

Reviewers: Rodney P. Smith
J. Galen Saylor
Frank Milhollan
Christine F. Branche
Ward Weldon

Beyond Freedom & Dignity. B. F. Skinner. New York: Alfred A. Knopf, 1971. 225 pp.

—Reviewed by RODNEY P. SMITH, Assistant Bureau Chief, State of Florida Department of Education, Tallahassee.

It would have been a simple enough matter to review B. F. Skinner's new book *Beyond Freedom & Dignity* if the discussions in the book had not confronted practically every issue which now concerns modern man. Then, too, there are the implied solutions to most of man's problems. Under these circumstances an adequate overview of the book is difficult to come by, for the book itself is a specialized viewpoint.

The view is that of the foremost spokesman for the school of contingency management and the author of *Walden II*—utopia by behavior modification. The book will be viewed as a *manifesto* by "behavior-mod" personnel, as repetitious and weak by gestalt field theorists; it will be fully understood neither from a philosophical nor from a scientific viewpoint by the general layman whose life style encompasses such concepts as freedom, dignity, success and failure, merit, good, bad, states of emotion and feelings—the layman, in short, who does not view his personal life in terms of behaviorist research or cant.

Skinner notes early in the book (p. 22) that his is a "scientific point of view." However, the reader does not need to know the details of a scientific analysis of behavior to read his book. And what is in the book? Skinner does not offer the book as proof or interpretation, for, as the author states (p. 23), the proof is to be found in earlier basic analyses. Thus the book is offered neither as explication nor as proof of a theory on contingencies of reinforcement—work which has occupied the life and mind (Skinner will pardon this metaphor) of B. F. Skinner for 30 or more years.

What the book is, is a final rejection of autonomous man and a discarding of "the literatures of freedom and dignity" (p. 99) as "no longer appropriate to the task" of building a "good" and lasting culture. Though the present evolution of man may owe much to these literatures, they have now become counterproductive.

We must look *beyond freedom and dignity* toward a technology of behavior and the design of a new culture. For if the *man* that man has made is the product of the culture that man himself has designed, then this can be viewed as a kind of cultural evolution "carried out by the species" (p. 208) and ostensibly controllable. A second type of evolution is biological evolution. This, too, is subject to some control by selective breed-

Review Coordinators: HEATHER L. CARTER, Assistant Professor, Department of Curriculum and Instruction, The University of Texas at Austin; CAROL A. MILLSOM, Assistant Professor of Education, New York University, New York City; and ESTHER ZARET, Assistant Professor of Education, Marquette University, Milwaukee, Wisconsin.

ing "and by changing contingencies of survival . . ." (p. 208). It is from the manipulation of these broad strands of cultural and biological evolution that a more perfect society and a more perfect man may spring.

Skinner's studied cool detachment and attempted objective style sometimes falter in those instances when he turns a satirical pen on his more outspoken critics. Otherwise, his thesis, once assumptions are granted, flows with considerable logic and persuasion. In fact, in the end, one can fault the book only by questioning those same assumptions which underlie the whole work. Is the mind *really* an "explanatory fiction"? Are feelings and emotions only simple "by-products" of physical behavior? Is man not autonomous in any way? Is a person merely what is left, what is fashioned largely by myriad contingencies?

And there are nagging questions, too. If there is no *mind*, then where is the design for the brand new world to come from? If there is an idea of a new culture, will not this same idea be tainted by a preexisting culture, our own culture? Who will the men be who will design a new culture? For what ends will the new society exist?

All of which questions no doubt arise from a prescientific era. □

Interpersonal and Group Relations in Educational Administration. *William W. Savage.* Glenview, Illinois: Scott, Foresman and Company, 1968.

—Reviewed by J. GALEN SAYLOR, Professor of Secondary Education, University of Nebraska, Lincoln.

If anyone who serves in an important leadership role in our public school systems, and that certainly includes the superintendent and his staff in the central office, principals, curriculum coordinators, and department chairmen, has not yet read and made extensive use of Savage's book on human relations, he should get a copy immediately and use it as a guidebook for his work with fellow staff members. Those in education who favor the use of more extreme versions

of human relations training, such as T-groups, group therapy, sensitivity training, Esalen-type encounter groups, and the like, will probably reject the book. Yet the great majority of persons in education who believe that good human relations depend on "an *understanding* of the behavior of people as individuals and in groups . . . also *skills* in working effectively with individuals and groups" will find the book a very useful and valuable treatment of the whole subject of group relationships in the context of school administration, curriculum leadership, and cooperative staff planning.

