

SELECTED FOR REVIEW

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Studying Teaching. James Raths, John R. Pancella, and James S. Van Ness. Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971. 447 pp.

—Reviewed by ESTHER ZARET, Associate Professor of Education, Marquette University, Milwaukee, Wisconsin.

Teaching is a commitment: it implies some explicit or implicit orientation comprising values, attitudes, and beliefs as well as information about teaching, learning, and the nature of possible interactions between these processes. Yet too often teaching has been described, and studied, and presented to the beginner as a seemingly directionless activity taking place in a value-free vacuum. We have had an overdose of "the way teaching is" in tradition-bound classrooms and too little emphasis on "the way it could be." What is needed is a continuing exploration of the range of real alternatives available to the teacher in setting up learning environments consistent with that teacher's value commitments and sense of direction.

Yet how do we help the beginning education student (and the practicing teacher)

to develop a sense of direction? It seems to me that three dimensions of awareness are involved in developing and maintaining a flexible sense of direction in teaching:

1. Awareness of varying value positions; questioning, clarifying, validating one's own commitments
2. Awareness of the range of possible alternatives available to a teacher in a given instructional context
3. Awareness of ways of monitoring and modifying one's own teaching decisions in creating a learning environment consistent with explicit commitments.

In their second edition of *Studying Teaching*, Raths, Pancella, and Van Ness focus specifically on dimensions 2 and 3, but deal only indirectly with the crucial value dimension. The new text is an updated presentation of readings and related activities selected with the intent of "helping teachers raise their level of awareness in the teaching act." The editors cite two assumptions about teaching that directed the focus and format of their book: first, "better teachers . . . are rational about the decisions they

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make in the teaching act. They consider alternatives, weigh possible outcomes, and evaluate their decisions by collecting relevant evidence"; and second, "the alternatives suggested by experienced teachers and education professors may enlarge the number of choices that beginning teachers may consider and test."

Guided by these premises, the editors designed their text primarily for education students in methods courses, "a starting point for beginning teachers" in getting acquainted with "the range of relevant variables to consider in the teaching-learning process." The 54 articles emphasize contrasting viewpoints and are grouped to encompass a broad sweep of approaches in identifying and dealing with basic educational concerns. The readings within a chapter may move from abstract to concrete dimensions of problems; from classical statements to comments by contemporaries; from old favorites to some especially relevant articles seldom included in readings for beginning teachers. Among the latter are Kubie's "Are We Educating for Maturity?" and Rogers' "Personal Thoughts on Teaching and Learning."

Brief introductory discussions and suggested activities for each chapter of readings focus the reader directly on the critical examination of his own decision-making bases. The chapters on "What Is Teaching?" "Decisions in Planning," and "Teaching for Thinking and Valuing" will be particularly valuable in helping readers to stretch their level of awareness, to conceptualize what Paul Nash has termed "richer models of possibility" in teaching.

The volume adds up to an excellent selection of readings suitable for seasoned teachers as well as beginners. Certainly the collection can stand as a source book for educators at all levels of training and experience.

I was uncomfortable, however, with the editors' attempts to deal separately with rational decision making in teaching and the valuing process. Selecting from a range of alternatives, whether in teaching or otherwise, requires some level of valuing, either implicit or explicit. I see the teacher as a

responding person—a thinking, feeling, valuing person whose teaching decisions grow out of his value commitments. Rationally examining his teaching decisions (and acts) involves a rational examination of his values: questioning, clarifying, affirming, modifying his commitments. Or are we to understand that the value clarification process for teachers is somehow different from that suggested by the editors for students? (James Rath, "A Strategy for Developing Values.")

I would like to see incorporated in this text a section on strategies for helping the teacher to rationally examine and continue "build[ing] his own value system," a pivotal dimension of greater "awareness in the teaching art." □

Curriculum: Quest for Relevance. William Van Til, editor. Boston: Houghton Mifflin Company, 1971. 390 pp.

—Reviewed by JESSIE J. DuBOIS, Reading Specialist, Indiana State University, Terre Haute.

In *Curriculum: Quest for Relevance*, William Van Til presents an interesting and refreshing look at curriculum issues; he focuses on the present and future rather than the past. He has selected, organized, commented on, and included in this book of readings a diversity of thoughts and ideas from a variety of persons concerned with the education of today's youth.

