

Book Reviews

Truth and Credibility: The Citizen's Dilemma.

Harry S. Broudy.

New York:

Longman, Incorporated, 1981.

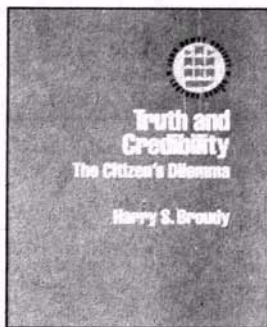
—Reviewed by Bill Morrison, Central Connecticut State College, New Britain, Connecticut.

What are the obstacles to rational decision and action? How has knowledge been demoralized, how can we bring back rational inquiry, and can we bridge the gap between truth and credibility? These are the issues that Harry S. Broudy, distinguished educator, scholar, and philosopher, skillfully explores in this provocative book that grew out of his 1980 John Dewey Lecture Series.

Though not a Dewey scholar or disciple, Broudy suggests that one of Dewey's greatest contributions to intellectual and pedagogical thought was deductive reasoning or "The Complete Act of Thought" (CAT). Dewey and others believed that schools should incorporate deductive reasoning so all citizens could learn to solve problems, helping us to maintain a rational, enlightened democracy. Broudy, however, contends that a "citizen's dilemma" has arisen because no one in the latter half of the 20th century could possibly examine all the interdependent variables in today's society and separate fact from value in order to make rational decisions on social problems. Broudy also asserts that CAT is obsolete due to credibility, the moral dimension of knowledge.

In developing his thesis, he weaves a finely threaded argument that shows how obstacles to rational action are created through technological and informational overload and the collapse of custom, specialization, and even language. These and other factors cause the "de-moralization" of knowledge and lead to a credibility gap.

De-moralization of knowledge and truth, then, is a deliberate capitalization of the natural separability of fact and value. Conceptual clarity and logic justify this separation, but the separation becomes demoralized when it is exploited. Broudy questions if the "citizen's dilemma" can be resolved by unifying assertion of theory with commitment to belief.



Formal education, we would like to believe, will provide an answer to the "citizen's dilemma." Yet, as Broudy points out, administrative and professional credibility have eroded educational policy and instruction to a point where there is little basis for credibility in public schooling.

How schools should reestablish credibility and play their proper role in resolving the "citizen's dilemma" is perhaps the most instructive aspect of this probing, reflective book. Broudy recommends establishing a curriculum that combines cognitive unity of general education with valuational unity of Gunnar Myrdal's "American Creed." The former would be a subject-matter curriculum, emphasizing symbolic skills and basic concepts of the disciplines. The latter, Myrdal's "American Creed," would give schools a common set of values that the future citizen could use as guidelines for rational decision making within context of a cognitive base acquired from subject-matter curriculum.

Clearly, Broudy has been consistent in his philosophical approach to social and educational problems, for he essentially outlined the same ideas 20 years ago in segments of his second edition of *Building a Philosophy of Education* (1961). *Truth and Credibility* is an important book that probes and reflects on social issues and their impact. Although not all educators will agree philosophically with Broudy's solutions, they will find it difficult to differ with the issues and problems he raises. Those who are familiar with Broudy's works will want to read this book; those who have not met him in print before should take this opportunity to do so.

Available from Longman, Inc., for \$19.95.

Educating.

D. Bob Gowin.

Ithaca, New York:

Cornell University Press, 1981.

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

Gowin identifies the pervasive need for clarity, meaning, and direction amid the turbulence of educational events and problems. To meet this need, he integrates conceptual analysis and Dewey's pedagogy to weave teaching, curriculum, learning, and governance into a penetrating and comprehensible theory of education. Gowin makes his theory concrete by using heuristic devices, such as the "V" and "concept maps." Although a person might dispute his definitions and distinctions, Gowin practices his claim that the end of educating is self-educating; to read his theory carefully is to theorize about educating in your own life.

Available for \$18.50 from Cornell University Press, 124 Roberts Pl., Ithaca, NY 14850.

Schooling and Innovation: The Rhetoric and the Reality.

Angela E. Fraley.

New York:

Tyler Gibson Publishers, 1981.

