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Supervision for Improved Curriculum and Instruction. *Arthur Lewis and Alice Miel.* Belmont, California: Wadsworth Publishing Company, Inc., 1972. 261 pp.

—Reviewed by LOUISE M. BERMAN, Professor of Education, University of Maryland, College Park.

With grace, compassion, thoughtful language, modesty, and infinite wisdom Arthur Lewis and Alice Miel examine the common school—where it is and what it might become. The preface indicates that the book is limited to: (a) a “focus on the internal operations of the school,” (b) the reasons for old and new ways of operating rather than a list of prescriptions, and (c) a use of illustrative material from the elementary and middle school levels although the theoretical discussions are pertinent to all levels of the school.

The book is divided into three sections. Part 1, “Basic Considerations,” deals with the future and possible fate of the common school; a compelling analysis of curriculum, instruction, and teaching and their meaning for the various specialists in the schools; organization of people for curriculum and instruction; and ideas relative to the evaluation of programs. Part 2, “Toward an Open School,” examines the impact of decisions

relative to the organization of students and teachers; and, drawing heavily from the field of aesthetics, presents a concept of designing as applied to curriculum and instruction. Part 3, “Supervision in Action,” considers the change process, continuing education of teachers, and the role of individual consultation in the improvement of teaching.

A number of threads can be found in the philosophic framework of these authors. First, the ideas are predicated upon a view of the person which is “generous and loving” (p. 160). Whether talking about pupils, teachers, or supervisors, the authors show an uncommon faith in man, in his ability to live compassionately with his fellows and to tackle problems which will mean a more satisfying and gracious life for all. At the same time, diversity of strengths, priorities, gifts, and insights is prized and honored.

Second, because of the very full view of man held by the authors, schooling is seen to be a highly complex process. Linear curriculum planning—as evidenced in a statement of behavioral objectives, activities planned to meet the objectives, and evaluation procedures stated in terms of objectives—is seen as inadequate. “The established procedure for planning curriculum has led to a situation in which one human being, representing the authority of the community,

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controls the destiny of another by controlling the destinations he may reach and his adventures along the way" (p. 148). In the place of linear planning, a designing process is discussed which is coherent and shows the relationships among the parts.

Third, although many new "opportunities for engagement" will be available in the school, it is still seen as a "gathering place" in touch with but extending the purposes of the community.

An aura of freshness and excitement about what the schools can be pervades the book. In discussing dynamics of change, the authors cite an illustration of "celebrating an idea" (p. 183) as a means of bringing about change. A number of ideas in this provocative book bear celebration, extension, and application. For example, consider the definition of curriculum: "*The curriculum is taken to be a set of intentions about opportunities for engagement of persons-to-be-educated with other persons and with things . . . in certain arrangements of time and space*" (p. 27). Or, consider the notions of integrity, craftsmanship, eloquence, and functionality as being criteria for curriculum design (pp. 143-46).

Another idea worthy of reflection and further study is the emphasis given to criticism in the improvement of teaching. Drawing upon the field of literary criticism, the authors differentiate between evaluation and criticism, criticism being a more extensive, pervasive, and totally engaging enterprise drawing upon highly sophisticated concepts.

The book has a remarkable degree of coherence, especially in light of the fact that it was coauthored. In addition, in a period in which there is an excess of educational literature focusing either on man's rationality or his feelings, it is refreshing to see an educational work shedding new light simultaneously upon the affective and cognitive aspects of man and the implications of such a view for schooling.

Although the supervisor is discussed as a special kind of person needing a wealth of highly developed skills, the title of the work is too modest. The book deals with curriculum, and indeed the broader concepts of

schooling, in an intriguing manner. The book is worthy of reading, deliberation, and extension by every thoughtful student and practitioner of curriculum development and supervision, whatever his title. □

The Psychology of Death. *Robert Kastenbaum and Ruth Aisenberg.* New York: Springer Publishing Company, Inc., 1972. 498 pp.

Death Is a Noun. *John Langone.* Boston: Little, Brown and Company, 1972. 228 pp.

Death Education: Preparation for Living. *Betty R. Green and Donal P. Irish, editors.* Cambridge, Massachusetts: Schenkman Publishing Company, Inc., 1971. 143 pp.

