

to be placed before the proper school authorities for action. If he does not have such evidence, and if he does not really suspect you and your colleagues, then he has just as great a responsibility to write to the American Medical Association, to the National Education Association and to "the President, the Vice President, the members of the United States Senate and the House of Representatives" to whom the original resolution was to be sent, stating that he does not know of any subversive teachers or activities in schools in his community.

The oldest joint committee in the National Education Association is that of the American Medical Association and the National Education Association. Out of it have come relationships and contributions of mutual value to these associations. Not at any time has the National Education Association or any other worthy educational organization, to the best of the writer's knowledge, ever attacked the American Medi-

cal Association or any other medical group. The shameful and unwarranted action of the A.M.A., in adopting the above-mentioned resolution, is the first case of mud-slinging to have occurred in the thirty-year relationship between the teachers and the doctors, or for that matter, in the centuries-long relationship between doctors and teachers.

*Note:* Word received since this article was sent to the printer states that the *A.M.A. Journal* is planning an editorial "clarifying" the above-mentioned resolution. There is rumor also that the A.M.A. Executive Board may take similar or stronger action. If school people and their friends are alert and will make a good approach to their doctors this "attack" may well turn into an opportunity for better understanding of and stronger support for the American public school system.

—*Richard Barnes Kennan*, Secretary, National Commission for the Defense of Democracy through Education, NEA.

---

### Helpful Materials for Planning In-Service Education

"CHANGE and improvement in the curriculum will result only as there are changes in the values, understanding or skills of the school personnel. Participation in groups is one of the most effective means of providing school personnel with opportunities to share in decisions which affect them, and to learn the needed modifications in their values, understandings and skills."<sup>1</sup> We

have decided to label many of our efforts to provide such opportunities as in-service education. Most of us are busy trying to learn how to make in-service education activities more effective than they have been in the past.

We are learning that all enterprises intended to bring about change in school personnel must put sound principles of learning to work in real and vital contexts. Probably it is more accurate to say that we are about to learn and that we are seeking the under-

---

<sup>1</sup>*Action for Curriculum Improvement*, A.S. C.D. Yearbook, 1951, p. 116.

standings and skills requisite to high levels of success. As one result of our pursuit of the understandings and skills several helpful publications have been made available recently. It seems appropriate for the *Curriculum Commentator* to mention a few of the publications in this issue with in-service education as a theme.

### The 'How' of Better Meetings

Do you want to become a more effective group member or leader? Would you like to improve the productivity of the meetings and conferences which you attend? If you do, you'll find *New Ways to Better Meetings* (Bert and Frances Strauss, New York, Viking Press, 1951, \$2.95) a useful guide for putting to work many of the findings on group behavior which social scientists are discovering. Of recent years we've heard a lot of lip service given to "group processes" and "group dynamics." Here is a *how* book—a book which offers practical help for both leaders and members. Drawing upon their extensive experience in leading groups as well as on recent research in group dynamics, the authors have attempted to distill the practical from the theoretical and come up with some leads for making meetings, committees or conferences produce more effectively. All school personnel—from administrators to secondary pupils—will find in this book a source of "step-wise" procedures. If you would like some help on how to get the members of a group, large or small, to participate; how to stop being a bossy chairman; how to use member potential; how to reach decisions without the strait jacket of Robert's Rules of Order; how to handle "problem" members; how to use the valuable tool of role-playing; and how to stimulate change; this book merits your reading. Of particular interest to

consultants is a chapter on "Don't Blame the Expert" which spells out his role in group meetings and how best to utilize his services.

### When a Group Meets

Nathaniel Cantor in his *Learning Through Discussion* (Human Relations for Industry, Buffalo 2, New York, 1951) deals with, "What takes place psychologically when a group of people, directed by a leader, meets to discuss a problem?" He insists that a discussion leader cannot perform effectively unless he understands what is involved in learning, i.e. what occurs when people are trying to learn and to change. As one basis for understanding the general psychological make-up of the members of a group, nine interesting assumptions are made explicit which the author presents as underlying the general type of instruction in most schools. One of these having to do with "teaching by definition" is most challenging (p. 22 ff.) The point of view that permeates this stimulating little book is best summed up by a simple quotation, "The real problem is not the difference in the degree of knowledge between the leader and the group. The real problem is, how does a learner learn? By listening to someone talk? Rarely!"

### Source Book on Field Theory

Until the publication of *Field Theory in Social Science* (Kurt Lewin, editor, Dorwin Cartwright, New York, Harper, 1951, \$5.00) the recent writings of this pioneer social psychologist were not readily obtainable. This publication makes available to readers interested in group behavior, human relations and social change, the bulk of the theoretical writings of Lewin which appeared in periodicals after 1939. Lewin's theoretical concepts have been

the base for much of the research which has been done in the last decade in social psychology and in group dynamics. The book is organized in three parts: (a) a section dealing with basic problems in the philosophy of science which sets up guiding principles; (b) a series of chapters which apply these principles to research in the fields of learning, development and regression, social psychology and group dynamics, and to research in selected problems of cultural anthropology, sociology and economics; (c) a final section which summarizes the major theoretical and actual findings derived from Lewin's research. Of particular interest to educators are such chapters as "Field Theory and Learning," "Field Theory and Experiment in Social Psychology," "Frontiers in Group Dynamics," and "Behavior and Development as a Function of the Total Situation." As a source-book on the methods of field theory this book is one to be digested carefully.

### Methods of Influencing Conduct

Too often, when talking about methods of influencing conduct, the discussion bogs down on punishment and various ingenious ways of administering pressure, say Fritz Redl and William Wattenberg in Chapter XII of *Mental Hygiene in Teaching* (Harcourt Brace, New York, 1951, \$3.50). They proceed to analyze four types of in-

fluence techniques: (a) supporting self control, (b) situational assistance, (c) reality and value appraisal, and (d) invoking the pleasure-pain principle. The analysis is approached in the light of mental health in the classroom, but it is also well worth the serious consideration of all who are planning or participating in in-service education activities.

The California Teachers Association has prepared and published a useful little book entitled, *At Your Service—A Guide for Local In-Service Education Programs* (California Teachers Association, 693 Sutter Street, San Francisco, 1951, 25¢). Principles and problems, as well as descriptions of action programs, are presented in a section entitled "Before the Looking Glass." All of the material is based upon the idea that sound principles of learning must prevail in in-service education programs.

Last but not least, Earl C. Kelley in *The Workshop Way of Learning* (Harper, New York, 1951, \$2.75) has described in detail how we may provide learning opportunities for ourselves that are richer and more likely to reach the functioning level by agreeing on a problem, contriving a solution, and evaluating the results.

And remember not to forget, *Action for Curriculum Improvement*.—J. Cecil Parker, University of California, Berkeley.

Copyright © 1951 by the Association for Supervision and Curriculum Development. All rights reserved.