—Reviewed by Harvey Silver, Hanson Silver & Assocs., Inc., Moorestown, New Jersey 08057.

Educators will find this book fascinating and scholarly. Fraley examines the history of educational innovations that were to provide holistic and instrumental education to maintain a democratic way of life. In so doing, she reviews and critiques the ideals and eventual decline of four noble experiments: the Dewey Schools, the Gary experiments, the "core curriculum" movement, and the Ford Foundation's Fund for the Advancement of Education projects.

Writing in the style of Lawrence Cremin, Fraley chronicles how educational innovations repeat, often nearly verbatim, earlier attempts at change. The basic flaw, she states, in the thinking is the innovators' misreading the values of the immediate societies in which the innovations were launched. "Values are learned," she says, "in the society at

large, and any attempt to conduct schooling by any other set of values is doomed to failure."

Historians, educational innovators, and critics of education alike will benefit from reading this book. Indeed, innovators will find four well-documented programs and their associated objectives here as a basis for planning their next innovation. Forewarned is forearmed.

Available from Tyler Gibson Publishers, 404 Riverside Dr., New York, NY 10025, for \$9.25.

The Utilization of Classroom Peers as Behavior Change Agents.

Phillip S. Strain, editor.
New York:
Plenum Press, 1981.

—Reviewed by David W. Johnson, University of Minnesota, Minneapolis.

Are you guilty of adultcentrism? Do you believe adults are the most important influences on a child's learning, socialization, and development? If so, selections in this book may give you second thoughts.

The book covers the impact of peers on early social development, constructive behavior by misbehaving underachievers and socially withdrawn students, student achievement, and student mainstreaming. A final chapter on the ethics of using peers as socializing, instructional, and influence agents provides an informational ending.

Most classroom teachers will not find the book useful, but it is good background reading for those interested in peer influences because it contains theory and research mixed with descriptions of how to use peer influences.

Available from Plenum Press, 233 Spring St., New York, NY 10013, for \$32.50.

The Mismeasure of Man.

Stephen Jay Gould.
New York:

W. W. Norton & Company, 1981.

—Reviewed by Roy Pellicano, Brooklyn College, City University of New York.

Testing serves two functions: measurement and evaluation, but it is in evaluation (interpretation and judgment) that testing, particularly standardized testing, becomes a sociopolitical issue. Dramatically underscoring contemporary politics of standardized testing, the release of a four-year study by the National Academy of Sciences (*Ability Tests: Uses, Consequences, and Controversies*) indicated that standard-

ized tests are valid and reliable for measuring but when they are used as evaluative instruments, utmost care must be taken.

In his book Gould establishes two principal goals: (1) to discuss biological determinism, specifically, "the claim that worth can be assigned to individuals and groups by measuring intelligence as a single quantity"; and (2) to "criticize the myth that science itself is an objective enterprise, done properly only when scientists can shuck the constraints of their culture and view the world as it is." *The Mismeasure of Man* supports science as "a socially embedded activity," fallible and subject to manipulation and falsification. Gould re-examines and exposes data in which are grounded early theories and social policies of intelligence.

This work reinforces our vigilance to arguments supported by "scientific" quantitative data and serves to remind us that "objectivity" may very well be an unattainable ideal.

Available from W. W. Norton & Company Warehouse, Keystone Industrial Park, Scranton, PA 18512, for \$14.95.

Educational Policy and Management: Sex Differentials.

Patricia A. Schmuck, W. W. Charters, Jr., and Richard O. Carlson, editors.
New York:

Academic Press, Inc., 1981.

—Reviewed by Fred Rodriguez, University of Kansas, Lawrence, Kansas.

This book's premise is that systematic, disciplined inquiry into causes of inequities in educational systems is necessary to eradicate or reduce these inequities. Four major themes are discussed: dissertation research, policy and practice, structure of educational careers, and school organization. Each section contains theoretical and data-based readings and represents both traditional and feminist views of behavioral science. The authors present broad social views and narrow school situations and include criticism and suggestions for corrective action.

I highly recommend the book for educational researchers, particularly those investigating women's roles; practitioners engaged in implementing policy; graduate students in search of dissertation topics; and social activists.

