

In his search for an answer to what should be done to correct the errors in the present high school curriculum, Professor Latimer turns to the Report of the Committee of Ten (1894), which he says was: ". . . *the embodiment of the most profound, practical, and democratic philosophy of education ever enunciated in America.*" (p. 116, italics his)

That the application of this philosophy to the revision of the high school curriculum today would effect profound changes, and bring some semblance of order out of apparent current chaos, can hardly be denied. That it would be wise, or even possible, to do this, however, is doubtful, to say the least.

At least two points of major importance in considering what the high school curriculum should be today seem to have escaped Professor Latimer's attention. The first point is, that since 1900 the American people have made the high school an integral part of our common (for all) school system—in 1900 about one out of ten youth of high school age attended, whereas today close to nine out of ten attend. This, obviously, has implications for the role which the high school must play and the kind of curriculum which it must develop. In the second place, research in the behavioral sciences has invalidated the assumptions concerning the nature of learning on which the Committee of Ten philosophy was based. Newer, and more valid, insights into the nature of learning imply a considerably different curriculum to that proposed by the Committee of Ten.

In spite of these fundamental (to this reviewer) weaknesses in the book, Professor Latimer has rendered a valuable service to those interested in secondary education by bringing to-

gether in "ready reference" form a mass of data concerning changes that have taken place in the curriculum of the high school. His book is an excellent reference for the purpose of looking back to see "where we have been." Other references are needed, however, at the point of deciding "where we must go from here."

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**THE MEASUREMENT AND APPRAISAL OF ADULT INTELLIGENCE.** By David Wechsler. Baltimore: The Williams and Wilkins Company. 1958, Fourth Edition. 237 pp. \$5.00.

Specialists in adult education and guidance services for adults will find this book of interest and of use because it deals with the descriptions and applications of the best single measures of adult intelligence that now exist. However, many persons may want to be quite selective in their reading of the book since much of it deals with rather highly technical material used by trained examiners and psychological specialists for interpretations of specific test results and the diagnosis of abnormal adults.

David Wechsler, Chief Psychologist at Bellevue Psychiatric Hospital in New York, has developed three intelligence scales. Two of these are adult tests and the other is a children's test. They are individual-type tests; that is, they are administered to one person at a time rather than to a group of people. An individual-type test permits a more careful and valid appraisal of mental functioning than does a group-type test and is capable of yielding more information about a person's intelligence.

The measurement of intelligence has been of interest and concern to

educators since the early 1900's when Alfred Binet of France developed a test for screening out mentally defective children from the Paris schools. The usefulness of intelligence tests was largely confined to children until Wechsler produced the Wechsler-Bellevue Intelligence Scales in 1939. This instrument was developed primarily for adults. It was designed to avoid the previous difficulties encountered with adult intelligence tests often inadequately standardized on adults and utilizing items which were poorly adapted to their interests and attitudes. Wechsler concluded that some of the concepts, techniques, and materials necessary for measuring adult mental capacity differ from those applied to intelligence testing with children.

In Part I of this, his latest book, Wechsler presents some current concepts regarding the nature, classification, and appraisal of adult intelligence. Chapters one and three, in particular, will have wide appeal.

Part II deals with the processes and techniques used in standardizing the Wechsler-Bellevue scales and the newer Wechsler Adult Intelligence Scale (WAIS) developed in 1955 as an improvement over the Wechsler-Bellevue. The basic data used in interpreting the results of these two instruments are also described. Some knowledge of statistics is necessary to fully understand and appreciate these chapters.

The last four chapters, Part III, present the diagnostic and clinical applications of the Wechsler-Bellevue and the WAIS. Chapter fourteen should be of interest to many persons in the field of adult education, particularly those concerned with guidance and counseling work, placement services, and individual case-work.

The 577 item bibliography offered in this book is indicative of the wide professional attention which the Wechsler tests are receiving.

Anyone involved with the education and, consequently, the intelligence of adults will find it profitable to acquaint themselves with this comprehensive volume.

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**EDUCATION FOR FREEDOM.**  
*By George Connor. Chattanooga: The Adult Education Council, 1958. 73 pp.*

The problem of local coordination and program service development in community adult education is one that has plagued the field for many years. In this report Mr. Connor has presented a fairly complete and detailed case study of the origin and growth of such a local council that will be of inestimable value to future research concerned with this particular problem. He provides information in sufficient detail for many aspects of the council and its operations to enable one to gain a clearer insight into the potentialities of solving some persistent problems that have scuttled many councils before this.

The Chattanooga Council began a Test City Project under an FAE grant and managed to win increasing public support during the six years covered by this report through the quality of its program. The data provided would seem to indicate that it may survive with adequate local support. It is doubtful, however, that such a council could begin without foundation grants or achieve the same level of local support in the same amount of time. Additional case studies of other councils that are as detailed as this one will be necessary before any valid clues can develop.