

● Selected for Review

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Good Schools for Young Children: A Guide for Working with Three-, Four-, and Five-year-old Children. Second Edition. Sarah Hammond Leeper, Ruth J. Dales, Dora Sikes Skipper, and Ralph L. Witherspoon. New York: The Macmillan Company, 1968. 465 pp.

—Reviewed by D. KEITH OSBORN, Chairman, Community Services, The Merrill-Palmer Institute, Detroit, Michigan.

Since the first edition of *Good Schools for Young Children* was published in 1963, the field of early childhood education has undergone almost unbelievable change. Project Head Start, ESEA, and other federal, state, and local programs have awakened the nation to the needs of young children and the importance of a sound educational experience for this age group. In order to meet public demand, superintendents and school boards have started—or are making plans to begin—educational programs for four- and five-year-old children.

During the past four years, research has added considerably to our knowledge of the young child—particularly the child from the lower socioeconomic income family. Research findings have begun to offer new insights and to raise

questions concerning methods of working with the nursery school and kindergarten child. In addition, the past four years have produced a number of “innovators” with promises of instant education for the very young. In the light of these happenings, the second edition of *Good Schools for Young Children* is appropriately timed.

To call *Good Schools for Young Children* a “second edition” borders on a common misnomer. Often the second edition of a book indicates an updated bibliography, a few minor changes plus a sprinkling of new photographs. This is not the case with this new volume, since every chapter has been rewritten and, in most instances, these revisions have been extensive. The type face is slightly smaller (but still highly readable) and there are sixty-eight additional pages of text. The net result is a second edition about 25 percent larger than the earlier one.

The authors have maintained the original format, dividing their material into three major parts:

Part I: Why Schools for Young Children?

This section contains a highly readable history of the early childhood movement including recent events surrounding Head Start. There is a thor-

ough discussion of cultural differences and their impact on the child. Basic concepts, such as growth and maturation are discussed in terms of the child's concept of self.

The chapter on "The Child as a Research Subject" carefully explores and evaluates new experimental programs and recent research. The authors' thoughtful examination of these programs *should be must reading for every nursery-kindergarten teacher.*

Part II: The Curriculum: Planning and Teaching.

Essentially this section devotes a chapter to overall program planning plus chapters on specific curriculum areas. While much of the first edition material has been retained, there are many new program ideas. There is an emphasis on language throughout this section coupled with a chapter on the language arts and activities. Material is included on reading and reading readiness which incorporates the most recent research findings.

Generally, this section will be of value to the student and beginning teacher since it discusses the philosophy behind curriculum and offers valuable program suggestions. However, this section will also be helpful to the school administrator who wonders, "How is science (or math or social studies) taught in the nursery-kindergarten?"

Part III: Organizing Programs in Schools for Young Children.

This section looks behind the more overt aspects of program and discusses equipment and supplies, observation and record keeping.

The section includes a chapter on working with parents. While the sug-

gestions are generally good, the segment dealing with parents of disadvantaged children is sparse. Definite suggestions for the establishment of rapport and problems of motivation with the inner-city family, the Appalachian white, the migrant, and the Indian family would have been helpful.

This section also devotes a chapter to the exceptional child and discusses the gifted child as well as children with various handicaps. The teacher will find this chapter—and the related readings—particularly helpful in identifying special needs for these children.

Each chapter in the book has a section on Suggested Activities for the student and practicing teacher. These activities are appropriate and meaningful. The Related Readings section contained in each chapter reflects current research and reference material which will extend the reader's knowledge.

While coverage in most areas is quite extensive, the reviewer wishes the authors had devoted more space to an in-depth discussion of cognition. Cognitive research is increasingly raising questions of import for the field of early childhood education and the teacher needs greater awareness of this area and its implications for working with young children.

The revision of *Good Schools for Young Children* with its attention to the current philosophical changes, new government programs, recent research and its implications should ensure for this volume a wide audience—from student to school administrator. The authors have done an excellent job of updating the reader in the early childhood education field. ☛

Behavioral Science Frontiers in Education. *Eli M. Bower and William G. Hollister, editors.* New York: John Wiley & Sons, Inc., 1967. 539 pp.

Learning by Discovery: A Critical Appraisal. *Lee S. Shulman and Evan R. Keislar, editors.* Chicago: Rand McNally & Company, 1966. 224 pp.

Explorations in Creativity. *Ross L. Mooney and Taher A. Razik, editors.* New York: Harper & Row, Publishers, Inc., 1967. 338 pp.

—Reviewed by RUSSELL L. HAMM,
Executive Secretary, IASCD; Indiana State University, Terre Haute.

