

SELECTED FOR REVIEW

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Inequality: A Reassessment of the Effect of Family and Schooling in America. Christopher Jencks and others. New York: Basic Books, Inc., 1972. 399 pp.

—Reviewed by JAMES RATHS, Chairman, Department of Elementary Education, University of Illinois, Urbana.

Jencks makes a distinction between two separate but related goals of American society: (a) giving every citizen an equal opportunity to achieve success in life and (b) narrowing the inequalities that exist in the American culture. His thesis is that for the most part we don't know how to do the former. We can't give people equal opportunity when we don't know what attributes or experiences contribute to success.

Jencks and his colleagues present data which purport to show that many of the common explanations as to why some people are successful in our society and some are not and which might be used as a basis for providing equal opportunity are in fact unconvincing. For instance, Jencks states that if we could equalize everyone's genes, inequality in test scores would probably fall by (only) 33 to 50 percent. If we could equalize the quality of elementary schools, cognitive differences as measured by tests would de-

crease by only three percent or less. In a sense, then, we don't know how to provide equal opportunity even if we wanted to.

Jencks argues that it makes more sense to try to influence the inequality found in our society directly by convincing American people that the distribution of income is a legitimate political issue. This is no easy task since most Americans apparently feel that the vagaries in our society which determine who will and who will not enjoy its major benefits are beyond the proper influence of the political process.

If what Jencks says is true, what does it mean for schools? Jencks contends that schools should not be seen as a means to delivering the good life at some future point in time. Instead, schools should function as ends in themselves. They should become lively, comfortable, reassuring, and exciting—not because those qualities will lead students to some desired destination but because those qualities represent a worthwhile state of affairs. In short, the future is now.

This book belongs to a genre of revelations we find in the current literature which presents theses supported by *research*. The Coleman report, the Supreme Court decision on segregation, and Shockley's and Jensen's hypotheses about the role of genes in deter-

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mining the limits of learning fit into this category.

Instead of merely asserting contentions in terms of their own face validity, some social scientists tend to dress up their theses with tables, correlation coefficients, and other objective measures. These procedures apparently lend credibility to the authors' conclusions. At least two characteristics of these reports seem worth noting. First, almost without exception, they are not capable of replication. We are told that scientists prize the elaborate description of procedures in reports so that colleagues might test the reliability of the reports. Without the expenditure of many thousands of dollars, most of these studies cannot be repeated.

The second characteristic of these studies is the acrimony they arouse. Already, critics have offered Jencks and his colleagues rival interpretations or have suggested instances of serious mishandling of the analysis. Thus, reports such as this one, instead of resolving issues, tend to elicit them.

Both characteristics suggest that all such reports need to be studied warily. Without replication, one might assume that the rather unusual way that Jencks handles his data was one of N ways he attempted . . . with this the one that supported his theses. Also, one might concede his findings as reliable but suggest other explanations for the data.

In my opinion, many of the Jencks contentions seem insightful and congruent with the data he has chosen to report. While prizing the doubt, we should all study this book and reflect upon its meanings. □

Models of Teaching. *Bruce Joyce and Marsha Weil.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. 402 pp.

—Reviewed by HEATHER L. CARTER, Associate Professor, Department of Curriculum and Instruction, University of Texas at Austin.

Within the many changes, real and envisioned, in schools today, considerable focus has been placed on procedures employed in

the preparation of teachers for these new environments.

Joyce and Weil in *Models of Teaching* have described four main sources of models for teaching: presented within social interaction, information processing, behavior modification, and personal sources. A narrative description is given of each model, together with classroom application and a succinct summary for each. Cross-referencing among models is facilitated by the consistent format maintained for the summaries.

Having presented the models, the authors address the concern for "Using Models of Teaching." This section of the book is indeed valuable and serves to focus the reader not on a description of any one model, but rather on the selection and adaptation of the models for different teaching situations.

The book not only presents the educational world as it is, but suggests directions for the future. The idea is that within a personalized instructional setting the same teaching model is not appropriate for all learners, and that the learner should be involved in that setting best fitting his or her needs. This certainly is an appealing idea for future school systems. □

Philosophical Redirection of Educational Research. *Lawrence G. Thomas, editor.* 71st Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1972. 374 pp.

—Reviewed by GEORGE W. BRIGHT, Assistant Professor, Department of Mathematical Sciences, Northern Illinois University, De Kalb.

