

● Selected for Review

Education in Western Culture. **Robert Ulich.** *New York: Harcourt, Brace and World, Inc., 1965. 136 p. \$1.75.*

Formative Ideas in American Education: From the Colonial Period to the Present. **V. T. Thayer.** *New York: Dodd, Mead & Company, Inc., 1965. 394 p. \$3.95.*

The Transformation of the School: Progressivism in American Education 1876-1957. **Lawrence A. Cremin.** *New York: Vintage Books, A Division of Random House, 1964. 387 p. \$2.25.*

Reviewed by ROBERT R. LEEPER,
Editor, Educational Leadership.

THAT education and schools today are in a period of transition is evident. Signs that this is true are visible to all. The major reformulations of the subject matter areas, the increasing support of education at the federal level, the changing role of schools in relation to economic welfare and civil rights, the sweeping criticisms of the schools, the broadening of technological processes in education—all these are indicators of the changes that are present and to come. Today lay citizens and school people alike are concerned about such transition and are looking for help.

In such a period, we need resources that will help to guide us to a new and, hopefully, sounder level of accomplishment in education. One source we turn to for insight, counsel and aid is history.

In the three paperbound volumes reviewed here, the student, the teacher, the principal, the supervisor, or the interested parent will find complementary, scholarly and strong statements of the history of educational ideas and of the schools created to exemplify these ideas, especially in the United States.

The book by Robert Ulich surveys the educational traditions that have grown out of and that have shaped Western culture from its beginnings in ancient Greece. Relating education strongly to the major movements of social history, this author has constructed a study that will be of use and inspiration to beginning teachers.

In exquisite strokes, V. T. Thayer's volume traces the formative ideas in American education from the schools for the few of the Colonial period to the schools open to all the children of all the people of the present. As a scholar and informed citizen, this author sketches the genesis and the flowering of major concepts undergirding the development of public education in America.

The emergence of the ideas, the shaping of these concepts by philosophers, educators, citizens, institutions, organizations and groups, are shown in depth and perspective. Vivid are the portraits of the influential leaders of the various periods. Notable are the presentations

of the ideas of Horace Mann, G. Stanley Hall, Edward L. Thorndike, John Dewey, William H. Kilpatrick, George S. Counts, Theodore Brameld, I. B. Berkson and others.

In the section, "Public Education Comes Under Fire," Thayer analyzes elements that went into the sweeping reappraisal of the schools and of education in the late 1950s and early 1960s. Deft and sure are his accounts of critics and criticisms, giving sufficient background so that the reader himself can weigh some of the implications of the issues involved.

The final chapter, "Today's Challenge to the Schools," is an attempt by Thayer to go beyond a consideration of "the administrative arrangement of subjects in relation to academic ability and interest, cultural background, and environmental circumstance." He examines "factors economic, social, and political—peculiar to today—that constitute a challenge to the school." (p. 362.)

These factors relate to the urbanization of our population, to the fact that we are no longer a self-sufficient people, to science and the "knowledge explosion," to the mobility of population and the new emphasis on equality of opportunity. He closes this analysis with the statement, "The future of education in the United States is a challenge to the stout of heart and clear of vision."

Lawrence A. Cremin's volume, first published in 1961, issued in the present edition in 1964, is the definitive history of progressivism in American schools. Valuable is Cremin's reminder that "progressive education" actually had its beginning as a lay movement, "as part of a vast humanitarian effort to apply the promise of American life . . . to the

puzzling new urban-industrial civilization that came into being during the latter part of the nineteenth century" (p. viii). The growth of this movement in the schools, the beginnings of the Progressive Education Association, and the gradual transformation of the followers of the often-nebulous ideas into almost a "cult of professionalism," are documented here.

The writing of this historical volume represents a tremendous research effort. Through the pages troop myriad persons, great or small, whose ideas and efforts contributed at one time or other to the forwarding of the tenets of progressive education or to a critique of these concepts.

Unsparring in his delineation of the facts of the era and of the movement itself, Cremin is objective and insightful in his treatment of the subject. His analysis of the weaknesses of the movement and his statement of its positive contributions are especially memorable and instructive, both for understanding and interpreting the past and for guidance as we look to the future of the schools, and to a hoped-for "larger resurgence of reform in American life and thought."

Team Teaching. *Judson T. Shaplin and Henry F. Olds, Jr, editors.*
New York: Harper & Row, 1964. \$6.50.

