

## ● Selected for Review

Reviewers: Marcella R. Lawler  
Edmund J. Amidon  
Lawrence K. Frank  
Mildred Biddick  
Gladys A. Wiggin  
Ernest R. Duncan

**Curriculum Planning for Modern Schools.** J. Galen Saylor and William M. Alexander. New York: Holt, Rinehart and Winston, Inc., 1966. 534 p. (1954 Edition copyrighted under the title Curriculum Planning for Better Teaching and Learning.)

—Reviewed by MARCELLA R. LAWLER, Professor of Education, Teachers College, Columbia University.

This book deals with the many-faceted topic of curriculum planning, product and process. The authors give attention to five major areas central to the task:

(a) "The Process of Curriculum Planning" in which theory and process are discussed; (b) "The Determinants of the Curriculum" in which pupils and social influences are considered as determinants; (c) "The Bases for Curriculum Planning" in which the foci are on functions and aims of the school, use of knowledge, and process of learning; (d) "Organization of the Curriculum and Instruction" in which consideration is given to the development of a curriculum plan, developments in subject areas, instructional organization and differentiation for individual learners; and (e) "Procedures of Curriculum

Planning" in which the authors discuss cooperative planning, teacher planning, selection and use of resources for learning and leadership in curriculum planning. To this reviewer, the outstanding feature of the book is the wealth of references, including research reports, utilized in the discussion.

In the Preface to this volume the authors report, "In the decade since we wrote our previous book on the school curriculum, *Curriculum Planning for Better Teaching and Learning*, important changes have occurred in the program of common school education in the United States." In reading this book, however, it is difficult to sense the feeling of "important changes" (p. iii). Part of the difficulty seems to lie in the fact that the presentation is not focused to highlight "important changes"; part, in the fact that so many ideas are developed briefly in relation to a major area that one feels he has raced over a vast territory and has had only a hurried, panoramic view. The material is not superficial; the total effect is.

In the chapter "The Marks of a Good Curriculum" the authors use a quotation from John Gardner in which he says, "All too often we are giving our

young people cut flowers when we should be teaching them to grow their own plants." At this time in history, these two outstanding curriculum leaders would have done well to have focused attention only on curriculum, leaving the process of planning to another time and book. We need sharply focused, analytical statements today, not panoramic views.

Experienced as well as inexperienced curriculum workers need to *understand* cultural forces in our society which are influencing curriculum and curriculum workers. We require materials developed in depth which will assist us in developing much greater sophistication in areas needed for making curriculum decisions. The curriculum worker needs encouragement in developing models or frameworks within which he may plan and which will assist him in analyzing the results of his endeavors. We need help in "growing our own plants" in this exciting, frontier era in which we are living. —

**Supervision in Today's Elementary Schools.** James Curtin. New York: The Macmillan Company, 1964.

**Supervision of Instruction: Foundations and Dimensions.** Mildred E. Swearingen. Boston: Allyn and Bacon, Inc., 1962.

**Supervision of Instruction: A Phase of Administration.** Glen G. Eye and Lanore A. Netzer. New York: Harper & Row, 1965.

—Reviewed by EDMUND J. AMIDON, Associate Professor of Educational Psychology and Psychology, Temple University, Philadelphia, Pennsylvania.

The current research in the behav-

ioral sciences appears to have applications for supervision in educational as well as other settings. Much of this research seems to indicate that supervision needs to be concerned not only with the behavior of the teacher but also with the behavior of the supervisor.

Some interesting research has also indicated that supervisors have different perceptions of their own behavior than do the teachers they are supervising. Therefore, a book on supervision should concern itself, to some degree, with techniques through which the supervisor can make himself more aware of the effects that he is having on the teachers with whom he works.

It would, therefore, seem important for any book on supervision to emphasize the need for the supervisor to constantly be getting feedback from his teachers on the effect of his supervisory behavior on them. Perhaps, in addition to this, a supervisory text needs to include techniques for receiving, even welcoming, this feedback.

