


—Reviewed by James J. Buckley, Superintendent of Schools, Milford, Massachusetts.

The wanton pessimism displayed by futurists such as Jacques Ellul cannot mitigate the fact that the word “Education” is written across the face of the future. Whether because of, or in spite of, our present efforts, public school education will exist in some recognizable form in the future. Precisely how it will look and why is suggested in two of these three books.

The Year 2000: Teacher Education is a monograph. In 35 pages it encapsulates the essence of Dr. Van Til’s address before the National Society of College Teachers of Education (NSCTE) in 1968. In addition to the de rigueur analyses of population projections and predicted gross national product, the author describes his concept of how the last right in the Jeffersonian trilogy of Life, Liberty, and the Pursuit of Happiness will be attainable in ways inexorably intermingled with the pursuit of education in the year 2000. In addition, when compared with present standards, we shall be virtually inundated with a plethora of technological software and hardware that will be used wisely and well despite any future recalcitrance of some of us and because of the qualitatively significant aspects of the technological revolution vis-à-vis education. One who is forced by circumstances to read only digest presentations of important viewpoints would do well to read this masterfully written précis.

Elementary Education in the Seventies is a guide for those who wish to discover or verify the genesis of any of the recent curriculum developments in the areas of mathematics, social studies, science, language arts, and reading, and who are anxious to learn what the future trends may be.

Usually such a collection of articles is almost foredoomed to being a potpourri because of stylistic unevenness that is bound...
to result when three educators edit 57 articles written by 66 authors. Yet because of their judicious selection of authors whose prose is consistently stimulating, and because of their apt and illuminating introductory annotations, Joyce, Oana, and Houston provide us with a highly commendable compilation.

What an array of talent assembled herein—Gagné, Taba, Vincent Rogers, Beberman—and what a veritable mother lode of information! It is refreshing to find that not one of the authors is guilty of participating in that hungry quest for novelty that has infected too many schools of education and their affiliated school systems. Nor could this reader detect the promiscuous and helter-skelter introduction of new nomenclature which some other authors use merely to mystify those who are not members of their pedagogical coterie.

It is presumptuous of one to select any article as being the best in each area. Yet surely there are few who would quarrel with citing, in addition to those authored by more obvious "greats," the article by Lazar Goldberg, entitled "Testing, Evaluation, and Marking in Elementary School Science." Equally stimulating are the articles in the reading section which created the debate revolving around the proposition, "The Promise of i.t.a. Is A Delusion"; the Atkin-Gagné debate about "process v. content"; and the Adrien Hess article, "Discovering Discovery," in the mathematics section.

One would not easily find a compendium more worthy of at least a perusal by those who are, or intend to be, involved in the development of elementary education during this decade.

The Future of Education is an entirely different matter. Seldom has this reader been confronted with such a blatant expression of prejudice against universal public school education. This book is an elaborate congeries of pedagogically paleolithic thinking. Ponder this:

"The schools used to prepare an elite and they were partially controlled by dominant social groups or classes. Now they perform a different function within the change framework: they collectively exercise a quasi-ideological control, demanding that the school prepare a more modest and inconspicuous elite and train the masses of citizens in the acquisition of elite-controlling mechanisms."

Or this:

"The great idea of Western civilization is diluted in an amorphous mass culture, and the schools have opened their doors to this flood-tide."

I confess to a visceral objection to such statements made by someone who professes to be an educator of the future. A reviewer is expected to wade through such a sheaf of typescript with its interlineations of elitist propaganda, and is not allowed to skip the tortuosities which contain the more pharisaical statements. You need not do so. Your valuable time should not be spent reading the Molnar book unless you want to know about outmoded concepts and how they grow. Instead, read the Van Til monograph and the uniformly fine writings contained in the Joyce, Oana, and Houston book.


—Reviewed by A. GRAY THOMPSON, Director of Teacher Education, Marquette University, Milwaukee, Wisconsin.

