

Significant Books in Review

Column Editor: Ruth Streitz

► Bernard, Harold W. *Mental Hygiene for Classroom Teachers*. New York: McGraw-Hill Company, 1952. 472 p.

Since mental hygiene is a point of view—a frame of reference—as the author states in the preface of this interesting book, it is most fortunate that this book is directed to the classroom teacher who finds each year that her problems are increasing in number and complexity. In this volume the teacher is helped to see each child as an individual possessed of fundamental needs and desires and who can be helped to attain his maximum potentiality where teachers are possessed of insights and understandings. Especially noteworthy is the fact that this book deals constructively with problems instead of presenting data generally gleaned in clinics for the maladjusted. Practices which are described are applicable to schools wherever they exist. Of special value is the part dealing with the mental health of the teacher as a person.

The Concept of Needs

The book is divided into four parts the first of which deals with human needs and mental hygiene, the nature of maladjustment, meeting the needs of children and the special needs of adolescents. The clear-cut discussion of the nature of needs is unusually good. While pointing out that the classification of needs varies with different authors, Bernard says: "In this book, needs are classified into three categories with representative subdivisions—subdivisions which are con-

sidered to be illustrative rather than inclusive. These categories are organic needs, personal needs, and social needs." (p. 31) Differentiation between the needs of children and the special needs of adolescents furnishes material for two excellent chapters.

Relationship of Teachers and Pupils

Part II entitled "Mental Hygiene in the Classroom" focuses attention upon the practical working relationships of the teacher and her pupils which not only deal with the effect of the teacher's personality upon the behavior of the pupils but also with matters of discipline, adjustment, personality problems and the like. Some widespread practices in the classroom are listed as "questionable" and others are discussed as "constructive classroom approaches to mental health."

Under the title "Special Approaches to Mental Health," Part III shows the place art, writing, drama play in releasing tensions and providing wholesome outlets for the individual. Especially constructive from the teacher's viewpoint is the chapter entitled "Limitations and Precautions Regarding Mental Health." Here is found a sane and balanced treatment of the often misunderstood topic.

"The Teacher's Mental Health" is discussed in Part IV and offers a very real challenge to all members of the teaching profession. Throughout the book Professor Bernard has endeavored to be helpful and constructive yet realistic in discussing the various problems

which relate to the field of mental health. *Mental Hygiene for Classroom Teachers* is a book that will prove exceedingly helpful not only to prospective teachers in training but to the experienced teacher, supervisor or principal who wishes to help children live better and more constructive lives.—*Ruth Streit*, professor of education, Ohio State University, Columbus.

► Clapp, Elsie Ripley. *The Use of Resources in Education*. New York: Harper and Brothers, 1952. 174 p.

The title of this book is a very happy one. During the past fifteen years the words "resource" and "resources" have crept into the professional literature to such an extent that today many schools use the terms with ease and fluency, but the interpretations however are as wide and diverse as the school systems employing them. Of special value in Miss Clapp's book, *The Use of Resources in Education*, is the functional use of the word "resources." These are to be found in any community if one but sees with "the inner eye." Materials as resources are within the grasp of all schools—privileged and underprivileged—if the teachers are so fortunate as to work under the insightful guidance of a creative leader.

Education Is Life

In describing the resources which were experienced both in Kentucky and in West Virginia, Miss Clapp makes one understand the true meaning of education as it is lived in a real community. One catches her enthusiasm for Dewey's definition, "education is life," her interest in "living-resources" wherever people are gathered together, her belief in the undreamed of possibilities for education to be found in one's midst and for the joy and satisfaction which come when one works *with*

and *for* the people of a community possessed of common purposes and common goals.

This is a book of courage as well as insight into human problems. For all who know and admire Miss Clapp's work, *The Use of Resources in Education* is indeed a document of stimulation and guidance for those who wish to have education meet the needs of both individuals and groups in more realistic and functional ways. The closing chapter entitled "Restoration and Recovery" is the climax of the book. It will leave the thoughtful reader profoundly touched by the accomplishments of this small group of people who set to work with faith and determination to salvage human beings and at the same time, to establish a program of education as a reality rather than merely talking about it in vague generalities.

Some may question the anecdotal nature of the book, which this reviewer admits is extensive, but at least this reveals the human aspects of the undertakings and gives warmth to what might otherwise be a mere recital of incidents.—*Ruth Streit*, professor of education, Ohio State University, Columbus.

► Cleugh, M. F. *Psychology in the Service of the Schools*. New York: Philosophical Library, 1951. 178 p.

