

SELECTED FOR REVIEW

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M. Herman Sims

Curriculum Development: A Humanized Systems Approach. Robert S. Gilchrist and Bernice R. Roberts. Belmont, California: Fearon Publishers, Inc., 1974. 120 pp.

—Reviewed by JERRY L. PATTERSON, Curriculum Coordinator, Madison Public Schools, Wisconsin

The authors of this relatively short, easy-to-read book attempt to set forth and substantiate their belief in a humanistic approach to curriculum development. To accomplish this objective, the first two chapters establish some basic assumptions about human nature, values, goals, and organizational structure which are consistent with a humanistic approach to education. Building on this theoretical framework, Chapter 3 discusses at length the importance of objectives in curriculum development. The next three chapters extend the authors' humanistic orientation into the areas of classroom experience, resource utilization, and evaluation. The final chapter attempts to suggest ways in which school systems can move toward a more humanistic education and concludes with 13 beliefs that the authors hold dear.

The audience for this book is intended to be students in curriculum classes, along with teachers and administrators involved in curriculum development. The authors partially miss their target. The book is a good primer for courses in curriculum development or curriculum theory, especially those emphasizing a humanistic orientation. However, the book fails to

offer much practical information to the curriculum worker. Sifting out the discourse on educational theory, one is left with little to aid the practitioner in curriculum development, particularly beyond the individual classroom level.

Failure to contribute much new to the field of curriculum development is the book's biggest drawback. After reading the book, this reviewer was left with the feeling, "So what's new?" The book's most positive feature stems from the authors' ability to present in capsule form a theory of education. Further, the authors do an excellent job in maintaining consistency throughout their discussion of a humanistic approach to curriculum development. As an introduction to this school of thought, the book can be a useful resource. □

The Schools and Socialization. Audrey James Schwartz. New York: Harper & Row, Publishers, 1975. 204 pp.

Social Forces and Schooling: An Anthropological and Sociological Perspective. Nobuo Kenneth Shimahara and Adam Scrupski. New York: David McKay Company, Inc., 1975. 368 pp.

—Reviewed by CARLOS OVANDO, Assistant Professor of Curriculum and Instruction, University of Southern California, Los Angeles.

The authors of *The Schools and Socialization* and *Social Forces and Schooling* join the

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.

torrent of social analysts who have told us that there are no clear boundaries between school and society, only seamless configurations. Yet for most educators this is of little help or comfort. Our interest should be in understanding the nature of the interrelationship between education and social organization, and these two books, drawing from the twin disciplines of anthropology and sociology, attempt to explore some of the more difficult aspects of this interrelationship.

In *The Schools and Socialization*, Schwartz succinctly describes how American children, through the family and the school, learn the values and the types of behavior acceptable in the American system. Essentially the book is a broad-ranging review and careful analysis of major theories, concepts, and findings regarding socialization. *Social Forces and Schooling* is a set of well-orchestrated essays (all with the exception of one written specially for the book) which examine the relationship between education and American society in terms of "convergent" and "divergent" social forces. By viewing both education and society in terms of these clashing forces, Shimahara and Scrupski intend to present a dynamic analysis of the interface between technologically-induced social change and schooling.

While these books are in essence confronting the same issue—social stability and change—they represent contrasting approaches to the analysis of social transmission and transformation. Schwartz wrote her book "to help the reader come to grips with some pressing educational issues that must be faced if equal opportunity is to be more than social and political ideology" (p. xiv).

Whereas Schwartz sees the individual as necessarily being controlled by the forces of the existing social system, many of the essays in *Social Forces and Schooling* question the fundamental premises upon which the whole system is buttressed. The sympathies of such contributors as Apple, Oliver, Reich, and Rosenfeld seem to be with the divergent forces, and Schwartz' ideas and perceptions would most likely be placed by them in the convergent category. Yet despite Shimahara and Scrupski's change-oriented stance, it was disappointing to discover that the fanfare with which the book began was not evenly and satisfyingly fulfilled. The concluding chapter is disturbingly quiet compared to the new theoretical framework proposed in the introduction. Likewise, there is an underlying discomfort regarding the timing of the book that needs attention. Are the gurus of the 60's—Goodman, Marcuse, Reich, Roszak, *et al.*—still relevant spokesmen on social change? If the reader feels that their message is meaningful to the post-Viet Nam generation, then the

book merits considerable attention. On the other hand, if movements and gurus quickly fade like popular songs, the timing is somewhat questionable.

