

SELECTED FOR REVIEW

Reviewers: Ward Weldon
Norman J. Bauer
David A. Singer, Jr.
Melvin Lang

Technology, Management and Society. Peter F. Drucker. New York: Harper & Row, Publishers, 1970. 209 pp.

—Reviewed by WARD WELDON, Instructor, College of Education, University of Illinois at Chicago Circle.

What is technology? Is it something schools can use to improve education or is it something which *uses* schools in the pejorative sense of turning education into a narrow training process designed to produce employees who will accept the ways of large, computerized bureaucracies?

Mr. Drucker wrote his latest book primarily for an audience of businessmen, but one of his fundamental points is that business management methods and attitudes are spreading rapidly to the nonprofit social agencies such as hospitals, governmental units, and schools. He gives top priority to computers, asking probing questions and supplying explicit answers.

This book is required reading for those who have been wondering how or whether to use those expensive machines with the whirring tapes and chattering typewriter panels. The author makes a great deal of distinction between "information" and "communication." For him the proper use of the

computer is to free an organization's leaders from information search and information processing in order to allow them time for the reciprocal personal experiences of communication:

The test, in particular, of the computer will be how much time it gives executives and professionals on all levels for direct, personal, face-to-face relationships with other people (p. 18).

The computer's impact is placed in both historic and philosophic perspective. Mr. Drucker identifies the alphabet as an early example of information processing; the urgent issues of the present collision between technology and human values are discussed.

The brief comments on the functions of education are thought-provoking, to say the least. Mr. Drucker claims that "Education has moved from having been an ornament, if not a luxury, to becoming the central economic resource of technological society" (p. 82). He closes his section on "The Role of Education" by saying: "In a completely technological civilization, education replaces money and rank as the index of status and opportunities" (p. 82). These assertions (which are developed more fully in Mr. Drucker's 1969 book, *The Age of Discon-*

tinuity) challenge us to think long and hard about the significance of what is going on in classrooms.

Technology, Management and Society is a collection of 12 distinct essays. The unifying thread of the book, according to Mr. Drucker, is that the essays "... all deal with man's tools and his materials, with his institutions and organizations, and with the way he works and makes his living" (p. vii).

After I put the book down, one of Mr. Drucker's statements continued to buzz through my head: "We desperately need a real understanding, and a real theory, a real model of technology" (p. 54). □

Towards a Visual Culture: Educating Through Television. *Caleb Gattegno.* New York: Outerbridge & Dienstfrey Publishing Company, 1969. 117 pp.

—Reviewed by NORMAN J. BAUER, Professor and Chairman, Department of Curriculum and Instruction, State University of New York, Geneseo.

Speculations regarding the potential value of television to learning have been recurrently popular themes throughout the relatively brief history of that medium. The majority of these efforts, unfortunately, have seldom progressed beyond mere speculation.

While the general application of these efforts—for example, McLuhan's work, which acknowledges the potential educational impact of the visual cultural implosion with which the medium of television confronts everyone—to preschool, elementary, and secondary pupils is generally accepted, there remains the challenge of actually "translating" these efforts into sources of information useful to classroom teachers, curriculum designers, school administrators, television programmers, and parents.

This relatively brief book by Dr. Gattegno represents an initial attempt to provide this information. As the title, *Towards a Visual Culture*, and subtitle, *Educating Through Television*, suggest, the book presents a representative sample of practical programming ideas for television from a selected

series of typical classroom instructional units. With a minimum of elaboration, only to the point of "making his ideas and intentions clear," the author develops the notions of Horizontal Programming and Vertical Programming. Dr. Gattegno conveys the essence of these notions by offering a series of concrete examples of each. These examples are derived from basic understandings about light, sound, shapes, the mother tongue, number, riddles, reading, rhythm and movement, and musical notation. The emphasis throughout is on the effect which carefully programmed television material can have on the behavioral capacities of the child. The author attempts to keep each suggested program linked with the senses, the emotions, the masteries achieved, and the functions which the viewers are testing. In each example the criterion consideration, then, is the developmental status of the individual learner, not the sequence of achievements demanded by conventional school curricula.

Dr. Gattegno's text attempts to present a systematic approach to work with preschool audiences. Indeed, one can perceive the potential effect which a number of his ideas might have if one views the current television program created for preschool children titled, "Sesame Street."

