

Custer and Wiens (1996) make a unique mark in the history of the 44 distinguished yearbooks that preceded theirs. For the most part, the predecessor volumes (a complete listing of the titles and editors of these volumes is on p. vii of the 45th Volume) addressed issues of instruction, curriculum, instructional facilities, research, and evaluation. For these topics and even for those that implied wider connections than pedagogical issues, it could be safely said that the profession was looking inward. A somewhat narrow swath of a professional group within the technology professions was being addressed. The content was important. It was usually influential, seminal, provocative, and very likely contributed much to the advancement and improvement of the preparation of teachers and teachers of teachers in technology. In this instance, however, the yearbook editors state that

it is intended for use as a text for teaching technology in a liberal arts or general studies course for undergraduate students, and, perhaps as importantly, as a reference for educators both in and outside the field of technology to expand their thinking about technology and its relationship to the quality of life (p. xv).

While it remains to be seen how the market will respond, it appears that the editors and the other contributors have hit the mark.

But, the editors are too modest. This outside observer, who needs not to worry about modesty, can declare the true value and significance of the product. Yes, it appears to be everything already said, but a reading allows one to characterize more strongly something only mildly suggested by the editors, and to also expand its reach beyond the scope intended by the volume's editors.

First, it can and should be advocated as a text or required reading for all who are being prepared to teach or are already teaching technology. Second, it should be similarly available to those who practice technology in a variety of other venues. They ought to be models of technologically literate humans, and their exposure to the contents of this volume will certainly help in that role. No less than for those who teach or who will teach, students who are being prepared to serve and

technology professionals who already serve in the private sector should manifest technologically literate behaviors. In order to ensure that the goals of technology literacy are realized, it behooves leaders in each of the technology professions to ensure that their first targets for technological literacy are those who teach and those who practice technology. The book could go a long way to achieving such a goal. Those of us who practice technology should be refreshed, challenged, and inspired by the design and contents of the book. It connects technology and societal issues with intelligence and power. Within its three sections (Ideological and Cultural Foundations, Technology and Social Change, and Technology and the Quality of Life) are chapters that address and clarify the phenomenon of technology in a way that the individual can see its relationship to the many issues and forces and influences in society. The effects and impacts are connected to personal concerns, things we read in the papers and see on television, concerns with how our work and leisure are affected, how we communicate, and even how we make war.

But the officers of the Council on Technology Teacher Education (CTTE) deserve plaudits equal to those the editors and chapter authors of this fine book should receive. The CTTE leaders had the vision to sponsor a book that should impress and serve individuals who function in different fields than technology education. One of the recent sayings bandied about, particularly in the recent presidential election campaign in the United States, was something about "talk the walk and walk the talk." This is taken to mean doing what one professes ought to be done and not leaving it to others. There is much in technology education that deals with science, mathematics, branches of the social sciences, and a whole galaxy of other disciplines. Too often, we fear, the professionals have "talked the walk" but often failed to present ample evidence that they had mastered and indeed could "walk the talk" of the other disciplines which undergird the curriculum and other experiences about which they were concerned. In this book, the editors, the CTTE, and several of the authors do indeed "walk the talk" in a most impressive way. **JS**

Reference

Custer, R. L., & Wiens, E. A. (Eds.). (1996). *Technology and the quality of life* (45th Yearbook of the Council on Technology Teacher Education). New York: Glencoe/McGraw-Hill.