

SELECTED FOR REVIEW

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Tests in Print II: An Index to Tests, Test Reviews, and the Literature on Specific Tests. Oscar Krisen Buros, editor. Highland Park, New Jersey: The Gryphon Press, 1974. 1146 pp.

The Seventh Mental Measurements Yearbook. Oscar Krisen Buros, editor. Highland Park, New Jersey: The Gryphon Press, 1972. Two volumes. 1986 pp.

—Reviewed by JAMES RATHS, Chairman, Department of Elementary and Early Childhood Education, University of Illinois, Urbana-Champaign.

Reviewing these two reference books is quite similar to reviewing Volume T of the Encyclopaedia Britannica and its Index. While the entire set of Mental Measurements Yearbooks (Vol. I-VII) would indubitably be invaluable for anyone with the responsibility for assessing student attributes (from interests and abilities through achievement), owning only *Tests in Print II* and *The Seventh Mental Measurements Yearbook* would be of little use. Let me explain.

Tests in Print II includes a bibliography of all known tests published for use with English-speaking subjects; a classified index to the contents of all of the previous Mental Measurements Yearbooks; extended bibliographies on the construction, use, and validity of specific tests; a list of tests that have gone out of print; a cumulative name index for each test; and a classified scanning index with a description of the population for which each test is intended. There are even more features—too numerous to mention, as

they say. The expanded table of contents includes these headings of special interest to members of ASCD: achievement batteries; multi-aptitude batteries; reading; science; social studies; and vocations. Each entry includes references to reviews in the *Mental Measurements Yearbooks* or to related articles in the professional literature.

While it is possible to be confused at first by the variety of ways numerals are used in the text to cite references, to denote bibliographic listings, and to specify entries, the code can be cracked after only a brief exposure to the reference and a perusal of the notes on "how to use *Tests in Print II*" found in the front materials. It is important to bear in mind that the *Tests in Print II* reference contains almost no evaluative comments on the instruments it catalogues and only the barest of descriptions. To find out about a particular test, a reader must follow up on the cited references. To illustrate, assume that a school curriculum director were interested in reading evaluative comments about the *California Achievement Tests*. After scanning the Index of Titles found in *Tests in Print II*, he or she is directed to reference 7, found on page 9. (All references are to entry numbers and not to page numbers.) The relevant entry includes a brief description of the battery, for example, grade levels, subtest names, publisher, authors, etc. Also included is a list of references. Preceding the list is some narrative comment pointing out the most likely sources of extended review of the tests. Evidently the 1970 edition of the *California Achievement Tests* has not yet

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been reviewed. The curriculum director is referred to *The Seventh Mental Measurements Yearbook* for additional references to the literature and to *The Fifth Mental Measurements Yearbook* for an extensive review of an earlier version of the battery. The list of references would not be very helpful unless one has access to a comprehensive university or municipal library. Very few of the references would be found in the average school library.

To comment more directly on *The Seventh Mental Measurements Yearbook* itself, it would be useful to begin with its purposes. The objectives of this and the other Yearbooks in the series are, according to the editor, to assist test users in education, psychology, and industry to make more intelligent use of standardized tests of every description. The two volumes making up this Yearbook included the tests and reviews described briefly earlier, an Index of Books and Reviews, a Classified Index of Tests, an Index of Book Titles, and an Index of Test Titles. This reference contains 798 original reviews of 546 tests. The reviewers, 439 of them, were selected to represent many different points of view among specialists in tests and measurements. In addition, other reviews excerpted from 39 professional journals are included in the Yearbook.

The reviews themselves tend to be scholarly and technical. Neophytes to the testing field will rarely find useful and definitive judgments in reviews—such as “use this test by all means.” As in most complex matters, the judgments are mixed with strong and weak points identified in technical language and in academic prose styles. To those who understand somewhat the lingo of the testing field, the reviews should prove helpful in making more intelligent uses of standardized tests.

Both of these references are valuable tools for anyone interested in research and/or evaluation. As alluded to earlier, they must be viewed as only a part of a much larger collection of needed resources. Although the comment may seem niggling, it would have been helpful if Buros had included in his citations ERIC access numbers. Since so often the reader is directed to sources not normally available in local libraries, the ERIC numbers would have speeded acquisition of the needed reference. (It would probably be fitting for an ERIC Clearinghouse to be assigned the responsibility of putting out similar Yearbooks once Oscar Buros decides to retire.)