This volume is divided into three major parts. Part One, "Contemporary Criticisms of the Curriculum," begins with "Is Progressive Education Obsolete?", Van Til's own widely published article which first appeared in *Saturday Review* in 1962. He says that progressive education is not obsolete, in reality it has never been tried on a significant scale. In 1962 he foresaw and predicted new proposals for modern education; now some ten years later his predictions have become reality. This is exemplified by a variety of current readings in Part One by people he labels as compassionate critics.

These compassionate critics are dissatisfied with the existing educational situation.

Although only sections of current books were included, they were well selected to capture authors' convictions and criticisms. The compassionate dissenters of education include such writers as: John Holt, James Herndon, Herbert Kohl, Jonathon Kozol, and George Denison. Van Til writes that these men have much to say; he strikes a sobering note when he concludes by saying that they are in dead earnest.

Other articles included in Part One are by critics of compulsory education and the high school radical critics. It is rewarding to see that a section is devoted to the advocates of affective education, including such articles as "Teaching the Young To Love" by Jack R. Frymier.

Part Two is entitled "Curriculum for the 1970's." Six topics are stressed: (a) an approach to curriculum, (b) black studies, (c) the work of the schools, (d) humanism and instructional technology, (e) changing the curriculum, and (f) looking to the future. Articles are included by educators who, in their own way, are saying that all is not well on the educational scene, and changes need to be made to promote a relevant curriculum and a truly relevant education for present-day students. Some authors such as Theodore Brameld are more radical and advocate a complete restructuring of the existing curriculum content, organization, media, and methods. Other writers, such as R. Thomas Tanner, offer suggestions about how to operate within, and to improve upon, the present system of education.

Part Three, "Curriculum for the Future," includes selections from some of the prominent contemporary futurists, such as John I. Goodlad, Margaret Mead, Carl R. Rogers, Harold G. Shane, and June Grant Shane. This is an important feature of the book, since by studying alternative futures, one can better classify various courses of action and better understand and confront his present problems in terms of possible long term results.

Especially helpful for the student of curriculum are the editor's introductions to each of the three parts of the book. In these introductions he presents a brief résumé of

what the author in each article is advocating. He also carefully and skillfully relates the articles to each other as well as relating them to present problems, issues, and trends.

This volume is a serious and commendable effort to focus exclusively on today and tomorrow a collection of criticisms, analyses, and predictions by observers and educators. The book should be well received by those interested in contemporary education. □

Free To Learn—Unlocking and Ungrading American Education. *John Henry Martin and Charles H. Harrison.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. 185 pp.

—Reviewed by WILLIAM T. LOWE, Professor of Education, University of Rochester, New York.

This is another scorching journalistic (no footnotes) attack on contemporary schools. We read that educational reforms have been a fiasco, that compulsive drives toward ideological and pedagogical conformity are commonplace, that no one seems to be clear about purpose, that educators are timid and defensive or authoritarian, that the wishes of many segments of society are ignored, and so on. A casual reading could lead to the belief that the authors are suggesting that these evils would be overcome by a return to the good old days—the one-room school is eulogized.

So far this book may sound like dozens of others, but it is not. This is a provocative, thoughtful, and innovative approach to educational reform, and it therefore demands a careful reflective reading by anyone who is truly concerned.

The authors try to identify the fundamental causes of our educational failure. The most significant of these seems to be the school's willingness to assume responsibility for more and more societal functions. Of course, this has been said many times before, but then the book turns to some radically different ideas to achieve the needed basic reforms.

School boards as we know them would

disappear to be replaced by truly representative Education Assemblies. (This idea alone makes the book worthy of study.) Totally new institutions would be controlled by these Assemblies: Community Guidance and Evaluation Centers, Family Health Centers, Community Arts Centers (including museums and libraries), and Career Education Centers. New kinds of "schools," shorn of many responsibilities that would be assigned to these new institutions, would be created. No two of these schools would be identical, but they would all be truly responsive and accountable and open. Dozens of very specific and exciting possible examples are presented.

This book contains powerful ideas. To be sure, they are frequently treated superficially. The philosophical and practical problems inherent in the ideas are not fully explored; in many instances they are not even mentioned. Nevertheless, this is a highly worthy book. It just might stimulate real reform. □

Today's Mathematics: A Guide to Concepts and Methods in Elementary School Mathematics. James W. Heddens. Second Edition. Palo Alto, California: Science Research Associates, Inc., 1971. 495 pp.

