

Reviews

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Strategies for Curriculum Development. Jon Schaffarzick and David H. Hampson, editors. Berkeley, California: McCutchan Publishing Corporation, 1975. 256 pp.—Reviewed by Daniel L. Duke, Assistant Professor of Teacher Education, School of Education, Stanford University.

Accounts of curriculum development projects may not read like narratives of Elizabethan England, but they are essential for educators seeking to understand what occurs when people meet to make curricula. Some observers tend to malign all curriculum development efforts as haphazard and poorly organized. The projects described in *Strategies for Curriculum Development* suggest that the process can be systematic and thoughtful, though perhaps not quite as scientific as Lauren Resnick would imply.

Here, in one volume, are descriptions of the Science Curriculum Improvement Study by Robert Karplus, Stanford's Kettering Project in art by Elliot Eisner, the SRA Mathematics Learning System by M. Vere DeVault and Leo Anglin, and the Career Development for Children Project by Larry Bailey. David Hampson, Ralph Tyler, Alan Purves, Lauren Resnick, W. James Popham, and Howard Mehlinger contribute chapters concerned with the general process of curriculum development.

By far the book's strongest feature is co-editor Jon Schaffarzick's concluding synthesis of the various approaches to curriculum development. He isolates nine characteristics common to all: the determination of the need for a curriculum, the construction of



theoretical foundations, the use of goals and objectives, attention to learning research, the use of group collaboration, dissemination planning, the preparation of staff development materials, testing and revision, and continuous development.

Schaffarzick also notes ten areas in which the curriculum development strategies differ: their origins and motivation, type of sponsorship, type of developer, type of target group, curricular content, subject matter area, type of program, types and usages of objectives, staff composition, and program evaluation. While most of these sources of variation influence curriculum development strategies, they do not constitute basic elements of the strategies themselves.

Despite Schaffarzick's assertion to the contrary, I seriously question whether there is more than a single strategy, with minor variations, represented in the nine accounts.

Strategies for Curriculum Development is a useful book for the novice curriculum developer and the historian of curriculum development. It might have a greater appeal for professional curriculum developers if it consisted of more references to curriculum research, a clearer conceptualization of what Schaffarzick means by looking at the process of curriculum development "naturalistically," and specific examples of curriculum evaluation procedures. There is little consideration of the important matters of sequencing and organizing curriculum content. A chapter by Cornell's George Posner and Ken Strike would have been helpful. In addition, the book could profit from treatments of curriculum development by the United States Armed Services Training Commands and in Europe, particularly Scandinavia. A final shortcoming of the book is the absence of any discussion of smallscale, local curriculum development. Must it be assumed that systematic curriculum development can be achieved only on a national or largescale basis?

Schaffarzick and Hampson offer a fine text for any introductory

course in curriculum development. What their book does not do is advance the field of curriculum research or recommend viable alternatives to the Tyler model of curriculum development.

Religion and Public Education.

Lawrence Byrnes. *New York City: Harper and Row, Inc., 1975.* —Reviewed by Michael Wright, Principal, West Point Elementary School, West Point, Virginia.

This study by Lawrence Byrnes is the fourth in a series of Harper and Row publications devoted to critical issues in education. It is an objective and concise analysis of the issues and concerns associated with the relationship between religion and public education in the United States. The historical and constitutional complexities of the relationship, religion studies in public schools, and public financing of nonpublic schools are discussed in the light of judicial decisions, and educational theories. Byrnes examines these areas of controversy with admirable restraint on prescription and advocacy.

The problem of definition of the term "religion" and the relationship of religion to morality are presented through a series of quotations from a variety of sources with divergent views on both matters. Byrnes does not attempt to provide answers to such complex questions, but instead leaves with the reader the responsibility for drawing conclusions. There is much in this book about which the reader himself must decide as the sides of issues are often portrayed with equal persuasiveness and without invective.

Byrnes does strongly advocate that public school students be educated "about" religion. The use of the preposition "about" is to convey a concept of teaching and learning that emphasizes the objective literary and historic qualities

of religious thought free from indoctrination to further acceptance of particular religious views. Indoctrination is viewed by Byrnes as the process of "implanting unshakably" ideological beliefs contrary to the nature of "rational inquiry." The argument that teaching about religion necessarily implies indoctrination is discussed in this connection. To refute this argument Byrnes distinguishes religious education and indoctrination. He argues that education about religion implies the presentation of beliefs as beliefs alone without violating the child's inclination for rational inquiry. Indoctrination, however, occurs when such beliefs are presented as truths beyond question and may occur unintentionally if the teacher employs methods which thwart the spirit of inquiry of students.

