

Reviews

Research and Development and School Change. Robert Glaser, editor. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1978. 109 pp. 10. —Reviewed by Albert L. Goldberg, Coordinator, Instructional Development, Wayne County Intermediate School District, Wayne, Michigan.

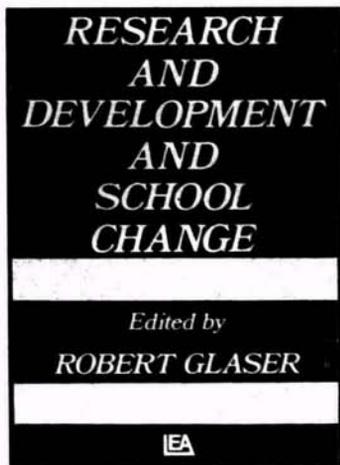
In other times, less than 20 years ago in fact, the spirit of "scientific" inquiry seemed to prevail. The application of the scientific method to education was fostered by government and foundations and took the form of new agencies. Regional education laboratories for Educational Research and Development came into existence. Also, several university-based centers, including the Learning Research and Development Center (LRDC) at the University of Pittsburgh became operational. This agency, however, had already charted for itself a major plan, highly interdisciplinary in nature, for educational R&D. Its growth and prominence was thus accelerated by the national passion and support for educational R&D.

This small volume celebrates LRDC's persistence and permanence. The symposium has opened a new building for the LRDC as evidence of that permanence. It also serves as a tribute to Ralph Tyler, who headed that agency's Board of Visitors for more than a decade.

The volume presents a distillation of some of the best thinking available on the status and of the future of educational R&D. Tyler offers the final paper; Bloom, Holtzman, Getzels, Cronin, Siegel, and Gagné author the earlier papers.

The cumulative experience of the participants is a valuable resource for researchers and for practitioners as well. Such a gathering might have been more beneficial had an opportunity for interaction between and among them been provided and made a part of the documentation.

Even so, the papers touch on the nature of the research process, estimates of the efficacy of research in fostering change in the school, and misperceptions of the salience and value of educational research by various funding and using publics. They generally argue the need for involving the practitioner (or at least under-



standing the practitioner's reality) and for a focus on how knowledge is diffused, disseminated, and used.

In these days, the competition for limited resources and the press for immediate solutions to a plethora of education-related problems adds emphasis to the following observation by Holtzman (p. 16):

One of our greatest problems is how to define the product of our research and development in terms that the general public can understand and accept. Education is more like mental health—hard to define, hard to sell, easy to mislead. Unfortunately, there is no clear consensus as to the goals of education and the priorities that should be attached to such goals.

Agencies such as LRDC will continue to deal with research that helps to examine phenomena and to generate problems flowing from their research efforts, recognizing that the practitioner's reality calls for something with a different focus. Ideally, the gap needs to be closed without compromising the insights, the options and alternatives, and the risk-taking of the researcher. As practitioners, if we employ them purely to

solve our problems, we are using them poorly.

Classroom Discipline: Case Studies and Viewpoints. Sylvester Kohut, Jr., and Dale G. Range. Washington, D.C.: NEA, 1979. —Reviewed by Roosevelt Ratliff, Associate Director for Affiliated Units, ASCD, Alexandria, Virginia. 112 pp. \$5.25.

At a time when student discipline has been rated by the public as a major problem of schools in eight of the last nine Gallup Polls, and a recent survey of teachers nationwide reveals that over 50 percent of classroom time is spent mainly on student behavioral management, *Classroom Discipline: Case Studies and Viewpoints* by Sylvester Kohut, Jr., and Dale G. Range, is a timely, marketable, and much-needed publication. As we try to solve the increasingly multifaceted problem of classroom management, school people may benefit from the numerous case studies and diverse perspectives presented by the authors on classroom behavior management.