Although all three of these books present and explain instruments or techniques which might be used for this purpose, it seems likely that if supervisors are to be expected to look at their own behavior then this function would need to be presented in such detail that supervisors are encouraged to try to get the needed feedback. Perhaps the most important ingredient in such a discussion is a rather careful description of some of the skills necessary to build the kind of school climate in which teachers can give feedback to school principals and others who supervise their classes as well as a rather systematic discussion of the

kinds of attitudes needed by the supervisor.

Although, in many ways, these three books are concerned with the same general topic, that is, with supervision, there is a noticeable difference between the Curtin book and the other two. While the Eye and Netzer and the Swearingen books are rather detailed and in some cases almost technical in their language, the Curtin book reads easily and thus is relatively easier to understand. Much of the work that has been done on teaching behavior is interpreted by Curtin in an easily accessible way, using a behavioral orientation in dealing with the supervisory process. In contrast, the Swearingen book presents a good many specific suggestions for supervisors to use in their various supervisory activities.

The Eye and Netzer book, although appearing to be somewhat technical and detailed, employs a helpful technique for the reader. At key places in the text, the reader is asked a question which focuses his attention on the most important points in that section.

Both the Curtin and the Eye and Netzer books have been recently published; and, although the information in the Curtin book seems to be more accessible, either of these books could be of use to a supervisor. However, if the person in the supervisory role wishes a more behavioral approach to supervision, the Curtin book would appear to be the most appropriate text. On the other hand, many supervisors are likely to feel that the process of supervision is complex enough to warrant the rather technical treatment given it by Eye and Netzer.

## Educators endorse it.

Professor Jacques Barzun, of Columbia University: *"Invariably instructive, full, and extremely easy to use. The definitions are not only terse and clear but also elegant—a pleasure to read."*

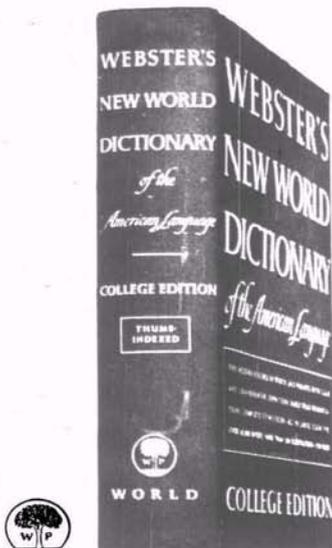
Professor Cleanth Brooks, Yale University: *"An able and expertly edited volume."*

Professor Harry R. Warfel, University of Florida: *"It is incomparably the best desk dictionary now in existence."*

Professor George E. Grauel, John Carroll University: *"Its superior quality has proven a stimulus to the entire field of American lexicography."*

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Perhaps none of these books meets what would appear to be the greatest problem in the field of supervision: that of clearly outlining change processes and the role of the supervisor as an agent of change.

Only if it helps supervisors to learn to develop those skills necessary for effective communication can a supervisory text be truly useful. Perhaps a list of suggested skill exercises with some instructions for role-playing activities would help to accomplish this. Other possibilities include the use of cases which present some of the critical problems in supervision. The case which does not have an ending can be used as a device for getting the supervisor to role-play solutions to problems.

The translation of theory about human behavior into effective change in this behavior makes us realize, perhaps more than any other topic, the inadequacy of the textbook as an instructional tool.

**Feelings and Learning.** *Margaret Rasmussen, editor.* Washington, D.C.: Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., 1965. 96 p. \$5.95.

—Reviewed by LAWRENCE K. FRANK, 18 Goden Street, Belmont, Massachusetts 02178.

The emphasis in formal education has long been on the development of intelligence, the use of reason and logic, along with the mastery of subject matter and skill. Recently there has been increasing pressure to start this academic training earlier in childhood.

Reluctance to accept this exclusively cognitive approach in education is being expressed by a number of educators and

students of child development who are concerned with the child as a developing personality, a future participant in our social order and our symbolic cultural world. They emphasize how much of what the child, and especially the adolescent, learns and does is always colored and frequently distorted by his feelings, sometimes blocked by his emotional reactions not always related to the school but persistently operating in whatever he perceives and learns.

