

# Book Reviews

## New Rules: Searching for Self-Fulfillment in a World Turned Upside Down.

Daniel Yankelovich.  
New York:  
Random House, 1981.

—Reviewed by Gary D. Wooddell, Assistant Professor of Teacher Education, Miami University, Oxford, Ohio.

According to ancient Chinese wisdom, a time of crisis was both bane and blessing—a time of great danger, yet an opportunity for great progress. Yankelovich suggests that American culture is in such a period today. In *New Rules* he investigates what he sees as shifts in the "giant plates of culture." Citing numerous examples, Yankelovich argues that many people are seeking more "sacred" and less "instrumental" interpretations of living and are re-examining the basic beliefs underlying what he calls the "giving/getting compact." In short, Yankelovich argues that modern America is experiencing a search for new life values unique in history: first, because it is powered by the efforts and desires of great numbers of individuals from all elements of society, rather than a small privileged elite; and second, because its fundamental tenet is approval for diverse and pluralistic personal values.

Like the ancient Chinese, however, Yankelovich is not convinced that this bodes well for the future of the society. While certainly not as harsh a critic as others, he does note that the search for self-fulfillment sprang from a period of unparalleled economic abundance and growth that is unlikely to continue. Further, he argues that overemphasis on self threatens to destroy the fabric of close personal relationships and community (oddly enough, one of the goals given highest priority among interviewed "seekers").

I think the heart of the book is the second section. Using personal interviews and research data on public attitudes Yankelovich creates a picture of general dissatisfaction with traditional



values and an almost frantic, if unfocused, search for new values. The individual vignettes bring statistics to life—and such statistics they are! Various surveys dramatically point out the degree of change in our most basic beliefs about what is right and wrong. One caveat though: This is *not* a careful examination of voluminous research data to generate findings; it is an example of use of statistics to serve an author's message. By his own admission, Yankelovich has a point to make and, while that point may have grown from his own research findings over the years, it is also true that Yankelovich is striving to present an optimistic view of recent trends in lifestyles and attitudes. At one point he refers to Lasch's *Culture of Narcissism* and states his belief that the same general data will support a more optimistic and positive interpretation of current trends.

Yankelovich also presents a cogent description of the various forces interacting to create what appears to be a major economic downturn. He argues that the current intense emphasis on immediate personal gratification of all needs (defined to include all desires) is inconsistent with the developing economic climate and that such a narrow focus is unhealthy for society.

Finally Yankelovich offers a solution for turning what he sees as an inherently self-destructive movement into a healthy investment in the future of American society. He suggests that such

a move requires only that the seekers redirect their efforts toward an "ethic of commitment" that emphasizes the self in relation to others. It's somewhat ironic that Yankelovich criticizes pop psychologists influenced by Maslow, Rogers, and others because over a decade ago these same authors repeatedly stressed that the self could only be fulfilled through the enhancement of others.

Except for a few minor points, I like this book. It attempts to examine one of the most problematic concerns for any social scientist: what is happening to us? As an educator, I've found the book provocative because it has forced me to examine some of my own values and it points out the need for educators to form a stance with regard to personal values. It seems clear that we can do more to develop values of "sharing, giving, committing, sacrificing, and participating." We also can help new generations see beyond themselves and take responsibility for the future.

Available from Random House for \$15.95.

## Making Language Work.

Diana M. R. Hutchcroft.  
London, England:  
McGraw-Hill Book Company (UK)  
Limited, 1981.

—Reviewed by Verne Peters, Fontbonne College, St. Louis, Missouri.

The classrooms that Diana Hutchcroft describes are alive with sound, talk, discussion, and arguments. Typewriters, tape recorders, and teachers collect the talk and transform it into text. Thus oral language is wedded to print; to motivation for reading it; to writing, editing, and rewriting.

This is the language experience methodology at the center of literacy skills, and it extends from a child's earliest years in school through secondary education. No doubt, if the mesmerizing methodology in this book replaced the stifling silence in our curriculum, our alarming illiteracy rate would decrease.

Available from Nichols Publishing

Company, P.O. Box 96, New York, NY 10024 for \$18.50.

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### The Social Studies: Eightieth Yearbook of the National Society for the Study of Education, Part II.

Howard D. Mehlinger and O. L. Davis, Jr., editors.  
Chicago, Illinois:  
The National Society for the Study of Education, 1981.

—Reviewed by William Morrison, Central Connecticut State College, New Britain, Connecticut.