Because these publications probe into the sociology of education at different theoretical levels and from contrasting points of view, they could well be read together. Schwartz and Shimahara and Scrupski have covered in depth and in non-esoteric terms many theories, concepts, and arguments that must be confronted by educators and social scientists of all ideological persuasions who are concerned with education and social change. □

Beyond Customs: An Educator's Journey. Charity James. New York: Agathon Press, 1974. 240 pp.

—Reviewed by KENNETH T. HENSON, Associate Professor of Education, University of Miami, Coral Gables, Florida.

If the title of this book suggests that it is strictly a text for comparative education, then it is misleading. While it does identify some specific differences among the British and American education systems, particularly in the beginning, it does not follow this format throughout. The book contains three separate and distinctly different parts, a construction design which may be disturbing to many readers, especially to us Americans who often feel a need for continuity from beginning to end. Once over this custom shock, the reader is in for a delightful experience throughout the rest of the book.

Most of Part I, "Beyond Customs," is devoted to identifying and describing a number of important needs of adolescents. The concern with this age group runs throughout the book, making it an appropriate text for middle school and junior high school curriculum courses. Throughout the text, the author expresses a commitment to personalizing and humanizing our education system and presents a highly convincing case. This part contains a discussion of several innovations currently in use in American schools, including: open education, team teaching, individualizing education, career education, and others. Following a quite candid critique of each come specific suggestions for improving the approach, an important practice which is followed throughout the book.

Part II, "Porpoises and Rainbows," is a compilation of speeches which reflect Charity James' rich and interesting background of highly diversified experiences. Her personal encounters bring to the reader a spill-over of her culture, leading to informal but definite implications for improving our schools. This section contains a number of suggestions which are so foreign to

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the American value system that they recall the freshness of the writings of Sir Richard Ackland who also encouraged unique and major changes in the curriculums (however, James appears more interested in how we relate than in what we teach).

"Passport for the Journey," the final section, is a series of letters which reflect the author's experiences while directing the Curriculum Lab at Goldsmith's College. Here, without saying so, she identifies weaknesses in the British education system which are even more pronounced in American schools, such as testing, grading, and ability grouping. A comparison is made of the national organization patterns of American and British education systems. Through discussing the work of the Lab, several effective approaches to curriculum improvement are exposed. Several reports of significant impact upon British education are mentioned but not explained.

Charity James has a writing style that forces the reader to become involved and want to react. Her communication skills leave the reader no choice but to agree and silently chant—hear, hear—a quality which reinforces the seriousness of her commitment to personalizing education. □

Trachtenberg Speed Mathematics Self-Taught. Translated and adapted by Ann Cutler and Rudolph McShane. Garden City, New Jersey: Doubleday & Company, Inc., 1975. 216 pp.

—Reviewed by WILLIAM D. JAMSKI, Mathematics Education Doctoral Candidate, Indiana University, Bloomington.

Since you are reading this review, the title *Trachtenberg Speed Mathematics Self-Taught* has undoubtedly aroused your interest in at least two areas: first, what is speed mathematics?; and second, what or who is Trachtenberg?

With regard to these questions, speed mathematics is a set of almost mechanical rules, based on shifts for multiplication, a special addition, and some checks, which when mastered would give a learner the ability to calculate answers to multiplication, division, subtraction, addition, and square root problems at a high level of speed and accuracy. The late Jakob Trachtenberg, the originator of the system, believed most people are capable of attaining much higher levels of performance in these areas than they usually do with traditional instruction, and he developed the system in response to this idea.

Among the primary advantages claimed for the system in both this book and a previous one by Cutler and McShane, *The Trachtenberg System of Basic Mathematics*, is that the learner only needs to know how to count. There are no multiplication tables to learn or long divisions to perform. Other benefits also include less time spent on a calculation and an increased accuracy due to the system's checks. This supposedly will lead to a better motivated student with regard to the attitude toward calculations of the type described.

