

Significant Books in Review

Column Editor: Paul M. Halverson
Contributors: Dorothy McGeoch
and Ovid Parody

STUDENT TEACHING IN THE SECONDARY SCHOOL. By William T. Gruhn. New York: The Ronald Press, 1954.

Dr. Gruhn wrote this book as an introduction to student teaching, as a guide during the teaching experience, and as a source of ideas and suggestions for the beginning teacher. Preparation and orientation, planning and teaching procedures, guidance and extra-class activities, and school and community relations are treated in sequence. Suggestions for evaluation of the student teaching experience and for securing a position are also included.

Newer methods and practices are discussed but the need to work within the framework of school policy and the preferred procedures of the cooperating teacher are adequately stressed. The section on planning is especially helpful in outlining a realistic approach to a common problem. The area of professional relations, often a source of difficulty for the beginning teacher, is dealt with clearly and with many practical suggestions.

Each section is followed by a comprehensive list of action suggestions designed to help the student apply the ideas he has read. It is specifically stated in the preface that no one student is expected to complete all the activities. It seems likely, however, that most students will need guidance in selecting activities appropriate to

their situations and practical in terms of available time and energy.

The apparent attempt to meet all the needs of the student teacher in one volume may have been the reason for the inclusion of frequent lists of suggestions, questions, rules and criteria. The repeated use of these lists which are often extremely practical and helpful has the cumulative effect of oversimplifying problems and may make it seem that here is the final answer for all contingencies.

The strength of this manual lies in the author's extensive experience in the field which is evident on every page. It should prove very helpful as a reference and a reminder for the student teacher with a good professional background and a valuable aid to supervisors and cooperating teachers in guiding student teaching experiences.

—Reviewed by DOROTHY McGEACH, professor of education, Northern Illinois State Teachers College, De Kalb, Illinois.

INTRODUCTION TO TEACHING IN AMERICAN SCHOOLS. By Gordon McCloskey, Zeno B. Katterle and Delmar T. Oviatt. New York: Harcourt, Brace and Company, 1954.

Style, format and the extensive use of illustrative material combine to make this book an attractive and appealing introduction to the teaching

profession. In it the prospective teacher will find not only a wealth of information about the profession but also a clear presentation of the purposes and function of education in the American democratic society.

Informative and realistic case material is extensively used. There are biographical sketches of individual children, diary accounts of a teacher's day, and a full presentation of the experiences of a student teacher as he plans for and guides the learning activities of a group of children. Frequent illustrative incidents and many pictures add vividness and interest. The reader shares the experiences of the teacher in daily routine, in community activities, and in professional contacts as he gains information about the job of teaching.

Background information is not lacking, however. The discussion of the purposes of education is firmly grounded in a brief but effective summary of the history of American schools. The organization and financing of public schools, the economic position of educational workers, and professional organizations and opportunities are all clearly explained and illustrated. The final section is a challenging presentation of the educational issues which teachers and citizens are facing today.

This book is admirably suited to the purpose for which it is intended. Students considering teaching as an occupation will find in it a fair treatment of the responsibilities and rewards of the profession. Moreover, educational workers in service might well find in its non-technical language and clear approach a wider understanding and

a renewed vision of their job in our society.

—Reviewed by DOROTHY M. McGEACH, professor of education, Northern Illinois State Teachers College, De Kalb, Illinois.

THE SUPERINTENDENCY OF PUBLIC SCHOOLS—AN ANXIOUS PROFESSION. By Willard B. Spalding. Cambridge: Harvard University Press, 1954.

CREATIVE SCHOOL ADMINISTRATION. By Harold G. Shane and Wilbur A. Yauch. New York: Henry Holt and Company, 1954.

Dr. Spalding's little volume is the Inglis Lecture for 1953. The author describes the conditions surrounding the superintendency which lead to anxiety, and makes some suggestions for lessening the tensions involved. The subject is timely and the problem is crucial; but it can hardly be dealt with effectively in the space allotted to it in this book. The author classifies anxiety-producing conditions under three headings:

1. *Those which must be lived through because the prospect of changing them is slight.* For example: the deep-seated social conflicts of our time between absolutism and freedom.

2. *Those for which there is good prospect of change.* For example: lack of knowledge of group processes and faulty use of the concepts of efficiency. It seems to this reviewer that Dr. Spalding makes a questionable point when he equates educational administration with business administration. One seeks profits, the other fosters learning. The former standardizes its procedures to increase profits while

the latter individualizes its procedures to increase learning. Standards and techniques appropriate to one are not appropriate to the other.

