

## SELECTED FOR REVIEW

Reviewers: Neil P. Atkins  
Mildred Swearingen

**The High School of the Future: A Memorial to Kimball Wiles.** William M. Alexander, editor. Columbus, Ohio: Charles E. Merrill Publishing Company, 1970. 263 pp.

—Reviewed by NEIL P. ATKINS, Deputy Executive Secretary, Association for Supervision and Curriculum Development, Washington, D.C.

To ASCDers, this collection of original papers, written and published as a memorial to Kimball Wiles, has special meaning. Kim, long closely identified with ASCD until his tragic death in 1968, served as national president in 1963-64. Most of the 19 contributors, too, are well known to ASCD members. The book, however, should appeal to a much wider audience than the members of any one organization, because the ideas presented are both timely and important.

Each contributor was asked by the Memorial Committee, made up of Kim's colleagues at the University of Florida, under the chairmanship of Arthur W. Combs, to reflect upon the ideas presented by Wiles in the chapter on "The High School of the Future," contained in his book, *The Changing Curriculum of the American High School* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963). The result is a book which not only differs markedly from the typical memorial volume, but also turns out to be a book that Kim Wiles would have liked. Stimulated anew by reflecting upon the Wiles model of the high school of the future, each author offers his own insights on the issues which are involved in the task of shaping secondary education for the 21st century.

In one section, the authors address themselves to the issues surrounding the society of the future and its schools. For example, Jack R. Frymier probes further some fundamental questions which were raised by Wiles—"What Is Tomorrow?" "What Should the Schools Do?" "What Is Commitment?" and "What Is Essential?" Franklin Patterson presents an extraordinary analysis of some of the human issues in contemporary society as he examines the context of education in the future. Essays by William Van Til, Alice Miel, and others in this section push some of the propositions further; reanalyzing, rethinking, adding further suggestions for enriching the original ideas.

Reflecting Kim Wiles' central concern for the values development function of education, Arthur W. Combs, Robert S. Fleming, and Earl C. Kelley focus their attention on the individual and his school as they look to the high school of the future.

Picking up the curriculum issues presented in Wiles' discussion, several authors give their thoughts on the program of the school of the future. Robert Anderson, Galen Saylor, and others, in their questioning of the Wiles model in certain respects, sharpen our perceptions of the issues involved in developing appropriate curriculum experiences for the high school youth of the future.

C. Glen Hass, Vernon E. Anderson, Robert S. Gilchrist, and John Lovell examine Wiles' image of the high school of the future for implications for teacher education and supervision. Both areas were closely identified with Kim Wiles' leadership in education.

William M. Alexander, the editor of the

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# Toward an Aesthetic Education

Aesthetic education is concerned with helping individuals become responsive to beauty in all its forms. The Music Educators National Conference, in cooperation with the Central Midwestern Regional Educational Laboratory, has released a new publication that explores the development of an aesthetic education curriculum. The book is founded in the belief that people should engage themselves in the arts because they want to, not because they have to.

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volume, provides a thoughtful and sensitive introductory chapter. He reminds us that as the ideas in the essays help us to formulate our *own* models for the high school of the future, the memorial to Kimball Wiles endures. □

**Social Dimensions of the Self as an Open System: A Curriculum Design. Strategies for Implementation.** *Virginia M. Macagnoni.* Gainesville: Florida Educational Research and Development Council, 1970. 68 pp.

—Reviewed by MILDRED SWEARINGEN, Professor, College of Education, Florida State University, Tallahassee.

Teachers, supervisors, and curriculum workers will be grateful for Virginia Macagnoni's pamphlet on the self as an open system, with its delineation of curriculum design and strategies for implementation. This volume is especially gratifying to those who have been seeking coherent ways of

using in their daily work some of the growing wealth of ideas and insight from the research in self-concept, systems, and objectives. Macagnoni has brought into one framework a host of concepts from philosophy and the behavioral sciences. She has then evolved a model with suggested strategies which teachers can use in helping students develop a more nearly adequate self.

In Part I, Macagnoni identifies seven social properties of the self and suggests terminally stated behaviors for each: identity, acceptance and love, play, intelligence, resource orientation, work orientation, and authority orientation. A battery of probing questions helps open up exploration and inquiry regarding the seven social properties and the behaviors.

Part II presents an overall conceptualization, defining perceiving-mediating-valuing processes in which the individual student is to engage in the building of the social properties. The purpose of the model is to assist teachers in systematizing and ordering appropriate activities as they attempt to build environments within which the striving-for-the-social-self can take place.

Part III focuses upon the role of the teacher and his own readiness to undertake the kind of teaching involved. It also outlines strategies for implementation of the major ideas and furnishes one or more models of teaching addressed to a particular social property.

A wealth of references to research and viewpoints is included throughout the presentation, with enough introduction to the contribution of each work cited that the reader feels invited, almost impelled, to pursue important ideas further. Here is material to be studied and reread, individually and in faculty groups, and discussed at length as the comprehensiveness and practicality of what is offered are gradually assimilated. The bibliography itself is a treasure.

The richness of examples is also a great asset. The reader begins to feel at home with the concepts and to see himself as capable of functioning in such a way as to help children and youth develop the social dimensions of the self as an open system. □

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