These three recent publications are inexorably related to the operational tasks of teachers, supervisors, and curriculum workers. An essential task of the educational supervisor, as well as that of the teacher, is to define those acts which reveal whether or not stated objectives have been attained in the teaching-learning process. Supervisors
The evaluation of teachers and learners is a cyclical process where teachers evaluate learners, and learners evaluate teachers, and the cycle goes on with both groups being evaluated. The question, "Wad-Ja-Get?" is raised. The Sergiovanni-Starratt work has a dual emphasis: supervising the human school and supervising the human curriculum. Human relations and human resources are stressed. The authors state that humanizing education and the self-actualization of youngsters germinate only in a humanizing organization which focuses on the self-actualization of teachers and other professionals. This book is well organized and is a very readable synthesis of the emerging patterns of supervision in education. The authors have done an exceptional job in the preparation of a vast number of tables and figures which add greatly to the meaning of the discourse. Chapter 14, "Planning a Human Curriculum," provides an exciting springboard for those who wish to give more than lip service to the notion that learners and teachers are persons first.

Chapter 12 of the above book provides an excellent backdrop to the Kibler, Barker, and Miles work, Behavioral Objectives and Instruction. This book extends the growing list of writings emphasizing behavioral objectives. The first half of the book is devoted to behavioral objectives and the instructional process; an analysis of planning objectives; the cognitive, affective, and psychomotor domains; writing informational objectives; and the influence of behavioral objectives in education. The second half consists of a variety of appendices, including Popham's probe of arguments against behavioral objectives; samples of behavioral objectives; and the Metfessel, Michael, and Kirsner article, "Instrumentation of Bloom's and Krathwohl's Taxonomies for the Writing of Education Objectives."

Kibler, Barker, and Miles claim that their book makes six unique contributions to the literature related to behavioral objectives and instruction. Of the six, their taxonomic classification for the psychomotor domain may be of special use to some teachers as they attempt to reduce thinking about behavioral objectives to written form. The limitations of this original taxonomic classification mirror some of the problems for the classroom teacher that also emerge when working with the cognitive and affective domains. The time spent in giving ink to paper about them is questionable in terms of their value function, as seen especially through the examples presented: for example, to be able to throw a baseball 35 feet, do ten chin-ups, march around the room three times in step to a military march, translate Braille accurately, tune a piano through the use of a tuning fork, move the microphone lever to the right within two seconds after the music stops.

The elementary school teacher would be hard pressed to create situations wherein the examples cited might be replicated or extended. Several examples, however, might have been drawn from the elementary school teacher's task areas, including reading, music, art, science, and physical education. Although the authors claim that their book is a supplementary text for most courses in education, the emphasis of the samples of behavioral objectives presented focuses almost totally on secondary and college content areas.

The topic, behavioral objectives, will be encountered by preservice and in-service teachers alike for some time to come. The Kibler, Barker, and Miles book is a useful resource. This reviewer, however, sees much of the taxonomic approach to behavioral objectives akin to creating pie shells—there is little sense of fulfillment.

Just how the preparation of behavioral objectives will enhance or contribute to the goal of humanizing American education is unclear. A manageable synthesis is mandatory if the value, worth, dignity, and integrity of the individual is of importance. Yet, one wonders if the self-actualization of youngsters has any real meaning when confronted with the realities of the grading game in American education as neatly explicated in the Kirschenbaum, Napier, and Simon book, Wad-Ja-Get? These authors prepare filling for the pie shells, tantalizing the reader's palate, provoking his imagination, and providing, perhaps, that unifying thread between...
the objectives of instruction and human perspectives for supervision.

Wad-Ja-Get? is a fascinating tapestry woven of fictional drama and library research. The drama takes place at Mapleton High School and the story line includes students, faculty, an alumnus, a consultant, the PTA, and a committee. The research appears in a selected annotated bibliography related to grades and grading practices. References to this bibliography are made throughout the narrative discourse. This bibliography helps make the book extremely useful to the curriculum worker. A second appendix contributes significantly to the literature of educational evaluation. The authors present alternative grading systems, with a thumbnail description of several with the advantages and disadvantages of each.