This most recent NSSE yearbook is a collection of 13 essays on the often neglected philosophical implications of current empirical research in education. As might be expected, there is some overlap in the content of the essays, but clearly much effort was expended to avoid repetition whenever possible.

The essays aim squarely at many important questions; for example: Do the empirical

analyses of learning have the effect of increasing or decreasing the range of alternatives open to the learner? How does the normative and theoretical outlook of an experimenter affect the way in which the experiment is designed as well as the way in which the data are interpreted?

The book does not wholly succeed, however, in fulfilling its goal of answering these questions. The essays are uneven in quality, and some of the discussion is a rehash of old arguments without much new insight. More important, the authors do not adequately discuss ways to answer the questions they raise. They do not communicate their ideas in terms which could be understood in the language of an empiricist.

The importance of the book is that it renews the call to researchers to assume the responsibility of examining the setting as well as the implications of their work. One can only hope that it will stimulate more explicit consideration of this responsibility. □

Those Who Can, Teach. *Kevin Ryan and James M. Cooper.* (With *Instructor's Manual.*) Boston: Houghton Mifflin Company, 1972. 499 pp.

—Reviewed by RICHARD SHEPARDSON, Assistant Professor, College of Education, University of Iowa, Iowa City.

Those Who Can, Teach is designed for and well suited to an introductory course in education. It takes a good look at today's schools, discussing such tension points as inequality of educational opportunity, student power and unrest, teacher power and unionism, sex education, accountability, etc. Current trends such as nongraded schools, team teaching, differentiated staffing, open classrooms, and computer-assisted instruction are also discussed.

The text is general in nature and is not particularly oriented toward either elementary or secondary education. The main thrust is toward the beginning student who lacks firsthand experience with schools and classrooms. It is aimed at the student who sees himself on top of a white stallion riding into

the educational wastelands of our schools. And it is designed to encourage students to engage in dialogue with others to sharpen their views on education and their feelings about teaching as a career.

Those Who Can, Teach is not a scholarly history nor a collection of glittering generalities proposed by the latest self-appointed expert. It is a fresh approach lightly sprinkled with biographical sketches, cartoons, and pictures. The format and some of the proposed activities in the teacher's handbook and the text may unnerve readers because of the cosmetic effects; however, Ryan and Cooper have gone past the mere effect of including Peanuts cartoons, violating the time-honored textbook convention by switching voices, and injecting relaxed conversation between Jim and Kevin (the authors). They have provided a well-rounded selection of topics and vignettes capable of stimulating relevant discussion among beginning education students.

The best compliment I can give the authors is that I have ordered multiple copies of *Those Who Can, Teach* for use in the Introduction to Elementary Education course that I will be teaching next semester. □

Research in Teacher Education: A Symposium. *B. Othanel Smith, editor.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971. 166 pp.

—Reviewed by RICHARD SHEPARDSON.

The articles included in *Research in Teacher Education: A Symposium* are a valuable resource for conceptualizing and sharpening research questions related to teacher effectiveness and classroom interaction. The third chapter by Rosenshine and Furst is well worth the total price of the book. In this chapter, Rosenshine and Furst critically review classroom interaction studies, indicate viable areas for further study, and make specific recommendations related to research design.

As in other articles, Rosenshine and Furst here stress the importance of judging teacher training programs and teacher effec-

tiveness in terms of student learning. They reject the use of expert opinion as the basis for designing teacher training programs and stress that such programs should be based on research findings. They emphasize the importance of findings which "indicate to a teacher that if he increases behavior X and/or decreases behavior Y there will be a concomitant change in the cognitive or affective achievement of his students."

Rosenshine and Furst identify (a) multiple classification of questions, (b) probing responses to student answers, (c) variations of activities and the cognitive level of the discourse, and (d) use of structuring statements as promising but insufficiently researched teacher variables. The specificity of this chapter along with its cogent analysis of needed changes in teacher education forcibly place it on a "must list" for anyone planning to study teacher effectiveness and/or classroom interaction.

Other articles included in this book are: "Conceptual Foundations of Research in Teacher Education," by Richard L. Turner; "A Concept of Heuristics," by Frederick J. McDonald; "Promoting Self-Disciplined Learning: A Researchable Revolution," by Robert F. Peck; "Shaping Teachers' Attitudes," by M. Ray Loree; and "Designs for Programs of Teacher Education," by S. C. T. Clarke.

The total collection, along with B. Othanel Smith's introduction, has much to offer in relation to analyzing teacher effectiveness and developing teacher education programs. □

Communicative Disorders: An Appraisal. Alan J. Weston, editor. Springfield, Illinois: Charles C. Thomas, Publisher, 1972. 417 pp.

