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**Cultural Pluralism.** Edgar G. Epps, editor. Berkeley, California: McCutchan Publishing Corporation, 1974. 180 pp.

**Cultural Challenges to Education.** Cole S. Brembeck and Walker H. Hill. Lexington, Massachusetts: D. C. Heath and Company, 1973. 169 pp.

—Reviewed by CECIL Y. WRIGHT, Assistant Professor of Curriculum and Instruction, University of Kentucky, Lexington.

Edgar Epps has coordinated essays on cultural pluralism and the school climate which are varied and enlightening. The research outcomes noted and the American ideal of cultural pluralism are shown to be inconsistent in outlook and effectiveness.

The effect of schooling on minority groups in the United States is as different as the cultural background of the groups. The discussions are particularly provocative through the suggestions of methods to alter the course of opportunity for all children. These suggestions generally refer to the areas in which schools have little ultimate control as in the biological, brain and neurological, or demographic areas. The focus is on change through teacher attitude and training, administrative focus, teaching materials, research and evaluation, curriculum development, and community relations.

*Cultural Pluralism* can be an invaluable aid to all persons who have responsibility in implementing school programs for children and adults. The experience and research positions of the authors herein, should affect change.

The focus of Brembeck and Hill's book challenges education to accept and apply the cultural differences of all its people for the purpose of providing a better education for children.

The authors provide examples of cultural differences in cognition—psychomotor learning, communications styles, time orientation, social organization, attitudes of human nature, and sense of environmental control. These differences and changes are noted from research based on cultures of Hawaii, New Zealand, Asia, and the mainland United States. These research variables create questions relating to permissiveness vs. non-permissiveness, exploratory learning vs. predicament learning, individualization vs. group participation, puritanic vs. hedonistic approaches, audiovisual methods, and reference groups.

The functional theme of the authors accepts the realization that schools cannot meet the needs of a complex society based on the assumption of a "melting pot." Cultural characteristics are the framework within which all learning is acquired. □

**The Reform of Secondary Education: A Report to the Public and the Profession.** National Commission on the Reform of Secondary Education, B. Frank Brown, Chairman. New York: McGraw-Hill Book Company, 1973. 188 pp.

—Reviewed by PHILIP H. McDEVITT, Associate Superintendent, Evanston Township High School, Evanston, Illinois.

Should you happen to be one of those people with a predilection for sneak-peeking a book's concluding pages, you might profitably indulge your penchant in your approach to this important document. In the nearly three dozen "memoranda of reservation or dissent" that top off the Commission's Report there are measures of both corroboration and refutation to Chairman

Brown's caveat that "The Commission does not expect its recommendations for reform to command unanimous approval." It is disconcerting, though, that there appears to be so much near unanimity among the commissioners; particularly is this disturbing in their endorsement of the most controversial of the Report's 32 recommendations: "The formal school-leaving age should be dropped to age fourteen." From but two of the commissioners do we have explicit statements of dissent from this recommendation; and there is some danger that the "public," if not the "profession," will give scant attention to the Commission's concomitant declaration that a lowered compulsory attendance age "... must follow, not precede, the change in laws which will provide school-leaving youth real alternatives for employment or an alternate mode of education."

One would have anticipated a higher incidence of dissent from a so diversely constituted commission drawn, as its members were, from the consumers, the practitioners, and the critics of formal schooling and given the capacious assignment to "reexamine the goals, programs, and directions of secondary education." Perhaps the paucity of protest derives from the inclusion of something for almost everybody, excepting, pointedly, those who would "deschool" society entirely. "The issue is not whether high schools are useful, but what role they should assume."

If and when that role assumes the configuration recommended by the Commission, the cherished comprehensive high school will remain as but one, albeit the predominant, institutionalized style of learning for adolescents. It will be thoroughly laced with effective individualized instruction; and it will be heavily supplemented by "alternatives" both within and outside its jurisdiction. Further, those "outside" alternatives will be paid for with public monies.

