

SELECTED FOR REVIEW

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The World Educational Crisis: A Systems Analysis. *Philip H. Coombs.* New York: Oxford University Press, 1968. 241 pp.

—Reviewed by NORMAN V. OVERLY,
Associate Secretary, ASCD.

Don't be turned off by this title! Mr. Coombs, former director of UNESCO's International Institute for Educational Planning, has written a very readable book. This volume is one that should be read by any person interested in education but especially by officials at all levels of government, school administrators, and curriculum workers. True, he takes a global view, addressing himself to educational problems in terms of "developing" and "developed" countries, the "haves" and the "have nots," but more important he presents very sobering insights into the fiscal plight of education, the external environmental and internal institutional pressures impinging upon education, and the necessity of international cooperation in meeting the challenges.

Mr. Coombs' presentation should dislodge those last remaining barnacles of "dogoodism" which have encumbered international cooperation in terms of what a beneficent America can do for the less advantaged nations or how peace can be achieved through a new era of good feeling. His is a professional analysis of an extremely complex and too often confounding area of concern.

Few educators or politicians would take

exception today to the use of the term "crisis" in the title. The speed with which change is taking place is obvious from the author's note that as recently as late 1967 educators in "developed" nations tended to dismiss the crisis mentality as something that was of concern only to "developing" nations. It is a prescribed parochial view, indeed, that would argue that position today in light of the current stressors and strains tugging at the foundations of education, be they at secondary or at university level in the United States, Italy, or Japan.

Those readers who may be turned off by the prospect of a systems analysis approach should not be frightened away either. There are many values to be gained from consideration of interaction of the various parts of the educational system and by the sensitive use of significant technical terms from related fields such as economics, engineering, and sociology. The treatment in this book is a straightforward investigation of the components of educational systems and the interaction of the systems with their environments.

While the text gives some attention to the feedback process within the system, the overall view and supporting illustrations are weakened by their failure to suggest the extent of influence each element within components of the system has on other elements and, at times, on major components themselves. However, it should be added that in order to ensure as much clarity as possible in

the analysis of what could have been a buzzing confusion, attention was focused throughout on selected critical elements. No major complaint should be registered here.

The author maintains that the crisis in education is basically a gap between established and evolving educational systems and their rapidly changing environments. The five outstanding factors of this general, worldwide disparity are: (a) "a sharp increase in popular aspirations for education" leading to a flood of students; (b) "the acute scarcity of resources"; (c) the specter of rising costs in a labor-intensive industry; (d) "the inherent inertia of educational systems" and societies themselves; and (e) the unsuitability of the educational output. The student of American education on reflection will immediately sense the relevance of this analysis for our educational situation. Mr. Coombs is strongest in his treatment of the economic factors of scarcity and rising costs.

The systematic approach to self-knowledge suggested by the author holds promise for state, regional, and even local school systems as they look to the future. A case for educational cooperation in achieving self-knowledge is inherent in his argument that

... an educational system can lose the power to see itself clearly. If it clings to conventional practices merely because they are traditional, if it lashes itself to inherited dogmas in order to stay afloat in a sea of uncertainty, if it invests folklore with the dignity of science and exalts inertia to the plane of first principles—that system is a satire on education itself. Individuals showing authentic gifts may still emerge from such a system. But they will not have been produced by it; they will merely have survived it (pp. 5-6).

Some of the analysis of curriculum and instructional requirements may seem elementary to American and some Western European readers in light of the yeasty atmosphere that has enveloped certain areas during the past ten years. However, given the lag between idea generation, adaptation to innovation, and adoption in general practice, Coombs is often prophetic.

The book is well supplied with supporting data arranged neatly and understandably

in graphs and tables. While a strong case is made for use of statisticians for interpretation of raw data, one need not be a statistician to understand the data included in the book. These data are revealing and serve to underline the author's major points.

This book began as a working paper for the International Conference on the World Crisis in Education, held at Williamsburg, Virginia, in October 1967. As the Association for Supervision and Curriculum Development proceeds with its plans for the 1970 World Conference on Education, this publication sets before us a high standard.

It should be noted that the book is available in paperback. □

Children's Views of Foreign Peoples. *Wallace E. Lambert and Otto Klineberg.* New York: Appleton-Century-Crofts, 1967. 319 pp.

A Kwakiutl Village and School. *Harry F. Wolcott.* New York: Holt, Rinehart and Winston, Inc., 1967. 132 pp.

Nichu, A Japanese School. *John Singleton.* New York: Holt, Rinehart and Winston, Inc., 1967. 125 pp.