—Reviewed by HUNTER BALLEW, Associate Professor of Education, University of North Carolina, Chapel Hill.

The feature which more than any other single characteristic makes this a valuable resource for the working teacher is the section entitled "Activities for Children" at the end of each unit. These suggested activities illustrate very clearly how the teacher can use in his classroom the concepts he studies in a course using this book. Moreover, these activities demonstrate in a practical form the spiral curriculum notion about which we hear so much and do so little. Thus the teacher gains a firm understanding through specific suggestions of just how a particular concept, instead of being studied "once and for all," is introduced at some level and then is approached at successive levels from increas-

ingly mature viewpoints. An excellent example of this is the "Activities for Children" in Unit 13, where rational numbers are introduced at the earliest level, and are studied in greater depth throughout the elementary school.

The first edition of this book was good in relating method to content, which is desirable in most mathematics education courses. The second edition continues the precedent admirably; however, there are places where it would be helpful to discuss at greater length not only how to teach a particular concept, but also why this particular concept would contribute to a good modern elementary school mathematics program. For example, the author mentions in Unit 5 that ancient systems of notation and other number bases are studied for historical and cultural reasons, and in order to reinforce the meaning of the base ten system. However, I would like to see a more detailed argument to justify this content in the elementary school.

One of the weakest features of the book is the exercises for the reader at the end of each unit. These are too few, too simple, and oriented wrong for the prospective teacher who has previously had one or two mathematics courses for elementary teachers.

All in all, *Today's Mathematics* is a helpful and readable book for the prospective teacher and a valuable reservoir of ideas for the working teacher. □

The Laboratory Approach to Mathematics. Kenneth P. Kidd, Shirley S. Myers, and David M. Cilley. Chicago: Science Research Associates, Inc., 1970. 282 pp.

—Reviewed by HUNTER BALLEW.

Voices have been raised in mathematics education for a laboratory approach to the subject for no one knows how long. The reasoning behind such an approach is sound, but materials and suggestions for the teacher who wants to begin the approach are scarce. Mathematics teachers know something should be done, but what? They want to make mathematics more appealing and prac-

tical for the individual student, but they quite naturally hesitate to request the addition of large items to the already overcrowded school budget unless they can back up such requests with clear and definite arguments about the value of the laboratory approach.

I believe that this book provides such arguments and ideas so that the teacher will know what to request in the way of space, material, and equipment, and how to begin and continue the operation of a mathematics laboratory. The many ways suggested for the teacher to develop his own material, construct his own equipment, and design his own exercises are especially valuable, not only in terms of money saved, but also in terms of more appropriate service to the unique individuals composing his particular class. The chapter with suggestions for low achievers is of special significance.

Some suggestions (for example, the slide rule, logarithm tables, exercises involving the pendulum, and a problem about finding the circumference of the earth) are appropriate for high school mathematics classes. Other suggestions (for example, using containers and experimenting to learn relationships among liquid measures, map reading, and the use of sets of objects for counting) are more appropriate for elementary school pupils. Many of the ideas can be adapted to several different levels of school. Thus, this book is a valuable resource for elementary and secondary teachers of mathematics, and for college students who are preparing to do student teaching. □

Red, Brown, and Black Demands for Better Education. G. Louis Heath. Philadelphia: Westminster Press, 1972. 63 pp.

—Reviewed by JAMES STIMSON, Assistant Professor of Sociology of Education, The City College of the City University of New York, New York City.

G. Louis Heath, a runner-up in the Second and Third Annual Robert F. Kennedy Journalism Award competitions, has written perhaps the first book to attempt an analysis of the educational problems and aspirations

of three American minority groups—Blacks, Chicanos, and Amerindians.

Using the concept of "cultural expressiveness" as an organizing theme for analyzing Red, Brown, and Black demands for better education, Heath convincingly demonstrates that an American ethnic mosaic is preferable to an American melting pot. When governmental institutions force majority group historical perspectives and values on minority group members, it is clear that the individual psychological costs are prohibitive in terms of damaged self-images and such incidents of self-abuse as suicide. Equally tragic are the societal costs.