Perhaps in the future of American education, better answers to “Wad-Ja-Get?” would be forthcoming if the underlying behavioral objective for teachers could be: “...carves out manageable areas of content with which all girls and boys can be successful.”


—Reviewed by Charles R. Reid, Assistant Professor of Secondary Education, Iowa Wesleyan College, Mount Pleasant.

The separate publication of these two chapters from Tanner’s Secondary Education: Perspectives and Prospects serves a special need. It helps to clarify a series of vital and interrelated contemporary educational issues of concern to teachers and other educationists interested in improving instruction. Tanner’s discussion of instructional goals and assessment of learning in the cognitive and affective domains constitutes an objective review and critique of recent efforts to specify more firmly the ultimate priorities in the educational process. The author has succeeded well in examining these efforts in relation to various widely accepted canons of educational philosophy, thus bringing into clearer perspective the contradictions which many professionals have experienced in attempting to achieve some kind of working reconciliation of a behavioral objectives approach with their own personal views on instruction.

This does not mean that Tanner by some miraculous sleight-of-hand has attained a totally convincing dead-center position in what is after all a long-term, continuing debate. Such a feat seems likely to remain an impossibility for some time to come, at least until much more of the debris of argument can be cleared away. Rather, the author has accomplished the lesser but very necessary task of providing a genuinely comprehensive exposition of basic issues. And this accomplishment provides us with a better means of reaching personal understanding of those issues. We can now, thanks to Tanner, approach the gap between behavioral and philosophical claims to primacy with a candor that was previously difficult to maintain.

Using a point-by-point discussion of the well-known Taxonomy of Educational Objectives by Bloom et al. as the framework for his critique, Tanner focuses on the short-term characteristics of educational goals and the manner of their evaluation. In the cognitive domain he considers goal setting and evaluative devices in relation to educational purposes, with the particular aim of aiding teachers to evaluate outcomes along broader lines than those implied in the behavioral objectives approach as commonly understood. With the aid of diverse and well-chosen examples of imaginative testing in several subject areas, he clarifies the difference between cognitive evaluation which is stereotyped and educationally rather useless and that which, besides reaching out to sample outcomes of collateral learning, is probing, many-faceted, and widely predictive of students’ probable future trends of behavior.

The second chapter dealing with instructional goals and outcomes is an attempt to provide a frame of reference with which the difficult issues of affective learning may be comprehended. Again, the Taxonomy of Educational Objectives offers a point of de-
parture in attacking the semantic and emotional logjams which have served to obscure these issues through the recent past. Here, Tanner makes a valuable if somewhat less successful effort to lend new perspective to the average teacher's range of perceptions in dealing with the affective dimension in learning. Considering the magnitude of the problem and the widespread confusion which surrounds almost all discussion of affective goals in education, one can hardly fault Tanner for falling somewhat short of an ideal handling of this subject. However, it is apparent that in dealing with so complex a matter he has found it difficult to maintain the emphasis on central issues which contributed so much to (and was, of course, rather more easily attained in) his discussion of cognitive goals and their evaluation.

Tanner has shown us the essentials of thought in dealing with the linkage of behavioral objectives and evaluative processes and in achieving a comprehension of the relation between cognitive and affective elements in learning. By virtue of this success he has, hopefully, opened the way for a more rational attack on the still unsettled question of how behavioral objectives can best be utilized in furthering effective instruction.

Logical Thinking in Second Grade.

—Reviewed by Heather L. Carter, Associate Professor of Education, Department of Curriculum and Instruction, and Research and Development Center for Teacher Education, The University of Texas, Austin.

This book reports an extensive research study conducted by Millie Almy and her associates at Teachers College, Columbia University.

The basic question for the study is an appealing one, “Do children who receive systematic instruction in the basic concepts of mathematics and science when they are in the kindergarten think more logically when they reach second grade than do children who do not have such early instruction?” For this study that began in the fall of 1965, Almy used a sample of children who received instruction either in new science (AAAS or SCIS) and/or mathematics (GCMP) curriculum, or in a locally structured program, or with no structured program at all.