—Reviewed by ROGER V. BENNETT, Assistant Professor of Education, University of Maryland, College Park.

Why should educators take a professional interest in death? Prominent reasons that emerge from the three books reviewed here are as follows:

1. Death is one of our society's persistent taboos. Consequently, we are unprepared to cope adequately with this basic reality of life.
2. Living and dying are inseparable processes that permeate biological, cognitive, affective, and other dimensions of human existence from infancy through old age.
3. Research indicates we are grossly undereducated regarding the complexity of death.
4. Although our society is still characterized as "death-denying," this traditional value orientation is now in flux.
5. There is a growing interdisciplinary consensus that many aspects of our present "death-system" can and should be changed.

For educators *The Psychology of Death* is a reservoir of knowledge. Empirical studies, clinical observations, and theoretical contributions of behavioral and social scientists are stressed. The in-depth analysis of a broad range of subjects offers a solid foundation for planning curriculum.

Major topics include: (a) childhood conceptions of death, (b) fears related to

death, (c) birth and death relationships, and (d) the cultural milieu of death. Convincing evidence also is presented that suggests significant interactions among these variables and (a) suicide, (b) murder, (c) accidents, and (d) illness.

Asserting that the goal of this book is to stimulate life-saving actions, the authors conclude with the following proposition:

... an additional measure of care be given to making the world a better place in which to die. Would this not also make our world a better place in which to live? (p. 483).

Such a challenge has profound implications for curriculum development.

Death Is a Noun affords educators insight into how other professionals are re-assessing traditional approaches toward death. The "tough questions" are candidly examined in this very readable text. Pros and cons are scrutinized to clarify the underlying rationale, supporting research, and current trends. Resultant analyses expose potentially useful organizing centers for developing curriculum strategies.

Key questions considered deal with new definitions of death, euthanasia, capital punishment, terminally ill patients, prolongation of life, and the "hereafter." Because these concerns involve ethics, morality, medical research, law, and religion, there are no simple answers. However, it is feasible to study each issue, evaluate alternate viewpoints, and then make an informed judgment. This book can help educators create programs that will enable learners to pursue such a strategy.

Death Education: Preparation for Living reports the proceedings of a symposium. Focal points of attention include the dangers of maintaining death as a taboo subject, the influence of literature and folklore upon children's perceptions of death, and the characteristics of specific instructional programs.

Transcripts of group discussions reveal the diverse perspectives of people who speak about death from their personal and professional experiences. These reflections indicate how children, college students, clergymen,

physicians, nurses, and funeral directors conceptualize death.

The books reviewed do not present a conceptual framework to guide the planning, implementation, and evaluation of death curricula. Nor do they offer any prescriptions for classroom teachers. Collectively, however, the substance of these texts provides a departure point. □

Give Them Roots and Wings—A Guide to Drama in the Elementary School. *Dorothy Thames Schwartz and Dorothy Aldrich, editors.* Washington, D.C.: American Theatre Association, 1972. 163 pp.

—Reviewed by WILLIAM C. BERRYMAN, Assistant Director of the Division of Instruction, Alabama State Department of Education, Montgomery.

This book presents practical suggestions for the use of drama in the elementary grades. It contains tested techniques utilized by classroom teachers, special drama consultants, and teacher educators. The book reflects an understanding of both children and the problems of the classroom.

The goals and objectives of drama in the elementary school are examined, together with a description of the general processes designed to achieve the desired results. The relationship of drama to language arts, social studies, and the arts is presented.

A major portion of the publication is devoted to areas of concentration. The reader will find a variety of materials in the components of drama: creative movement—pantomime; sensitivity; characterization—improvisation; dialogue—vocalization; and dramatic form. A wide variety of teacher-tested activities is provided in each of these components at both the primary and intermediate levels. Special emphasis is given to the evaluation of expected behavior upon which each activity is based. An evaluation checklist is provided in the appendix, along with a glossary and bibliography.

This publication with its content and presentation of techniques seems to be "just what the classroom teacher needs." □

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Opening Opportunities for Disadvantaged Learners. *A. Harry Passow, editor.* New York: Teachers College Press, 1972. 348 pp.

Got No Time To Fool Around: A Motivation Program for Education. *Rebecca Segal.* Philadelphia: The Westminster Press, 1972. 192 pp.

