

## **SELECTED FOR REVIEW**

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**The Study of Teaching.** *Michael J. Dunkin and Bruce J. Biddle.* New York: Holt, Rinehart and Winston, Inc., 1974. 490 pp.

—Reviewed by **GEORGE A. BEAUCHAMP**, Professor of Education, Northwestern University, Evanston, Illinois.

We now have a textbook on the study of teaching. In *The Study of Teaching* Dunkin and Biddle avowed that it was their purpose to produce a textbook for the field, and in the judgment of this reviewer, they achieved their goal. The volume contains a thorough analysis of the research that has been conducted on teaching. It is unique in its arrangement, and it is thorough in its coverage.

The book is concerned with teaching as conceptualized by researchers. All of the studies reviewed in it must have involved systematic observation of teaching in classrooms. Essentially, the book contains a summary of knowledge about teaching that has been developed through research in the classroom, a lengthy discussion of methods and issues associated with the study of teaching, and a plea for the expansion of research in the field.

After an introductory chapter, the book is organized in three parts. Part one contains three chapters in which the reader is introduced to tools for understanding the substantive material of the subsequent two parts. Chapter III is crucial to reading the remainder of the volume. In it, the authors lay

out the model they constructed to enable them to organize the findings of the research reviewed. In the model, the authors classified the research variables into four classes: presage variables, context variables, process variables, and product variables.

In Part Two, the authors present six chapters containing the substantive reports of their analyses of the research on teaching. These chapters are the core of the book, and the chapter themes represent different orientations, or traditions, in the study of teaching. The order of presentation of these orientations is: classroom climate, management and control, the classroom as a social system, knowledge and intellect, and sequential patterns of classroom behavior. Within each of the chapters, significant concepts common to the class of research studies are identified, and these are followed by a description of the classroom research.

Part Three is entitled, "Putting It All Together." It contains two chapters. In Chapter IX findings from the studies reviewed are presented in four sections: assumptions and the nature of findings, the findings summarized for the major process variables, interpretation of the findings, and implications of the findings. In the final chapter, the authors discuss problems they encountered in reviewing the research on classroom behavior and make recommendations for researchers and others concerned with teaching.

Despite the fact that the studies reviewed were restricted to those directly concerned with classroom teaching, nearly 500 studies were reviewed by the authors. Not all of them fit the definition established by the authors for inclusion in their review; nonetheless, the magnitude of the work is tremendous. At least three unique features of the book should be mentioned. It is arranged in textbook form so that it might serve the needs of those who would conduct instruction on the study of teaching. The authors have compiled in one place a tremendous volume of information as can be judged by the scope revealed through the above description of chapter contents. The unique organization of the book chapters and the research findings within those chapters is very creative.

Nitpickers, those whose research commitment is heavily biased against the criteria used by the authors, or those who feel that their research should have had more attention, will find things in this volume to criticize negatively. In the judgment of this reviewer, this will not happen often; the vast majority of readers will welcome this contribution to education literature in general and specifically to research on teaching. It is a fine piece of work. □

**Conflicting Conceptions of Curriculum.** *Elliot W. Eisner and Elizabeth Vallance, editors.* Berkeley, California: McCutchan Publishing Corporation, 1974. 200 pp.

—Reviewed by LARRY L. ZENKE, Deputy Superintendent for Instruction, Orange County School System, Orlando, Florida.

In the book's introduction, the editors state, "to the student of curriculum, then, the richness of issues and values in the field provides an arena that can be either a dynamic and stimulating resource or a conceptual jungle difficult to define and almost impossible to manage." In an attempt to lead both professional educators and the lay public from this "conceptual jungle," the editors formulate five conceptual orientations to aid in the identification of "what can and

should be taught to whom, when, and how?"

The first of five orientations, the cognitive processes approach, is primarily concerned with the refinement of intellectual operations, focusing on the how rather than the what of education, and refers only rarely to curriculum content. Curriculum as technology, the second approach, is concerned with developing a technology of instruction, where the focus is on the practical problem of efficiently packaging and presenting the material and is less concerned with the learner and his relationship to the material.

Self actualization, or curriculum as a consummatory experience, the third orientation, focuses sharply on content, is strongly and deliberately value saturated, and views the function of the curriculum as providing personally satisfying consummatory experiences for each individual learner. The social reconstruction approach, the fourth orientation, demands that schools recognize and respond to their role as a bridge between what is and what might be, and stresses societal needs over individual needs. Academic rationalism, the fifth orientation, is primarily concerned with perpetuating the Western Cultural traditions, with the curriculum emphasizing the classic disciplines.

The five orientations are exemplified in twelve articles ranging from "Elementary School: Necessity or Convenience?" to "Political Power and the High School Curriculum." The excellent articles, along with the five orientations, contrary to the editors' modest statements, do assist the reader in the continued effort to find answers to questions about what schools should teach and how curriculum should be organized. □

**Collaborative Learning.** *Edwin Mason.* New York: Schocken Books, Inc., 1973. 215 pp.

—Reviewed by BARBARA DEROBBO, Advanced degree candidate, Rhode Island College, Providence.

