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Humanistic Teacher Education: An Experiment in Systematic Curriculum Innovation. *Hannelore Wass, Robert A. Blume, Arthur W. Combs, and William D. Hedges.* Fort Collins, Colorado: Shields Publishing Co., Inc., 1974. 97 pp.

Humanistic Education. *C. H. Patterson.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 239 pp.

—Reviewed by RICHARD H. USHER, Professor of Education, University of Northern Colorado, Greeley.

For more than 15 years Arthur Combs and many of his collaborators have developed and researched hypotheses regarding effectiveness in teaching. The initial chapter of *Humanistic Teacher Education*, written by Combs, describes the development of the theory and research, and how it came eventually to be the impetus for a university's innovation in teacher education.

In the second chapter, Robert Blume

does an exceptional job in briefly describing the "nuts and bolts" operation of the program in terms of student and faculty involvement and responsibility. His description is extremely informative and lucid in providing an overview of the basic curriculum of the program and how it operates within the university.

Wass, in a chapter dealing with the research evaluation of the effects of the program, provides a thoughtful assessment of the problems in researching humanistic programs and processes. She also gives an overview of research findings that are available as to the program's effectiveness. She further develops theoretical premises with regard to research directions that are consistent with, and pertinent to, the evaluation of humanistic practices.

Finally, the chapter by Hedges provides a unique and most valuable perspective of the genesis of an innovation from the position of an administrator. This chapter is a

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, Milwaukee, Wisconsin.

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particularly important one to college of education administrators who seek help in reconciling the unavoidable conflicts and difficulties when true change is introduced to an often tradition-bound university structure. Hedges writes with much insight into the issues of program change within a bureaucracy and with much compassion for the experiences of the persons involved on all "sides" of the problems. The chapter provides clear and direct help for those who would enter the hard business of strategy in important curriculum change.

C. H. Patterson's *Humanistic Education* serves a very different purpose than the book by Wass *et al.* *Humanistic Education* is a kind of primer/textbook of humanistic approaches for education in format, style, and content. Patterson has very ably compiled and presented an overview of the entire "field" of humanistic education as it has meaning for current American education. The term "humanistic education" has become fraught with a certain amount of vagueness and imprecision in definition and scope that is par for a rapidly expanding movement in thought. In a calm, reasonable, and thoughtful manner, Patterson provides a very clear and understandable look at just what "humanistic education" really means. He examines the movement in terms of its origins and historical perspective; in terms of its major goals and purposes for education; in terms of its theoretical and research underpinnings; in terms of current programs and proposals for change in education; and in terms of its implications for teaching, teachers, learning, learners, human relationships, and possible implementations for education at all levels. It is a thorough and convincing coverage of the field. □

The Equality of Educational Opportunity: A Bibliography of Selected References. Francesco Cordasco with Maurei Hillson and Eugene Bucchioni. Totowa, New Jersey: Littlefield, Adams & Co., 1973. 152 pp.

Genetic Diversity and Human Equality. Theodosius Dobzhansky. New York: Basic Books, Inc., Publishers, 1973. 128 pp.

Rethinking Educational Equality.
Andrew Kopan and Herbert Walberg, editors.
Berkeley, California: McCutchan Publishing
Corporation, 1974. 162 pp.

—Reviewed by JOE L. BOYER, Associate
Professor of Education, Auburn University at
Montgomery, Alabama.

Recent literature on equal educational opportunity is helping to bring about a re-dedication to the ideal of equality throughout the society. The ideal of equality and the means for its realization are resulting in volumes of literature on the issue. While some of the writers attempt to clarify meanings of equality, identify obstacles to equality, or propose strategies for the realization of equality, other writers question the appropriateness of the ideal of equality in our present complex, technological, culturally diverse, race conscious society.

The Equality of Educational Opportunity is a bibliography of references on reports and articles pertaining to equal educational opportunity. The book opens with a brief but excellent history of efforts to educate the children of the poor. Following an analysis of Puerto Rican educational experiences is a chapter-by-chapter summary of the Urban Education Task Force Report. The book concludes with a bibliographical register of 401 titles on topics relating to the issue of equal opportunity.

As a reference to some of the literature, this book is a timely and important addition to the materials on equal educational opportunity.

Genetic Diversity and Human Equality attempts to distinguish between facts and fallacies about genetics and its relationship to human equality. The author makes clear that scientific data on genetics and IQ are too inadequate to support the kinds of social policy decisions that are being made by some people. Human "diversity" is an observable fact of nature. Ample scientific data are presented in the book as an indication of the range of this diversity. But human "equality" is an ethical issue and must be dealt with as such. To provide a framework for ethical

considerations, the book concludes with a philosophical epilogue on man's image in an evolutionary context. This volume makes clear the extent of our scientific knowledge on genetic diversity and offers a fresh perspective for considering the ethical question of human equality.

