

SELECTED FOR REVIEW

Reviewers: Harvey Goldman
Julianna L. Boudreaux
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Foundations of American Education.
William B. Ragan and George Henderson.
New York: Harper & Row, Publishers, 1970.
291 pp.

U. S. A./From Where We Stand: Readings in Contemporary American Problems.
Leo J. Ryan. Palo Alto, California: Fearon Publishers, Inc., 1970. 237 pp.

To Make a Difference: Teaching in the Inner City. *Larry Cuban.* New York: The Free Press, 1970. 254 pp.

—Reviewed by HARVEY GOLDMAN, Associate Professor, College of Education, University of Maryland, College Park.

Although there are some elements in *Foundations of American Education* that appear quite well done, the total book does not live up to the expectations one would have for a "foundations" text. Of the 17 chapters that are included, only the first seven actually deal with foundations areas (human behavior, socioeconomic forces, etc.). The remainder deal primarily with analyses of contemporary social and educational problems (poverty, racial integration, role models for middle-classness, grouping practices, etc.). Thus, the book might more appropriately be viewed as a panoramic sweep of the schools and society rather than a concerted analysis of the foundations of education.

Of considerably greater concern to the reviewer is the general impreciseness, and

in some cases incorrectness, with which terms are occasionally utilized and by which personal beliefs or values are suddenly transformed into facts. For example, the term *democracy* is defined as "a way to work out human relationships." It seems to me that the term actually refers to a particular form of government rather than to a process.

The authors also repeat another crucial error which has, in fact, generated many misconceptions among all segments of society: regardless of their many allusions to the contrary, our nation is not a democracy; it is a republic, and the workings of a republic are considerably different from those of a democracy.

In another place the authors state that as a result of Supreme Court decisions, "the U.S. Constitution is violated when a state operates racially segregated public schools." This is clearly not true (even though I wish it were), and a reading of the Brown decision (1954) will point out the many ways in which the above statement deviates from fact.

At another point in the book, the term *theories* is used to refer to conceptual frameworks which are actually *philosophies*. The imprecise use of such terminology in courses offered early in prospective teachers' preparation programs could result in a need to devote considerable time later in the program to "undoing" the damage. And, indeed, those who have taught graduate courses can attest

to the fact that, quite often, the misconceptions planted early in those programs are never reversed.

In general, my belief is that this text would be inappropriate for use early in the preparation programs of prospective teachers.

The volume, *U.S.A./From Where We Stand: Readings in Contemporary American Problems*, is not specifically designed for use in a teacher preparation program. It appears, however, that the areas covered (the urban environment, political structures, human behavior, education, the black American, and the ecological crisis) are of vital interest to those concerned with the education of youth. With few exceptions the selections that are included provide interesting and thoughtful perspectives on crucial issues currently facing the nation.

The major flaw in the book is that the author does not devote any of his own time and thoughts to the analysis of the issues with which he deals. Aside from the inconvenience, the reader could just as well be given a bibliography telling where the readings are to be found.

Specifically, the book lacks adequate introductions to the chapters, and no summary presentations are included at all. Such summaries are clearly needed if the diverse thoughts presented within the readings in each chapter are to be integrated and if some direction is to be set forth for the total book. Also missing is a closing chapter in which the discrete chapters are drawn together and the interrelationships between them described and analyzed.

The readings themselves would clearly be of value to prospective teachers, and the text would be reasonably adequate for use early in the teacher preparation program rather than during the junior and senior years when the students are already somewhat sophisticated about the issues depicted. It is highly recommended that, when using the text, the instructor make every effort to provide an integrating thread that would tie the chapters together and clarify their relationship to the role of the teacher and the schools within our societal framework.

To Make a Difference: Teaching in the

Inner City, by Larry Cuban, is a quite interesting book. It provides some very practical approaches that teachers in urban areas might utilize effectively. Of particular help are the assumptions of the author—regarding students, teachers, methodology, curricular materials, and schools—which are set forth in the Author's Introduction. To a considerable extent the contents of the book appear to be a verbal manifestation of the writer's personal frustrations which have developed over years of attempting to improve the quality of instruction offered to students in the "inner city."

Some techniques for developing instructional materials are set forth that appear to have potential usefulness for teachers suffering under conditions similar to those described by Cuban. His emphasis on skill development is especially important. The author appears quite cognizant of the fact that basic skill development will be the cornerstone of the students' future attempts to earn a living and maintain or enhance their positions in society.

Although a considerable portion of the content might prove quite valuable for prospective teachers in urban centers, three shortcomings are evident.

First, although the author attests to the importance of diagnostic skills, he sets forth no insights into which diagnostic skills are most needed or how they might be developed. Such skills are a necessity if teachers are ever to focus on individual needs of students. Given the inability to diagnose student strengths and weaknesses, the only alternative is for teachers to develop "better" group materials. While these might be more relevant, it remains a fact that large groups of students are all confronted with the same materials.