This is the theme of the volume on *Feelings and Learning*, discussed by five outstanding leaders: Lois B. Murphy, the Menninger Foundation; Dorothy E. M. Gardner, University of London; Anna Freud, Hampstead Child Therapy Clinic, London; Laura Hooper, Professor Emeritus, University of Pennsylvania; and Merl E. Bonney, North Texas State University, with an introduction by G. Gerthorn Morgan, Institute for Child Study, University of Maryland. Their several chapters are illustrated and supplemented by many vivid photographs that communicate what is difficult to express in words. Reading this volume gives rise to a number of reflections relevant to the present situation in education and the programs for early childhood education.

Our thinking about education and learning has been dominated by the traditional assumption of a separate body, mind and soul and reinforced by survivals of the older faculty psychology and the persistence of philosophical and theological doctrines from earlier times. Only slowly are we beginning to recognize that emotions and feelings are an integral part of human living, and must not be ignored or excluded as undesirable or destructive.

Reluctantly we are realizing that the child is an organism who, as long as he lives, must function as an organism, continually reacting with emotions and feelings. Yet the child is expected to become a personality capable of the symbolic transformation of the world and of the cognitive learning by which he is oriented and prepared to participate in our social order. As an organism-personality, therefore, he must carry this dual coexistence, maintaining his organic intercourse with the environment while learning to use symbols and to be guided by reason and logic in his appropriate performances in public.

Medicine has had to recognize that the historic separation of mind and body is no longer valid as shown by the many patients whose beliefs, and especially their feelings, have generated various physiological disturbances and illness called psychosomatic disorders. Likewise psychiatrists and clinical psychologists realize that individual personalities, both normal and abnormal, live not only by reason and logic but more importantly by their emotions and chronic feelings, either overtly displayed or in disguised expressions.

But much of educational psychology and the practices of teaching continue with little modification to expect that the child and adolescent can and should learn as they seek externally to motivate him while ignoring how he functions and feels as an organism. Especially significant for learning are the chronic feelings which children develop, the persistent feelings of anxiety, of shame, of guilt and resentful hostility which become established when they have been repeatedly exposed to situations and treatment provoking

acute fear or rage. But of large human importance are the non-rational feelings of love and affection, of loyalty and devotion, of empathy and generosity, the vital sensibilities which must be cultivated in childhood if they are to become operational in later years.

Most teachers have some awareness of how children and adolescents resonate to the teacher, other pupils and that intangible but pervasive emotional climate of the classroom; but many teachers are constrained by academic pronouncements and prescribed practices that limit teaching to the impersonal and objective, which is appropriate in later adolescence and early adulthood. Hopefully this volume will encourage those who are the friends of children and youth, and will strengthen their pleas for an education that is more responsive to children as personalities who must feel their way to maturity.

**Urban Education and Cultural Deprivation.** *C. W. Hunnicutt.* Syracuse: Syracuse University Press, 1965. 126 p. \$1.50.

**Compensatory Education for Cultural Deprivation.** *Benjamin S. Bloom and others.* New York: Holt, Rinehart and Winston, Inc., 1965. 192 p.

**An Adventure in Human Relations.** *Muriel Crosby.* Chicago: Follett Publishing Co., 1965. \$6.95.

—Reviewed by MILDRED BIDDICK, Director, Office of School-Community Relations, Denver Public Schools, Denver, Colorado.

While reading these books there was great temptation to rush out and give copies to those who would agree with the ideas and be glad to see them

so well stated . . . and to those who might be challenged by the statements and documentation to a concern not felt before.

The selection of these three volumes for review seems particularly discerning, since they present complementary material. *Urban Education and Cultural Deprivation* presents the broad challenge of rapid urbanization and related educational dilemmas. *Compensatory Education for Cultural Deprivation* centers around generalizations drawn from what has been learned from related fields of experience and research that is now known sufficiently clearly to warrant action. The third and largest volume, *An Adventure in Human Relations*, is the history of the process of relating elementary schools to the lives of children and their families, in changing neighborhoods of a big city.