Rethinking Educational Equality consists of ten well written essays on conceptions, perceptions, and proposals pertaining to educational equality. While there was little rethinking in the essays, a few did suggest areas for refining the approaches presently being used to realize the ideal of educational equality. Many of the essays communicate a serious doubt regarding the commitment on the part of policy makers and the citizenry to real educational equality. The authors of the essays hope that the commitment can be strengthened as indicated by the care with which each proposal, concern, or perception is spelled out. This is an issue that will eventually have to be reconceptualized. □

Say: An Experiment in Learning. *Simon Stuart.* New York: Agathon Press, 1973. 219 pp.

Reading Difficulties: Their Diagnosis and Correction. *Guy L. Bond and Miles A. Tinker.* New York: Appleton-Century-Crofts, 1973. 604 pp.

—Reviewed by ESTELLE BRADLEY, Co-ordinator, Reading/Learning Disabilities, Community Consolidated School District 62, Des Plaines, Illinois.

Say: An Experiment in Learning was written by a creative teacher who used an innovative method of teaching language arts at the high school level. It has been written in the form of a diary explaining the step-by-step procedure and rationale for the development of this new technique. The author approached his problem in a manner that was meaningful to him and that fitted his individual teaching needs. Although this book was a little difficult to follow, some teachers may find some interesting ideas and useful teaching strategies.

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and Correction does a thorough job of covering all facets of reading difficulties from the nature, causes, diagnosis, and suggestions for prescriptive remediation from kindergarten through high school. It is a well-written book, comprehensive in nature and contains a wealth of information for both the classroom teacher and clinician. The authors not only discuss the theory of diagnosis, but also describe the leading reading tests and suggest many techniques for correcting the various reading problems. This book should be part of every teacher's professional collection. □

Good Schools for Young Children. Third edition. Sarah H. Leeper, Ruth J. Dales, Dora S. Skipper, and Ralph L. Witherspoon. New York: Macmillan Publishing Co., Inc., 1974. 496 pp.

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

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An obvious conviction as to the need for more and better schools for young children has enabled the authors of this text to present a great deal of basic information while achieving a readability that derives from enthusiasm written into every chapter. Leeper and her associates have provided an excellent sourcebook to help teachers, students, and parents in working with three-, four-, and five-year-old children.

The book is developed around three major areas: (a) Why Centers for Young Children?; (b) The Curriculum: Planning and Teaching; and (c) Organizing Centers for Young Children. Throughout each area, the role of the teacher is the focal point and it is upon him/her that the responsibility of having "good schools" will rest. Being one of the more "human" texts, examples of specific children are brought up and extended in subsequent chapters. The format of each area is clear, informal, informative, honest, and enthusiastic.

The major thrust of the opening chapters is the development of an appreciation for the vulnerability and receptivity of children aged two through five—whether or not the input which they absorb so readily has been planned. The authors do not see for the teacher, however, an authoritarian role in the field of child-rearing. Rather the point is made that parents should strive for self-sufficiency in their roles. The preschool teacher, then, may become a valuable resource to parents if she or he accepts the charge (a) to know as much about children's backgrounds as possible, and (b) to keep up with the research.

In a profession which often deals with statistics, especially averages, teachers need reminders of the "personhood" of children. *Good Schools* lays heaviest emphasis on the concern that the child be perceived as a whole being. Both proponents of early academic advancement for children and self-proclaimed "modern" educators who would not tamper with the young intellect come into range of the authors' critical fire. This is because the authors hold so strongly that no single component of development—intellectual, physical, emotional, or social—should receive undue stress. Furthermore, the authors point out that the best teacher sees herself/himself as merely assisting the natural growth processes by providing methods and materials which take into account each child's unique needs in the advancement to successive maturational and developmental levels.

In order that there be no confusion about this important matter, the text clarifies the concepts of growth, maturation, and development and their interrelationships. The authors propose that the "natural" behavior of a child, given a nurturant environment, results in self-motivation toward the accomplishment of developmental tasks (autogenous learning). Could this be the happy solution to discipline problems in the classroom? The authors suggest that this is the case, and the British Infant Schools appear to demonstrate the workability of such an idea.

As the authors break an instructional

area down into a developmental sequence of skills, one begins to see that any concept can be taught to any age child, provided the teacher appreciates the abilities, needs, and interests of each child and selects the aspects of that concept which can be understood at the child's particular developmental level. Thus, the authors untangle the concept of "readiness." No opportunity for mental growth need be delayed until a particular chronological age is reached; rather, natural curiosity and pleasure in intellectual pursuits should be encouraged with the use of appropriate methods and materials in all areas. Included among the curriculum areas are language arts, mathematics, social studies, values, science, health and safety, play activities, art, and music. Related to these areas are ways of presenting activities, materials that are effective, and ways in which children may implement these learnings into everyday life. Appropriate ways to evaluate these activities according to children's individual needs are also given.

The chapter dealing with the social studies program is perhaps one of the finest in the book. It comes to grips with the limitations of children in accepting values of an adult society and displays an awareness that the maturational levels of children affect their understandings of time, distance, and geographical location.

