

all shades of opinion in this book. The easiest way to convey the polarity of opinion would be to quote Rafferty, the former California state superintendent of public instruction, who writes, "I would as soon enroll a child of mine in a brothel as in Summerhill," and Culklin, a Jesuit priest, who regards Summerhill as "a holy place."

The book does give a wide spectrum of present-day thinking about child-rearing and education. Educators who read it will be able to formulate their own opinions and chart their own course.

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**BEHAVIORAL OBJECTIVES AND INSTRUCTION**, by Robert J. Kibler, Larry L. Barker, and David T. Miles. 1970. Allyn & Bacon, Inc., Boston. 196 pp. \$3.95.

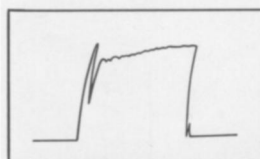
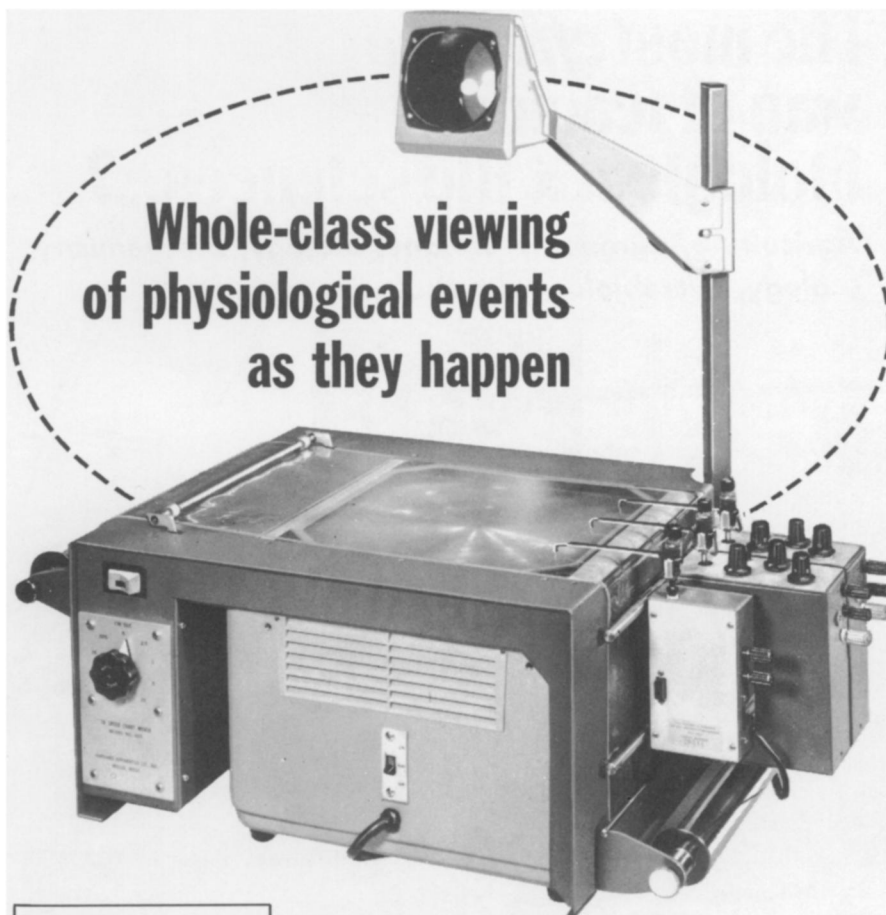
This is a rather scholarly treatment of behavioral objectives and their use in instruction. The authors present a general instructional model in chapter 1; this model provides a context for analyzing the different kinds of objectives presented in chapters 2 and 3. In chapter 4, opportunity is provided for writing behavioral objectives, and in chapter 5, the material presented in the first four chapters is synthesized during a discussion of the influence of behavioral objectives on the entire educational process. Appendix A provides samples of behavioral objectives that represent several subject-matter fields at all levels from elementary school to graduate school. Appendices B and C provide model systems, for use in teacher-education programs.

Some unique contributions of this book include a rather coherent instructional system, considerable attention being given to the psychomotor and affective objectives and a careful distinction between information and planning objectives. The authors point out the differential values of these latter objectives, when they should be used, and how to write them at different cognitive levels as classified by Bloom.

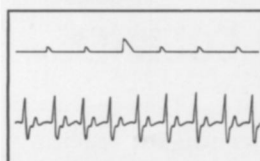
The authors discuss controversial issues regarding behavioral objectives in two major sections. A postscript includes a paper by James Popham on arguments that have been presented in opposition to behavioral objectives.

The authors have provided an ample variety of objectives for conceptualization, instruction, and practice. Because of the variety of objectives presented for many subject areas and instructional areas, the book should be considered useful to almost any educator, regardless of his interests.

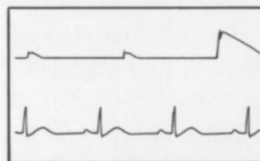
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