Ideology and World Affairs. *John S. Gibson.* Boston: Houghton Mifflin Company, 1967. 372 pp.

—Reviewed by VINCENT R. ROGERS, Professor of Education and Head, Department of Elementary Education, University of Connecticut, Storrs.

All four books under review here deal with aspects of international education—therefore, all are almost *per se* of significance and interest to American (and other) educators. Ordinarily I would like to review a collection of books like these together rather than singly, looking for similar trends, contrasting views, etc. In this case, however, the books are so dissimilar in their design and purpose that I think they must be treated separately.

Lambert and Klineberg's volume is a report of a cross-national study that attempted to assess the ways in which American, Bantu, Brazilian, English-Canadian, French, French-Canadian, German, Israeli, Japanese, Lebanese, and Turkish children (ages 6, 10, and

14) viewed themselves and others. Six major categories were investigated for each national group: (a) children's self-conceptions and descriptions of their own group; (b) the degree to which foreign peoples were considered as similar and as different; (c) the degree to which foreign peoples were considered as desirable and undesirable; (d) children's conceptions of certain "standard reference groups"; (e) children's liking and disliking of such groups; and (f) the sources of information for such views.

While the book would undoubtedly be of interest to the general reader, it seems to me that it has particular significance for the curriculum worker. We learn, for example, that most of the American children learned what they knew about Africa chiefly from television and movies—a considerable justification, it would seem, for the current pressures in secondary schools and colleges for courses and programs in Black culture and history.

Similarly, it appears that the six-year-olds (American) learned much of what they knew about foreign people *in general* from television and movies. This includes, of course, likes and dislikes as well as "information about." Significantly, the six-year-olds did not hesitate to express feelings of friendliness or hostility toward various groups. That is, they were, for better or for worse, thinking *internationally* at this age level despite the usual near-to-far organization of their school curricula.

Other significant findings might well be elaborated upon if space permitted; for example, the tendency of all the national groups studied to list "Americans" as the group they would most like to be (with exception of the Bantu who wished predominantly to be "Whites"), the negative attitudes held by American children toward Russians and Chinese.

Curriculum workers and classroom teachers who are seriously interested in developing and improving school programs in international education should consider this *must reading*.

Wolcott's volume and Singleton's volume are part of George and Louise Spindler's series "Case Studies in Education and Culture." Other volumes deal with education in

a German village and among the Kpelle of Liberia.

Essentially the series is designed to bring to students in professional education "the results of direct observation and participation in the educational process in a variety of settings." Thus, we find both books provide the reader with detailed descriptions of parental attitudes toward education among the Nichu and Kwakiutl, data dealing with school and community interaction, etc. In addition, both books provide some general descriptions of everyday life in the area under investigation that should be of interest to the general reader.

More specifically, however, I found the series to be of greatest value to those of my students contemplating either a Peace Corps assignment or some other responsibility in schools overseas. The detailed descriptions of the ways in which education "works" among other people and in other places is generally lacking in most comparative education textbooks, and I would think that anyone contemplating a career overseas would find the two volumes under review here (and the series as a whole) exceedingly useful.

Finally, we turn to Gibson's *Ideology and World Affairs*, which was clearly intended to serve as a supplementary textbook for secondary school students. The book deals at considerable length with the three central ideological systems of international relations, that is, democracy, totalitarianism, and authoritarianism. This volume is committed to the notion that "ideology remains a potent force in international politics . . . which calls for continuous study in our schools."

Most teachers will find the book more balanced, more honest, more thorough, more fair, and perhaps more accurate than almost any other similar publication that I am aware of. On the other hand, it is still very much a textbook, both in terms of general organization and writing style—including a section with review and discussion questions for each chapter. To many teachers this will be seen as an asset rather than a liability. To today's turned-on, media-oriented youngster, however, one wonders whether or not the message—as significant as it so clearly is—will really get through. □

Educational Measurement for the Classroom Teacher. *Fred M. Smith and Sam Adams.* New York: Harper & Row, Publishers, Inc., 1968. 322 pp.

Basic Educational Tests and Measurement. *Quentin Stodola and Kalmer Stordahl.* Chicago: Science Research Associates, Inc., 1968. 310 pp.

Testing Problems in Perspective. *Anne Anastasi, editor.* Washington, D.C.: American Council on Education, 1967. 671 pp.

Educational and Psychological Measurement. *David A. Payne and Robert F. McMorris, editors.* Waltham, Massachusetts: Blaisdell Publishing Co., Inc., 1968. 419 pp.

