
—Reviewed by Marcella R. Lawler, Professor of Education, Department of Curriculum and Teaching, Teachers College, Columbia University, New York City.

Secondary Education: Perspectives and Prospects is the outstanding volume of secondary education in recent years. It deals with the current problems of secondary education, attending to the areas within historical perspective. Completeness in treatment is pervasive. The researching for the book is impressive. College librarians might well use a list of the footnotes as a criterion for their selection of background documents and books for the secondary collection.


Part 2, "Institutional Objectives and Outcomes," presents a consideration of the development of objectives in both the cognitive and affective domains. Again, this section has been well researched, with the result that through thoughtful analyses the reader is made aware of alternative positions. This section has already been published in a paperback, Using Behavioral Objectives in the Classroom (The Macmillan Company, 1972). Very slight modifications have been made in the paperback edition.

“Curriculum Reform and the Problem of Fragmentation,” “General Education and the Quest for Synthesis,” “General Education and the Quest for Synthesis—Continued,” “Before College,” “Education for the World of Work,” and “Resources and Designs for Effective Learning.” These chapters go beyond the very important early descriptive reporting by leaders such as Goodlad and Alexander, in that again the historical perspective is kept before the reader. In these chapters, too, consideration is given to similarities and differences in comparable developments in some of the European countries.

The last section, “The Secondary School and the Profession,” includes one chapter, “Administrative and Professional Problems.” This section is a broad brush stroke. The uninitiated might say, “But this isn’t secondary!” The experienced professional is keenly aware of the importance for secondary education of each area discussed.

As in all books, reviewers can always nit-pick. For example, in reporting briefly on the Flexner Report, made for the General Education Board, and its resultant model school, the Lincoln School, Teachers College, Columbia University, the author gives the impression that the school was closed because of financial problems. This is not the case. Minutes of trustees meetings of Teachers College will show that the Lincoln School was still operating as such in 1946-47, and longer, but was closed because it was no longer fulfilling the function for which it had been founded—to deal with the frontier problems in American education and to provide models in these areas for American public education!

Another bit of nit-picking! This reviewer objects to “Problems for Study and Discussion” at the end of chapters, even granting that those in this volume go beyond the text, and are, indeed, far superior to those usually developed. They might be put into a guide for the professor! But the reviewer’s feeling is that they restrict students in their reading of the text, as well as in further search.

The reviewer concurs with the author:

This book is addressed to both prospective and practicing teachers. Because the preparation of the secondary school teacher tends to be specialized on a single teaching field, many future teachers and practicing teachers do not fully appreciate the stake they must have in the improvement of the total school curriculum. Consequently, a focal point of this book is on the need for curriculum coherence and balance.


—Reviewed by Lillian S. Stephens, Assistant Professor, State University at Stony Brook, New York.

As the movement for open or informal education spreads in this country, educators urge that its principles be better understood so that it does not become still another educational fad eventually discarded by premature enthusiasts. Two recently published books address themselves to defining the philosophies and practices of informal education, using the British schools as their model.

Lillian Weber’s credentials as an exponent of open education are well-established. She has been instrumental in the Open Corridor program which organized open classrooms in New York’s inner city schools. In The English Infant School and Informal Education, Weber reports on an early study, in 1965-66, when she visited 56 schools in England, primarily nursery and infant schools.

The book is divided into two sections. The first describes the schools and the second explores the theory and history of British informal education. Weber identifies the key features of the informal infant school as follows: It is relatively small in size, 200 to 300 students. There is an easy use of space, in and out of the classroom; a sense of communal living; a rich environment simultaneously used for many activities; and
interaction and communication among the staff and children. The teacher's role is to "implement and open up a child's purposes," rather than to direct or impose his own. The headmistress is decisive—a master teacher and facilitator.

