

Reviews

A Guide For Developing an English Curriculum for the Eighties.

Allan A. Glatthorn.

Urbana, Illinois:

National Council of Teachers
of English, 1980.

—Reviewed by Thomas R. McDaniel,
Head, Division of Education and Director of Graduate Studies, Converse College, Spartanburg, South Carolina.

Is it possible to give curriculum planners a comprehensive *vade mecum* to guide course planning for the decade ahead? Can teachers and supervisors use a "a do-it-yourself manual that requires no special training or outside help" to chart a new and better direction for the English curriculum? Should schools adopt a structured planning process which gives teachers primary responsibility for deciding how to improve the English curriculum? After reading Allan Glatthorn's *A Guide For Developing an English Curriculum for the Eighties*, you may be willing to say yes, these are possible, can be done, and should be done.

Glatthorn bases his recommendations on several assumptions, most of which he makes quite clear: (1) there is no one best curriculum; (2) change must include widespread participation; (3) reform should be evolutionary rather than revolutionary; (4) teachers will be and should be eclectic in their orientation toward the curriculum; (5) the process of reform should be simple and focused, beginning with the existing curriculum and resulting in the "convergence of the ideal, the formal, and the perceived" curriculum. While he argues realistically that developing and improved curriculum is an "incremental process," Glatthorn also argues convincingly that the best curriculum will be characterized by a "syncretic orientation"; in other words, it will draw appropriately from all four contemporary orientations in curriculum: academic rationalism, cognitive processes, personal relevance, and social adaptation and reconstruction.

What I hope is clear from the above is that Glatthorn has produced a *practical* guide that emphasizes both an evolutionary (yet systematic) process of planning and an *integrated* orientation

A Guide for Developing an English Curriculum for the Eighties

Allan A. Glatthorn

toward content. His approach gives special attention to mastery learning but makes provision for assuring basic competencies and skills, affective learning, thematic and interdisciplinary units, and elective offerings. He uses such stages as "curriculum mapping," building the "content planning matrix," using research knowledge, and developing the "English notebook." The notebook (a loose-leaf compendium of the objectives, concepts, skills, content matrix, materials, activities, and so on) is the flexible guide that results from the planning process. "The hope is," says Glatthorn, "that teachers will add to their notebooks as they see fit."

There are some unusual recommendations in this guide. For example, Glatthorn minimizes the use of objectives, preferring general concepts instead. He locates affective learning in a nonstructured "organic curriculum" that falls outside the cognitive "mastery curriculum." He says the organic curriculum is "just as essential as the mastery curriculum . . . [but] it is best facilitated not by graded, structured units of study but by a sensitive teacher who responds to the emergent needs of the learner." Finally, Glatthorn in his "personal epilogue" makes one of his best distinctions —between a curriculum of competence and a curriculum of meaning. The first "unwisely emphasizes discrete skills—and those discrete skills are not sufficiently generalizable." He argues, then, for a curriculum of meaning that would stress the writer's vision, generalizable

skills of critical reading, the relationship between language and meaning, and creative thinking.

A Guide For Developing an English Curriculum for the Eighties is an important contribution to the field. Indeed, the process Glatthorn outlines is imminently adaptable to almost any content area. His realistic and reasonable proposals, his straightforward and almost jargon-free exposition, and his excellent forms (sample charts, units, assignment sheets, mastery grading outlines, matrices, criteria, and so on) make this little guide an indispensable text. It will be valuable in curriculum development courses and in English methods classes. However, it will have even greater value for those teachers and curriculum workers who are now looking for a process to improve their school's English program.

Available from National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 for \$6.50; NCTE members, \$5.50.

A Design for a School of Pedagogy.

B. Othanel Smith, Stuart H. Silverman, Jean M. Borg, and Betty V. Fry.
Washington, D.C.:
U.S. Government Printing Office, 1980.

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

In an excellent stimulus for discussion on restructuring teacher education, Smith and colleagues raise pertinent questions through a socio-historical look at teacher training, examine the nature of pedagogical knowledge, and discuss ways to bring about proposed changes in pedagogical education.

