

Book Reviews

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Curriculum Principles and Foundations. Robert S. Zais. New York City: Thomas Y. Crowell Company, 1976. —Reviewed by George J. Funaro, Provost, Division of Human and Community Resources, University of Maryland, College Park.

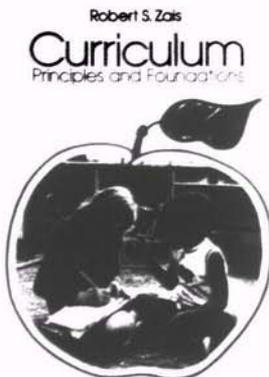
Like most "principles" texts, this one is topically comprehensive but not intellectually intensive. It is, however, not only a timely assessment of current issues embedded in a context of the foundational disciplines, but, unlike typical texts, it is, pure and simple, interesting reading.

Well-organized and written in a personal, almost conversational style, the book would serve as an appropriate basic and introductory text. In spite of its 500 pages, it is as economical a display of the elements of principles and foundations as I have encountered.

The book is divided into four major sections. Part I, "Curriculum as a Field Study," contains all the expected definitions appropriate to an introduction. In two chapters and some 48 pages, an "Historical Evolution of Curriculum" is presented from its colonial beginnings, through the Civil War, to the present. This section concludes with a chapter purporting to cover the essentials of curriculum theory.

The chapters in Part II summarize the philosophical, sociological, and psychological foundations of curriculum development, while Part III probes the "Anatomy of the Curriculum"—its aims and objectives, its content, activities, and evaluation.

The fourth and final part—and perhaps the book's most provocative—"Curriculum Design and Engineering," includes a discussion of current critical issues and the



role of the individual in decision-making and implementation.

The scope of the book is the curriculum universe; therefore, it is indeed useful to the uninitiated. It was the author's intent "to discuss curricular matters in understandable terms to teachers, school administrators, and others who may have had no prior acquaintance with the field of curriculum or one or more of its subsumed disciplines: philosophy, anthropology, sociology, and psychology" (p. xii). Most teachers and administrators with no "formal" exposure to a bona fide course in curriculum probably have the rudiments of a theoretical base and the experiential knowledge of much that is outlined by the author. For them, this may be a useful compilation of history and information—a single source that

might pull ideas and perceptions together into some integrated set of understandings, but probably not a source to stimulate one to new action and practice. For those nonprofessional "others who may have had no prior acquaintance with the field," this may be a rather exciting introduction, but if the "others" include serious graduate students, the discussions may be redundant at best.

As useful and as well-written as it is, the chief fault of this text may be its presumption to comprehensiveness and its promise to be something more substantive—a difficulty that may lie more with the reader than the author. For some readers, then, the text may be frustratingly superficial. They, for instance, will long for a more intense examination of the issues presented in Part IV, even at the expense of what could be judged as the perfunctory and obligatory aspects of Parts I and II. Dealing with representative curriculum designs, alternatives and problems associated with the designs, Part IV approaches a more adequate discussion of some of the more significant critical issues in curriculum development, including political dynamics, the role of the teacher and curriculum consultant, and an interesting but cursory treatment of some of the more provocative aspects of "Curriculum Engineering as Research and Development."

Perhaps even more intriguing

in its implications and potential for confronting those "encapsulating" forces and conditions that limit expressive and effective curriculum development is the final chapter. Here, the author places responsibility on the individual involved in the change process and poses questions of personal conscience, value, action and its consequence, and responsibility. He examines the dangers involved in schizophrenic decision-making, which separates accepted or assumed theory and actual practice. He also suggests the importance of one's ability "to distinguish . . . discrepancies between what he 'believes that he believes' and the beliefs that are implicit in his behavior" (p. 499).

The issues and questions touched upon in Part IV only whet the reader's appetite. It is here that most inquirers into the dynamics of curriculum development would prefer to begin rather than end a book.

Because there are any number of ordinary introductory curriculum texts, this one stands out, not for its demonstrated uniqueness, but for what it promises but does not quite deliver. Perhaps the author's next effort will provide him a greater opportunity to demonstrate his obvious potential for examining critical issues with new and creative insight, interpretation, and depth.

The Whole Child: New Trends in Early Education. Joanne Hendrick. Saint Louis: The C. V. Mosby Company, 1975. 362 pp. (cloth) —Reviewed by John W. Hollomon, Associate Professor, Early Childhood Education, The University of Texas at San Antonio.

Educating the whole child to live in the whole world has always been a laudable goal. For the prospective teacher of young children, *The Whole Child* provides a series of sound approaches. Its content

is based on the assumption that children do indeed pass through sequential stages of development. The thesis developed is that an effective teacher can assist children in developing their full potential by recognizing these stages and providing appropriate experiences that nurture children's growth.

The book starts quite appropriately with the beginning teacher with emphasis on the role, including programming, human relationships, parental involvement and participation, approaches, objectives, and learning experiences. Suggested guidelines are offered for getting off to a good start, by handling both routines and specifics adequately in the classroom situation. These include fostering the physical well-being—promoting health and safety practices—in order to protect young children without nagging at them or being over-protective.

