

SELECTED FOR REVIEW

Reviewers: Malcolm A. Lowther
Ronald C. Doll
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Steven J. Fredericks
Norman J. Bauer

Writing and Evaluating Curriculum Guides. *Weldon F. Zenger and Sharon K. Zenger.* Belmont, California: Fearon Publishers, 1973. 66 pp.

Curriculum: Quest for Relevance. *William Van Til, editor.* Second edition. Boston: Houghton Mifflin Company, 1974. 432 pp.

Curriculum Evaluation. *David A. Payne, editor.* Lexington, Massachusetts: D. C. Heath and Company, 1974. 357 pp.

Heightened Consciousness, Cultural Revolution, and Curriculum Theory. *William Pinar, editor.* Berkeley, California: McCutchan Publishing Corporation, 1974. 173 pp.

—Reviewed by MALCOLM A. LOWTHER, Professor of Education, University of Michigan, Ann Arbor.

Zenger and Zenger's booklet grew out of the authors' "own frustration in attempting to use a variety of curriculum guides," and describes "a method of evaluating exist-

ing guides and writing new ones." To implement these objectives, the authors, both classroom teachers, have developed a Curriculum Guide Checklist and a Curriculum Guide Self-Rating Scale.

The Checklist, designed to assist curriculum workers in writing guides, is organized into the following four sections: format; design; content, materials, and procedures; and evaluation. Each section is then broken into a series of specific guidelines relating to it. To use the Checklist, the writer simply checks progress on each item, thus providing a record of guide status. On the other hand, the Self-Rating Scale provides teachers with a device for evaluating and comparing existing curriculum guides. It, too, is organized around key items with a six-point scale for each entry.

Although the design is not as sophisticated as others in the literature, it should prove to be very useful for school people engaged in curriculum work.

Review Coordinators: HEATHER L. CARTER, Associate Professor, Department of Curriculum and Instruction, The University of Texas at Austin; HILDA P. LEWIS, Professor of Elementary Education, California State University, San Francisco; CAROL A. MILLSOM, Associate Professor of Education, University of Michigan, Ann Arbor; BETTY PSALTIS, Professor of Elementary Education, California State University, San Francisco; and ESTHER ZARET, Milwaukee, Wisconsin.

The next two books, Van Til's *Curriculum: Quest for Relevance* and Payne's *Curriculum Evaluation*, are both collections of readings. Each uses some kind of short introductory or summarizing statement to introduce sections and provide integration. Both books are well indexed. For me, collections of readings present a number of problems, the most difficult being how to make use of them in the classroom.

Even so, a market for them must exist, judging from the Van Til collection which is a second edition, the first having appeared in 1971. The 1974 edition consists of 48 entries, 19 of which were in the first. The selections, organized around a number of topics, are taken from a wide variety of sources with the largest representation coming from two journals: *Phi Delta Kappan* and *Saturday Review*.

Van Til has also included chapters drawn from previously published books, a practice about which I have reservations. Perhaps its purpose is to lead the reader to the book. If you are looking for a wide-ranging collection of contemporary materials about curriculum, you may wish to examine this reader.

However, one topic not included in it is curriculum evaluation. This omission supports Payne's contention in his *Curriculum Evaluation* that a communication gap exists between curriculum personnel and educational evaluators. Payne's collection is designed to facilitate the exchange of information between these two groups. To that end, he has selected articles which in his judgment appeal to both groups and has organized them around topics such as the purpose of evaluation, planning and designing evaluation studies, and illustrative curriculum evaluation projects. The book's prologue and epilogue, authored by Payne, are excellent, providing a valuable and succinct introduction to the "state of the art." Also, the 300-item reference list is almost worth the price of admission. All in all, Payne's collection of scholarly articles is a valuable addition to curriculum literature and should have wide utilization by curriculum workers.

