

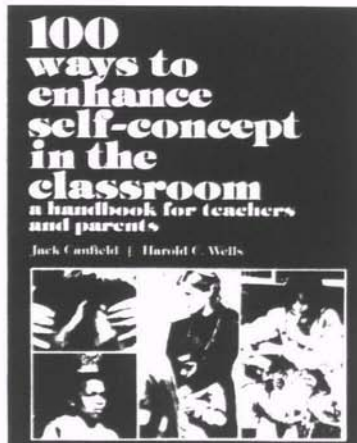
Book Reviews

Review Coordinators: Charles W. Beegle, Associate Professor of Education, University of Virginia, Charlottesville; James B. Boyer, Professor and Institute Director, Urban Education Institute, Kansas State University, Manhattan; Wilma S. Longstreet, Professor of Education, University of Michigan, Flint; and Edna Mitchell, Head, Department of Teacher Education, Mills College, Oakland, California.

The Person in Education: A Humanistic Approach. Courtney D. Schlosser. New York: Macmillan Publishing Co., Inc., 1976. 413 pp. **100 Ways To Enhance Self-Concept in the Classroom.** Jack Canfield and Harold C. Wells. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976. 253 pp. —Reviewed by Donald M. Wirick, Graduate Student in Education, Indiana University, Bloomington.

In the face of the current push "back to basics," the educator concerned with the individuality of children will find the two books under review supportive. In *The Person in Education: A Humanistic Approach*, Courtney Schlosser has assembled a collection of 31 essays that reflect a broad range of theories and practices of educational humanism. The Canfield and Wells' book, *100 Ways To Enhance Self-Concept in the Classroom*, outlines some practical approaches to humanizing education.

Schlosser has chosen essays by such diverse thinkers as Jean-Paul Sartre, Abraham Maslow, Carl Rogers, John Dewey, and A. S. Neill as reflective of the foundations and substance of humanistic education. By providing such a varied selection, he has forced his readers to penetrate the surface meaning of humanism. According to Schlosser, philosophical humanism—as it relates to educational thought—derives much of its current meaning from "existentialism, phenomenology, humanistic psychology, phenomenological sociology, neo-Marxism, and philosophical anthropology." Such an all inclusive concept of humanism has allowed Schlosser to assemble some thought provoking essays which, although apparently conflicting with traditional concepts of humanism at times, do



seek to identify the meaning of being a person. For Schlosser, "there is no knowledge outside the realm of becoming a person."

Schlosser has elected to omit works that this reader considers essential to an understanding of humanistic education. He attributes the omission of works by Julian Huxley and Herbert Marcuse to lack of space and finances, but I am not persuaded that his final selection best supports his stated concept of humanism.

In dealing with the psychological foundations of humanism, Schlosser includes an essay by Carl Thorensen titled "Behavioral

Humanism." Thorensen makes the argument that Skinnerian behaviorism shares much in common with contemporary humanism. Admittedly, Skinner may share with many humanists, such as Maslow, a commonality of research designs and techniques—but here the similarity ends. In his article, "The Science of Learning and the Art of Teaching" (1954), Skinner expresses an attitude at odds with a humanistic approach. He says, "In public schools, skills are minimized in favor of vague achievement—educating for democracy, educating the whole child, educating for life and so on." Skinner's annoyance here would be Schlosser's goal.

Schlosser's view of himself as an existential humanist has no doubt influenced his inclusion of Sartre's essay, "Existentialism Is Humanism." Yet it would seem that other theorists might better represent Schlosser's position on humanistic education. He states that "humanistic education . . . must not and cannot ignore the cultural world of man" (p. 204) and that "education should be meaningfully tied to other social institutions that are also educating and teaching their citizens right conduct for a humane world" (p. 3). This position seems to clash with Sartre's assertion that persons act according to their own

needs and, hence, independently of social norms. Sartre believes there are no universal values that direct individuals in their behavior. He states, "It is nowhere written that 'the good' exists, that one must be honest or must not lie, since we are now upon the plane where there are only men" (p. 61).

Despite some editorial inconsistencies, Schlosser's book provides some significant essays for understanding the foundations and practices of contemporary humanistic education. In addition to focusing on the core of humanistic thought, Schlosser emphasizes the importance of creating a humanistic consciousness in the classroom. Schlosser recognizes the potential of the school as an important determinant in the humanization and development of the individual as a person.