In suggesting ways to nourish and maintain emotional health in young children, Hendrick includes the importance of developing basic attitudes of trust, autonomy, achievement, belongingness, and self-esteem. Self-discipline and self-control are stressed, with basic suggestions for creating a warm, nurturing atmosphere in genuine human interactions. Aggression is subsequently dealt with by offering both undesirable and desirable ways of coping with it. In the process, self-esteem is related to self-concept development, including common school practices likely to affect self-esteem either adversely or positively.

Experiences that foster social development, and its impact on both self-esteem and the concept of self, are offered. Of particular interest to parents is the table (110-11) showing progress indicators of social development during the first three years.

Practical activities are suggested for enhancing creativity through self-expressive materials, creative play, and divergence and originality of thought. The contrasted characteristics of highly creative persons and the values and characteristics of our society (pp.

148-50) are useful in fostering a variety of intellectual and social skills.

Particular emphasis is placed on the importance of knowing the significant part of the child's environment that lies outside the school, including good parent-teacher relationships. Procedures are also suggested for screening, admission, and referral of children requiring special services. In addition, the book deals with the broad areas of instructional objectives, curricular activities, and evaluation procedures, including observing and recording behaviors. The last part of the book appropriately deals with what lies ahead in the broad areas of early childhood education, services, and needed research. The appendices offer useful information on available resources related to communicable diseases, educational organizations and literature, materials, and so on.

I highly recommend this book to both beginning and experienced teachers of young children desiring a comprehensive body of knowledge that provides a variety of perspectives on both the current and the method of teaching young children.

The Moving Image—Super-8. Indiana University Audio-Visual Center, 1976. 16mm/27 minutes/color. —Reviewed by Charlene Rothkopf, Media Coordinator, ASCD, Washington, D. C.

"I don't know why they seem to find filmmaking more fascinating than writing a composition," stated the Manchester High School English-turned-film production teacher. To any viewer of the class in action, it is obvious why. "We need to give students the opportunity to express themselves in any way they can," the teacher continues. It is this freedom of expression and climate of acceptance that are the reasons for the students' enjoyment. In fact, it is this humanistic teaching style that is the true message of the film, rather than the

instruction of the filmmaking process itself.

Designed for junior high, secondary, and college level, the 16mm film, *The Moving Image—Super-8* seems most appropriate for teacher training situations. If viewers look past the array of cameras, tripods, film projectors, and editing equipment, they can see a teacher who encourages, motivates, and guides, rather than one who stifles, inhibits, and demands absolute authority. In this accepting atmosphere, there is more a "spirit of cooperation than competition." Students' ideas for a potential film are made more concrete through the teacher's careful prodding and encouragement. One should not get the notion, however, that this is an unstructured class, for the basic skills of storyboarding and scripting must be mastered, as well as learning simple lighting, audio, and editing techniques. One student comments, "It's not as easy as I thought it would be."

The Moving Image—Super-8 is produced by the Indiana University Audio-Visual Center, Bloomington, Indiana 47401. Twenty-seven minutes long, it is available in both 16mm and videocassette format. It can be rented as well as purchased.

Although *The Moving Image—Super-8* does show camera operation, simple animation, editing, and adding sound, it is not a "how to" film. What this film does do, is motivate the viewer to experiment, to express, and to implement the "learning-by-doing" philosophy. The end product could very well be some creative, excit-

ing, student-made super 8 films like the ones produced from Manchester High School.

America's Working Women: A Documentary History—1600 to the Present. Rosalyn Baxandall, Linda Gordon, and Susan Reverby, compilers and editors. New York: Vintage Books, 1976. 439 pp. —Reviewed by Nancy Olson, Production Manager, *Educational Leadership*, Washington, D. C.

Throughout this thoroughly researched and interesting history of working women, documents illustrate that, from the early 18th century to the present, the belief has persisted that, as the editors put it, "all women were housewives or housewives-to-be . . . were supported by men, lived at home, and took jobs for extra 'pin money.'" Frequently, jobs available to women involved work that was really an extension of housework—in laundries, canneries, textile and clothing factories.

America's Working Women is a rich blend of letters, diaries, newspaper articles, protest leaflets, commission testimony, union records, poems, songs, statistical studies, and even bulletin-board notices illustrating the history of working-class women. The documentary, along with the editors' comments, traces the conditions under which women have labored in the home and on the job,

women's struggles to improve their lot, and the resistance of male employers, politicians, and unionists to their demands.

With the growing interest in women's studies, many readers should be fascinated by accounts such as the following: the Ojibwa women who, during married intervals, function as "conventional" women confined to sedentary activities connected with the wigwam, but during periods of widowhood, find no difficulty in adjusting to hunting, trapping, and fishing, so-called men's work; how after World War I both employers and male employees assumed that women would happily relinquish their new jobs to men returning from armed service, and go back to fulltime, unpaid housework; the shipyard diary of a woman welder; early resistance to the idea of married women holding jobs (a 1936 Gallup poll found that 82 percent of the population was opposed to married women working); women's journals of the late 1940's flooded with articles examining the tensions between being a working woman and being a real woman (mother and housewife); how New Deal protective legislation exempted domestic, piece, and parttime work done primarily by women.

In what must be one of the few volumes to treat women as workers through history, a dramatic, neglected story is begun. As the editors state, "We offer this book as a political act. We want to help restore a history to working-class women because we believe they can reconstruct society. . . . Our strategic orientation is to see women as half the working class."

Reviewers



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