

SELECTED FOR REVIEW

Reviewers: Gordon E. Bryant
Eileen Gehlen
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Barbara D. Day

Places for Learning, Places for Joy.
Theodore R. Sizer. Cambridge: Harvard University Press, 1973. 167 pp.

—Reviewed by GORDON E. BRYANT, Assistant Superintendent—Curriculum, Foster-Glocester Regional School District, Glocester, Rhode Island.

Though society has changed rapidly throughout the twentieth century, the curriculum has basically remained the same. Societal changes have not had a significant impact upon the curriculum and, as a result, the curriculum does not reflect all of the values generally accepted by society.

Sizer identifies and discusses some of the conditions and assumptions that have retarded curriculum change and suggests a different approach to formal education. He analyzes and evaluates the present educational structure after considering, (a) what educational leaders and critics are saying about schools, (b) society's expectation of schools, and (c) what was actually happening in the schools.

According to Sizer, "there is a crisis in American education because most Americans are quietly satisfied with their educational

institutions and deluded by its icons." I cannot accept the proposition that most Americans are satisfied with their schools, even though my experience indicates that there is a great deal of public apathy. However, the fact that the public demonstrates limited involvement and often shows little concern should not be interpreted to mean that they are satisfied.

Sizer advocates abolishing the school as it now exists and creating what he calls an "academy" and a "collegium" to take its place. The academy would deal with the intellectual functions (mostly cognitive), whereas the collegium would deal primarily with the personal and social functions (largely affective). The collegium would also promote "joy—the fruit of aesthetic discipline, of faith, and of commitment." Under Sizer's proposal, there would be two kinds of schools with children between the ages of 10 and 15 expected to attend both, often concurrently. After considering the three broad curriculum organizations, I find the academy would have basically a subject centered and/or a core curriculum, and the collegium would have an activity or experience curriculum. This would certainly represent a distinct improvement over the curriculum (subject centered)

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that is presently being maintained in most schools.

The complete implementation of the author's proposal would necessitate structural changes (academies and collegiums), revised funding policies, and the establishment of examinations designed to identify a child's level of achievement. The structural changes would not pose a problem, since existing facilities could be easily modified to serve both the academy and the collegia. The major tasks would involve the retraining and pretraining of the respective faculties and convincing (educating) the public that such an adjustment would be to the advantage of all concerned. Sizer suggests that the state play a more active role in education and that it assume full responsibility for securing and distributing the funds needed to support the total educational endeavor. I am very receptive to having the states take over this very important function.

Most of what Sizer is advocating could be accomplished within our existing educational structure. I am not convinced, however, that the intellectual functions should be separated from the personal and social functions. Though I must admit that when these functions are considered jointly, little or no attention is given to the affective domain. This does not have to be the case. We have only recently begun to seriously consider attitudes, feelings, and values in the process of curriculum development.

I would highly recommend this book to anyone concerned with public education. The book provides a fresh, new, and exciting approach to the problem of meeting the varied needs of both the individual (student) and society—a very complex task. □

Learning To Be: The Education of Human Potential. John Mann. New York: The Free Press, 1972. 269 pp.

—Reviewed by EILEEN GEHLEN, *Elementary Teacher, Sheboygan Falls, Wisconsin.*

A vision of the future is related in the contemporary ideologies of John Mann. A

humanistic view of education fosters a stimulating alternative to present traditional or progressive educational systems. Mann's approach is entitled "The Internal Curriculum" in which "the goal is to teach the student how to understand, direct, and develop himself." This is illustrated through 15 human functions, some of which include emotional expression, empathy, and meditation.

A portion of the book describes a day in an idealistic "school of growth," the foundations of which follow humanistic guidelines. The dimensions of thought related in this school were, "Learning for the sake of learning is perversion. You learn for life, to understand, fulfill, explain what puzzles you."

The remaining portion of the book suggests guidelines for further research. □

The Schools Next Time: Explorations in Educational Sociology. Donald R. Thomas. New York: McGraw-Hill Book Company, 1973. 225 pp.

