

## SELECTED FOR REVIEW

---

Reviewers: Alice Miel  
Mildred Carlson  
Robert V. Duffey  
Richard C. Phillips  
Howardine G. Hoffman

**Studying Teaching.** James Raths, John R. Pancella, and James S. Van Ness. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1967.

**The Changing Curriculum and the Elementary Teacher.** G. Wesley Sowards and Mary-Margaret Scobey. Belmont, California: Wadsworth Publishing Company, Inc., 1968. (Second Edition.)

—Reviewed by ALICE MIEL, Professor of Education, Teachers College, Columbia University.

Two more different books could not have been paired for review. *Studying Teaching* is a book of readings. The Sowards-Scobey book is the product of two individuals who have collaborated over a period of years, first to write an outstanding volume on elementary education and then to prepare a thorough revision of their work. The first book contains nearly 500 pages on the subject of teaching, seen from a great many angles. The second devotes less than a fourth of its space to teaching and consequently includes a more limited range of topics. The first ranges over elementary, secondary, and college teaching. The second examines one level of the school in depth. This is not to say that one book is better than the other; they serve very different purposes.

*Studying Teaching* is a miniature self-contained library on teaching. It reprints

hard-to-get materials like research reports to the U.S. Office of Education and articles from a broader variety of professional journals than any one educator is likely to keep up with. Many useful cross references are built in. For example, the "ripple effect" in classroom discipline referred to by Marie Hughes on page 34 is reported in a later chapter in the same volume, just as is the Perkins study mentioned by Flanders. What Bruner and Suchman advocate about learning by discovery and what Ausubel thinks about their point of view are to be found within a few pages of each other. Many of the authors in the volume write about John Dewey but, also, he is allowed to speak for himself.

Most of the articles are analytical, making careful distinctions in terms used and lending support to statements by citing pertinent research. There is a strong emphasis on teaching "valuing and thinking." This reflects the influence of Louis E. Raths, to whom the book is dedicated and whose writing is represented.

Both the preservice teacher, for whom the book is designed, and his college instructor could use more help from the editors. Introductions to chapters did not serve the purpose of "advance organizers" as well as they might. A sophisticated guide to discussion would have been more helpful at the conclusion of each chapter than the "activities" presented. These activities range from

very poor questions to rather challenging tasks calling for application of ideas presented by various writers.

The first chapter, "What Is Teaching?" contains two sources of confusion. First, the problem of what is *good* teaching gets into the mix and, second, teaching is equated by some writers with everything a teacher does. It would have been helpful if the editors had called attention to these problems.

The usefulness of this book of readings depends largely on the selection and organization of the contents. The volume contains a great many pieces of writing this reviewer is glad to have in convenient form.

In their second edition, Sowards and Scobey have made wise decisions about what to include when dealing with such a broad topic as the entire curriculum of the elementary school and the changing role of the teacher. They have given enough space to the past to build a perspective; they have highlighted forces for change and shown the points at which the elementary school has made the most change in recent years. Chapters on various areas of the curriculum give an up-to-date view of developments in each field. While the writers recognize that changes in the organization of the elementary school and in instructional technology require a rethinking of the role of the teacher, not much space is devoted to this problem that is likely to occupy so much attention in the years ahead. All in all, however, these authors have produced a well-knit, soundly reasoned, and useful book. □

**The Authentic Teacher.** *Clark Moustakas.* Cambridge, Massachusetts: Howard A. Doyle Publishing Company, 1966. 265 pp.

**Life in Classrooms.** *Philip W. Jackson.* New York: Holt, Rinehart and Winston, Inc., 1968. 177 pp.

—Reviewed by MILDRED CARLSON, Consultant in Elementary Curriculum, Minneapolis Public Schools, Minneapolis, Minnesota.

Each of these books takes the reader into classrooms, but for different reasons. *The*

*Authentic Teacher* describes situations where teachers, listening to children, work out their own authenticity. As a complement, children are freed to make choices and decisions, to establish genuine relationships. Consequently, the learning situation undergoes a change. *Life in Classrooms* examines the institutional setting and its trivia which may affect the child more than the "celebrated" experiences or curriculum highlights. It is a look at "what is," a look at reality in the classroom. Moustakas seeks to help teachers find ways to change their behaviors. Jackson wants to stimulate inquiry in viewing classroom events, to discover new ways to talk about teaching.

