

## ● Selected for Review

Reviewers: Marian W. Black  
Joe W. Tidrow  
A. Gray Thompson  
Charles L. Gary  
G. Wesley Sowards

**The Teacher and the Public School System.** 2nd edition. **Percy E. Burrup.** New York: Harper and Row, Publishers, Inc., 1967. 446 pp. \$7.95.

**The Stream of American Education.** **Robert E. Potter.** New York: American Book Company, 1967. 552 pp. \$7.25.

**Schools Don't Change.** **Richard W. Saxe.** New York: Philosophical Library, Inc., 1967. 120 pp. \$3.95.

—Reviewed by MARIAN W. BLACK, Professor of Education, Florida State University, Tallahassee.

Each of these three volumes deals with basic aspects of present-day American education of importance to the lay citizen and the educator; yet there, any resemblance ends. The book by Percy Burrup is one of a number of similar texts published recently to acquaint the classroom teacher and the teacher-to-be with the development of the organization of public education in America. Robert E. Potter traces the historical development of education in the United States, with the hope that the reader

will better understand present conditions if he understands their historical roots. Although Saxe's small volume focuses on teacher behavior in the classroom, it is directed to both parent and educator.

Burrup has written a book that describes the major facets of school organization and the role and duties of the teacher. A revision of the 1960 edition, it has basically the same organization. However, much new material has been added and bibliographies updated. It has excellent charts, tables, and graphs, which illustrate the textual material and summarize trends and conditions. A listing of these would greatly aid their usefulness.

Burrup's viewpoint is that the successful educator must not only understand his functions within the school but be familiar with school organization and operation and with the profession of teaching. He treats the historical development of schools only as it provides a basis for better understanding the organization of today's school systems. Among his major foci are the legal status of schools at state and local levels, the

relation of the federal government to education, financing public schools, and professional organizations. Much information needed for the teacher to function effectively as a professional and as a citizen in relation to public schools is included.

It is a book to be read also by the lay citizen who would understand more of the functions of schools and the legal framework within which they serve this country.

*The Stream of American Education* by Potter presents the history of education in relation to the cultural history of the United States. It is lengthy even for a history text and is encyclopedic in its range of topics.

This well-written volume emphasizes elements of educational history, such as education in the South and Negro education, which are often omitted or dealt with only to a slight extent. Being published recently, it also includes topics of current significance, for example, school desegregation and federal aid to education. These aspects provide a text especially valuable to the curriculum worker who desires to know the background and current status of such topics as they relate to present conditions.

Quotations aid the reader to interpret for himself the ideas and emotions related to historical incidents or periods, rather than his having to rely solely upon the comments of the author. These appear to be well chosen for this purpose. The serious student who wishes to determine for himself more of the context within which a development occurred will find the numerous references helpful.

Though it is clear that the book is directed to all who would use the past

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as a guide to understanding the present, it is also directed to those who would emulate the historian, for numerous bibliographies, which are separated into primary and secondary sources, are provided. An annotated bibliography with the author's comments upon the usefulness of various materials would be of even greater assistance to one desiring to study further.

The small volume by Saxe uses cartoons to point up his major ideas. Its whimsy is indicated by absence of foot-

notes, bibliography, and index. The author emphasizes twenty-five undesirable practices which classroom teachers have persisted in using despite the introduction of numerous innovations. These he considers the "Don'ts" which educators should eliminate. He maintains that by concentrating on them they may be eliminated, even without those possible visitors from outer space, the Martians. Possibly his light touch underscores the importance of these conditions more strongly than would more serious treatment. ❧

**School Curriculum and the Individual.** **John I. Goodlad.** Waltham, Massachusetts: Blaisdell Publishing Co., 1966. 259 pp.

**Curriculum Innovations 1966: Trends and Issues.** **Paul M. Halverson, editor.** Syracuse, New York: Syracuse University Press, 1966. 142 pp.

**The Curriculum and the Disciplines of Knowledge: A Theory of Curriculum Practice.** **Arthur R. King, Jr. and John A. Brownell.** New York: John Wiley & Sons, Inc., 1966. 221 pp.

**Cooperative Curriculum Improvement.** **John R. Verduin, Jr.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967. 141 pp.

—Reviewed by JOE W. TIDROW, Professor of Education, Texas Technological College, Lubbock.

*School Curriculum and the Individual* by Goodlad consists of more than two dozen papers selected from a larger number regarding the central topic of school and curriculum organization. Three of the papers were written in col-

laboration with others. The papers have been modified and organized into four major themes: School Function and the Individual; Organizing School and Classroom; Organizing the Curriculum; and Tomorrow's Schools and Teachers.