The total effort is grounded in thorough study and consultation with leaders in pedagogical education in both schools and colleges. It is devoted to a preservice education incorporating both the act of teaching and the art and science of education. It suggests an institutional framework for this preservice education that requires, among other aspects: clinical facilities, the community as a laboratory, preparatory studies in liberal education, observation, and basic skills

of management and evaluation of learning. It sets forth the types and uses of pedagogical knowledge. It defines terms.

Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC for \$4.75.

Evaluating Administrative Personnel in School Systems.

Dale L. Bolton.

New York:

Teachers College Press, 1980.

—Reviewed by Dustin A. Peters, Elizabethtown Area High School, Elizabethtown, Pennsylvania.

Anyone in need of guidelines, examples, and forms that can be used to develop procedures for the evaluation of administrative personnel should consider Dale Bolton's new book. His evaluation process includes three phases: "planning for evaluation, collecting information, and using information." This material forms the heart of the work. He implies that "evaluation should be an integral part of the total management strategy used in an organization." *Evaluating Administrative Personnel* is a practical handbook for accomplishing the improvement of evaluation in our institutions.

Available from Teachers College Press for \$14.95.

Handbook for Effective Supervision of Instruction.

Ross L. Neagley, N. Dean Evans.
Englewood Cliffs, New Jersey:
Prentice-Hall, Incorporated, 1980.

—Reviewed by D. John McIntyre,
Southern Illinois University, Carbondale, Illinois.

School supervisors should read Neagley and Evans' book, *Handbook for Effective Supervision of Instruction*. They apply supervision's emerging concepts and principles to practical, yet often complex, situations. Since their basic tenet is that school supervision should contribute to solving instructional problems, they discuss roles of various supervisory personnel, innovations in instructional leadership, methods of working with individuals and groups to improve instruction, and other areas to improve the instructional process.

The authors state that a "good supervisor helps teachers to learn to help themselves." Fortunately, the *Handbook for Effective Supervision of In-*

struction contributes to the training of "good" instructional supervisors.

Available from Prentice-Hall for \$18.95.

Writing for Professional Publication.

William Van Til.

Boston, Mass.:

Allyn and Bacon, Inc., 1981.

—Reviewed by Harold G. Shane, University Professor of Education, Indiana University, Bloomington.

I know of no one but a skillful and versatile author such as William Van Til who could have written so useful and readable a volume as *Writing for Professional Publication*. Van Til shares in rich detail his expertise as an individual who has acquired extensive first-hand experience in a spectrum of publications, ranging from trade books to columns to journals.

To avoid the possible tedium of one fact-filled section after another, Van Til uses dialogues with students or colleagues—conversations centering on "leads and endings of articles," "indexing a book," "copyright rules," and the like. The book is replete with first-rate illustrative materials, for example, letters to editors and minutes of an *NSSE Yearbook* committee.

Available from Allyn and Bacon for \$16.95.

A Teacher Center Is... Teacher Centers and Secondary School Teachers.

Teacher Centers and Needs Assessment.

Teacher Centers and Advisory Work.

Washington, D.C.:

National Education Association, 1980

—Reviewed by Sarah D. Caldwell, Staff Development Program, Ferguson-Florissant School District, St. Louis, Missouri.

Since interest in teacher centers appears to be gaining momentum, these four materials offer a timely opportunity for educators who have little knowledge of the purposes and programming of this unique type of staff development. *A Teacher Center Is...* defines teacher centering by looking at several centers. Teacher centers have two major purposes: (1) inservice designed to enhance the "teacher as learner" concept; (2) a

delivery system which supports the benefits of "teachers helping teachers."

The two publications on advisory work and needs assessment are most appropriate for those who are in the initial stage of developing a teacher center. *Secondary School Teachers*, dealing with teacher participation in inservice, is the most valuable set. The overview of the experiential approach to inservice and the descriptions of applications of this approach in actual workshops gives some practical information necessary to implement "the teacher as learner" concept.

