

Reviews

Curriculum Inquiry. John I. Goodlad. New York: McGraw-Hill Book Company, 1979.—Reviewed by Daniel M. Purdom, Professor of Education, University of South Florida, Tampa.

This book is the culmination of over two decades of thought and study by one of the nation's leading curriculum scholars. John I. Goodlad, along with some colleagues at the University of Chicago, began the task of constructing a conceptual framework for viewing curriculum practice in the 1950s. Since then he has continued to explore and refine his conceptual system.

In *Curriculum Inquiry* Goodlad presents an abbreviated version of the initial conceptual system (published in a 1966 monograph) and describes modifications that are in order as a result of research and further deliberation. Goodlad's associates who have applied the conceptual system write chapters reporting research and case studies. Other chapters are written by associates who have helped formulate the initial conceptualization. Each chapter illuminates, refines, or elaborates various aspects of the system.

Goodlad has created a comprehensive framework that attempts to encompass the major components or elements of curriculum practice. It is assumed that the three kinds of curricular phenomena addressed in the system (substantive, political-social and technical-professional) delineate the scope of the field. Substantive elements and subelements in the system are ones that Ralph Tyler identified and ordered in his curriculum rationale of 1949. These elements focus on matters of goals and such related concerns as organization, learning activities, and evaluation. Political-social phenomena relate to the human processes which are inevitably involved when substantive decisions are made. The conceptual system sorts out the politics of curriculum making by establishing a hierarchy in which four domains of curriculum decision making (societal, institutional, instructional, and personal) are identified and interrelated. The technical-professional phenomena refer to specialized



knowledge and skills required in the curriculum planning process in all domains of practice.

Curriculum Inquiry is a significant book for both the conceptual framework presented and the process of inquiry modeled. By identifying the major components of curriculum practice and organizing them into a meaningful relationship, the conceptual system unifies and reveals wholeness in a fragmented field. As a tool designed to serve both descriptive and prescriptive functions, it can be used to discover what exists and also draw attention to what should be.

The process used in developing the conceptual system is exemplary of theorizing in the practical arts. In order to construct a system that would represent a comprehensive and realistic conception of curriculum practice, Goodlad theorized, applied theory to practice, and then revised theory. This process continued over a twenty-year period and required the efforts of a number of associates. The result is a conceptual framework that can guide theory building, research, and planning in the field of curriculum.

While the book makes an important contribution to conceptualizing curriculum practice and the field of

curriculum, it does reflect an ends-means system of thought. More exploration of the system is needed to determine whether the inclusion of the personal domain will accommodate diverse and conflicting perspectives of curriculum.

Curriculum Inquiry is a major work in the field of curriculum and will no doubt stimulate further inquiry. Everyone concerned with either the practical or theoretical aspects of curriculum should find this book of interest.

NEEDS ASSESSMENT: Concept and Application. Roger Kaufman and Fenwick English. Englewood Cliffs, New Jersey: Educational Technology Publications, 1979.—Reviewed by Raymond J. Yerko-vich, Kingston City Schools (Consolidated), Kingston, New York.

Because of the growing complexity of our society we are faced with the challenge of heightened levels of social awareness and concern regarding the quality of education we desire for our children. Vast technological and medical breakthroughs, environmental challenges, political and social issues, and the realm of futuristics bring to bear upon educational institutions a need for a reassessment of goals and objectives to serve as guides for our learners as they strive for skills allowing them to "contribute" to our society as well as "survive" in our society.

It appears imperative, therefore, that we must assess our nation's educational needs in terms of desired learner outcomes with reference to skills, knowledge, and attitudes. We must provide the means for systematic planning for those needs perceived to be priorities within our educational system. A process most suitable to this endeavor is the needs assessment.

In addressing the needs assessment issue, Kaufman and English have produced a volume which is definitive and practical. They have taken a topic which does not lend itself to easy treatment and they have developed it extremely well.

Beginning with a conceptual framework regarding needs assessment, the authors examine the why of needs assessment and link that to the planning emphasis for the future. Their excellent treatment of the taxonomy of needs assessment includes needs assessment tools and strategies and their possible relationship to the systems approach model.

An examination is made of "internal" and "external" type needs assessments with the possible interrelationships among inputs, processes, products, outputs, and outcomes regarding organizational activities and results. The conceptual design is completed with a discussion of school system management based upon a needs assessment approach. Connected with the management-based emphasis is an investigation of the "curriculum focus" in which the curriculum is considered to be the prime vehicle for schools to achieve their mission in the needs assessment process.