One final note. Although I have often used the Mental Measurements Yearbook as a resource and recommend it to my students, prior to undertaking this reviewing task, I don't think I really comprehended the enormity of the task that is represented in editing this material. Oscar Krisen Buros is to be congratulated for his outstanding contributions to the profession. □

The Curriculum Continuum in Perspective.
Gerald R. Firth and Richard D. Kimpston.
Itasca, Illinois: F. E. Peacock Publishers, Inc.,
1973. 706 pp.

—Reviewed by GORDON N. MACKENZIE,
Professor Emeritus of Education, Teachers College,
Columbia University, New York.

The curriculum of elementary and secondary schools has had many interpreters and has been presented from varying perspectives. Since Bobbitt's, *How To Make a Curriculum*, 1924; Smith, Stanley, and Shores; Taba; and, more recently, Tanner and Tanner, as well as others, have given us unique approaches to the curriculum field.

Possibly no authors have attempted in a single volume to view the curriculum as a consequence of so many influences as have Firth and Kimpston. They present the curriculum as a network of contributing factors. It is their belief that this network is subject to change if enough individuals comprehend the magnitude of the complexity of the curriculum. Their purpose, therefore, is to examine the factors that have in the past and that now influence the curriculum.

In Part I they present their rationale and describe the network of factors. In Part II they indicate how these factors have operated from 1600 to 1970. In Part III, Parameters, they discuss the scope of these factors under four headings: Environmental Forces; Instructional Technology and Automation; Organizational Structures and Patterns; and Appraisal, Assessment, and Evaluation. Part IV is a summary of trends in educational programs under the headings of Academic Disciplines, Cultural Studies, the Occupational Fields, and the Specialized Education Areas. A final section, Part V, deals with future options and is both a summary of trends and a projection of selected trends toward a “Humanistic Era.”

The authors use the terms curriculum and program interchangeably. Thus, they have departed from many recent attempts to rigidly define and limit the curriculum field, at least for purposes of study. Instead they describe what they believe to be the complex realities influencing the total educational program. If one grasps the whole configuration, and the details of their presentation, the volume does present an interesting and complex array of factors.

However, the breadth of the coverage has led the authors into many, probably necessary, descriptive details as to a particular factor or influence they may be discussing. Further, the breadth of the coverage has resulted in a very large number of brief assertions as to relationships, impacts, consequences, trends, and pos-

sible directions of development. While most of these sound plausible enough, some readers might desire more evidence as to the validity of the statements, more preciseness as to the significance of the item being discussed, or more interpretation of how it can be managed. Possibly these are concerns or foci for future research and for several more volumes. □

The Sports Factory: An Investigation into College Sports. Joseph Durso. New York: Quadrangle/The New York Times Book Company, 1975. 207 pp.

—Reviewed by LEONARD M. RIDINI, Associate Professor of Physical Education, Brooklyn College, New York.

The Sports Factory, written superbly by one of our leading sports writers and his colleagues on The New York Times sports staff, gives a candid and poignant account of commercialism in college athletic recruiting that has reached a level that educators, lay public, and athletes alike no longer find acceptable.

The book is divided into 13 chapters. Each chapter is filled with timely, straightforward stories describing the vicious circle that exists in sports, such as: the intense drive of certain coaches to recruit in order to win, young athletes securing the best financial deal, university and college leaders advocating winning athletic programs in order to obtain building and expansion monies, parents pushing their children to win that athletic scholarship, over-zealous alumni pressuring college presidents for a winning sport program to ensure obtaining financial support for other programs, or the countless stories telling of academically bright students finding it difficult to get into the college of their choice, while at the same time superior athletes can often have their choice of schools.

If immediate action is not taken, we will see an ever increasing curtailment of sports on

the collegiate level as implemented by President Payton of Hofstra University as of September 1, 1975, or even the demise of intercollegiate sports as it now exists in many institutions of higher learning across the land.

The reviewer highly recommends this text as reading for educators, athletes, and lay public and urges its use as supplementary reading in such courses as sociology and psychology of sport and organization and administration of physical education and athletics on the university and college level. □

The Future of Education: Perspectives on Tomorrow's Schooling. Louis Rubin, editor. Boston: Allyn and Bacon, Inc., 1975. 213 pp.

Education . . . Beyond Tomorrow. Richard W. Hostrop, editor. Homewood, Illinois: ETC Publications, 1975. 324 pp.

The Future: Human Ecology and Education. Edward A. Sullivan. Homewood, Illinois: ETC Publications, 1975. 154 pp.

—Reviewed by CARMELO V. SAPONE, Superintendent of Schools, Keene, New Hampshire.