While his major focus is on the visual-specific capabilities of the preschool and lower elementary aged child, he does discuss, with examples, the implications of his ideas for older age groups. In so doing, he touches upon some provocative concepts of what might be perceived as an emerging theory of instruction via television. Many of these concepts are of direct concern to classroom teachers and curriculum workers. They include a concept of education which is viewed as "the cooperative effort of responsible people who take upon themselves the task of making more of their contemporaries conscious of the immense potential in each of them"; a cybernetic concept of growth (suggestive of Dewey) which suggests a continual transformation of one's system so as to perform what one could not perform previously, and the integration into one's system of what is new; the concept of sight as being simul-

taneously analytic and symbolic, the "high yield" potential of television in contrast to more conventional forms of information intake and storage, and the major importance of developing a visual code that permits learners of all ages to store information without first verbalizing the message they are receiving.

This book, as the author clearly indicates, should be viewed primarily as an a priori introduction to the possibilities of presenting structured learning experiences via television, and certainly not as an exhaustive or comprehensive treatment of the possibilities, alternatives, and content for large blocks of instructional television programming. It is clear that the serious student of instructional television, and the implications of this work for the educational scene, eventually will have to extend his reading to include the contributions of Wallace,¹ Elkind and Flavell,² J. McV. Hunt,³ McLuhan,⁴ Gagné,⁵ and others.

The brevity of this book belies the potential significance of its content for education. The author argues convincingly that we learn more through sight than through language, and we learn it more efficiently and comprehensively. As a result, he concludes, if television is employed properly, it is likely to transfer the range and depth of learning which is available to all men. This provocative book will provide the thoughtful reader with sharpened insights about the manner in which man's visual sense may be continuously used to acquire cultural understandings. □

¹ J. G. Wallace. *Concept Growth and the Education of the Child*. The Mere, Upton Park, Slough, Bucks: National Foundation for Educational Research in England and Wales, 1965.

² D. Elkind and J. H. Flavell. *Studies in Cognitive Development: Essays in Honor of Jean Piaget*. New York: Oxford University Press, 1969.

³ J. McV. Hunt. *Intelligence and Experience*. New York: The Ronald Press Company, 1961.

⁴ Marshall McLuhan. *Understanding Media*. New York: New American Library, Inc., 1964; and Marshall McLuhan and Quentin Fiore. *The Medium Is the Message*. New York: Bantam Books, Inc., 1967.

⁵ R. M. Gagné. *The Conditions of Learning*. New York: Holt, Rinehart and Winston, Inc., 1965.

wcb

NEW AND INNOVATIVE!

CONTEMPORARY THOUGHT ON PUBLIC SCHOOL CURRICULUM-Readings

Edmund C. Short, University of Toledo
George D. Marconit, University of Missouri at St. Louis

This introductory readings text in general curriculum presents the essential aspects, without application to particular selections of thought and represent various viewpoints which are in conflict or which must be reconciled in any given curriculum area. Now used in more than 160 colleges and universities. 386 pp.—paper—1968—\$5.95

ISSUES AND INNOVATIONS IN EDUCATION SERIES

CONSULTING EDITOR: Joseph C. Bentley, University of Utah

This series is specifically designed to provide up-to-date information which is flexible enough for use in many educational settings.

- **EDUCATIONAL MEDIA AND THE TEACHER**, John Haney, University of Illinois at Chicago Circle, and Eldon J. Ullmer, Florida State University: 130 pp.—paper—1970—\$2.25
- **ENCOURAGING CREATIVITY IN THE CLASSROOM**, E. Paul Torrance, University of Georgia: 130 pp.—paper—1970—\$2.25
- **CHANGING STUDENT BEHAVIOR: A NEW APPROACH TO DISCIPLINE**, Duane Brown, West Virginia University: 128 pp.—paper—1970—\$1.95
- **CLASSROOM EVALUATION FOR TEACHERS**, Henry Dizney, University of Oregon: Prob. 128 pp.—paper—1970—\$1.95
- **COMPENSATORY PROGRAMMING: THE ACID TEST OF AMERICAN EDUCATION**, Joe L. Frost, University of Texas at Austin, G. Thomas Rowland, New York University: Prob. 128 pp.—paper—1971—\$1.95
- **MOTIVATION**, Ivan L. Russell, Southern Illinois University, Edwardsville: Prob. 128 pp.—paper—1971—\$1.95
- **EXPANDING THE SELF: PERSONAL GROWTH FOR TEACHERS**, Angelo V. Boy, Gerald Pine, University of New Hampshire: Prob. 128 pp.—paper—1971—\$1.95
- **GROUP PROCESSES IN THE CLASSROOM**, Richard Schmuck, University of Oregon, Patricia Schmuck, Portland, Oregon Public Schools: Prob. 128 pp.—paper—1971—\$1.95

For examination copies write Mrs. Carolyn Gantz

**WM. C. BROWN
COMPANY PUBLISHERS**

135 South Locust Street,
Dubuque, Iowa 52001

Principles of Secondary Education. *Rudyard K. Bent and Henry H. Kronenberg.* Fifth Edition. New York: McGraw-Hill Book Company, 1966. 594 pp.

