

## SELECTED FOR REVIEW

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**Curriculum Development: Theory into Practice.** Daniel Tanner and Laurel N. Tanner. New York: Macmillan Publishing Co., Inc., 1975. 734 pp.

—Reviewed by HARRY N. RIVLIN, Professor of Education, Fordham University, New York.

In *Curriculum Development* Daniel and Laurel Tanner have carefully organized the background information with which those who hope to improve today's curricula should be familiar if changes are to be truly an improvement.

The authors state their purpose succinctly. "Curriculum change has been characterized by a spirit of ad hoc improvisation, deviation, or vogue—rather than a spirit of experimentation, whereby alternative theories are tested through multiple working hypotheses with the goal of effecting substantive improvements in educational practice."

To illustrate the weakness of changing the curriculum without reference to past experience or to future evaluation, they refer to "recent efforts toward developing interdisciplinary approaches to curriculum that are focused on pervading social problems" as having "been promoted as though they were entirely new, with the consequence that educators fail to benefit from the lessons that might be learned from the perspective of historical perspective." They remind us, for example, that many of the same conditions that led to the abolition of the one-room school are now being called the "learning advantages" of current experiments in cross-age tutoring and multiage grouping.

It is the historical perspective which *Curriculum Development* presents so effectively.

Review Coordinators: CHARLES W. BEEGLE, Associate Professor of Education, University of Virginia, Charlottesville; JAMES B. BOYER, Professor and Institute Director, Urban Education Institute, Kansas State University, Manhattan; WILMA S. LONGSTREET, Associate Professor of Education, University of Michigan, Flint; and EDNA MITCHELL, Head, Department of Teacher Education, Mills College, Oakland, California.

The book is encyclopedic in scope and cites material from virtually everything that has been written about the curriculum. The volume includes reactions to the thinking of not only legendary giants like Dewey, Bagley, Kilpatrick, Piaget, and Bode but also the more recent, and almost by consequence, controversial, such as Bestor, Goodman, and Illich. The contents are sufficiently up-to-date to include evaluative discussions of performance contracting, accountability, and open classrooms.

The discussion of career education, for example, is far more than the presentation of a series of definitions and programs. The reader finds various ways of viewing career education ranging from those of Dewey to more recent statements by Marland and Havighurst, and from sources as different as an annual convention of the National Association of Secondary School Principals and the writings of Gunnar Myrdal.

A book like *Curriculum Development* would always be useful as an important part of the background of those who are shaping the curriculum but it is especially important today when so many social forces are exerting pressure on the schools. The old question of whether the teachers or the curriculum experts should determine the curriculum is hardly asked these days. The question now is whether educators, regardless of their title, should build the curriculum or whether the responsibility should be assumed by the lay public, reflecting the pressures from ethnic groups in the community and stressing the *all in education for all*. What should the curriculum be if we are to educate all of the children, including those from minority ethnic groups like the blacks, the Chicanos, the

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Native Americans, and the Puerto Ricans who have constituted more than their proportionate share of "dropouts"? What should the curriculum be when open enrollment at colleges changes higher education from being the privilege of an economic or intellectual elite and becomes the right of all adolescents?

Such are the questions that are the major curricular issues today. Hopefully, *Curriculum Development*, while not supplying the answers, may provide the background for finding answers. □

**A New System of Education. B. Everard Blanchard.** Homewood, Illinois: ETC Publications, 1975. 152 pp.

—Reviewed by CHARLES L. JOHNSON,  
Superintendent of Schools, Van Dyke Public  
Schools, Warren, Michigan.

Obviously not one to mince words, Dr. Blanchard clearly presents in easy to read form an ambitious attempt to summarize his master plan for a new system of education for America. His piercing insight into the flaws of existing teacher education gives reassurance of constant teacher/learner scrutiny. For he indicts the College of Liberal Arts equally with the College of Education, "as each jointly share in the training of the individual teacher."

While not apparently desirous of "de-schooling society," a work of creative synthesis of this kind does call for intellectual boldness and daring. For example, Blanchard advocates the continuation of the colleges and universities for the training of professionals (which he feels teachers are not); yet, he writes, "to merely study for a degree is debatable."

Using extensive research documentation, his own as well as others, Blanchard proposes that every citizen shall be provided a free public education which will present numerous options, consume less time, and provide all with a marketable job skill in at least two areas of competency.