Savage takes the point of view that most school administrators are not specialists in the fields of the behavioral and social sciences, so he endeavors to bring together in this volume both theoretical concepts and principles, and techniques and practices. In the first part of the book, particularly, he draws extensively on the literature of the field of human relations. He cites many of the research studies, scholarly publications, and descriptions of practice that constitute the substantive basis for developing sound and valid procedures and processes in administration. His chapters on human needs, the impact of the culture on human behavior, and the nature and character of groups provide a broad base from which to plan administrative processes and procedures that will foster good human relations.

The latter part of the book includes chapters on group processes and techniques and on the communication process. These chapters should enable any educator in a role of leadership to analyze his own administrative practices and, if present practices do not check satisfactorily, to bring them in line with sound concepts of human relations.

For the administrator or curriculum director who is certain that he has gone beyond the broad, elementary level of interpersonal relationships the book will not contain much that is new, although the extensive review and citation of the literature of this field in the early chapters is itself a significant contribution. Yet in light of the extensive amount of bungling that characterizes much current school administration and

curriculum planning, the need for a book at the introductory level is rather evident.

One might venture the observation that if everyone professionally engaged in the process of schooling, including teachers working with students in classrooms through the hierarchy to superintendents working with the entire school staff, had adhered much more fully to the principles and practices Savage presents, many of the "items" in Charles Silberman's severe condemnation of the American school would not have occurred. □

Adolescents: Behavior and Development.

Boyd R. McCandless. Hinsdale, Illinois: The Dryden Press, Inc., 1970. 515 pp.

Adolescents: Readings in Behavior and Development. **Ellis D. Evans, editor.** Hinsdale, Illinois: The Dryden Press, Inc., 1970. 523 pp.

—Reviewed by FRANK MILHOLLAN, Associate Professor, Institute for Child Study, University of Maryland, College Park.

The first of these two books is a new text appropriate for courses in psychology and education which focus on the adolescent. The second is a book of readings suitable to accompany the text or other current adolescent psychology textbooks.

In *Adolescents: Behavior and Development*, Professor McCandless has achieved what most others assimilating material about the adolescent have failed to achieve—a scholarly, relevant, and readable volume. He masterfully weaves in appropriate illustrations, vignettes, and "life stories" providing applications and implications which will enhance meaningfulness for the reader. This book is about specific biological, personal, and social changes that affect adolescents, but that are different from those which characterize either children or adults. McCandless sees the psychology of adolescence as partly a motivational psychology and partly a psychology of change:

It is motivational psychology because a new drive—the reproduction, or sex, drive—has

emerged in mature form, and it is the first new drive which the average individual has had to socialize since his preschool years. . . . (It) is a psychology of change because the individual is moving from childhood to his adult role in society. He is not really *anywhere* that he particularly wants to be; he is only in transition.

With this theme in mind, the author builds a conceptual framework in his first chapter which attempts to blend drive theory, the psychology of change, and self-concept. Although the relationship of these components to each other and to the chapters which follow is not always clear (and indeed it would have been monumental to have made it so), the structure is a workable one and its weaknesses are not critical.

Excellent chapters are offered on methods and problems in the study of adolescents, physical development and its impact on self-concept, and sex and moral identification. Intelligence and intellectual growth, cognitive function, youth and the schools and the church, adolescents at work, and social and emotional development are thoroughly treated in other chapters. Particularly well-written summaries are included for each chapter.

Those who teach in the area of adolescent development will welcome this text. It is written for students but certainly provides an excellent resource for anyone interested in adolescence. It should be particularly useful to teaching candidates who plan to work with adolescents.

The book is programmed in such a way that sequential reading of the chapters is probably advisable, but McCandless has rather carefully cross-referenced whenever possible.

The reader may be surprised at the extent to which sexual development is stressed. The author acknowledges this in saying that "sexuality seems, in the long run, clearly to rank last in the importance of its effect on the way adolescents shape their lives," but he points out that the topic has been neglected by middle class society and in most books about adolescents, and that society is perhaps least equipped to guide adolescents in the sexual and moral and values areas.

Although attention is given to peer relationships, one senses that the impact of the peer group on adolescent behavior is somewhat slighted. This may be due in part to the dearth of research in this important area.

