

Significant Books in Review

Column Editor: Ruth Streitz

► Tidyman, Willard F. and Butterfield, Marguerite. *Teaching the Language Arts*. New York: McGraw-Hill Book Company, Inc., 1951. 425 p.

This book, intended as a college text book, offers guidance and help to any teacher who is concerned with language development as an integral part of individual and group living.

The introductory chapter is devoted to an examination of the trends in language teaching in the last three decades and draws attention to the shift from a drill-centered to a pseudo-inspirational to a functional program.

The nature and scope of the language program are treated through a discussion of language experiences, attitudes, abilities, and skills. Continuity is treated through a presentation of divergent views on whether to lay out a program of work by grades, as in a course of study, or to set up desired sequences for classes and individuals in terms of their maturity and capacity.

In planning a program of work for a class the authors suggest the checking of course of study and textbook objectives against pupil and community needs. In so doing it is recommended that the teacher compile and use a class language activities survey and an inventory of pupils' abilities, skills and attitudes. The authors advise continuous evaluation of each child's linguistic development.

Separate chapters are devoted to such activities as dramatization and choral speaking, and to speech, handwriting, spelling and usage as well as the fields of oral and written communication.

Debatable Issues

The most noteworthy points in this book seem to be the unbiased and well-documented handling of debatable issues; the emphasis placed on the part which the feelings and attitudes of the teacher and the learner play in the acquisition of language abilities and skills; and the close relationship shown between personality development and language facility.

The authors make a distinction between incidental and systematic language instruction. They insist upon the latter, and regard it as a "service program providing needed supplementary training."

Use of language texts in schools is countenanced by these authors. This view appears to the writer to be compatible with the organismic concept of the learning process, in that it is suggested that the text be used by children as a handbook. The individual, the group, or class discovers a language need, defines the problem, and is motivated to consult the text as a reference book for appropriate practice before using the learning again in the genuine situation.

If you are one who feels that modern schools need a more vitalized type of language program, read *Teaching the Language Arts*.

—Ruth B. Pritchard, Phillips and Logan Schools, Des Moines, Iowa.

► Hulburd, David. *This Happened in Pasadena*. New York: The Macmillan Company, 1951. 166 p.

This is a factual readable narrative of an incident that is of importance to all persons interested in public education in America. Here is the story of Willard Goslin—a highly respected professional school administrator who was asked to resign as Superintendent of Schools in Pasadena, California; to resign a post for which the same School Board had sought him so eagerly just two short years before. However, this is more than his story. It is the story of any school system in this country today that is vulnerable to attack from outside the local community as well as from within.

A Public Relations Program Is a "Must"

If the public schools are to be supported adequately, the public must know the doings of the school. This calls for an adequate public relations program. Such a lack is well illustrated by this book. Although Mr. Goslin's program was of proved educational value, the fact that it was not familiar to many of the citizens made it extremely vulnerable to censure from both outside and inside influences. When persons through ignorance or through personal design attack the schools, only the community itself can save the schools. If the community does not understand the goals of the school's program and the methods being used to attain such goals, then there is no defense for the school or its personnel. As the result of such weakness in Pasadena the die was cast before the majority of the citizens knew the graveness of the situation. Thus when the danger became evident there were many eager to defend Mr. Goslin and his policies, but it was too late! From Mr. Hulburd's account the crisis in the Pasadena schools was due to the negligence of the people within the community and to

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527

the school personnel within the system to fully understand the school's program.

Allen A. Zoll and his "National Council for American Education" claimed that his council and a number of its members did have a part in forcing Mr. Goslin's resignation. Although the exact purposes of Mr. Zoll's council are not clear, all people interested in education should know that Zoll's propaganda can be disastrous to the best interests of children in the public schools.

Every teacher, school administrator, and school board member should read Hulburd's complete story of the Pasadena affair: the personalities, the issues, and the machinations which lost an able educator his job. More importantly, one should not fail to see how a local crisis in public education can be used by outside forces to further their own dangerous ends—an end designed to undermine the independence of the democratic school system in America. There are vociferous minorities in this country who would further their own goals at the expense of America's children. Therefore, all well intentioned and intelligent people must be cognizant of these forces and their aims in order that schools everywhere be prepared for such attacks and better able to meet them. This book will help to give this understanding.—*Francis M. Freeman*, Warrensville Heights, Ohio.

NOTES ON OTHER CURRENT PUBLICATIONS OF INTEREST

A number of writers (M. H. Willing, John Guy Fowlkes, Edward Krug, Russell T. Gregg, and C. S. Liddle) pool their abilities in *Schools and Our Democratic Society* (Harper and Bros., 1951. 530 p.) The book is a fresh, briskly written introduction to education with emphasis upon the school in

American society. The implications of democracy for education are clearly developed and there are several good chapters on the role and status of teachers.

Charlotte Buhler *et al*, *Childhood Problems and the Teacher* (Henry Holt and Co., 1952. 372 p.) is one of the first professional books to appear in 1952. It is an unusual book meriting the use of that overworked adjective, "unique." Essentially, it presents practical advice for the classroom teacher concerned about children with problems. Extensive use is made of case studies.

Theodore Brameld, a liberal education philosopher, in *Patterns of Educational Philosophy* (World Book Co., 1950. 824 p.), has subordinated his usual preoccupation with social reconstruction through education to develop a sizeable study of philosophical viewpoints competing to influence American education. It is well worth reading although the readers' reactions obviously will vary widely with their convictions.

Last autumn Lowry W. Harding released an amusing volume of verses dealing with education. This 1951 *Anthology in Educology* (privately published; available through the author, The College of Education, Ohio State University. 78 p.) presents humor, often with a thread of irony, which is rare in flavor. A fine investment of \$1.50 for the teacher with a sense of humor or a penchant for whimsy.

The increasing interest in atypical children should be nourished by two publications reaching this reviewer in recent months. The first of these is *The Gifted Child* prepared by the American Association for Gifted Children and edited by Paul Witty (D. C. Heath, 1951. 338 p.). The second is

Continued on page 531

- Local groups that are already active would gladly send to the secretary information about organization, activities and minutes of meetings.
- Try to get superintendents to attend your meetings, and eventually special service people and classroom teacher representatives.
- Do everything you can to get something started. A beginning, no matter how insignificant, will pay dividends.
- Stress informality and good fellowship so participants will feel secure in presenting their real problems.

Groups in many sections of the state which were already working on these problems have been encouraged by the planning and the realization that they have a common purpose. New study groups have been formed. Their next step in late spring will be that of determining where they are, identifying areas in which they need more help, and developing better ways of working together.—*Susan M. Lacy*, director of elementary education, State Department of Public Instruction, Olympia, Washington.

Continued from page 528

Educating the Retarded Child by S. A. Kick and O. G. Johnson (Houghton Mifflin Company, 1951. 434 p.). Both volumes take a comprehensive approach to the topic considered and seem certain to be widely used and accepted.

W. A. Saucier's *Theory and Practice in the Elementary School* (Macmillan Co., 1951. 515 p.) is out in a new edition after 10 years. It remains a highly useful general work with chapters treating each area in the elementary program: reading, arithmetic, science, *et cetera*.—*Harold G. Shane*, Northwestern University, Evanston, Illinois.

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OTHER

HEATH PROFESSIONAL BOOKS:

THE GIFTED CHILD (American Association for Gifted Children; Paul Witty, Editor)

GUIDING THE YOUNG CHILD (California School Supervisors Association; Helen Heffernan, Editor)

THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (Ruth G. Strickland)

READING IN MODERN EDUCATION (Paul Witty)

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