In contrast to Schlosser's theoretical approach to educational humanism, *100 Ways To Enhance Self-Concept in the Classroom* provides concrete examples for humanizing a school experience. Canfield and Wells present classroom activities tested by educators as useful tools in developing self-esteem. Here is a collection of exercises that should sensitize teachers, group leaders, and parents to ways of helping people know and appreciate themselves. Sections on "Mirror Bragging," "Positive Feelings," "Who Are We?" and "Success Sharing" suggest activities for people who are learning to like themselves. Canfield and Wells have also included an annotated bibliography of books, curriculum materials, periodicals, and organizations that are directed toward developing self-knowledge.

Many readers of *100 Ways* will recall a perceptive teacher

who helped them kindle a self-awareness. Most teachers do want to help students view themselves more positively. Canfield and Wells have mapped out some approaches and exercises that teachers can use to aid students in developing a positive self-concept. For those teachers and parents unsure of their own self-esteem, the book may at first appear threatening in its call for open interaction with students. Nevertheless, those who can immerse themselves in the activities described should begin to recognize who they themselves are and where they are going.

Both *The Person in Education* and *100 Ways* are helpful aids in focusing on humanistic education. Schlosser's book should be read by those concerned with the foundations of humanism. For those readers also seeking a "how-to" approach to humanistic education, in and out of the classroom, Canfield and Wells' book is highly recommended.

Education and Employment.

Russell G. Davis and Gary M. Lewis. *Lexington, Massachusetts: D. C. Heath and Co., 1975. 166 pp.* —Reviewed by Florence D. Grebner, Associate Professor and Director, Division of Physical Education, George Williams College, Downers Grove, Illinois.

Davis and Lewis purport that the American system of education must change to meet changing demographic and economic demands. Such changes must be in the direction of relating education to the world of work, with an emphasis on career selection that is psychically rewarding to

the individual, as well as productively contributory to societal needs. The authors caution that such a change in educational focus is problematic, due in part to the present limited allocation of fiscal resources for educational purposes.

Via a masterful tracing of historical and comparative demographic, economic, and educational trends, the authors provide an insightful context from which to deal with the futuristic concept of changing the focus of educational institutions from general education to experiential, work-related education. The reader is not dissuaded from believing, however, that general education is properly a function of educational institutions. Forecasts of the population, economy, and labor force spanning the next fifteen years subscribe to work-based education, employment creation, and job development for in-school and out-of-school clientele. A case is made for career development and employment enhancement conducive to all age ranges, varying levels of educational attainment, and skill proficiency discrimination.

In promoting a marriage between education and employment, the book emphasizes corporate programming. The authors persuasively and descriptively prescribe remediation not only for education institutions, but for the world of work. "Study, what you do and do what you study" is embraced as a theorem underlying the tenor of the text.

The content of the book emerges from a sound and current data base gleaned from documented sources, and reflects objective and bias-free treatment of the data. While a major change in educational focus is advocated, it is not in the spirit of rendering criticism of what education is, but

rather what it is not or what it might also be. The text is logically styled in a very readable and practical manner, with a view toward programming for change. The reader is stimulated to action and is provided a sound base from which to go forth.

The book is essential reading for all who perceive schools as serving institutions that affect positive societal change, and all who have a vested interest in change as related to the world of work and to the American economy. Excluded is no one. School administrators, educators, and prospective employers should not deny themselves this informative and probably trend-setting document.

Analytical Models in Educational Planning and Administration. Hector Correa, editor. New York: David McKay Company, Inc., 1975. 277 pp. —Reviewed by David G. Carter, Sr., Associate Professor of Educational Administration, Pennsylvania State University, University Park, and J. John Harris, III, Associate Professor of School Administration, Indiana University, Bloomington.

Today, as models of planning and administration proliferate, there is a need to systematize these new developments. Although it has developed very recently, the use of mathematical methods in educational planning has produced many different conceptual frames of analysis.

Analytical Models in Educational Planning and Administration provides a needed perspective on institutional planning in higher education. Many of the leading

figures in educational planning are represented in this text. The contributors in this book undertake: (a) to describe various mathematical models which have value for educational planning, and (b) to review studies which focus on institutional planning.

