

SELECTED FOR REVIEW

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Foundations of Education: Dissenting Views. James J. Shields and Colin Greer, editors. New York: John Wiley & Sons, Inc., 1974. 202 pp.

—Reviewed by STEVEN J. FREDERICKS, Faculty Member, Graduate Programs, Bank Street College of Education, New York.

Most educators recognize that the conservatism presently unleashing itself on the schools is a backlash reaction to the era of educational dissent from which we have recently emerged. Understanding the contemporary "thrust toward a form of conservatism," the editors of this important compilation of readings are attempting, I suspect, to fulfill two major objectives: (a) to convince the reader that the impotency of the dissenters to implement change was due, in large measure, to the "failure to come to terms with the relationships between schooling and social inequality," and (b) to collect in one volume the major thinking of that period in order to preserve them for future use by the new generation of liberals and radicals who will probably surface within the next ten to fifteen years.

The question then, for this reviewer, is how well they meet their objectives. While

this volume does point out the dangers of attempting to reform schools without reforming society, we are still left with the disturbing knowledge that this country remains, for the most part, conservatively oriented. Given this perspective it is somewhat difficult to believe that meaningful societal reform is possible, or for that matter, wanted by the majority of people living here. Of course, Watergate and its surrounding circumstances may prove this belief false, but an optimistic posture is not as yet warranted. In any case, the conservative nature of the majority will most likely not accept the first objective, no matter how well reasoned.

The difficulty with collections of readings edited from larger works stems from the fact that although they tend to focus in on a central point, we miss the depth and range of the author's argument. Given this limitation, however, the organization and selection of the writings is exemplary and worth noting. Included are such authors as Christopher Jencks, Peter Schrag, Paulo Freire, Paul Goodman, and Ivan Illich. What is more impressive is the organizational structure of the book which categorizes the various articles under appropriate chapter headings, such as, Philosophy, History, Sociology and Culturology, Economic Foundations, Politics

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of Education, International and Comparative Perspectives, and Educational Alternatives. It is to be hoped that more educators will adopt this much needed multidisciplinary approach.

In the final analysis, although specialists might not find this book particularly useful in terms of new insights (and it was never claimed that it would be), it should certainly be required reading for all those struggling to come to terms with the perennial problem of educational and social reform. □

Black Dialects and Reading. *Bernice E. Cullinan, editor.* Urbana: National Council of Teachers of English, 1974. 198 pp.

—Reviewed by **RAYMOND N. ELLIOTT, JR.**, Associate Professor of Special Education, University of Michigan, Ann Arbor.

This book is truly a compendium of information on the critical and much publicized issue of Black dialects and reading. The contributions of the many distinguished authors of this volume offer both "comprehensive treatment and qualitative assessment of the topic."

Subdivided into six parts, Part I provides an overview of issues in teaching reading to Black children. Whether dialect-speaking Black children should be taught standard English and if so when, and is speaking standard English a prerequisite to learning to read are just a few of the specific questions discussed in this section. The relationship between oral language and reading and teacher attitudes and behaviors toward dialect-speaking children are other topics reviewed in this section.

Part II provides a "teacher" assessment approach to language skills and reviews research which indicates that Black dialect-speaking children entering school have the language facility to begin reading instruction. The key is to start the child where he or she is and to utilize "his" or "her" language pattern.

Parts III and IV offer practical suggestions for teaching standard English to non-standard speakers and the correspondence

between spoken forms and written symbols in beginning reading.

Entitled "Perspectives in Black Dialects and Reading" Part V offers an interesting overview of answers to many of the questions raised about Black dialects in teaching reading.

The last section of the book is a very practical resource for teachers. It includes both an annotated bibliography and a descriptive guide to features of Black English.

In all, some thirteen individuals contributed to this book including Joan Baratz and Martin Deutsch. It is the most comprehensive treatment of the subject currently printed in one volume. Combining research and theory it is filled with practical teaching suggestions. This book is "must" reading for every classroom teacher who instructs Black English speaking students. □

Classroom Centers and Stations in America and Britain. *Marion Pope Franklin, editor.* New York: MSS Information Corporation, 1973. 161 pp.

—Reviewed by **DONALD ST. JOHN-PARSONS**, Administrative Associate, Graduate Programs Division, Bank Street College of Education, New York.

Classroom Centers and Stations in America and Britain is a collection of readings originally compiled by the editor for the courses she teaches. The title is unfortunate, as the articles are concerned with what has become known as the "open classroom" and cover a much wider area than "centers" which are defined as areas "where materials relating to a special interest or subject are assembled" and "stations" which are located in a center.

The book is divided into two parts, "Philosophy, Rationale, Definitions, and Roles" and "Practices in American and British Schools." Like most such compendia, the articles vary widely in quality but every so often one stands out as exceptional, for example, Mark Weber's "Piecemeal Revolution: Controlled Freedom in the British Open Classroom."

Franklin's compilation lacks the conti-

nunity of, for example, Rogers' *Teaching in the British Primary School* which was written by English teachers for Americans, and the depth of Weber's *The English Infant School and Infant Education*. Although the excitement and possibilities of the "open classroom" concept come through clearly, there is a lack of objectivity in some of the articles' unqualified enthusiasm for certain aspects of this "new" approach.

The present position in England has evolved over many years and, indeed, has been influenced by American educational thought. Even so, attempts to achieve instant educational reform without adequate preparation are liable to result in angry reaction.

