

Book Reviews



Adult Education in Developing Countries. Edwin Townsend Coles. Oxford, England: Pergamon Press, 1969. 144 pp. \$4.75 (paper).

Here's a book aimed at those who shape educational policy and administer educational agencies in developing countries. Essentially it outlines a proposal for the establishment of adult education in developing countries.

Coles first outlines the great need for adult education, not only literacy training and liberal University Extension, but a broad range of educational programs for human development. He argues that in many instances only "lip service" has been paid to adult education and that this lip service is seldom translated into dynamic action supported by adequate funds.

Problems inherent in adult education are recognized. "Safe education" such as remedial and literacy classes may be acceptable, but free and frank discussions of political and social problems may be regarded with suspicion. For those "who fear the consequences which arise when men and women are free to speak their minds," adult education is a dangerous activity, while for those who welcome such liberation, adult education is an indispensable part of the life of a country. There are also likely to be political risks in diverting scarce resources to adult education when resources available to educate children are often limited.

Coles feels that a plan to draw all needs together is required, but that plan must be flexible to allow for the variety of human requirements, educational levels, backgrounds, interests, and functions. The plan he advocates would contain a number of steps about equivalent to steps in the formal school system, with recognized exams, but not based on school syllabi. He would start anew designing syllabi with adults in mind. The stage system would contain relevant education based on daily living and the stages would provide realistic intermediate goals.

Coles also outlines how this system may be funded and administered within or along with existing educational structures. He talks at length on structuring of bureaucracies, and briefly on the sources of teachers.

There's no doubt in my mind that this book is speaking to a critical issue—the need to provide educational opportunities to adults in developing countries. However, I found the reading quite heavy going in many places because of the myriad of detail on educational structures. I felt Coles was inclined to give a prescription for building bureaucratic structures, which may or may not get the adult education job done, while failing to devote enough attention to the actual task of operating adult education programs. This book doesn't address itself specifically to Extension, except as Extension fits the broader pattern of adult education.

Would I recommend this book? Yes, but with reservations. You'll find a number of useful ideas in it, but you'll have to be prepared to wade through the detail to find these good ideas.

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Curriculum Development in Adult Basic Education. Edgar J. Boone and Emily H. Quinn. Chicago, Illinois: Follett Publishing Company, 1967. 40 pp. \$2.95 (paper).

This book provides a brief review of objectives for the Adult Basic Education (ABE) curriculum, proceeds through the selection and organization of learning experiences, and ends with some thoughts on evaluation.

In browsing through the book, the reader gets the feeling that he has seen most of the content before—he has. With the exception of the chapter covering generalizations about learning, Ralph Tyler's *Basic Principles of Curriculum and Instruction* has been a resource for many of the ideas presented. Adaptations have been made to better fit specific application to ABE.

This book is brief and concise. This is its strength and its weakness. Adult basic education practitioners can profitably use this reference as an overview of some of the curricular concerns they must face. Practitioners will have little trouble identifying the key ideas being discussed. Unfortunately, this brevity doesn't provide sufficient detail for the reader to fully grasp the implications of the ideas, much less utilize them in practice.

Tyler's notions of continuity, sequence, and integration, for example, are presented in 1½ pages. This is probably sufficient to introduce these ideas, but insufficient for understanding and using them. The book needs to be supplemented with discussion, other readings, and exercises to ensure the translation of these ideas into practice.

Also, because of the book's brevity, too little attention is directed toward other curriculum developments that have occurred recently. Although Robert F. Mager's book on *Preparing Instructional Objectives* is acknowl-

edged, it had no influence on the discussion of objectives. Behavior change is still discussed in terms of "increased understanding," "increased appreciation," and "increased skill." Lack of clarification on the degrees of behavioral specificity that might be required in curriculum development could lead to some gross misconceptions and maladaptive practices by the ABE practitioner.

Another point that could mislead the ABE practitioner is the lack of specificity concerning identification of learners. It's recommended, by example, that learners be identified as "adult students in an ABE class." Does this mean that all learners in an ABE class are homogeneous in background, skill level, and future potentials? Might they not be distinguished on the basis of age, sex, skill deficiencies, career orientations, and the like? These and other distinctions probably should be made if more attention is to be given to individualized instruction. But these points aren't discussed.

This brief book will likely find a place in adult basic education, primarily as a teacher-trainer resource. It will only provide a framework for curriculum development training, however. It isn't complete enough to do more than this. Adult educators who aren't ABE oriented might find this book useful since it provides a brief resumé of most, but not all, of Tyler's conceptualizations which have proven so useful to adult education program development. Trainers of teachers, subprofessional aides, and volunteers will find this book of value if used properly. The authors didn't intend it as a text; it shouldn't be used as one.

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Education and Identity. Arthur W. Chickering. San Francisco, California: Jossey-Bass Inc., Publishers, 1969. 367 pp. \$9.50.

This book provides a conceptual framework in human development that's simple enough to be applicable and yet comprehensive enough to be relevant. It's conveniently divided into three sections.

The first section is an overview of the young adult who identifies seven major vectors of personal development. These vectors are: competence, emotions, autonomy, interpersonal relationships, purpose, identity, and integrity. Chickering contends that while each of these factors has direction and magnitude, they may be more appropriately expressed by a spiral or plateau rather than a straight line.

The second section deals with conditions in which educational institutions can have an impact on the personal development of the learner. The author identifies the six major aspects of educational institutional influence

as: clarity of observation and internal consistency, institutional size, curriculum teaching, environment residence hall of arrangements, faculty and administration, and friends, groups, and student culture.

