

out curricula shifted very little but they did make some changes and improvements designed to meet the needs of students, not changes based on fads or fashions.

Students or teachers responding to a poll can use such an instrument as an opportunity to react to a particular teacher with whom a personality conflict existed. In other cases teachers may evaluate their preparation only in terms of the single school in which they teach. Had they gone to another school, their reactions may have been completely different.

If teacher education is to function and improve, we need to look and listen. We need to evaluate, we need to do it continuously, and we need to tap as many sources as possible, but whatever changes are made must be done against the background of a teacher educator's own experience and observation. Perhaps we need to look at our product, to observe what he is actually doing, rather than what he is saying. In the final analysis the important record may be written in the student our new teacher produces rather than in the teacher himself.

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BOOK REVIEW

RESEARCH AND IMPLEMENTATION IN VOCATIONAL EDUCATION
by Gordon F. Law. Washington, D. C.: American Vocational Association, Inc., 1969, 23 pp., 60¢.

This booklet deals with the significance of research and its implementation in vocational education. The author focuses upon: (1) the position that research in vocational education is everybody's concern; (2) relating the major recommendations of the 1968 Report of the Advisory Council on Vocational Education, and the provisions of the Vocational Education Amendment of 1968; and (3) identifying some of the directions and contemporary issues that relate to vocational education research.

A section in the publication is devoted to the role of the research specialist and the vocational education practitioner in research and developmental activities. The author challenges institutions preparing vocational education personnel to provide substantial orientation to research in the professional training

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program. A review of how federal funds provided by the 1968 federal vocational legislation may be used for research and training in vocational education is presented for the reader.

After discussing the need for involving practitioners in research and the areas upon which Congress has focused, the author directs attention to needed research which is dictated by current trends and issues in vocational education. Much attention is given to identifying potential areas of needed research in vocational education in a chapter on directions and issues. A few pertinent studies are cited which will lead to additional study and examination of issues presented.

This booklet will be useful to vocational education personnel, whether a high school teacher, post-secondary instructor, teacher educator, researcher, counselor, administrator, or supervisor. Graduate students and other scholars should find the publication useful in directing their efforts to identify needed research in vocation education.

The author, Professor of Education, Department of Vocational-Technical Education, Rutgers--The State University, was formerly Director of Research for the American Vocational Association.

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