Weber's chapters on theory stress the contributions of the Isaacs, Susan and Nathan, and the latter's role in reconciling the theories of Susan Isaacs and Piaget. She also explores the philosophies of others who had impact on informal theory, including Basil Bernstein, Bruner, and the American linguists. There is careful attention to historical detail, emphasizing that informal education has been developing in Britain for decades.

This is an insightful, sensitive study, but it is admittedly a partisan study and, as such, has limited value as a guide for American teachers attempting to implement the informal approach. Weber portrays an "infant school entity" which is more an ideal than a reality. In her emphasis on permitting the child freedom "to learn in his own individually different way," she creates confusion about the teacher's role. One of the strengths of British informal education lies in the clearly defined role of the teacher, who is generally free from parental pressure, free to make decisions about the curriculum, and is a more active participant in directing children's work than is depicted in this present volume.

Open Education: The Informal Classroom is a collection of 12 essays written between 1966 and 1970, with an introduction by John Holt. It includes two excerpts from the Plowden report; Hull's description of Leicestershire schools (which had previously been published as a pamphlet); and two essays by Hawkins, one on science teaching and the other on the pupil-teacher relationship (entitled I-Thou-It), as well as pieces by Kallet, Rathbone, and Barth. I found Barth's essay the most significant. Barth summarizes 24 assumptions about children's learning which he suggests are held by open educators but have never been verified by research, and he raises a number of questions about each. Barth expounded on these further in his doctoral thesis at the Harvard Graduate School of Education (1970).

Although the book claims to offer practical suggestions for the teacher and administrator, I found these too general to be of any real value. The merit of the collection lies in its analysis of the philosophy of open education, which I believe is best summed up by Holt in the introduction when he states "the heart of open education, what it is really all about . . ." is that in informal classrooms, "the child is trusted."

In summary, read these books for their excellent exposition of the child-centered, developmental approach to education, but not as "how-to-do-it" books on informal education. In England, practice in informal education preceded theory. Perhaps what American teachers now need is to trust themselves as well as the children, to practice open education, proceeding slowly with gradual steps towards informality, and avoiding attempts to emulate immediately the ideals posed by so much of the current literature.


—Reviewed by MARJORIE FRIEDBERG, Associate Professor of Education, New York University, New York City.

This book, although basically written for the teacher and parent, can easily be used by undergraduate students in Early Childhood Education. It presents an overview of representative programs in nursery school, kindergarten, and primary school, from the end of World War II to the present. This period includes the decline of the working mother and her return home at the war's end to the current opposite trend with more mothers now on jobs and placing their children in nursery school, not only for custodial care but also, hopefully, to learn.

Freedom of choice within limits is the principle recommended for the child in nursery, kindergarten, and the primary school.
However, in discussing teacher-child or parent-child interaction, the authors emphasize somewhat typical experiences, for example, in Sunday School, which do not really pinpoint the actual problems of contemporary parents and teachers. Although comparative historical data are included, there is no real confrontation, let alone suggested resolution, of the hard core problems presented by the current generation of children in relation to the world they live in. In other words, the book is somewhat dated and, although it is well stated, does not even define today's and tomorrow's problems with which the reader might grapple.

In dealing with the advantaged child and the disadvantaged child, the book rejects the traditional approaches, for example, Montessori and Bereiter-Engelmann, in favor of the freer focus. The question is: does the traditional American nursery school make a contribution? I believe the answer is "yes"; but, in agreement with the authors, I have to say that the freer nursery school contributes more to the child's learning and overall growth. We can still master skills in reading, mathematics, science, and social studies in the classroom.

The most important aspects of this book are the chapters on the attitudes and abilities of the teacher. The child learns because he is in an atmosphere that creates for him a joy of learning. "Kindergarten should be a time of meaningful activity, of essential learning experience. . . . Whatever a kindergarten teacher does, she should not sacrifice this year of joyous work experience to the false gods of pressure, ritual, and rote."

