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Perspectives on American Education: Reflections on the Past . . . Challenges for the Future. Ralph W. Tyler. Introduction by John Goodlad. Dorothy Neubauer, editor. Chicago: Science Research Associates, Inc., 1976. 174 pp.

—Reviewed by ROBERT H. ANDERSON, Professor and Dean, College of Education, Texas Tech University, Lubbock.

When first I met Ralph Tyler, in March of 1946, he was my teacher in Basic Principles of Curriculum and Instruction at the University of Chicago. I'd like to see once again the class roll, because not only John Goodlad but Ole Sand and Frank Estvan and Bob Brackenbury and Paul Eberman and Ned Flanders and I don't know how many other future leaders of American education were my classmates in those exciting postwar days. The majority of us were approaching 30 years of age, and probably we didn't have more than a dozen or two publications among the lot of us.

Tyler was Chairman of the Department of Education, and it was obvious that his was a powerful mind. His lectures, modestly (even blandly) delivered, were masterfully organized and the materials fitted together like a work of art. I realized that I was dealing with an exceptional educator, and I appreciated him quite a lot. Little did I realize, however, the influence that not only his curriculum course but his broad-gauged other works had already had, and were destined to have, over the next 30 or more years, on American and world leaders in education.

I didn't imagine, for example, that while I

was shedding my navy uniform in early 1946, Tyler was the author of 131 articles, 7 books, 13 contributions to other books, 5 yearbook chapters, 23 published conference addresses, and 5 radio scripts! Nor, realizing he was then in his mid-forties, would I have imagined that in the next 29 years he would produce another 99 articles, 10 books, 54 book contributions, 15 yearbook chapters, 17 conference addresses, and 9 other published pieces.

These impressive statistics derive from a chronological bibliography of Tyler's writings 1929 through 1974. (The list, by the way, is already incomplete because the yield in 1975, 1976, and, let us hope, future years, will have to be appended.) It is contained in a 27-page supplement to *Perspectives on American Education* being issued this spring by Science Research Associates, Inc. I chose to open this book review with mention of the bibliography because it seems to me to be a most valuable resource for not only the thousands of Tyler disciples but also tens of thousands of other researchers and scholars; and since the title provides no clue to its inclusion a great many people might fail to discover it. Unless, as I strongly recommend, the bibliography is subsequently published as a separate entity, its potential value to scholarship might in part be lost.

Now to the main parts of the volume, which I approach as a rather special publication of unusual current as well as historical interest. The core of the book is a series of six lectures given by Tyler at Indiana University in 1974. These Patten Lectures, revised for publication,

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.

provide a sweeping view of the major achievements and also some of the problems of America's schools over the past 200 years, especially in the period since 1915. Subtract 1915 from 1976, by the way, and you have thirty percent of this nation's entire existence—and certainly more than half of its significant educational history.

At any rate: following the introductory lecture on universal education (myth or reality?), Tyler traces six of the "educational benchmarks" in the teaching-learning areas: the socialized recitation; the testing movement; individualizing instruction; project method and activity schools; The Eight-Year Study; and the United States Armed Forces Institute. Of interest to me was his comment to the effect that technical developments such as educational broadcasting, educational use of motion pictures, and the potentials of computer-assisted instruction might have been included but these are less "synergistic to the changes taking place in the larger society." In his Preface, Tyler mentions with special enthusiasm the satisfactions he found as a young and dedicated educator in The Eight-Year Study.

The third lecture answers in the qualified affirmative, the question, "Have educational reforms since 1950 created quality education?" New technologies, new curricula, identification and encouragement of academic achievement, new approaches to recruiting and educating teachers, and efforts to define and implement quality education are discussed along with some of the factors that inhibited (my word, not Tyler's) their full realization. In this chapter is included a gentle but powerful commentary on the Coleman and Jencks reports.

Sobering and challenging are Tyler's comments, in Chapter 4, on the regrettable waste of time and resources in meeting educational needs, not only in the out-of-school time of young people but also within the school. He proposes that educators seek to make more intelligent allocation of resources, more use of peer-group and cross-age instruction, more systematic examination of the learning situation and more use of "practicable procedures for individualization of instruction."

Using six problems, such as character education and continuing education, as examples, Tyler next turns to educational research and proposes that with more careful focus and within wider contextual frameworks research can gradually increase our understanding of human learning, of the roles played by informal as well as school-based experiences, and of the potential value of new programs, materials, and tools for use in learning and teaching.