*Collaborative Learning*, the effort of British educator Edwin Mason, represents another attempt at humanizing the educa-

tional process. Reasoning deductively, Mason describes society as superficial, standardized, and impersonal, and schools, being a fundamental institution of that society, as representative communities totally void of significant cooperation, communication, concern, and conviviality among their members. Seeking to deal with this reality, Mason attempts to "de-estrangle" society and to debureaucratize the educational process.

Such debureaucratization takes place through the process of collaboration which involves stripping schools of all traditional restraints, creation of a cooperative environment among participants, and the evolution of a democratic model society in which members realize their own self-worth while developing a sense of collective responsibility. While such goals are idealistically inspiring and philosophically pleasing, once Mason attempts to construct a model through which collaboration can be implemented, as exemplified by the four-fold curriculum, his reforming fervor is reduced to the rhetorical fetishes of his educational predecessors.

The bulk of his book, dedicated to a description of the four-fold curriculum, comprised of interdisciplinary enquiry, autonomous studies, remedial studies, and special interest studies, represents a hodgepodge of other, older curricular models sifted together with a dash of idealism added. A combination of the traditional, core, and mini-course curricula seems a wholly inadequate response to the creation of a "collaborative learning" environment. Unfortunately, Mason's noble effort to produce a more humane educational system, and a less alienated society, is lost in the nominal proposals he labels as the four-fold curriculum. □

**Changing World/Changing Teachers.** Owen A. Hagan. Pacific Palisades, California: Goodyear Publishing Company, 1973. 193 pp.

**For the Love of Teaching.** Jeannette Veatch. Encino, California: International Center for Educational Development, 1973. 111 pp.

**Teaching Is . . .** Merrill Harmin and Tom Gregory. Chicago: Science Research Associates, Inc., 1974. 264 pp.

—Reviewed by EDWARD DEANE, Director of Curriculum and Instruction, Monroe County Schools, Key West, Florida.

The three books reviewed here view teaching as important and the decision to be (or not to be) a teacher as a complex, personal choice. However, these volumes are distinctly different in content and format.

In *Teaching Is . . .*, Harmin and Gregory have written a book intended for someone who might be in his first education course or who might be several years into a teaching career. The authors' goal is that the reader develop a tentative image of himself/herself as a teacher before choosing teaching as a career.

It is a fresh approach, lightly sprinkled with cartoons, selected readings, as well as individual and group experiences intermixed to provide structure, insights, challenges, and encouragement to the reader. The format, some of the proposed activities, and the student's bibliography stand out in this delightful book.

Hagan, in *Changing World/Changing Teachers*, seeks to incite the reader to question critically and to analyze his/her concept of teaching. The author offers a series of ideas about teachers and teaching (teacher genuineness, decision making, personal/professional relationships, etc.) for the reader to react to. Stimulating drawings and photographs are used to carry the message.

However, the reviewer believes that some readers will accept the author's concept of teacher without engaging in the difficult process of developing their own.

In *For the Love of Teaching*, Veatch displays a deep and passionate concern for "teaching as a human act." The author presents her message through selected writings on creativity, individualized reading, and humanistic ideas in teaching.

This is an insightful, sensitive account of the author's experiences. However, the partisan viewpoint and biases of the author for individualized reading and vehemently

against the forces of "edbiz" (edbiz represents the commercial companies making exorbitant profits from textbooks) may be challenged by persons in some camps.

In summary, the works of Hagan and Harmin and Gregory are intended as texts for prospective and practicing teachers. The work of Harmin and Gregory is interesting, resourceful, and has a uniquely enjoyable format. Hagan's work is challenging though not as well organized. Veatch challenges us to test our mettle against the sacred cows of education which would dehumanize the act of teaching. □

**Children Experience Literature.** *Bernard J. Lonsdale and Helen K. Mackintosh.* New York: Random House, Inc., 1973. 560 pp.

—Reviewed by JESSIE A. RODERICK, Associate Professor of Education, University of Maryland, College Park.

This volume affords the reader a sweeping overview of concerns related to efforts at bringing children and literature together. Addressing their comments to students, teachers, librarians, and parents, the authors' basic organizational framework is genre or types of literature such as poetry and fiction. Also included are discussions of what teachers should know about children and books, literature and personal growth, laughter in

literature, meeting people through literature, history of children's literature, and organizing and evaluating the literature program.

Chapters contain references for further reading and suggestions for extending the reader's and the child's experiences. In the latter, the focus is often on interests, attitudes, and specific evidences of children's responses to literature. The sharpening of evaluative foci is noteworthy, but the reader would probably benefit by more specificity in suggested techniques for determining what happens when children interact with literature.

Persons writing in a broadly defined field such as children's literature must decide whether to deal with it in its entirety or focus on selected aspects. Choosing the former approach prompts certain questions. How does a broad treatment of children's literature help persons identify and probe issues central to life and literature? How can alternative ways of dealing with literary themes be presented? How do readers develop skill in literary criticism when many books are summarized briefly instead of a few analyzed in depth? A highlight of this book and one that might help educators deal with a current crucial concern is the chapter on meeting people through literature. However, a more detailed treatment could help the reader deepen his understanding of the world community and reach out to its inhabitants. □

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