The task of the educator about religion, according to Byrnes, is not to impose beliefs on pupils, but, instead, is to help them understand the meaning and function that various beliefs have in people's lives. In the process, students may learn about past and current orientations of religious groups and individuals and their influence on the societies in which they are situated.

To assist in the process of instruction about religion, Byrnes includes information and sources pertinent to characteristics of religious beliefs and practices, stages of moral development from childhood onward, and curriculum suggestions for teaching about religion. Those who seek clearer understanding of the concept of education about religion in the public schools and of the issues emanating from the changing relationship of religion to public education will find this book to be an informative and well-written resource.

Strategies Against Poverty in

America. John Williamson et al. *New York City: Halsted Press, 1974.* —Reviewed by Yvonne Luster, College of Education, Alcorn State University, Lorman, Mississippi, and James B.

Boyer, College of Education, Kansas State University, Manhattan.

The resource book, *Strategies Against Poverty in America*, is an outgrowth of the authors' realization of the need for a re-evaluation of the major antipoverty strategies. The study was undertaken as a response to "fill the gap in providing a comprehensive effort which evaluates each of the major antipoverty strategies in the 1960s, pilot studies and proposals introduced as far back as the 1930s."

Specifically, the authors present informative, statistical, and diagrammatic data in the discussion of the aforementioned strategies. These were grouped and presented as: income-in-kind, income, manpower, education, economic development, and organization. This discussion forms the nucleus of the book.

The analysis of these approaches seeks to evaluate major antipoverty strategies, compare the strategies within each of the six general approaches and compare programs and proposals across the approaches. While these were adequately discussed and documented, the heavy reliance on the reader's interpretation of the 26 dimensions that provide a frame of reference is questionable. Although the authors provide a detailed description of each dimension, the expectation that the reader will have adequate background to synthesize these is taken for granted; this is seen as a limitation.

The book is directed, as an informative guide, to administrators of programs in social welfare, education, housing, and employment, and to students of sociology, public policy, urban affairs, and social work. For this audience, assuming these persons share the necessary sociological and economic backgrounds, the material is appropriate, but for the laymen and students of nonsociological and economic disciplines, the terminology and conceptual issues could pose a tremendous barrier to understanding.

An outstanding strength exemplified in this text and lacking in others that have preceded it, is the objectivity displayed throughout the discussions. Of particular note are the following: The authors make no biased generalizations; Those perspectives that substantiate or refute the authors' vantage point(s) are presented; Variations in political and sociological viewpoints are given equal treatment; and, The qualifications of those in poverty and the indices of poverty are not blatantly directed to blacks. The authors make no attempt to contend that the material offered is a panacea for the status of poverty programs.

The authors' expectation that evaluations and ratings will stimulate debate is a realistic one. The hope that their observations will eventuate in public policy, "when it again becomes fashionable for the federal government to seriously deal with the problems of poverty and inequality" underscores the real potential value of the book.

Undeniably, an informative base such as the one presented here, is needed but the question is raised as to *when* and *how* does the analysis of these data reach the hands of those who *can* make a difference? Strategies against poverty do not lie in narrative epilogue but in action. The emphasis should not only encompass a re-evaluation, but should be shifted toward prevention and remediation of the existing maze of poverty. Should the amelioration and elimination of poverty not always be "fashionable" as a *strategy against poverty*?

Secondary Schools in a Changing Society. Frederick R. Smith and C. Benjamin Cox. New York: Holt, Rinehart, and Winston, 1976. 201 pp. —Reviewed by Gordon F. Vars, Professor of Education, Kent State University, Kent, Ohio.

Commendably brief, this review of major issues, problems, and alternatives in secondary education

emphasizes the societal context. Chapters deal with history, philosophy, metropolitan schools, the adolescent, student rights, the teaching profession, curriculum, school organization, and change strategies. In the final chapter, the authors abandon their attempt at impartiality and state forthrightly their convictions on many of the issues raised in earlier chapters. This little book provides an excellent starting point for students in social foundations or secondary education courses.