In terms of the description of the system and the providing of exercises, this book is interesting as well as informative, but at the same time it does leave a more important issue unanswered: with regard to the teaching of mathematics, how much value does this system have and to whom? In answering this question in relation to the book the following items should be considered by the reader: (a) learner understanding in this process is only briefly explored, as the system is based instead on a set of mnemonic devices; (b) little provision is made for individual differences; (c) mathematics ability should not be equated with skill in the calculation of sums, differences, products, quotients, and square roots even though that is an important objective of mathematics instruction; (d) anyone using this self-taught approach should be able to read well and having a good knowledge of the traditional algorithms would be of help to them; and (e) there is no evidence

presented as to the effectiveness of this system.

In closing, if you are interested in the teaching or learning of these types of computational abilities, then this book is worthwhile reading for you, but do not expect to find a viable alternative to current classroom methods here. □

Teaching and Learning: Philosophical, Psychological, Curricular Applications. *Diane Lapp, Hilary Bender, Stephan Ellenwood, and Martha John.* New York: Macmillan Publishing Co., Inc., 1975. 277 pp.

Facilitating Teaching: Theory and Practice. *Joe Wittmer and Robert D. Myrick.* Pacific Palisades, California: Goodyear Publishing Company, Inc., 1974. 169 pp.

—Reviewed by JOSEPH MERSAND, Assistant Professor of Education, York College of the City University of New York, New York.

It has often amused me during a long period of three decades of training teachers to note how blithely so many of them compared traditional approaches with innovative approaches without knowing what the differences were. There was something in the term "traditional" which made it evil per se, and something in the terms "innovative," "modern," or "progressive" which gave them a halo effect. It is, therefore, comforting to come across a new book, *Teaching and Learning*, which endeavors to describe objectively not only the traditional mode of teaching, but three others: technological, personalized, and interactional. Each of these styles of teaching/learning is discussed for curriculum implementation, philosophical/social aspect, and for social/psychological ramifications. The book is designed for elementary and secondary teachers at the beginning of their careers, as well as for the experienced teachers who should periodically examine their philosophies of education and the relationship between that philosophy and their teaching practices.

At a time when there is so much talk of accountability and maximum productivity, it is important for each teacher to examine periodically his or her philosophy of education and methodology that proceeds from it. *Teaching and Learning* can give us these insights and permit us to make the necessary modifications.

Facilitative Teaching takes a more positive approach. First it defines facilitative teaching; then it devotes individual chapters to the Facilitative Teacher, Facilitative Responses, Facilitative Procedures, and finally the Facilitative School. The volume is a practical one, giving many instances of good and poor teaching; good and poor questioning; and a whole host of ex-

amples in such areas as fantasy and imagery procedures, feelings classes, communication procedures, self-awareness, and self-appraisal. More than 100 facilitative procedures are described, derived from sensitivity labs and communication workshops. At a time when the academic, social, and personal growth of the child frequently has to be defended against those who would concentrate only on the three "R's," such a book as this is most appropriate.

I hope that the next edition will include an Index and will see the elimination of some of the errors in proofreading (such as spelling the word *principle* as *principal* on page 7). *Facilitative Teaching* is designed for the busy teacher who frequently must read on the run. Utilization of even a few of the many practical suggestions here will make the teaching day more rewarding. □

Educational Innovation: Alternatives in Curriculum and Instruction. *Arthur D. Roberts.* Boston: Allyn and Bacon, Inc., 1975. 277 pp.

—Reviewed by STUART B. PALONSKY, Assistant Professor of Education, Rutgers University, New Brunswick, New Jersey.

Several recent critics of public education have accused schools of being, in effect, mindless, sexless, insensate destroyers of youth. These critics portray schools as marginal institutions unable to effect change and they regard curriculum reform as a bland and banal placebo for a terminally ill patient. Roberts' new book has a far more optimistic tone.

Educational Innovation is addressed to public school people who are interested in examining new curricular approaches and adapting them to their situations. Roberts' basic thesis is not that schools are inherently or patently evil but that new kinds of instruction and new alternatives in curriculum are needed to make them better able to serve students. He also believes that the potential for improving the nation's schools lies with educators who understand their educational problems and are aware of the alternatives which may serve to help.