In May 1973, Pinar, editor of the final volume being reviewed, convened a confer-

ence in Rochester with the title "Heightened Consciousness, Cultural Revolution, and Curriculum Theory." The book is a compilation of the addresses given at the meeting plus a series of reactions to them. As I understand, the purpose of the conference was to apply "countercultural versions of man, society, and knowledge" to curriculum issues, particularly curriculum theory. To this end, major papers were presented by Pinar, Robert Starratt, Dwayne Huebner, Donald Bateman, Maxine Greene, James Macdonald, and William Pilder. Few, if any, thematic constraints were imposed upon the presenters; consequently, the range of topics and ideas is wide indeed. Even so, there is little material in the book that could be used directly by school practitioners. For students of curriculum it does represent a series of different, sometimes refreshing, and always provocative statements about curriculum theory. □

Innovations in Secondary Education. Second edition. *Glenys G. Unruh and William M. Alexander.* New York: Holt, Rinehart and Winston, Inc., 1974. 287 pp.

—Reviewed by RONALD C. DOLL, Professor of Education, Richmond College, City University of New York, Staten Island.

The 1974 version of *Innovations in Secondary Education* is the second edition of a well-received paperbound book published originally in 1970. The 1970 and 1974 editions contain eight chapters built around the same pertinent themes: the rationale and nature of educational innovation, the student, the curriculum, school organization, staff roles and relationships, instructional media, utilization of space, and processes of innovation and change.

The Unruh-Alexander book is better organized than its current competitor, the more extensive volume by VonHaden and King. When they present examples of innovations in secondary schooling, the authors have no difficulty in adhering to their broad definition of innovation: "the introduction of a novel factor, perceived as new by a given

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school and community, supported by a driving force, and implemented as a practical advance that deviates from established or traditional forms" (p. 24). The first chapter, titled "Why Innovate?" is clear and comprehensive, and the last paragraph in the book, on "the power of innovation," is the epitome of common sense. Between Chapter One and the last paragraph, one finds instances and illustrations which identify places, people, and procedures.

The second edition seems to suffer from two major shortcomings. The first is its failure to deliver appropriate illustrations in some of the areas of present and probable future concern; for example, the values dilemma confronting youth, new strategies in affective education, and community-centered secondary education, as opposed to mere secondary schooling. The second shortcoming is the authors' apparent loss of contact with practitioners in secondary schools who can supply down-to-earth illustrations of innovative practice which for them, the main purchasers of the book, have a convincing ring of reality. □

Curriculum Planning: A New Approach.

Glen Hass, Joseph Bondi, and Jon Wiles, editors. Boston: Allyn and Bacon, Inc., 1974. 505 pp.

—Reviewed by **JEFFREY M. ELLIOT**,
Dean of Curriculum and Assistant Professor
of History and Political Science, Miami-Dade
Community College, North Campus, Miami.

This new text on curriculum planning comprises nearly 80 essays by some of Amer-

ica's leading educators. Focusing on the theme of curriculum development, the editors identify a plethora of special topics, including social forces, human development, learning theory, knowledge acquisition, curriculum requirements, childhood education, and education for transescents, adolescents, and adults. These topics are examined using a modular approach—one which includes background information, a rationale, goals and objectives, student performance competencies, alternative learning strategies, and pre- and post-tests.

Perhaps the most innovative aspect of the book is its definition of curriculum, which suggests that "education must be distinguished from schooling," and that "teachers, as well as others, must be viewed as curriculum planners." The volume also employs a multidimensional approach to instructional development, arguing that the curriculum planner must base his/her work on knowledge about the individual, society, and the group.

In the introduction to the volume, the editors posit four basic performance competencies which this text is designed to meet:

1. To describe and analyze a curriculum or teaching plan
2. To formulate and justify a set of criteria for evaluating a curriculum or teaching plan
3. To explain and use the roles of various persons in curriculum planning and change
4. To identify, describe, and evaluate ideas, trends, and innovations or programs of education at all age levels.

The editors have brought together a

wealth of interesting and provocative essays dealing with virtually every aspect of curricular development. In this regard, the book constitutes a useful synthesis of the current state of scholarly thinking on this subject and should prove helpful to students and teachers who want to deepen their understanding of the topics covered. On balance, the volume asks more questions than it answers, suggesting a host of possibilities for future research and investigation. This limitation, however, does not seriously detract from what is an otherwise valuable contribution to the growing body of literature on curriculum planning. □

Instructional Supervision in Georgia. *Georgia Association of Curriculum and Instructional Supervision.* Athens, Georgia: the Association, 1974. 174 pp.