Goodlad recognizes some of the dilemmas and problems surrounding the education of the young. One problem is that of "intellectual man standing disdainfully uncommitted, the educated man standing impeccably uninvolved, these are the living symbols of imperfection in education and school." He declares that the central aim of education is "to develop rational men who do not sin against themselves and their kind."

*Curriculum Innovations 1966: Trends and Issues* is an outgrowth of a conference held at Syracuse University, School of Education for the purpose of taking stock of current trends in school programs, and certain issues growing out of these trends. Six papers were presented at the conference by distinguished representatives of four major teaching fields: English, Social Studies, Mathematics, and Science. Included in the volume edited by Halverson is an address by Harold C. Hand for a graduate convocation. The papers consist of: "Children and Youth—Pawns or Sacred Entities?" by Hand, "The English-Language Arts," by Alfred H. Grommon, "Social Sciences Education," by John U. Michaelis, "Trends and Issues in Science Education," by Paul F. Brandwein, "The Teaching of School Mathematics," by Howard F. Fehr, "Current Trends and Unresolved Issues in School Mathematics," by Donovan A. Johnson, and "Some Observations on the Teaching of Mathematics," by Carroll V. Newsom.

King and Brownell, in *The Curriculum and the Disciplines of Knowledge*, "labored to develop clearly and logically a theory of curriculum that employs defined terms consistently." They sought to identify and state their assumptions about teachers, students, schools, knowledge, the curriculum, and faculty life. The authors express the idea that "the curriculum in the disciplines is the heart of the school." Occupational, social, and personal training—the nondiscipline curriculum—"should not under any circumstances replace an element of the liberal curriculum for any student."

The nine chapters of the book are divided into three major areas: the first deals with descriptions, definitions, and theories of man and symbol and the pluralism of knowledge; the second is a model of the modern world of knowledge which is used to develop a theory of curriculum; the last is intended to illustrate the theory and the practical curriculum matters of selecting studies, staffing, planning, evaluating, and combating obsolescence as teachers.

*Cooperative Curriculum Improvement* by Verduin is an attempt to show that the cooperative approach has implications for all curriculum improvement and staff development. The first part of the book is devoted to justifying cooperative curriculum improvement. The second part describes some methods, barriers, resources, and processes necessary for organizing for cooperative curriculum improvement. The third part describes the cooperative improvement practice in action, but omits an adequate description of planning the substance. The Appendix consists of an evaluative

check list used in a curriculum improvement project.

Each book makes a contribution to education. King and Brownell contribute to curriculum theory which is based upon the declaration that "the content of the curriculum is the discipline of knowledge" and "the definitive role of the school is intellectual development of all persons." Goodlad discusses critical areas of decision for planning all those learnings intended for a student or a group of students. Editor Halverson's collection of speeches identifies some of the trends, issues, and struggles (a) occurring in certain program fields and (b) regarding the respect for integrity of the young. Verduin has described a way to organize for cooperative curriculum improvement.

All four books have curriculum in the title. Each looks at curriculum from a different point of view. All recognize that the goals, students, substance, processes, personnel, resources, and the society influence curriculum planning and implementation.

The publications tend to emphasize the becoming in students rather than the being. All seem to respect arriving at adulthood more than enriching students' lives now and in the immediate future. All seem to recognize student-teacher planning for efficiency of learning and motivation rather than for developing the freedom, responsibility, and dignity of the student now. Hand's article in Halverson's book is somewhat an exception, however.

The projection of new ideas and predictions of the future demand attention. King and Brownell undertook the dangerous game of identifying common

features of the several autonomous disciplines. Goodlad's projection of tomorrow's teachers and schools is courageous and helpful in developing vision. Each of the speeches in Halverson's edited publication strives to recognize new dimensions. ❧

**Process as Content: Curriculum Design and the Application of Knowledge.** *J. Cecil Parker and Louis J. Rubin.* Chicago: Rand McNally & Company, 1966. \$2.00.

—Reviewed by A. GRAY THOMPSON, Assistant Professor; and Director of Student Teaching, Marquette University, Milwaukee, Wisconsin.

For the reader who feels an affinity for small books, Parker and Rubin offer few but full pages on what should be considered vital to the learning-teaching task.

The educator who has been overwhelmed with the "occupant" type bundles of mail selling content in the various subject areas will have both a cognitive and cathetic appreciation of what these two curriculum theorists are saying. The major point of the book is to demonstrate that the transmission or the mere gaining of information serves little purpose if a discrimination is not made between knowing something and knowing what it is good for. These authors point out that "knowledge keeps no better than fish."

Parker and Rubin state that the arbitrary dichotomizing of content and process, which finds genesis in the traditional misuse of content, creates an amalgamation of piecemeal attempts to rectify particular conditions here and there. Harry S. Broudy at the ASCD Confer-

ence in San Francisco (1966) hammered out the same concern, "educators . . . relying on [this] crash program to catch up with developments of the last one."

