

SELECTED FOR REVIEW

Reviewers: Paul R. Klohr
Joseph Leese
H. Gertho Morgan
Arthur L. Costa

The High School: Today and Tomorrow. William M. Alexander, J. Galen Saylor, and Emmett L. Williams. New York: Holt, Rinehart and Winston, Inc., 1971. 438 pp.

—Reviewed by PAUL R. KLOHR, Professor of Education, The Ohio State University, Columbus.

The authors view this volume as third in the series *Secondary Education: Basic Principles and Practices*, 1950; and *Modern Secondary Education: Basic Principles and Practices*, 1959, written to give, in their words, "a comprehensive description of the background and present status of secondary education in the United States" and "to reflect long-range and current trends and anticipate future developments" (p. iii).

The result is an unusually strong, well-documented route through the conventional wisdom of secondary education. If this is what one seeks, he will not find a more adequate guide. The authors have judiciously selected from the past and have incorporated into their overview of the present most of what are now seen as good, innovative practices.

However, reflecting on a rereading of the volume, this reviewer is left with the conviction that it has not come to grips with the "tomorrow" of secondary education if,

indeed, we are to continue to focus on a "secondary" phase of education as such. Possible alternatives simply are not presented. And one wonders how educators can move effectively into the future without a clearer picture of the range of alternatives.

In effect, Alexander, Saylor, and Williams have given us—to use the now much-maligned Reichian term—a Consciousness II analysis of the high school. Or, in Newmann and Oliver's terms, they have taken a "great society" approach. If this is a fair assessment of the value position they take, then the reader should be aware that their proposals for change or for reform of the high school as an institution have certain built-in constraints.

It seems reasonable to assume that a 1971 treatment of secondary education would need to cope with the implications of some of the ideas for reform being proposed by men such as Ivan Illich and Paulo Freire. This book does not deal with the kinds of societal changes that would need to be initiated to promote significant school reform. Nor does it confront directly the kinds of value commitments Theodore Roszak and Margaret Mead have called to our attention in their analysis of the counter cultures that impinge on the education of adolescents. One thinks here, for example, of Alexander

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Frazier's effort to identify typical value commitments in his examination of the quality of life and society.¹

Perhaps it is too much to expect of a book on secondary education that it attend to these critical matters. This volume is effective in what it does do. As a guide for the high school of tomorrow, however, it leaves so much yet to be done. □

Secondary Curriculum: Theory and Development. Daniel Tanner. New York: The Macmillan Company, 1971. 435 pp.

—Reviewed by JOSEPH LEESE, Professor and Chairman, Department of Curriculum and Instruction, State University of New York at Albany.

One of the failures of a great many educators is that they know no history or they refuse to recognize it. The present tubthumping about British primary education and the recent adulation of a return to the solids are evidence enough of the temporality so characteristic of our educationists.

Administrators can be exonerated, particularly when they know little and study nothing about the curriculum especially. Those who aspire to be specialists in curriculum and instruction, however, have hardly any excuse for their ignorance of the past and, with it, a distressing naïveté about the current, churned out by those who know less, but who act as if they had discovered the wheel again.

What leaders and learners alike need is a sobering and responsible examination of the present in reflection of the past. Most educational books fail miserably in this respect. They, instead, exhaust their "research" on what is going on now from West Port to East Somewhere as if it were the wisdom of intellectual giants. They replay the behaviorists and essentialists and pupil-teacher planners, including the Daltonists and Winnetkans, in one weird cacophony as if they

¹ Alexander Frazier. "The Quality of Life and Society in the United States." In: Robert R. Leeper, editor. *A Man for Tomorrow's World*. Washington, D.C.: Association for Supervision and Curriculum Development, 1970. pp. 62-84.

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all had been composed in a new-day burst of creativity.

The search and demand for perspective is something the American educational profession badly needs. Nicholas Murray Butler one time accused the educationists of hurrying like overly anxious rabbits in a cabbage patch from one plant to another, nibbling on and making a mess of each one, without rather thoroughly tasting or digesting any one. He said that in a Teachers College address over 50 years ago; and for many, his words, as all very often with the perspicacious, only served to foretell, unhappily not to deter. It appears that few American educational leaders, certainly proposers, heard him.

The consequence is a veritable junk heap of reform ideas, repeated in one form or another, and presented periodically as routes to Heaven. Few are sadder than the teaching machine hucksterism which naïvely peddled 25 years late what Sidney Pressey proposed in the thirties. Now clothed as

discovery and inquiry, progressive education's revivalism preaches the merits of a more openly directed inquiry, apparently entirely ignorant of the ideals and well-spelled-out procedures broken and shattered on the World War II plateau and in the destructive backwash of McCarthy, Bestor, and Rickover.