This book talks frankly about how teachers can deal with parents. Too bad it does not suggest how parents can deal with teachers, though it does acknowledge that parents are people. I am in agreement with the authors' viewpoint that for the child to do well in the classroom requires that the parents be part of that classroom, for example, that mothers and, if possible, fathers participate in the management and operation of the classroom.
The book points out that this involvement of parents began with Head Start. What is lacking here, however, is how to develop a more extensive participation on the part of community resources.

The best part of this book is the guide to curriculum materials for which the teacher-in-training is constantly searching. These materials, as described in this book, are applicable for nursery through grade 3. The bibliographical references, covering a broad spectrum of the theory and research in education over the past 20 years, also make this book worthwhile, especially for the beginning teacher.


—Reviewed by Marjorie Friedberg.

This book is a well-intentioned and somewhat ambitious effort to help “those who are or will be working with children” develop ways to foster positive self-concepts in children. Although allegedly aimed at students of education, classroom teachers, and supervisors in preschool and elementary schools, this collection of essays by seven authors on a unified theme seems to have something for everyone, from the school psychologist and the paraprofessional to the humble parent. Unfortunately, this, combined with somewhat simplistic prescriptions on how to handle various kinds of purported pathological behavior in children, gives an uneven quality to a book that nevertheless makes some excellent contributions to a very complex subject.

Apart from the “cookbook recipe” flavor of some of the advice on how to help disturbed children be happier and therefore presumably less troublesome, there are some underlying assumptions that seemingly reflect an unquestioning adherence to some traditional values that have been questioned in recent years. One such value appears to be rooted in the Puritan ethic that productive work is what is socially acceptable, according to the book. It follows, then, that the busy child will have the best self-concept; and teachers, clinicians, and parents are given guidelines on prescribing tasks with appropriate reward and punishment systems to help children deal with such problems as depression, social withdrawal, and “emotionality.”

Despite some positive things that are said about fostering creativity in children, in the prescription part of the book, there seems to be little recognition that so-called withdrawal into fantasy or less than full-time happy, socializing behavior may actually involve some creative development in a child; or at least some time to himself to integrate both positive and negative experiences or to develop adequate ways to cope with internal and/or external stress.

There is also regrettable evidence that the Watsonian precepts of “don’t spoil the child” are still all too influential with educators. For instance, teachers, parents, and other readers are advised that with excessively emotional, hypersensitive children who cry a lot, “Try to be as neutral as possible about his crying in order to minimize its reward value in terms of gaining attention, but give him plenty of attention for positive accomplishments . . .” (italics added). In other words, crying is not positive, and don’t try to find out why the child is crying or comfort him because this will give him much attention and make him cry more. The same advice is given for temper tantrums, including headbanging, which are referred to as not really harmful “antics.”

The shadow of the punitive Puritan, demanding happy, free socializing *cum* uncomplaining stoicism, stalks through this part of the book and casts a pall of disbelief about the really excellent portions. Unfortunately, it is the “how-to-handle” prescriptions that are most likely to be memorized by parents and teachers, desperate for concrete ways to make children be both “good” and “happy.”

There is a thoughtful and finely written introductory chapter by the editor, Kaoru Yamamoto. He frankly considers such problems as the conflict between an unrealistic, too perfectionistic self-concept and the often incongruent needs of the total self, with the
PARENT EDUCATION deals with the realities of child-rearing and combats the confusion which child-rearing brings about in parents. The book offers new, sound approaches to family strength and discusses the partnership between home and school. The material is clearly presented and suitable for the interested lay reader as well as for the professional.


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recognition that acceptance of the total self hopefully will prevail, resulting in an appropriate modification of the self-concept. He also confronts such issues as the effect upon children of our society’s “deviance” categories, which include minority ethnic groups, the physically handicapped, the emotionally and mentally ill, and the poor.

Carolyn E. Massad beautifully explores the challenges and problems of communicating with children, covering both the nonverbal and verbal modes. She also summarizes both Piaget’s and Vigotsky’s theories of the relationship of language to thought, a summary remarkable for its clarity.

