

● Selected for Review

Reviewers: Curtis Paul Ramsey
William B. Ragan
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Programmed Teaching. Joseph S. Roucek, editor. New York: Philosophical Library, Inc., 1965. 194 p. \$10.00.

Teaching Machines and Programmed Learning, II. Robert Glaser, editor. Washington, D.C.: National Education Association, 1965. 831 p. \$11.50.

Programmed Learnings in Perspective. C. A. Thomas, et al. Chicago: Aldine Publishing Company, 1965. 183 p. \$7.95.

Man-Machine Systems in Education. John W. Loughary, editor. New York: Harper & Row, Publishers, Inc., 1966. 242 p. (Paperback.)

Reviewed by CURTIS PAUL RAMSEY, Director, Learning Resources Center and Professor of Education, George Peabody College for Teachers, Nashville, Tennessee.

The book by Roucek makes a notable contribution in that each chapter of the symposium attempts to survey the practice, availability of programs, and research status of programmed instruction *vis-a-vis* certain different facets of the school curriculum. Unfortunately, an enormous error has been legitimized further by referring to various instructional innovations, e.g., teaching machines, creativity training, and educational television, as "automation in teaching." Automation more generally is used to refer to machine communication to, and control of, *other machines*, rather than machine communication to humans. (Or do "they" really mean machine control of humans?)

The long-awaited arrival of the second edition of the earlier "Bible" of the programming field, edited by Robert Glaser, has occurred. The book is every bit the monumental work expected, from Skinner's "Genesis" chapter to Glaser's

"Revelations" chapter. Many of the great and respected names in the field are represented in the 17 chapters.

Divided into four major sections, the work covers: (a) perspectives and technology, (b) technology and subject matter, (c) implementation, and (d) directions. This latest effort shows much polish over the earlier book. It is, in fact, a preplanned series of position papers presented to a specific symposium for this purpose and then revised for subsequent publication.

The detailed and analytical reviews of relevant research represent almost herculean efforts to synthesize the field and present a codified description. In the main successful in reaching this goal, the authors have produced a milestone reference work now too sophisticated for the general reader; the field has grown beyond simple generalization without the concomitant danger of misrepresentation.

In the midst of increasingly complex educational technology, the theme of the authors comes through loud and clear: *the new pedagogy has arrived*, full of promise to provide a new level of excellence in the thrust toward an educational Renaissance. The individual learner (they say) will not be inundated in a flood of machinery and systems; these will exist to serve him and to provide for his individual needs.

The four authors of *Programmed Learning in Perspective* are instructors or directors at the British Royal Air Force School of Education. This volume, originally published in Britain by Adelphi Press in 1963, presents a general historical and theoretical overview of the field of programmed instruction.

It is interesting to read that the same

fears must be allayed, the same constructive advantages enumerated, the human motives proffered, in Britain as we have experienced in the United States during the past decade. The last portion of the book details the method of programming advocated by the authors. Some of the concepts are partially dated by comparison with more recently published materials reviewed in this article.

The book edited by Loughary is concerned primarily with the field of computers and with their influence on education—both the teaching/learning process, and the collateral processes of administration and pupil personnel services. Slight reference is made to newer media applications other than computers.

Although not unilaterally committed to the systems approach to school organization and curriculum design, this process commands major allegiance from the several authors. The point is made quite distinctly that "man" must be programmed into the system to achieve the efficiency proposed. In fact, this efficiency seems to be the *sine qua non*, the cardinal virtue even, in all the books surveyed in this integrative review.

In summary, a thinly veiled arrogance and contempt is expressed throughout all the books toward contemporary personal teaching, with the very clear implication that the machines (and/or the technicians who program them) "know best" what is good and necessary for proper instruction. As Loughary says, "It should be made clear that there is no question of whether or not machines are to become a major part of education. The question is when, how,

and who will be in control" (page 12).

The issue clearly is joined at this precise point. Who will decide; who will control? The technology is here; the technicians wait in the wings (and so impatiently). Teachers, principals, supervisors, administrators and others who now occupy the legitimate seats of curriculum power must learn about these machines and systems, so as to be able to render sound professional judgments about implementation and application. The problems—and the promise—of instructional technology cannot be ignored. Enlightened professional educators will adapt and adopt "the new pedagogy" or abdicate their responsibilities, thus ensuring technocratic rule. ❧

Elementary Education Today and Tomorrow. J. Murray Lee. Boston: Allyn and Bacon, Inc., 1966.

Reviewed by WILLIAM B. RAGAN, Boyd Professor of Education, The University of Oklahoma, Norman.

This book was written especially for students who are preparing to teach in elementary schools; it is designed to help students understand what is involved in effective teaching and to decide whether they are uniquely suited for the work. Students are encouraged to attain depth of scholarship, to work with children and observe classes, to become familiar with the findings of research and to plan to do research in the future, to learn about a wide variety of learning resources, and to seek wider experiences than those provided in college classrooms. This introduction to elementary education encourages students to become self-directive. "The

kind of elementary school teacher you will be two, three, or four years from now, depends on how you use your time in college."

The book provides a concise overview of recent developments in elementary education. Attention is given to goals for the elementary school, recent developments in the study of child development and learning, innovations in instruction, instructional technology, curriculum reform movements, the education of exceptional children, evaluating and reporting pupil progress, current educational debates, innovations in elementary school organization and teaching as a profession. One strength of the book lies in the fact that it is up-to-date. The suggested readings listed at the close of chapters are recent: 91 percent of them were published since 1960.