Wisely resisting the temptation to pack everything into the text, the authors might better have served their readers by listing more sources for further study, in addition to the references cited in each chapter. College teachers will find the questions and activities at the end of each chapter helpful, although the language on occasion is a bit abstruse for the ordinary college student. At other points, the language may annoy the traditional middle-class white reader, as when the authors describe the "ingrained racism of the American people" or the "educational genocide perpetrated on blacks and other minorities by the white middle class through the instrument of the middle-class school." At another point, adolescents are caricatured and described as "glandular interlopers." For the most part, however, the book is well written and provides a useful review of the many ramifications of secondary education, even for those already familiar with the field.

ASCD members are most likely to find fault with the two chapters on curriculum, a term that the authors define so broadly as to include not only curriculum and instruction, but also scheduling and student services. For some reason, the psychomotor domain is omitted from the discussion of objectives, and the chapter on innovative organizational patterns deals only superficially with the curriculum implications of free schools, open schools, and other alternatives. Nor do the authors address the issue of the middle school and how its growth

affects the domain of "secondary" education. In fact, this reader was unable to find anywhere in the book a precise definition of what the authors mean by secondary education!

All criticism aside, the authors have done an excellent job of condensing a vast array of topics and concerns into a size and format most likely to achieve their objective—to stimulate rational inquiry into the context of secondary education. Their final "Essay on Schools" is almost worth the cost of the book. In it they reveal their insight and their concern for the future of American education in a very difficult period in history. Some indication of the authors' wisdom may be gained from this small sample of their trenchant comments on accountability and the power of the organized education profession:

Unwittingly, educators have grown accustomed to sharing with others the most sensitive decisions about what should be learned, how to teach, which instructional materials should be used, how schools should be organized, and most other matters related to the educational enterprise. Then, in a display of corporate masochism, they are allowing themselves to be berated in the name of accountability. But questions of accountability are premature and nonsensical without also considering questions of responsibility and autonomy. If educators are to be held accountable for effectiveness of public education, they must have commensurate authority and autonomy to decide what is done in its name. That kind of authority will not be given; it must be taken. When teachers are ready to direct their growing professional power toward resolving the educational issues that are beyond the problems of self-interest, the profession will have come of age (p. 188).

The Whole Child. Joanne Hendrick. New York: C. V. Mosby Company, 1975. 362 pp. —Reviewed by Carl D. Glickman, former Supervisory Principal, Somersworth Early Childhood Program, New Hampshire.

After reviewing, for my own basic courses in early childhood education, many books published within the past five years, I have concluded that *The Whole Child* is in a class by itself. *The Whole Child* is an up-to-date, practical, and relevant text, not only for future teachers, but also for in-field personnel (teachers, directors, and principals). It is both a preparation as to what to expect and a treatment of what to do. If it were repackaged in a condensed, paperback form, it could easily become the "Dr. Spock" book for those who are involved with the education of young children.

Hendrick focuses on the internal aspects of working with children and generally stays out of the arena of the more global, societal issues of education (that is, collective bargaining, accountability, alternative schools, and so on). Her concern is with the quality of a child's school life and the physical,

emotional, social, creative, and cognitive aspects of it. Unlike most books that deal with such areas, the writing does not stop at the theoretical and empirical boundaries, but goes into the actual "nitty gritty" of classroom life. As a former teacher and principal, I could have used such a book on many occasions, for example, after outlining optional conditions for promoting discipline and self control, Hendrick explains the mechanics of how to actually carry a small child out of a violent situation without causing physical or emotional harm. In another chapter, she discusses the importance of health to learning and then describes the situation of handling a very sick child when neither parents nor neighbors can be reached. I do not mean to suggest that this book is a directive of "do it my way." Rather it is an experience in sharing "what we tried."

The book is unashamedly child-centered and makes little at-

tempt to give equal time to opposing views. It hits on such inner sensitive issues as cross-cultural education, parental versus professional control, and sex-typing. It also emphasizes the teacher's influence as an adult model on the behavior and attitudes of students. From a critical point of view, I feel Hendrick has left this issue incomplete. On one hand, she emphasizes the need to know oneself and be a good model, but, on the other hand, she provides little in the way of guidance of how one can attempt to change. One other shortcoming is that, if the book is to be used as an introduction to the field, it misses the external but important issues of historical role and social context of early education. However, a book cannot be all things. The author has done an important service to people who wish not only to know why it is essential to educate the whole child, but also how to do so. *E.L.*

Reviewers



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