*The Authentic Teacher* is a revised and "revitalized" book. The sub-title "Sensitivity and Awareness in the Classroom" gives the reader a clue to the way the many illustrations of interpersonal relationships in classrooms will be viewed. These encounters or confrontations were gathered with the help of 92 elementary and secondary school teachers who met in a seminar in human relations. Personal interactions between teachers and children were recreated by the author from detailed notes and records of these teachers. Ways that teachers actualized potentialities in themselves while releasing hidden potentialities in children are described. The illustrations, along with the author's discussions and conclusions, bring reality and psychological principles close together.

Moustakas feels an authentic relationship between teacher and child is the foundation for individual integrity. This is not achieved through impersonal and feelingless professional duty, through rejection and alienation—all forms of betrayal even though hidden or unrecognized. Wholeness or integrity is achieved through displaying deep trust in the child, valuing his feelings and thoughts, accepting his pace of learning.

The teacher's sensitive listening during a planned time in a warm and accepting environment enables the child to talk about significant feelings and helps him release hostilities and anxieties. Participation in emotional experiences of a child, seeing him

move toward positive ways of living, is as gratifying as responses in intellectual functions and abilities. A valuable bonus is the modification that occurs in the teacher's attitudes or values.

*Life in Classrooms*, which grew out of the author's systematic observations in elementary school classrooms over a period of two years, points out the adaptations a child must make to the institutional matrix in which he is embedded—where there is press of numbers and time, where words and acts are evaluated by others, and where power is centered in the institution. Crowded conditions of the classroom produce features such as delay, denial, interruption, social distraction.

Evaluation causes a variety of behaviors—for example, seeking praise rather than punishment, publicizing positive ends but concealing the negative, and trying to win approval of both peers and teachers. Unequal power results in interpersonal maneuvering that involves seeking special favors and/or hiding that which might displease the power structure. Success in dealing with this "hidden curriculum" is as important as dealing with the formal curriculum. Can a child handle both forces—those that drive him toward personal expressions and those that drive him to comply with the wishes or demands of others?

Six investigations described in the book cast doubt on the assumption that the way a child feels about his school experiences relates to his success in coping with academic demands. More than a dozen studies measuring attention show that signs of overt attention are not always trustworthy indicators. Involvement seems to be a more significant educational goal than attention. Some strategies to increase student involvement are explored.

Can teachers work for the school and for children at the same time, preserve both the institution and its inhabitants? Professional "shop-talk" with 50 outstanding teachers (nominated by administrators) focused on teachers' self-evaluations, institutional authority, teaching satisfactions. In a setting of schedules and routines, teachers' humanness

stands out boldly; they are concerned about individuals and derive most of their satisfactions from what happens to individuals. Teachers can dull some of the abrasive aspects of institutional life. They do this at the expense of being totally objective in the situation, trusting their judgments more than objective measures, forsaking their plans to respond intuitively to immediate, unpredictable encounters.

Illustrations in *The Authentic Teacher* describe some failures along with many successes in creating authentic relationships between teachers and elementary school children or high school students. Data in *Life in Classrooms* demonstrate the complexity of life in elementary school classrooms. Moustakas describes his examples in a diary or anecdotal style, sometimes as conversation. Self-motivated interest in children and events keeps the reader going. Jackson achieves a style that is lucid and flowing, that at times causes you to forget you are reading a professional book. Both books are worth reading, each for its specific message. □

**New Frontiers in the Social Studies—1. Goals for Students, Means for Teachers.** *John S. Gibson.* New York: Citation Press, 1967. 254 pp.

**New Frontiers in the Social Studies—2. Action and Analysis.** *John S. Gibson.* New York: Citation Press, 1967. 286 pp.

**Teaching Social Studies in the Elementary School.** *Ralph C. Preston.* New York: Holt, Rinehart and Winston, Inc., 1968. 370 pp. (Third Edition.)

—Reviewed by ROBERT V. DUFFEY, Professor and Head of Early Childhood Education, University of Maryland, College Park.

These three books will undoubtedly enjoy a deservedly wide readership among teachers; and they complement each other admirably for supervisors, curriculum workers, administrators, and college professors in teacher education. The titles in sum reflect accurately the completeness of treatment: Dr. Gibson's first book surveys newer developments throughout the social studies pro-

gram, elementary and secondary; his second book presents selected readings which describe or analyze in depth some of the newer developments discussed in the first book; and Dr. Preston's familiar and durable volume provides rationale and background to accompany recommended practices for teachers of elementary school social studies.

