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Responsive Curriculum Development: Theory and Action. *Glenys G. Unruh.* Berkeley, California: McCutchan Publishing Corporation, 1975. 292 pp.

—Reviewed by M. FRANCES KLEIN, Associate Professor of Education, Pepperdine University, Los Angeles, and Curriculum Researcher, I/D/E/A, Los Angeles.

This book presents a theory of curriculum development which is designed to be responsive to the needs of individuals and society in an ever-changing world. The theory presented is based upon the author's value position: commitment to democratic ideals and humanistic values as represented in the American society. Seven propositions are stated and carefully explained which are basic to the theory being presented. The propositions are based upon the concepts of freedom for the individual, an expanded view of culture, democratic goals and means, commitment to planned change, a comprehensive assessment of needs, links among participants in the process of curriculum development, and an open systems approach to the planning and development of curriculum. The final chapter of the book makes explicit the interrelationships of the propositions and suggests hypotheses of curriculum planning based upon the interrelationships.

The importance, and yet the historical neglect, of a unified and comprehensive approach to curriculum development is emphasized. The unification should be provided by a theory which guides action or practice. Comprehensiveness should be provided by a consideration and utilization of all the forces, procedures, concepts, and values which affect curriculum building. This approach is in con-

trast to the piecemeal and limited approach too often used in the past. Dr. Unruh has successfully presented the reader with her position on a theory for unification and identified many factors contributing to the comprehensiveness needed in curriculum development.

A rich and impressive array of resources and documentation has been assembled to support the development of Unruh's theory of responsive curriculum development. The reader should be very cognizant of the potential value of the bibliographies included at the end of each chapter. The basic ideas of these references are included in the text to lend support to the development of Unruh's position.

The position taken is one which represents an ideal to be sought after and one which is not often to be found in practice. This observation in no way negates the value of studying Unruh's position. A sound approach to change is to strive for an ideal or a valued model rather than shifting with the winds in an unenlightened fashion. The theory presented in this volume outlines such an ideal. It is a theory, however, which may not be totally accepted by some educators and lay persons who do not value a responsive curriculum.

The theory presented by Unruh never stands alone. It is amply supported throughout the volume by many examples of practice which have used the ideas being developed. This helps tremendously in building a bridge between theory and practice, which Unruh believes is needed and which she does very well in her book.

The book could have been strengthened by more explicit attention to the basic decisions which have to be made in curriculum develop-

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ment. Although at least some of those which Unruh believes are necessary were identified, they were not as clearly related to the theory as they might have been. For example, the determination of the goals and objectives of the curriculum is clearly included in the volume as is the organization of the substance of the curriculum. It would have helped this reader, however, to have more discussion of them as they are related to the propositions which are so very competently developed.

This is a volume which should be carefully and thoughtfully considered by anyone interested in or involved in the planning and implementation of curricula at any level of schooling. □

Supervision for Better Schools. Fourth edition. Kimball Wiles and John T. Lovell. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975. 328 pp.

—Reviewed by JESSIE J. DUBOIS, Reading Consultant, State Department of Public Instruction, Indianapolis, Indiana.

This new edition of one of the classic texts in supervision offers the same useful information in the same style and continuity of ideas as the former editions. It has, however, been revised and updated; in addition to the topics covered in previous editions, a chapter is devoted to a historical perspective on the study of educational supervision.

The rationale for *Supervision for Better Schools* is based on the assumption that instructional supervision is an organizational behavior system interacting with the teaching behavior system for the purpose of improving the quality of education.

Each of the seven major units in the book offers practical ideas for action in terms of the reader's own unique situation. Conceptual tools are offered in order to develop strategies, approaches, and techniques for implementing change. Research results, concepts, and theories are introduced as related to supervisory practices, procedures, methods, and approaches.

Supervision for Better Schools would be useful for those involved in any aspect of school supervision; it would be especially helpful for the beginning administrator. The section offering guidelines for the beginning supervisor is indeed one of the real strengths of the book. Whether the new administrator is a general supervisor, a subject matter resource person, a research or media specialist, a principal, or a helping teacher, his or her beginning efforts will facilitate or hinder future work as an effective supervisor. Wiles and Lovell recognize this and make a deliberate attempt to relate the concepts presented in the book to the problems and con-

cerns of the beginning administrator, or those interested in becoming supervisors.

Another particularly impressive section is that devoted to the application of communication theory to supervision. Communication is the key to effective leadership and traditionally takes the form of bulletins, staff meetings, and reports. These strategies do not necessarily provide adequate communication. Some very practical techniques are included for developing effective communication patterns between supervisor and staff.

This would be an excellent text for an introductory course in school supervision. It would also be good supplementary reading for those who are already involved in administration. It should help supervisors focus in on their perceptions of their role as a supervisor. Do they see themselves as directing the process of change, or as helping professional people solve their instructional curricular problems? The current demand for accountability necessitates supervisors' defining their role functions, evaluating their supervisory situations, and prioritizing their responsibilities. □

Data Analysis for Politics and Policy. Edward R. Tufte. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974. 179 pp.