The humanistic orientation and the interdisciplinary nature of the book are surely among its strengths. Furthermore, the careful analysis and presentation of data concerning disadvantaged youth, the utilization of social learning theory, and the exposition of the concept of self are noteworthy in their contribution to the literature on adolescence.

Adolescents: Readings in Behavior and Development has as its basic objective that of providing a convenient source of representational material from current developments in adolescent research and theory. Editor Ellis D. Evans employed three objective criteria in shaping the content of the book—timeliness, variety, and readability. The first criterion is adequately achieved not only by selection of relatively recent articles, many of which deal with relevant contemporary topics, but also by 12 pertinent original essays. Although variety is achieved in terms of representation by several disciplines and examples of major research strategies used in the study of adolescents, a limitation is imposed in part by the relatively small number of articles (28) and by the inclination toward homogeneity of viewpoint. Contrasting views and controversial issues which are likely to appeal to the college student and lend themselves to discussion are not developed. The text is highly readable, and skill in interpretation of statistical data and a technical vocabulary are not essential.

The book is divided into three parts. The first nine readings are devoted to theory and summarizations of the major dimensions of adolescent development. The nine readings in Part II develop special interest topics which are contemporary in their orientation (for example, alcohol and drug use by adolescents, sex education, moral development). Part III contains ten articles selected as representative of research on adolescents and provides illustrations of research methodology. The criterion of readability may not be met for some readers by this section.

Each of the 28 selections is prefaced by an "orientation" statement which provides background to the basic themes in each selection and introduces or clarifies the issues involved. These introductory paragraphs are particularly well written and serve to synthesize the data of the various selections.

Of particular interest are the 12 original articles, which represent several disciplines and topics and are, for the most part, well-documented, comprehensive, and highly readable. If only in terms of these essays, instructors in adolescent development will find this book useful as a reference.

This anthology is intended to accompany McCandless' book; the reviewer, however, would be disinclined to use it as an undergraduate text for teacher candidates. Part III, which constitutes one-third of the book, is intended to "whet sufficiently the reader's appetite for continued study and perhaps even some original research activity of his own." In the reviewer's experience this approach may have appeal to the student of psychology or the graduate student, but is unlikely to hold the interest of the teacher or teacher candidate. □

Early Childhood Education: Perspectives on Change. *Evelyn Weber.* Worthington, Ohio: Charles A. Jones Publishing Company, 1970. 188 pp.

—Reviewed by CHRISTINE F. BRANCHE, *Directing Supervisor, Division of Early Childhood Education, Cleveland Board of Education, Cleveland, Ohio.*

Evelyn Weber, Associate Professor of Education, Wheelock College, has made a much needed contribution to the literature of the educational community by attempting to put the current gold rush of early childhood programming into objective focus. *Early Childhood Education: Perspectives on Change* provides a description and some analysis of seven programs for children, infants to age 8. Her candid evaluations are a result of on-site observations as part of a study supported by the Carnegie Foundation.

Dr. Weber succinctly reviews the pro-

fessional history of early childhood programs as a foundation for the flurry of current endeavors. Included are the philosophical and psychological bases, theories of learning, and limited references to sociological impact, including the agencies that promote or deliver programs. Little attention is given, however, to "social revolutions" as motivating forces for change in program direction.

The major portion of the book is divided into programs for infants and toddlers, two to five, and primary grades. Not only are programs detailed but also courageously evaluated in light of Dr. Weber's sense of value, which is clearly articulated from a sound theoretical framework. Her questions are penetrating and provocative as she brings into focus the developmental needs of children in relation to program methods.

There is a recurrent challenge to educators to "devise and make possible 'fulfillment' education in which the three values of self-actualization, creativity, and relevance are pertinent." She urges adaptation of humanistic goals for implementation on a day-to-day basis through recognition of a critical need for (a) humaneness in the human condition, (b) continuity of growth and learning, and (c) involvement of parents as partners in a "community of supportive adults." She charges that customized curriculum and continuity, from playpen throughout the elementary years, are both neglected ingredients in our schools. Differentiated staffing, parent participation, and interdisciplinary teams of personnel are heartily recommended to activate change and to respond to the needs of children.

At a time when there is such conflict in direction in early childhood education, Dr. Weber's volume is a *must* for research-

ers, administrators, and practitioners at all levels. This book is an excellent companion to Barbara Biber's *Challenges Ahead in Early Childhood* (Washington, D.C.: National Association for the Education of Young Children, 1968). Together they provide a practical commentary from a valid base, for critiquing our response to current trends in society. To quote the author:

The directions are sketched in broad strokes, with details to be filled in according to the specifics of a particular situation, but in their significance they are universal. □

Individualizing Educational Systems.
Lloyd K. Bishop. New York: Harper & Row, Publishers, 1971. 276 pp.