This is one of the best essay collections from the field of social studies in recent years. The dominant theme is that social studies is suffering from a general malaise. The different authors write about the "why" and offer solutions for revitalization. The topics include: competency testing, teacher education, action learning, research contributions, priorities, future needs.

Available from The University of Chicago Press, 5801 South Ellis Ave., Chicago, IL 60637 for \$16.

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### Effective Evaluation: Improving the Usefulness of Evaluation Results Through Responsive and Naturalistic Approaches.

Egon G. Guba and Yvonne S. Lincoln.  
San Francisco, California:  
Jossey-Bass Publishers, 1981.

—Reviewed by D. John McIntyre, Southern Illinois University, Carbondale, Illinois.

Guba and Lincoln challenge the traditional scientific evaluation model with their arguments for a naturalistic and responsive paradigm. They argue for qualitative, rather than quantitative, methods of inquiry as well as utilization of human beings as assessment instruments, and discuss methodological issues and problems related to the proposed evaluation model.

Practicing evaluators, as well as students and consumers of evaluation, should find necessary information for comparing the proposed paradigm with the traditional Tyler approach to curriculum and program evaluation.

Available from Jossey-Bass Publishers for \$17.95.

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### Making Schools Work: A Reporter's Journey Through Some of America's Most Remarkable Classrooms.

Robert Benjamin.  
New York:

Continuum Publishing Corporation, 1981.

—Reviewed by James Hager, Lake Washington School District No. 414, Kirkland, Washington.

Although Benjamin introduces *Making Schools Work* with the oft-heard litany on the ineffectiveness of today's schools, the thrust of his book is different.

Through a series of scenarios, he describes maverick elementary schools in which children of the urban poor are learning. After sitting in classrooms all across the nation, Benjamin analyzes and pinpoints the building blocks of successful schools. He also ties his findings to the growing body of research on effective schools.

Available from Continuum Publishing Corporation, 18 East 41st St., New York, NY 10017 for \$12.95.

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### Curriculum Planning for Better Teaching and Learning, 4th edition.

J. Galen Saylor, William M. Alexander, and Arthur J. Lewis.  
New York:

Holt, Rinehart and Winston, 1981.

—Reviewed by John Gilroy, State University of New York, Oswego, New York.

Although intended as a basic text for those planning educational programs in any setting, this work focuses almost exclusively on the school setting. The addition of a chapter on curriculum planning and the future enhances this 4th edition of a book originally published in 1954. The text is appropriate for a basic course in curriculum planning and is a useful resource.

Available from Holt, Rinehart and Winston for \$19.95.

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### Curriculum Theory, Fourth Edition.

George A. Beauchamp.  
Itasca, Illinois:

F. E. Peacock Publishers, Inc., 1981.

—Reviewed by William Schubert, University of Illinois, Chicago, Illinois.

This new edition remains consistent with the scientific, analytic, neo-positivistic, systems-oriented approach characteristic of Beauchamp's work over the years. It also contains an ex-

panded chapter on his theoretical position and references not available in the first three editions.

Beauchamp writes that curriculum design and engineering should be couched in systematically constructed curriculum theory and research. He discusses elements of scientific theory building, relationships of curriculum theory to other educational theory, and roles of values in curriculum theory.

Available from F. E. Peacock Publishers, Inc., 115 North Prospect, Itasca, IL 60143 for \$8.95.

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### Psychology and Education: The State of the Union.

Frank H. Farley and Neal J. Gordon, editors.

Berkeley, California:  
McCutchan, 1981.

—Reviewed by Madeline C. Hunter, University of California, Los Angeles, California. There are no practical classroom suggestions in this book, but you will find out more about the current state of the union of psychology and education. It covers major domains of current focus, provides perspectives on the past, and makes prognoses for the future in the areas of individual differences, development, learning and instruction, history, and the future of educational psychology.

Available from McCutchan Publishing for \$20.50.

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### Designing Instructional Systems: Decision Making in Course Planning and Curriculum Design.

A. J. Romiszowski.  
New York, New York:

Nichols Publishing Company, 1981.

—Reviewed by Harold Markowitz, University of Florida, Gainesville, Florida.

Romiszowski describes practical steps to be taken in rational curriculum work. He analyzes, synthesizes, and evaluates theories and practical competencies and does so with an economy of words and consistency of thought.

Because this is more than a comprehensive description, it could serve as a handbook for a curriculum planner in search of practical structure, an administrator in search of the right questions to ask, and a graduate student in search of a coherent approach to understanding large educational enterprises.

Available from Nichols Publishing Company, P.O. Box 96, New York, NY 10024 for \$32.50.

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