—Reviewed by CHARLES A. SPEIKER, Associate Director, Association for Supervision and Curriculum Development, Washington, D.C.

In this new book by Edward Tufte a refreshing and much needed intersect of statistical techniques and sound statistical judgment is demonstrated. The book "shows how quantitative data are utilized in the study of politics and policy problems."

Research design, linear and multiple regression, the development of quantitative judgment, and pitfalls in data analysis are presented as fundamental material easily understood by educators who may not have a strong mathematical or statistical background.

The recurring theme throughout this work emphasizes and illustrates the development of sound statistical thinking—a sense of judgment about what we can and cannot learn about the world by looking at quantitative data.

Chapter One contains basic techniques in data analysis that go far beyond the traditional introductory statistics books. The guiding principle expressed through clearly depicted examples is to make use of the illuminating quality of quantitative techniques, rather than to "sanctify a set of findings." Chapter Two, "Predictions and Projections: Some Issues of Research Design," contains both the promises and problems in this area. By reviewing and further analyzing election predictions, the reader is easily led through complicated sets of explanations. Tufte

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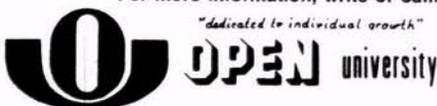
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Academic advisor
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has demonstrated an ability to explain seemingly complex data analysis techniques in an uncomplicated manner.

In Chapter Three the use and operation of two variable linear regressions is discussed through the use of examples such as presidential popularity and results of congressional elections, lung cancer and smoking, and the relationship between seats and votes in two-party systems. In the final chapter multiple regressions from a simple multiple regression to a five-variable regression are explained through an example on the size of democratic parliaments.

At a time when many people seem to be taken with the notion of data collection, this book is essential because it presents means to carry data collection forward to data analysis for a purpose. In the words of Edgar Allen Poe (quoted by Tufte), "yet to calculate is not in itself to analyze."

Whether the reader is a collector of data or a reader of collected data, a college professor, or a school practitioner, this book contains necessary techniques and strategically sprinkled "words of wisdom." □

Language and the Language Arts. *Johanna S. DeStefano and Sharon E. Fox, editors.* Boston: Little, Brown and Company, 1974. 511 pp.

—Reviewed by SUE PETERSON, Associate Professor of Education, University of Michigan, Flint.

This book is a well-edited collection of readings that is particularly outstanding in its objective presentation of the controversial issues presently dividing the field of elementary language arts. Especially well handled are the various controversies surrounding the teaching of "grammar." Through articles by such authors as Aurbach, DeCamp, Hunt, Moffett, and Quisenberry, we are presented with a variety of views on such issues as what grammar is, what the differences and relationships are among "school grammar," "structural grammar," and "transformational-generative grammar," and whether there is a need and an effective method to teach grammar.

Various sections of the text address the problem of teaching "standard" English to "non-standard" English speakers. Although most of the selections appear to hold the view that children should learn "standard" English (at least as an "alternate dialect"), the book effectively represents the controversy over this view and even shows how any one of the various positions taken by linguists, teachers, and parents can stem more from prejudice than from understanding. In this connection, the book contains useful material on the oral and written language skills of the Native American, the Black American and the Appalachian child.

However, there is an unfortunate neglect of material pertinent to the unique problems of the Chicano child.

Additional useful material in the text centers around less controversial areas of language study. The section, "Listening and Speaking," for example, reflects a consensus opinion that listening is a communication skill which can and should be taught. This section also deals with the widely recognized importance of developing oral communication skills in the school.

One limitation of the DeStefano and Fox anthology concerns its principle of organization in respect to material on the "culturally different" child. The language skills of the "culturally different" child in the areas of listening, oral communication, reading, spelling, and writing are treated in special sections that are separate from the general sections on these topics. This serves to reinforce the idea that teaching the "culturally different" child is not part of "normal" language arts teaching. Furthermore, this method of organization introduces the risk that readers will miss valuable material. Those interested only in reading methods, for example, may consult the chapter entitled, "Reading," and overlook the crucial information on reading in the separate chapter, "Written Expression and the Culturally Different."

A second quite different limitation of the anthology arises from its stated purpose. DeStefano and Fox indicate that a major purpose of their collection is to "increase teacher knowledge about language and the language arts" (p. vi). In this they are successful. With few exceptions, the information presented is valuable and necessary to produce well trained teachers of the language arts in the elementary schools. However, the book all too often fails to deal with the translation of "teacher knowledge" into effective classroom practice techniques. Because it fails in this respect, the book may not have the forceful impact on language education that language arts specialists would wish it to have. □

The Teaching of Science: A Self-Directed Planning Guide. David Butts. New York: Harper and Row, Publishers, 1974. 265 pp.

Children and Science: The Process of Teaching and Learning. David P. Butts and Gene E. Hall. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975. 283 pp.

—Reviewed by CHARLES F. COOK, Assistant Professor of Education, University of Michigan, Flint.

The *Teaching of Science* is a planning guide for use in elementary science methods courses. The guide uses a carefully constructed program format providing the student with

several decision steps and tasks for developing skill in planning science units for children.