Kohut and Range are to be commended for their use of clear, concise language and practical writing style. Not only is the content of the 112-page book well-organized, but the authors present a clear definition distinguishing between student discipline and the broader subject of classroom management, and include topics such as regionalism; school violence; corporal punishment and general theory; research; and practice on discipline.

An important point made by the authors is that disruptive student behavior can be minimized by providing a good school climate and classroom setting. If the intellectual climate of the classroom is maximized, and the physical environment is comfortable,

relaxed, and appropriate to the learning styles of students, behavioral problems can be lessened.

The book contains numerous case studies divided into (a) early childhood and elementary education, and (b) middle school, junior high school, and high school. Each case study has a brief background of the problem, a concise statement of the problem, discussion questions, and possible solutions. The authors could have added a fifth category on evaluation or follow-up. It would be helpful to know how and to what extent school administrators and classroom teachers determine that a selected approach used to alleviate disruptive behavior of students has worked. Consequently, it appears essential that after using an alternative solution, a careful assessment should be done to determine its overall effectiveness.

Some newer approaches to classroom management are provided by the authors; others are implied. I did not find, however, any mention of "assertive discipline," a currently successful approach (according to many ASCD members and other educators) designed and promoted by Lee Canter and Associates which, in my opinion, deserves recognition and could have been included.

Overall, *Classroom Discipline: Case Studies and Viewpoints* represents an excellent resource for classroom teachers and school administrators who are confronted daily with problems of behavioral management.

A Child's Journey. Julius Segal and Herbert Yahraes. New York: McGraw-Hill Book Company, 1979. 354 pp. \$3.95. —Reviewed by Arthur Steller, Montgomery County Public Schools, Rockville, Maryland.

Anyone who has ever mused over why children are the way they are will find *A Child's Journey* appealing. The authors furnish an illuminating and well-written mosaic of

factors that interact and influence the lives of children.

Child development is an area swarming with scientific research, theories, and lingo. Yet myths are slow to fade, perhaps because the experts have not accumulated enough statistical evidence to bury centuries of folklore surrounding the child's world. This book moves between fact and fiction to entertain and enlighten.

Genetics, inherent characteristics, mothers, fathers, siblings, child abuse, schooling, teachers, peers, poverty, racism, and governmental policies are explored as shaping forces. No pretense is offered that simple answers are available. My favorite chapter pulls the various issues together by proposing personal strategies and large scale recommendations for "Protecting Your Child's Mental Health."

A minor inaccuracy does occur in a brief account of removing special education students from their peers. The mainstreaming thrust of Public Law 94-142 is not considered, probably due to the time gap between writing and publishing. Otherwise the reporting presents the view of exactness and completeness.

One of the striking concepts presented is the reminder that some children in spite of, or maybe due to, growing up in the most desolate and stressful environments emerge as well-adjusted psychological beings. Hardship, hostile communities, deprivation, and family trauma have no lasting effect upon these resilient children somehow blessed with a power of invulnerability. Such enigmas are often ignored in the tracking of child development, although they possess clues to possible solutions for the disadvantaged. Recalling case histories and anecdotes about these strong children accents feelings of hope.

The main author is Julius Segal, a psychologist. He is presently director of public and scientific information programs of the National Institute of Mental Health. His collaborator, Herbert Yahraes, is a freelance writer.

Readers of *Educational Leadership* should enjoy both the content and literary style of this book as they travel along *A Child's Journey*.

Science and Society: Knowing, Teaching, Learning. Cheryl Charles and Bob Samples, editors. Washington, D.C.: National Council for the Social Studies, 1978. 88 pp. \$4.95. —Reviewed by Gerald Ponder, North Texas State University, Denton.