Secondary Schools Today: Readings for Educators. *Frederick R. Smith and R. Bruce McQuigg.* Second Edition. Boston: Houghton Mifflin Company, 1969. 404 pp.

Educational Administration. *Robert E. Wilson.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1966. 853 pp.

—Reviewed by DAVID A. SINGER, JR., Associate Professor, School of Education, Middle Tennessee State University, Murfreesboro.

The three books under review all provide valuable reading for the practicing school administrator and the student of school administration. *Principles of Secondary Education* and *Secondary Schools Today: Readings for Educators* focus on various aspects of secondary education, while *Educational Administration* deals with the functional aspects of educational administration at all levels.

Bent and Kronenberg's volume is a standard textbook dealing with some typical aspects of secondary education. The authors have included an excellent chapter dealing with secondary education in other nations. They have gone further than merely viewing the schools of England, France, Russia, and Germany. As is so rarely the case in textbooks and articles, they have also discussed the schools of Latin America and the Far East. Another area treated by Bent and Kronenberg, often neglected in secondary education textbooks, is that of college and university education.

Noticeably lacking in *Principles of Secondary Education* is a section dealing with that most crucial ingredient of any school—the teacher. The authors have chosen virtually to ignore the vital position of professional and nonprofessional personnel. In this day of involvement, a period when teachers are demanding a significant voice in the affairs of the public schools, this omission cannot be overlooked.

This revision of a very successful textbook includes descriptions of instructional

media, innovative techniques, and descriptions of new content in various subjects. Sufficient information, supporting these inclusions, has also been presented in the volume.

Secondary Schools Today: Readings for Educators is a collection of recent writings reflecting the rapid changes currently taking place in American education. Smith and McQuigg have revised their earlier book, and in the process have collected significant writings concerning the purposes of secondary education, the curriculum, the student body, the organization of the school program, the role of the teacher, and a variety of issues related to education.

Particular notice should be given to Part Five—"Focus: The Teacher and His Profession." Smith and McQuigg have recognized this as one of the paramount issues in public education today. The question of teacher militancy is a singular concern to educators in all positions, particularly those in the increasingly complex undertaking of secondary school administration. This militancy, and the resultant professional negotiations and/or collective bargaining, is represented by an excellent group of readings. Most secondary education textbooks give this critical area only cursory mention at best.

Books of readings are becoming increasingly popular in university classes; and this volume should assume its position as one of the better contributions of this type. Smith and McQuigg have compiled a volume that will serve equally well as a text or as a supplementary reference. Further, the work is well suited to the professional library of any educator interested in secondary education.

Educational Administration is an excellent collection of the writings of authorities on all phases of school operations. These writings augment the author's narration. Any educator who attempts the task of compiling a book of readings runs the distinct risk of omission.

Wilson, however, has selected his contributors wisely. Recognizing the viewpoint that administration in education can and should derive valuable techniques and practices from sources such as public admin-

istration, the author has included numerous relevant readings from other disciplines.

Wilson has divided the volume into two parts. Part One explores the nature of administration, the principles of school administration, and the organizational structure of American education. Part Two provides individual treatment of the numerous functions of educational administration.

Educational Administration could serve as an excellent textbook in a course of the same title. It is also an outstanding resource book that could be of definite value to the student of administration and to the practicing administrator. □

To Change a Child: A Report on the Institute for Developmental Studies. *Fred Powledge.* Chicago: Quadrangle Books, 1967. 110 pp.

Research for Tomorrow's Schools: Disciplined Inquiry for Education. *Lee J. Cronbach and Patrick Suppes, editors.* Toronto: The Macmillan Company, 1969. 281 pp.

The Young Child: Reviews of Research. *Willard W. Hartup and Nancy L. Smothergill.* Washington, D.C.: National Association for the Education of Young Children, 1967. 302 pp.

—Reviewed by MELVIN LANG, Professor of Education, University of Hawaii, Honolulu.

There is little that these three books have in common except that *To Change a Child* is an example of what *Research for Tomorrow's Schools* terms "decision oriented research" (emphasis on application) and *The Young Child* is a collection of "conclusion (basic) oriented research."

Fred Powledge is probably the least known of the authors and editors of the books being reviewed. He now writes on civil rights and human relations topics. He was formerly a *New York Times* reporter and Russell Sage Fellow at Columbia University. Mr. Powledge presents the reader with a fine, positive, romantic introduction to Martin Deutsch's Institute for Developmental Studies.