*Urban Education and Cultural Deprivation* reports a conference held at Syracuse University in 1964. The speakers drew upon many backgrounds and disciplines. David Hunter, Executive Director, Sterns Family Fund, in the chapter, "Can It Be Done?" suggests that a truer designation would be "social and economic deprivation." He poses the real questions of our society: who is on top, who is down below, how can those below move upward, do we want them to, and what are they all going to do when machines can perform better, cheaper and faster? He sees this as a challenge not just to schools and suggests that the only way anything significant can happen will be when the strongest kind of coalition of group self-interests can be convinced that free choice for all and the capacity to make free choices ra-

tionally are in the interests of all groups, high or low.

Fred L. Strodbeck, Director, Social Psychology Laboratory at the University of Chicago, discusses the hidden curriculum of the middle-class home in a way which opens up new challenges for education of disadvantaged children—not just in vocabulary and language forms, but in using communication with accuracy and facility in the complex relationships which hedge power in group organization, a course most middle-class children learn unconsciously in the family setting.

There are other important contributions before the final chapter by S. M. Miller, who is Professor of Sociology at Syracuse University, calls upon administrators to search for an educational revolution which will permit more flexibility of structure, more adaptability to variations in students and more genuine respect for people. For whether the necessary breakthrough happens or not, as he sees it, depends largely on the outlook and behavior of "the educational establishment."

*Compensatory Education and Cultural Deprivation* is a report of a research conference held at the University of Chicago in June 1964 "to review what is already known about the problems of education and cultural deprivation, to make recommendations about what might be done to solve some of the problems and to suggest the critical problems for further research." Here, too, specialists from many disciplines contributed.

They saw the central task as that of changing the schools of the United States from a selective system which rewards and finally graduates only the

more able students, to a system which develops each individual to his fullest capabilities. What is required is not just equality of *access to education*, but a system of compensatory education which will prevent or overcome earlier deficiencies in the development of each individual.

Following these basic premises are comprehensive, documented descriptions of growing up in a disadvantaged environment, as contrasted with what we think of as the usual middle-class home. This section is divided into the basic needs, early experience, the elementary school years, the special case of the Negro student, and adolescent education. The particular format which indicates the deficits a child brings to kindergarten and first grade and the resulting cumulative deficits which too often result in dropouts and alienated or defeated young adults is particularly well done. Each description is followed by implications for the schools and the community and a few very specific recommendations for action.

Fully half of the volume is given over to carefully organized, nontechnical descriptions of research related to a wide variety of topics, such as motivation, language development, ego-development, the relation of social class to linguistic development and IQ, causes of dropout, measurement of functional ability, adolescent subculture, the effect of money incentives vs. praise—and many more. This constitutes a wealth of clues for program planning and further research.

*An Adventure in Human Relations* abounds in clues for program also, but it is quite a different kind of book. It is at once very specific with the exact

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open-end questions used to discover children's feelings and quotes from their replies, yet written with a sensitivity and poetic quality. Since it is a sequential account of the process of a three-year project in 12 elementary schools in Wilmington, Delaware, in changing, but quite different neighborhoods, the reader can find many similarities to his own situation.

Muriel Crosby, Assistant Superintendent, Wilmington Public Schools, summarizes some of the challenges of education which will meet the needs of children in these ways:

To lift the ceiling on potential by planning a curriculum with high expectations but realistic in nature—and by planning experiences to change the self-images of children

To assure economic survival of deprived children by improving their command of standard English

To provide many experiences in seeing the relationship between cause and effect, and in anticipating probable outcomes

To root the curriculum in the children's perception of their own needs and direct "use value."

The report also contains clues for curriculum units, for teacher reeducation and for school-community cooperation. Notably it illustrates ways by which a consultant and supervisor can help make teaching and learning a more satisfying business for children and teachers.

**The Education Explosion.** *George Z. F. Bereday and Joseph A. Lauwerys, editors.* New York: Harcourt, Brace & World, Inc., 1965. xiv and 498 p.

—Reviewed by GLADYS A. WIGGIN, Professor of Education, University of Maryland, College Park.

*The Education Explosion* is the 1965 World Year Book of Education, a volume in a well known series in comparative education, which began in the 1930's at the University of London. Like its predecessors, this volume is written by nationals from countries which are being described, and by professors whose specialties are under study.