In general, Gibson's view is curricular, kindergarten through high school, particularly relating to innovation in curriculum. Inevitably, he has to deal with instruction and materials, and he does this realistically. Preston's focus is upon the elementary school years only; consequently he can deal more fully with instructional concerns of elementary teachers.

As everyone who knows the authors would expect, these are scholarly works. Footnotes, references, and bibliographies are copious and complete. Readers who wish to secure materials and to consult sources will be gratified with the help given.

Gibson's two books may be read independently with great benefit; but the second one was designed to enlarge upon the first, and the two are parallel in organization. In his book of readings, Gibson introduces each article with a helpful explanatory paragraph that ties the article to its counterpart in the first book.

Preston's revision contains much new material. Sections and chapters have been added, and updated research and re-evaluations of older research have been included.

The appendices provided by both authors are worthy of special mention. Appendix A in Gibson's *Goals for Students* is a listing of 49 social studies projects sponsored by the United States Office of Education, by other governmental agencies, and by private institutions. Appendix B is a compendium of the social studies specialists in the state departments of education of the nation. In both appendices, names and addresses are given.

Similarly, Preston includes three how-to-do-it appendices: one on construction of a soil erosion model; one on the preparation of three-dimensional relief maps; and one on the making of paper. A fourth appendix lists

and describes professional social studies organizations and journals.

At rock bottom, these writers are committed to two concerns: the fulfillment of each learner's potential and the development of acceptable citizenship behaviors. Both authors devote some attention to the characteristics of the learner and the learning process; but neither dwells on these topics longer than is necessary to remind the reader who knows, or to alert the one who does not know, that certain basic information about the learner and how he learns is a *sine qua non* in the field of social studies education. Perhaps Preston summed up this viewpoint best in his statement in the 56th Yearbook (N.S.S.E.):

If those of us whose special interest lies in elementary-school social studies sometimes say more about the content than we do about the child, it is not because we minimize the importance of the child; it is more likely because we take the child's importance for granted. (Pt. II.; p. 14)

Gibson, who is Professor and Director of the Lincoln Filene Center for Citizenship and Public Affairs at Tufts University, stresses the political socialization aspect; Preston covers a broader range under such headings as Childhood Traits and Social Studies, Stages and Ages, The Problem of "Readiness," and Sex Differences in Social Studies Learning.

Teachers who contend daily with the instructional problems associated with reading material that is too difficult for their pupils will be interested in one contrast provided by the two authors. Preston, who in addition to his Professorship in the Graduate School of Education at the University of Pennsylvania is Director of the Reading Clinic there, continues his stand against the use of an assortment of texts in social studies. Gibson, on the other hand, includes Wilson and Miller's well known article, "How To Use Multiple Books." While this is no minor issue to the harrassed teacher, still he will find help from both authors in the larger matters of adequacy and variety of reading materials and their best uses.

Both men express strong convictions based upon their experiences in classrooms and in large lectures to "in-service" (Gibson considers this term an unfortunate label for a professional group) educators. Both caution against excesses and fads. Both are affirmative, optimistic, frank. They expose false dichotomies, contradictions, and inadequacies. Every innovation in social studies is examined critically for its ultimate best implementation.

In this time of transition in the field of social studies, Gibson and Preston offer works which taken singly or in unison are splendid sources of information and guidelines. □

**Curriculum Theory.** *George A. Beauchamp.* Wilmette, Illinois: The Kagg Press, 1968. 186 pp. (Second Edition.)

—Reviewed by RICHARD C. PHILLIPS, Associate Professor, School of Education, The University of North Carolina at Chapel Hill.

The second edition of *Curriculum Theory*, like the first edition, is a unique book in the field of curriculum. Unlike the vast majority of curriculum books, it makes no attempt to treat all facets of curriculum. Instead, the author has opted for a sophisticated theoretical position and developed it logically.

Essentially identical procedures were utilized in researching for the second edition as were employed in preparing the first edition. First, a systematic examination was made of the literature describing concepts and practices relating to theory development in the behavioral sciences allied to the field of education. Second, clues were sought from the attempts in theory development within the total field of education. Third, the major new ideas concerning curriculum theory were examined. And finally, an analysis was made of the paramount issues, problems, and alternatives within the various aspects of curriculum theory.

