

SELECTED FOR REVIEW

Reviewers: C. M. Achilles
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The Unfinished Journey: Issues in American Education. U.S. Office of Education. New York: The John Day Company, Inc., 1968.

Readings on Learning and Teaching in the Secondary School. Kenneth H. Hoover. Boston: Allyn and Bacon, Inc., 1968.

The Individual and Education: Some Contemporary Issues. Frederick M. Raubinger and Harold C. Rowe. New York: The Macmillan Company, 1968.

—Reviewed by C. M. ACHILLES, Coordinator for Field Services, Bureau of Educational Research and Service, College of Education, University of Tennessee, Knoxville.

Each of the three books reviewed is a collection of essays, articles, and reprints built around a common theme. *The Unfinished Journey* and *The Individual and Education* both include numerous articles by laymen who can view education from outside "the establishment." Each book touches upon contemporary social problems, educational needs, and organizational questions, including: disadvantaged youth, locus of educational policy and influence, poverty, purposes of education, involvement of industry and government in education, and teaching methods and goals. The books have different purposes which should be kept in mind while considering their utility.

Commemorating the 100th anniversary of the U.S. Office of Education, 12 essays in *The Unfinished Journey* present timely sum-

maries of education's problems and a survey of societal changes precipitating the need for innovation and revision in education. The volume presents some hypothetical approaches to solving education and societal problems (such as poverty, race relations, urbanization, and technology) and poses some challenges for the U.S. Office of Education.

Ralph Tyler indicates several tasks of education: educating children not previously reached, affording effective post-high school education for youths with limited educational backgrounds, and providing for reeducation of adults.

Congressman John Brademas points to urbanization, poverty, civil rights, and the ecumenical movement as four sources of societal upheaval. He suggests that educators too seldom unite to assert their political power to advance education, and also that "the middle ranks of the bureaucracy of the U.S. Office of Education are not easily moved from their traditional ways and are not widely regarded as a reservoir of fresh ideas." The congressman lauds recent developments in federal support for education, but may be overzealous in discussing "the ingenious formulas in ESEA." (Are these the ingenious Title I formulas which returned more money to the rich states than to the poor?)

Sidney P. Marland, Jr., particularly be-
moans social scientists and the courts: the former for identifying obvious problems without giving viable solutions and the latter for

stepping in and "declaring the rightness or wrongness of internal administrative practices and instructional techniques," as an "outrageous subversion of education's place in this country." He also notes that the emigration of adults who can afford taxes and the immigration of poverty families with many children have placed financial strain upon urban schools.

Harold Gores, in stating that "pedagogical inventions of recent times have as yet been adopted by no more than 15 percent of our schools," levels a serious charge against the slowness of change in schools. Addressing the questions of school facilities, flexibility, and utility, he suggests as necessary the integration of schools with industry, with communities, and with each other.

The last chapter looks beyond the national scene at education's role in international relations, viewing future problems not as mechanical ones but as "contextual" or "atmospheric" ones. Three problems are defined: (a) communication between the generations, (b) urbanization of society, and (c) internationalization of the school environment resulting from a revolution in knowledge, technology of travel and communications, social structure, and the belief in investing in human beings both nationally and internationally.

Its editor states that *Readings on Learning and Teaching in the Secondary School* is designed as a companion volume to *Learning and Teaching in the Secondary School* (second edition). It will, however, be reviewed on its merit as a collection of readings rather than as a companion to a text.

The articles are reprints and through their inclusion in this volume provide an introduction to current concepts in teacher education. However, many of the articles follow a "cookbook" approach. With so many social problems and changes taking place, it is difficult to get excited about the nature and extent of lesson planning.

The book provides a substantial base for beginning courses in teacher education that stress breadth rather than depth. It moves with well-defined purpose from fundamental bases of instruction through topics prevalent

in teacher education today—teacher-pupil planning, grouping, team teaching, the culturally disadvantaged, measurement, the use of materials and resources in the classroom. Each chapter includes a "Methods Guide" to establish the purposes of the chapter, a "Discussion Guide" to focus thinking upon the topic of the chapter, a "Readings Analysis" to encourage or facilitate discussion, and "Annotated References" to provide direction for further reading.