The author states that the treatment is not a compendium, but rather a distillation. The book does not present a lengthy discussion of any one facet of the elementary school program. For example only 34 pages are devoted to recent developments in the elementary school curriculum and only 18 pages are devoted to innovations in elementary school organization. This deliberate sacrifice of depth in the interest of breadth of coverage is understandable in view of the fact that the book is designed as an introduction to elementary education. The student will have opportunities to explore the topics in greater detail as he continues his preparation.

The first chapter encourages the student to engage in many activities in an effort to improve his own learning. "Teaching is no sheltered retreat from

the issues and life of the community." The chapter calls attention to specific opportunities for observing and working with children: playgrounds, Sunday school, baby-sitting, Scouts and summer camps. The second chapter reviews historical statements of educational objectives. It also suggests that, "Objectives evolve from the needs of the society the children are to serve as well as the needs of the individual. The democratic values which we hold as a nation are a most important source." Chapters 3, 4 and 5 present practical suggestions for understanding the child and the learning process. These chapters incorporate the findings of recent research relating to various phases of child development; they reflect current concern for such matters as the importance of the self-concept and the influence of culturally different environments on learning.

The emphasis in chapters 6-12 is on significant tasks which must be performed by the staff of an elementary school. The worth of the teacher is viewed in terms of ability to perform professional tasks. The last two chapters introduce the student to some issues which continue to arouse lively debate about elementary education and to the career opportunities in elementary education.

The treatment throughout this book is forward looking. This probably accounts for the fact that there is no specific treatment of elementary education tomorrow—a topic on which J. Murray Lee¹ has written with much insight elsewhere. ☞

¹J. Murray Lee. "Elementary Education: 1985." *Educational Leadership* 17(8): 475-79; May 1960.

Mental Health and Achievement.
E. Paul Torrance and Robert D. Strom. *New York: John Wiley & Sons, Inc., 1965. 417 p.*

Mental Health for Students. **Arthur G. Nikelly.** *Springfield, Illinois: Charles C Thomas, Publisher, 1966.*

Reviewed by DOROTHY P. OLDENDORF, *Chairman of the Department of Supervision and Student Teaching, National College of Education, Evanston, Illinois.*

In this era of technological revolution and rapid change, ever increasing numbers of professionals are devoting their time and talent to helping young people grow and develop. *Mental Health and Achievement* represents an interdisciplinary confrontation with common problems by a selected group of competent professionals and lay leaders addressing themselves to assigned topics. The studies include the work of men and women in medicine, psychology, education, psychiatry and social work.

The purpose of this book is to assist parents, community leaders and especially school personnel in improving their roles as they relate to the well-being of the adults of tomorrow. Teachers are alerted to the new findings in child behavior and learning in order that their role can be improved. The high rate of school dropouts and its threat to a society is forcefully dealt with and emphasis is placed on the close cause and effect relationships between mental health and school achievement.

The text is divided into three environmental contexts—namely, the family
(Continued on page 103)

(Continued from page 98)

ily, the community and the peer groups. The ways in which the three groups exert influences that retard or advance positive attitudes, aspiration, self concept and other requisites of achievement are explored. The studies go beyond a mere definition of mental health problems by focusing directly on the home and the classroom. Suggestions for curricular innovations and for programs which will make use of new insights are given, and workable techniques for evaluation are included.

The authors of this timely and revealing book believe that the discovery and development of student potential are keys to reducing school dropouts. Although the focus of the entire book is on children who are disadvantaged, the set of papers presented have something to offer for any teacher of any age child. It is an invitation to focus on the classroom incorporating new understandings and improving the teaching-learning process to meet the challenge of the changing function of the school.

Mental Health for Students also deals with a particular segment of the dropout problem, for this book is written specifically on problems at the college level. It is a text designed to help students understand some of the emotional experiences associated with higher education. The author, a clinical psychologist, maintains that something can be done to make known to students some of the typical emotional difficulties which seem to be spawned in and are characteristic of the environment of both a small college and a large university.

The writer contends that between

the well-adjusted students and those torn by serious conflicts and emotional upheaval, there are many students who have doubts about themselves and are confused in their attitudes and values. Usually they fail to admit these problems to anyone or to seek professional help or support. It is for this group, and not the seriously troubled, that a book which is a source of information, shedding light upon many areas of emotional uncertainties, is hopefully beneficial.

The objective of this book is to give the student some facts about the concept of normal behavior and to inform him of what he can expect from certain problems that arise in the university setting. The text is written in language which the student can understand for it translates into simple phraseology many of the basic principles of human adjustment.

Entrance requirements automatically exclude most of the intellectually inadequate students, therefore the majority of problems, as seen from the point of view of a typical mental health clinic on the college campus, are of an emotional or social nature. The author indicates that, in many academic failures which result in dropouts, an emotional, situational or family problem inevitably comes into focus. The categories of maladjustment presented in this book constitute the largest portion of these disorders which are encountered. Throughout the book, the student is constantly urged to seek professional help when needed. Probably of most value are the positive steps which are suggested for the student to take if he feels a need for assistance with his problems. ☛

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