In format, in rationale, in frame-of-reference all three books are similar. All are collections, i.e., a compilation of speeches, papers, or journal articles. All are concerned with relating theoretical issues to instructional technique. All are oriented toward the contemporary personal, open-ended approach to teaching.

Since all three volumes are collections, the editors must deal with the problem of coherence and culminating impact. Only *Learning by Discovery* is highly successful in this endeavor, and the reader who reads selectively from this small volume does himself a disservice. Although *Explorations in Creativity* is comprehensive, there is some built-in redundancy and selective reading may be desirable. *Behavioral Science Frontiers in Education*, although beginning with the sparkling style of Eli Bower, seems like a very long book and does not live up to its early promise.

Learning by Discovery is a must book for anyone interested in the heuristic approach to learning. It provides a most comprehensive review of available

literature and bibliography. Although this book requires more concentrated reading than the other two, it is stimulating—yes, even exciting reading.

Learning by Discovery presents original papers and discussions of a Conference on Learning by Discovery sponsored by Stanford University and the Social Science Research Council. The papers were written by outstanding psychologists and educators (Lee J. Cronbach, Jerome S. Bruner, Robert M. Gagne, for example) who have presented critical analyses of current assertions about the value of discovery methods.

The conference participants examined both theoretical-psychological issues and applied instructional questions—there is a dynamic relationship, not two worlds. There are five major parts in the book: The Issue, the Research, The Curriculum, Psychological Insights, The Conference: Retrospect and Prospect.

The editors of *Explorations in Creativity* have selected from more than 4,200 sources the best papers of the most dynamic theoreticians and researchers in the field (such men as E. Paul Torrance, J. P. Guilford, Jacob W. Getzels, and Philip W. Jackson) which have hitherto been available only in professional journals. The distinguished contributors represent several different fields: genetics, psychology, child development, art, anthropology, and education. The selections show the spread of approaches to the subject. The entries have been grouped into three sections: Nature, Nurture, and Measurement. Not only is there a bonus of three books in one, but the seventeen pages of references are an extra benefit. Every teach-

er education institution should have several copies on the library shelves.

Behavioral Science Frontiers in Education is one of the first books to deal with "new" ideas and programs in its implications of ego processes for education. Theories about human learning are presented, as well as varieties of practical applications of such theories in several ongoing projects. Part One of the book deals with "conceptualization"; Part Two deals with "utilization and application," but there is a skewness toward the theoretical. This volume will be remembered not as a total book but by certain chapter highlights, depending on the reader's taste. This reader was especially impressed by Urie Bronfenbrenner's "Soviet Methods of Character Education: Some Implications for Research" and William G. Hollister's chapter. A somewhat unique feature of this book is the brief vita on each contributor.

Each book places man as an emerging, growing organism on center stage—not things, not ideas. Each book in varied degrees is philosophical, yet practical. Each book stimulates, sometimes provokes—what more could a reader ask? ☛

Understanding and Guiding Young Children. *Katherine Read Baker and Xenia F. Fane. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967. 346 pp.*

—Reviewed by DON W. RAPP, Assistant Director, Institute for Human Development, Florida State University, Tallahassee.

The first line begins, "Each of us was once a child." Ridiculous as it seems to

the "sophisticate" this is a focal point in child development. And especially to the teen-ager who is so often intellectually forced by our culture to "forget" childhood and thus tunnel vision himself toward the "grown-up" role that is brightly but mystically painted.

Our culture poses itself as future oriented. To look forward is popularly "right." To look back is somehow tinged in inappropriateness. This book has the courage, sense, and simplicity to more than suggest that self-knowledge is a stepping-stone to greater understanding of others and, in this case, children. Thus, it is in part a "looking back book," forcing the reader to reminisce in the midst of ingesting new facts and feelings that in totality will broaden understanding of the interrelationships that affect children's development.

To do this, Baker and Fane have used over 300 well-selected pictures, some in color, to bring to the surface many of the poignant emotions which have long and firmly structured themselves during childhood. The photograph front cover is a warm, highly emotional view of the closeness of mother and child. Page twelve carries a large picture of a little girl with a mammoth tear emerging from a face showing considerable situational anxiety.

This book, especially designed for high school students, is most appropriate because it calmly admits and deeply understands that the emotions of man are legitimate, and that the teaching of fact is better engraved into the fabric of the mind by uniting fact with the already existent emotional structure. Baker and Fane have highly respected their readers' teen-age status by com-

posing a book that treats people as a combination of reason and emotion, daring not to separate these for fear of leaving the material as well as the reader disjointed from the reality of human composition.