—Reviewed by EILEEN GEHLEN.

The book presents an in-depth view of many aspects of the educational sociological realm. Although it is heavy reading in some aspects, the educational implications are informative. In the incipient portions of his book, the author strikes out at the single model system which he repeatedly refers to as the "Dick-Jane" syndrome. This carries through to his discussion of our educational system's dysfunctionism. The author also directs his attention to the topics of classism and racism when he states, "Classism can be overcome, at least in theory; racism cannot, at least not by the victims." Another segment of the book concerns itself with the school being a quasi-client-centered organization in which there is a need to reorganize in perspective of people, ideas, and things.

To conclude, the author cites humanistic education as the route to pursue. If the "Dick-Jane" model is perpetuated, we remain stagnated. A practical suggestion for instructors is to respect a student's individuality and personal dignity.

This book has a logically organized format, and provides valuable information for a background in the field of educational sociology. □

The Learning Community: A Humanistic Cookbook for Teachers. *Harry Morgan.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1973. 184 pp.

—Reviewed by EILEEN GEHLEN.

The book offers classroom teachers valuable and informative suggestions for humanizing their classrooms. Humanistic education "intends to sensitize the teacher and the child to each other and the world around them."

A portion of the book is devoted to the designing of a Curriculum of Humanistic Education. The Brooklyn-New Hampshire study converges on the existent, inadequate educational curriculum and adopts a program geared to enhance the self-concept of students. Central activities were presented to help the students and teacher "become sensitized to the world around them including each other."

Activities were designed with stated objectives, methodology, rationale, and anticipated outcomes included. The children were encouraged to have a positive regard for others as well as to appreciate their own strengths. The program also allows for verbal and nonverbal communication, thus opening avenues of creative opportunities for students.

This book is a valuable tool for both elementary and secondary educators. □

Looking in Classrooms. *Thomas L. Good and Jere E. Brophy.* New York: Harper & Row, Publishers, 1973. 397 pp.

—Reviewed by HARRIET SCHENDLINGER, *Reading Specialist, Siefert Elementary School, Milwaukee, Wisconsin.*

The authors have developed a working text that is "intended to help teachers and teacher candidates to acquire a classroom language for describing important classroom

events and to learn new instructional patterns for improving their classroom effectiveness."

For the established teacher who is willing to role play, there are many situations which will help improve techniques in both the affective and cognitive domains. However, the teacher must be willing to be objective and must be willing to make necessary changes. For the new teacher and student teacher, this book can serve as a guide for their future.

Good and bad techniques for dealing with problems are discussed. Each chapter includes activities and exercises or questions which the teacher can use to evaluate his or her understanding of self and of the material in the chapter.

This is a practical guide which offers examples as to the kinds of questions the teachers might ask students in specific areas as the lessons are being taught as well as questions the teacher might use to evaluate his or her performance and that of the student teacher. Suggestions are given as to how to deal with the remedial learner as well as the behavior problems in the classroom.

This is the kind of reference book for which teachers-to-be and practicing teachers have been asking. □

Dynamics of Learning. *Nathaniel Cantor.* New York: Agathon Press, Inc., 1973. 296 pp.

—Reviewed by HARRIET SCHENDLINGER.

Although this book was written 25 years ago, the contents are as timely and thought provoking now as they were then. Cantor, a truly sensitive human being, stresses self-determination and understanding the role of the educated individual in a democratic society. He states that "there have been and are groups of genuinely liberal, educated young men and women and adults. They have always been and are now a very small minority."

It is precisely to this minority that he addresses himself. Cantor deals with the affective area of education. He describes education as a process which is both indi-

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vidual and functional. He defines the "highly skilled, professional teacher" as one who is an effective teacher of skills and also believes that education is for the "making of Man, going beyond the areas of skill and knowledge." Education becomes the process in which the learner becomes an "integrated, cooperative, and creative individual."

