

Significant Books in Review

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Guidance for Today's Children. *Thirty-third Yearbook.* Washington, D. C.: Department of Elementary School Principals, National Education Association, 1954.

Guidance for Today's Children does an excellent job of defining guidance in the elementary school by reporting numerous activities and programs now being carried on in the schools of the nation. It is more than a "this is the way we do it" kind of publication. Dr. Ruth Strang in an opening chapter sets the tone for the report. She emphasizes that guidance is for *all children* and points out, too, that guidance is inherent in all phases of an elementary school program—administration, child study, curriculum; in fact, in all the experiences of the child for which the school is responsible. Grouped in chapters to emphasize significant phases of a guidance program are case studies, illustrative stories, and outlines of programs.

This yearbook should be read by teachers and parents as well as elementary school principals. Each will react differently to its message. Some will read it with the view of obtaining new ideas, for the pages are filled with practical suggestions. Others will be helped to recognize guidance concepts in their own on-going teaching-learning activities. It will be the latter who on read-

ing the book will say, "So this is guidance in the elementary school!"

Teachers will be helped to see that "good teaching is good guidance"; that guidance functions in everything that goes on in the classroom with all boys and girls; that good staff relationships are important to an effective guidance program; that the team approach to solving problems is desired. Parents will find answers to their questions and will see their place and function in the over-all guidance program.

To the principals of elementary schools, this yearbook presents a terrific challenge—the challenge that the success or failure of a guidance program in their school rests on their leadership.

—Reviewed by LILLIAN PAUKNER, director of curriculum, Milwaukee Public Schools, Milwaukee, Wisconsin.

School and Child. By Cecil V. Millard. Lansing, Michigan: Michigan State College Press, 1954.

This is a report of a longitudinal study of the growth and development of one child, Patricia, from age six through eleven. In a case history approach to child study, the author of this very interesting book brings to elementary school education significant information and understanding of the development and behavior of the pre-adolescent, who is sometimes referred to as the "forgotten child." Child

study, says the author, is more meaningful than testing and measuring since it gets at attitudes, character and personality, and such social behaviors as the ability to get along with others. He believes that a longitudinal study "provides an opportunity to make generalizations regarding growth and learning with more reliability than is possible through the use of age-grade norms."

The book is divided into three parts. The first part contains the chapters that describe Patricia as she progresses through elementary school—grades 1-6. Interpretations of Patricia's behavior at each grade level are preceded by particular age-grade expectations.

The analysis of the data gathered in the various phases of growth (physical and mental development, academic learnings, personal-social development, and personal development) makes up part two. The author sets three purposes for this section, namely, to give a developmental picture of the child, to appraise environmental factors involved, and to ponder on "what might have been." Data are set forth in easily read charts, tables and check lists.

In the third section of the book, growth inter-relationships are explained, and the reader gains an understanding that "all phases of growth unfold and mature together." Also described are child study approaches, techniques, and instruments. Excerpts from journals kept during this study make up the appendix.

Those who, in the past, have found it difficult to apply the results of research to a better understanding of child behavior in the classroom will find the report of this unique study interesting reading and extremely help-

ful. Wherever child study is an important phase of a guidance program, this book will be an excellent source of information.

—Reviewed by LILLIAN PAUKNER, director of curriculum, Milwaukee Public Schools, Milwaukee, Wisconsin.

Effective Leadership in Human Relations. By Henry C. Lindgren. New York: Hermitage House, 1954.

Here is a book which is difficult to place as to the nature and extent of its contribution. Dr. Lindgren brings to his task of defining the relationship between leadership and good human relations a considerable background in mental hygiene, personal counseling, military administration, and sales management.

Out of such a varied experience he draws his rationale for group leadership and the numerous hypothetical examples he cites of leadership and human relationships problems. The result is a straightforward, nontechnical presentation of his thesis that problems of leadership stem from the hostility of followers toward leaders and their activities.

The first third of the book devotes itself to the nature of hostility—its origins and the masks behind which it hides. The sources of hostility are described by Lindgren as follows:

1. *The mixed feelings people have about being or becoming a group member in the first place.* This ambivalence is caused by a desire on the one hand for freedom of action and thought which group membership can limit, and on the other by a need for affection, acceptance, and fellowship which a group can furnish. Living in and with groups forces compromises upon a per-

son which he finds difficult to tolerate without hostility. The leader serves as a convenient scapegoat.