—Reviewed by WILLIAM L. GOODWIN, Assistant Professor, Bucknell University; Coordinator and Director, Project SESAME, Lewisburg, Pennsylvania.

Combined reviews are fun, possibly because of the often mysterious search for integrative topics or relevant and common judgmental criteria (other than the too familiar, exotically sterile practice of listing chapter titles). In this specific case, two of the books reviewed are intended as texts (Stodola and Stordahl, and Smith and Adams). The other pair are books of readings, although Payne and McMorris hedge their direct "Textbooks are dull!" (p. 3) by suggesting that their book ". . . could very well be used itself as a basic text" (p. v).

After numerous attempts to identify similar trends in the four books, this reviewer concluded that each pair should be considered separately and that, even within each pair, differences predominated. These pair-differences are provoking when noting the apparent consensus in identification of target readers: for the texts, "in-service or prospective classroom teachers" (Smith and Adams) and "teachers and teachers-in-training" (Stodola and Stordahl); while for the books of readings, "the professional worker in tests and measurement who wishes to keep abreast of developments in the field" and students "in courses on psychological testing, test construction, multivariate analysis, and the educational use of tests" (Anastasi) and "students in introductory tests and measure-

ments courses at the college senior or first-year graduate level" (Payne and McMorris).

Turning first to the texts, the dissimilarity is pronounced. The text by Smith and Adams represents an incredibly ordinary approach with regard to format and, to a lesser extent, content. The basic format consists of relatively short chapters, each concluded with a series of questions and activities (the type that seldom are considered, let alone completed, unless assigned as a written task) and a list of suggested additional readings.

In content, the book is the standard fare; the only notable exception is the inclusion of condensations of the cognitive and affective domains as appendices. Overall coverage is broad and even extensive in the area of classroom tests, but most topics are not pursued in depth. The treatments of reliability and validity are skimpy, particularly the latter. Terminology has been kept simple.

In contrast, Stodola and Stordahl have designed a book with unusual format characteristics. Each of the 10 chapters begins with a series of behavioral objectives for the reader, while 18 self-quizzes are scattered throughout the text. Each quiz contains multiple-choice items that are content-keyed to allow further study of relevant passages if an item is missed or is in some other manner perplexing. The ease of checking one's comprehension by taking the items increases substantially the probability of their use. The format is, in a word, functional.

Considering the more important question of content, Stodola and Stordahl have treated the usual topics in considerable depth. In addition, the three-chapter section on measurement theory is particularly impressive. The general tone of this section, and indeed throughout, is refreshingly rigorous with concepts, often unmentioned in similar books, explained thoroughly and accurately. The text is concisely written and understandable throughout.

The two books of readings likewise have marked differences. The volume edited by Anastasi contains a selection of papers presented at Educational Testing Service's Invitational Conference on Testing Problems during the period 1947 to 1964. Three parts are

used to organize the material: Test Development and Use; Psychometric Theory and Method; and Special Problems in the Assessment of Individual Differences. One is instantly curious as to the nature of the selection criteria used by the editor and the ETS staff members who rated the invited papers. Reasons for omission and inclusion are indicated (p. vi), but due to their multiplicity, one is uncertain how well they correlate with the needs of the intended readers of the book.

Selecting a substantial proportion (nearly 30 percent) of a relatively small number of papers (approximately 200) is hardly comparable to the usual book-of-readings compilation stint. Given these constraints (which may not be as rigid as hinted, considering the recognized expertise of the contributors), the editor has done a skillful job. The fact still remains, however, that many of the selections are not nearly as definitive and comprehensive as original works on the same topic by the same authors. Facetiously, it might be added that since the editor sought "... topics that are of primary interest today" (p. 10), it is strange that General Lewis Hershey's luncheon address on "Military Manpower Problems," given at the 1951 Conference, was not drafted for inclusion.

The book of readings by Payne and McMorris not only is different from the book edited by Anastasi, it varies stylistically from most books of readings. The authors selected 54 relatively recent (over half published since 1960; over 80 percent since 1955) articles for inclusion and then edited them extensively. Long introductory sections containing reviews have been condensed while statistical results have been simplified and otherwise geared-down in technical difficulty. It is possible, as the editors themselves admit, that certain inconsistencies resulted from such heavy editing. Taking full responsibility for such problems, the authors seek amnesty for so proceeding by suggesting that it was necessary to meet their main objective, namely, facile communication with beginning students in measurement.