The guide, using material from *Science—A Process Approach*, the *Science Curriculum Improvement Study*, and *Elementary Science Study*, is divided into two options. Option B contains six units, each unit containing a science lesson from one of the aforementioned curriculum projects with an accompanying flow chart outlining the decision steps for planning to teach.

Completing option B is the pass level of the book. Option A may then be completed for the outstanding level. Option A allows the student, with minimal direction, to write a planning guide for three more units and include provision for individualizing instruction in two of these units.

Butts has designed a very practical guide, utilizing self-checks, learning activities, small seminars, and actual teaching experience in all of the units. The reader proceeds at his or her own pace with instructor assistance. *The Teaching of Science* is a highly organized, yet open, doing book. It provides enough structure to allow the reader to develop confidence and skill in unit planning and "messing around" while allowing personalized planning for instruction to develop.

Butts and Hall's book utilizes materials from several elementary science curriculum projects to assist the teacher in developing personal perceptions and understandings of the products and processes of a "doing" science. Having categorized 12 intellectual skills of science, they devote a chapter to each.

By having the reader experience several learning styles in acquiring each skill, the authors indicate the variability of instructional techniques available and necessary for creating dynamic, worthwhile, and fun science classes.

It should be stressed that both books reviewed are not self-contained texts. Using science curriculum material, they call for the active participation of the reader, with instructional assistance, in doing science. Involvement is the key to learning—for both children and teachers. These books provide involvement for the teacher in a well organized, supportive manner. □

Evaluation: A Practical Guide for Teachers. Terry D. Tenbrink. New York: McGraw-Hill Book Company, 1974. 493 pp.

—Reviewed by SYLVIA B. ROSS, Advisor, Graduate Faculty and Research Associate, Bank Street College of Education, New York.

This topic is most timely, with issues relating to educational evaluation increasingly a central concern of educators, parents, and legis-

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"The pressure of constant change in today's education and demands for improved standards have created problems for the instructional supervisor," says John H. Bolden. Supervision could be greatly clarified, he further maintains, by adopting systematic procedures for planning, reviewing, and evaluating teacher performance.

Accordingly, John Bolden, educational innovator and professor at Florida State University, has created an original supervisory system designed to serve as a training guide for instructional managers, curriculum workers, and administrators and supervisors. \$5.00

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lators alike. Recent challenges to current evaluation practices have decried the apparent proliferation and misuse of standardized tests and I.Q. measures, with calls for an intensive national inquiry into this area. Children are described as "choking in a stranglehold of norms" with current measures violating their right to be assessed as multidimensional beings. More than ever before, classroom teachers need to develop the understandings, skills, and abilities which will support the learning and development of their students.

Evaluation: A Practical Guide for Teachers is a comprehensive, "how to do it" text with the several steps in the evaluation process clearly outlined. Basic measurement concepts and terms are introduced and defined in relation to specific aspects of classroom teaching. The teacher is guided in methods for developing criterion-referenced tests and observation tools, record keeping, and reporting as well as in developing criteria for selecting among available standardized and commercially-produced measures. In addition, the book includes chapters on research techniques and elementary statistics, introducing basic research designs which can be used effectively by the classroom teacher. It also alerts the reader to the complexities and pitfalls encountered in the field of evaluation research and provides a sound basis

for better understanding and interpreting current research reports.

It is regrettable, however, that *self-evaluation* receives relatively scant attention. How can students be helped to define realistic goals for themselves and contribute to the evaluation of their own progress in achieving these goals? How can the classroom teacher develop the skills and understandings for looking objectively at his or her own efforts? The ability of the teacher to identify the underlying assumptions which influence all educational decisions is an essential component in these procedures. Evaluation can be meaningful and effective only to the extent that it relates directly to our fundamental values and helps us to achieve our true educational goals. □

The Testing of Black Students: A Symposium. LaMar P. Miller, editor. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974. 113 pp.

—Reviewed by J. JOHN HARRIS III, Assistant Professor and Urban Curriculum Specialist, RUTHA M. SMITH, Assistant Professor of Early Childhood Education and BEVERLY J. LINDSAY, Assistant Professor of Comparative Education; all at Pennsylvania State University, University Park.

The testing of minority students, especially blacks, continues to be a controversial issue. The effects of educational and psychological testing have surpassed the parameters of education and thus have permeated all of American society. In this volume, *The Testing of Black Students*, ten writers attempt to clarify the problems of testing, presenting thoughtful arguments about the educational testing of blacks.

Although it is not the intent of this book to examine biological testing of black students, such as various state laws requiring tests for sickle cell anemia prior to school entry (p. 8), it presents procedures based on a multicultural, pluralistic assessment rather than monocultural assumptions. Additional chapters in these areas would provide greater understanding of this relationship, even though the subjects are considered outside the realm of educational testing.

One specific recommendation is that there must be greater participation in test-making on the part of black and other minority groups if practices are to reflect as fully as they should those special insights and understandings into the testing requirements that can come only from members of those groups (p. 66).

A thorough understanding of tests and measurement is not a prerequisite to the comprehending of this book. The reader should, however, be receptive to the problems of educating youth in a pluralistic society. □

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