Glenys G. Unruh and William M. Alexander.
INNOVATIONS IN SECONDARY EDUCATION.
New York: Holt, Reinhart and Winston, 1970.
$5.45.

Innovations in Secondary Education is not intended to present material that would be new to the expert. It is a summary, a guide to further studies for the novice or the educator too long away from his reading. With these limited objectives, the book is fairly successful. It enjoys the further advantage of being simply written.

The first chapter provides a disturbing introduction. An attempt is made to show the power of innovation by sketching significant changes in society that affect education. This important goal is not achieved. Superficial single paragraphs laced with authoritative quotations out of context arouse suspicion that the promise of the preface and table of contents will not be fulfilled.

Later chapters concerned with more precise and static topics are well handled. Classifying individuals is discouraged and various ways of teaching them effectively are suggested, although it might be pointed out that these same methods would have merit even where the individual is largely ignored. Cost-benefit studies would have been a useful addition, but organization and staffing innovations are ably summarized. The bibliographies are well selected. Materials and media suffer principally because the impact of forces outside the school is ignored. Building design is considered from the perspective of ideal education with a single paragraph concerned with costs. The authors' view of educational economics is demonstrated by a chapter full of fund raising schemes that largely obscure the conceptual frameworks for educational change. One hopes that few topics in education will be dismissed so abruptly as these innovations, but the authors mention most of the areas that deserve attention.

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Grant Venn.
MAN, EDUCATION AND MANPOWER.
Washington, D.C.: American Association of School Administration, 1970. 281 pp. $6.00.
and
Emmanuel Mesthene.
TECHNOLOGICAL CHANGE: ITS IMPACT ON MAN AND SOCIETY.
Cambridge, Mass.: Harvard University Press, 1970. 127 pp. $5.75.

The author of *Man, Education and Manpower* is now the Director of the National Academy of School Executives for the AASA. Prior to his present appointment, Grant Venn spent many years in prominent positions in Technical and Vocational education in the United States. He is well qualified to take a penetrating look into the problems besetting society today as they relate to our educational systems.

Venn discusses these problems in the context of a technological society in which numerous technician positions are not filled, yet many people remain unemployed. He censures the educational enterprise as doing a poor job of preparing the youth of today for work in the modern world.

He discusses the history of education and manpower, proposing that the solution to manpower problems does not lie in a revamped program for those who have already proven unsuccessful in a college-oriented educational system. Rather, he advocates a complete overhaul of the system to provide programs where the

focus is on preparing persons for employment at whatever level is to be most appropriate and worthy of them and for society. Venn does not stop at merely calling down the existing systems, he goes on to list specific requirements for year-round and for continuing education to help satisfy the present and future demands of industry and society.

For those Technical-Vocational teachers who are prompted by their consciences to teach something relevant to young people who will spend the second half of their lives in the 21st century, Emmanuel Mesthene's book *Technological Change*, should provide some direction.

Defining technology as the "...organization of knowledge for the achievement of practical purposes," the author focuses on social change, values, and economic and political organizations by which to examine the interplay between man — society — technology. Dr. Mesthene, who is director of the Harvard University Program on Technology and Society, takes a middle road on the impact of technology. He believes that technology gives us more choices, like added dishes on the menu, thus providing tensions between the established value system and emerging behaviour patterns.

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David J. Fox.
THE RESEARCH PROCESS IN EDUCATION.
New York: Holt, Reinhart and Winston, 1969.
758 pp. $11.00.

The book evokes mixed reactions. It manages to be quite good and quite bad at the same time.

Fox establishes three aims for the book, namely to help teach the evaluation and use of research, as well as the elements of how to do it. He does a good job on the last point, a poor one on the first two. The problem is caused by the format of the book. Fox describes in detail and refers to two major studies throughout the book. As he acknowledges in Part IV, he risked the loss of contact with the research literature, and therefore does not expose the reader to the wide range of possibilities he is likely to encounter. The range of research activities a student (or even a faculty member just begining to take an interest in research) is likely to encounter is probably narrower, and Fox treats this situation well.

Some of the strong points of this book are: Chapters 1 to 4, which are an excellent primer on "how to do it;" his treatment of topics such as inferential statistics, "Type II" errors, and even significance (which he uses in Chapter 1 before defining it in Chapter 2), all of which are well explained at a conceptual level; the potential for the use of computers; handling data; and fitting models to problems. The description of analysis of variance is lucid, but avoids the important question of interaction.

At the end of Chapter 15, Fox suggests reclassifying Campbell and Stanley's "Quasi-Experimental" designs as "Comparative Surveys." This is a good idea. He repeatedly stresses a crucial question in educational research, namely ethics. The book is valuable reading from this point of view alone.

Unfortunately, criticisms are due. Fox is quite out of date in his assessment of reliability: the Kuder-Richardson conceptualizations are by no means the "ultimate extension of split-half or odd-even thinking" (p. 360). The book deals only with simple designs and is not explicit about bases for discriminating satisfactory versus unsatisfactory designs.

Chapter 13 is poorly titled "Levels of Research;" it is the least readable in the book and hardly qualifies as a separate subject. It turned out to be a discussion of