The 12 sections of the Payne and McMorris book are comprehensive and the selec-

tions within each substantial, the possible exception being the section on "Designing the Test." The emphasis is clearly on applied aspects of measurement, both educational and psychological. The technical difficulty of the book is low, primarily because of the editorial style. It is likely that many professors will find this book entirely satisfactory to use with their students.

As suggested in the introductory remarks, differences between these four books predominate. Each has its own merits. It would seem, however, that persons working with students or teachers on the ever-present problems of educational measurement might want to give extensive consideration to the volumes by Stodola and Stordahl and by Payne and McMorris. In tandem, these two books seem to form a solid base for most of the content relevant to a beginning measurement course. □

Reading and the Elementary School Child—Selected Readings on Programs and Practices. *Virgil M. Howes and Helen F. Darrow, editors.* New York: The Macmillan Company, 1968. 424 pp.

Critical Reading. *Martha L. King, Bernice D. Ellinger, and Willavene Wolf, editors.* Philadelphia: J. B. Lippincott Company, 1967. 480 pp.

The Psycholinguistic Nature of the Reading Process. *Kenneth S. Goodman.* Detroit: Wayne State University Press, 1968. 347 pp.

—Reviewed by EVELYN K. DAVIDSON, Associate Professor of Education, Kent State University, Kent, Ohio.

The three books of readings provide an impressive collection of comprehensive, insightful, timely articles focusing on (a) reading as child-centered development in the elementary school; (b) an in-depth study of a vital phase of reading, namely, critical reading; and (c) the psycholinguistic nature of the reading process.

Howes and Darrow arrived at their compilation after an intensive review of recent articles and papers. The book on critical

reading is the outgrowth of investigations by King, Ellinger, and Wolf through a cooperative reading research project. The third volume is a collection of papers, representing various disciplines, presented at a symposium at Wayne State in May 1965.

In the first book, the focus on the child personalizes the reading process. An introductory statement to each chapter points up issues and questions, providing a background of information for examination of the articles.

The first chapter considers reading as an integral part of the child's life. This is followed by an invitation to view reading "as an ongoing experience of developing powers inherent in the reader." Since the complexities of today's society make important an understanding of diversity, there must be recognition of existing differences in reading abilities and achievement. These differences must be treated as challenges rather than problems.

The concept of beginning reading power is examined. Descriptions, rationale, and limitations of varied approaches are discussed. Organizational patterns for meeting needs are outlined.

Gates writes a critical analysis of two books which have caused considerable comment in recent years. Two other authors show the need for more adequate means of evaluation and another outlines the characteristics of successful readers.

In our operational procedures, it seems appropriate to select from this book of readings its main theme—the child is our first and continued consideration. If teachers would keep this in mind, they would make each child successful in his own way.

Part I of the second volume includes selections in which an attempt is made to define and explain the various facets of critical reading and to give a rationale for teaching the skills. One recognizes immediately that critical reading has no precise meaning in the literature. Although there is lack of agreement in definition, the various phases are described in such a way that the reader can formulate a base of operation.

Part II is concerned with relationships

between critical reading and creative reading, and between critical reading and critical thinking. One author defines critical and creative reading with a certain amount of specificity. A consideration of the other writings reveals the use of the terms "critical reading" and "creative reading" interchangeably, as well as an overlap in behaviors related to both types of reading. The authors suggest that critical reading, which has its conception in the child's first reading experiences, is a special kind of critical thinking.

Implementation of ideas in the first two parts is dealt with in Part III. The authors offer effective methodology and appropriate materials. Topics discussed are readiness, sequential development of skills, logic, semantics, and reading in the subject areas. The authors stress gradual development of skills and the need for adaptation to the variations in skills in specific content areas.

The editors preface the last part of their book by readily admitting limitations in the research studies on critical reading. They note that the studies they selected are "representative of the best in the field." This statement is borne out in the topics presented: the nature of critical reading, critical thinking abilities, attitudes as related to critical thinking and reading, need for systematic instruction of the skills in the content areas, critical listening, and creative reading. An annotated bibliography at the end of the book offers additional resource material.

While the first two books may be considered practical in nature and application, the third represents assumptions, research techniques and designs, statistical procedures, and outcomes in psycholinguistics. Learning to read is viewed as a psycholinguistic process involving interaction between language and thought. Some of the articles may be in conflict with commonly accepted points of view about reading instruction; however, they bear examination since reading is a language-centered process.

Goodman's main purpose in arranging his symposium was to have scholars from various disciplines present papers on their theoretical and empirical investigations. His lead article outlines what he believes is the

psycholinguistic nature of reading. He states that new information about language forces us to look at reading in a new way.

