

Educating for a New Millennium.

Harold G. Shane with
M. Bernadine Tabler.
Bloomington, Indiana:
Phi Delta Kappa

Educational Foundation, 1981.

—Reviewed by Jack R. Frymier, Professor of Educational Foundations and Research at The Ohio State University, Columbus.

It was Robert Frost, I think, who set forth the proposition that "the United States is, not the United States are." The totality constitutes our nation's organizing center and its organic unity. The component parts—the states—are important elements, but they are not "the great sovereign states" of political conventioning rhetoric. The states derive their authority, vitality, and coherence from the larger whole. Or, to paraphrase Charlie Wilson's most famous misquotation, "What is good for the United States is good for the various states."

Something of this logic is in Harold Shane's latest book, *Educating for a New Millennium*, except he argues from and for an even broader geographical base. Shane advocates, if I understand him correctly, a conception of curriculum in which separate disciplines would derive their authority from and make their contributions to the whole of human knowledge. His theme is interrelatedness of facts, concepts, methods, and attitudes. This book shows that Shane, a tireless worker and producer, is also a survivalist, futurist, realist, and internationalist.

Based on interviews with 132 scholars in the natural and social sciences, Shane's study produces concepts that the scholars felt should be emphasized in schools: the need to conserve, interdependence, ecocide, entropy, conservation, dangers of explosive population growth, scientific method, evolution, the unity of nature, cycles in nature, systems analysis, examined values, freedom, responsibility, equality, law,



sense of history, government-and-the-governed relationship, trade-offs, diverse economic goals, global community, social fragmentation, and voluntary frugality versus enforced austerity—to cite a few.

Throughout the book, Shane makes the case for lifelong learning and attention to human values. For example:

Education for a new millennium, in an era of tension and turmoil, seems to be emerging as a lifelong process designed to make humans of all ages more receptive to those values that have guided civilization since long before the time history remembers. Such human values include appreciating, understanding, and creating beauty, and personifying truth and integrity in thought and action (p. 69).

Shane suggests using social indicators of the probable future as a basis for evolutionary curriculum change. He uses Thomas Kuhn's paradigm of scientific revolutions as an analogy from which to conceptualize changes in the school curriculum. Beginning with the "old paradigm" (or "normal science"), Shane identifies corresponding elements in curriculum development (in other words, instructional and curricular practices of 20 to 40 years ago), including anomalies, crises, new proposals, struggle with conflicting ideas for ascendancy, and then a "new paradigm" (or "new curriculum"). Shane stresses planning for change and he feels that curriculum theorists and practitioners must propose alternative practices.

He also compares subject-centered curriculum with learner-centered curriculum and suggests "that a learner-centered curriculum might be phased into one that gradually emphasizes greater concentration on content" (p. 84). Stressing interrelatedness of theory and practice, Shane feels that a sound, future-oriented curriculum will emphasize world realities, trade-off (giving something of value to obtain something of worth in return), evaluation and selection among options, and consensus through cooperative social action.

Shane leans heavily on his own extensive experiences to make sense out of the scholars' suggestions, but *Educating for a New Millennium* is a fascinating glimpse into the minds of competent people who are deeply concerned about the future of the world.

This is not a handbook for curriculum developers, though it is filled with specific items of content and process that will deepen their insights and sharpen their perceptions. Those who know Harold Shane will find this book a natural extension of what he has been writing and talking about for the past ten years, with this volume moving to another level of discourse about curriculum development and the purposes of education.

People who take their cues for curriculum development from state guidelines and federal mandates will be frustrated with Shane's analysis and proposals for change. His ideas do not lend themselves to bureaucratic mentality. Those who recognize and accept that the world is filled with complexities, inconsistencies, and ambiguities will find the book delightful and provocative.

Occasionally, I had difficulty following Shane's train of thought from interview to concept to principle to proposal, and the description of methodology is so limited that the book can hardly be described as a research study. But, this is an important book because it approaches curriculum in a unique way.

Available from Phi Delta Kappa for \$6.

The Nature and Measurement of Competency in English.

