
Too often research studies and surveys emerge with relatively obvious answers. This booklet, “one of the results of a Study of Citizenship and Youth Development in Secondary Education conducted by the Tufts University Civic Education Center in 1958-59,” comes up with “a lily in its hand.” Some of its findings are obvious, but the volume does not fall into the usual trap of implying that here is “the” answer to all our problems.

The book could even be subtitled, “A Road Map for Future Action in the Humanities” (or Social Sciences, whichever you prefer). Exceedingly succinct in its presentation, it traces the history of educational goals to the present and arrives at that present realization, shared by many, that “in a free society, men must be at once individuals and citizens” (p. 11). Indeed, it is gratifying to note that in this booklet the concept of citizenship requires not only the sharing of rights with all of one’s fellow citizens, but also the sharing of responsibilities and duties. The account does not stop here. It brings us to our present aims and accomplishments and then proceeds to place these in a perspective and challenge for the future.

Separate chapters deal with purposes and priorities, efforts employed in the past and present to improve civic education, and the approaches being used in high schools today. Then, in the final chapter on “Citizenship Education for the Future,” we find some very challenging questions. How can we create an education that results in effective civic behavior? What can be done to create the right priorities for the various educative purposes? How can education be made personal and individual in impersonal and mass school environs? Since citizenship is lifelong and is influenced by many different factors, can the school hope to do more than fill that period of adolescence while the student is in high school? What changes have taken place that require a re-examination of our program in civic education? What is the school’s function in helping the adolescent find himself and his purpose? Can we stem the tide of “adult adolescence?” In what ways is the social studies curriculum in the American high school obsolescent?

This chapter on the future points out two major tasks: (a) the determining of priority purposes which the American high school should stress in order to educate youth for effective citizenship and the maintenance of a free society; and (b) the re-examination of content and ways of teaching and learning in the American high school, with particular
attention to the social studies, in order to provide more effective education of youth as citizens.

Unfortunately, *High Schools for a Free Society* does not begin to tell us how to implement our goals. Perhaps one of the first steps toward a better citizenship program would be making this booklet available for reading by every social science teacher, department head (all fields), administrator, board of education member, and every lay citizen interested in or responsible for curriculum review and construction in American schools.

—Reviewed by CURTIS L. PFaffen, Head, Citizenship Education Department, High School, Ithaca, New York.

Ann Arbor Science Library Paperbacks: The Stars (501), W. Kruse and W. Kieckkoss; The Ants (502), Wilhelm Goetsch; The Senses (503), Wolfgang von Buddenbrock; Light: Visible and Invisible (504), Eduard Ruechardt; The Birds (505), Oskar and Katharina Heinroth; Ebb and Flow: The Tides of Earth, Air, and Water (506), Albert Defant; Animal Camouflage (507), Adolf Portmann; Planet Earth (508), Karl Stumpf; Virus (509), Wolfhard Weidel; The Sun (510), Karl Keiphenheuer. Ann Arbor: University of Michigan Press, 1959. $1.95 each.

Secondary school teachers and librarians are gradually realizing that paperbacks contain more than just sensational fiction or reprints of ancient classical or obscure treatises. The University of Michigan Press, along with other university presses, have entered the field with authoritative, up-to-date treatment of significant topics.

Witness, for example, the Ann Arbor Science Paperbacks, a series of ten brief, authoritative, readable books that pique the curiosity, stimulate the enquiring mind, and make of science a fascinating world in which students may explore.

The entire series—ten books published to date—is written by German scientists. Evidently they either do not believe or else they have not heard about the spurious notion, prevalent among far too many American authors, that to be successfully read by high school students, the material should be geared to a sixth grade reading level! This fact alone should guarantee widespread use of these books in high school science classes and in libraries.

—Reviewed by HUGO E. BECK, Staff Associate, School Improvement Program, University of Chicago, Illinois.


The nature of vocational maturity among youth is of great importance to the staff of the Career Pattern Study, a long-range research project of the Horace Mann-Lincoln Institute of School Experimentation. This book, the second monograph in the CPS series, describes and analyzes the first year of the staff's research.

The conceptual framework for seeking a theory of vocational development is elaborated in the first monograph and adequately summarized in the beginning chapter of the second. Both vocational maturity and vocational adjustment are viewed as interrelated features of vocational development, the nature of the first
of these being the present subject of re-
search.

Both practitioners and researchers in
education should value this book. To
many readers, the description of the re-
search design and the step-by-step tale
of the procedures and materials that
were used will be just as interesting as
the discussion of the research results and
their implications for education and
guidance. Briefly, the researchers tested
a theory of vocational maturity by as-
sessing certain characteristics of ninth
grade boys that were thought to reveal
vocational maturity. The data that were
positively and significantly intercorre-
lated were interpreted to signify voca-
tional maturity.