"As the typical secondary youth of today is from two to four years more advanced academically than his World War II predecessor," his scheme would telescope our present system from its K-12 concept (ages 6-18) to one ranging from nursery school to grade 10 (ages 2-14). He would then establish grades 11-12 as placement in the community college, would be awarding baccalaureate degrees to students by age 17 and doctorates (although he uses the word often, he advocates its discontinuation except for medics) by age 19. It is at this point that Blanchard's sense of proportion first begins to cause us trouble. For the operation of the public

schools under such strong industrial objectives seems most paradoxical and diametrically opposed to what our goals should be in light of what the futurists project.

Blanchard calls for the establishment of a National Education Trust Fund (similar to the highly successful Highway Trust Fund) for financially supporting his educational scheme.

His stand for the elimination of the six regional accreditation associations as well as NCATE, and their subsequent replacement by a state by state representative General Council on the national level will undoubtedly bring forth a fusillade of charges from shocked traditionalists.

As a creative thinker endeavoring to build a "better mouse trap" it is to Blanchard's credit that he be provocative and bold. Yet those same virtues when carried to extremes can often put a gap in a lesser known author's credibility.

It is Blanchard's contention that the adoption of his educational prescription would reduce not only unemployment but he envisions that it would automatically eliminate the "current dropout" problem at age 16 and increase the per capita income, "while saving the taxpayer billions of dollars as no additional high schools would have to be constructed for the next 50 years."

While Blanchard's plan is innovative, provocative, and depicts the kind of free thinking so necessary for the ultimate compromise and educational progress that must be realized, one does not anticipate that society will swallow his medicine readily. □

**Teaching in the Desegregated Classroom.** Ruth Sloan Taylor. New York: Parker Publishing Company, 1974. 215 pp.

—Reviewed by SIMON O. JOHNSON, Assistant Professor of Education, University of Florida, Gainesville.

*Teaching in the Desegregated Classroom* is unique in its style and content. The author's purpose for writing the book as listed in the introduction was to "Provide a broad range of practical suggestions and tested approaches for teaching in desegregated classrooms." It offers educators many practical obtainable solutions for solving problems concerning creating a better learning climate. The author's experiences as a member of a minority and the life illustrations and cartoons she used to emphasize major aspects of the chapters, add to the uniqueness of the book.

This book should be a great help to the author's audiences, classroom teachers and teacher educators. The manner in which she

answered 19 questions, put to her by public school educators, demonstrates the depth of her knowledge of and concern for the problem. Questions such as "Do you honestly feel that Negroes want to be integrated at a consequent loss of identity?" are answered forthrightly, candidly, and honestly. This section is perhaps the strength of the book.

The author discussed six basic activities that teachers could employ in order to help students to develop a positive concept of self. The activities are practical and can be incorporated into materials from a variety of fields.

The author recognizes the difficulties teachers face when evaluating students who come from different ethnic and economic backgrounds. In an attempt to overcome the difficulties of evaluation, the author discussed five different strategies for consideration when evaluating students.

This book is well written and is easy to read. The author discusses many practical classroom alternatives that teachers should be able to use immediately. Many of the suggestions given by the author have been tested and have proved to be effective. □

**Readings for Social Studies in Elementary Education.** Third edition. John Jarolimek and Huber M. Walsh. New York: Macmillan Publishing Co., Inc., 1974. 465 pp.

**Social Studies for Today's Children.** Second edition. William B. Ragan and John D. McAulay. New York: Appleton-Century-Crofts, 1973. 402 pp.

**Teaching Social Studies in the Elementary School.** John R. Lee. New York: The Free Press, 1974. 367 pp.

—Reviewed by FINDLAY C. PENIX, Professor of Education, University of Michigan, Ann Arbor.

These three books, written by well-known authors in elementary education, are for prospective teachers, experienced teachers, and professors who work in the field of social studies. Each book is different from the other in content and style.

This is the third edition of *Readings for Social Studies in Elementary Education*. As in the second edition, the articles, with few exceptions, are new ones and reveal the changing concerns of social studies educators during the period between 1969 and 1973. More concern with people and with human values, attitudes, and contemporary problems are evident in the selections; for example, four of the seven sections in the book deal with "The Social Studies Curriculum in a Decade of Unrest," "Values and

the Valuing Process," "Pupil Backgrounds: Social, Cultural, and Ethnic Variables," and "Social Studies and Contemporary Challenges." The readings provide an up-to-date resource for educators; in fact, the three editions comprise representative selections of what might be described as the "best" of periodical literature in elementary social studies published since 1960.

