

Arts and the Schools

Jerome J. Hausman, editor.

New York:

McGraw-Hill Book Company, 1980.

—Reviewed by Leven C. Leatherbury, Curriculum Specialist, Art Education, San Diego City Schools, San Diego, California.

For the past decade and longer, interest in strengthening the role of the arts in America's schools has increased—an interest brought into national focus by the publication *Coming to Our Senses: The Significance of the Arts For American Education* in 1977. Now, Jerome Hausman, as editor, and a distinguished panel of educators reaffirm a commitment to the arts and describe essential conditions and strategies for operating effective educational programs in the arts.

Although much of their rhetoric justifies the arts as a basic in education, they give sufficient attention to curriculum planning, learning activities, and exemplary programs to inject the feeling that this book is "practical" as well as "theoretical." Indeed, reports of experimental studies, pilot projects, and ongoing arts programs provide the bases for the chapters of the book.

The contributing authors include John Goodlad, University of California at Los Angeles; Jack Morrison, the American Theatre Association; Nancy R. Smith, Boston University; Dennie Wolf, Howard Gardner, Bennett Reimer, Junius Eddy, and Jerome Hausman. In addition, position papers solicited from arts educators are excerpted in two appendices along with a carefully selected and well annotated bibliography. Preparation of this volume was supported by grants from the JDR III Fund and the Rockefeller Foundation and is one of a series of publications commissioned as background information for "A Study of Schooling in the United States," for

ARTS AND THE SCHOOLS

JEROME J. HAUSMAN

Editor

which Goodlad is principal investigator.

Arts and the Schools is a "hard sell" effort to further promote the concept of *comprehensive arts*—the inclusion of at least several and preferably all of the arts, defined by Hausman as music, dance, literature, drama, and the visual arts—into related or interdisciplinary arts programs. Those who conceive this approach not only as philosophically and educationally sound but workable and capable of being implemented in today's schools are enthusiastically advancing their views. Arts programs, many of which are experimental and tenuous, are more easily found at the elementary level where greater flexibility exists and where classroom teachers, often unskilled in any of the arts, welcome artist-teachers and professionals into their schools. The multi-arts concept is slower in finding acceptance at the secondary level. I feel that much of the more widespread interest in "arts" has centered in the past not so much in the area of curriculum as in the advocacy of enhancing the status of the arts in schools. Various pro-

fessional arts establishments and professional arts education organizations united, feeling they would be heard more effectively and be more politically potent. To some extent this advocacy strategy has paid off. When it comes to questions of curriculum though, I question the unified approach.

John Goodlad and Jack Morrison argue for support of affirmative policies and comprehensive programs in arts education, noting that "failure of concerned citizens to find K-12 arts programs in the schools to which they send their children probably constitutes more justifiable grounds for complaint than does inadequate progress of their offspring in reading and mathematics." Goodlad states his case well and in the last chapter sharpens the reader's view of what schools should be doing and what they do and fail to do to achieve their primary responsibility. His is the final line: "The arts are not an educational option; they are basic."

Arts and the Schools should challenge educational leaders to reevaluate the status of the arts in the schools for which they are responsible. If they accept the challenge, they may acknowledge that the arts deserve more attention. If those involved in the arts pay close attention, this book should stimulate them to reassess current programs and provide the direction and impetus to improve future practices both within and between their several disciplines.

Available from McGraw-Hill for \$14.50.

Run School Run.

Roland S. Barth.

Cambridge, Massachusetts:

Harvard University Press, 1980.

—Reviewed by Lorraine Scott, University of the Pacific, Stockton, California.

Principals and teachers can easily relate to the school situations that Roland

Barth so believably describes in *Run School Run* because the former principal draws from the wealth of his own experiences. His well organized account of current issues in education is as readable as a story, yet as informative as a textbook.

Barth presents a design for solving problems created by a diversity of values and needs of today's society—a design that will reduce the friction of running a school while increasing its productivity. Principals particularly can make good use of the common sense approach that Barth has tested so successfully.

Available from Harvard University Press for \$16.50.

Educating The Worker-Citizen: The Social, Economic, and Political Foundations of Education.

Joel Spring.
New York:
Longman, 1980.