Seekers of law and order will find their well-founded anxieties treated in the Report ("Crimes committed in school are just as serious as crimes committed on the streets and should be dealt with accordingly by the district attorney."), as will protector-advocates of students' civil rights to expression, privacy,

and due process. A refreshing additive is a statement on student "obligations," which term was adopted in deliberate contrast to the less enforceable concept of "responsibilities."

There is an unevenness of import among the Commission's recommendations, perhaps inevitably reflective of its broadly-based constituency. Still, in a work which avers its lineage to be of the Seven Cardinal Principles and the Eight-Year Study, it is startling to encounter a testimonial to smoking areas for students. Notwithstanding, when the Report addresses itself to the anachronisms (the Carnegie Unit; *in loco parentis*), the non sequiturs (class rank; "sexism" in many guises), and the urgencies (career and global education) extant in our schools, it strikes cogently at both the need and the strategy of reform. □

**Education as Cultural Imperialism.**  
*Martin Carnoy.* New York: David McKay Company, Inc., 1974. 378 pp.

—Reviewed by J. MERRELL HANSEN,  
Assistant Professor, Department of Curriculum and Instruction, University of Kentucky, Lexington.

A most discomfiting experience is to have a cherished and universally accepted notion somewhat altered by new understandings and insights. Such an experience is due the reader of Martin Carnoy's *Education as Cultural Imperialism*. Rightly he contends that "our understanding of history influences the way we try to achieve social change." Many pleasant generalizations and euphemisms may well be discarded after reading the book. Explicitly described, precise in detail, and overwhelming in conclusions, Carnoy reports that schools have not been the agents in society traditionally supposed to be the sources of societal renewal, individual enhancement, and equality promotion. Rather, schools have been used by particular groups to further their vested interests and their imperialistic and colonial influences to regulate and to control those elements which will further the economic and political power of the power group.

Carnoy rejects many traditional notions about the development of the schools. For example, despite the contentions of many that schools have furthered the personal development of the student and that education was financially and socially rewarding within itself and eventually in society, schooling is a basic factor in control and regulation and in serving the self-interests of those who imperialistically control society. Depending upon which elements control through economic or political power, the types of schools, the kinds of educational experiences and opportunities, the results of education are determined.

Revisionistic in his interpretation of history, Carnoy challenges the notion that social change emerges from rational ideas and "that in order to change institutions, or even the social order, all we have to do is produce 'good' ideas." Indeed, education and schooling are subjected too tightly by those in control to permit such an ideological evolution. "We argue that the way society organizes formal schooling is a function of the economic and social hierarchy and cannot be separated from it. We contend that the schools function to reinforce the social relations in production, and that no school reform can be separated from the effect it will have on the hierarchical relations in the society."

Persuasive evidence is provided for this thesis. Utilizing specific historical instances as evidence, Carnoy convincingly justifies his position. In-depth and extensive treatments are given the historical developments of education in India, West Africa, Brazil, Peru, and in the United States, particularly as American history relates to black education. These areas where imperialistic and colonial interests have had prominence provide fascinating studies from which Carnoy's position is evidenced. A strong historical point is made that schools and education have a "culturally imperialistic" basis for development. The majority of the book deals with these historical case studies.

Not pessimistic nor anti-school, Carnoy provides a readable and convincing study of the historical development of education. Ob-

viously more than just a historical examination, the evidence is strong that schools have a greater disposition toward the social, economic, and political intentions of a society than might have been assumed previously. The book is particularly worthwhile to the student of history, to one who wishes to understand the school's function as a social change agency, or to one who likes to feel totally uncomfortable with previously held traditional notions. □

**Unlearning the Lie: Sexism in School.**  
*Barbara Grizzuti Harrison.* New York: Liveright, 1973. 189 pp.

—Reviewed by E. GAYE MCGOVERN,  
*Director of Curriculum and Supervisory Services, Harrisburg City School District, Pennsylvania.*

"Options exist only if one can see the possibility of reaching out and grabbing them." Belief in this premise led the author's struggle to provide the students of the Woodward School in Brooklyn with an alternative to sexist education. A group of mothers, including the author, formed the Sex-roles Committee in 1970 to analyze ways in which this private, interracial, non-sectarian, parent-teacher cooperative had failed to provide a non-sexist education. As the committee evolved, it also sought materials and techniques to enrich the curriculum as well as resource people who could serve as role models, and other curricular options for the staff's consideration.

