

Reviewers: Donald Peckenpaugh
John J. Cogan
Charles R. Reid

The Environment of Schooling: Formal Education as an Open Social System. Robert E. Herriott and Benjamin J. Hodgkins. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 237 pp.

—Reviewed by DONALD PECKENPAUGH, Superintendent of Schools, Birmingham, Michigan.

This new book will be of primary interest to theoreticians and will be of only limited interest to the general practitioner. It provides a theoretical framework for viewing educational systems as open social systems, and therefore is directed primarily to social scientists interested in extending social processes theory.

Herriott and Hodgkins are eclectic sociologists who borrow heavily from general systems theory. In considering the socio-cultural contents of schools, they have drawn largely from a cross-cultural perspective developed to compare societies, not social units within a single society. Their methods of data

collection and analysis are those of large-scale survey research, and their primary statistical methods are forms of multivariate regression analysis.

Their research was conducted under the auspices of the Center for the Study of Education at Florida State University and relies heavily upon the data from the 1965 Equality of Education Opportunity survey by James S. Coleman.

Considerable time is spent in developing the concept of "modernity," which is defined as the extent to which there is a general acceptance and use of the most advanced available technical knowledge.

To this reviewer, it seemed that too much time was spent in the details of supporting issues while the quality of their thesis was neglected. At the same time, they seemed to skip over crucial areas needing elaboration, leaving the impression of an undeveloped argument.

The Environment of Schooling is not a book to skim-read, but requires thorough study. □

Review Coordinators: HEATHER L. CARTER, Associate Professor, Department of Curriculum and Instruction, The University of Texas at Austin; HILDA P. LEWIS, Professor of Elementary Education, California State University, San Francisco; CAROL A. MILLSOM, Associate Professor of Education, University of Michigan, Ann Arbor; BETTY PSALTIS, Professor of Elementary Education, California State University, San Francisco; and ESTHER ZARET, Associate Professor of Education, Bank Street College of Education, New York City.

Opening the Schools: Alternate Ways of Learning. Richard W. Saxe, editor. Berkeley, California: McCutchan Publishing Corporation, 1972. 405 pp.

—Reviewed by DONALD PECKENPAUGH.

Can some educational experiences be better offered out of school? Will the opening of the school to alternatives have important strategic and political benefits? Richard Saxe gives an emphatic "Yes" to both questions. He has pulled together a set of readings which answers these questions by providing a good foundation of information about alternatives to in-school education.

These 29 readings provide a basic reading list for the administrator who desires to open the schools. Nineteen of the pieces have appeared elsewhere, but probably will be new to most readers. The 10 selections written especially for this book offer the most to clarify alternatives.

It is regrettable that Professor Saxe did not share more of his own thinking. Yet his few paragraphs in the "Preface" and the "Epilogue" add the perspective usually missing in most collections of this genre. The reader is well advised to read his "Epilogue" first and then go on to the readings.

Professor Saxe snaps the book into focus with insightful remarks such as, "If all sorts of other happy findings are attached to alternatives, so much the better, but our reason for going to the alternative in the first place is relevance and potential effectiveness for certain objectives."

His selections are in three categories: The Need for Alternatives; Alternatives in Higher Education; and Public School Alternatives. The readings cover a wide range of alternative pathways, programs, and schools. Among these are the well known, such as Philadelphia's Parkway Program, Chicago's Metro High School, the Outward Bound Program, and the New School, University of North Dakota. But he also includes the lesser known, such as the Cleveland Urban Learning Community.

The chapter written by Larry Cuban, "An Urban Teacher Views Alternatives"; the chapter by Melvin Mogul, "The School as an

Opening System"; and the one by Luvern Cunningham, "Educational Reform and the Principal," are themselves worth the price of the book. □

Teaching Strategies for Elementary School Social Studies. John U. Michaelis and Everett T. Keach, Jr., editors. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1972. 481 pp.

The Challenge of Teaching Social Studies in the Elementary School: Readings. Dorothy J. Skeel, editor. Pacific Palisades, California: Goodyear Publishing Co., Inc., 1972. 339 pp.