For anyone speculating about key issues in institutional and/or educational planning which currently affect higher education this book is a first-rate source. It is both timely and objective in its treatment of the subject.

The title does not reveal the breadth of the text, which is broad enough to maintain the interest of anyone concerned with educational planning on a high level (regional and country basis) and in educational institutions.

This two-part, ten-chapter volume, although a highly analytical presentation, is very smooth in transitions from chapter to chapter. Hector Correa, in the first chapter, reviews the literature concerning the utilization of scientific (mathematical) models in educational planning. He also identifies and describes the various models used. Chapter 2 describes models for forecasting the flow of students in an educational institution. The remaining chapters cover educational planning in such areas as state variable models; social benefits of improving pupil performance; and practical optimization models for university departments. The final chapter concentrates on an economic analysis of the cost and production functions in the university education system.

The only weakness, if there is any, is the extensive use of mathematical models, which limits the reading audience to those who feel at ease in working with such models.

In view of the importance of

educational planning, the need for understanding alternative planning models, and the authoritative coverage provided by Correa and the contributors, *Analytical Models in Educational Planning and Administration* is recommended for administrators and those in institutional planning in higher education.

Scaling the Ivory Tower: Merit and Its Limits in Academic Careers. Lionel S. Lewis. Baltimore: Johns Hopkins Press, 1975. 238 pp. —Reviewed by Lowell Horton, Professor of Education, Northern Illinois University, DeKalb.

Sociologist Lionel S. Lewis has amassed some lively evidence to support his conclusions about what leads to success in the academic life. As background to his consideration of academic freedom, sexism, merit, tenure, and other highly charged subjects, Lewis examines the attitudes of those in universities toward academic qualifications. The nineteenth century view that "Only those of the highest religious standards need apply" has been replaced by the modern caveat, "Publish or perish." But, the evidence shows, research and publication may not be such prime considerations after all; being a congenial person may be just as important.

Lewis employs an irreverent wit, lucid writing, and intriguing sociological data to assail some long-standing myths about life in our universities. The central myth exposed (and the main myth from which many smaller myths spring) is that the university is a meritocracy. While we have come to accept the "publish or perish" syndrome as a kind of conven-

tional wisdom about the species *academician*, Lewis presents data to suggest that, with the exception of the top ten or so most prestigious graduate schools, professors do not perish for failure to publish. In fact, the professor who has developed the social amenities to a high art form is more likely to scale the ivory tower than his or her less gregarious but more productive colleagues. Hours spent in convivial repartee in the faculty lounge may very well be the single best predictor of success in the academic life.

Publication and research do not hurt unless accomplished at the expense of time and energies which could be better used for socialization and departmental politics—but they help only those who do not fit in the social and political structure. Individuals who rankle their colleagues and administrators may save their positions if they are able to publish, but those who are able to polish their social and political skills need not bother with writing and research.

Another myth attacked by

Lewis is that placement in the academic market is a product of achievement rather than of ascription. We have come to accept as a kind of primeval truth that status is acquired through effort, ability, knowledge, and skill rather than because of other statuses already held. This belief is patently unfounded when viewed in light of Lewis' data. Achievement and a desirable university appointment are only imperfectly related. Closely related to a desirable academic appointment are the graduate school attended (which is related to the undergraduate college attended, which, in turn, is related to the social class origin of the student), the graduate advisor assigned, and personal characteristics of the graduate student. The most prestigious graduate schools select students from the most prestigious undergraduate schools and help them locate the best positions regardless of how effective their graduate training programs are. In addition, the more prestigious the university, the more likely it will hire its own graduate or the graduate of an-

other prestigious school. Lewis provides evidence that 85 percent of the faculty members in the 12 top-ranked universities received their highest degrees from one of those 12 institutions.

Not to be missed in this provocative book are sections on "Wives, Females, and Other Considerations"; the diary of a day in the life of a professor; a look at how the celebrity syndrome has spread to the campus; an analysis of discrimination against men with unprestigious pedigrees—and against all women; a discussion of the inevitable bureaucracy in university functions; and a well documented examination of the tendency to think that gifted teachers will make gifted administrators.

This is a book for anyone who wishes to explore the intricacies of American universities with a guide who combines lucid writing style, faultless scholarship, and keen perception. *Scaling the Ivory Tower* provokes a sober consideration of where our universities are now and where they are headed. [E]

Reviewers



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