The final Patten Lecture reviews both the problems involved and the successes achieved in

efforts by the schools to meet the persistently difficult problems with which they are faced. Characteristically, he concludes that substantial progress is possible, given a sufficiently serious effort, in the years that lie ahead.

Dorothy Neubauer, with the skill for which she is so well known, served as editor for this volume; and it was her idea not only to put the aforementioned materials together but also to include a lecture prepared in 1941 on the topic "Educational Adjustments Necessitated by Changing Ideological Concepts." The paper was an effort to help school administrators adjust their roles to great social changes then in the offing. The paper dealt with ten changing ideological concepts, on which Tyler provides a 1975 commentary to give current perspective. As John Goodlad observes in the Introduction to the volume, the 1941 paper is not only appropriate for the school administrator in the mid-1970's, but "it is likely to continue to speak to their problems and opportunities for some years to come."

Goodlad's introduction is a warm and knowledgeable tribute both to Tyler the man and to the intellectual contributions that Tyler has made to the American scene. The volume, beautifully bound and set in tasteful and readable type face, is a most handsome as well as stimulating book. □

Educational Organization and Administration: Concepts, Practices, and Issues. *Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974. 566 pp.

—Reviewed by DONALD E. THOMPSON, Assistant Professor of Education, University of Michigan, Flint.

Morphet, Johns, and Reller in their book *Educational Organization and Administration* have put together a structurally and conceptually sound piece of work which allows the reader to view educational organization with conservatism objectivity. The concepts, practices, and issues discussed have been descriptively outlined in a question and answer format which allows the reader to focus on the applicability of the material presented rather than on the theoretical and philosophical sides of the issues.

The authors have taken on the ominous task of including in their book the full range of information needed by the practicing or prospective administrator. To do this systematically they divided their presentation into three parts. First, "Basic Principles, Concepts, and Issues," which discusses the historical and theoretical framework of education in America and the evolving need for educational leaders. Second, "The Organization for Education," which is the most informative section of the book and which

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gives the reader a look at the local, state, and federal interacting social systems that affect the structure and policy of public education. The third section, "Development and Administration of Programs and Services," focuses directly on the functional operations of the educational system by discussing the various dynamics of personnel, facilities, finances, and the evaluation of education.

While the book looks at many of the major issues and illuminates them quite clearly by examining the works of relevant and noted researchers, it must be made clear that the book is not *sine qua non* of educational organization and administration. It is a very good survey discussion which allows the reader an excellent introduction. The authors have identified the key concepts and have given a brief but exciting account of the things education leaders should know. □

The Night Is Dark and I Am Far From Home. *Jonathon Kozol.* Boston: Houghton Mifflin Company, 1975. 208 pp.

—Reviewed by LOWELL HORTON, Professor of Education, Northern Illinois University, DeKalb.

A few years ago Charles Silberman described American schools as mindless. A type of institutional ignorance was extant; schools were not malicious but inept, disordered misconstructions. Not so, says Jonathon Kozol in his newest book. Schools are by no means mindless and inept. They are, rather, ice cold, superb machines which accomplish the ends they are designed to accomplish. The public school, Kozol believes, is a spectacular device effective beyond dreams. The problem is not that public schools do not work well, but that they work too well.

School, writes Kozol, is a consumer fraud. It advertises education. What it offers is indoctrination. Its function is not to educate humane and decent people, but safe citizens, manageable voters, manipulable consumers, and, if need be, willing killers. Education, as it is practiced in our schools and universities renders us incapable of comprehension and prevention of the murders and atrocities that are committed in our name.

Kozol has much to teach us in this manifesto of unabated indignation and sustained rebellion. It will be unfortunate, indeed, if we are so put off by the strident and offensive style that we lose the message. In this case one can hope that the medium is not the message. The message here is profound and provoking; the medium is irritating and irascible. One can

Kozol hopes to compel transformed behavior in the life of the "authentic" reader. He dissuades the casual reader who is looking for

interesting ideas. Those readers who are willing to take action on their consequent beliefs are the only readers he respects or looks for. The difficulty with this position is that it immediately excludes those who are not already committed to Kozol's position. Therefore, he is writing for believers only, which seems to be a futile exercise. If the point of writing is not to communicate ideas, images, and feelings from one person to another then it has no purpose other than as a catharsis for the writer, in which case publishing the writing is unnecessary.