Second, what Cuban sets forth as a "model" of a teacher education program is not a model at all. Rather, it is a listing of elements that the author feels should be included in a model teacher education program. Totally excluded from consideration are discussions of how the program ought to be organized, what instructional or evaluative techniques should be employed, or even

what type of content could most appropriately be utilized.

Third, everything in the book implies that teachers will continue to function in the same manner that they have for decades—in self-contained classrooms. Nowhere does he point out a need for preparing professionals and paraprofessionals with differentiated skills and abilities who would be competent to operate effectively in instructional teams. Thus, in the long run, Cuban's prescriptive remedies are likely to result in the maintenance of the *status quo* rather than in an improved educational system.

I would recommend that Cuban's book might be used profitably with prospective teachers during their junior and senior years. There are two specific strategies which probably ought to be used concurrently with the text. The first would be oriented toward helping prospective teachers glean as much useful information as can be derived from the book. The second strategy should lead the prospective teachers to analyze and question the many beliefs and assumptions that the author sets forth as fact. □

Collaboration in School Guidance: A Creative Approach to Pupil Personnel Work. *Mary A. Sarvis and Marianne Pennekamp.* New York: Brunner/Mazel Publishers, 1970. 243 pp.

Guidance in Action: Ideas and Innovations for School Counselors. *Kenneth U. Gutsch and John D. Alcorn.* West Nyack, New York: Parker Publishing Company, Inc., 1970. 218 pp.

Successful Programs and Practices for Counseling the College-Bound Student. *A. Martin Bloom.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969. 317 pp.

—Reviewed by JULIANNA L. BOUDREAUX, Assistant Superintendent for Pupil Personnel, New Orleans Public Schools, New Orleans, Louisiana.

Based on practical wisdom distilled from the authors' broad experience, this trio of books merits consideration even during a period popular for guidance publications.

Though different in perspective, they are similar in viewpoint and reflect the major directional changes in school guidance programs.

All stress the importance of an adequate theoretical basis for guidance, and the need for guidance for every student and at all levels. All see value in the group approach and the use of subprofessional support personnel. The authors advocate a broader role for the guidance worker and envision him providing consultative services to teachers and being involved in curriculum decisions. They emphasize the need for more training in the social and behavioral sciences. They view guidance as a school-wide function to be performed by teachers and principals, as well as guidance workers.

Collaboration in School Guidance is itself the result of a unique collaboration between a psychiatrist and a social worker in the Oakland Public Schools. Dr. Sarvis and Mrs. Pennekamp define the variety of collaborative efforts possible within the spectrum of talents found in both mental health professionals and educators. Using the term "guidance worker" as a generic one, they show how specialists in social work, psychology, and counseling can pool their disciplines to meet the needs of children and remove roadblocks to learning. The guidance worker is a troubleshooter whose job is to make a psychosocial diagnosis and plan useful steps where there is an impediment to the teaching/learning process. They see the guidance worker as "a theoretical 'generalist' profoundly committed to humanist values and to a dynamic view of human development."

The volume provides a basic conceptual framework for professionals in pupil personnel work and places history, theory, and cases in perspective. The authors depict the real world and "tell it like it is." Sprinkled throughout are vignettes which give the reader the flavor of teacher-guidance worker interaction, and case material which ranges from typical guidance interventions to work with severely disturbed children and groups.

The authors provide a theoretical rationale for task-oriented guidance. They in-

sist that the guidance worker's focus be concrete, problem-oriented, and non-threatening. They point out that guidance work is "macroscopic rather than microscopic in nature, earthy rather than esoteric, concerned with the useful next step rather than absolute concepts of optimal mental health."

Guidance in Action presents a well-organized method of operation for the individual who needs assistance in putting theory into practice. While it promises more than it delivers and too often leaves the reader waiting and wanting, the book shows how tested ideas may be incorporated into existing programs with little additional cost.

In a thought-provoking chapter on group guidance, Gutsch and Alcorn point out that one of the greatest challenges confronting today's counselor is "his ability to define and utilize groups in a meaningful and sophisticated way." The person responsible for the leadership function needs to be a permissive and accepting individual who understands group dynamics and its theoretical implications for his work.

The authors state that the need for validation of assumptions underlying guidance methods and techniques is one of the more crucial problems plaguing counselors. Noting that evaluation of program outcomes is of vital importance to improvement, they suggest approaches for validating guidance activities and techniques for utilizing research findings.

Among the helpful features are the Gutsch-Alcorn Test Scanner, lists of publishers and materials, charts listing levels of human encounter and services provided through community agencies, and checklists for evaluating tests and appraising the program of guidance services.