Learning Activities for Disadvantaged Children: Selected Readings. *John B. Bergeson and George S. Miller, editors.* New York: The Macmillan Company, 1971. 453 pp.

—Reviewed by BARBARA JEAN KONIECZNY, Doctoral Student in Special Education, University of Michigan, Ann Arbor.

Opening Opportunities for Disadvantaged Learners, a well-referenced compilation of chapters, provides background information and an overview of the many educational problems confronting American ghetto and slum children. New approaches and possible alternatives are suggested to such questions as: What is to be the future of these children? How will they affect education and in turn be reshaped by it? Will changes in the present educational structure provide opportunities which will enable these children to become participating members of the larger society?

In an attempt to answer these questions, the contributors to this volume critically examine existing compensatory programs, and review pertinent research studies from preschool through collegiate programs.

Rebecca Segal, in *Got No Time To Fool Around*, graphically details and inspires with her account of the Motivation Program in Philadelphia high schools. Her idea and its success is a moving example and gives a much needed boost for all who are working, concerned members of America's educational system.

The author formulated this program in the summer of 1962 to challenge students who seemed uninterested and were therefore also underachieving. It stemmed from one of her deepest convictions that

... given the proper attitude and en-

thusiasm of the teacher and the proper preparation of the class, all students—star, average, slow—all, save mentally retarded children, are capable of academic education (p. 37).

The "M" (Motivation) Program is composed of four fundamental parts of a coherent program designed to enrich, broaden, and motivate the selected students: curricular and cultural enrichment, tutoring, parent and community involvement.

Volunteer tenth grade students who would be eligible to participate in "M" could not be more than two years behind in reading and math to be able to catch up, since some boundaries were dictated by financial considerations. However, in the first Motivation class, which was graduated in 1965, many of the students whose criteria did not measure up were included.

Most of the students had very low IQ's. . . . there was some small sign that the low IQ didn't tell the whole story. Then, I'd talk to junior high counselors and teachers. There were many generous people who said, "Try that student" (p. 52).

By July 1966, "M" was no longer an experiment. Tangible results gave the program permanent status. Approximately 75 percent of each "M" group are matriculating

and staying in college. The Motivation Program serves 5,000 students. This represents an important contribution, a vivid description of possibility for change within our highly complicated educational structure.

The selected readings in *Learning Activities for Disadvantaged Children* are concerned with the more familiar and traditional strategies and techniques pertinent to teaching language arts, both elementary and secondary, social studies, science, math, and fine arts.

Part 1 introduces the general reader to some of the characteristic difficulties encountered when teaching culturally disadvantaged children at any level. Part 8 presents behavior modification principles and other techniques for working with the disadvantaged.

Much controversy is being generated over the label of culturally disadvantaged or deprived children, and this controversy is not going to dissipate. For entering students in education programs who feel they need a practical and general overview of teaching methods in the areas mentioned, this volume provides a succinct reference. One may notice the absence of an index. Not all articles include a bibliography.

A Call for Papers for the "Research Supplement"

Manuscripts are now being accepted for consideration for the "Research Supplement."

The "Research Supplement" is not designed for publishing reviews of research issues, calls for needed research analysis, or analysis of widely quoted research studies. It has been established for the reporting of data. Criteria for selecting articles include:

1. The manuscript must report data. Included in the article must be some evidence to support the reliability of the measures used in the study.

2. The article should concern itself with the behavior of teachers (or their surrogates) and that of students as dependent variables. Behavior is taken to mean achievement scores, responses to questionnaires, etc.

3. The article should present a discussion of the results in such a manner that the meaning of the research is clear to readers. Some suggestions to

meet this criterion include: a discussion of threats to the validity of the study's conclusion; an unambiguous definition of the independent variable; a distinction between the findings (data) of a study and the conclusion pertaining to the research hypotheses; a distinction between testing research hypotheses grounded in theoretical frameworks and answering research questions for which there exists no known theoretical base; and finally establishment of a basis for qualified conclusions.

Authors should send manuscripts to: Robert R. Leeper, Editor, *Educational Leadership*, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

Manuscripts to be considered should be from 500 to 2,000 words, typed double-spaced. Submit original manuscript and three copies, and enclose return envelope and postage. All manuscripts will be submitted to an advisory panel, and prompt decisions will be made regarding their publication.

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