With this caveat the book can be considered as a useful addition to a rapidly increasing corpus dealing with this subject, and, in this respect, Franklin's bibliography has to be commended. For someone wishing to obtain a quick overview, this is a useful and attractive handbook, but it does not eliminate the need for greater in-depth study and objective consideration by serious students. □

The Future of Foundations. *Fritz Heimann, editor.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 278 pp.

—Reviewed by DONALD ST. JOHN-PARSONS.

The Future of Foundations was organized and edited by Heimann as background reading for the American Assembly at Arden House in 1972. The nine contributors (including two foundation presidents), who each supply a chapter, are authorities in the areas they treat and they write with precision and clarity on "the basic issue of the rationale for foundations and their proper role in the future."

In the light of the Tax Reform Act of 1969 (which rightly merits its own chapter), the prevalence of rumors about, and attacks on, foundations, as well as their decline in revenue, this is a timely production which provides factual information as well as insightful interpretations.

It is impossible to do justice to this study in a short review as each chapter is an entity in itself, but it can be said that, in totality, a positive case emerges for the continuation of foundations. However, though foundations may not have an external constituency, they are not, as Heimann points out, free from external pressure. In the final analysis, it is not what foundations have done in the past (magnificent though so many of their achievements have been) that will justify their continued existence but what they can do at the present time which others are unable, or not yet ready, to undertake. □

Education in Anticipation of Tomorrow. *Robert H. Anderson, editor.* Worthington, Ohio: Charles A. Jones Publishing Company, 1973. 142 pp.

—Reviewed by GEORGE W. STANSBURY, Associate Professor, Department of Curriculum and Instruction, Georgia State University, Atlanta.

This book describes a treatment of educational problems by the application of practical realities. Ralph Tyler, Millie Almy, Robert Anderson, and Harold Shane do not expand in pedagogy but rather tell it like it was and can be. Their essays were originally prepared for a seminar held at Lamplighter School, Dallas, Texas, March 17-18, 1972. Panelists' reactions to each are included.

Ralph W. Tyler's essay, "Schools for Young Children—the Recent American Past," historically notes educational practices, tried, researched, proven effective, forgotten, and reappearing today as educational innovations, which now as then strike at the very heart of conventional thinking. As always, Tyler's approach is logical and thorough.

Millie Almy's "Guiding Children for Life in Tomorrow's World" reviews some of the major research findings on child development and points out some of its limitations.

Robert Anderson's "How Do Today's Schools Anticipate Tomorrow's?" deals with the structural and organizational arrangements necessary to carry us from today to tomorrow.

Anderson lists 25 predictions/assumptions which are highly representative of planners and futurists. He cites the need for us to re-examine our basic premises, assumptions, and values about existing practices against the presumably new superior alternatives for tomorrow.

Harold Shane's "Educational Designs for the Best of Alternative Futures" focuses on designs which could help us realize alternative futures. If the readers are looking for a cookbook approach to develop a school of tomorrow, this essay will fail them. It is, instead, a solid foundation on which to build the educational framework of tomorrow. □

An Introduction to Systems for the Educational Administrator. Glenn L. Immegart and Francis J. Pilecki. Reading, Massachusetts: Addison-Wesley Publishing Company, 1973. 204 pp.

—Reviewed by GEORGE W. STANSBURY.

This book is an excellent unworried overview of systems and how systems may be employed in educational administration. Immegart and Pilecki set out to show the practicing educational administrator the relevance of the systems movement; to establish a theoretical perspective of systems thought; and, to examine the concept of administrative support from the point of view of systems science and to show some practical use for the systems. The last section separates this book from many others in the field by dealing logically and explicitly with the concept of educational administration as a system, with examples of how it may become a better system. This book is a good basic source for those looking for clarification of terminology or a basic introduction to systems thinking. □

Testing the Teacher: How Urban School Districts Select Their Teachers and Supervisors. Paul L. Tractenberg. New York: Agathon Press, 1973. 333 pp.

—Reviewed by GEORGE W. STANSBURY

Tractenberg bases this work on the hearings of the New York City Commission on Human Rights, January 1971, which

focused on the examination of personnel practices and their educational and social implications for the nation's schools. Much of this book is about the process of training, selecting, and evaluating teachers. The traditional method of this endeavor is giving way to what Tractenberg calls merit and fitness: "... the ability to understand and reach all kinds of children, and to devise or apply new approaches to that end when necessary..." (p. 13). Reasonable treatment is given to present practices and their shortcomings. His treatment of the new process falls short of expectations.

Tractenberg is an Associate Professor at Rutgers University School of Law. If you buy his basic assumption "... that, over the long haul, improving this country's educational systems will do more to help realize our egalitarian goals than any other social or technological advance" (p. 5), the book may be worth browsing. □

Educational Administration and the Behavioral Sciences: A Systems Perspective. Mike M. Milstein and James A. Belasco, editors. Boston: Allyn and Bacon, Inc., 1973. 511 pp.

—Reviewed by GEORGE W. STANSBURY.

The basic purpose of this book is to help educational administrators more effectively analyze and manage their institutions. This book of readings is divided into four major parts, which serve as more than merely a basic text or source for the material covered. Part I deals with the language of systems; Part II examines the exchanges which develop between the various environmental groups and the educational organization; Part III deals with the transformation (throughput) process and describes the self-control and self-determinism of organizations; and Part IV deals with the outputs of the systems approach as they relate to the demands of extra organization inputs.

If the reader has some basic understanding of the concepts presented here, he or she will find that the editors have presented an analytical framework worthy of the serious reader. □

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