This is an unfortunate book. There is much to consider. Do the schools consciously teach straightforward lies? Is a major objective of the schools to produce an unwillingness to say no? Do we teach people to go along with anything that is already set in motion? Do we use the third person as a means to achieve immunity from the consequences of our behavior? These questions and many others provoked by the book could serve as useful vehicles to allow us to examine ourselves and our institutions from new perspectives. Unfortunately Kozol has no use for semi-radicals, let alone liberals. He demands a total abdication of our own beliefs and our willingness to suspend judgments until the evidence is examined and alternatives explored. He does not abide discussion, exploration, and intellectual objectivity. It is regrettable that Jonathan Kozol is unable or unwilling to reason with us. He is an insightful writer and principled man but in this book he has allowed his biases to distort his style and misshape his compassion. □

Good News on Grape Street. Carrie Ayers

Haynes. New York: Citation Press, 1975.
176 pp.

—Reviewed by DELMO DELLA-DORA, Professor and Chairperson, Department of Teacher Education, California State University, Hayward.

We could use more books like *Good News* and more good news like that related by the author. Haynes, principal of the Grape Street Elementary School in Watts tells of her experience in that school beginning with the school year 1969-70 when she was first assigned there.

The story is told in a straightforward, candid, and engaging manner. It tells of the major transformation of a ghetto school from despair and dullness to hope and excitement.

It is a book which will be read with pleasure by all people who care about elementary schools in any place and particularly by those who are deeply concerned about schools in urban areas. Every beginning teacher and every neophyte or would-be administrator should read Carrie Haynes' account because it makes clear how necessary changes actually take place in schools in a fashion that no textbook readings

on curriculum development or administration can describe adequately.

We need more books like this in which successes—and failures—are both reported in a manner that allows the reader to learn about practical aspects of instructional improvement and administration.

Haynes as a person comes through in the book as she does to those who know her. She is modest, quiet, determined to see that her school provides a sound education for its students; and she is willing to speak the truth as she sees it. I have more hope for urban schools after meeting her and reading her book. □

If Teachers Were Free. Richard Renfield.
Washington, D.C.: Acropolis Books, 1974.
160 pp.

—Reviewed by JOHN I. THOMAS, Professor of Education, New Mexico State University, Las Cruces.

The jacket pronouncement is loud and clear: "Here is a revolutionary book that will change not only our education system, but the behavior and values of our future generation!" Richard Renfield's, *If Teachers Were Free*, sharply strikes the eye and rouses the reader's anticipation. The author cites the infinite promise inherent in young people's genuine interests; argues intelligently against predetermined school curricula; presents a strong case for teacher-pupil planning; discusses clearly the need for teachers of various disciplines to work together to carry out the personalized interests and needs of pupils; takes a firm stand against the traditional school day; and strongly advocates the use of community sources and lay people in the total education of American youth.

Unfortunately, the author's approach to this reaffirmation is forced and contrived. His use of a mythical character, 35-year old Orville Chubb, a teacher in the mythical town of Potseloo (Yes, Potseloo!) simply does not ring true. Mr. Chubb proclaims to the school board that schools are over-organized, are incompatible with excellence in teaching, that some of the fault lies with administrators, and that school curriculums often prevent learning (p. 14). So, what else is new?

Mr. Chubb has the answers. The "school board should state the goals of education in broad terms and then leave the teachers free to pursue these goals" (p. 16). Where the pupils fit into this very general scheme of things is, strangely, missing. Mr. Chubb, furthermore, favors the seven values of the spirit of science as the goals of education. "Isn't the essence of the spirit of science a request to each person that he be himself, rather than submitting to the influences of his environment, like a vegetable?" (p. 21). Ostensibly, this constitutes the

author's argument for freeing teachers to teach. His solution is the construction of a Chubb-like school built around the seven elements of the spirit of science, plus longing to know and to understand, questioning of all things, searching for data and their meaning, demanding verification, respect for logic, consideration of premises, consideration of consequence, creativity, the broadest possible knowledge, and the development of sound bodies.

The major weakness of this book lies in the inconsistency of the author's approach to his valid objectives. He advocates a nongraded school, yet makes constant references to grades. He stresses the construction of programs around the interests of children, but establishes their programs on the basis of the ten objectives set forth by the school board. He is strong on encouraging pupil input, but at the same time advocates that teachers make the initial decisions and "must constantly make judgments as to what learning activity is best suited to a given pupil at a given moment" (p. 86). He disavows the teaching of subjects, yet proclaims the need for arithmetic and reading as valid expressions of pupil interests, and so on.