—Reviewed by MILDRED SWEARINGEN, Professor of Education, Florida State University, Tallahassee.

A group of Georgia educators long identified with supervision of instruction recently prepared a small book, *Instructional Supervision in Georgia*. It should be valuable to educators across the country who are interested in supervision and especially the education of supervisors.

One major section deals with the forces and factors shaping supervision for 200 years in Georgia, from the founding of the first schools in Savannah in 1734 until the mid 1930's. The impact of societal conditions and economic upheavals upon educational efforts and aspirations stands out sharply. The contributions of philanthropic agencies such as the Jeanes, Peabody, and Rosenwald funds are also easily visible.

A second important section deals with the education of supervisors. Beginning in 1934, Georgia was the scene of pioneer and sustained efforts in developing a cooperatively planned program for the preparation of supervisors of instruction. This program has evolved and broadened through nearly 40 years, and continues to involve the university, the individual potential supervisor, and the

employing school system in a truly collaborative effort. The excerpts included from the diaries of beginning supervisors bring great realism to the pages. Many of the insights and problems revealed in the diaries have a remarkably contemporary sound, regardless of the decade in which they were written.

Thanks are due Edith Grimsley, Reba Burnham, Johnnye V. Cox, James Hussey, H. T. Singletary, Jr., and Albert Wood, who served as the research and writing committee. If each state had a similar document regarding the evolution of supervision in its area, there could well be a deeper understanding of the roots of supervision, the part that the past plays in shaping present practices and expectations, and the bases from which to project future steps. □

Dauntless Women in Childhood Education, 1856-1931. *Agnes Snyder. Margaret Rasmussen, editor.* Washington, D.C.: Association for Childhood Education International, 1972. 405 pp.

—Reviewed by MICHAEL S. SHAPIRO, Doctoral Candidate, Brown University, Providence, Rhode Island.

Dauntless Women appears in a time of confusion, and some fear, about the direction of early childhood education. By contrast the nine biographical sketches of the book are portraits in clarity and courage. Agnes Snyder tells the story of the famous personages in childhood education—women whose strength of character brought them to the centers of educational leadership. The author, however, probes beyond the professional careers of the women. Behind the portraits lies the theme of the child as a symbol of good and the view of early childhood education as a moral calling. To many today the leaders of the past seem moral stewards, lives which would be better forgotten. To others *Dauntless Women* will provide a welcome relief. In either case the work is clearly more than a sentimental journey through archives of childhood education.

The portraits cover the first century of formal childhood education in the United

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States. The biographies fall roughly into two intellectual generations: Froebelians and reformers. The first group, all born before the Civil War, accepted the principles and practice of the German educator Friedrich Froebel. Froebel, popularly known as the originator of the kindergarten, based his educational thought on the importance of play in the development of the child. The curriculum, however, was built around a rigid sequence of geometrical forms ("gifts") and activities ("occupations"). To the first generation of American "kindergartners"—Margarethe Schurz, Elizabeth Peabody, Susan Blow, Kate Douglas Wiggin, and Elizabeth Harrison—Froebelian theory and practice carried the force of law. The second generation, represented by the careers of Alice Temple, Patty Smith Hill, Ella Victoria Dobbs, and Lucy Gage, led a quarter of a century fight for curricular reform. Influenced by the scientific findings of G. Stanley Hall and the child study movement and the

educational philosophy of John Dewey, the reformers by the turn of the century won the day.

The biographies are important keys to understanding changes in American ideas about the family, childhood, and education in the 19th century. *Dauntless Women* provides previously hard-to-locate material, but the task of historical interpretation remains.

The final message of *Dauntless Women*, then, is not so much change as it is continuity of the important threads, such as, creativity, unity (or social interrelationships and balance in environment), continuity in curriculum and from one age level to the next. The book searches for the qualities which transcended the ideological and generational differences. What makes these women dauntless is their pursuit of a moral education for early childhood. They sought not education for right and wrong behavior, but early childhood education itself as a moral force in the world. □

Educational Planning. *Fred J. Brieve, A. P. Johnston, and Ken M. Young.* Worthington, Ohio: Charles A. Jones Publishing Company, 1973. 188 pp.