In *The Future of Education: Perspectives on Tomorrow's Schooling*, Louis Rubin seeks to clarify the issues confronting our schools: where we have been, where we are, and where we are going. This volume was the result of a national invitational conference on "The Alternative Futures of Education" conducted by Research for Better Schools, Inc., Philadelphia, Pennsylvania.

Of particular value, in this volume, is the editorial commentary by Rubin, and the "Research and Development Issues" for readers' consideration. This book is a must for any serious educator concerned with the role, direction, and future of educational enterprise.

Edward A. Sullivan in *The Future: Human Ecology and Education* stresses that if people are to learn to communicate effectively with

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one another, then we must head toward a system of education that will place an emphasis on teaching people to control their actions through the process of meditation and biofeedback training. This book attempts to answer many questions from the field of medical, biological, and chemical research.

Although we have always been faced with the future, this interface, now, has assumed a different role. Our "today" is uniquely different from any today before it. We face an entirely new era with provocative new challenges.

Richard W. Hostrop, editor of *Education . . . Beyond Tomorrow*, discusses the past and the future by presenting articles which deal in future alternatives. His book introduces to the reader the futurist thinkers.

This book is an excellent reference source for educators who envision alternative approaches in the field of education, and for the educator who seeks "options" in our current school organization. Of special interest are the chapters which delineate today's schools in terms of tomorrow's futures. As Donald W. Robinson states in his chapter on "Trying To Know Tomorrow Today": "Some futurists assert that if they are to be serious about their concern for the future, they must help create it rather than merely study it." □

Reason and Teaching. *Israel Scheffler.* Indianapolis: The Bobbs-Merrill Company, Inc., 1973. 203 pp.

Teacher-Student Relationships: Causes and Consequences. *Jere E. Brophy and Thomas L. Good.* New York: Holt, Rinehart and Winston, Inc., 1974. 400 pp.

Flowers Can Even Bloom in Schools. *Marcia H. Perlstein.* Sunnyvale, California: Westinghouse Learning Press, 1974. 204 pp.

—Reviewed by ROBERT J. KRAJEWSKI, Associate Professor of Education, Texas Tech University, Lubbock.

In Scheffler's text, the conviction that "critical thought is of the first importance in the conception and organization of educational activities" is well borne out. Linking thought and practice, he not only offers an analytical four part approach to significant problems in education but also allows critical thinking for the reader's own solutions to the problems presented. The author rejects the notion of education as a theoretical discipline, while questioning scientific, moral, and democratic implications/applications in curriculum through an initial metaphilosophical approach. Educational thought is analyzed through writings of Dewey,

Ryle, and Schwab; in this section Scheffler is particularly masterful in presenting, analyzing, and criticizing, without offending either reader or thinker. Well written, readable, practically relevant, and philosophically competent, this 'semi-heavy' text is recommended as appropriate for the practitioner in reviewing the importance of relating philosophy with educational theory and practice.

Replete with extensive current research, *Teacher-Student Relationships* reviews, analyzes, and integrates research findings on teacher expectations, attitudes, and interaction in the classroom. Mainly it deals with students' individual differences which cause teachers to form differential and mostly stable attitudes toward students. The manner of presentation is dissertation-like and quickly becomes repetitious, either in content or in method. In the preface the authors state that more questions would be raised than answers given—this is a strong feature of the text. Yet perhaps too many answers are given, and at times one also feels that a conclusion is reached from evidence which is somewhat sparse or lacking. The chapter promoting proactive teaching is too simplistic in the descriptive analysis of changing teacher behavior and the last chapter's recommendations, though accurate, are misplaced and anti-climactic.

Overall, the text with its profusion of research seems to attempt too gargantuan a task with insufficient organization, mixing in-depth analysis with some surface analysis. The picture thus obtained is distorted in parts as through a fish-eye lens. The text can be recommended for undergraduate psychology courses but others offering more evidence on specific aspects of student-teacher relationships would be more desirable for courses designed for elementary or secondary student teachers, teachers, and supervisors.

Perlstein's educational psychology anthology is of a practical nature with minor emphasis on theory. Organizationally creative, it indirectly prescribes blooming techniques for teachers—from looking inward, wrestling with values and learning about learning to finally experimenting in the classroom and putting beliefs into action. In the 27 articles, authors from Carl Rogers to paraprofessionals speak honestly and openly about teachers, curriculum, humanistic values, successes, and failures encountered in the schools. The text is a welcomed prescription to anyone interested in planned balanced application of educational psychological theories for students, kindergarten through postgraduate. It clearly demonstrates that flowers can bloom in any school under the shining rays and the green thumb of an interested and involved school staff. □

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