major Variables and Areas of Research on Teaching." Certainly, different chapters will have a different impact on different users.

Section Four, "Research on Teaching Various Grade Levels and Subject Matters," is disappointing. Not that its nine chapters are inferior; on the contrary, most are excellent. Much is missed in this final section, however good, which is probably due to the expectations based on the previous sections. Omission of important topics is apparent in several chapters. An example of underemphasis is that there is no deliberate treatment of "teaching elementary school mathematics," although the chapter on secondary school mathematics provides helpful analyses and insights about teaching mathematics at any grade level.

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Additionally, no attention is given to teaching music, physical education, and all the areas comprising "vocational" studies (e.g., business, homemaking, industrial arts, etc.).

To label such omissions and undue emphases as deficiencies is not to carp. Rather, users should not expect the *Handbook* to be as valuable in some teaching areas as it is in most others. Reasonable explanations for this section's unevenness (in addition to author selectivity and the editorial phenomenon known as "outline decay") may be advanced. First, too little serious attention has been given to research on teaching the several subject areas; indeed, an almost anti-intellectual attitude is apparent toward exacting, precise, and systematic investigation of the problems of teaching in these areas. Second, much of the completed research, potentially relevant to this section, is sterile in

both conception and execution. The extent and quality of research available for review in the chapters on teaching in the nursery school and on teaching reading should serve as a form of shock therapy to researchers working in other curricular areas. When the *Handbook* is revised in the next 10 or 20 years, one measure of its effectiveness may be the increased research volume and commitment stimulated in all teaching fields.

Surely, the *Handbook* will be widely recognized as a valuable compendium. Only, however, as it is used extensively by researchers and in the training of researchers on teaching will it meet its primary objective. That this book launches a new era in research on teaching has already been asserted. For this era to be realized, more well-educated researchers are required. The *Handbook*, not the "Complete Researcher," requires considerable knowledge and competence

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of those turning to it. Thus, among other things, the *Handbook* should serve as another stimulus to the development of a higher quality of educational research programs.

—Reviewed by O. L. DAVIS, JR., Associate Professor of Education, College of Education, Kent State University, Kent, Ohio.

Good Schools for Young Children.

Sarah Lou Hammond, Ruth J. Dales, Dora Sikes Skipper and Ralph L. Wütherspoon. New York: The Macmillan Company, 1963. 397 p.

As educators become aware of the importance of the early childhood years in shaping the structure of the self, more authors will suggest programs of education for three-, four-, and five-year-olds. All will consider such factors as the changing culture, the expanding knowledge of children, the purposes of the school and many others. Differences of

opinion as to what constitutes a good program will depend largely upon the relative value authors assign to the outside culture and to the internal growth process of the child.

The traditional authoritarian approach which controls education from the first grade insists upon the *priority* of the culture, sometimes called the cultural demands viewpoint. The emerging child development approach gives *priority* to the child as a *growing self* in interaction with the culture. These two sharply defined positions are today central to all educational controversies.

In the traditional approach, the adult culture is *forced upon* the child, while in the child development approach the child is helped to *grow up into* the culture according to *his needs* and *growth process*. The nursery-kindergarten schools have always accepted the latter viewpoint. Now due to many external and internal factors, some educators and



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laymen advocate that the traditional cultural demands be extended downward from the first grade into the earlier childhood years.

This book was prepared to fill the needs of undergraduate students in early childhood education. According to the preface "the interdisciplinary approach is used which emphasizes the interrelationships of the culture, the research relating to children, the goals sought and the practices employed."

In Part I, the first one hundred pages, the authors review the history of the childhood education movement and present, with elaborate documentation, some of the studies on the growth and development of children. This setting presupposes a child development program of education.

But the second section of about two hundred pages is organized around the cultural demand subjects of the elementary school, although the authors say that a good program "utilizes the experiences of children" but "does not ignore so-called formal subject matter" (p. 103). There are chapters on the Language Arts, the Social Studies, Numbers, Science, Health and Safety, Art and Music, with Moral and Spiritual Values as a leavening agent. Yet these pages contain some excellent illustrations of how capable teachers *work with* children.

John Dewey once said that behavior should be examined as much by what a person overlooks in a situation as by what he includes. Nowhere is there a discussion of empathy with children or how to develop it—a vital preparation for a beginner. The techniques of observing behavior to find the covert aspects are not analyzed—a must for every successful teacher. The process of learning developed in the home and how to

direct it is not examined, yet every teacher must help young children understand and mature it. Many basic principles of learning are not mentioned, such as that the behavior of the child is his best judgment according to his perception of the situation at the moment of action. One very fundamental concept unknown a century ago and now generally accepted is mentioned only as a quote from a reference, "We learn what we select to learn" (p. 212).

This book has so much sound material on child development that a good instructor should be able to overlook the units of work in vogue thirty years ago. He should also be able and willing to help beginning teachers formulate some of the basic concepts of learning herein disregarded. What use students and teachers make of it will depend generally on their interpretation of the two approaches to the curriculum suggested at the beginning of this review.

—Reviewed by L. THOMAS HOPKINS,
Professor Emeritus of Education, Teachers College, Columbia University, New York, New York.

**Pupil Personnel Services—
Waetjen and Fisher**

(Continued from page 24).

hopes to promote more effective pupil services by providing, through research, a body of knowledge that will increase the effectiveness of all professions and services which collaborate in the provision of good learning experiences for children and youth. It will demonstrate efficient programs of pupil services in various school systems where coordination of services within the pupil personnel area and other areas of the school program are deemed important. It is envisioned, also, that research on preven-

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