Teaching Social Studies in the Urban Classroom. Vincent R. Rogers and Thomas P. Weinland, editors. Reading, Massachusetts: Addison-Wesley Publishing Company, 1972. 204 pp.

—Reviewed by JOHN J. COGAN, Associate Professor of Education, University of Minnesota, Minneapolis.

The three volumes selected for review have a basic similarity and yet each is unique. They are all essentially books of readings, compilations of articles designed to give the reader a better background in the general area of social studies education (Michaelis and Keach; Skeel) or in a particular area such as urban social studies (Rogers and Weinland). But here the similarity ends and the unique features appear.

The readings in *Teaching Strategies for Elementary School Social Studies* were "selected to provide a review of the issues, problems, and new directions which appear to be the outgrowth of the social studies curriculum development activities of the past decade" (p. xi). The readings are grouped under various chapter headings to enable the reader to draw relationships between and among the readings. Rather unique, however, is the fact that each section is preceded with a list of study questions and bibliographic references for further reading. These references are drawn from an appended social studies bibliography in the latter part of the anthology. This feature enables the reader to better focus on certain aspects of the readings.

Skeel, on the other hand, has organized her book of readings to be used in conjunction with a methods text which she has also authored. Although the readings were selected primarily to expand upon the topics in the methods text, Skeel notes that the book may be used independent of the text.

The unique feature of this book to the reviewer is that each major section of readings is prefaced by a case study which forms a framework in which the reader may test ideas as he reads the various articles. Subsequently, there is also a series of "follow-up" questions at the end of each section to encourage the reader to reflect further upon the completed readings and as a stimulus to further study.

Rogers and Weinland have approached their selection of readings for *Teaching Social Studies in the Urban Classroom* somewhat differently. Rather than drawing from the usual pool of well-known writers in the field of social studies education, these editors have chosen to build their readings around examples of creative teaching and program development by teachers involved in or having experience with inner city social studies programs. The examples range from fourth grade through senior high school and from the modified use of a national social studies curriculum project, *Man: A Course of Study*, to the use of improvisational drama and a 1930's multimedia kit.

The major thrust of the book is to demonstrate to both preservice and in-service teachers that they *can* develop creative, stimulating, and imaginative social studies programs for urban children and youth. This is truly not "just another book of readings." It has something very unique to offer—a teacher's perspective.

Each of these anthologies would serve a useful purpose in a course offering dealing with the current status of social studies education. The Michaelis and Keach and the Skeel books would probably be best used as supporting or supplemental readings for a general methods course or an introductory graduate level survey course. The readings have been well chosen in terms of authors,

topics, and relevancy. The Rogers and Weinland book, on the other hand, would be most appropriate for a course focusing specifically upon urban teaching or urban social studies in particular. For someone needing texts to meet either or both of these needs, the three volumes reviewed would merit attention. □

Foundations of Teaching Method. *John A. Laska and Stanley L. Goldstein.* Dubuque, Iowa: William C. Brown Company, Publishers, 1973. 121 pp.

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

Foundations of Teaching Method, though a small, inconspicuous volume, performs the service of springing us loose from our specialist biases and setting us one large step further down the road of integrative thought in the necessary task of merging philosophies of education with those of method. This is therefore a timely publication, one which gives us a basis for the understanding of teaching methods as these are presumably revealed in works of major educational theorists down through the ages.

In their preface the authors state: "The modern professional teacher needs to know *why* certain teaching methods are considered effective, instead of merely accepting on faith that a particular method is suitable." Working from this premise, Laska and Goldstein analyze core postulates and certain variations of five major teaching methods used since Greek times, investigating such diverse masters of pedagogy as Comenius, Rousseau, Dewey, and Skinner.

Besides dissipating the confusion which lingers in so many minds on the general topic of method—by narrowing the distinguishably different, leading concepts of teaching method to a manageable handful—the authors create around their *leitmotifs*, each in turn, a solid base of philosophical speculation from which the student can develop his own judgments of how well suited a particular method or pedagogical approach

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might be to a specific situation. Thus, the practical and theoretical aspects of a philosophy of method are both given a just share of attention. Readers of this thoughtful slim publication, whatever their level of intellectual sophistication, seem likely to be rewarded with a challenging new view of the meaning for our own times of the work done by principal educational philosophers of the Western tradition.