If Teachers Were Free is apparently the result of the author's experiences with the Educational Policies Commission of the National Education Association and the American Association of School Administrators. It may be that these experiences focused on policy rather than substance, a facet which this reviewer finds lacking in the book. Indeed, if the author had directed himself to *freeing children to learn* rather than teachers to teach the results might have been as revolutionary and unique as proclaimed on the book jacket. □

Education of Exceptional Learners. *Frank M. Hewett and Steven R. Forness.* Boston: Allyn and Bacon, Inc., 1974. 464 pp.

—Reviewed by CAROL MILLSOM, Professor of Education, New York University, New York.

In view of the current interest in mainstreaming, regular classroom teachers may be seeking more information about the exceptional learners soon to be or already in their classes. They will find *Education of Exceptional Learners* a good resource. Intended as a text for an introductory course in special education, the book is sufficiently comprehensive to provide regular educators a general overview of the current state of the field. Its organizational scheme represents a departure from tradition.

Instead of devoting a separate chapter to each disability area, Hewett and Forness present dimensions which characterize the behavior of all learners, then discuss ways in which exceptional learners differ with respect to these

dimensions. This approach emphasizes the learner rather than his or her diagnostic category and similarities rather than differences among various types of exceptionality. Throughout the focus is very appropriately on the educational implications of a learner's classroom behavior with little mention of its etiology, medical or psychiatric treatment. Of particular interest to teachers will be the descriptions of curriculum approaches which have been designed for various types of exceptional learners. Many of these have application in the regular classroom.

The book does not attempt to be exhaustive; some areas are covered more extensively than others. In general the mild to moderately emotionally disturbed and retarded children receive the most attention. The multiply handicapped are scarcely discussed. Treatment of the socially and economically disadvantaged learner unfortunately reflects thinking more characteristic of the 1960's than the present. And the book seriously lacks a sound theoretical perspective.

Despite these limitations, however, *Education of Exceptional Learners* represents a serious attempt to cut across diagnostic categories, to view exceptional children first as learners and second as handicapped. For this reason particularly the book serves as a good introduction to special education for the student or professional educator. □

How School Administrators Make Things Happen. *Eugene R. Howard and Edward A. Brainard.* West Nyack, New York: Parker Publishing Company, Inc., 1975. 216 pp.

—Reviewed by GREGORY C. COFFIN, Director of Phase II Programs, Northeastern University, Boston.

"Administrators . . . need new instruments and new skills which enable them to use these tools effectively. This book provides the administrator with several such tools and provides detailed instructions for using them to plan and manage change." So states the introduction of this useful, practical manual for the prospective or practicing school administrator. A short, easy to read book, the school principal, central office administrator, school board member, or involved citizen can't help but learn something new about initiating and managing change. The book itself is a useful tool well worth adding to your professional library.

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Unfortunately most educators are not operating in an antiseptic, germ free environment where everything and everybody performs exactly according to specifications. More than at any time in recent history, education is beset with problems.

Undoubtedly some of today's educational problems are the result of administrative leadership which did not know how to initiate and manage change. If these people had known a decade or two ago what Howard and Brainard are telling them now, schools might be in better shape today. Now it may be too late.

The authors, as they present their management tools with exotic names like Delphi, ADP, SPAR, and PCAP fail to describe and assess the climate of the times. The real problems of affecting change are omitted or, if mentioned at all, are passed off in a phrase or a sentence. "It [ADP—Administrator Development Program] floundered for a while when _____ was faced with prolonged litigation with the Justice Department over an integration plan. The usual office politics games which are played in all bureaucracies slowed down progress from time to time."

Translated, this brief passage from Chapter seven means "all hell broke loose." Lifelong friendships were broken, heads rolled, and more than one administrator jumped ship, hopefully to a more stable one like a university, a small homogeneous town, or a secure professional association. Unfortunately, however, the book does not deal with this aspect of change. It does not tell the reader how school administrators helped make things happen which they did not want to happen. It does not tell the reader about administrator mistakes and the consequences of these mistakes, both for the change agents and for the children in the schools. This is the only weakness the reviewer found in the book. The inclusions—the management formulae, systems, charts and diagrams, forms, and the success stories—were interesting and potentially useful. A student of school administration, young or old, should be familiar with them. But the same student should also be aware of the exclusions, the omissions. By all means, read *How School Administrators Make Things Happen*; but read *Jaws* or its pedagogical equivalent at the same time. □



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