Chapter 18 contains one of the best discussions of the nature of play that one is likely to encounter. Play is recognized here as a vital element in preschool education—as an exploratory activity, as a self-realization process, and as therapy.

The third broad area of the book deals with the actualities of organizing centers for young children. Topics relate to parent involvement, record keeping, physical facilities, and working with children who need unique services.

A very helpful feature of the book is the bibliography. Also useful are the related readings at the end of each chapter and the authors' use of research findings from several disciplines. Effort is made to point out areas of controversy (for example, optimal age for beginning instruction in reading, advisability

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of academic acceleration during the pre-school years).

The book is informative and inspirational, and one may expect to return to it for help in everything from play-doh recipes to suggestions for parent conferences. In the preface of *Good Schools for Young Children*, the authors state that their book will fulfill the needs of undergraduate students, graduate students, parents, teachers, volunteers, and aides who are interested in the development and education of young children. Happily, the authors keep this promise. □

Beyond Beliefs: Ideological Foundations of American Education. *Norman R. Bernier and Jack E. Williams.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 422 pp.

—Reviewed by GEORGE H. WILLIS, Assistant Professor of Education, University of Rhode Island, Kingston.

Bernier and Williams have written what is a valuable and highly interesting book but also a deeply problematical book. Believing that the lack of diversity and innovation in the American educational system is caused by "outmoded ideological assumptions" and that ideological analysis is thus necessary for educational reform, they set out to provoke a critical dialogue by analyzing the ideological fabric of Americanism and the practical implications in six major strands: (a) Scientism, the ideology of the behavior modifier; (b) Romanticism, the ideology of the artist; (c) Puritanism, the ideology of the moral exemplar; (d) Nationalism, the ideology of the patriot; (e) Progressivism, the ideology of the facilitator; and (f) Educationism, the ideology of the professional.

In defining ideologies as value-impregnated and integrated patterns of ideas or systems of beliefs which provide a collective consciousness and characterize a social group, the authors suggest that ideologies fall between personal beliefs and highly developed philosophies of education. In directing the book to a broad audience, to a kind of collective consciousness of American educators, the authors may indeed help move us

beyond unexamined beliefs to a reassessment of our ideological assumptions, but perhaps at the price of being less than totally successful on rigorous scholarly or philosophical grounds. For instance, more concise and highly focused analyses often seem desirable, and without them ideological analysis as a methodology yields somewhat less clarity than social history or sociological or philosophical analysis.

Nonetheless, our ideological assumptions do explain a lot more about American education than either our personal beliefs or our philosophical systems. That Bernier and Williams have written a generous and readable book that brings reason to this recalcitrant area is very much to their credit. Whether their decision to focus their attention broadly will ultimately enhance or vitiate the significance of their work remains to be seen. □

Schools, Society, and Mastery Learning. James H. Block, editor. New York: Holt, Rinehart and Winston, Inc., 1974. 148 pp.

—Reviewed by J. E. FERDERBAR, Superintendent of Schools, Neshaminy School District, Langhorne, Pennsylvania.

Mastery learning is described as a philosophy of instruction and a set of ideas on how this philosophy is to be implemented in classrooms. Mastery learning philosophy asserts that "under appropriate instructional conditions virtually all, rather than some, students can learn most of what they are taught."

Mastery learning strategy implies in part that set standards are established, specific instructional objectives are formulated, objectives are measured, materials presented are sequenced, feedback is consistent and immediate, and that corrective measures are utilized.

The book, a readable and believable one which grew out of a 1973 AERA symposium, attempts to blend theory, research, and practice of mastery learning. The chapter by Bloom describes strategies over the years

which have been used to emphasize mastery of learning rather than time spent as the criterion in learning.

The research studies which are listed indicate that a systematized mastery learning approach produces significant results in achievement. Needed additional research along with some promising international studies underway are also outlined.

The author details two different strategies to implement the mastery learning philosophy. There is no doubt in the reader's mind that the author rates Bloom's "Learning for Mastery Strategy" superior to Keller's "Personalized System of Instruction."

Part Two of the book focuses on the impact of mastery learning on schools and society as viewed by an economist, sociologist, and school administrator. As is pointed out by Levin, "It is difficult to make empirically-based statements about the relative economic efficiency of mastery learning" when viewed in light of internal and external efficiency criteria. In spite of this the author goes on to indicate a prediction of better cognitive outcomes related to costs through the use of mastery learning than through the use of traditional methods of instruction.

Spady outlines the impact of mastery learning on several major functions of schooling including a detailed analysis of selection and degrees or diplomas (certification). The author points out the obvious benefits to the self-concept of the children if they were to achieve at the mastery level specified but speculates whether society is ready to handle this level of competence.

The administrative implications chapter is perhaps the weakest one in the book. A fruitful but somewhat digressive introduction is made in describing a proactive approach to educational change with an attempt to relate it to the implementation of the mastery learning strategy in a school system. Perhaps space did not permit a more detailed outline of the impact of the implementation process but it is disappointing not to be able to see the flow from the theory and research to the practice as introduced in a school system. □

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