The tendency toward specialism in our modern professional way of life has led to many difficulties for educators concerned with matters of curriculum and method, since the strong element of generalism in these areas cannot be eradicated or ignored without destroying the basis of pedagogical practice itself. *Foundations of Teaching Method* gives us an unpretentious yet carefully wrought new entrée to this essentially integrative problem. It is a book whose worth should become more evident as the need for a more truly philosophical approach to method is increasingly recognized both

within the profession and by the public at large. □

Education: A Conceptual and Empirical Approach. *Mary A. White and Jan Duker.* New York: Holt, Rinehart and Winston, Inc., 1973. 370 pp.

—Reviewed by CHARLES R. REID.

This volume attempts to examine three broad areas of educational knowledge: (a) historical and theoretical models of education; (b) evidence of success or nonsuccess of models in application; (c) contemporary issues in learning, teaching, curriculum, and the social background of education. The book is, in fact, an ambitious effort to reduce major historical systems and theories to models testable according to contemporary criteria. Besides extended explication and critical commentary by the authors, there are also included readings which correspond to the three areas of knowledge which the text proper explores and which include writ-

ings of such diverse figures as Rousseau, Dewey, and Bertrand Russell.

An admirable exposition of various viewpoints on professionally controversial topics marks this publication. But of even more importance is the encouragement it provides for development of one's own power of critical thought vis-à-vis basic issues. By opening new vistas on these topics, the book offers direction where most needed—in thinking through a contemporary point of view on the lasting problems in education.

Nevertheless, one may question this book's usefulness in college education courses. Many studies are quoted and their results generalized; criticisms of research methodology are made; the supplemental readings well show the core of contemporary problems. But for too many young readers this continuous elaboration of problems may lead to a shutting down of the mind rather than the increased openness the authors presumably seek.

No one can study today's education by avoiding its problems, obviously. Yet a greater balance, for example in dealing with possible *concrete meliorative actions*, could go far toward retaining as well as engaging interest. This volume somewhat belies the approach implied in its subtitle, for the conceptual overshadows the empirical. For classroom purposes, therefore, one would look to other sources to supplement White and Duker. Even so, this work is a valuable new departure in the struggle to attain a more thorough understanding of the significant recurring problems of education. □

The Education of the West. R. Freeman Butts. New York: McGraw-Hill Book Company, 1973. 631 pp.

—Reviewed by CHARLES R. REID.

This book has the unique virtue of bringing educational history to the reader against a backdrop of cultural history. It places educational ideas and movements in the perspective of their cultural origins and (perhaps more important) shows how the process of cultural diffusion creates subtle

refinements or variations in the application of an educational principle as the locale shifts, heightening our understanding of particular national or subcultural needs, interests, or attitudes as these determine responses to educational stimuli.

Teachers and curriculum workers have much to gain from a broadened knowledge of educational history in its global context. A thorough reading of this successor to *A Cultural History of Western Education* will serve to break down cultural stereotypes and provide a clearer picture of the growing interpenetration of educational cultures on one another over time. Too, this effort will have the effect of underscoring those key developments in education shared by all cultures, for example, belief in mass education; a national system of education to bolster the sense of national identity.

The author must be congratulated for doing more than simply reissuing a slightly reworked version of his earlier book. He has recognized how much the technological revolution speeds up the cross-fertilization of formerly isolated societies, making possible on a scale earlier unimaginable the fusion of historical influences and contemporary theory in ongoing practice. This book not only works to break us out of our compartmentalized thinking about the past as it relates to today's complex educational world; it also makes use of the past to illuminate the present along a new dimension of understanding.

One might criticize this work on the grounds that it gives, in spite of what has been said, too *little* attention (rather than too much) to the great existing potential for useful interchange of educational theory and practice among different cultures. Yet this criticism speaks to a point lying beyond the author's purview, one which must be dealt with by anthropologists and sociologists of education. Taken in light of its stated goals, Butts' work demonstrates well to what degree the expert in educational history, as well as the interested amateur, must now take into account the absolute need to approach one's topic free of inhibiting provincial or unicultural points of view. □

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