

## **SELECTED FOR REVIEW**

*Reviewers: James J. Buckley, Jr.  
James B. Boyer  
Malcolm A. Lowther  
Eugene R. Howard  
John S. Mann*

**The Politics of School Accountability.** Edward Wynne. Berkeley, California: McCutchan Publishing Corporation, 1972. 291 pp.

**School Evaluation: The Politics and Process.** Ernest R. House, editor. Berkeley, California: McCutchan Publishing Corporation, 1973. 331 pp.

**Developing an Educationally Accountable Program.** Lesley H. Browder, Jr., William A. Atkins, Jr., and Esin Kaya. Berkeley, California: McCutchan Publishing Corporation, 1973. 360 pp.

**Educational Evaluation: Theory and Practice.** Blaine R. Worthen and James R. Sanders. Worthington, Ohio: Charles A. Jones Publishing Company, 1973. 372 pp.

—Reviewed by JAMES J. BUCKLEY, JR.,  
Superintendent of Schools, Milford, Massachusetts.

As John Dewey wrote a score of years ago, changing the long-established habits of

an individual is a slow, difficult, and complicated process. Yet the process of changing a long-established institution, such as a school system, is much slower, more difficult, and far more complicated. Those advocating *accountability* must confront this reality and take steps to overcome it if the application of accountability to education and our school systems is to emerge devoid of deformation.

The cause of advocates of accountability is further complicated by the fact that no clear-cut definition of the subject has evolved. All the authors of these books agree that the word is not susceptible to being defined easily. Edward Wynne points out that, as with so many other catchwords in education, it is open to numerous interpretations. Accountability to whom—students, parents, citizens, school boards? By whom? And for what purpose?

Wynne attempts to wring out the vagueness associated with the concept of school accountability and to examine the phenomenon in a historic and interdisciplinary light.

*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.*

This is a massive undertaking for any one man to attempt. Yet he does a commendable job of it, and if his diagrams and allusions become rather esoteric at times, the blame may be placed on the subject and not necessarily on the author. More important, after this book is read, one should have a far better insight into the subject, if only because the author has conceived and executed a sequential and perceptive presentation.

*School Evaluation* is similar to many other compilations of educational readings, in that styles and mastery of the subject differ, often dramatically so. Yet it does offer the opportunity to obtain information from a number of sources allowing the reader to select the author who best explains and illustrates the who, what, where, etc., of accountability.

The other two books are of a more serviceable nature. Both have much to claim in their favor, including lucid styles and presentations. More to the point, both offer numerous, well-documented suggestions on how to define, plan, and develop a program for educational accountability which is ac-

ceptable to all segments of the total educational community. Procedures and the processes necessary to make the concept of accountability versatile and a potentially powerful and positive force are present in both books. Of the two, *Developing an Educationally Accountable Program* is more appealing to this reader because it has less of the aura of a textbook than the Worthen and Sanders book, and thus should be considered more attractive to the general public. □

**The Black Child: A Parents' Guide.**  
*Phyllis Harrison-Ross and Barbara Wyden.*  
New York: Peter H. Wyden, Inc., Publisher, 1973. 360 pp.

—Reviewed by JAMES B. BOYER, Associate Professor of Education, Kansas State University, Manhattan.

The authors have presented a series of situations or circumstances in which the behavior of black parents and children would seem to suggest a dissatisfaction with their blackness. This reviewer, however, finds it

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difficult to accept some of the facts included such as the "hidden messages" of the names given to children or the dislike for certain types of foods that mean the rejection of one's self and color. The psychological implications of much of the book are too strong for the support found either through social observation or technical research.

Perhaps some years earlier, I would have accepted much of this volume—but in this decade of black pride, self-assertion, and ethnic aggressiveness, I find it unacceptable in many aspects, particularly the black mother's inability to accept a child whose skin was appreciably darker than another.

One of the few sections of the book which is philosophically acceptable is the brief section on telling (verbally) one's child about race. Since it is still extremely significant that black parents deal directly with the question of race with their children, the suggestions made (pp. 74-78) are practical and timely—depending on one's personal philosophy.

Black parents today, however, are frequently looking for all-black materials and toys for their children because schools and larger society have not provided such items in sufficient supply. Parents understand that such items have tremendous impact on the self-concept of children.