Charles R. Cooper, editor.
Urbana, Illinois:
National Council of Teachers
of English, 1981.

—Reviewed by Robert Munnely, Reading Public Schools, Reading, Massachusetts. Much of the minimum competency testing movement bears on the subject of English. Competency in reading and writing make up the bulk of the assessment now mandated by state policy makers. The headlong rush into competency testing without concomitant development of comprehensive competency education creates problems, and that's the subject of this book. While they address issues of testing and measurement, the authors go beyond a narrow measurement-based definition of competency and literacy in reading, writing, and media.

The most illuminating chapter, by John Mellon, explores competency in language by reviewing current research and theory in linguistics.

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 for \$12.45.

Bold Experiment: The Story of Educational Television in American Samoa.

Wilbur Schramm, Lyle M. Nelson,
and Mere T. Betham.
Stanford, California:
Stanford University Press, 1981.

—Reviewed by Albert L. Goldberg, Wayne County Intermediate School District, Wayne, Michigan.

The story—"Television came to American Samoa on Sunday afternoon, October 4, 1964." For the next 18 years the mission was to modernize an entire educational system.

In this story lessons may be learned and re-learned about what makes educational technology work in a school system—the effects of the "crash" program; conflicts in educational goals; differing expectations about outcomes; the price of not involving teacher-users early in development; the need to start small, test, revise, craft the evaluation design early; how and when to involve what kind of technical assistance, and so on.

All of this has a familiar ring. It reconfirms the notion that our engineering and hardware capabilities have far

outrun our ability to define and deal with the organizational and political problems that a massive technological intervention poses for school systems. Perhaps we'll be smarter with cable TV, microcomputers, satellites, and other such things.

Available from Stanford University Press for \$17.50.

Educational Tort Liability and Malpractice.

Eugene T. Connors.
Bloomington, Indiana:
Phi Delta Kappa, 1981.

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

Connors focuses on torts—injuries in and out of school, mishaps in science and industrial arts classes, injuries in physical education classes and athletic programs, corporal punishment and assault and battery, defamation of character.

Clearly and succinctly, he presents classic and recent cases, and in chapter summaries he distills school law principles for each tort to help educators minimize their liabilities and risk of suit.

Available from Phi Delta Kappa, Box 789, Bloomington, IN 47402 for \$6.

Annehurst: The Natural History of a Good School.

Donald P. Sanders, Marian Schwab.
West Lafayette, Indiana:
Kappa Delta Pi, 1981.

—Reviewed by Arnold Willems, University of Wyoming, Laramie, Wyoming.

People are important! Good competent people can create a good school.

This book about Annehurst School is not only about the technical curriculum information but also the ethos of the pupils, parents, teachers, administrators, and university consultants. Using ethnographic procedures, Sanders and Schwab emphasize the personal contributions that have created a favorable learning climate with individualized educational programs for children.

This is rather a description of the trials, tribulations, and also positive aspects of becoming and remaining a good school. Elementary school teachers and principals will find Annehurst's process a vital, instructive story.

Available from Kappa Delta Pi, P.O. Box A, West Lafayette, IN 47906 for \$4.

Educators on Trial: The Identification and Prevention of Classroom Malpractice.

James Leary.
Farmington, Michigan:
Action Inservice, Inc., Publisher, 1981.

—Reviewed by Hellen I. Guttinger, University of Florida, Gainesville, Florida.

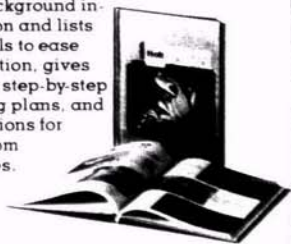
In *Educators on Trial* Leary attempts to heighten educators' awareness of school practices that are likely bases for litigation. Do not look here for comprehensive analysis of legal issues surrounding educational malpractice, but if you are a busy administrator seeking an overview of specific actions within schools that may cause you to be vulnerable, you will find instructive the twelve court cases in this book.

Available from Teachers Central Clearing House, 9401 General Dr., Plymouth, MI 48170 for \$10.95 plus \$1.50 postage and handling.

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