

The New—in Review

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INDIA. Cornelia Spencer, in her book, *Nehru of India*, has done the schools and the general public a great service by presenting in the compass of 184 pages an interesting and sympathetic view of one of the outstanding world figures of our time—Jawaharlal Nehru. She has succeeded in capturing much of his charm and, in vividly describing his learning, political astuteness, and love of family and nation. She has highlighted many dramatic episodes in his colorful life and set them in the history of the Indian struggle for independence.

In emphasizing Nehru's role in Indian affairs Mrs. Spencer has somewhat neglected his part in international relations. It is, therefore, hoped that she or some other equally sympathetic author will soon give us an account of Nehru as an amalgamation of the east and west, a citizen of the world.

Nehru of India is an excellent volume for older high school students and for teachers, and should induce many of them to delve into this great Indian's own writings, such as his autobiography *Toward Freedom*, his *Discovery of India*, and his fascinating *Glimpses of World History*.

It is unfortunate that so many inaccuracies have crept into this otherwise splendid volume. In a future edition it is hoped that the date of the Indian mutiny will be changed to 1857 (p.8), that the story of Ramayana will be rewritten (p.14), the percentage of literacy changed from nine to about fifteen percent (p.147), the period of foreign rule mentioned as two hundred rather than three hundred years (p.175), and other small points corrected. Such changes should greatly enhance the value of this much needed and well-written account of one of the great men of our day—Jawaharlal Nehru. Pub-

lished by John Day Company, New York, 1948. 184 pp. \$2.50. Reviewed by Leonard S. Kenworthy, graduate student, Teachers College, Columbia University.

THE HUMAN SIDE OF MUSIC is a book which discusses many facets of music. It might be called a history of music—and yet, because of its unusual organization which includes such chapter headings as "Music as Molded by Society" and "Music as Expressive Speech," it is far more than a historical account. This book covers very effectively many of the phases of music, including the elements of music, the performance of music, the development of music in style and taste, and music as a business. These are all aspects of music which are the concern of the laymen in his efforts to understand it more satisfactorily. Published by Philosophical Library, Inc., New York, 1948. \$3.75. Reviewed by Karl D. Ernst, Supervisor of Music, Portland public schools, Oregon.

GEOGRAPHIC APPROACHES TO SOCIAL EDUCATION is the Nineteenth Yearbook of the National Council for the Social Studies. This publication is timely as education and society in general are becoming more and more concerned with world geography. Presented in this volume are some valuable suggestions on how to make geography a vital and dynamic part of education. "This yearbook was proposed and designed to bring to teachers an understanding of recent geographic approaches to social education. Part I is devoted to general goals and objectives as conceived by leading geographers in this country. It sets forth the basic ideas with which geography now deals. Part II focuses attention on the more specific objectives of geographic study. The reader is introduced to the physical and

economic content of geography. Part III deals with the tools that are available to attain the general and special objectives outlined in Parts I and II. Skill in the use of these tools is to be desired."

All teachers, whether they teach geography or not, will be interested in giving this yearbook a more than casual glance. Available from the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C. \$2.50.

GUIDANCE. Too often guidance is thought of as a special procedure limited to the secondary school. The publication, *Guidance Handbook for Elementary Schools*, focuses attention on the techniques, procedures, and principles involved in the guidance of elementary school children. The volume is non-technical and should meet the needs of the classroom teacher.

The handbook "is intended to serve as a basic aid to teachers, principals, supervisors, and superintendents who are responsible for the welfare of children in the public elementary schools." Sections in the handbook are devoted to Guidance in the Modern Elementary School, How Do We Find Out About Children, How Can We Put the Information to Work in the School, How We Can Put the Information to Work in the Community, and How Effective Is Our Guidance Program. The writers had the classroom teacher in mind when they prepared this handbook. It is concise and to the point. Available from California Test Bureau, 5916 Hollywood Boulevard, Los Angeles.

LEADERSHIP. Education in a democracy implies democratic leadership. "Democratic educational leadership does not come about accidentally. It is not the result of a laissez-faire policy on the part of those who occupy positions in the hierarchy of authority. Democratic school administration does not consist of sitting around waiting for lightning to strike." The question of democratic leadership is one phase of school administration which is often misunderstood.

A publication which will throw considerable light on the subject is *Educational Leaders—Their Function and Preparation*. This booklet is a report of a work conference conducted by the National Conference of Professors of Educational Administration at Madison, Wisconsin, during the summer of 1948.

The report covers such topics as The Nature of Leadership, The Technique of Leadership, The Function of the School Under Democratic Leadership, Requirements for Democratic Educational Leadership, and The Preparation of Educational Leaders. In the appendices is a checklist for evaluating educational leadership.

Teachers and administrators will find in its sixty-four pages interesting, challenging reading. Available from the Division of Educational Administration, Teachers College, Columbia University, New York, \$1. Quantity prices available.

READING. Since 1935 the concept underlying efficient instruction in reading has been profoundly altered. The emergence of a developmental philosophy of education has affected appreciably the basic aims and purposes of instruction." *Reading in Modern Education*, by Paul Witty, has been written in accord with a developmental approach. The author, with years of experience in working with teachers and students on the problem of reading, has included in this volume many practical suggestions for teachers. The emphasis is on a developmental reading program and the prevention of reading retardation.

A sampling of the chapter headings gives an indication of the wide scope of the book: Trends in American Reading Instruction, The Role of Interest and Motive in the Reading Process, Readiness for Reading, Vocabulary Growth and Development, Learning to Read—A Developmental Process, Evaluation and Guidance of Growth in Reading.

The appendices lists books and current news materials for children of the elementary grades and for high school students. Published by D. C. Heath and Company, Boston, 1949. 319 pp. Price, \$3.50.

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