—Reviewed by WARD WELDON, Curriculum Coordinator, Teacher Corps Project, University of Illinois at Chicago Circle.

How do you tell an author that you liked his book and thank him for doing something that needed to be done, and yet, at the same time, say that his book is fundamentally confused and perhaps self-contradictory? That is my task.

Professor Bishop gives a useful and provocative overview of what is now being done to put more paths and channels into instructional systems. He provides extended descriptions of instructional strategies in use at Claremont High School (California) for the teaching of humanities and art.

The confusion sets in when these and other curricular innovations are called "individualized systems." In the section of the book written by Geraldine Turner and Alice Ritchie, art teachers at Claremont High School, there is an acknowledgment that the

Future ASCD Annual Conferences

1972	March 5-8	Philadelphia	Philadelphia Civic Center
1973	March 17-21	Minneapolis	Minneapolis Auditorium
1974	March 9-13	Anaheim	Anaheim Convention Center
1975	March 15-19	New Orleans	Rivergate
1976	March 14-17	Miami Beach	Convention Center

juxtaposition of "individual" and "system" can create a dilemma:

A dilemma which is part of the whole question of behaviorizing instruction, of presenting material in large groups, of pre-testing and post-testing, is that all this seems to negate the human individual. Is he an object to be organized in large numbers, to be analyzed like rock samples, to be treated like a chemical compound and changed into something different, something somehow more desirable (p. 126)?

That is the dilemma, of course. What is the solution? The two art teachers tell us that we must have both of the elements which cause the dilemma to exist:

We need both the empathetic, exciting attitude that the good teacher can provide, and the systematic, scientific approach to curriculum that is possible through the behaviorizing of objectives (p. 127).

That strikes me as being a good trick, if we can do it, but a self-deluding "let's-have-our-cake-and-eat-it-too" maneuver, if we cannot.

What should we, as educators, do in order to have both empathetic excitement and scientific behaviorizing in the schools? The general proposal which permeates Bishop's book is that we turn the drudgery of "simple dissemination of information" (p. 129) over to effectively innovative and usually technological systems and then ask teachers to spend the time which was formerly devoted to data transmission in such activities as learning alongside their students and interacting with them one-by-one.

There are two unreconciled themes in Bishop's book. Some portions emphasize preestablished systems designed to convey information and vary the instructions received by the student to fit his diagnosed entry condition and his present location within the system. Other parts of the book contain appeals that we humanize the schools by giving students more dignity and more control over their own learning and over the environment in which it occurs.

Some of the material which makes up the systematic strain of this book is computer-assisted instruction (Bishop approv-

ingly predicts that the computer's impact on education will be as large as that of the printing press), and the "continuous progress curriculum" with its self-contained packages of learning materials, each devoted to specified behavioral objectives. Does a system become individualized by becoming more complicated and more divisible into smaller components?

Also part of Bishop's systematic strain, but in a more subtle way, are the instructional rearrangements which require little in the way of new hardware and software, but nevertheless imply a systematically predefined sequence of expectations for teacher and student behaviors. These rearrangements include team teaching, nongraded teaching, flexible modular scheduling, instructional resource centers, and even Bishop's proposal that the Bennis "Organic-Adaptive" model of organizational governance be applied to high school faculties.

The individual dignity theme of the book is emphasized in Bishop's discussion of pass-fail grading, liberalized dress codes, and student-faculty senates. An extremely interesting chapter for anyone who is seriously concerned with the issues of affective learning and student motivation is Chapter 11, "Organizational Climate and the Student."

The major fault I have to find with the author's approach is that it ignores what seems to me to be the most important issue: Is educational technology, especially in its most systematic forms, dehumanizing and corrosive of individual dignity?

In my opinion, it just will not do to say that we will build efficient impersonal systems, on the one hand, and use the time and effort thus saved for those presently ill-defined educational activities which promise creative personal interaction between students and teachers. Such a dichotomy would make education a "house divided against itself," and we all know what happens to such houses. I hope that you read the book. I hope that either Professor Bishop or someone else will write another book which will grapple with the apparent contradiction summarized in his title, *Individualizing Educational Systems*. □

Copyright © 1971 by the Association for Supervision and Curriculum Development. All rights reserved.