One must also point to an inappropriate circumstance. Each picture is labeled with the name of the photographer or a business firm. The use of a photographer's name seems appropriate but the inclusion of the name of a company with a picture, the content of which is irrelevant to the company's purpose or product is incongruent. I can imagine many economic reasons why this name placement was thought to be correct, but such usage is distracting to the book's purpose. However, perhaps the short but varied and succinct appendix giving in capsule form some information on communicable disease, safety, clothes, etc., overbalances this negative element. Overall, there is no question as to the quality of the book in relation to its intended purpose. ❧

Modern Education for the Junior High School Years. Second Edition. William Van Til, Gordon F. Vars, and John H. Lounsbury. Indianapolis: The Bobbs-Merrill Company, Inc., 1967. 592 pp.

—Reviewed by JEAN V. MARANI, *Intern Coordinator, University of Florida, Sarasota County Public Schools, Sarasota.*

The title proclaims the authors' theme: modern education for young adolescents, whether occurring in a "stretched out" elementary school, a separate junior high school, a six-year secondary unit, or the "new look" mid-

dle school. Nowhere in the 592 pages is there a letdown. The second edition is forward looking and vital, harkening to controversial issues surrounding this stage of education.

Although the story of the junior high school movement is traced from the turn of the century, the treatment is not mundane. The authors convey the adventurous, the innovative spirit of the new school, qualities which are endangered by replicating a senior big brother. They see the junior high as requiring special sensitivity to youth in the context of their home and community.

Introducing their narrative, Van Til, Vars, and Lounsbury speak of goals of education at various levels in these terms: "Differences are matters of degree, not kind, and stem primarily from the uniqueness of the age group involved." The authors artfully analyze youth, having much to say to those working in the area of late childhood as well as with older youth.

In the chapter dealing with the junior high school today, for example, influencing factors in modern life are given careful analysis. Later, in amplifying social realities, the authors continue to awaken and sensitize readers to forces impinging upon the education of young adolescents. The writing style conveys a sense of urgency—the challenge to preservice and in-service teachers to bring deeper perceptions to classroom functions.

The foundations section has been re-oriented from an adolescence-as-an-age-group approach to the less exclusive "junior high school years" scope. Noticeably absent is the rich descriptive material about various age groups found in the first edition. The environmental

setting gets a fuller treatment than youth attributes. Perhaps the shift is deliberate. Teachers have had access to extensive data in adolescent growth; methodology has by-and-large remained static. The panorama of the youth's world may shatter this entrenchment.

For those in process of change the exploration of non-graded and team teaching offers assistance. Added clarity comes from the several chapters devoted to core teaching. A structured core program, one dealing with major socio-personal problems of youth, housed in an extended or block period, is compatible with the authors' advocacy of a junior high school experience in which adolescents find personal meaning and competency. Yet in deference to teachers in traditional situations it would be helpful to elaborate upon techniques for increasing the validity of these programs.

Some assistance appears in the chapters narrating developments in the subject areas. In each instance the field is surveyed, then explicated for the junior high school. The authors forthrightly take a stand in debated areas such as required foreign languages and personal vs. standard typing.

A wide-angle perspective dominates the writing. A case in point is the full treatment of grouping. Recognition of the ecological setting of the school is shown in the discussion of the third or extracurricular program. In this respect, one would wish that the homeroom, found in nine out of ten junior high schools, had been given more guideline attention to draw it from the educational wasteland.

Of particular worth is the examination of educational media. While ac-

knowledging the merits of "hardware," the authors frankly express their belief that youth "need maximum opportunity to interact with vital human beings, both adults and peers." On the other hand, short programmed episodes are favored as a wholesome developer of independence from adult domination and as a welcome respite from high intensity interactions.

The authors conclude their revelation of junior high school education by outlining ingredients for a valid program. Each specification has been detailed, recalled now to fortify the authors' proposals. For example, they prefer a school spanning at least three levels of adolescence—the years during which most youth reach puberty. The controversy of athletics is squarely met by the recommendation that interscholastic programs be only for the athletically talented and then as a second priority to physical education for all youth.

Modern Education for the Junior High School Years has relevance as a text or as instructional reading for a wide segment of the educational community, possessing a vitality which will enhance its worth for a long time to come. ❁

Health Education: A Conceptual Approach to Curriculum Design. *School Health Education Study. Washington, D.C.: the Study, 1967. 141 pp.*

—Reviewed by LOUISE L. TYLER, Associate Professor of Education, University of California, Los Angeles.

Health Education: A Conceptual Approach to Curriculum Design is the first publication of the School Health Education Study. This study was initiated in

1961 under the direction of Elena M. Sliepecevic. Its work was financed from 1961 to 1965 by the Samuel Bronfman Foundation of New York City. Since 1966 the 3M Company has been supporting the continued development of the curriculum materials from this project.