Filmstrip/cassette tape/guide and script for *A Teacher Center Is...* are available from NEA's Distribution Center, Academic Building, Saw Mill Road, West Haven, Connecticut 06516 for \$15. Single copies of the pamphlets are available free of charge from the NEA/IPD Information Center, NEA, 1201 16th Street, NW, Washington, DC 20036.

The National Education Association: The Power Base for Education.

Allan M. West.

New York:

The Free Press, 1980.

—Reviewed by Sam P. Wiggins, Cleveland State University, Cleveland, Ohio.

If you want to update yourself on the "new" NEA, written by an insider with a loyalist's point of view, then Allan West's *The National Education Association* is right down your alley. It is a valuable source book of the NEA evolution from 1957 to 1980. The author, an NEA staff member for 12 of those years and for a brief time its acting executive secretary, presents an interpretive account of the NEA's work in such areas as collective bargaining, legislation, equality, and political action.

Unfortunately, with a tunnel vision, he follows the party line on such issues as those surrounding the aborted efforts of an NEA-AFT merger and of NCATE (accreditation) representation, and even omits a discussion of the highly controversial Model Teacher Licensure Act in which the NEA scrambled for the driver's seat of teacher certification. In fairness to West, however, a 261-page book cannot treat all of the major topics on which the NEA has waged recent crusades.

The naive educator could easily be taken in by this somewhat bland accounting of the NEA's unvarying foresight and rectitude and become con-

vinced that the NEA is the "logical power base for American education." While the data are accurate, they tend to be misleading with the absence of balancing data and rationale. In his mellow kindness, the author seems more candid than candid in his portrayal of the NEA. Yet, experienced professionals will enjoy the book because they can sprinkle grains of salt on the appropriate portions of eulogy, and place the NEA's authentic, valued contributions in a less simplistic and more realistic perspective.

Available from The Free Press for \$15.95.

School Desegregation: Past, Present, and Future.

Edited by Walter G. Stephan and Joe R. Feagin.
New York:
Plenum Press, 1980.

—Reviewed by George Henderson, U.S. Air Force Academy, Colorado.

School Desegregation is an academically rigorous but sensitive approach to what could be called the most controversial Supreme Court decision in the twentieth century—*Brown v. Board of Education*.

The seventeen contributors provide not only succinct historical overviews but also penetrating perspectives of the legal, political, social, psychological, economical, and educational problems encountered by individuals charged with implementing the remedies mandated in the *Brown* decision. The cogent recommendations for desegregating schools are an added bonus. This, then, is a valuable reference book for those involved in school desegregation.

Available from Plenum Press for \$21.50.

Shades of Brown: New Perspectives on School Desegregation.

Edited by Derrick Bell.
New York:
Teachers College Press, 1980.

—Reviewed by George Henderson, U.S. Air Force Academy, Colorado.

The school desegregation issue for this decade is not how we should do it but, instead, whether we should do it. A decision of this magnitude is best made with a clear understanding of past efforts—helpful and harmful. *Shades of Brown* provides such an overview.

Given the reality that most black children still attend predominantly

black public schools, Derrick Bell challenges educators to use the *Brown* decision as a vehicle for providing effective schooling in institutions likely to remain minority schools.

Available from Teachers College Press for \$11.95.

Why Do Some Urban Schools Succeed?

Project Staff, *the Phi Delta Kappa Study of Exceptional Urban Elementary Schools*.
Bloomington, Indiana:
Phi Delta Kappa, 1980.

—Reviewed by Marjorie E. Souers, Indiana University-Purdue University at Fort Wayne, Fort Wayne, Indiana.

Those concerned with urban elementary education will find the *Phi Delta Kappa* study excellent reading. The case studies are informal and subjective, but the review of literature reflects objective research techniques. Despite these differences the variables identified as overcoming the negative factors of urban education are similar: external grants, special emphasis programs, supportive services, and parental involvement. However, the major factor appears to be the human factor—effective administrators and teachers who are willing to adapt to change and are highly committed to children and to their education.

