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[Review of the book The Faber book of Greek legends, edited by Kathleen Lines (London: Faber and Faber, 1973)]

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THE FABER BOOK OF GREEK LEGENDS
Ed. by Kathleen Lines. Faber and Faber, London.

One tends to be somewhat sceptical about books about myths or legends especially when they are written for children. So many additions to or deletions from the original accounts are made as to render the originals almost unrecognisable. When one encounters such a book intended for children, one is even more inclined to scepticism.

In the main Kathleen Lines' new book comes as a pleasant surprise. Any compiler of a book of this sort is faced with the problem of selection. This work reveals an approach which has ensured that the broad sweep of Greek legend has been covered in sufficient detail to whet the appetite of the young reader. The unhappier aspects of Greek legend have been excluded.

If editorial problems beset the compiler of a work on legend, he is no less beset by the problem of sources many of which are not unimpeachable. For this book the sources used are generally impeccable, and there is a particularly happy balance between older writers and modern ones. The story of the **Golden Ass** is an example of how the modern presentation of a well-known legend succeeds.

The quality of the writing is of a high standard, and although the book is intended primarily for children, the non-specialist adult would find many of the stories worthwhile reading. As a contemporary presentation this particular compilation is particularly felicitous.

The line-drawings are of high quality. There is an appeal here which addresses itself not only to the child, but to the adult mind as well. The drawing of Hermes is particularly good, creating as it does the aura of puckishness implied in so many of the stories about this airborne messenger of the pantheon.

The inclusion of the story of **Romulus and Remus** comes as rather a surprise, but it serves as an admirable link between the legends of Greece and Old Rome, and helps to clarify in the mind of the child the relationships between the Fall of Troy and Vergil's account of the colonisation of Italy by the descendants of Aeneas' pioneers. It also opens the way for a serious consideration of some of the Ovidian accounts which, however, do not appear in the volume.

The book would appeal to many teachers and would likewise be a useful addition to the family bookshelf. A similar book on Roman Legends would not be out of place.

H. DAVIES



USING EDUCATIONAL OBJECTIVES IN TEACHING
D. Cecil Clark. Sott, Foreman, 1972.

Written for recently qualified teachers — and, indeed, teachers-in-training — this book is understandably dedicated to **Robert Mager,** the man who helped teachers to make sense of the basic discipline of **Programmed Instruction.** Somebody once remarked that every teacher-in-training should write a short programme — one supposes, following the linear approach that B. F. Skinner developed. "Not" added the commentator, "that many teachers will ever again write a programme in their lives. But rather because they will become 'programmed teachers'." And that doesn't mean that they become automated teachers, but that they cut through the 'faff' and express their intentions clearly. "One of the differences between a technician and a professional is the ability to analyse problems and devise strategies that lead to their solution. It was Robert Mager — known to every first year student at a teacher's college — who first taught teachers how to state the objectives of their lessons. And writing an objective means stating what the **child** will be able to **do** at the end of the lesson — it is not only a statement of behaviour, it is **pupil-oriented.** As such, the concept of a lesson objective is streets ahead of the old 'lesson aim'.

"But once I have learned to write objectives" (and College Lecturers will agree that that is not as easy as it sounds) "how does this help me to teach?" asks the student-teacher. This is what this generally excellent little book from a lecturer in the College of Education at the University of Washington is about.

At Johannesburg College of Education the Department of Educational Studies has been engaged in the problem of objectives and evaluation, of lesson planning and curriculum design, for quite a time. Johannesburg College of Education found much in common with Washington — and we are grateful that they are a step ahead of us and can provide us with the sort of text we should have liked to have written ourselves.

If, as the author says, education is concerned to bring about **intentional changes in the learner,** we really ought to be able to state — **before** we start teaching — what those changes are. Many teachers, one suspects, call their shots like some dart-throwers — after they have hit the board.

That's where Bloom's taxonomy comes in. B. S. Bloom analysed the goals that teachers aim at — their everyday classroom objectives.

Like many a work that is the first major event in a particular field of knowledge Bloom's **Taxonomy of Educational Objectives** became as much a classic as Le Bon's **The Crowd** or Freud's **Introductory Lectures to Psychoanalysis.** What Clark does in the book under review is to make sense (for the classroom teacher) of a great deal of high-level research and theory. "If", says the author, "teachers are to become professionals . . . they ought to be able to bring about changes and **demonstrate that they have done so."** This is the idea of accountability, which is the concern of the editorial comment in **Symposium 1973.**

The author treats many aspects of objective setting: appropriateness, assessment of success, and research findings among others. Any teacher, slightly suspicious that he is getting into the doldrums, should read **Using Instructional Objectives in Teaching.** It is a straightforward professional exploration of a classroom problem we all have met.