Science and Society is a good idea that misses as often as it hits. Envisioned as a book that would address the social implications of science-related issues and suggest ways to incorporate those issues into the content discussed in social studies classrooms, this bulletin of the National Council for the Social Studies has much to commend it. The work is a brief, pointed, and fairly cohesive collection of essays by "scholars and visionaries," all well-credentialed, and some (Carl Rogers, Margaret Mead, and Jonas Salk, for example) widely known. The essays appear in sections that collectively present the points of the book: (a) there are many legitimate perceptions of reality; (b) nature and culture, and science and society are inextricably linked despite their fragmentation in the school curriculum; and (c) through education, each human being has the capacity to exercise significant responsibility for a more harmonious melding of science and society. Each section contains essays on science-related issues as well as responses by educators focusing on classroom implications.

Given the growing significance of its subject, the book could be a timely addition to the literature of social studies education, focusing as it does both on substantial ideas (the paradigms of relativistic physics) and ideals (the moral dilemmas of individual responsibility) in a clear and highly readable fashion. But the

book's worthy ambitions seem unfulfilled by its content.

The authors and editors address classroom teachers as their primary audience, yet the book often appears less sophisticated than its probable readership, the most informed of social studies teachers. Several essays seek to provide implications for teaching, yet lack any apparent sense of classroom realities, peddling instead the slogans of soft pedagogy in the guise of "holistic" views of schooling. As discussion fodder, parts of the book might even be directly usable in a high school classroom. As curricular argument, however, *Science and Society* fails to threaten the rift between science at 9:30 and social studies after lunch.

In these days of the relative impotence of institutions and individuals in the face of unfolding events, the suggestion that public schooling can be a major force for remedying social disorder is a tired and naive symbol at best. Science and society is a worthy topic for study, but such study would be better served by a short tract that explicates issues and describes examples rather than one filled with hortatory language and hints of cloudy futures.

Readings in Moral Education. Peter Scharf, editor. Minneapolis, Minnesota: Winston Press, Inc., 1978. —Reviewed by Allen R. Warner, Assistant Professor of Curriculum and Instruction and Director of Field Experiences, College of Education, University of Houston Central Campus, Houston, Texas.

"The foundation of morality is to have done, once and for all, with lying." (T. H. Huxley, *Science and Morals*)

"What is moral is what you feel good after and what is immoral is what you feel bad after." (Ernest Hemingway, *Death in the Afternoon*)

Morality is high in contemporary social consciousness. Public officials in whom we have placed our collective trust seem unwilling to tell us enough or to be straight-forward in what they do tell us. Our fellow citizens (young, old, and in-between) seem intent on telling us more than we care to hear about their recent discoveries of alternative lifestyles, value systems, and cohabitation arrangements. We seem as a people to be as uncomfortable with too much honesty and forthrightness as we are with too little.

If the primary function of schooling is to provide individuals with the tools needed to perform effectively in their society, it logically follows that in times of confusion and uncertainty about moral values (given the current predilection toward making public education the primary agency for addressing all of society's ills) schools should be doing *something* about moral education. The *something* that is most common (as Lawrence Kohlberg points out in his Foreword to Scharf's book) is to do nothing in the formal curriculum about moral values, relegating them instead to the informal or hidden curriculum. In most schools, in fact, the level of formal action concerning moral issues is commonly dealt with at best at Kohlberg's Stage 4 orientation (law and order), and more commonly at Stage 1 (punishment and obedience).

Scharf's book of readings is devoted almost exclusively to the cognitive-developmental approach to moral education, an approach whose most visible spokesperson and driving force has been Lawrence Kohlberg. Kohlberg's formulation of moral development is basically teleological, arguing from the basis of empirical evidence that individual development in moral reasoning occurs in an invariant sequence of six stages beginning with a punishment-obedience orientation and culminating in a universal ethical-principle orientation, provided normal development is not arrested at some

midpoint in the hierarchy. If cognitive moral development is accepted as a major goal of schooling, the role of educational personnel in the process is to identify the moral reasoning developmental stage at which a student is operating at any given point in time and facilitate that student's progression toward the next higher level through a Socratic method of engagement in hypothetical (or real) moral dilemmas.