The pitfalls besetting parents in trying to help their children develop healthy self-esteem, with due recognition of the largely uncharted terrain here, and the pressures on teachers, with the still scanty research on the whole process of teacher-student interaction, are also well covered. Teachers, however, may derive from this book the conclusion that their major assignment is to be part-time psychotherapists to their pupils.

While it is a painful fact that serious emotional and physical problems do interfere with a child’s natural curiosity and inclination to learn, it is also a painful fact that conventional modes of teaching with their emphasis on amassing information also stifle a love for learning. Teachers, at present, are not sufficiently trained to be even part-time psychotherapists; and even if they were, should they be expected to deal in depth with children’s personality problems while at the same time trying to educate them? There is not much space devoted to how innovative ways of teaching might spur an interest in learning and concomitantly enhance a child’s self-concept.

At a deeper level, there seems to be an assumption underlying the whole book typical of our society’s over-optimism and reluctance to face painful realities. Children, in the course of their development, do have to face frustration, suffering, loss, often tragedy. These experiences cannot be “fixed up” so that the child will be as happy in his view of himself or the world. The best that loving, helpful adults can do at these times is to be there

—Reviewed by Stuart M. Speedie, Graduate Educational Research Trainee, Purdue University, West Lafayette, Indiana; and Donald J. Treffinger, Chairman, Educational Psychology and Research, University of Kansas, Lawrence.

In this rather compact paperback, Professors Davis and Scott have attempted to represent three important concerns in training creative thinking: (a) defining creativity and specifying appropriate criteria for the evaluation of training programs; (b) identifying techniques and methods which are potentially useful in developing training programs; and (c) evaluating existing creativity training programs and the evidence which supports their efficacy.

With respect to defining creative thinking and establishing criteria for evaluating training efforts, most of the papers concentrate, without a great deal of critical analysis, on one or a few of the divergent thinking abilities. Only some contributors—notably Olton and Crutchfield, Davis, Torrance, and MacKinnon—consider directly that such abilities represent only aspects of creativity, rather than comprehensive measures. If the editors had commented on these problems directly, or included selections dealing with controversial issues of definition, criteria, and measurement, the book would have been more valuable for the general reader.

The majority of the selections deal with techniques and environmental configurations which purport to facilitate creative thinking. The readings deal mainly with exercises for improving divergent thinking and problem-solving skills, or with warnings about social environments which discourage or inhibit creativity. While the articles from the literature of industrial training provide an interesting view of training not often available to educational audiences, most of these selections offer no explicit rationale for their suggestions. A notable exception is Simberg’s article, in which practical suggestions are developed indirectly from Guilford’s theoretical “Structure of Intellect.” In general, one suspects that in industry, as well as in schools, there is a much greater proliferation of “helpful hints” than theoretical integration and controlled research.

A third set of articles deals with existing programs for fostering creative thinking. We consider these papers, generally, to be the best in the anthology. Some of the programs described, however, have been shown to have limitations of effectiveness, which might have been pointed out by the editors, as a service to the general reader. Though these papers describe several training programs, there are some programs and methods for training creativity which have been the focus of sufficient research efforts that their omission is serious. From the experimental psychology laboratory, the work of Maltzman and his associates on “originality training” has been omitted entirely. In educational settings, William’s model for encouraging thinking and feeling, the Purdue Creativity Training Program, and Cunnington and Torrance’s Imagl/Craft have all been overlooked.

To summarize, Training Creative Thinking, edited by Davis and Scott, is an interesting and informative collection of readings. It provides articles from a variety of areas which discuss several important issues in training and creative thinking. We would recommend this book, by all means, to readers searching for an introduction to studies in training creative thinking. For the more critical professional audience, the book is valuable because it represents an up-to-date compendium of appropriate papers on creativity training.

The book is current, and not excessively broad in scope, which is an accomplishment in view of the rapid growth of interest in creativity in the past two decades among educational and psychological researchers. For the educator or educational researcher, it is also valuable because it brings in mate-
rrial not readily available in the educational literature. Yet we must add the caution that it does not constitute a comprehensive survey or analysis of the topic of training creative thinking.


