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## Did You See?

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# DID YOU SEE?

*Betty L. Hagberg*

Did You See “A Review of the Literature on Affective Education” by Tom Henderson in the November, 1972, issue of *Contemporary Education*? The article indicates that a substantial number of critics have demonstrated the need for more emphasis on the affective domain in education.

Did You See William Tenny’s stimulating article which appears in *American Secondary Education*, Volume 3, Number 1, December, 1972? It is entitled “The Challenge and the Options of Teaching Reading in the Content Areas.” Tenny describes a model program designed to improve academic performance of junior high inner city youths. The teachers in the program received training in a ten-week summer workshop and are now demonstrating a concentrated effort to teach reading in the content subjects. The progress of this intensive teaching project in two Akron, Ohio, schools will be interesting to follow.

Did You See “Workbooks and Gerbils” by Roland S. Barth? It appears in the January, 1973, issue of *Childhood Education*. He discusses four possible paths toward realistic educational options and provides suggestions to principals for ways in which they can extend teachers’ “realm of choice” in teaching children. Barth points out that many instructional methods are used because there appears to be no single approach which is best for all. The article is adapted from the last two chapters of Roland Barth’s *Open Education and the American School*, published January, 1973, by Agathon Press, Inc., New York.

Did You See S. Pilcher’s provocative article in the November, 1972, issue of *The Elementary School Journal*? The title is “Open Education: A Case Study” in which Pilcher presents his views of the open classroom for many American schools. He indicated the popular “bandwagon” effect that the open classroom is having on schools in the USA—“get excited about open education on Tuesday and start ‘doing it’ on Thursday.” He pointed out that this new concept did not happen suddenly in Britain but was the culmination of thirty or forty years of small significant changes. Through an interesting example, Pilcher indicates a way in which the open classroom could succeed in transforming American education.