Scharf's work is well-balanced, thorough, and highly informative. Papers selected range from Kohlberg's setting of the historic context of the cognitive-developmental moral education movement in the Foreword; through a brief comparison of the cognitive-developmental approach with values clarification and indoctrination, two other formal means of dealing with moral issues in school settings; to research, teaching methodology, case studies, and a few readings (wisely placed toward the end), which are decidedly esoteric to all but the most thoroughly initiated in, and motivated toward, the philosophic tenets of cognitive-developmental moral education. In sum, Scharf and his contributors are to be congratulated.

The final question regarding moral education in schools as publicly-supported institutions, however, is not whether schools should deal in moral values, or even whose values should be taught. Schools deal in moral values constantly, and the most evident (though rarely explicit) thrust tends to be authoritarian.

The bottom line is whether public education should formally accept still another social charge that was once the domain (or assumed to be the domain) of other social institutions and is now judged to be suffering the effects of benign neglect. Schools have accepted charges for driver education, vocational education, driver education, teaching about free enterprise, bachelor living, citizenship, discipline (espe-

cially when parents can't or won't handle it), racial integration (where the real issue is the economics of housing patterns), and helping each student develop a positive sense of self-worth while stringing them out on a grading continuum to make life easier for college and university admissions officers. It is more and more evident that schools have limited resources (human, fiscal, and temporal) with which to respond to seemingly endless, and often conflicting, societal demands. And when any public agency accepts charges on which it cannot or does not deliver, public confidence suffers.

Should schools formally pursue a systematic policy of moral education? That is the public policy issue. Kohlberg, in his Foreword, suggests that his work and Scharf's book are "tied to an ongoing educational endeavor which began with Socrates." The Socratic method, in fact, is the primary means for engaging students in moral discussions through the cognitive-developmental approach.

I cannot help but remember that public policy in ancient Athens was somewhat less than kind to Socrates.

Book Browsers

Social Studies Curriculum Improvement. Raymond H. Muessig, editor. Washington, D.C.: National Council for the Social Studies, 1978. 114 pp. \$5.95. If you wish to know more about the strengths and weaknesses of curriculum improvement and the track records of individual school system efforts, read the first three chapters of this book. Chapter 4 contains advice on how to consider consultants. Finally, Chapter 5 provides a healthy list of resource materials for the curriculum worker and/or social studies teacher.

Dealing with Censorship. James E. Davis. Urbana, Illinois: National Council of Teachers of English, 1979. 228 pp. \$7.50. This book has not been censored. It details the increasing atmosphere of censorship in our schools and builds the reader's awareness of this pervasive problem. The volume also contains useful suggestions on dealing with censorship: methods of heading off the problem; rules to follow once there is a problem; and organizations to contact for advice and assistance.

Current Topics in Early Childhood Education. Lilian G. Katz, editor. Vol. 2. Norwood, New Jersey: Ablex Publishing Corporation, 1979. 290 pp. \$19.95. A continuation of the series begun in 1977, this volume contains ten separate chapters reflecting the current investigation and research on topics important to early childhood education. Some examples of chapter headings are: "Mainstreaming in the Preschool," "What Head Start Means to Families," and "Infant-Toddler Group Day Care: A Review of Research."

Yeah But, Children Need . . . Karen L. Rancourt. Cambridge, Massachusetts: Schenkman Publishing Company, Inc., 1978. 127 pp. \$8.95. Opening her book with a succinct history of the evolution of childrearing theories, Rancourt prepares the reader to accept the possibility of better methods in handling the adult-child relationship. Although the rest of the book shows the strong influence of Parent Effectiveness Training, it provides a good thinking base for those who interact with children on a regular basis.—ASD

Reviewers



Albert L. Goldberg



Roosevelt Ratliff



Arthur Steller



Gerald Ponder



Allen R. Warner

Copyright © 1979 by the Association for Supervision and Curriculum Development. All rights reserved.