This yearbook is premised on the well-founded assumption that youth and adults alike in the underdeveloped countries are making demands for formal education, which go far beyond the ability of their societies to satisfy. It is addressed to a number of questions, some of which are: How large is the demand? Where will the teachers be secured? How shall the enterprise

be financed? What will be the impact of increasing education on the several facets of society?

Section I, "Comparative and Theoretical," deals with the demand for education as a human right and a political need; leisure time education; the juxtaposition of the labor market and the education explosion; the population explosion; and problems in expanding educational opportunity. A second part of this section deals with meeting the demand including the role of institutions and planning, and the impact as well as implications of the explosion. Section II contains reports of developments in selected countries and regions in Europe, the Americas, Asia, and Africa.

The resulting variety in points of view and materials precludes an abstract of review length. Instead, the reader is referred to the excellent summary and commentary in the general introduction by professors Holmes and Lauwerys. At the risk of doing an injustice to individual authors and points of view, it is proposed to comment on matters of special interest to the reviewer.

Many of the underdeveloped countries as well as such highly developed ones as Belgium, Switzerland, and the Soviet Union are or have been confronted with the choice of a national language and reconciling multiple language groups. In the first flush of independence, the first question was solved by some underdeveloped countries through the adoption of a national language with little or no scientific literature. In some instances the second question has been tackled by reducing unwritten language to alphabetic form

and sponsoring native language schools. An encouraging development (as reported in this yearbook) is that the peoples of some of these countries are once more turning to one of the world languages such as English, as a necessary medium for a modern society.

One of the more interesting theses in this volume emerges as basic differences in identified problems between the developed and the underdeveloped nations are described. There appears to be little doubt in the minds of those in the industrialized countries that the demand for education will somehow be met. Rather they are primarily concerned with reorganizing their systems to suit the wider range of abilities among the young people now pressing against class-oriented educational institutions. The secondary modern school in England, the diagnostic period in Belgium, and the multiplication of junior colleges in the United States are examples.

The underdeveloped countries, on the other hand, must make choices. Shall it be a few well developed schools for a part of the youngsters or inferior institutions for all? Shall primary take precedence over secondary and higher education or *vice versa*? Coupled with problems of choice are those respecting religion, language, sex, and race which occasionally seriously impede the movement toward fulfillment of even partial demand. These last are of course also present in the industrialized countries, but education and economics are minimizing them as factors in educational development.

What this book does not say, however, is what is in part its significance. The evidence available for the crucial

business of building or reconstructing education systems might be symbolized by noting that even population can only be estimated, and as a consequence, the size of the educational problem is unknown. The authors must for the most part rely on description supported by a minimum of facts, and little or no experimental evidence. One should hasten to say that the fault is in the facts available and not in the authors who have done a valiant job of marshaling what facts there are. There are some chapters that do give hope. The chapter on the labor market and education by Professor Bowman, for instance, is encouraging evidence that economics may be one of the disciplines which will prove fruitful for use in educational planning.

The sparsity of information in comparative education cannot be helped. Yet one would have wished for speculation about more fundamental questions than those that have engaged the attention of the authors. There is enough evidence, for example, to support the thesis that western education is not an unmixed blessing for non-western and underdeveloped societies. It may open an unbridgeable gulf between parents and children, or create an intellectual unemployed, or siphon off ability into unrewarding channels. Some of these problems are mentioned but only incidentally, and none are met head on with imaginative schemes for a new education such as, for example, the cultural mission of Mexico.

Nevertheless, this is a book which should be widely read and kept for reference in relation to a number of universal problems and unique situations.

**New Directions in Mathematics.** John G. Kemeny, Robin Robinson and Robert W. Ritchie. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963. 124 p.

**Discovering Meanings in Elementary School Mathematics.** Foster E. Grössnickle and Leo J. Brueckner. New York, N.Y.: Holt, Rinehart and Winston, 1963. 468 p.

**Understanding Today's Mathematics.** Donald R. Clarkson and Robert S. Hansen. Hamden, Conn.: The Shoe String Press, 1963. 267 p.

**Discovery in Elementary School Mathematics.** Robert W. Wirtz, Morton Botel and B. G. Nunley. New York, N.Y.: Encyclopaedia Britannica Press, 1963. Unpaged.