—Reviewed by ANGELA M. JAGGAR, Assistant Professor, School of Education, New York University, New York City.

The two books reviewed here have a similar concern, namely the improvement of teacher education; however, they are distinctly different in content and format. The Minicourse is primarily a progress report on the development of a teacher education program at the Far West Laboratory for Research and Development. The authors argue that "conventional teacher education programs are seriously deficient with regard to building specific skills and behavior patterns the teacher needs to structure efficiently a variety of classroom teaching situations." To overcome this deficiency, a new instructional model, called a minicourse, was developed to train in-service teachers in specific classroom skills.

Section 1 of the book, "An Example of Educational R & D," contains a description of the minicourse instructional model which was adapted from the microteaching approach developed at Stanford University. Essentially, a minicourse is an auto-instructional package, the basic elements of which include: specification of behaviorally defined teaching skills, the use of modeling to induce behavior change, microteaching sessions to practice the specified skills, and feedback in the form of self-evaluation through videotape playback. The rationale for the model is based on recent research in teacher training techniques.

A significant part of Section 1 includes a detailed description of the design and testing of Minicourse #1 (Effective Questioning—Elementary Level), thus providing the reader with an excellent example of the way in which a research and development (R & D) approach to product development can be applied in the field of teacher education.

The development of four more minicourses is reported in some detail in Section 2, "The Second Generation of Minicourses." Additional information about the nature, general applicability, and the effectiveness of the minicourse model is available in this section; however, because of the repetitious nature of the format, the reading is somewhat laborious.

The last section of the book, "The Third Generation and Beyond," contains suggestions for needed research on the minicourse model, brief descriptions of two alternative instructional models that are in the initial stages of development, and a discussion of the long range goal of the R & D Center. This goal is to develop a teacher education subsystem in the area of classroom skills.

Finally, the authors argue that research and development programs are presently the most viable routes for bringing about educational change. It is their belief that where educational research and local innovation have failed, "improvement in education can best be effected by providing the schools with thoroughly developed and tested programs that are fully ready for operational use."

Although minicourses were originally designed for in-service training, the authors claim they are flexible and adaptable to a wide variety of ongoing programs at the pre-service level. In fact, they suggest that the utilization of minicourses can lead to significant modifications and improvements in conventional teacher training programs.

This book is essentially a promotional description of the minicourses developed at the Far West Laboratory; however, it will be of interest to those concerned with designing and using newer techniques in teacher training. It provides insights into the process
and problems involved in developing alternative approaches to conventional programs and describes in detail an instructional model that may hold some promise for competency-based teacher education.

In a brief preface to The Urban Teacher, Strom says that the basic purpose of his book is to show urban educators how to improve their influence by making respect for students more operational. This is a noble aim, but the book does not live up to expectations.

Essentially, each of the six chapters in the book is a discrete article related to one or more of the three aspects of teacher education suggested in the title: selection, training, and supervision. In fact, four of the six chapters are extended versions of some of the author's previously published articles.

Taken separately, each chapter is well written and informative. Many of the ideas expressed merit serious consideration. For example, in "A Rationale for Teacher Collaboration," Strom argues convincingly that preservice programs must place greater emphasis on training teachers for urban schools who are competent at working cooperatively and effectively with others who play significant roles in the education of children, including specialists, teacher aides, and parents. To support his argument, he cites research findings to show that teachers who are adept at collaborating with others to achieve common goals are more apt to succeed in inner city schools than are those who approach the task of teaching as an independent challenge.

In Chapter 3, "Improving Teacher Selection by Success Prediction," the author proposes that one way to improve the education of poor children is to select teachers with the best chance of success in inner city schools. He describes a method of establishing test measures that are valid for predicting teacher success at the same time that he reports the results of a particular study. This is in essence another report of an attempt to identify psychological variables that indicate potential success in teaching. Such attempts have proved relatively unfruitful in the past; however, the method reported here and its implications for teacher training will prove interesting to those concerned with the development and use of success prediction techniques. The appendix of the book contains descriptions of the psychological tests used in the reported study.