2. *The hostility toward the leader, confused by the feeling of dependence on the leader which group members may develop in most leader-follower relationships.* Lindgren suggests that the earliest manifestations of this conflict can be seen during childhood and adolescence as we become independent of parents and other superiors. At the same time he suggests the presence in most people of a longing to be dependent, at least at times and in certain situations. The resulting ambivalence creates hostility and anxiety.

3. *Unfortunate experiences all of us have had with leaders.* The fact that leaders have at times used us creates within us distrust and hostility.

4. Out of this hostility found in in-

dividuals has arisen a *cultural heritage of hostility* toward leaders. This is perhaps a peculiarly American phenomenon; at least, we have the freedom here to express more openly our hostility without fear of refusal. At the same time, it troubles many of us as a symptom of "disrespect" or "lack of regard for authority."

The masks of hostility are described as more destructive in the long run of good leader-follower relationships than those overt manifestations of hostility seen in physical aggression. Apathy, boredom, absenteeism, spoilage, and "general inability to understand" are those passive forms of hostility which sap the vitality of groups and leaders.

Having accounted in theory for problems arising in leader-group relations, Lindgren conducts the reader through a review of past and present interpreta-

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tions of leadership and human relations. In many instances he supplies interesting examples from many diverse areas of the human enterprise. Through it all is what seems to be a kind of psychiatric interpretation of leader-follower relations, based on hostility as the prime force in creating problems.

One may not agree with Dr. Lindgren's thesis, but a reader will enjoy the author's leisurely, noncombative style and mood. The burden of his book may not be staggering in its implications for leadership-theory; perhaps that may exemplify Lindgren's own commitment:

"The eagerness to give advice is a human failing, and psychologists are as human as anyone, modern folklore to the contrary. Nevertheless, I have in this book, as well as in my previous writings, made a determined effort to avoid prescription and advice-giving as much as possible

(it isn't always possible), and have tried to emphasize approaches that seem likely to improve the reader's understanding, and at the same time leave him free to work out his own solutions."

To some people this is the earmark of a good book.

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

Mental Health in Education. By Henry C. Lindgren. New York: Henry Holt and Company, 1954.

This book deals primarily with normal children who have normal problems. In using this approach the author deviates to a degree from the traditional treatment of mental hygiene which comes very close to the areas of abnormal and clinical psychology. The point of view expressed by the book appears to be that if the general adjust-



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ment and behavior of the huge majority of the children in today's schools are within what may be called the normal range, then we should devote our energies toward the understanding of that behavior; and, if we can understand normal psychological needs and how these are met in our society, we will have gone a long way toward helping children deal effectively with their learning problems.

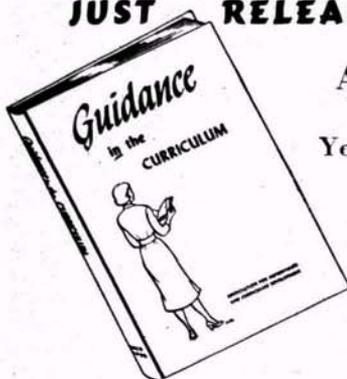
The concepts of social, developmental and educational psychology are combined to help the reader gain a clearer understanding of the various patterns of normal human development.

The book has three major emphases. The first portion deals primarily with the growth, development and behavior of the individual. The next cluster of chapters is devoted to group processes and the relationship of the individual to the group. In the next section the role of education in general, and the teacher and the school environment in particular, is discussed in terms of assisting the child toward maturity. The last two chapters discuss the use of standardized tests in diagnosis and evaluation, and the mental hygiene of the teacher.

The book is clearly and understandably written and uses case material to illustrate many of the points. It should make a contribution to the understanding of mental hygiene in education, especially in the area of the relationship of culture to the developmental patterns of children.

—Reviewed by W. J. DIPBOYE, assistant professor of education, Syracuse University, Syracuse, New York.

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Prepared by the ASCD 1955 Yearbook Committee, Camilla M. Low, chairman.

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