Employing the skills of participant observation, Professor Heath lucidly demonstrates cultural strangulation when he writes,

... I saw a cavalry-and-Indian film being shown in one of the Chilocco dormitories. According to the usual format, the army was heavily outnumbered and held a militarily untenable position. The Indians, assaulting the position, were being killed, one every shot. As they were on the verge of overwhelming the army troops, a bugle sounded and the cavalry charged to the rescue from behind a hill. The Indian pupils cheered the climax, inadvertently divulging the utter alienation of their education (p. 6).

The book takes the reader from the "new" Native Americans' "first stand" at Alcatraz to the impressive student documents written by the Third World Liberation Front at Berkeley in 1969.

In between, one gets a clear picture of what is happening at Rough Rock, along with a vivid account of Cesar Chavez and his United Farm Workers Organizing Committee and a good indication of the state of the art of special programs basically designed for Blacks.

One sees how minority groups can devise learning experiences and inquiries that allow them to legitimate their own unique cultural identity within a technological and pluralistic society while simultaneously fulfilling the skill requirements enacted by the society for productive employment.

If Heath's intention was to convince the reader that the days of institutional and gov-

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ernmental paternalism and oppression are numbered and that the countdown is rapid, he has succeeded.

This book seems an obvious choice for a course in the social foundations of education. □

The School in the Social Order: A Sociological Introduction to Educational Understanding. *Francesco Cordasco, Maurie Hillson, and Henry A. Bullock.* Scranton, Pennsylvania: International Textbook Company, 1970. 422 pp.

—Reviewed by WASYL SHIMONIAK, Professor of Education, Marquette University, Milwaukee, Wisconsin.

It is well known that a knowledge of other cultures may help one to understand better his own culture and his own patterns of conduct in many areas of social interactions. This book deals with many phases of human concerns either on the local or the national level.

Sociological understanding is of utmost importance when one deals with a school population, representative as it is, for example, of the American population, consisting of hundreds of minority groups who have their own culture, their own patterns of behavior, and their own desires (or sometimes programs) concerning the education of their children. A real value of this book consists of studying such factors as race, nationality, and individual families in order that the school can benefit from the total culture, and so that educational opportunities can be given to all who desire and feel such a need.

The reader will get acquainted with some basic principles of sociology (first two chapters) as well as with fundamental principles of education concerning many ethnic groups in general and the school as a social institution in particular. Further, the authors go a little beyond the elementary introduction to sociology in studying the child's behavior and causes of certain behavior. Such cases as why Johnny does not cooperate, why he

does not smile, and why he is violent certainly do not solve educational problems, but they can help the teacher (or any interested person in education) to understand human behavior better.

This book should be recommended to all teachers, and especially to those who work in areas where many ethnic groups reside and where many cultural patterns shape the educational system. □

Social Foundations of Education: Environmental Influences in Teaching and Learning. Cole S. Brembeck. *Second Edition.* New York: John Wiley & Sons, Inc., 1971. 648 pp.

—Reviewed by WASYL SHIMONIAK.

The author of this book uses a unique way of presenting the problems of school and society. A general view concerns the effect of many factors on one's intellectual development and philosophy. There are five units in the book: (a) environment and education; (b) the student; (c) the schools; (d) the teachers; and (e) the community. All of these units, although treated independently, represent a philosophy of education that influences the child's intellectual and social development.

An important contribution is made by studying and evaluating forces that affect the individuality or the personality of the child. This is the multiphasic approach in

presenting to a reader the school and the child. Consideration of such topics as the "child of the slum," "child of the suburb," and others is long overdue and should be a major part of our educational philosophy. The author deserves credit for his endeavors to present objectively many of the influences on school and child that are shown within this framework of "theories and practices."

It is especially interesting to note the author's endeavor to evaluate the student from his natural (rather, physiological) standing and the environmental influences, such as his immediate family and the community as a whole.

One point in particular which should be noted is an objective analysis of such problems as student unrest and its implications on the school and society. The author does not impose his own opinion upon the educational system, but rather depicts both groups, that is, the administration and the student. "American high schools are not concentration camps . . ." in a way sums up the educational system and its ideals. The youngsters have to be educated in terms of their free choice since, after all, their own future is at stake.

The school is studied from an objective angle as trying to represent many issues of the society, such as "school as an agent of socialization," "the upper middle class suburban schools," "the modeling function of the classrooms"; these and other issues make this book a very important contribution to our educational system. □

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