As the title indicates, *Successful Programs and Practices for Counseling the College-Bound Student* spotlights educational guidance. The writer deplors the need for a cookbook approach implied in the book jacket's offer to furnish counselors "all the information you'll need . . . with everything worked out in lucid, step-by-step detail." The volume, however, is a compendium of current, useful information.

Dr. Bloom advocates an organized, planned program of pre-college counseling and group activities beginning when students are about 15 years of age or in the tenth grade. He views the counselor's role as similar to that of a teacher who teaches a subject through lesson plans in a two- or three-year sequence. His philosophy is expressed in the statement, "There must be a conscious effort on the part of the counselor to stimulate and to encourage every potentially able student . . . to avail himself of further educational opportunity."

Recognizing that parents often hold a commanding position in their children's college and occupational career selections, Dr. Bloom stresses the need for their systematic inclusion in the overall school guidance program. Without parents' cooperation and assistance, he warns, the counselor may delude himself into thinking he has all the answers.

The volume contains informative chapters on permanent records, transcripts, profiles, appraisal and personality forms, national tests, and financial aid programs. It provides the counselor with practical suggestions for "coming to the rescue" when students are rejected by colleges. A unique feature is capsule accounts of ten successful group guidance programs, which could be replicated by the counselor interested in meeting the needs of college-bound students. □

Evaluation and the Work of the Teacher. *Enoch I. Savin.* Belmont, California: Wadsworth Publishing Company, Inc., 1969. 298 pp.

Measurement and Evaluation in the Schools. *Louis J. Karmel.* New York: The Macmillan Company, 1970. 492 pp.

—Reviewed by PETER W. AIRASIAN, Assistant Professor, School of Education, Boston College, Chestnut Hill, Massachusetts.

It is indicative of the flux existing in the areas of measurement and evaluation that two teacher-preparation texts can differ so widely in basic orientation. There are clear distinctions between these authors' per-

ceptions of the types of information teachers need and the sources of that information. This review contrasts these perceptions.

Karmel conceives of measurement and evaluation (he never defines or distinguishes these terms) largely as the use of standardized instruments. He includes the by now obligatory chapters on The Reasons We Give Tests, Contemporary Problems and Issues, Test Ethics, Standards and Procedures, Validity and Reliability, Statistics, Norms and Standard Scores, and Sources of Test Information. The remainder of the book primarily catalogs, with copious illustrations, particular standardized intelligence, aptitude, achievement, personality, attitude, interest, and projective instruments. After reading these chapters, the reviewer was left with the question, "Did Karmel include such an extensive review of these tests because he truly believes teachers require such information (I doubt that they do), or did he include them because prior authors always seem to utilize this format?" In either case, the presentation is no better, or worse, than that of Thorndike and Hagen and other similar books.

Only three chapters deal with teacher-made tests, although teacher tests represent a much greater proportion of classroom evaluation than do standardized instruments. In depth and scope, these chapters are among the weakest. Karmel discusses classroom objectives with reference to Bloom's Taxonomy (but not Mager, Popham, or others), but the message does not filter down into practice, since many of his example objectives (for example, p. 377) are not behaviorally stated. Overall, Karmel's book is better suited for its secondary audience, guidance and psychology students, than for teachers.

Sawin's book provides a refreshing change from the more traditional approach embodied by Karmel. Sawin's conception of evaluation ("... a process of appraisal which involves the acceptance of specific values

and the use of a variety of instruments of observation, including measurement, as the bases for value judgments . . ." p. 3) is broader and more classroom oriented than is Karmel's. Sawin has, I think, heard the arguments of Eisner, Jackson, Tyler, and others regarding the nature and evaluative needs of classrooms. Witness the inclusion of such chapters as Assessing Unplanned Effects of Educational Experiences, The Scientific Method and Other Bases for Evaluation Procedures (a helpful organizer, though somewhat overdone), Observation as a Source of Data in Evaluation, Content Analysis, and Other Sources of Data for Evaluation (performance rating scales, sociograms, unobtrusive measures, etc.).

Sawin talks to teachers in a language that is relevant and understandable. He weaves notions of validity, reliability, and norms into his discussions of evaluative approaches. The importance of these concepts becomes clearer when presented in this mode than when presented as separate topics, divorced from discussion of particular instruments and procedures. He refers his readers to Buros for specific test information, preferring to dwell on helpful homilies which make teachers more efficient and skillful evaluators. (I wonder why more authors do not do this.) Other strong points of the book include the discussions of item sampling, student self-evaluation, and the appendix on item pools.

Both books are well written. However, neither adequately treats criterion-referenced standards or the problems of grading. Neither book dwells upon statistics, although this is not necessarily a weakness.

The books represent two points on an evolutionary pathway. Karmel's should be one of the last of a *genre* published under the guise of a teacher-relevant measurement text. Hopefully, Sawin's will be the first of a breed which will lead to a new and more complete view of evaluation and its relationship to teaching. □



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