The first seven chapters define and identify the terms and concepts of needs assessment, but the second section of the volume discusses the application of needs assessment. The authors again must be cited for their discourse on conducting a needs assessment, proceeding with various types of needs assessments (such as Alpha versus Beta types), and determining consensus techniques, as well as project, program, and staff development techniques. The application section concludes with a consideration of needs assessment in a noneducational context (military, business, and industrial settings).

Throughout the volume numerous key issues are raised and analyzed: means and ends with respect to educational accountability; planning as the key to achievement of desired results;

problem focus versus process focus; current versus desired outcomes; tinkering versus deep change; involvement of learners, educators, and community members; cautions and pitfalls of needs assessment; the Delphi technique—and so on. A glossary is included.

This volume might startle the uninitiated regarding needs assessment. It is not a work to be taken lightly. If one clear message stands out, it is that the needs assessment process is one which demands a tremendous amount of time, energy, planning, and resourcefulness. It is not a process to be placed into the hands of a novice. The techniques require a high degree of expertise and skill. Done properly, however, the needs assessment can be a powerful tool for identifying and resolving needs.

Kaufman and English, a professor and an administrator, have joined forces very effectively in producing a work which goes a long way towards crystallizing the theory and application of needs assessment. This book is essential reading for anyone who desires an in-depth exposure to the needs assessment process.

Making Change Happen? Dale Mann, ed. New York: Teachers College Press, 1979.—Reviewed by Andrew S. Hughes, Assistant Director, Atlantic Institute of Education, Halifax, Nova Scotia, Canada.

Did you take note of the question mark in the title of Dale Mann's latest volume, *Making Change Happen?* It is in this symbol that there is an important clue to his way of thinking about the change process. The emphasis is on the right question rather than the easy answer. The reader who approaches this work in the expectation of finding a formula for making change happen will be sadly disappointed. The one who seeks in it a better understanding of our current level of knowledge about the implementation of change will find a rich reward.

Through the work of the 16 contributing authors, Mann succeeds in providing some insight into the "generally melancholy picture of how little of the reform agenda of the recent past has been achieved." Each of the articles forms a useful contribution in its own right, but it is, unquestionably, Mann's selection, orchestration, and masterful introduction that give the collection its unique impact. And, indeed, it is a unique collection; challenging the traditional assumptions that people are malleable and can be changed; that people approach change in terms of rational appraisal; that there is a unitary set of values on which school people agree. And by challenging the assumptions, he calls into question the strategies derived from them.

Part I of the volume, "Change Agent One" presents papers that are secondary analyses of data obtained during the first year of the Rand Corporation's study of federal programs supporting educational change (the so-called Change Agent Studies). The "frustrating, uneven, unexpected, and temporary results" of much recent change effort is interpreted in terms of nonimplementation, cooptation, and mutual adaptation. The latter notion receives considerable attention throughout Mann's interpretation and commentary, particularly in highlighting the tension or struggle between a technology or innovation and its intended site of implementation. It is this "power of the site" that has too often been neglected as developers have concentrated on emphasizing the worth of their "package."

Part II, "Big Shocks, Big Programs, Big Money" further develops the theme by focusing on "large-scale, intense or comprehensive efforts to change schooling practices." The conclusion here, as in Part I, is that making change happen is a difficult, arduous process about which we know little.

Of particular interest here is the way Mann, through a judicious selection and ordering of chapters, is able to turn attention away from the tra-

ditional explanations of failure in our change endeavors. We are gently edged away from thinking about the technology of the innovation itself and the concomitant change strategies. The spotlight comes to rest squarely on the schools themselves—the site, the target of the innovation. Certainly, the “power of the site” is brought home forcefully. The evidence brought forward shows clearly that “buying boxes is not buying improvement” and that “planning change, legislating change, promulgating change, packaging change, training for change, all fall short of the mark of actually changing.” The challenge, of course, is to introduce change where it is most needed; and that is often in those sites that are most hostile to it. For that, Mann says, we need to know something more than we do presently about the conditions of successful implementation. And thus Part III, “What Next?”, reviews the evidence and considers the implications for the planning and implementing of change.

For those of us who have experienced the frustration of seeing research, development, and dissemination dissipate in the intractable morass of current practices, *Making Change Happen?* provides a valuable heuristic framework within which to consider schools and their power of resistance to change endeavors. It is probably the best volume on change currently available.

Handbook for Successful Urban Teaching. Johanna K. Lemlech. New York: Harper & Row, 1977. 316 pp. — Reviewed by Howard D. Hill, Associate Professor and Coordinator of Competency-Based Teacher Education; and Clemmie F. Hill, Instructor; both at the School of Education, South Carolina State College, Orangeburg, South Carolina.

