

# Significant Books in Review

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**Human Relations in Teaching.** By Howard Lane and Mary Beauchamp. New York: Prentice-Hall, Inc., 1955, p. ix and 353.

"The overwhelming, urgent need of today is to learn the ways of cooperation." To develop an understanding of why this is true, and to indicate how adults and teachers can help children learn to live together is the task the authors have set for themselves.

Part I of this volume examines the question: What does it mean to be human? Attention is given to "humanizing" processes, social behavior, group intelligence, learning and social change. The next section ("What does it mean to live in Mid-Twentieth Century?") describes the problems and needs of modern society, as well as basic personality needs, and the symptoms of good and poor social health. "What are the dynamics of learning to live together?" is answered in the last half of the book. Consideration is given to the nature of group living, and its development with respect to the roles played by adults, leaders and group members; to techniques of group discussion and role playing; and to facilitating arrangements through the formation of groups and provision of suitable physical conditions.

A point-of-view treatise is not without controversy. The authors frankly extend "an invitation to be thought-

ful" about their beliefs that the uniqueness of the individual has greatest priority in our culture, that group living has as its goal the enhancement of individual living, that all human behavior (including the functioning of intelligence) is social in origin, that more important learnings are acquired through acculturation than through instruction or assigned lessons, that feeling is more important than intellectualizing for changing behavior, and that process is as important as content in achieving ends.

This book joins company with a growing number of attempts to penetrate beneath the conventional concerns of instructional planning in order to assess the basic, dynamic elements in living and learning. In the past two decades, such efforts have singled out values and aversions, perception or situational meaning, and interpersonal relationships as important foci for coming to grips with these complex forces. The contribution of this volume, however, is not in connection with theory about democratic processes, mental hygiene, or personal-social interaction. The book is important for its synthesis of materials from these various sources, and for illustrating how a human-relations concept has practical application to classroom situations.

Although one could hope for a more extended treatment of certain factors

related to cooperative living, such as the self-concept, social status, and the problems of communication, enough is said about the basic research and scholarly works in these fields to stimulate the reader to turn to such publications for added insight. Certainly, the book is provocative and very readable.

—Reviewed by FRANK J. ESTVAN, associate professor, School of Education, University of Wisconsin, Madison.

**The Dynamics of School—Community Relations.** By R. F. Campbell and John A. Ramseyer. New York: Allyn and Bacon, 1955.

It is about time for someone to come up with a book on the rationale of school-community relations. In recent years, we have had many valuable publications on how to use community resources, and a goodly number of books

dealing with specific school programs leading to civic improvement. There have also been several stimulating volumes stressing the sociological and ecological differences among American communities and their influences on public education. Fewer, but more dramatic publications, have told the Pasadena, the Scarsdale and other conflict stories. Especially because little has been written on the dynamics of school-community relations, this work by Campbell and Ramseyer deserves wide reading.

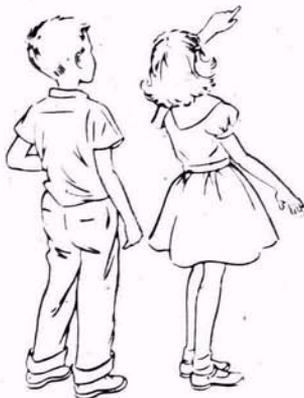
In Chapter I, the authors set forth their major thesis that, "Until the school worker tries to comprehend the concerns of the public, to take them seriously, and attempts to develop a channel of communication by which meanings can be transferred between him and the public, he must live with

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the misinterpretations which others make of him." The chapter develops the nature of some of the complaints and the background of complainants. It is the chapter's closing statement that presents the dilemma: "... public participation is here to stay. At the same time there has accumulated over the years a body of knowledge about teaching and learning which is known only to members of the teaching profession. Are we to ignore this knowledge in compromises between the lay and professional group?" The authors' answers imply that the dilemma can be solved if there is full faith in the role of the citizen.