Through a diary of a day's program at the Institute, a 50-page photographic essay of children engaged in activities, frequent quotations from Deutsch's previous speeches and writings, and several pages of pre-1966 evaluation data, easily interpreted, the reader is offered the image of an Institute that began to work with "deprived" children several years before Head Start and other federally funded programs made it fashionable to do so.

For the teacher, supervisor, or administrator who is looking for a short, highly readable description of one of the best known early intervention programs with clear explanations of its basic hypotheses of "cumulative deficit" and "deprivation index," the book is highly recommended.

The book has no table of contents, index, or bibliography so the reader who wants more has to dig on his own. One place you may want to dig is at the film library of the Anti-Defamation League of B'nai B'rith. This library distributes *A Chance at the Beginning*, a useful film for parents and teachers who wish to view classes of preschoolers at the Institute for Developmental Studies, with Dr. Deutsch answering parents' questions.

For the curriculum specialist or researcher who is further interested in the major theoretical convictions and research findings of Martin Deutsch and his associates, they have written *The Disadvantaged Child: Studies of the Social Environment and the Learning Process* (New York: Basic Books, Inc., Publishers, 1967). A critical and penetrating review of it by Herbert Zimilies that appeared in the *Harvard Educational Review* (Winter 1969, pp. 177-80) should be required reading as a companion piece.

Research for Tomorrow's Schools is not what this reviewer expected from such a title. It is not the application of research to the problems of tomorrow's schools but rather an examination of the need for research and disciplined inquiry for tomorrow's schools and programs of education. It deals with many of the same problems treated by Paul Lazarfeld and Sam Sieber in the report of their national survey, *Organizing Educational Research* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964).

The report is quite clear about its main premises: that the number of people engaged in educational research is inadequate, that the quality and productivity of those persons are depressing and meager, and that many of those charged with research are not qualified for their tasks (p. 211).

There is also a nagging secondary thesis that basic changes in educational thinking have come from investigators who were not concerned with education (p. 268), although their list of exceptions is impressive (Peirce, Freud, Pavlov, Terman, Thorndike, Hall, Benet, etc.). The authors believe that the quality of intellectual research would be raised if educators would look to their colleagues in the academic disciplines for higher standards. This theme of the greater virtue of non-education (as a non-discipline) is recurrent (pp. 223, 231, 233, 251, 268, 269). The report states that the primary role of schools of education should be research and research training, while service functions to the community ought to be developed by other agencies.

Henry Barnard's fall from Congressional grace as first Commissioner of Education is detailed in the section tracing the emergence of education as a field of study. It is not difficult to match the scholarship and style of the section with Lawrence Cremin. For the reader whose historical appetite may not be satisfied with this section, Cremin's brilliant, readable account of progressivism in American education, *The Transformation of the School*, is recommended for further reading.

A good example of the problem of applying research findings to specific school dilemmas is the compendium of articles from the journal *Young Children* appearing in the book, *The Young Child*.

Each article is a review of research (emphasizing each author's own studies) in such

areas of child psychology as social reinforcement, language and cognitive development, sex role learning, racial awareness, and pre-school learning.

The research that is reviewed is seldom in a school setting, so that the curriculum developer or supervisor will have to make bigger jumps in translating or adapting the implications of the research than he would from such references on similar topics as "Growth, Development, and Learning" (in *Review of Educational Research*, December 1967) or M. Deutsch, I. Katz, and A. Jensen's *Social Class, Race and Psychological Development* (New York: Holt, Rinehart and Winston, Inc., 1968).

A good example of the problem, raised in *Research for Tomorrow's Schools* (pp. 142-43), of understanding the complex nature of the school setting and the difficulties of applying classroom practices linearly from research findings is the difference among the authors of the three articles summarizing research on the social learning processes of social reinforcement and modeling.

It is much clearer to Florence Harris and her colleagues (pp. 22-24) that adult social reinforcement can have a positive effect on children's social behavior than it is to Frances Horowitz and Albert Bandura, who state that such conclusions are speculative (pp. 38-39). Horowitz and Bandura are much more equivocal about the effects of known variables (pp. 47, 49, 52) and assign a lower success probability to the effects of social reinforcement in classroom, teacher-child settings.

Because of the variance in research methodology in the studies summarized, this reviewer advocates, as a reference accessory, the following: Paul Mussen, editor. *Handbook of Research Methods in Child Development*. New York: John Wiley & Sons, Inc., 1960. □



Copyright © 1970 by the Association for Supervision and Curriculum Development. All rights reserved.