Of late, thanks to Ed Krug and a few disciples, there have been some sobering thoughts about the advisability of recognizing the dependence of abundant leaves on well established roots. Here and there have appeared some references to curriculum development history (AERA,¹ NSSE,² Seguel³), and a number have asked if we ought not look before we leap again.

¹ American Educational Research Association. "Curriculum." *Review of Educational Research*. Vol. 39, No. 3; June 1969.

² National Society for the Study of Education. *The Curriculum: Retrospect and Prospect*, Part I. Chicago: The Society, 1971.

³ Mary Louie Seguel. *The Curriculum Field: Its Formative Years*. New York: Teachers College Press, 1966.

Apparently, Daniel Tanner has been convinced of the need to fit the present to the past and relate both to the future. In his introduction he pays homage to J. Paul Leonard, whose solid volume on *Developing the Secondary School Curriculum*, 20 years ago, recognized in two historical chapters that what ought to be hardly ever can separate itself from what is and what was. Tanner frankly admits in his preface that the time has come again to turn to the problem of general education. Maybe Tanner should have recalled that Hollis Caswell⁴ restated his conviction, even after World War II, that the subject curriculum could never do the American educational job.

Tanner's promise to include the history in his critical analysis does not exactly bear fruit in his chapters on subject after subject. He does acknowledge, however, the spiral that Alice Miel believed has served to carry us from one level to another, while he persistently doubts both the validity of the structure theme and its promise of alleviating our multiple headaches.

Tanner also pays homage to Harold Alberty, who surely wanted and believed in an alternative to the subject curriculum over his many years of striving to have people hear about a core or a general education course or method. One might ask, though, where that recognition, cited in the author's preface, really gets thorough treatment and promotion. Neither the section in Chapter 2 nor afterthoughts in the social studies chapter seem to give the core's latency much of a jolt.

All said, however, Tanner renders more recognition and reference to the perceptive and analytical educators who preceded him than do most curriculum authors. He effectively embarrasses the powerful non-curriculumists, the psychologists, high commissioners, and admirals, who somehow mislead themselves into simple solutions for complex problems. And more important, he attacks head on, with their own transparent research, the new flock of subject reform

claimants and their easily brainwashed supporters.

Tanner's volume should be useful to those who want or think there ought to be some perspective; and it should be valuable for those concerned about structure and a macro design for secondary education, particularly if their deliberation goes much beyond college classroom discussion. The author has asked for a broader, more historical, and currently informed and objective posture about the secondary curriculum.

His volume should help the practiced, as well as the unpracticed, obtain a better vantage point and with it the lesser appetite for nibbling, while gesticulating wildly and enthusiastically, that so annoyed the miraculous president of Columbia over 50 years ago. □

Human Development in Western Culture. *Howard W. Bernard.* Third Edition. Boston: Allyn and Bacon, Inc., 1970. 585 pp.

—Reviewed by H. GERTHON MORGAN,
Professor of Education and Director, Institute for Child Study, University of Maryland, College Park.

In introductory statements, the author indicates that the presentation deals with specific themes in human becoming. These include the continuity in development, developmental tasks, self-concept, human needs, learning, and—as an end result—self-realization or self-actualization. Perhaps more significant threads running through the book include the heterostatic impulse to grow and learn, the promotion of positive attitudes toward education and learning, respect for uniqueness, curiosity, and individuality, the importance of the totality of the relationship climate in which the individual is embedded, appreciation of the uniqueness of development, treating the child as a person, the development of happy, confident, and resilient persons, and a firm conviction that man is less than he is capable of becoming.

The full commitment of the author to several specific but related themes imposes a pattern of organization on the presentation

⁴H. L. Caswell et al. *The American High School*. New York: Harper & Brothers, 1946. p. 140.

of content—perhaps an aid to the author (although one is not certain) and perhaps a guide to many readers—that may, in the end, result in something less than one would desire. A continuous reading gave the reviewer a sense of repetition in specific areas—socialization; the culturally different, the disadvantaged; developmental tasks; and encounter groups. This reader had the impression that some concepts are belabored to assure a relationship to a committed theme.

There seems to be a heavy dependence on particular scholars, such as Havighurst for developmental tasks and social class, as well as Maslow for the concept of needs, the hierarchy of needs, the concept of self-realization or self-actualization. The student may prefer the original sources for such concept presentations. However, the author has tapped and used wisely the work of many scholars, theorists, and researchers most extensively. Abundant evidence is available to conclude that the author has consulted the literature responsibly, has related studies appropriately into a personal synthesis shared with others in book form, and has achieved a work of usefulness at the implication and application levels. Specific topics may be read independently.

