

Despite the fact that the studies reviewed were restricted to those directly concerned with classroom teaching, nearly 500 studies were reviewed by the authors. Not all of them fit the definition established by the authors for inclusion in their review, nonetheless, the magnitude of the work is tremendous. At least three unique features of the book should be mentioned. It is arranged in textbook form so that it might serve the needs of those who would conduct instruction on the study of teaching. The authors have compiled in one place a tremendous volume of information as can be judged by the scope revealed through the above description of chapter contents. The unique organization of the book chapters and the research findings within those chapters is very creative.

Nitpickers, those whose research commitment is heavily biased against the criteria used by the authors, or those who feel that their research should have had more attention, will find things in this volume to criticize negatively. In the judgment of this reviewer, this will not happen often, the vast majority of readers will welcome this contribution to education literature in general and specifically to research on teaching. It is a fine piece of work. □

Conflicting Conceptions of Curriculum. *Elliot W. Eisner and Elizabeth Vallance, editors.* Berkeley, California: McCutchan Publishing Corporation, 1974. 200 pp.

—Reviewed by LARRY L. ZENKE, Deputy Superintendent for Instruction, Orange County School System, Orlando, Florida

In the book's introduction, the editors state, "to the student of curriculum, then, the richness of issues and values in the field provides an arena that can be either a dynamic and stimulating resource or a conceptual jungle difficult to define and almost impossible to manage." In an attempt to lead both professional educators and the lay public from this "conceptual jungle," the editors formulate five conceptual orientations to aid in the identification of "what can and

should be taught to whom, when, and how?"

The first of five orientations, the cognitive processes approach, is primarily concerned with the refinement of intellectual operations, focusing on the how rather than the what of education, and refers only rarely to curriculum content. Curriculum as technology, the second approach, is concerned with developing a technology of instruction, where the focus is on the practical problem of efficiently packaging and presenting the material and is less concerned with the learner and his relationship to the material.

Self actualization, or curriculum as a consummatory experience, the third orientation, focuses sharply on content, is strongly and deliberately value saturated, and views the function of the curriculum as providing personally satisfying consummatory experiences for each individual learner. The social reconstruction approach, the fourth orientation, demands that schools recognize and respond to their role as a bridge between what is and what might be, and stresses societal needs over individual needs. Academic rationalism, the fifth orientation, is primarily concerned with perpetuating the Western Cultural traditions, with the curriculum emphasizing the classic disciplines.

The five orientations are exemplified in twelve articles ranging from "Elementary School: Necessity or Convenience?" to "Political Power and the High School Curriculum." The excellent articles, along with the five orientations, contrary to the editors' modest statements, do assist the reader in the continued effort to find answers to questions about what schools should teach and how curriculum should be organized. □

Collaborative Learning. *Edwin Mason.* New York: Schocken Books, Inc., 1973. 215 pp.

—Reviewed by BARBARA DEROBBIO, Advanced degree candidate, Rhode Island College, Providence

Collaborative Learning, the effort of British educator Edwin Mason, represents another attempt at humanizing the educa-

tional process Reasoning deductively, Mason describes society as superficial, standardized, and impersonal, and schools, being a fundamental institution of that society, as representative communities totally void of significant cooperation, communication, concern, and conviviality among their members Seeking to deal with this reality, Mason attempts to "de-estrane" society and to debureaucratize the educational process

Such debureaucratization takes place through the process of collaboration which involves stripping schools of all traditional restraints, creation of a cooperative environment among participants, and the evolution of a democratic model society in which members realize their own self-worth while developing a sense of collective responsibility While such goals are idealistically inspiring and philosophically pleasing, once Mason attempts to construct a model through which collaboration can be implemented, as exemplified by the four-fold curriculum, his reforming fervor is reduced to the rhetorical fetishes of his educational predecessors

The bulk of his book, dedicated to a description of the four-fold curriculum, comprised of interdisciplinary enquiry, autonomous studies, remedial studies, and special interest studies, represents a hodgepodge of other, older curricular models sifted together with a dash of idealism added A combination of the traditional, core, and mini-course curricula seems a wholly inadequate response to the creation of a "collaborative learning" environment Unfortunately, Mason's noble effort to produce a more humane educational system, and a less alienated society, is lost in the nominal proposals he labels as the four-fold curriculum □

Changing World/Changing Teachers. Owen A. Hagan. Pacific Palisades, California Goodyear Publishing Company, 1973 193 pp

For the Love of Teaching. Jeannette Veatch. Encino, California International Center for Educational Development, 1973 111 pp

Teaching Is . . . Merrill Harmin and Tom Gregory. Chicago Science Research Associates, Inc., 1974 264 pp

—Reviewed by EDWARD DEANE, Director of Curriculum and Instruction, Monroe County Schools, Key West, Florida

The three books reviewed here view teaching as important and the decision to be (or not to be) a teacher as a complex, personal choice However, these volumes are distinctly different in content and format

In *Teaching Is*, Harmin and Gregory have written a book intended for someone who might be in his first education course or who might be several years into a teaching career The authors' goal is that the reader develop a tentative image of himself/herself as a teacher before choosing teaching as a career

It is a fresh approach, lightly sprinkled with cartoons, selected readings, as well as individual and group experiences intermixed to provide structure, insights, challenges, and encouragement to the reader The format, some of the proposed activities, and the student's bibliography stand out in this delightful book

Hagan, in *Changing World/Changing Teachers*, seeks to incite the reader to question critically and to analyze his/her concept of teaching The author offers a series of ideas about teachers and teaching (teacher genuineness, decision making, personal/professional relationships, etc.) for the reader to react to Stimulating drawings and photographs are used to carry the message

However, the reviewer believes that some readers will accept the author's concept of teacher without engaging in the difficult process of developing their own

In *For the Love of Teaching*, Veatch displays a deep and passionate concern for "teaching as a human act" The author presents her message through selected writings on creativity, individualized reading, and humanistic ideas in teaching

This is an insightful, sensitive account of the author's experiences However, the partisan viewpoint and biases of the author for individualized reading and vehemently