In other chapters, Strom (a) discusses the need for "modification of teacher expectations about the Negro, the jobless, and the city itself"; (b) urges that greater importance be given to student mental health; and (c) proposes an "in-service teacher training program that involves peers as help-agents for achieving self-defined goals."

The major weakness in this book is its lack of cohesiveness. The author fails to draw relationships from one chapter to another and to appropriately introduce and summarize the content. Thus, the reader is left to integrate the ideas from disparate writings that do contain some significant suggestions and implications for teacher education.


—Reviewed by STANLEY E. EASTON, Assistant Professor, Department of Secondary Education, University of Mississippi, University.

Stanley Charnofsky has produced a concise, highly readable volume on "the chief crisis of our age," Educating the Powerless. Charnofsky views the resolution of this crisis as, potentially, the key to the survival of human interaction as we have known it in American civilization. In this brief book the author defines the problem—powerlessness; identifies the cause—the "system"; explores promising remedies—humanistic education; and gives voice to a dream—educational opportunity for all within a framework of cultural pluralism.

Obviously, the subject matter is not new, although Charnofsky claims to be the first author to approach it through the thesis of powerlessness. The reader familiar with the works of Arthur Combs, Abraham Maslow, and Carl Rogers, all cited by Charnofsky, may
question that assertion. Nevertheless, the book contains a certain freshness of style, a sense of direct communication, which enhances its value to students and practitioners of education.

Who are the powerless? Charnofsky discusses the plight of black people, Chicanos, Puerto Ricans, American Indians, rural poor whites, Irish Catholic poor, Jewish poor, and Oriental poor. Also among the powerless, regardless of ethnic or socioeconomic background, are many students and teachers. To no one's surprise, the cause of this powerlessness is attributed to the present American social system with its dominating aura of middle class values.

Charnofsky defines "power" as "the ability to control one's destiny" and suggests that the middle class, corrupted by generations of power, may have lost this ability. Thus, some of the social turmoil experienced recently may have resulted from the powerlessness of the American middle class to expand opportunity for the poor while maintaining joy in their own lives. Charnofsky eschews pessimism, however, and takes a hopeful stance.

The author of Educating the Powerless sees promise in educational reforms grounded in humanistic psychology. Among the ideas discussed are: (a) the subordination of teaching to learning, (b) the "organic curriculum" à la Sylvia Ashton-Warner, (c) projective techniques to facilitate language learning, (d) affective educational objectives, (e) peer tutoring, (f) creativity and divergent thinking, (g) multimedia teaching-learning techniques, and (h) discovery learning.

For Charnofsky, a relevant curriculum is one which enables children to think, to feel, to value. It is dramatically different from the middle class curriculum emphasizing routine and evaluation which prevails in most American schools. It is emergent from the experiences and needs of the learners rather than externally prescribed.

To implement relevant curricula requires reformed teacher education. Charnofsky advocates teacher education models that will develop understanding, sensitivity, and caring in both preservice candidates and in-service teachers. Expanded field experiences, live-in institutes, and encounter group activities are viewed as appropriate vehicles for achieving such goals.

Charnofsky provides no designs for new curricula for schools or for teacher education. That was not his purpose. Rather, his mission was to dramatize the plight of the poor in American schools, to discuss a number of promising practices currently employed to a limited extent, and to call upon educational workers—professional and para-professional—to actualize themselves and the dream of social justice that is within them.

Although no bibliography is presented, the footnotes are rich in references to the literature of poverty and of humanistic education and psychology. These citations enhance the utility of the book.

Educating the Powerless is good reading for all curriculum workers willing to commit what power they possess to energizing the progeny of the powerless in our society. It should provide an excellent starting point for educators contemplating such a commitment.

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