What is meant by vocational develop-
ment and vocational maturity? As the
term suggests, vocational development is
viewed as a process, one of several that
are probably interrelated, in the growth
of an individual. It consists of certain
behaviors that change according to spe-
cific psychobiological principles of
growth. These changes are stimulated by
the individual’s interaction with his en-
vironment, a part of which consists of
expectations that others have of appro-
priate behavior for him. These “expec-
tancies for action” or “developmental
tasks” help guide behavior. Vocational
maturity is defined in two slightly dif-
ferent ways, that can be assessed by
similar means, as, “The life stage in
which the individual actually is, as evi-
denced by the developmental tasks with
which he is dealing, in relation to the
life stage in which he is expected to be,
in terms of his age,” or as, “...maturity
of behavior in the actual life stage (re-
gardless of whether it is the expected
life stage), as evidenced by the behavior
shown in dealing with developmental
tasks of the actual life stage compared
with the behavior of other individuals
who are dealing with the same develop-
mental tasks.”

The investigators’ ideas as to which
developmental tasks may be relevant to
vocational maturity are indicated most
clearly in the indices that were mea-
ured on the ninth grade boys in the
study. The authors recognize the possi-
bility that there are other indices, both
at this grade and for this sex, and among
other persons. Beginning with indices
that were designed to measure five pre-
sumed dimensions of vocational maturity
and their sub-parts, the research moved
through several stages: selecting the
sample from a high school in a small
community in New York; taking meas-
ures of vocational maturity and some 28
additional characteristics of the boys that
might be related to the indices; factor
analyzing the dimensions; and obtaining
intercorrelations among the other char-
acteristics and the indices. From the five
dimensions and sub-parts, the following
indices of vocational maturity were
“deemed adequate”:

Concern with Choice; Acceptance of
Responsibility for Choice and Planning;
Specificity of both Planning and Informa-
tion about the Preferred Occupation;
Extent of Planning Activity; and Use of
Resources in Orientation. Other indices
such as, Consistency of Vocational Pre-
ferences; Independence of Work Experi-
ence; Crystallization of Traits; and Wis-
dom of Vocational Preferences did not
correlate significantly and positivi-
among themselves nor with the others
and were judged not to indicate voca-
tional maturity for the ninth grade boys.
Intelligence and academic achievement
were positively correlated with various
vocational maturity indices.

The authors’ faithfulness to detail and
candor in discussing the realities of the
research are laudable. For example, although preliminary theoretical statements were developed in working papers early in the project, certain decisions about subjects in the sample, the sorts of data to be gathered, and some of the data-gathering methods were made before all of the theoretical statements had been formulated precisely. That it happened this way is not necessarily a limitation of the research; rather, it seems characteristic of much productive inquiry. In fact, it is important to note the authors' view that the research reported in this book was primarily an attempt to assess and refine the adequacy of the vocational maturity concept by relating empirical data to it; it was not an attempt to determine the predictive validity of operant behaviors derived from a theory. Hopefully, that phase of research would come later.

One can wonder about certain points of conception, research design, or methodology, for example: the clarity with which the conceptual framework distinguishes between vocational maturity and other maturity; the logic of construct validity; the problems of unreliability of measures and skewness of distributions in using certain statistics, and the subjectivity of some data-gathering methods. Most of these were discussed by the researchers. Nevertheless, this reviewer finds this report to be a noteworthy contribution to research literature in education and guidance, and wishes that there were much more evidence of similar efforts in both fields.

This is research that clearly hopes to test and improve theory. At the same time, it has much to suggest about practice, which should come as no surprise to the reader. Do counselors err in pushing ninth grade boys toward specific vocational decisions? Perhaps they do.

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Should the curriculum and instructional practices of teachers assist youngsters like these to obtain experiences that will help focus their vocational concerns and assist them in making appropriate vocational decisions that are educationally relevant, and vice versa? Perhaps they should. Counselors and other educators will find that reading all or parts of this book is rewarding. One of the important outcomes of this work may be to demonstrate that the child's vocational development must be of concern to those who are responsible for the nature of the educational enterprise.

—Reviewed by R. Wray Strowig, Assistant Professor of Education, University of Chicago, Illinois.

External Testing Programs
(Continued from page 230)

...cities of the individual students, so that they might improve the job of adapting instruction to individual differences.

Teachers, as a result, no longer feel personally responsible for scores made by the pupils on any particular test, but look upon the tests as diagnostic guidance and teaching instruments, rather than as means of evaluating their own personal effectiveness.

New Jersey's Commissioner of Education, Frederick M. Raubinger, has pointed out: "Tests cannot possibly reach some of the most important outcomes of education. Intellectual curiosity, persistence, moral values, the attitude of competing with one's self instead of one's fellows—all proper objectives of good teaching—cannot be measured by tests." Raubinger, and others, have pointed out that schools, in order to improve on their records in tests, are urged to push high school subject matter down to the junior high and elementary schools. There are, perhaps, cases in which this may have been successful. However, if the moving down of subject matter is simply response to testing programs, rather than good educational practice, it becomes suspect.

Another serious question arises in the amount of testing which is being done in many of our schools. Occasionally, the testing program becomes so great that it interferes with teaching, simply because it takes a disproportionate amount of time, turns teachers into proctors, and gives the impression that the real work of education is wrapped up in the taking and passing of tests. It is clear that the selection of tests should be made by each school in terms of its own purposes.
