

Section II begins with a flow-chart of programme development which also is a flow-chart for the text itself. The three chapters in this section, by three of America's leading authorities in this field – Green, Mechner and Markle – are rich in content and ideas and in the philosophy of the movement, as well as with definitions and illustrations of the jargon of programmed instruction – entry and terminal behaviour, target populations, analysis, validation, testing and so on.

Section III, which takes up more than half of the text, deals with issues and problems in administration, production, and validation of programmed materials, future prospects and so on. There is emphasis on the need to rethink the concept of the school course and curriculum, should this mean for instance that we would replace the attainment of variable standards within specified time units by the attainment of specified standards in varying time units.

Lange's chapter on Administrative and Curricular Considerations throws up the vast complex of change inherent in widespread adoption of programmed learning and other modern aids, not only in the specification of objectives and goals, as developed in Bloom's "Taxonomy," but also the optimum use of resources, a factor which must take cognizance of other developments besides programmed learning and which would go far beyond the bounds of this text.

Again Lindvall and Bolvin make the point that *adapting* programmed instruction to suit particular needs in the classroom is not the same as *adopting* the philosophy of programmed instruction, which involves much more radical rethinking and planning of school courses and curricula, and they go on to describe some of their own experiments in this latter field. Gotkin and McSweeney's Chapter 9 considers the second generation of teaching machines and the need to humanise the interaction between machines and children, bearing in mind the increased use of electronically controlled equipment likely in due course.

In reading this text one has a feeling that, although the writers are enthusiasts, objectivity has been established in this controversial field, that in fact programmed instruction *is* reaching maturity. That after a decade of rapid progress and unhappy reaction, of over-enthusiastic writing and overstating of cases, this new approach to instruction is ready to move forward on a realistic basis and to have a profound effect, as this book predicts, on the educational scene.

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#### *Corrigendum*

Das in der Sondernummer BUCHBESPRECHUNGEN (Vol. XIII/1967, S. 118) rezensierte Buch von Dagulf D. Müller *Bibliographie: Kybernetische Pädagogik – Programmierter Unterricht – Grenzgebiete* ist nicht bei Otto Heinevetter, Hamburg, sondern im Verlag Elwert und Meurer, Berlin, erschienen.