Significant appreciation should be expressed for the currency of this work. The inclusion of recent findings, derived experientially and through research, on such topics as socialization, the culturally different, children in modern suburbia, the education of the disadvantaged, and other areas represents a responsible attempt to make this a “now” book.

Human Development in Western Culture—the phrase “Western Culture” representing an important delineation often overlooked by other scholars in Human Development—covers three major, strongly interrelated dimensions:

1. **Developmental Perspectives.** This section places the Principles of Development after the section on the Beginning of Human Development. If such dynamic principles are sound, do they not apply to the discussion of heredity, conception, prenatal development,

and birth? The order of presentation leaves one in doubt.

2. **Developmental Phases.** Phases include Infancy, Early Childhood, Middle Childhood, Preadolescence, Adolescence, and Youth. These presentations follow varied plans. Sometimes, developmental tasks precede the discussion of needs. In other instances, the concept of needs precedes the consideration of tasks. Fortunately, from the point of view of this reader, the author rejects the approach that “two-year-olds are like_____.” Instead, uniqueness, individuality, and widening differences characterize the discussion of phases. And, when appropriate, the writer does not limit his discussion to the specific age level. The scope of Piaget’s investigations on the developmental nature of children’s thought through the adolescent years, for example, is presented in the section on Early Childhood.

3. **Developmental Forces.** The “nowness” of the book is at its height in this final section where attention is directed to such topics as “drugs” and “child abuse” within the larger framework of Family, School, and Group Influences. A positive affirmation about the current status of our schools is offered along with the conviction of the need for and suggestions for improvement.

The author’s consideration for the reader is appreciated. Examples are carefully selected and stated succinctly—not overdrawn. Specific suggestions are offered, and care in avoiding the extreme is emphasized. Some older concepts are discarded. Newer research extends and adds validity to sound concepts stated by others in other times. One does not wait for a final chapter on implications. These are provided readily and immediately and relate not only to the relationships, conditions, and experiences enhancing development, but specifically to those who are in influencing roles—the teacher, the parent.

The responsible scholar in human development will not find newness in this book; rather, he will find one person’s formulation of, or ordering of, or the “cutting-pasting” of current knowledge. On p. 106, in writing about the learner, the author states a prin-

ciple that "when he deals with the known, he gets bored." This reviewer was dealing with the known. He was not bored. □

Supervision for Change and Innovation.
Adolph Unruh and Harold E. Turner. New York: Houghton Mifflin Company, 1970. 333 pp.

—Reviewed by ARTHUR L. COSTA, Associate Professor of Education, Sacramento State College, Sacramento, California.

So you're teaching a class in Supervision and Leadership in Education for graduate students? And you're looking for a new text? Sure, it's difficult to give up the old classics you have been using; you believe in their philosophy and style; but there is so much that has happened in education recently that the "old-timers" don't touch on.

So you're looking for something new, yet something which is still based upon the democratic principles, the human aspects, the personalized and individualized approach to supervision. At the same time you want a book which includes some of the more recent trends: the systematic analysis and evaluation of instruction, teacher negotiations and militancy, teaching strategies, and sensitivity training.

You want a text that will support you—the professor—since you want a theoretical model on which to base your class meetings and your own personal involvement with your students. (Hopefully the students will see a consistency between your own behavior and that which is prescribed in the book!)

You want a text which allows you to go in depth according to your own interests in innovative practices and your abilities to demonstrate them, but that at the same time will be understandable enough, pragmatic

enough for the beginning student in the field of Supervision and Curriculum Development. You want a book which can serve as a springboard for your students to go in depth into problems of their own school district—a text which touches lightly on certain topics so as to tease the students to do further research for themselves. At the same time, you want a text that keeps all these interests, topics, and individual problems in perspective and in relationship to the whole compass of supervision.

It would be great, too, if such a book would present some real, knotty, practical problems and lifelike vignettes to stimulate class discussion—problems which depict the dilemmas and conflicts of the supervisor. Some of the best classes you've had are those in which you've role-played and simulated those situations.

Yet you know, too, that there is some theory in the profession of Educational Supervision and Leadership as well. There is some "content" which the potential supervisor should know—about working with groups—some principles upon which in-service education is based—some processes by which curriculum is developed—some skills of evaluating quality of interaction—some organizational constructs of the teacher-administrator-supervisor relationship in a school district. You would want the students to be conversant with the current problems and emerging trends in supervision.

Furthermore, you know that all the research and reading in your class should not come from a single source; therefore, you'll be hunting for a book with a broad, current, and well-selected bibliography.

If that's your bag, here's your book: *Supervision for Change and Innovation* by Adolph Unruh and Harold E. Turner. □

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