Classroom teachers and supervisors may be interested in Olsen's critical analysis of linguistic reading materials. He concludes that there is need for better utilization and integration of existing linguistic knowledge, for testing linguistic approaches and materials, and for increasing teacher understanding.

Other articles set forth theoretical schema. Because of their statistical nature, they require more intensive study, and thus have more appeal to the researcher and student of psycholinguistics. □

Computers and Information Systems in Education. John I. Goodlad, John F. O'Toole, Jr., and Louise L. Tyler. New York: Harcourt, Brace & World, Inc., 1966. 152 pp.

Programmed Teaching. Joseph S. Rousek, editor. New York: Philosophical Library, 1965. 194 pp. (Revised Edition.)

Cybernetic Principles of Learning and Educational Design. Karl U. Smith and Margaret Foltz Smith. New York: Holt, Rinehart and Winston, Inc., 1966. 529 pp.

—Reviewed by KENNETH O. HOVET, Professor of Education, University of Maryland, College Park.

These books are representative of the rapidly developing technology of education, and we shall probably see more and more of such volumes in education generally and especially in the areas of curriculum and instruction.

Goodlad *et al.* describe "present and potential applications of EDP (Electronic Data Processing) in education" and "how computers and electronic machines work and what they can and cannot do."

These authors have written an exciting book, and the reader who begins it will probably go straight through. Mercifully they have also produced a short, compact book about a highly technical but exhilarating field.

Some of the EDP services reported include registering pupils; scheduling classes; sectioning homerooms; assigning lockers; reporting pupil progress; assigning teachers; providing inventories; preparing budgets, payrolls, purchase orders, bus routes, enrollment projections, and building utilization analyses; and more.

The following is a significant quote:

The potentials for research into the learning process are enormous. . . . Most other uses of the computer in education are relatively routine by comparison.

The authors note the formidable lag in using EDP in education, and the disparity between practice and potential. They stress the need for educators and technologists to work together in speeding up the automation of school information systems.

Programmed Teaching was one of the early publications in the field, and in this revised edition is still worthwhile as an introductory book. Included are chapters on programmed teaching for teacher education, for the humanities and the social sciences, for creative thinking, for language arts, for the culturally deprived, and for various purposes in special education.

One effect on a teacher who develops programmed materials is that he attains a truer picture of his teaching effectiveness.

The teacher who is effective has the proof; the teacher who is ineffective, but who cares, can use this as a baseline for self-improvement; the teacher who is ineffective, and who does not care, can be identified as such.

Teachers who prepare programmed materials learn to focus on the learning process and become concerned about research on learning. They sometimes experience the humbling effects of preparing a program that fails! They also learn to diagnose far more specifically "where the students are."

In *Cybernetic Principles*, Professor Smith and his wife have written a massive book, massive to read, and too massive to review fairly in a short space. The volume consists of 480 pages in double columns plus a 36-page bibliography.

The authors' purpose was not especially to present a theory of learning but rather to define a science of human learning. This they have done, and anyone interested in learning research could find scores of potential problems for investigation. The stress is on human learning, and the Smiths have little use for the rat-runners. They want research to be carried out, as they say, "on meaningful learning in its human educational context."

The basic cybernetic principle is that behavior involves complete stimulus-response circuits with the feedback processes enabling the individual to control his movements in relation to the environment. Behavior is "space-organized" and the individual "adjusts his movements to conform to spatial patterns." Through maturation the individual acquires these feedback control mechanisms, which are refined through practice and learning.

This viewpoint is contrary to all stimulus-response theories that describe behavior in a time-coded sequence. Even though behavior occurs in time, the Smiths believe that

what the individual reacts to are spatial stimulus patterns with responses under feedback control.

What, then, is learning? "Learning is the process of reorganizing feedback-regulated activity patterns in relation to new environmental patterns."

Sometimes the Smiths seem to be in the gestalt-cognitive tradition as they emphasize the structure of the organism, maturation, perception, and so on. Then again they slip away into their own notion of the "cybernetic loop." They have their own "computer-controlled laboratory of experimental behavioral cybernetics" in which to pursue their feedback research, and have been supported by both the National Science Foundation and the National Institutes for Health in their research. What the difference is between behavior under feedback control and behavior under control of discriminative stimuli was not clarified for this reviewer. This is one area where cognitive and reinforcement theories almost touch. All in all, the Smiths have written a book that gives one much to puzzle about. □

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