—Reviewed by STEVEN J. FREDERICKS, Faculty Member, Graduate Programs, Bank Street College of Education, New York.

The recent popularity of competency-based education has, unfortunately, not eluded the authors of *Educational Planning*. The familiar rhetoric of accountability, measurement, and objectives is liberally sprinkled throughout. Before I offer a critique of this effort, let me briefly present the basic steps in the planning process as outlined in this volume. The first component of the planning process is titled, "Establishing the Arena," which is then followed by "Establishing Goals," "Assessing Needs," "Identifying Resources and Restraints," "Formulating Performance Objectives and Priorities," "Generating Alternatives," "Analyzing Alternatives," "Selecting Alternatives," "Developing and Implementing Process Objectives," "Evaluating Process and Performance," and

"Modifying the System." Somehow, I have the strange feeling that we've been here before.

The difficulty with applying business management techniques to the educational enterprise is simply that we reinforce the notion of education as business. For those of this persuasion, you will enjoy the book immensely. For those of you who see education as something more than a business proposition, this book will be extremely disappointing.

Business management decisions are often based on measurable or quantifiable data. To the extent that measurement techniques are valid, we should use them. The process of education, unfortunately, does not easily lend itself to validation through measurement of quantifiable data. In fact, as Jencks has pointed out, many of the important determinants of education (non-cognitive traits, in particular) have not even been researched, much less measured quantitatively. Keeping this in mind, consider a statement from the book: "However stated, objectives must be part of the goal and must be somehow measurable."

To throw out many of the things we hold dear because they aren't measurable is absurd. Yet the authors do not provide any help. The application of this planning process is illustrated through an example they use, and heavily rely upon, of a man who employs this planning technique in order to lose forty pounds of weight. What this exemplar has to do with education is beyond me, and the same applies to the book under review. □

Education for Liberation: Readings from an Ideological Perspective. Norman R. Bernier and Jack E. Williams, editors. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 310 pp.

Emerging Educational Issues: Conflicts and Contrasts. Julius Menacker and Erwin Pollack, editors. Boston: Little, Brown and Company, 1974. 400 pp.

—Reviewed by NORMAN J. BAUER, Pro-

fessor of Educational Studies, State University College of Arts and Science, Geneseo, New York.

Ideologies are belief systems, based on ideas, attitudes, myths, truths, falsehoods, justifications, traditions, and symbols. Bernier and Williams identify six ideological belief systems in America: (a) Scientism, (b) Romanticism, (c) Puritanism, (d) Progressivism, (e) Nationalism, and (f) Educationism. It is generally within such systems that individuals find the source of their commitment and the guide to their behavior.

Menacker and Pollack believe that educational issues reflect the interaction of a multiplicity of forces in society. To facilitate their analysis of nine issues, they employ a three-dimensional model which consists of: (a) an overview of the issue; (b) a radical, liberal, conservative analysis of the issue; and (c) a future-focused projection about the issue.

Together these books stress a need for clarity and understanding as the key to improved behavior. They reveal a strong respect for theory and suggest that one's freedom to choose is governed by the clarity of his or her theoretical awareness. Both can be viewed as liberal works, focusing on the rights of the readers to make their own decisions, construct their own standards of perfectibility, and determine their own futures. Both are, therefore, the bane of systems analysts because they do not offer answer-centered, predetermined conclusions.

The books differ in that Menacker-Pollack bring balance to the viewpoints included in their work, while Bernier-Williams do not make such an attempt.

The materials contained in these volumes ought to be seriously pondered by all individuals interested in expanding their intellectual awareness of significant educational issues. For, it is as true today as when Bode pointed it out years ago, "... the question of the place of human intelligence in human affairs (is) the fundamental issue of our civilization."¹ □

¹ Boyd H. Bode. *Progressive Education at the Crossroads*. New York: Newsome and Co., 1938. p. 100.

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