Reviewed by DAVID TURNEY, *Director of the University School, Kent State University, Kent, Ohio.*

This is a pioneer work on a new instructional design. The study has grown out of the deep involvement of the seven authors in the developmental phases of a concentrated attempt to create a

new solution to some age-old instructional problems. This involvement in empirical study may tend, as Francis Keppel points out in his Foreword, to bring into question the authors' qualifications as unbiased witnesses. Nevertheless, such involvement may also insure that those who have written so insightfully about these instructional patterns are thoroughly acquainted with the practical obstacles that will be encountered by others who will wish to try these approaches to group instruction.

The book begins with a series of three chapters by Judson Shaplin, in which he proposes a definition of the field under discussion, surveys the antecedents of team teaching, and then attempts to relate the empirical findings from team teaching projects to a large body of research from the psychological and sociological study of groups. The resulting discussion places the initial efforts at reorganizing the instructional processes in a theoretical frame of reference that illuminates the strengths and weaknesses of present practice.

In chapter four, Henry F. Olds, Jr. has developed a taxonomy which is designed to provide, "A workable way of talking about team teaching." The taxonomic structure evolved is built around four major divisions: Structural Requirements, Autonomy or Span of Control, Authority Structure and Degree of Specialization, and Coordination. In the discussion following the presentation of the taxonomy it seems clear that this organizational scheme will find uses beyond the analyses of team teaching designs.

The chapter on the relationship between team teaching and curriculum

decision making was written by Joseph C. Grannis. Of particular interest here is the description of the relationship between the empirical development of planning strategies and the theoretical considerations involved in curriculum decision making.

Robert Anderson is represented by two chapters, one on organization and administration and a second on public relations. These two essays are more nearly "how to do it" sections than those previously mentioned and will be of considerable help to those in the process of initiating team teaching designs.

Cyril Sargent's chapter on "The Organization of Space," will be of particular interest to school men who are contemplating new construction and who may wish to develop team approaches to instruction in their new buildings or modify older structures to this end.

Two chapters dealing with evaluation problems consider future possibilities and review present attempts. In the first of these writings, Dan C. Lortie poses a series of questions for research under the following headings: (a) The Teacher and the Authority System, (b) The Teacher and the Career System. The questions posed are fundamental to the future of teaching as a profession and will, as the author states, require large scale, expensive, social inquiry if reliable answers are to be sought.

Glen Heathers' chapter, in which the evaluation of present team teaching designs is reviewed, is concluded with a series of recommendations for the improvement of this type of research. The suggestions are specific and, if followed, should move us closer to more definitive

answers about the effectiveness of any instructional design we choose to employ.

A final chapter by Heathers is devoted to a discussion of team teaching in relation to other current attempts to improve educational systems.

The entire book is consistent in its theoretical orientation and cautious appraisal and description of the team teaching movement.

Elementary School Administration.
Paul J. Meisner, Frederick W. Schneider and Lowell F. Keith. Columbus, Ohio: Charles E. Merrill Books, Inc., 1963. \$6.50.

Reviewed by DAVID TURNEY.

Beginning with an overview, "The People Look at Their Schools," the authors of *Elementary School Administration* move next to a consideration of training programs for administrators and teachers. This review of present practices and trends is given with the view that "Elementary school administration is coming of age." These chapters present material to help acquaint readers with practice and to serve as a guide for self-improvement.

Chapters four through eight deal with instructional problems beginning with a general review of newer instructional

designs and, in subsequent sections, exploring in detail the principal's function with respect to motivation, pupil activities, evaluation and supervision.

Chapters nine and ten deal with programs for exceptional children and are followed by a series of chapters devoted to special services in the elementary school including guidance, pupil accounting and services and personnel administration.

Two chapters devoted to policy formulation and administrative leadership are followed by a final chapter entitled, "The Elementary School of the Future."

The book is carefully documented with citations of major research efforts in the administrative area, and selected readings are listed separately by chapter in a section following the final chapter.

Most of the chapters end with two or three brief cases illustrative of problems that may be encountered by the elementary school administrator. These are provocative and will undoubtedly be most useful as departure points for more elaborate analyses of problem areas by students.

The organization, basic point of view, and the highly original materials for student use combine to make this a most useful resource for the instruction of elementary school administrators.

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