In 18 separately authored chapters, the book explores several of the more promising innovations in curriculum and instruction and suggests how they may be implemented. It takes a K-12 approach with specific as well as general recommendations. It deals with theory as well as practice and it is as concerned with preserving the good practices now in schools as with the array of possible alternatives.

The book is in part a result of a conference held at the University of Connecticut at which Charles Silberman was a leading participant.

Silberman's faith in the potential of public education is reflected in many of the chapters as is his desire for evolutionary change. He states in an interview with one of the contributors that the "most important strategy is simply urging people to go slowly. You don't have to change everything at once. . . . A teacher will make progress if he or she begins slowly and moves at a comfortable rate" (p. xx).

This should be reassuring to public school teachers and administrators who are sincerely interested in quality education but who have been turned-off by radical critics or threatened by demands for rapid change. There is hope in this well designed and well written book for positive change and workable alternatives. □

The Teaching of Values. James John Jelinek, editor. *Third Yearbook.* Tempe: Arizona Association for Supervision and Curriculum Development, 1975. 377 pp.

—Reviewed by NANCY M. VEDRAL, Associate Professor of Secondary and Adult Education, Northern Illinois University, DeKalb.

This volume contains 27 articles which address the broad topic of value education. Each article is self-contained so that a flow of ideas and/or direction was difficult to ascertain. The 28 contributors represent positions in the clergy, public school and university administration, university teaching, and a professional organization.

Although both the theoretical and practical aspects of value education are discussed, for the most part there is a philosophical approach. Several of the articles address themselves to an analysis of values per se. Such questions as "What is a value?", "Are values individualized?", and "What is the relationship of values and actions?" are considered in the analysis.

Other articles are specifically addressed to the relationship of values and education, discussing the role of the school in the teaching of values and the process of value clarification as it is practiced in the schools. In these articles, those addressed to values and value clarification, great differences in ideological positions and approaches to implementation were easily noted among the contributors.

Two articles develop specific approaches to value education. One develops a "curricular plan for a course in moral studies" (p. 133) while the other provides the reader with an experience in exploring his or her own perceptions about values and the implication of such to teaching.

In the judgment of this reviewer, this volume provides thoughtful and thought provoking discussion on values, their teaching and clarification; but it must be noted that the discussion is not oriented to direct practice. □

Evaluating Educational Performance: A Sourcebook of Methods, Instruments, and Examples. Herbert J. Walberg, editor. Berkeley, California: McCutchan Publishing Corporation, 1974. 395 pp.

Evaluation in the Schools: A Human Process for Renewal. John L. Hayman, Jr., and Rodney N. Napier. Monterey, California: Brooks/Cole Publishing Company, 1975. 143 pp.

Objectives for Instruction and Evaluation. Robert J. Kibler, Donald J. Cegala, Larry L. Barker, and David T. Miles. Boston: Allyn and Bacon, Inc., 1974. 203 pp.

—Reviewed by CHARLES W. SMITH, Associate Professor of Education, Northern Illinois University, DeKalb.

One common element of the three books reviewed is the authors' concept of evaluation as a complex, integral, and on-going process necessary at all levels of education where decision making and educational renewal is to take place. The books are distinctively different in their scope and emphasis.

Walberg, editor of *Evaluating Educational Performance*, includes a variety of essays stressing practical, technical issues of research methodology in the schools. Contributors are those active in the field of programmatic research. The various authors have indicated, through discussion of conducted research, instruments and procedures useful in the evaluation of specific problem areas. Topics included focus upon teacher evaluation, needs assessment, use of observation and rating instruments, evaluation of instructional media, large-scale statistical studies of educational performance and equality of opportunity, systemwide evaluation, spatial analyses of educational data in a geographic area, urban spatial models, and standardized test correlates of heredity, home environment, and schooling.

It is not the intent of the contributors to indicate solutions as to how educational programs might best be evaluated. Instead, the writers offer instruments and procedures that might be further considered and refined for use in additional research settings.

The text should prove a most useful sourcebook for evaluation and research personnel engaged in assessing the effectiveness of a school system in providing for environments, personnel, services, and materials that will facilitate student learning.

