

# Significant Books

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**High Schools for a Free Society: Education for Citizenship in American Secondary Schools.** *Franklin Patterson.* Glencoe, Illinois: The Free Press, 1960. 93 p. (\$1.00)

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. PFAFF, Head, Citizenship Education Department, High School, Ithaca, New York.

**Ann Arbor Science Library Paperbacks: The Stars (501), W. Kruse and W. Kieckvoss; 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 Stumpff; Virus (509), Wolflhard Weidel; The Sun (510), Karl Keipenheuer.** 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 Vocational Maturity of Ninth Grade Boys.** Donald E. Super and Phoebe L. Overstreet, in collaboration with Charles N. Morris, William Dubin and Martha B. Heyde. New York: Bureau of Publications, Teachers College, Columbia University, 1960. xii-212 p.

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 research.

Both practitioners and researchers in education should value this book. To many readers, the description of the research 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 assessing certain characteristics of ninth grade boys that were thought to reveal vocational maturity. The data that were positively and significantly intercorrelated were interpreted to signify vocational maturity.

What is meant by vocational development 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 specified psychobiological principles of growth. These changes are stimulated by the individual's interaction with his environment, a part of which consists of expectations that others have of appropriate behavior for him. These "expectancies for action" or "developmental tasks" help guide behavior. Vocational maturity is defined in two slightly different ways, that can be assessed by similar means, as, "The life stage in which the individual actually is, as evidenced 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 (regardless 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 developmental tasks."

The investigators' ideas as to which developmental tasks may be relevant to vocational maturity are indicated most clearly in the indices that were measured on the ninth grade boys in the study. The authors recognize the possibility 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 presumed 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 measures 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 characteristics 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 Information about the Preferred Occupation; Extent of Planning Activity; and Use of Resources in Orientation. Other indices, such as, Consistency of Vocational Preferences; Independence of Work Experience; Crystallization of Traits; and Wisdom of Vocational Preferences did not correlate significantly and positively among themselves nor with the others, and were judged not to indicate vocational 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)

ities 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."<sup>1</sup> 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.

<sup>1</sup>Frederick M. Raubinger. "A Nationwide Testing Program." *NEA Journal*, November 1959. p. 29.

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