**Creative Analysis.** Albert Upton and Richard W. Samson. New York, N.Y.: E. P. Dutton and Co., 1963. 212 p.

—Reviewed by ERNEST R. DUNCAN, Graduate School of Education, Rutgers-The State University, New Brunswick, New Jersey.

Four of the five books in this group are concerned with mathematics. The fifth, *Creative Analysis*, may be grouped with the others to the extent that it deals with problem solving, which is a constant preoccupation in mathematics.

The four books on mathematics differ greatly in style, format and content. They are similar in the way they take it for granted that mathematics is a subject to be taught through understanding and discovery, with relish and enjoyment.

*New Directions in Mathematics* is a more or less verbatim account of a con-

ference held at Dartmouth College in 1961 to analyze trends and make predictions in mathematical education and research. The four panels directed their attention to secondary school and college teaching, and to research in pure and applied mathematics. It is inevitable in view of this scope that the discussion at times is rather thin, but the ability of the discussants is such that the discussion, despite this limitation, is provocative and intriguing.

The editors have done a very fine reporting job. The incidental questions and comments which they include add color and freshness as well as further insight. They might have added to the effectiveness of their account if they had allowed themselves the privilege of occasional editorial comment or summary.

This book should be of interest to teachers with mathematical competence and responsibility; it would be of special interest if read in conjunction with the Cambridge Report.

For 16 years, *Discovering Meanings in Elementary School Mathematics*, in one of its first three forms, was among the most widely used texts on the teaching of elementary school mathematics in teachers colleges across the country. The present revision may not maintain this popularity in the face of so many recent books in the field, but it is nevertheless a text which teachers will find helpful in many practical ways. It has been improved by the excision of some outdated material on the social applications of arithmetic and restatements of older educational data. Such deletions have made way for the inclusion of new principles and techniques.

The authors of this text were among the first consistently to advocate understanding and discovery as basic principles in the teaching of arithmetic. They continue to emphasize these principles in this text and also to develop contemporary ideas. One feels, however, that they are unwilling to move too rapidly from the fields where they have known success to the greener but untried pastures of the "promised land" in mathematics. There will be many teachers who will agree with this kind of conservatism.

*Understanding Today's Mathematics* is an elementary text designed for teachers and parents. It is generally easy to read and accurate in presentation. It is, however, a tantalizing book. The mathematically sophisticated reader may find it does not satisfy him because it fails to present many ideas which could easily be developed from the material already included and which would make the book much more "informative in answering the question, 'What is new or modern mathematics?'" The mathematically unsophisticated reader may find that the book fails to satisfy him for a similar reason. After studying this text, he may well want to know what there is in modern mathematics other than new words and concepts which seem to be ends in themselves. The reason seems to be that while this text presents its facts simply and clearly, it does not build them into a satisfying structure.

*Discovery in Elementary School Mathematics* is designed to give teachers ideas for teaching a number of mathematical concepts. It is related to a series of texts for elementary school children.

This text seems to be excessively concerned with patterns and to rely mainly on format as a means of presentation. It is, however, a book in which elementary school teachers will find many ideas which they can use in their day-by-day teaching. The introduction could profitably be read by almost anyone interested in the mathematical education of young children. With some amusement one may observe that the most common word of admonition there is "relax."

*Creative Analysis* is concerned with the verbal aspects of problem solving and its success "in raising the IQ scores of a group of college freshmen by an average of 10 points in a single year" depending on a series of graded exercises. These exercises are geared to the use of words as problem-solving tools. The analysis of word usage on which the exercises are based is unusually significant and searching.

This is not an easy book to read. Indeed, it would be discouragingly difficult for an average high school student and for many college students, if they were working on it without help. For example, under the heading "semantic growth" the authors discuss "similitudes, ironies, abstract-concretions, genus-species, structurals, operationals, and metaphors." So concentrated is their discussion that even the most efficient reader would have difficulty in assimilating the major points rapidly. But it is an interesting book and well worth the effort required in mastering it. The volume also merits the serious consideration of teachers and administrators since it presents a language approach to problem solving which appears to be unusually effective and timely.

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