This volume is an account of a curriculum design as well as how the curriculum was developed. As the title indicates, the SHE Study takes a conceptual stance in regard to the problem of curriculum. Three key concepts (the unifying threads) are growing and developing, interacting, and decision making. Out of these three key concepts emerge ten concepts which reflect the scope of health education. These ten concepts are expanded to thirty-one sub-concepts.

From these key concepts, concepts, and sub-concepts, goals are derived which are general guides for the outcomes of the program in health education. And, lastly, the behavioral objectives formulated are specific and operational at four levels extending from kindergarten through grade twelve. In addition, experimental materials on two concepts were developed and tried out. The results of these tryouts and the comments and reviews received from the experts served as the basis for a final revision of the conceptual design.

This project has drawn upon the competencies of teachers, of professors of health education, of the American Medical Association, of experts in curriculum, and of experts in the field of health. These experts were utilized when it seemed appropriate, e.g., calling upon medical authorities for judgments about the scientific accuracy of the concepts

as well as the scientific accuracy of the instructional materials.

As a consequence of the support from the 3M Company, instructional materials will be published for the ten concepts of the health education curriculum. Experimental research centers are in operation at Auburn University, in the Los Angeles area, at the University of Illinois, at Southern Illinois University, and in the Metropolitan Washington, D. C., area. Other materials to be published include visual packets, student booklets on the concepts, and a student textbook series, all based on the conceptual design.

It is impossible to do justice to this very significant volume because of the limitation of 800 words for the review and the lack of generally accepted criteria for evaluating curriculum and instructional materials. With these difficulties in mind, however, first some comments about the total project will be made. Then, second, two criteria will be utilized for a basis of review. The personnel utilized and the materials already produced can only be termed impressive!

No curriculum project, that this reviewer is aware of, has made so clear the conceptual design as this project has. Furthermore, the conceptual design has utilized most of the best that is known about curriculum planning, e.g., objectives, organizing elements. In addition, the entire conceptual structure has been evaluated for scientific accuracy by competent individuals in medicine, health, and health education.

What criteria can be utilized to evaluate a curriculum project? Unfortunately, no criteria for curriculum, whether they be for the curriculum or

the instructional product, have been agreed upon by the profession. A beginning attempt is being made by Tyler and Klein,¹ and two criteria from this document will be used for reviewing this conceptual approach to health education. In the Tyler and Klein document, recommendations are formulated with regard to specifications, rationale, appropriateness, effectiveness, and conditions.

Criterion: "Objectives should be specified operationally, i.e., behavior responses of students."

The objectives in this volume have been stated according to criteria formulated by R. Tyler, i.e., behavior and content, but they do not meet the standards suggested by Mager. However, as this reviewer does not accept Mager's criteria, the objectives are adequately stated to some extent. The difficulty still arises, however, with regard to precision—some behaviors just are not clear, e.g., examines, analyzes. Probably, in the instructional materials to be developed, there is more clarification of the behavior.

Criterion: "The value of the objectives must be substantiated."

How can the value of the objectives be substantiated? What kind of documentation is provided in this volume for the objectives which were formulated? There is considerable discussion in this volume about the nature of organized knowledge, concepts, and concepts as end results. After much thought, the reviewer concludes that the Health Edu-

¹ L. L. Tyler and M. Frances Klein. "Recommendations for Curriculum and Instructional Materials." Paper to be delivered at AERA Conference, 1968.

cation Study falls into the kind of curriculum project which would be classified as "subject matter" or a "discipline." And as is stated in the volume,

Health education is an applied field of learning that relies largely upon the knowledge of the physical, biological, and medical sciences and related fields for its subject matter and upon the application of behavioral science theory for its methodology.²

Certainly, subject matter is an important component of the curriculum but is it the crucial aspect that this study appears to give to it? What troubles the reviewer, however, is whether other components basic to formulating objectives, i.e., the learner and the society, were utilized but were not elaborated upon in this volume.

To say it another way, "Was the learner, his needs, interests and concerns a significant source in the formulation of the objectives?" What seems to come through is that this is a project which focuses on concepts and knowledge. Some clarification of this matter will be useful.

The reviewer believes that the basic question in American education is: What kinds of persons do we wish to emerge from our schools? It follows, therefore, that any project which formulates goals and materials for a school must make crystal clear its rationale so that potential users of the materials can make wise decisions.

We conclude by replying to a direct question: "Would you use this volume in planning curriculum at the elementary and/or secondary level?" The answer is enthusiastically, "Yes." ❧

² *Health Education*, p. 11.

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