There is a distinct difference between rejecting one's blackness (wanting to be white) and rejecting the attitudes and practices which non-black people associate with one's blackness. While the book proclaims that some black Americans reject their blackness, the broad implication is that *most* blacks share this position. Nothing could be further from reality in the 1970's. Black America has moved forward with vigorous pride and self-assurance in recent times and such implications render it useless for young parents attempting to analyze the entire social scene with regard to caring for and nurturing their children.

Despite the many instances with which this reviewer could not agree, the knowledgeable reader of literature by and about blacks should examine the book for its possible analysis of some crucial behaviors

which the authors interpret as widespread practice and life-styles. Educators should not be led to believe that this is an adequate assessment of black life and black life-styles for the masses of black people in America because the authors' descriptions often leave much to be desired in such assessments. □

**Education for Leisure.** *H. Dan Corbin and William J. Tait.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 171 pp.

—Reviewed by MALCOLM A. LOWTHER, Professor of Education and Assistant Dean for Instruction, University of Michigan, Ann Arbor.

The concept of leisure has appeared in one form or another in most major statements of educational goals in the United States, beginning, perhaps, with the Seven Cardinal Principles of Education. To illustrate its persistence as an educational goal, Flanagan, in a recent paper in the *American Psychologist* entitled, "Education: How and For What?" argues that contemporary changes in society have obligated schools to accept increased responsibilities in the following three areas: occupational roles, social and civic responsibilities, and "assisting the student to find and explore satisfying activities for the increased leisure recreational time anticipated." His concern about increased time for leisure is also reflected in the works of Green, Kaplan, Toffler, Meyersohn, Dumazadier, de Grazia, Brightbill, Neulinger, and other thoughtful observers of the relationships between man, time, and society.

A theme common to much of this literature is that the manner in which free time is consumed is intricately related to both the overall quality of an individual's life, including physical and mental health, and, it follows, to the purpose and functions of society. For example, Dumazadier has argued in his penetrating work, *Toward a Society of Leisure*, that a transformation of values associated with leisure is occurring on a worldwide basis, brought about in part by the impact of technology on man and society.

It is his thesis that man will not only have increased time for leisure activities but that dramatic shifts will occur in the options available for the use of leisure time. In short then, leisure is a concept of fundamental importance to an understanding of man and society.

Corbin and Tait in their short book, *Education for Leisure*, have attempted to integrate contemporary thought about leisure into an educational framework. It is their contention that education in the broadest possible context should contribute to the "worthy use of leisure" by the individual. Furthermore, they propose that a wide variety of institutions share the responsibility of facilitating the attainment of this objective.

In developing this important thesis, the authors address themselves in brief chapters to a wide variety of issues, ranging from the meaning of leisure in a changing society; leisure as a vehicle for meeting man's needs; the role of formal education in leisure; to the responsibilities of public, industrial, state, and federal institutions in leisure education. The final chapter is speculative in that it confronts leisure challenges with trends, no easy task in the social sciences. For teachers, one valuable portion of the book is the appendix which contains a teaching module, coupled with well selected references for both high school and college libraries. This section is practical and worthwhile, moving the reader from theory and reflection to potential action. Even so, it should be understood that the underlying theme of the book is the relationship among leisure, education, and recreation, a perspective which represents the background of the coauthors.

The book is timely, it is about a topic of major significance to society, and yet disappointing to me in that it seems much too ambitious. By this I mean the authors have attempted to cover far too complex an issue in too few pages. One consequence is that the target audience is not clearly defined, nor are the important issues raised given more than superficial treatment. Is it a textbook for students, or simply a brief introduction to leisure for a wide and diffuse audience? Even so, the book contains many good ideas,

is well written, lists a series of important references about leisure, and includes a useful teaching module.

In conclusion, if you are unfamiliar with the concept of leisure, uncertain about its ramifications, looking for references, or looking for a teaching module on leisure, carve out a chunk of time and read the book. If, on the other hand, you are seeking something more advanced and sophisticated, look elsewhere. □

**Selection and Evaluation of Teachers.**  
**Dale L. Bolton.** Berkeley, California: McCutchan Publishing Corporation, 1973. 211 pp.