The introduction of this book notes many instances of sex role stereotyping and conditioning familiar to us from current literature. This discussion provides a backdrop for the rest of the book which primarily deals with the formation of the Sex-roles Committee and with the self-examination and consciousness raising experiences the committee underwent individually, collectively, and in their contacts with the Woodward staff and parents. Various stages of the committee's work and progress are cited in detail.

This information was of less value to the reviewer than the chapter entitled "June

1971: A New Beginning" which should be read by all those interested in this phase of education. In this chapter, the author shares with the reader her recollections of the Sex-roles Committee's presentation to the Woodward staff summarizing their awarenesses after a year of work. The texts of the videotape, position papers, and symposium which made up the presentation are noted in detail. Elsewhere the author suggests that others involved in similar efforts should include men, school staff, and Black women early in the committee work and that more emphasis should be placed on the problems and techniques of change.

While the title implies greater emphasis upon practical instructional suggestions than the book contains, it is of obvious value to parents embarking on examinations of sex role stereotyping in their child's school program. The children and staff of the Woodward School are now aware of the limitations inherent in some school programs simply because of gender and as a result have broadened the choices for all their students. This book could be a catalyst to other parents and educators wishing to work with their schools for such timely changes in the educational process. □

**The Bus Stops Here: A Study of School Desegregation in Three Cities.** *Anna Holden.* New York: Agathon Press, Inc., 1974. 511 pp.

**The Great School Bus Controversy.** *Nicolaus Mills, editor.* New York: Teachers College Press, 1973. 375 pp.

—Reviewed by THOMAS J. ROOKEY,  
Director, Educational Development Center,  
East Stroudsburg, Pennsylvania.

Both books are concerned with school desegregation and busing; a meaningful topic given the threat of the Bradley vs. Milliken case to the cordon sanitaire of the suburbs.

The Holden book focuses on the desegregation of three city school districts. In Charlottesville and Providence, the affected minority group was black while in Sacramento they were Chicano. The study presents

both "de jure" and "de facto" segregation. Ms. Holden presents each city's process in its own chapter with details on the locale, attempts at desegregation, and an analytical summary. Using personal interviews and published documents as content, the book draws the conclusion that too little was done too slowly, too grudgingly.

The Mills book focuses on the issue as seen by various, often opposed authors. The subject is broken into four parts: Background and Legal History, The Debate Over Evidence and Social Policy, On-the-Scene Reports, Busing and Black Political Strategy. Using contrasting opinion and historical records, the conclusion is that desegregation is a complex issue often focusing on scare topics like "busing."

The similarity of the two books ends with their titles. While there are many differences the essential one is purpose. The Holden book presents a cause or rather one side. It gives a very clear picture of the triumphs and frustrations of desegregation when seen from the minority viewpoint. The data base is really the voices of the involved. A reader considering desegregation as a minority political issue or as a part of the striving for civil rights would be satisfied. If one is seeking a scholarly discussion of the issues or a text-like approach to procedures and policies, the book is disappointing.

Ms. Holden relies on the odd bit of data or an occasional quote to fortify some 500 pages of political prose. If one feels uncomfortable with lecturish presentations, the book quickly becomes tedious and suspect.

The Mills book makes a serious effort to present desegregation as a controversial issue. The volume takes on the semblance of a provocative forum. By balancing arguments and carefully separating data from opinion, Mills allows the reader to derive independent opinions. The only real criticism of the book is that the very first article, written by Mills himself, could easily have been omitted.

The reviewer's conclusion is that the Holden book has limited uses while the Mills book would be rewarding as a text or in a private library. □

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