Some of the author's observations are potent and, at the same time, problematic. In dealing with the issue of dependence and independence, he says that man must learn to recognize the dual aspect of self—the need at times to be independent, at other times to be dependent, and must recognize its existence. "Relatively few adults, including teachers, genuinely accept the dual and somewhat ambivalent process inherent in the development of personality."

Cantor does not discuss his philosophy abstractly, but gives concrete examples and suggestions as to how the learner and teacher can develop insights that will make both of them understand their roles in the process of education. This book is written for the pro-

fessional educator and layman. Whether one agrees completely with Cantor, or not, this is a most stimulating and interesting book in which the concepts of the *dynamics of learning* go into the classroom to help the learner resolve ambivalence by struggling *with* himself or herself, not against the teacher. □

Teaching in the Early Years. *Bernard Spodek.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. 335 pp.

—Reviewed by BARBARA D. DAY, Coordinator, Early Childhood Education, University of North Carolina at Chapel Hill.

This book attempts to provide the reader with a comprehensive overview of early childhood education. It includes a historical perspective of early childhood education, a theoretical base for working with young children, a rationale for devising a curriculum for young children, and a look at the methods, materials, and objectives for the content areas of Language Acquisition, Reading, Science, Social Studies, Mathematics, Music, and Art. In addition, the author devotes a chapter to "Play" in the schools. This is an issue between parents and educators that the latter must be able to defend intellectually as a legitimate part of the curriculum.

There are valuable chapters on organizing for and evaluating instruction, interacting with children, and working with parents. Finally a chapter dealing with programs for the disadvantaged pays particular attention to the theories which inspired programs for the disadvantaged of preschool age. In this chapter the author implies that current research indicates teacher expectancies seem to have more influence on children's success than the type of program or instructional model the child is in. However, he acknowledges that research is limited and the Hawthorne Effect is ever-present.

At first glance in reviewing this book, the reader felt that the author had attempted too much. Looking at the breadth and depth of the material he planned to present convinced him that it would be impossible to do justice to all areas. However, after further

analysis the reviewer found that this book provides a very extensive exploration in the field of early childhood education.

A major strength lies in the author's objectivity in looking at theories, programs, and curriculum models. In reviewing the different content areas, Spodek uses a combination theoretical-practical approach. He provides the reader with a look at the objectives, content, processes traditionally and currently used, and examples of methods and materials used in each content area. He discusses some controversial issues pertaining to teaching in the various content areas. For example: In the chapter, "Science in the Early Years" several of the newer programs are discussed illustrating the likenesses and differences among them and a brief account is made of the criticisms of them. These are *Science—A Process Approach*; *The Science Curriculum Improvement Study* (SCIS); and the *Elementary Science Study*. The reader is provided with a good introductory look at the strengths and weaknesses of these programs from this one chapter. Also found in chapters on content areas are examples of activities, lessons and units, lists of sources of materials, and ways to integrate each subject with other areas of the curriculum.

The chapter on "Organizing for Instruction" is especially good, since the "why" as well as the "how" are included in discussing grouping children in different ways for different purposes. Organizing the physical arrangement of the room, criteria for selecting equipment and materials, and using teachers effectively (team-teaching, etc.) are included in this chapter.

All teachers, beginning or seasoned, could benefit from the chapter on "Working with Parents." Teachers are now very much accountable to parents concerning the child's progress in school. Ways to establish good rapport with parents and suggestions to foster mutual cooperation between parents and teacher for the good of the child are given.

While there are many more things that are positive about this book, there are a few "missing links" which if elaborated on would have added strength to an already valuable book.

Although the "integrated day" was mentioned as a method of instruction, little information was given as to planning or setting the stage for this type of learning environment. Interest Centers are discussed and there are lists of materials to put in them, but their use is talked about only as part of the "activity period" rather than using them as the core of the curriculum. Another helpful addition for teachers would be the inclusion of actual samples of checklists, charts, records, etc., that are used to evaluate a child's progress in any area of the curriculum. Their use and importance are discussed but concrete samples are lacking.