"The wise teacher will find that he progresses further in knowledge and understanding of his pupils if he proceeds cautiously, has a proper respect for facts, knows how to keep his speculations and inferences under control, and expresses himself in simple and unequivocal language. As his judgment improves and clarifies, he will see how his common sense rightly used can be a most valuable tool, much more valuable than half-baked and half-comprehended dabbings in psychology."

Thus writes Mr. M. F. Cleugh, Senior Lecturer, University of London, Institute of Education, in his book, *Psychology in the Service of the Schools*.

Mr. Cleugh seems to have had unfortunate experiences with teachers who lacked the ability to apply intelligently the theoretical knowledge they had of the newer psychology. For here and there, throughout his book, he inveighs strongly against the teacher who "dabbles" in psychology. To this reviewer, however, it seems that taken by and large, the students and "dabblers" make up a small proportion indeed of the teachers; that what is still needed in the training of most teachers is instruction in mental hygiene; that the people far more urgently in need of being reached are those unaware of the motivation behind children's behavior—those unaware of background influences. For there are still too many who, frustrated by the lack of immediate relief from a child's aggressive behavior, maintain that "What he needs is a good old-fashioned spanking."

Fortunately Mr. Cleugh's book is valuable to these as well. For the author, while instilling the necessity of a sense of balance, perspective and a common sense attitude in applying psychological principles, devotes most of the book to giving instruction, in simple intelligible language, in those principles.

The Teacher's Job

Mr. Cleugh considers the teacher's job to be chiefly one of selection. She must learn to differentiate between signs of difficulties that can be dealt with directly and those that are the result of underlying tension and need the aid of a psychologist. She must be aware of the criteria for mental health, and should learn to judge a child's behavior not in terms of its troublesome-

ness to her but rather in relation to the child's future usefulness and happiness as a member of society.

To these ends the author fills his book with numerous case histories. Some are detailed. But in the chapter entitled, "A Mixed Bag of Examples," seventy cases are given. These are brief, but particularly valuable because they deal with situations that deviate only slightly from normal, and help towards an awareness of the pitfalls that exist for the average child. Valuable also are the practical suggestions as to what to do in particular cases.

In his last chapter, "Child Guidance," Mr. Cleugh stresses the urgent need for teachers to pay more attention to the causes rather than the results of behavior. Thus regressive rather than aggressive behavior will receive the larger share of attention which it deserves. — *Ida Klein Sternberg*, Public School 41, Bronx, New York City.

OTHER SUGGESTED READINGS

As its title suggests, *Student Activities in Secondary Schools* (Ronald Press, 1952), by Edgar G. Johnson and Ronald G. Faunce is a comprehensive book. Well-organized and detailed, it considers the homeroom, clubs, assemblies, social activities, camping, speech and music, athletics and other ingredients in the high school program. It is thorough rather than novel with a strong emphasis on applications rather than theory.

Two recent books are concerned with special areas. *Elementary Social Studies Instruction* (Longmans, Green and Co., 1952) is a lengthy (486 pp.) treatment of this field by Maurice P. Moffatt and Hazel H. Howell. A good deal of general information (e.g., an entire chapter on "The Modern Teacher") has been included. Whether so much extraneous content strengthens or lessens the book's value depends on the organi-

zation of the methods course in which it is used. This reviewer felt that the material was sound, but that a somewhat shorter volume would have been of equal utility in the usual college classroom. Harrington Wells' *Elementary Science Education* (McGraw-Hill, 1951) is a good addition in a field in which relatively few texts have appeared since World War II. The author treats science experiences for children in early, middle, and later childhood; then deals with resource aids in detail.

Foundations and Philosophy

In highly readable prose, George S. Counts recently has completed *Education and American Civilization* (Teachers College, Columbia University, 1952). It is a substantial book (491 pp.) and deals comprehensively with the problems of a world he characterizes as "increasingly strange and even terrifying." (p. 1) Much of the content is not novel to the well-read adult, as when the ingredients which have made America, the impact of technology, or potentialities for "a new dark age" (p. 209), or "a fabled golden age of man" (p. 212) are discussed. Yet Counts has achieved a fresh, provocative synthesis in his presentation. Regardless of whether or not one agrees with Dr. Counts, he will find the book stimulating reading, perhaps most of all the concluding chapters which consider educational and social forces (pp. 433-472).