Chapter II presents the authors' concept of the dynamics in school-community relations. They point out how difficult it is for schools to operate in the modern American community which has a multiplicity of organizations and interests—often at odds with each other. The quotation from Dr. Com-mager in this chapter is especially appropriate: "Schools reflect the society they serve. Many of the failures we ascribe to contemporary education are in fact failures of our society as a whole." As the authors make clear, it is this situation which places the school in the middle of conflicts, that are primarily the conflicts of the society.

The most challenging statement in the volume is that which attempts to define the realm of responsibility for the lay citizen and the professional educator. The authors believe that the final determination of *what* the school is to do is a *lay decision* and the professional might help appropriately but should resist making *the* decision. The "*how*" of education, on the other hand, is pri-

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marily a professional responsibility, though the lay citizen might be rightly concerned with the results produced by different teaching methods. Very rightly the authors point out that this neat delineation is not as sharp as it seems for on issues such as teaching for moral and spiritual values, the "how" and the "what" are virtually blended.

After some interesting discussions of major issues for public consideration and a few case studies showing how citizens and school people can work together, the authors conclude their work with an elaboration on ten basic principles for cooperative action. The latter should serve as valuable guideposts for both lay and professional leaders. Of the case studies, the one about the Jackson School in Ferndale, Michigan, should be particularly valuable.

The documentation of the book is

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especially scholarly and should prove valuable to those who want to read further along particular lines. The bibliography and references to films should also prove helpful, though some very important books in this area are not included.

It is regrettable that the authors avoided entirely any references to racial desegregation. This is an area that illustrates so well some of the basic points developed in the book, viz., that the school is often in the middle of conflict, that society's failures are often borne by the educator, that the school administrator must represent all the people not just the status groups, that the educator makes progress best when he seeks to improve learning rather than carry a torch. Moreover the authors could have had abundant case studies in desegregation to point out

other general postulates such as: success comes when communities are accustomed to have agencies and people work together, progress must be in terms of local approaches, decisions once made are best operative when the school and other forces put them in action without hedging and with full faith in the results. Many lay and professional leaders would have found such a treatment of desegregation, within the broader framework of school-community relations, extremely helpful at this time. Besides, how could the subject be omitted from a book that deals with current conflicts between school and community?

In all, however, the book has but one serious omission and thus the volume certainly deserves wide reading. It should do much to move us from the rule-of-the-thumb stage to the scientific

stage in school-community relations. Teachers and citizens alike will find this small volume worthy of careful study and a helpful guide in the promotion and evaluation of their own programs.

—Reviewed by HARRY BARD, Curriculum Bureau, Baltimore City Schools, Baltimore, Maryland.

### Administering Community Education.

By Ernest O. Melby. New York: Prentice-Hall, Incorporated, 1955, p. 314

We have come to look to Dr. Melby for provocative writing. His latest volume meets our expectations since it points the way to many significant aspects of the administrator's role. More than that Dr. Melby places these in the perspective of educational develop-

ment and in the context of the contemporary world and community conditions.

There is much to recommend this book for general reading. The Cold War crisis, community disintegration, criticisms of education, weaknesses of administrative structure, interrelationships of governmental units, and teacher morale are all here. Dr. Melby draws on the many values of American life, concepts of creative education, human relations, and business and community management for the establishment of his "flow chart." Vigorously he rings the bell for a "new" education, a "new" concept of administration which draws on all community resources.

The author writes with unusual urgency and skill. It may be, however,

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that unlike the legendary crackerjack whose sales mounted on the notion, "the more you eat, the more you want," readers will tire of the style before the final chapters. What is a good antidote for pain in the initial stages may become upon repeated injections, no antidote at all. There are more "musts" and priorities in this book than this reviewer recalls reading in one place in a long time.

Anyone wishing to become a successful administrator must establish a hierarchy of values. Books which aid the administrator in developing such a hierarchy will become the standard books on the subject. Dr. Melby's book has too many "major considerations" to be effective in this respect.

The impression is given that this book will confuse some people's thinking rather than clarify it. The author's provocations, all sound enough in themselves, may threaten rather than challenge. Given that the public schools belong to the people, that education must be "community minded," it does not follow that an educational administrator must "manage" everything educational in the community. If it does, then by Dr. Melby's own thesis that community is the primary "educator," the administrator becomes the governing head of the community. Henri Fayol pointed out that one must never confuse administration with government, which presumes the availability of the total resources. One can be sure that the author intends no such implication. Yet the influence is reasonable.