The book has an excellent series on structure and teaching objectives stated in behavioral terms. However, a later chapter provides an example of lesson plans which do not clearly state behavioral objectives. There are some generalizations which, if uncritically adopted, might lead to erroneous conclusions and probably poor results. (E.g., "The entire problem of motivation is one of methodology; methodology is the mark of the professional, not the amateur." It seems presumptuous to describe the entire problem of something as controversial as motivation.) Brevity which must attend each topic in a survey volume can be misleading.

A major criticism is the lack of depth in this far-ranging book, a particular problem when the topic is, say, learning theory, teaching of the disadvantaged, teacher-made tests, or any of several technical facets of education. If one keeps in perspective the survey nature of the volume, however, the book should provide a worthwhile service as a supplementary reading book, as a text for beginning teachers, and as a survey of educational concepts.

The Individual and Education explores basic humanistic considerations in juxtaposition with "trends" and forces in public education.

Carefully considered are dynamics of mass education and pressures of both education and society upon the individual to conform. Readings emphasize the need for individualism, expectations for excellence, rights of the student, values, expectations of society, industry's use of education as a screening device, stockpiling of manpower for the national good, and the place of the individual in the total educational process. Such topics

are the "stuff" of education. Educators, it seems, never tire of discussing these topics—nor should they.

Goodlad suggests that pressures to learn can be blocks to learning; that we as educators must develop: (a) a concept of learning that better defines our freedoms, (b) a better understanding of the learner realities before us, and (c) a concept of learning embracing unlimited expectancy for human creativity.

Inequities between normal expectations for students and for adults are examined and may be summed up in Goodman's statement that "children have not worked such long hours since . . . the Industrial Revolution."

The involvement and pressures of foundations, big business, federal government, colleges and universities, and national critics of education are reviewed in terms of their influence upon educational policy and power. For example, the project method of obtaining funds for educational research and development is viewed as creating a force that has two adverse effects: to undermine the authority of university administration and to allow faculty to become far removed from teaching.

There are discussions of national assessment, national curricula, and the need for political status of national commissions for education. The point is made that one should not construe a technological failure (Sputnik) as an educational failure. The negative base of most testing—to find out what the student does not know—and the almost blind reliance of some segments of society on grades or test results are reviewed. Outstanding examples drawn from famous persons demonstrate the fallacy that all potential must reveal itself at an early age in school. □

Independent Study in Secondary Schools.

William M. Alexander, Vynce A. Hines, and associates. New York: Holt, Rinehart and Winston, Inc., 1967.

—Reviewed by ALLAN A. GLATTHORN, Principal, Abington High School, Abington, Pennsylvania.

This is an eminently useful book, both for schools using independent study pro-

grams and for those contemplating the adoption of such programs.

Based on an in-depth examination of 36 secondary schools using independent study and on an extensive review of the related literature, the book offers some very helpful material in this rapidly developing area of secondary education. It begins with a well organized description and categorization of existing programs, illustrates several typical programs in detail, explains how these programs were introduced, and describes their characteristic features. One aspect of this section that the reviewer especially liked is that the authors do not suggest that there is a single "best" approach, as more doctrinaire colleagues might suggest, but rather they objectively describe the several forms that independent study can take.

One of the weaker chapters concerns itself with "Independent Study Students." Here the problem is that of superficiality. We are simply given some identifying characteristics of those students participating in various independent study programs—age, sex, grade level, subject area, future educational plans, and so on.

What we need instead is a depth study of how the successful independent study student differs from the dependent student. The chapter on "Independent Study Teachers" was more helpful, especially in the suggestions given for preparing teachers for independent study. The book concludes with a helpful summary of types of programs and a very complete list of problems that still need attention.

This book is significantly better than the "how-we-did-it-in-Podunk" books that are flooding the market. It is much more objective, more comprehensive, and consequently more helpful to the interested teacher and administrator.

We still need a book that will look at such matters as the learning style and psychological characteristics of the self-directed learner and that will show more clearly the impact of independent study on the curriculum. However, this is the first book to buy if you are interested in independent study in secondary schools. □

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