The title of E. V. Sayers' *First Course in Philosophy of Education* (Henry Holt and Co., 1952) seemed a trifle misleading to this reviewer in the sense that Dr. Sayers' analyses are more profound and deep than many expository treatments of philosophy. An excellent book which concludes with vital statements regarding the meaning of educa-

tional philosophy for schools in a democratic society.

Recent Pamphlets of Merit

Much splendid material appears in pamphlet form each year. Frequently it is "lost" in the limbo of libraries too busy to catalogue paper-backed items. Partly to remedy this difficulty several worthy booklets are described below.

As one outcome of its significant Cooperative Study in Elementary Education, the Southern Association of Colleges and Secondary Schools (316 Peachtree St., N.E., Atlanta, Ga.) has prepared an excellent collection of pamphlets. Outstanding among them is *Evaluating the Elementary School* (\$2.50 bound), a detailed (325 pp.) instrument for creative self-appraisal by school staffs. "Program," "Resources," "Planning" and similar elements are considered. It is a first-rate application of newer concepts of evaluation. Other attractive materials from the same source: *Promising Practices in Elementary Education*, a descriptive pictorial booklet; *Education of Elementary School Personnel*, dealing with recruitment and pre- and in-service education; and an eye-pleasing statement of criteria for desirable educational programs entitled *Good Schools for Children*.

Henry Harap has made a needed contribution in *Social Living in the Curriculum* (Division of Surveys and Field Services, George Peabody College for Teachers, \$1.00) which presents his descriptive analysis of the core program in action. Much of the content is made up of firsthand descriptions of schools devoting a block of time daily to activities which provide avenues to improved social living.

It will be a genuine loss to persons interested in evaluation if they fail to obtain *Evaluating Pupil Progress* from

the California State Department of Education, a comprehensive study of the varied phases of appraisal. Achievement, personality, character, behavior, etc., are considered.

The Primary School: Stop! Look! Evaluate! is a worthy addition to the pamphlets distributed by the Association for Childhood Education International, 1200 Fifteenth Street N.W., Washington, D. C. (75¢) . . . The National Education Association has completed *The 1952 "PR" Guide*, bibliographic guide to public relations publications and audio-visual material (15¢) . . . The University of Delaware Press has produced *Freedom Is Ourselves*, by Dean W. O. Penrose, a successful effort to help teachers and other citizens become better informed regarding legal aspects of civil liberties, political privileges and public duties . . . In a more specific vein, the C.I.O. Council (218 East State Street, Columbus 15) has contributed *Keep Them Free*, an interpretation of The Ohio State University controversy stemming from the July 11, 1951 visit of Dr. Harold O. Rugg which eventuated in the University Trustees' decision that "all speakers appearing on the campus shall be cleared through the president's office."

The National Conference of Christians and Jews continues to prepare important booklets in intergroup relations. Three new items are Helen F. Storen's *Readings in Intergroup Relations*, Gordon W. Allport's *The Resolution of Intergroup Tensions*, and Margaret M. Heaton's *Feelings Are Facts*. Equally prolific, Science Research Associates has published a variety of new "Life Adjustment Booklets," primarily for young adolescents and/or their teachers: *What Is Honesty? Baby-Sitters' Handbook, High School Ahead,*

Your Behavior Problems, and Facts About Juvenile Delinquency.

Other Publications of Interest

Ruth Wagner and Ivah Green have done the unusual in *Put Democracy to Work* (Henry Schuman, 1952). Writing for children, and without platitudes or undue generality, they give an interpretation of how democracy works in everyday living. Teachers will welcome this addition to an underdeveloped area in so far as children's books are concerned.

Since the '30's the chaotic condition of the world has made it next to impossible to publish a statement of educational practices in countries around the world. Now Arthur Henry Moehlman (not to be confused with the late Arthur B. Moehlman) and Joseph S. Roucek have edited a useful series of essays entitled *Comparative Education* (Dryden, 1952). Eleven writers describe current practices and conditions in 15 countries, the Arab states, and Africa. Recommended for the majority of teachers who know so little of the shape of the educational world overseas and its portent for American children who will share the shrinking globe with the children now in the schools of Turkey and Russia; Czechoslovakia and Japan.

With swarms of children moving into the intermediate grades Arthur Witt Blair and William H. Burton will find many interested readers for *Growth and Development of the Preadolescent* (Appleton-Century-Crofts, Inc., 1951); a good treatment, well footnoted . . . James Mursell's *Psychology for Modern Education* (Norton, 1952) deserves to join the growing list of intelligent writings in this field as a text and standard reference.—Harold G. Shane, professor of education, Northwestern University, Evanston, Illinois.

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