The book begins with a careful differentiation between educational theory and curriculum theory. Curriculum theory is depicted as a sub-theory of educational theory. Similarly, it is noted that all theories emanate

from theories in the established disciplines, namely, the humanities, the natural sciences, and the social sciences. The discussion of the connections between supra- and sub-theories to curriculum affords the reader a helpful perspective for examining subsequent chapters.

The discussion then turns to theory building. A theory is defined as "a set of statements explaining some series of events." Five types of theory-building activities are described, namely, formulation of definitions; classification of information into homogeneous categories; formulation of inferences and predictions; development of models; and sub-theory development. Subsequent discussion of each of these activities indicates that progress has been slow and meager.

Beauchamp concludes that most progress has been made in the areas of subject matter and curriculum engineering since the publication of the first edition of *Curriculum Theory* in 1961.

Perhaps the two most important changes in the book from the first to the second edition are those concerning curriculum engineering and values. A new chapter devoted to each of these increasingly important areas is included in the new edition. The chapter on curriculum engineering includes important new material extrapolated from Professor Beauchamp's personal research on selected European curriculum systems as well as the research of his graduate students. The chapter on values is a welcome addition to curriculum literature, especially with the need for awareness of alternative values systems by curriculum specialists.

A recurrent theme throughout the book is a plea for precision and consistency in definition and use of curriculum terminology. Those familiar with Professor Beauchamp's many other writings in the field of curriculum are aware that he has always heeded the call for such precision and consistency.

Professor Beauchamp's book makes a unique contribution to the curriculum literature, and it should be carefully read by all curriculum specialists. There is no other book in the field which even approaches the point of view set forth. □

**A Teacher Is Many Things.** Earle V. Pullias and James D. Young. Bloomington: Indiana University Press, 1968.

—Reviewed by HOWARDINE G. HOFFMAN, Assistant Superintendent for Educational Programs and Services, Los Angeles County Schools, Los Angeles, California.

*A Teacher Is Many Things* is a unique book that brings a special meaning to the art of teaching, a meaning of life, of reality, of humanness, of complexity, of concern for feelings of others. The authors frequently use the teachings and example of Jesus, the Master Teacher of all times, and reveal a deep respect for the fine and noble qualities of human existence.

The teacher is portrayed as being many things: a guide, a storyteller, a searcher, a creator, a redeemer, and an inspirer of vision. Yet the book is at times most realistic and completely down to earth, as in the discussion of the routines that a teacher must expect and accept.

The language is superlative—vivid, colorful, extremely well chosen.

The zeal to know and to understand becomes such an intense longing to extend the borders of the known, to push back the boundaries of ignorance, that it partakes of the uniting process of love.

The style of writing is delightful. The reader almost feels he is sitting face to face engaged in a conversation with the authors.

The book contains a wealth of material to stimulate prospective teachers, to help them develop a wholesome, searching, positive attitude toward teaching. It emphasizes the inherent value and potential of all students. "The teacher provides a vision of greatness for his students."

The human personal interrelationships are brought into sharp focus.

Perhaps the most important factor in this aspect of teaching is the relationship of the teacher to his students . . . how the teacher perceives his students, and how the students perceive the teacher. . . . The words, thought, and music of Shakespeare as they flow through the prism of the teacher are given a special life and meaning; they are not merely the writings of Shakespeare.

Experienced teachers will be carried back to their own experience with fond memories, and often with a satisfaction that only those who have helped make some life more complete could know, as in the example of a teacher's effect on a spastic girl:

She will continue to grow, and to emerge from all the bonds and fears that seem to hover, ready to smother humanity . . . Among the most cherished gifts a person can receive are a sense of worth, an open door, a ray of hope, a word of encouragement at a time of despair, hopelessness, or bondage.

*A Teacher Is Many Things* is a provocative book, one that responsive educators will thoroughly enjoy and appreciate. □

Council on Secondary Education,  
ASCD, Sponsors Conference on

## Student Unrest: Threat or Promise?

April 16-19, 1969 ● Regency Hyatt House ● Atlanta, Georgia

Association for Supervision and Curriculum Development, NEA  
1201 Sixteenth Street, N.W., Washington, D.C. 20036

Copyright © 1969 by the Association for Supervision and Curriculum Development. All rights reserved.