



Book Reviews

Curriculum Theory. By George A. Beauchamp, 1968 (second edition). Available from The Kagg Press, Wilmette, Illinois 60091. 186 pp. \$5.25.

Extension educators frequently differentiate between two approaches used in program (curriculum) planning. In some situations, the clientele help determine the goals and means of educational programs; in others, program planning is accomplished for the clientele by professionals. A third approach found in the literature focuses on the elements of program (curriculum) planning without considering who is involved in the planning process.

In the above classification scheme, *Curriculum Theory* would be included in the second category. Curriculum planning is viewed as being the responsibility of professional educators. Elementary and secondary education systems provide the contexts for discussion.

The purpose of the book is to examine the status of curriculum theory. The reader who is interested in a discussion of various curriculum theories will be disappointed in two ways. First, the discussion of various curriculum theories is restricted to ten pages. Second, no mention is made of curriculum (program) planning as it applies to adult education or to education outside the school system. The author is primarily interested in identifying and building the "sub-theories" of curriculum in three areas. Curriculum is viewed as a document, as a system of schooling, and as a field of study.

As a curriculum document, the author is concerned about the theoretical issues associated with its content and arrangement. Such a document would contain four sections: (1) a statement of purposes, (2) an instructional guide, (3) guidelines governing the use of the curriculum, and (4) an evaluation scheme. This document is viewed as a point of departure for educators in developing learning experiences.

A curriculum system is viewed as one of the systems of schooling as are the instruction and evaluation systems. Beauchamp uses the term "curriculum engineering" to represent both the system for making decisions about curriculum and for the dynamics of that process. The basic issues involved in a curriculum system are identified as producing a curriculum, implementing the curriculum, and appraising the effectiveness of the curriculum and the system. A separate chapter focuses upon issues about curriculum as a field of study.

The book probably has more practical value for the researcher than for the practitioner who is designing and implementing educational programs. The content of the book would have most interest for the person concerned with theory building and with the issues and problems of curriculum theory in the school setting.

*University of Wisconsin
Madison, Wisconsin*

HARLAN G. COPELAND
Visiting Professor

Educational Leadership. By Albert D. Waterman, 1967. Available from Exposition Press, Inc., New York, N.Y. 10016. 61 pp. \$4.00.

Would you believe: A book entitled *Educational Leadership* has been focused not on financing, buildings, and personnel arrangements, but on educational programming based upon a philosophy of education. A major plus for this untidy little book is that it focuses on the educator and not the arranger.

The term "untidy" is used because even though Waterman presents many noble and stimulating ideas, he doesn't explore them sufficiently. Most ideas are not fully developed, explained, or justified. The reader's appetite is whetted by Waterman's explanation of idealism, realism, and pragmatism—all philosophical themes concerning the nature of reality. Then he suddenly shifts themes and talks about education in a pluralistic society. Pluralism and education need to be talked about. Today's Berkeley and Columbia students forcefully raise questions of pluralism in an educational setting. But Waterman merely opens the subject; then drops it.

He devotes most of the book to the theory of the partially ordered set. He discusses such mathematical concepts as timelikeness, spacelikeness, ordering, ideal ordering, union, and intersection, and applies these concepts to educational programming and leadership.

This book would be most useful to the person struggling with a complex educational issue. Reading it can loosen the mind for a major task ahead and cause one to go beyond conventional educational theory. One can then approach a problem of educational programming from a new perspective, titillated by new ideas. Also, those interested in the program

evaluation and review technique (PERT) will find theoretical underpinning in this book useful to understanding that process. The book might be used by educators and supervisors to stress and reinforce the importance of causality and of placing methods in sequence so that effective educational impact is achieved.

As one who has heard Dr. Waterman speak and who knows he has a good deal of wisdom to contribute, I wish he had taken more time to fully develop and apply his theory of the partially ordered set to educational programming. Yet, the book should still be a part of the Extension educator's library.

Cooperative Extension Service
Washington State University

HARRY A. COSGRIFFE
Leader of Extension Programs

Understanding Children of Poverty. By David Gottlieb and Charles E. Ramsey, 1967. Available from Science Research Associates, Inc., Chicago, Illinois 60611. 76 pp. (No price listed.)

Understanding the economic and social deprivation that characterizes children of poverty is the nucleus of this well-written book. A preliminary discussion of deprivation in the poor community focuses on deprivation as the dispossession of a valued condition. The viewpoint that "the culturally deprived are not truly satisfied with their lot" is advanced through three basic assumptions: (1) resignation due to seemingly overwhelming odds, (2) nonperception of available alternatives, and (3) a static framework for perceiving the disadvantaged.

Gottlieb and Ramsey move smoothly from an abstract discussion of deprivation to a specific exploration of the family and social life of the deprived child. The combination of the interaction between low-status variables is advanced as their thesis for understanding children of poverty.

Utilizing a minimum of text, the authors mention numerous points of significance. One of many points which bear mention is the misinterpretation of defeatism in the disadvantaged as laziness or irresponsibility. The authors explore in considerable detail marital and familial instability, value structures, and family and peer relationships. Educational performance in the middle-class school structure is refreshingly discussed from the viewpoint of the disadvantaged child and his parents. The authors touch upon peer relationships, home environment, and personal character as they affect school performance.

The final two chapters are oriented to a more academic discussion of the disadvantaged child in a society that effectively "tunes him out." A brief discussion of Negro and white teachers advances the thesis that the Negro teacher generally sees the unfavorable conditions surrounding the

disadvantaged student, whereas the white teacher generally sees the disadvantaged student as creating unfavorable conditions.

An almost total adherence to the pedagogy and curricula of the Job Corps program tends to weaken the concluding chapter, in this reviewer's opinion. This is not to devalue, however, the many contributions made to education by the Job Corps. The authors conclude by suggesting that teachers should offer three kinds of support to the disadvantaged student: (1) "instrumental aid" in immediate accomplishment of goals, (2) "cognitive aid" in procedures and techniques for goal accomplishment, and (3) "affective aid" in sincere and personal relationships.

Essentially, the book depicts the disadvantaged child as a product of his socialization. The authors tend to justify the inability of the disadvantaged child to achieve in a middle-class educational system. A reoccurring theme throughout the text is an understanding of poor children devoid of the usual middle-class value and expectation structure. Although it may cause the "middle-class" reader some discomfort, it should be both read and digested by professionals who have contact with children of social and economic deprivation.

Davis MacConnell Ralston, Inc.
Alexandria, Virginia

R. CALVERT STEUART
Educational Consultant