The second edition of *Social Studies for Today's Children* also provides an update on changes in elementary social studies education (first edition, 1964) with considerable emphasis on innovative programs, new teaching strategies and learning resources, and the expanded role of evaluation in the learning process. The organization and the all inclusive nature of the contents are similar to that found in many other books dealing with elementary social studies. The chapters detail four major areas of social studies: foundations, planning, teaching, and evaluation. Many useful, practical ways for developing social studies learnings and for personal growth in this area are suggested. Noteworthy are the new appendices containing lists of multicultural reading resource materials, sources of social studies materials, and selected films and recordings related to the chapters in the book. An instructor's manual is available.

This reviewer would characterize *Teaching*

*Social Studies in the Elementary School* a refreshing and delightful departure from the usual "teaching" book. It is beautifully but simply written, drawing heavily from the author's wide personal experiences as a teacher at the elementary school and university levels. Often departing from the conventional and using anecdotal material, social studies and teaching social studies become an exciting but serious and important part of the elementary school curriculum. Although the book is about elementary social studies, the sound principles of learning presented throughout the book apply to all teaching. Individual chapters are related to the four major sections: "Basic Definitions," "Decisions, Decisions," "The Squares," and "The Swingers." The suggested readings at the end of each chapter are few but are outstanding ones and the "exercises" provide interesting learning experiences for the reader. □

**In Spite of the System: The Individual and Educational Reform.** *Bernard C. Watson.* Cambridge, Massachusetts: Ballinger Publishing Company, 1974. 121 pp.

—Reviewed by J. JOHN HARRIS, III, Assistant Professor and Urban Curriculum Specialist,

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The Pennsylvania State University, University Park.

This book is very well written, especially for use by the minority educator or administrator. Controversial, negative information about our "compounded" city schools (the term coined by Wilhelm and Torrone) is substantiated by varying evidence.

The basic query throughout the book is "Does education make a difference?" A detailed affirmative answer gives even the most doubtful person something to ponder. Watson denounces several of the latest social science theories on education not making a difference; the real question is "Does schooling make a difference?"

Watson's style is simple and interesting enough for the lay person, and also presents an objective analysis with historical, statistical, and economic evidence of the worth of the urban school.

The three case studies presented by Watson are realistic portrayals of people who have worked, fought, and achieved some impact in the urban educational system. In one example, a black urban school principal tells of the battles he fought and won with the community and administration over the injustice and patronage that were taking place before he came to the school. Another example is that of what dedication, belief, and strength can accomplish in spite of the system. A determined black woman teacher almost single-handedly became responsible for the development of an urban center for minority disadvantaged, rebellious youngsters rejected by the educational mainstream.

Although the book gives the black attitudinal problems of urban education as an example, not only urban schools and compounded systems have such problems. The basic premise of humaneness is applicable to all forms of schooling and education. □

**Urban Growth. Paul Wilhelm and Robert Torrone.** Rochelle Park, New Jersey: Hayden Book Company, Inc., 1975. 149 pp.

—Reviewed by J. JOHN HARRIS, III.

Is this book on urban growth, urban planning, or urban development? The book deals with planning for growth within city and suburban areas. Wilhelm and Torrone suggest that the book is designed to develop a critical attitude toward possible solutions to crises that face America because of its inevitable urban growth.

The term "compounded" cities is used to mean urban places that have outgrown their own city limits. The authors predict that even though trends indicate increasing urban population growth, most cities are not organized for it. One negative aspect of the book is the lack of information which is readily substantiated.

The role of the federal government in "funding for the relief of urban problems" is discussed. The negative points of urban renewal and the problems of legislative support and "intra-regional economics" are mentioned in the suggestion to limit the "sprawl of blight across areas of our compounded cities."

Preventive planning for tomorrow's population growth "indicates that development is necessarily a partnership between government and private enterprise." There is a constant reiteration of the effectiveness of small governmental jurisdictions and their ability to solve problems of growth more readily. Several types of community regional organizational models are given. There are examples given of problems which occurred in a particular city's housing, zoning, and physical/social planning—all indices of urban growth dilemmas.

The book would have had more impact had the authors concentrated on one topic and its relationship to urban growth. □

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