This book is rich in illustrations from the subject matter fields to demonstrate process as content. The authors indicate that the teachers have to make curricular choices:

. . . how shall it be taught, or to what sort of intellectual maneuvers shall his students be exposed?

The concept is reinforced that the learning act too often is merely related to the setting forth of information and the testing for its mastery. The dimension of the application of knowledge as an integral part of the learning-teaching task is put into sharp focus by Parker and Rubin. They say that a process-oriented curriculum might enhance the student's ability to deduce general principles which can be pieced together with other ideas to predict and explain different occurrences.

It is important to note that these authors are in no way derogating content or knowledge; they are, however, pleading from theoretically based argumentation that there needs to be something more—perhaps a process-oriented curriculum. With the explosion of knowledge and the other ingredients indigenous to a dynamically changing technological society, the problem of the reorganization of subject matter becomes a hopeless task unless teachers are skilled in making choices and can discriminate between knowing something and knowing what it is good for. Consequently, to equip teachers to promote the mastery of processes, Parker and Rubin see no satisfactory way to

avoid both a massive training program for teachers now in service and a modification of preservice education.

It is encouraging to the educator studying what these authors have to say that they offer no prescriptions or easy solutions. They do clearly state an idea supported by substantive theoretical material, hopeful that the idea will mature in the planning, the pondering, and the practice of curriculum development.



**Music Education: The Background of Research and Opinion.** *V. Horner.* Hawthorn, Victoria: Australian Council for Educational Research, 1965. 226 pp. \$4.50.

**Accent on Talent.** *Benjamin M. Steigman.* Detroit: Wayne State University Press, 1964. 370 pp. \$7.95.

—Reviewed by CHARLES L. GARY, Associate Executive Secretary, Music Educators National Conference, Washington, D.C.

The volume by Horner provides a comprehensive review of research in the field of music education. This work differs from the triennial volumes devoted to the subject by the *Review of Educational Research* in that it deals with studies from all over the English speaking world and in that it brings together in one publication the research over an extended period of time. Mr. Horner was at a slight disadvantage working in Australia when so many of his references were American or English. This results in occasional slight inaccuracies such as the history of the Music Education Research Council of the MENC and the relationship to the

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NEA or confusing the sex of a researcher known to him only by initials. By and large the work seems to be a bibliographical study done with considerable care and insight if with some naiveté about conditions in America.

Research is reviewed for eight major areas and the bibliographies at the end of each chapter are extremely valuable reference sources. The areas are: Musical Ability, Planning the Music Curriculum, Appreciation (Listening), Performing, Creating, Measurement and Evaluation, Teaching Methods, and Teacher Training. Some of these sections are handled better than others and the reader may begin to suspect that the special interests of Mr. Horner have influenced his reporting. American readers will also realize that the work was completed at least three years ago and does not include some recent studies that are having considerable effect on the contemporary scene. A tremendous amount of material is covered, however, and a more adequate index is badly needed.

Basically Mr. Horner is critical of music educators as researchers and as users of research. In all fairness it must be admitted that his criticisms are generally justified. Certainly his book contains more than one finding that was proved significant over a quarter of a century ago but is still not being utilized in the average classroom. While it is doubtful that this volume will be able to change the situation either in this country or in Australia it should prove of great interest to all serious students of music education.

*Accent on Talent*, the anecdotal account of New York's High School of Music and Art, makes interesting reading of particular significance at this

time when "creativity" and the "humanities" are riding high in educational circles. Many who are advocating more creative opportunities for students will find this 22 year record invaluable. The idea of a high school centered around two of the humanities other than literature is another concept worth pondering. The testimonials from physicians, surgeons, lawyers, editors, and housewives as well as the professional musicians and artists are convincing arguments justifying such a school. Maybe Fiorella La Guardia was right. Perhaps this was "the most hopeful accomplishment" of his administration. ❧

**English Primary Education, Vol. I: Schools; Vol. II: Background.** *W. A. L. Blyth.* New York: Humanities Press, Inc., 1965. \$5.00.

**The Elementary School: A Perspective.** *William C. Wolf, Jr. and Bradley M. Loomer.* Chicago: Rand McNally & Company, 1966. 310 pp. \$6.50.

**The Transitional Elementary School and Its Curriculum.** *Oscar T. Jarvis and Lutian R. Wootton.* Dubuque, Iowa: William C. Brown & Co., 1966. \$7.95.

—Reviewed by G. WESLEY SOWARDS,  
Associate Professor of Education, Stanford University, Stanford, California.

W. A. L. Blyth has written two volumes which, together, are presented as a sociological description of English primary education. In Volume I the emphasis is laid on primary schools themselves as social institutions. In Volume II attention is focused on some historical, demographic, and social as-



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pects of the background of English primary education.