Available for \$26.50 from Academic Press, Inc., 111 Fifth Ave., New York, NY 10003.

Childhood Behavior Disorders: Applied Research and Educational Practice.

Robert Algozzine, Rex Schmid, and Cecil D. Mercer.

Rockville, Maryland:

Aspen Systems Corporation, 1981.

—Reviewed by Jane Hamlin, Behavior Education Center, Wheeling, Illinois.

Here is an outstanding, well-documented textbook that presents theories and practices to help us understand childhood behavior disorders. It does this by drawing on the vast literature directly or indirectly related to behavior disorders.

The authors provide background information, including an unusual historical overview of treatment of disturbed people in the initial chapters followed by theoretical perspectives and treatment strategies. Not intended as a "how-to cure 'em" text, this is indeed a first-rate volume for professionals.

Available from Aspen Systems Corporation, P.O. Box 6018, Gaithersburg, MD 20877, for \$27.75.

The Erosion of Education: Socialization and the Schools.

David Nyberg and Kieran Egan.

New York:

Teachers College Press, 1981.

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

Schools perform dual roles: they socialize (prepare for life) and educate with respect to culture and the life of the mind. Unfortunately, there has been a steady erosion of the latter role, and schools are becoming places where students are socialized, not educated. Though hardly new, the authors use this thesis for a tightly woven philosophical discussion on how educators can distinguish between these roles when they develop and shape educational theory, curriculum, objectives, and instruction.

The dualistic nature of this approach may be disconcerting to some readers and appealing to others because dualisms, after all, offer definite answers and a refuge in oversimplification. Nyberg and Egan avoid these pitfalls and offer a penetrating inquiry into what they believe is "the present state of crisis in public schools."

Available from Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027, for \$10.95.

A Practical Guide to Program Planning: A Teaching Models Approach.

Adrianne Bank, Marlene Henerson, and Laurel Eu.
New York:
Teachers College Press, 1981.

—Reviewed by Timothy Young, Central Washington University, Ellensburg, Washington.

This clear, concise, and practical guide should be useful for instructional planners. It divides program planning into four steps: Program Formulation, Model Selection, Program Planning, and Program Evaluation, with examples, techniques, and checklists for each step.

To assist in Model Selection, the authors have included detailed descriptions of five instructional models: concept analysis, creative thinking, experiential learning, group inquiry, and role playing, each complete with suggested teaching strategies, materials, classroom organization, and assessment procedures for student outcomes.

Available from Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027, for \$16.95.

The Information Society as Post-Industrial Society.

Yoneji Masuda.
Bethesda, Maryland:
World Future Society, 1981.

—Reviewed by Arthur J. Lewis, University of Florida, Gainesville, Florida.

We are in the early stages of a major transformation from an industrial to an information society. Masuda's lucid accounts of this emerging society contrast the two societies. The purpose of the industrial society is to produce goods while the purpose of the information society is to store and process information to solve problems. Energy is the driving force for the industrial society while education is the pillar of the information society.

Masuda's ideas are particularly useful in redesigning educational programs appropriate for today's students who will live in tomorrow's world.

Available from World Future Society, 4916 St. Elmo Ave., Bethesda, MD 20814, for \$12.50.

Consultant Supervision: Theory and Skill Development.

David W. Champagne and R. Craig Hogan.
Wheaton, Illinois:
CH Publications, 1981.

—Reviewed by Peter Burke, Wisconsin Improvement Program, Madison, Wisconsin.

Consultant Supervision is designed to help supervisors apply their data collection and conferencing skills through practical application of the humanistic philosophy of Douglas McGregor, Abraham Maslow, Chris Argyris, Carl Jung, and Carl Rogers.

Because the book is composed of relevant training materials, including activities, vignettes, dialogues, and questions, it would make a useful text for a course in supervision and would be especially effective in a professional development program for principals and other middle managers. *Consultant Supervision* bridges the gap between theory and practice.

Available from CH Publications, 812 Irving St., Wheaton, IL 60187, for \$14.

ASCD 1982 Photo Contest Honorable Mention



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San Antonio, Texas



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Windsor, New York



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