—Reviewed by EUGENE R. HOWARD,  
Superintendent of Schools, Urbana, Illinois.

Dale Bolton sees teacher selection and teacher evaluation as closely related processes. In *Selection and Evaluation of Teachers* he advocates integrating these two processes into a comprehensive personnel system. This system would include such processes as developing criteria for teacher selection, recruitment, collecting information about candidates, decision making re selection, placement, planning for teacher evaluation, observing teacher performance, and collecting and interpreting evaluative information.

Each process is described in such a way that its interdependence on other processes is apparent. In addition, each process is described in sufficient detail so that the administrator is given practical suggestions for implementing improvements in his own school or school system.

*Selection and Evaluation of Teachers* is a scholarly book. It successfully brings together immense amounts of information from the author's own research and from the research of many others. It is, however, more than just a report of a government-subsidized survey of current practice in business, industry, and education. It is a translation of that research into suggestions for improving teacher selection and evaluating procedures and for organizing these procedures into a synergistic, districtwide

system. This translation is done in such a way that the book is not difficult to read. Dale Bolton, a former public school administrator, writes in the language of the practitioner.

This book is a valuable resource both for the administrator who wants to design a modern, comprehensive personnel system or who only wants to improve a small piece of the action. □

**The Public School Movement.** *Richard Pratte.* New York: David McKay Company, Inc., 1973. 226 pp.

—Reviewed by JOHN S. MANN, Associate Professor of Education, University of New Mexico, Albuquerque.

Baltimore, Maryland, lies on the border between the North and the South. A southern gentleman once described it to me as a city combining the best of both regions. "It has," he said, "the charm of the North and the efficiency of the South." And Pratte's book contains the best of old age and youth. It has the wisdom of youth and the drive of old age. It reads like a dissertation.

Not that the book lacks intelligence and wit. Its purpose, Pratte tells us, is "to examine the case for the claim that the Public School Movement . . . is dead," and that is an intelligent purpose. And its method is the analysis of concepts. He is convinced, he tells us, that "the most important tools for conceptualizing and understanding . . . are fairly well known. My reference . . . is to the techniques of analytic philosophy." And this technique is a witty technique, wittily applied to its subject matter. But I do not believe that the intelligent purpose and witty technique serve each other well in the book. After telling us that his discussion will treat the Public School Movement as a *concept* rather than as a thing, Pratte warns us that "this . . . shift in the discussion may be disconcerting to the reader if he tends to think primarily not about concepts but about *things*." I am just such a reader, and I was disconcerted. For I am a good deal less interested in whether the concept named "Public School Movement"

is dead than I am in how the institution, the people, the programs are doing.

Pratte first "analyses" the two terms "schooling" and "education," and comes to the conclusion that neither is a necessary or sufficient condition for the other. He then proceeds to distinguish between the PSM as ideology and the PSM as social institution. These distinctions are witty, even seem interesting. But the wit becomes vacuous-seeming to me as the method of analysis is turned to the task of distinguishing between public and private schools. No significant distinction is found, and thus Pratte's analysis of the Public School Movement is extended to comprise both public and private schools without distinction.

I regard this as a failure of method, and a very crucial one. For Pratte has so dogmatically applied the idealist "method of analysis" that he has blinded himself to "things" altogether—such things as the material class interests responsible for the emergence of public and private schools as separate institutions. Thus Pratte goes on in the next chapter to talk about the history of the movement, and while he shares, at a conceptual level, the reformist-historical view, for example of Katz and Karier, it is somehow history without event, without person or place. While he maintains "class" as a factor in the PSM, it is "social class" uninhabited by people and unmoved by the forces of class struggle.

Likewise, the chapters on reform, on a comparison of the death-notice critiques of McClellan and Illich, and on cultural pluralism are witty but without substance.

Defenders of the work argue that I am criticizing the book for failing to do something different from what it set out to do. But (a) if the book is to be read as an exercise of analytic method, it is not rigorous enough to sustain interest; and (b) the author does assert a substantive purpose: to examine the claim that the PSM qualifies for a death notice, and while the *concept* named PSM is analyzed, the life and death of the *things* we teachers work with and know as the material reality of the Public School Movement are not examined at all. □

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