The author's purpose in preparing these reports on primary education seems to be dual. On the one hand he sees his work as redressing, at least partially, an imbalance in the sociological treatises on education that have become increasingly frequent in England in the years since World War II, but which have tended to be confined to secondary education and the years beyond the secondary school. On the other hand he sees their presentation at this time, i.e., during the period (dating from 1963) that the Central Advisory Council for Education (England), under the chairmanship of Lady Plowden, was required to consider primary education, as being timely to the extent that this study may serve to introduce and sustain a sociological dimension into thinking about primary education.

It would seem almost self-evident that Mr. Blyth has succeeded in relation to his first concern. The extent to which the study has achieved his second is unknown to this reviewer, though one may speculate about it. Both volumes are written very well; coverage is acceptably comprehensive. The author has clearly made a careful and systematic attempt to bring together a most adequate body of material and to interpret it and react to it sensibly and sensitively.

It is not possible for this reviewer to react to the usefulness of these two volumes to personnel involved with English primary education. On the face of it they would seem to provide a valuable descriptive analysis of the enterprise. But one who is more intimately acquainted with English primary

schools would have to judge their adequacy from that perspective. One can, however, react to the usefulness of the volumes to educators in the United States who are interested in the education of children from early childhood through the elementary school. For this group, these two volumes provide intriguing and informative reading. Both the historical material and the current information about English primary education serve not only to inform the reader accordingly, but also to help him to view the history of and the current situation in child education in this country with added perspective. The resultant of any serious attempt to think with Mr. Blyth about English primary education is to think the more clearly about our own.

For instance, at a time when there is much interest in and considerable activity focused on early childhood education (for the 3 and 4 year old group) in the United States, the material presented on nursery schools in England is interesting and helpful. One's thinking about the situation surrounding schools for young children here may well be extended through consideration of the English experience since 1944 in attempting to cope with the recognized place of organized education for the 2 through 4 year old group.

The availability of descriptive information on English infant schools which are designed for the age group 5-7 years, and from which children move into the junior school for the remainder of their primary education to about age 11 is timely, too. Those people interested in ideas for new organizational schemes for child education in this country, as a change in our usual K-6

arrangement to provide a "lower" elementary school for young children and a "middle" elementary school for older children, will find the material on both infant and junior schools useful and provocative. Specialists in elementary school education in this country will find considerable food for thought, too, in the material devoted to what are identified by the author as the three traditions, namely, elementary, preparatory, and developmental, from which the contemporary pattern of English primary education stems. The parallelism between these three traditions and the phases of development through which our own elementary schools have come from the late nineteenth century to the present time is most interesting to contemplate.

The material included in Volume I on teaching personnel in English primary schools makes for very interesting reading, too. Those in this country with continuing interest in who teaches, why they teach, what they do, and how their work is perceived by the wider society will find much to think about in the data presented in this study on adults in primary schools.

This reviewer would urge those who profess to be students of elementary school education in this country to avail themselves of the opportunity to study Mr. Blyth's sociological report on English primary education. It will be a pleasant and rewarding experience.

Two teams of authors, Wolf and Loomer and Jarvis and Wootton, have produced two new professional texts for use by elementary school educators. The Wolf and Loomer book is said to be designed for and addressed to both the prospective teacher and the in-

service teacher. The Jarvis and Wootton book appears to be directed generally to any and all who are interested in effective teaching in the elementary school. Both are essentially overview treatments of an extensive and complex educational institution, namely the elementary school.

Both sets of authors have had to be selective in their work; both have included what in their judgment is important and necessary. The basic design of both books is quite similar. Both include series of chapters which deal with (a) the elementary school from the perspective of purposes to be achieved, the curriculum of the school, and organizational arrangements for the school, (b) elementary school age children and learning, and (c) teachers and other personnel who staff the elementary school. Both books include some historical material to help the reader to develop a sense of change over time in the content and conduct of elementary education.

The Wolf and Loomer book attempts throughout to utilize vignettes derived from real situations to help to clarify ideas presented or arrangements de-

scribed. This would seem to be helpful to the prospective teacher who would be using their book as an introductory text, and, in this reviewer's judgment, that is the audience with whom it will best be used.

The book by Jarvis and Wootton may have more difficulty in "finding its audience." Potential users will need to examine it carefully in relation to their students' stage of development and decide accordingly on the usefulness of the book to their classes, both pre- and in-service.

Space does not permit reactions to the content of the two books in any careful or extended way. Given this limitation the reviewer is unwilling to attempt any comparisons of the quality of scholarship in the two books. To do so would seem to be unfair to both sets of authors. The books do differ, however, in the ideas and arrangements selected for treatment and in the way in which the treatment is developed. Those who see themselves as students of elementary education and potential users of these books will need to take the time themselves for this more important kind of analysis. ☛

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