3. *Those created by faulty actions of the superintendent.* For example: Usurpation by the superintendent of the public's prerogative to determine the ends of education; failure to develop adequate devices for sharing responsibilities; fear of the natural hierarchy of groups; failure to develop better procedures for participating in policy making; using participation which increases dependence on the superintendent; failure to develop an operational definition of democratic administration.

Dr. Spalding deals in this section with some of the hard educational realities of our times. These facts cannot be evaded. But he seems to be bringing false charges against superintendents and to be judging them "guilty by classification." These conditions have not been created by faulty actions of our superintendents. They are symptomatic of our awkward first steps toward the solution of problems created by the deep cleavage within our culture and throughout world cultures between absolutism and democracy. The problems listed above are some of our professional developmental tasks. There is homework here for all of us: pupils, teachers, parents, laymen, supervisors, principals and superintendents.

Spalding's emphasis on administrative "equilibrium" left this reviewer with the feeling of being trapped at dead center between the forces of authoritarianism and the urges toward democracy. If you bring this

attitude to the reading of Shane and Yauch's *Creative School Administration*, you will find relief because they make it clear that it is possible to get off dead center.

The key concepts of this book are developed in Chapter One, "The Nature of Leadership in Education." They do a splendid job of clarifying the concept of democratic administration at many points by making clear that the cooperative role of leadership is not visionary. Business administration, the area of the hard-headed and the practical, is itself shifting to democratic management. Leadership is not conceived of as limited to the person of the status leader. Leadership is a function of the democratic group which shifts from person to person as the occasion demands. The authority-responsibility dilemma (one of Spalding's chief concerns) is clarified as a conflict between legal structure and democratic functioning. This problem can be dealt with successfully through the recognition and application of the concept of "limits" or "areas of freedom." Thus this is a dilemma which we can outgrow because the growth of the democratic process will enlarge the "areas of freedom."

The authors are not content to deal with abstractions only. Throughout the remainder of the book they apply basic principles in a fresh, vigorous and imaginative way to the many categories of school problems at the building level. *Creative School Administration* should provide a valuable guide to teachers and administrators.

—Reviewed by OVID PARODY, principal, Battle Hill School, White Plains, New York.

INTERGROUP EDUCATION. By Lloyd Cook and Elaine Cook. New York: McGraw-Hill Book Company, Inc., 1954.

INTERGROUP EDUCATION IN THE PUBLIC SCHOOLS. By Hilda Taba, Elizabeth H. Brady, and John T. Robinson. Washington: American Council on Education, 1952.

These two books are timely for review when the schools of the nation are taking a closer look at problems and practices of intergroup education as a result of the recent Supreme Court decision on segregation in the public schools. The first is a current newcomer while the second appeared several years ago.

Cook and Cook have written a college textbook for use in teacher education classes and by educators in the field as they face problems of intergroup relations. Although it is intended to be used as a textbook, the style and organization lend themselves to an informal reading of the book.

The authors are concerned that the reader have a command of four broad areas related to effective intergroup education: (a) a knowledge of factual information regarding minority-majority relations in a culture as affected by differences in race, creed, national origin, immigrant cultures or social class; (b) an understanding of the meaning of the values which our society holds for resolving conflicts between and among groups; (c) the development of skills in making studies of intergroup tensions and problems and in bringing about change; and (d) the development of principles for judgment and action which will stand us in good stead as we are faced with

decisions in the area of intergroup relations.

This is a large order for one book, and of necessity there are portions which, if not superficial, leave some things to be said or that need amplification. Such cases are found in the chapters, "Group-process Education," and "Changing People, A Study of Methods." Still, as a textbook introduction to intergroup education, this book is valuable. It should be supplemented by more exhaustive treatments of each of the four major areas mentioned above as the concerns of the authors.

Such a treatment is *Intergroup Education in the Public Schools*. This is a report of an experimental project in intergroup education sponsored by the American Council on Education and supported by grants from the National Conference of Christians and Jews. The schools involved were evenly divided between the eastern seaboard, the west coast, and the central regions of the United States with fairly large urban systems the rule.

The experimentation described dealt with the following areas related to intergroup education:

1. Revision of instructional programs, courses of study and classroom methods so as to incorporate skills and attitudes important in human relations.
2. Planning for extension of school activity programs, so as to secure greater variety and involvement in this important aspect of school life.
3. Providing for improvement of human relations in the community and also of school-community relationships.
4. Evaluation of effectiveness of all

attempts to improve human relations.

5. Education of all concerned with intergroup education through continuous in-service training programs.

6. Examination of administrative and supervisory provisions and relationships to determine need for improvement along lines which would facilitate program development.