—Reviewed by Richard Diem, *The University of Texas, San Antonio, Texas.*

Historical perspectives of American education often become simple one dimensional treatises that do not relate societal, economic, and political factors in a cohesive manner. This is not true of Joel Spring's latest effort. He joins together all of these factors in describing the relationship between public education and its oft-mentioned goal of equality of educational opportunity.

Questions about the nature of our educational processes are raised throughout this work in a manner that suggests more issues that need more thought and fewer pat answers. Among these are the financing of public education, the nature, direction, and infrastructure of the American educational research community, and a dissection of the role of the professional administrator.

Available from Longman for \$8.95.

Values, Curriculum, and the Elementary School.

Alexander Frazier.
Boston, Massachusetts:
Houghton Mifflin Company, 1980.

—Reviewed by William R. Martin, *George Mason University, Fairfax, Virginia.*

I choose; I prize; I act with regard to my valuing this entry in the library of Humanistic Education.

You may also after you set your priorities to read the author's analysis of the current state of knowledge about

valuing. You may when you consider choosing for your professional efforts those values "most important" in the education of children. You may when you weigh the discussion of three areas presented as crucial to a values oriented curriculum: the world of basic skills, the cultural heritage, the moral-ethical-political realm. You may when you evaluate with the author some of the problems in your behaving to bring about fully functioning value-centered schools.

For me, for instance, I write this review using the language of valuing. For you, you may better help children learn, themselves, to value—which Frazier concludes is what school ought to be all about.

Available from Houghton Mifflin for \$8.95.

Educational Futures I: Imagining and Inventing. Educational Futures II: Options and Alternatives. Educational Futures III: Change and Reality. Educational Futures IV: Updating and Overlapping.

Don E. Glines.
Millville, Minnesota:
Anvil Press, 1980.

—Reviewed by Phil Vik, *University of South Dakota, Vermillion, South Dakota.*

Future Shock! Culture Shock! Education Shock! The author has compacted his views, and those of many other futurists, toward creating a visionary futurism in education into four volumes, as well as pinpointing the necessity of planning in today's schools for the changes of tomorrow.

The prologues to each volume entice the reader to gaze into a crystal ball and match a personal scenario of the future with those of many writers in the field. Although the books explain the implications of trends such as the "electronics revolution" and "life support systems," the author never loses sight of the importance of "humanness" in education. Book I describes the global and societal conditions facing people in the next ten decades. Book II discusses the reasons for changing current school systems. Book III provides the story of the innovative Wilson Campus School. Book IV serves as a bridge from the previous three to Book V which has not been published.

Available from Anvil Press, Box 37, Millville, MN 55957, for \$26.

Solving Discipline Problems: Strategies for Classroom Teachers.

Charles H. Wolfgang and
Carl D. Glickman.

Boston, Massachusetts:
Allyn and Bacon, Incorporated, 1980.

—Reviewed by Thomas McDaniel, *Converse College, Spartanburg, South Carolina.*

Behavior mod? TET? Reality Therapy? Punishment? What approach should a teacher use to solve discipline problems? The authors of this compact yet comprehensive text say: "Our position is that teachers today need all of the techniques available in working with diverse populations of students, and that by combining and using the elements of each approach, a teacher can truly become more effective." What's more, the authors show teachers how to translate various theories of discipline into practical strategies that promote good pupil-teacher relations.

Teachers, supervisors, and teacher educators will find this integrated synthesis of major discipline theories and strategies readable and useful.

Available from Allyn and Bacon for \$16.95.

The Way I See It

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of our readings. We strove to make the text engaging and readable, not only in terms of its literary appeal but also in terms of the ability of our readers.

Frances FitzGerald's criticisms may cause schools to consider their rationales for teaching history and for selecting American history materials. Not all textbooks are the same. Social studies departments really have choices to make. They should choose wisely, taking into account what FitzGerald has charged but also what they know about teaching and learning. ■

¹ Frances FitzGerald, *America Revisited* (Boston: Little, Brown/Atlantic Monthly, 1979).

² L. JoAnne Buggey and others, *America! America!* (Glenview, Ill.: Scott, Foresman and Company, 1980, 1977).

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