The measures of logical thinking employed in the investigation were Piagetian in nature and measured conservation of number, quantity of liquid and weight, class inclusion, serial ordering, transitivity tasks, and matrix tasks. Data from these tests included questionnaires completed by teachers, observations by the investigators, and interviews with the children.

The design of this study was well conceived. The researcher herself, however, recognized certain limitations: the relatively small number of teachers from whom to formulate generalizations; the lack of information with respect to background of teachers and children; and the absence from the sample of students having AAAS in first and second grades but not higher. Bearing these limitations in mind, Almy observed the following results:

1. In the second grade, students who received systematic instruction beginning in first grade were not generally as advanced in logical thinking tasks as those who began in kindergarten;

2. There was no significant difference on tests of logical thinking between groups having prescribed or having no prescribed program in the kindergarten; and

3. Some differences among children using different programs were observed with respect to logical thinking.

An example of the observed differences was that “More children who had the AAAS program were operational in the transitivity tasks than was the case in the other prescribed programs” (p. 131). The number of subjects for such observations, however, was small; and it is therefore necessary to interpret the results with caution.

Regardless of the fact that the author gained results which were not clear-cut, the study is an example of a type which is of value. Too frequently research projects look
only at short-term treatment effects and outcomes directly desired by treatment designers. If several of the variables that Almy recognizes as uncontrolled or undescribed could be controlled or described, powerful results might be gained from a replication study. The results as described certainly are, as the publisher suggests, “of interest to those who study cognitive development, who prescribe curricula, and who attempt to achieve the best ‘fit’ between the two.”


—Reviewed by Heather L. Carter.

Susan Isaacs wrote The Children We Teach in 1932, and it is now appearing as a paperback. The book has, for more than 20 years, been read by students preparing to teach in the primary schools of England. Possibly it is because of the impact of the book over these years at the preservice level that teachers in England are willing to espouse a position described by Isaacs, and characteristic of many of the more innovative primary schools in England. Isaacs attempted to convey throughout her book the aim she stated in the preface (“to show children, neither as merely illustrating a series of abstract psychological laws, nor as mere creatures-to-be taught, but as living individuals”). Two key concerns Isaacs expressed in The Children We Teach are the need for children to be active participants in their learning, and the need for the child to be viewed as a whole person.

As one reads the book it is necessary, as Almy indicates in the introduction, to remember it was written at the time when intelligence tests were beginning to be accepted and were considered of greater potential than today. “Of all the differences between one child and another, inborn intelligence turns out to be the most stable and permanent” (p. 27). Isaacs suggested that the aim of the tests was “to find out what the child can do with the information he may have” (p. 29). Although Isaacs did indicate the environment might influence the knowledge gained, she suggested that it was minimal.

Certainly, this book has much to commend itself, particularly in its effort to persuade the reader to look into the whole child and to recognize, accept, and adapt teaching for the differences among children. It is interesting that such a book, written 40 years ago, should be considered relevant to today's curriculum. Maybe this is consistent with the cyclical nature of education described by Katz in a recent issue of Harvard Educational Review.

Child-centred Education by Entwistle is based on a Ph.D. dissertation presented by the author at the University of London in 1966. Basically the book is of a philosophical nature, and the philosophy is consistent with the viewpoint espoused by Isaacs: the child should be viewed as a whole being, and learning should be through active involvement.

Too frequently the notion is held that “child-centred education” implies accepting the child as he is and teaching at that level. Entwistle, however, suggests that it is using his interest and competence in keeping with the developmental aspect of subject matter. The author not only reflects on the characteristics of the child, but also on the needs of the child in life and the role played by the teacher. In the section related to teacher education, Entwistle suggests the need for good academic background for teaching. It is necessary for him to “come to grips with a subject area as a logically structured body of knowledge” (p. 177). Of course, he sees that an essential component of teacher training is also “knowledge about the nature of the learner” (p. 182).

The book by Isaacs and the one by Entwistle are pertinent to today's consideration of educating the child for a world constantly shifting, in which every individual needs to think and be prepared to act on the basis of his own logical decisions. Neither of the books, however, describes a specific structure within which the aims and goals it proposes might be carried out.