What then is the essential task of administration? To this crucial question few educational writers have ad-

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dressed their attention. Acknowledged authorities of educational administration, noting the impasse to which the school superintendency has come, are inviting school personnel to more heinous crimes than committed in the past, by suggesting that they aspire to such fluorescent levels as "Educational Statesmanship."

Authorities might well give more thought to the development of principles of educational administration. Apparently there is great need for such an enterprise. Until these principles are available and gain widespread acceptance, the study of administration will be looked upon as a field for charlatans. A good start has been made in Urwick's *Elements of Administration*, and Follett's *Dynamic Administration*, both of which contain significant working principles. Many of

these, while derived from industrial experience, are immediately applicable to educational institutions. For some time we have had extremely fine books on educational finance. At present we may observe a wave of writing on personnel administration. It may therefore be that the definitive books in educational administration will wait upon a careful investigation of clearly delineated aspects of the field, one after another.

One final remark is made at the risk of misinterpretation. One regrets that authorities in the schools of education, so imbued with a new gospel of changing concepts, are not the first to make themselves available to communities looking for superintendents. Thus the combination of ratiocination and experience could lead them to derive some working principles which



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in turn could lead us all to an evaluation of new educational structures. An idea man without experience (or vice-versa) is only half a man.

Lest readers misconstrue the above judgments, let it be said that *Administering Community Education* should be read for many reasons, not the least of which is that Dr. Melby wrote it.

—Reviewed by LESTER S. VANDERWERF, dean, College of Education, Northeastern University, Boston, Massachusetts.

### Select Booklets

From time to time this column will present very brief reviews of pamphlets, brochures and other kinds of shorter publications which should be of value to readers. Because of space limitations, only a brief description or analysis can be given in each case.

*Human Relations and Audio-Visual Materials* by Jean D. Grambs (National Conference of Christians and Jews, 43 West 57th Street, New York 19, New York). This helpful pamphlet emphasizes instructional materials which can be used in developing units of work and learning activities which are related to human relations. The first four chapters deal with specific techniques and problems in this area of teaching, followed by comprehensive references, catalogues and source lists.

*A Guidance Program for Rural Schools* by Glyn Morris (Science Research Associates, Inc., 57 West Grand Avenue, Chicago 10, Illinois). This little pamphlet deals with special problems of initiating, maintaining and evaluating a program of individual and



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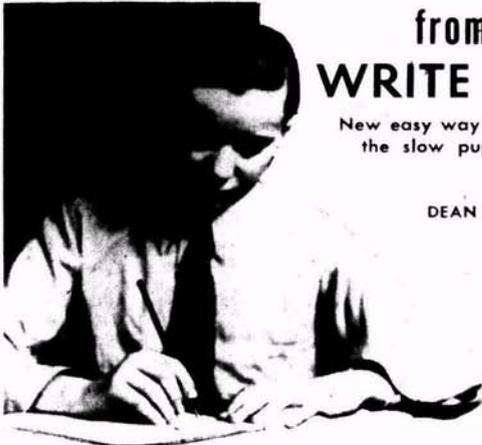
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**Choosing Free Materials for Use in the Schools** (American Association of School Administrators, 1201 16th Street, N.W., Washington 6, D. C.) is a small brochure listing criteria for selection of free materials for use in the schools and methods of gaining best utilization of these materials.

Of particular interest to secondary school teachers and to parents of adolescents is the publication, **It's High Time** (National Association of Secondary-School Principals or National School Public Relations Association, 1201 16th Street, N.W., Washington

6, D. C.). This material may well be used in in-service education activities of a high school faculty as well as with parent study groups. Emphasis is on a discussion of adolescent characteristics and needs with their implications for parents and teachers.

**Working in the Core Program in Burriss Laboratory School** (Published by Ball State Teachers College, Muncie, Indiana) is a description and analysis of an experimental program at Ball State Teachers College in Muncie, Indiana. Both principles and practices which are involved in this program are developed.

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

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