While recommendations are offered for transforming other schools into exceptional schools, no easy solutions are given. This is as it should be, for individuals involved in decision making must confront and solve the problems endemic to each school. Within this study, nevertheless, lies the hope that efforts can be successful.

Available for \$7.00 from *Phi Delta Kappa, Incorporated, P.O. Box 789, Bloomington, IN 47402*.

Selecting Materials for Instruction: Subject Areas and Implementation.

Marda Woodbury.
Littleton, Colorado:
Libraries Unlimited,
Incorporated, 1980.

—Reviewed by Sheila Rezak, Purdue University, Hammond, Indiana.

Volume 3 of *Selecting Materials for Instruction* focuses on "Subject Areas and Implementation" and can be used independently from its companion vol-

umes, "Issues and Policies" and "Media and the Curriculum." In volume 3, elementary and secondary teachers and librarians are introduced to the art of selecting print and nonprint media in 15 areas such as science, language arts, and career education.

Woodbury multiplies her wealth of resources, since her "key publications" don't include children's materials themselves, but bibliographies of materials. The reader should think of this book as a stepping-stone to other publications and thus derive the maximum benefit from the work.

Available from Libraries Unlimited for \$22.50.

Street-Level Bureaucracy: Dilemmas of the Individual in Public Services.

Michael Lipsky.
New York:
Russell Sage Foundation, 1980.

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

Much has been written on the working conditions that teachers endure. Stress, burnout, bureaucratic interference, and lack of adequate supervision have been discussed, researched, and fought over. What has not, up until this publication, been studied are the similarities in the working situations of other "street-level" bureaucrats.

Lipsky describes, quite successfully, the analogous relationships between teachers, police, firefighters, and other public service employees. His studies of working conditions, client relationships, and the rationing of limited services provide evidence for reform in these areas. Educational leaders, at all levels, would be advised to read, digest, and take heed of many of the conclusions drawn in this work. The discussions of professionalism bear special import for those concerned with improving the lot of the average teacher.

Available from Russell Sage Foundation for \$10.

A Way Of Being.

Carl R. Rogers.
Boston, Massachusetts:
Houghton Mifflin Company, 1980.

—Reviewed by Michael L. Mazzarese, AT & T Long Lines, Bedminster, New Jersey.

Carl Rogers was 79 years old on January 8, 1981. He has practiced psychology since 1927. *A Way of Being* is

his most current thinking on the person-centered approach to life.

Although there is a list of all Rogers' published writings between 1930 and 1980, this collection does not reveal new research findings, nor does it revel in old ones. However, Rogers does personally guide us through his world of being. We actually experience the man as he develops his thoughts and his person over the last 30 years.

This is a book for those who, like Carl Rogers, look forward to the consequences of authentic being. It is certainly a book to be held in the deepest positive regard.

Available from Houghton Mifflin for \$12.95.

The Effective Principal: Perspectives on School Leadership.

*Arthur Blumberg and
William Greenfield.*

Boston, Massachusetts:

Allyn and Bacon, Incorporated, 1980.

—Reviewed by Dustin A. Peters, Elizabethtown Area High School, Elizabethtown, Pennsylvania.

How would you describe "the effective principal?" Does he/she have a certain set of specific characteristics or leadership traits? Does a building principal readily "affect the form and substance of what occurs in a school?"

Blumberg and Greenfield respond to these questions and more. Eight chapters follow the subjects (male/female, elementary/secondary) in their roles as building principals. Based on in-depth interviews, this becomes the heart of the authors' efforts. It is enlightening to read and understand success, frustration, and feeling from the actual perceptions of these subjects.

The book possibly serves the role of becoming a companion piece to a traditional educational administration text. However, it would also be enjoyable reading for the busy on-the-line administrator who needs to pause and reflect much more than he/she does.

Available from Allyn and Bacon for \$15.95.

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