—Reviewed by EDWARD RUNDALL, Lecturer, Department of Speech, University of Illinois, Urbana.

Communicative Disorders is a text prepared for speech pathologists and audiologists who are interested in current trends and developments in the field of speech and hear-

ing science. Traditional speech pathology and audiology topics are treated in the volume, including chapters on the speech and hearing mechanisms, voice disorders, hearing disorders, cleft palate, aphasia, and others. However, these standard topics have been developed with a view toward reevaluation of concepts and formulation of future directions.

Several more contemporary topics have also been considered in *Communicative Disorders*. These topics include communication theory, management of disfluency in early stages, issues in the diagnosis of communication disorders, and procedures for relating to parents of children with speech or hearing problems.

In compiling manuscripts for *Communicative Disorders*, editor Alan Weston has selected contributors who represent current movements in speech and hearing science. These authors identify, synthesize, and evaluate theoretical literature as well as quantitative data which are pertinent to their specialty.

In each chapter, the emphasis is on the understanding, management, and alleviation of various disorders. The result is a volume which is relevant to anyone involved with disordered communication, from the beginning student to the experienced clinician. □

What the People Ought To Know About School Administration. Clarence A. Weber. Danville, Illinois: Interstate Publishers, 1971. 79 pp.

Simulation in Social and Administrative Science: Overviews and Case-Examples. Harold Guetzkow, Phillip Kotler, and Randall L. Schultz. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. 768 pp.

—Reviewed by ROOSEVELT WASHINGTON, JR., Assistant Professor of Educational Administration and Supervision, Marquette University, Milwaukee, Wisconsin.

Problem solving is the major theme of each of these two books. Weber intimates that through knowledge of and close adher-

ence to legal precedents and principles one can avoid making or causing problems. Guetzkow *et al.*, on the contrary, indicate that through adequate exposure to simulation one can learn to approach problems of the real world with confidence.

Weber presents a general overview of basic legal principles affecting schools in realms of authority, responsibility, and functions of boards of education and school superintendents. He emphasizes various specific activities in which each of these functionaries ought to be engaged according to established legal precedents and principles. Weber highlights many of the real and potential issues affecting the board of education and the superintendent. He specifically is concerned with the necessity and consequences of their keeping accurate board minutes; clarifying their respective roles, especially during teacher negotiations; and becoming cognizant of essential aspects of teacher tenure.

The general public may find this book enlightening and appealing, as may many teachers and students of educational administration and supervision, because it is a concise, highly readable primer of general and specific information concerning school administration. However, the serious student of educational administration will need to search beyond this capsule presentation for a more comprehensive treatment of what should be known about school administration.

Simulation in Social and Administrative Science, by Guetzkow *et al.*, details clearly a rationale for using simulation and explains many of the advantages and disadvantages of using simulation as a training technique. The rationale for using simulation includes its value in resembling referent systems in form and yet exercising considerable control over its content, and its amenable framework for experimentation and development of theory.

The advantages of simulation in-

clude its possibilities for unlimited replication of the referent system, its capacity for subjecting the model to real or pseudo variables, and its adaptabilities in manipulating time modules. Disadvantages reside mainly in its costliness and its artificial oversimplification of the real world, which serve to limit its generalizability to the degree that the authors caution its users that there is a "danger in making inferential leaps from the model to the real world."

Specific essays and case-examples are presented in Parts Two and Three on the use of simulation in the social sciences and administrative sciences. These serve to augment the thesis on the merits of its use as a pedagogical tool. Readers are presented with a tool to be used in increasing general understanding of a system, as an aid in developing alternatives for specific decisions, as a device for evaluating alternatives, and as an instrument for verifying data and generating norms.

The last chapters in this book, Part Four, however, deal with methodological considerations in simulating social and administrative systems. The value of this section resides mainly in its explanation of computer simulation methodology.

From this reviewer's point of view, Part One, the introductory chapter on "Developments in Simulation in Social and Administrative Science," and Part Four, the concluding chapters on "Methodological Considerations in Simulating Social and Administrative Systems" and "Theory Construction and Comparison Through Simulation," were stimulating and refreshingly instructive. Case-examples that were offered in Parts Two and Three, though useful to the reader as aids in learning effectively to use and to construct simulation models, seem to have limited relevance as pedagogical tools for the training of educational administrators and supervisors. □

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