The third section is an overview of theory and possible implementations in which the author points to a need for differentiation and integration in education. He defines differentiation and integration as the learning and development that occurs as persons encounter new conditions and experiences important to them. These are conditions and experiences in which persons invest themselves and for which they must develop new courage, competencies, and attitudes.

Chickering synthesizes a myriad of research to a set of constructs that pave the road to action. The author's relevance and conciseness provide a refreshing change of pace. Chickering has sprinkled enough dry humor to make the book readable. His concern for making education a personal, relevant, humanistic experience pervades throughout.

Chickering quotes former President Kennedy:

. . . the great enemy of truth is often not the lie—deliberate, contrived and dishonest—but the myth, persistent, persuasive, and unrealistic. Too often we hold fast to the clichés of our forbears. We subject all fact to a prefabricated set of interpretations. We enjoy the comfort of opinion without the discomfort of thought.

While the book deals with undergraduate education at the college level, it has implications for education at many levels—formal and informal. It deals in depth with the growth and development of the individual.

Therefore, anyone involved with, or making decisions about, the post high school learner—his education and his identity—will want to read this book. It's relevant for anyone concerned about identity and the process of human development.

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Evaluation and the Work of the Teacher. Enoch I. Sawin. Belmont, California: Wadsworth Publishing Company, Inc., 1969. 298 pp. \$4.95 (paper).

Evaluation, the stating of objectives, and assessment of our educational impact have long been concerns for Extension educators. This book, while written specifically for teachers in the classroom, is applicable to many evaluation problems in Extension. Although it includes many principles and techniques of measurement, the book has a readable style. The author dis-

cusses the concerns of the educator and shows how principles of education and techniques of measurements apply to resolutions of these concerns.

Sawin believes that evaluation and assessment are reoccurrent, ongoing functions of teaching and learning. He feels that the student needs information on how he's doing, but the teacher must also know how he's doing.

The author distinguishes between *evaluation* and *assessment*. He sees evaluation as a process of appraisal involving the acceptance of specific values and the use of a variety of instruments of observation, including measurement, as the basis for value judgments about our effectiveness. Assessment is a process of observation or measurement similar to evaluation, but it may not always involve value judgment as clearly. In his terms, assessment refers to collecting and analyzing evidence before making judgments.

The first two chapters provide an excellent review of teacher-student relationships and the education process. Through use of anecdotal material, you're guided into an understanding of teaching strategies, principles of learning, the evaluative role, and the guidance role. Those with limited formal training in the educational processes won't find this a serious handicap.

The book is divided into five sections. Part 1 deals with the "what and why" of evaluation in the teaching-learning process. Part 2 covers foundations for techniques of educational evaluation. Sawin spells out the scientific method as a basis for evaluation and distinguishes between the application of the scientific method and the use of scientific information.

Part 3 details the use of evaluation instruments and procedures. From Extension's viewpoint, the most important chapters in Part 3 are those dealing with interviews, questionnaires, inventories, and attitude scales. Many of the other tests in this section are more applicable to the in-school classroom situation. Part 4 discusses some uses of evaluation results and perhaps Chapter 11, "Feedback and Student Self-Evaluation," is the most relevant one for Extension. It would be most useful to those Extension units focusing on techniques of individual member evaluation with 4-H Club members.

Part 5, the appendixes, have two useful components. Appendix A summarizes what should be evaluated and Appendix E is an excellent glossary of terms used in formal evaluation procedures and scientific methodology.

To whet your appetite for learning from this book, let's consider these statements by Sawin:

If the pupils do not learn what is desired, the teacher has failed, regardless of his excellence in going through the motions of applying educational techniques. . . . The guidance role of the teacher is important almost without regard to the philosophical orientation one takes. . . . It is extremely important in evaluation procedures that, basically, only one kind of evidence be used: evidence of student behavior.

One criticism of the book is its repetition. The author is well aware of

this and often refers the reader to earlier sections of the book. At other times the author believes he's justified in restating a concept or idea to show how it applies to the particular aspect of evaluation he's currently discussing.

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Home Economists in Community Programs. Pauline Reulein *et al.* Washington, D.C.: American Home Economics Association, 1969. 73 pp. \$2.50 (paper).

The multiple settings which home economists are now working in and new approaches and creative methods they're using to reach and help families are illustrated in this booklet.

The effectiveness of a community center for family life education is discussed by Pauline Reulein in "Family Life Education in the Community."

Sue Fisher reviews the advantages and drawbacks and the potentials and limitations of the various media as educational supplements. She describes experiments designed to reach the vast audiences the mass media offer.

Two articles are written on homemaker rehabilitation. Since one-tenth of the homemakers in the United States suffer from some physical disability, the home economist must know how to work with these women and become more active in the field of rehabilitation.

A program set up by home economists in Washington to enhance the working status of those who serve and provide much needed service for homemakers is discussed. Other pilot projects presented deal with problems of recruiting, training, counseling, and placing household workers.

Other new vistas outlined include using home economists in home-making as teachers and leaders in various programs, how the home economist fits into the various government programs for early childhood, and how the home economist can make a vital contribution with programs for mentally retarded children.

This booklet is applicable to the Extension Service, particularly Extension home economists. It expands the understanding of the objectives and organizations of the many new local and national programs dedicated to family welfare. It's also useful to home economists in planning programs and recognizing the unlimited opportunities for service within their individual communities.

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