Evaluation in the Schools by Hayman and Napier is not intended as a cookbook of evaluation techniques. Upon reading the text, however, one becomes overburdened with listings such as a three-phase model for program development and evaluation, four conditions for use-

ful written evaluation, five designs for verbal evaluations, a six-step management-by-objectives approach, seven criteria . . . , etc. The authors do include examples of evaluations of programs and schools that are analyzed in terms of points emphasized in the text.

Humanism is stressed through continuing staff involvement in the evaluation process. Evaluation is viewed as inseparable from planning, teaching, or administration. The purpose for evaluation and the use to be made of the data should always be made explicit. Throughout the text the emphasis is on evaluation that is less judgmental and less threatening, and that which utilizes open communication and cooperative decision making.

Kibler, Cegala, Barker, and Miles in *Objectives for Instruction and Evaluation*, stress how instructional objectives can be used to facilitate instruction. Each chapter includes behaviorally stated objectives for the reader. A model of instruction is included so that the learner is facilitated in achieving the objectives with minimal anxiety. The separate chapters emphasize the components of the model: preassessment, proper selection of instructional materials and procedures, and the designing of evaluative

measures that are congruent with behaviorally stated objectives. Provision for learning to write instructional objectives is provided through traditional textual material, through a programmed format, or through a combination of these two options. The authors emphasize both norm-referenced and criterion-referenced evaluation systems. They also contrast mastery learning with the more traditional education system and give attention to the cognitive, affective, and psychomotor taxonomies of learner behavior. □

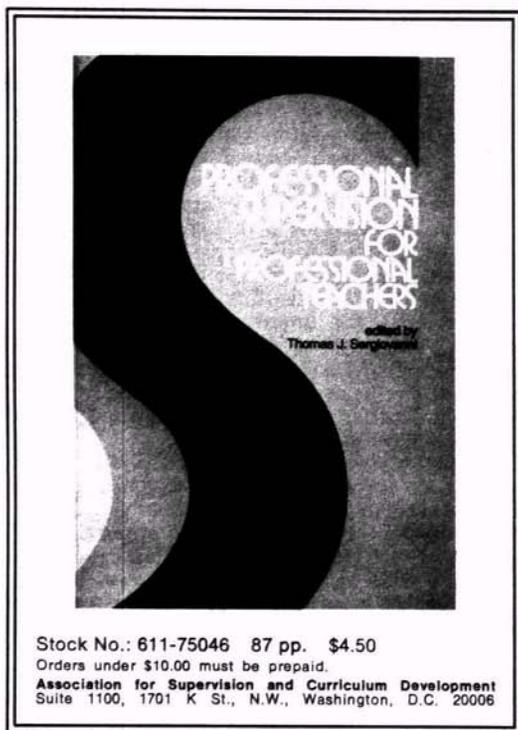
Handbook of Educational Administration: A Guide for the Practitioner. Emery Stoops, Max Rafferty, and Russell E. Johnson. Boston: Allyn and Bacon, Inc., 1975. 899 pp.

—Reviewed by M. HERMAN SIMS, Assistant Superintendent, Wyoming City School District, Cincinnati, Ohio.

The authors, through a comprehensive endeavor involving 30 chapters with more than 250 topical entries, have attempted to provide "something for everyone" concerned with or involved in educational administration. The magnitude and diversity of the subject matter have required that in most instances topics be described rather briefly. For this reason, the work is viewed primarily as a general desk reference which should be helpful in the initial stages of topic exploration and familiarization. The need to go beyond the text for specialized information should be anticipated by prospective clients of the book.

Even the most experienced and widely informed administrator has been confronted with the need for enlightenment on a not-too-familiar subject in a situation affording little time for research. This book provides a well-organized and succinct overview for each of the major topical entries. The overview should stimulate thinking and facilitate listening. In addition, the "Trends" section complementing each chapter should enable the reader to pursue a topic beyond what is to what can or will be.

Of special interest to curriculum leaders are the sections dealing with educational planning in the budgeting process, educational information systems including EDP, educational specifications for plant facilities, school health and nutrition programs as well as co-curricular activities, early childhood and special education, student data systems, preservice and in-service teacher education, and the process of professional negotiations as such bear upon program development and management. Well worth the time of every administrator, novice and veteran alike, are the chapters presenting the instructional leadership role, public relations, and educational reform and innovation. □



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