In conclusion, the reviewer feels that the author has written a book that would be excellent to use with undergraduates as an introduction to the field of early childhood education; it also has value as a resource book for teachers already in the field. □

Teachers of Young Children. Robert D. Hess and Doreen J. Croft. Boston: Houghton Mifflin Company, 1972. 337 pp.

—Reviewed by BARBARA D. DAY.

The authors of *Teachers of Young Children* address themselves to many of the most significant issues in early childhood education today. The material presented is based primarily on the needs and questions of beginning teachers, but the scope is such that any interested reader could gain important information from it. The book effectively combines theoretical background research with practical application in all areas of the early childhood program.

Each of the ten chapters deals with a major aspect of this program. Included is a discussion of early childhood education as a career—opportunities, preparation, certification requirements, responsibilities. Examples of types of programs are presented and compared. Included among the Model Programs, for example, were Tucson Early Education, Behavior Analysis, Responsive Environment, Florida Parent Education, Cognitively Oriented, Engelmann-Becker Systematic Use of Behavior Principles, and the

Bank Street Approach. Presented also was a helpful explanation of structure as applied to curriculum; cognitive skills versus affective skills; content versus process; and planned instruction versus self-direction.

There are several excellent chapters on language and cognitive development, social behavior, and the disadvantaged child: identification, resources, expectations. The chapter on parent involvement is especially interesting and helpful, with many ideas on how the relationship between school, family, and community may be established. Logical explanations for encouraging the use of parents are suggested along with a variety of helpful activities. Controversial issues are not ignored but are considered objectively. The interrelatedness of the arts and other aspects of the curriculum is emphasized. Finally, there is a good discussion on the importance of evaluation, and specific examples of assessment instruments and methods are given.

Obviously, this book includes major areas of an early childhood program. The format is well thought out and attractive, and the material is readable. The research results, in particular, are easily understood. There are many well-chosen photographs and drawings which complement the text, and real life situations are used as examples whenever appropriate. This book would be a good text for students preparing for a career in early childhood education and would also be valuable for those now in the profession.

In addition to the textbook there is an accompanying instructor's manual containing suggestions for assignments, supplementary resources, additional references, and several types of test items and discussion questions. There is also a resource book, *An Activities Handbook for Teachers of Young Children*, which gives practical ideas for immediate classroom use. Following is a more complete description of this handbook.

An Activities Handbook for Teachers of Young Children. Doreen J. Croft and Robert

D. Hess. Boston: Houghton Mifflin Company, 1972. 190 pp.

—Reviewed by BARBARA D. DAY.

Although this handbook may be used without the accompanying introductory text, *Teachers of Young Children*, it is the reviewer's opinion that both the handbook and the text supplement and complement each other and should be used as paired volumes. The handbook provides many helpful and functional activities for children primarily from three through seven years of age. Even though the book was designed for teachers of young children, this reviewer could easily see it as a resource guide for parents, camp counselors, and other group leaders who work with children in their early years.

The activities are presented in five curriculum areas: Language, Pre-Science, Arts, Pre-Math, and Cooking. Each area has its own bibliography. Many references are listed specifically in the language section of the handbook. It is obvious that the sections receiving the most attention are language and arts; however, the pre-math and pre-science sections also give excellent examples of activities. The cooking section offers a variety of social and cultural delights—from teriyaki meatballs to puddle cakes.

A standard format used in presenting activities is as follows: (a) Type of activity (for example, verbalizing, sensory perception); (b) Purpose; (c) Materials; (d) Procedure; and (e) Variations (for some, but not all activities).

While most of the activities are delightful and obviously should be enjoyed by young children, the book lacks activities which individual children or small groups of children could pursue on their own. Most of the activities suggested here seem to require teacher-student interaction throughout the entire activity. Skillful teachers, hopefully, will be able to devise ways to adapt many of the teacher directed activities to more independent learning situations.

In summary, both the activities handbook and the accompanying text should be valuable additions to the professional library of teachers of young children. □

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