Although the entire volume is loaded with thought-provoking practices and generalizations, Chapter VI, "Ways of Working," seems to have greatest meaning for leaders in curriculum development. Highlights of this chapter are the history of a ninth-grade general education program from 1945-51, a discussion of teachers' needs in intergroup education, and an analysis of the consultants' roles.

The book closes on the note that although national studies, planned and projected in national offices, have much to offer, the real hope for rapid development in intergroup education lies in cooperative field studies between public schools in a limited area, assisted by institutions and agencies nearby. Out of such activity will develop projects and leadership more indigenous to the local situations, and therefore more persistent and consistent in efforts and outcomes.

—Reviewed by PAUL M. HALVERSON, associate professor of education, Syracuse University, Syracuse, New York.

OTHER RECENT PUBLICATIONS

A number of brochures, pamphlets and other types of "paperbacks" come to the attention of this reviewer periodically. Many of these should be of interest to the readers of this column, but space limitations do not allow for

more than their titles and a brief comment about them.

Teacher Education

A UNESCO publication in the field of comparative education, *THE EDUCATION OF TEACHERS IN ENGLAND, FRANCE, AND U.S.A.*, provides an interesting study of similarities and differences in the preparation of teachers in these countries. Some of the common trends are: the lengthening period of preparation; inadequate supply of teachers; growing emphasis on child study as a key element in professional training; and the study of the relationship of general and professional education. The greatest dissimilarities exist because of the historical differences in the control of education in each country. But through it all the reader finds a feeling of common values related to a democratic philosophy of education.

YOU AND YOUR STUDENT TEACHER, by Ernest J. Milner (Bureau of Publications, Teachers College, Columbia University) is a brochure devoted to facilitating good relationships between student-teachers and their supervising teachers in the field. The focus is on what a critic teacher can do to become better acquainted with the practice teacher, and how a good setting for learning can be created and developed both for pupils and the preservice person.

School and Community

STRENGTHENING COMMUNITY LIFE: SCHOOLS CAN HELP, a publication of the Educational Policies Commission of NEA, is a vigorous plea for schools and school people to take an active part in local community improvement.

Such activity will vitalize men, women, boys and girls as they seek self-realization in their home towns. This kind of outcome is as important as the products of cooperative community action which are seen in better government, better schools, better recreation and the like. Short reports are given of local cooperative effort in the cases of Pasadena, Texas; Philadelphia; Norristown, Georgia; Lyons Falls, New York; Mesick, Michigan; and Bronx Park, New York.

The National Public Relations Association of the NEA furnishes a new handbook on ideas for improving school-community relations entitled *CONTACT PLUS*. This "how-to-do-it" manual gives suggestions drawn from practices in many communities. They cover school-community relationships under such headings as *Knowing The Community*; *We Read Together*; etc.

Communication Arts

CHILDREN AND TV is a production of the Association for Childhood Education International, 1200 Fifteenth Street N. W., Washington 5, D.C., devoted to a consideration of the pros and cons of televising by children. Attention is given to TV in the school and home, with a body of research reports on viewers' TV habits and attitudes. Some attention is also paid to techniques for better utilization of this medium in the classroom. This is a timely and effective treatment of television's effect upon children.

TOWARD BETTER NEWSPAPER READING by H. Carl Sailer is an outline for newspaper units to be used in grades 9-12 in English classes. It is published

and distributed by *The Newark News*.

FOREIGN LANGUAGE EDUCATION IN THE SECONDARY SCHOOL by Doris Phipps and *ENGLISH AND THE SECONDARY SCHOOL PROGRAM* by Elizabeth Boeshore are two publications of the Metropolitan School Study Council, 525 West 120th Street, New York City. Both pamphlets should provide stimulation for individual teachers and departments interested in examining their purposes and methods in subject matter instruction.

INTERRELATIONSHIPS AMONG THE LANGUAGE ARTS, a publication of a committee of The National Council of Teachers of English, reports the research available that touches upon functional relationships among the skills of written expression, reading, speech and listening.

Two rather detailed reports on special problems of communication are found in David Russell's *THE DIMENSIONS OF CHILDREN'S MEANING VOCABULARIES IN GRADES FOUR THROUGH TWELVE* (University of California Press, Berkeley, California) and Robert Leestma's *AUDIO-VISUAL MATERIALS FOR TEACHING READING*. (Slater's Book Store, Ann Arbor, Michigan.) The former is a research report of an investigation on vocabulary development, sponsored by the Department of Education at the University of California. The second is a comprehensive annotated bibliography of audio-visual materials and techniques which can be used in the improvement of reading skills.

—Reviewed by PAUL M. HALVERSON, *associate professor of education, Syracuse University, Syracuse, New York*.

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