Very few teachers actively engaged in the education of students to-

day enjoy the satisfaction of knowing that their constituency (students, parents, taxpayers) are really sold on what they and the schools are accomplishing. This especially holds true for teachers who work in schools classified as inner city.

Many teachers, the large majority of whom are middle class, have somewhat limited knowledge about the educational concerns of lower socioeconomic students: Mexican Americans in the Southwest; poor blacks in most urban ghettos; Puerto Ricans; Cubans; Asian-Americans; and other ethnic minorities. A tragic truth is that teacher preparation has not generally provided prospective and inservice teachers the necessary courses and experiences that might generate a better understanding of the urban environment and its residents.

Since teachers who work in inner city schools may not live in the community, their knowledge about the life style of their students may not be the result of first-hand experience. In addition, a large percentage of practicing teachers have not taken courses in urban education and/or multicultural studies to add to their teaching repertoire. This being the case, Professor Lemlech's book should provide more than a vicarious acquaintance with educational practices within urban communities.

Handbook for Successful Urban Teaching gives the reader a graphic and descriptive look at education pedagogy as it is exercised in the typical inner city school, U.S.A. It introduces various tactics and approaches that are used by teachers who are effective in relating to the needs, desires, and aspirations of inner city students. The book is functional in that it uses a text-workshop format to familiarize the reader with teaching methodologies that have a chance for success in the inner city school environment. It contains twenty developmental competencies that specify goals for the educational practitioner. Last, teaching methods and sociological concepts are highlighted.

Of particular interest to the

reader will be the salient features of the book. Its major topics are:

1. The Urban School Environment;
2. The Urban Specialist Teacher: Role, Decisions, Tactics;
3. The Urban Community;
4. Children in the Urban School: Learning Styles and Learning Problems;
5. Signs of Success, Strategies for Success;
6. Mainstreaming: A Construct for Teaching All Children Humanely.

Interwoven through and around the major topics are discussions on testing IQ and adaptive behavior, teaching strategies, modeling influences, personality and self-concept development, multicultural education, motivating students, diagnostic-prescriptive teaching, language development, and so forth.

With today's public attention on teacher accountability, teachers at all levels must become as adept as possible in discharging their professional responsibilities. But before this can be demonstrated, a teacher must be familiar with the various questions and concerns that impinge upon inner city schools governed by dynamics unlike those found in suburbia or exurbia. Hence the need for a book of this type.

The task is before us to make needed improvements in teacher education. This must be done on several fronts. If better teaching can be realized through interaction with literary materials of this type, let us move hastily in this direction.

We thus recommend that the book be used as a required reading for pre- and in-service teaching personnel. In fact, it should be read and digested by anyone who is associated with education in the urban environment.

Book Browsers

Foxies Reference. A Guide to the Readability Levels of Stories in 32 Basal Reading Series From 1970-1978. Anne Cryan Fox. Coeur d'Alene, Idaho: Fox Reading Research Co., 1979. \$95. Using the updated Fry Readability Formula, Fox has rated individual stories in basal reading texts from 19 different publishers. This reference series aids teachers in individualizing instruction using the reading series that are available.

The Confident Parent. Bob Pedrick. Elgin, Illinois: David C. Cook Publishing Co., 1979. 147 pp. \$3.95. Using common family situations and biblical examples, Pedrick suggests attitudes and actions that parents can use on a daily basis when dealing with their children.

The Directory of Educational Programs for Adults Who Work with Children. Dianne Rothenberg. Washington, D.C.: ERIC/ECE, NAEYC, 1979. 104 pp. \$3.30. This directory lists programs in child development and early childhood education offered

by colleges and universities throughout the United States, Guam, and Puerto Rico.

Administration: Making Programs Work for Children and Families. Dorothy W. Hewes, editor. Washington, D.C.: NAEYC, 1979. 248 pp. \$5.50. This volume contains chapters on goals for quality child care programs, management principles, choosing and working with staff, parent involvement and working with families, and program evaluation techniques.

The Development, Use, and Abuse of Educational Tests. Edward Burns. Springfield, Illinois: Charles C Thomas, Publisher, 1979. 165 pp. \$13.75. Burns discusses the abuse of educational tests — that the student as a person is neglected and the statistics, which are flawed, too often dominate that person's life. Burns' analysis of the different test forms — their makeup, strengths, and weaknesses — provides a background for educators in dealing with this type of abuse. — ASD



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