

Significant Books in Review

Column Editor: Paul M. Halverson

Contributors: Margaret Wasson

George Sharp

Teaching World Understanding. Edited by Ralph C. Preston. New York: Prentice-Hall, Inc., 1955.

Concern about world understanding has long been a significant part of the record of the Friends. Now comes a small volume which compresses into 200 pages a number of practical and valuable Quaker approaches to world understanding in the schools. Edited by Ralph C. Preston, *Teaching World Understanding* presents ideas and experiences of eight specialists, all with a background of work in Quaker schools.

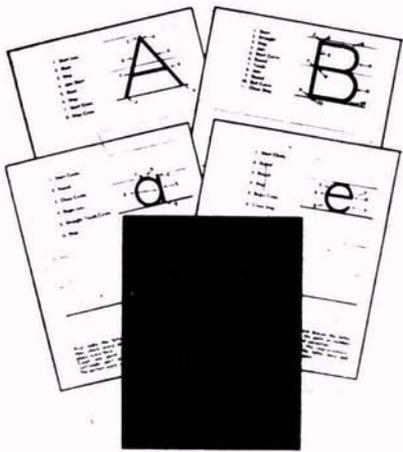
Issues proposed for consideration by Editor Preston deserve the attention of every teacher: (a) To what extent can attitudes be changed? (b) Is teaching world understanding a form of propaganda? (c) Does world understanding conflict with patriotism? (d) Does emphasis upon world understanding provide a means for evading personal problems? (e) Can confidence and optimism be built in a war-threatened world?

Leonard S. Kenworthy contributes two chapters on studying other countries and peoples at elementary and secondary school levels. He suggests aims, cites dangers and difficulties, characterizes a good program, sets up guidelines for choosing topics or countries to be studied, summarizes general methods and materials, and provides

his usual helpful bibliographies. Ways of achieving world understanding through current affairs teaching, school assemblies and service activities are described in three short chapters.

To this reviewer the most valuable and interesting chapters are those which present in considerable detail two major projects of the American Friends Service Committee—the School Affiliation Service and the work camp program, both in the United States and overseas. These two chapters give heartening examples of successful action approaches to world understanding. The accounts reflect not only Quaker concern but also an optimistic point of view which will be appreciated by teachers today. Preston makes it clear that he is not advocating the preaching of sweetness and light. Instead he proposes “patient, gentle, yet persistent and unremitting reference to certain important established facts: Progress toward world order has taken place . . . Pessimism is often caused by nearsightedness and poor perspective . . . Cooperation is a law of nature . . . Each person’s influence is important.” Teachers “have it within their power as teachers to make a major contribution to the building of a safer, saner, kindlier world.”

Although much that is included in this little volume can be found in year-books and other publications, the spe-



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cial Quaker flavor, the brevity and simplicity of the writing, and the wealth of specific reference material make this a valuable book for curriculum workers, both in and out of the classroom.

—Reviewed by MARGARET WASSON, director of instruction, Highland Park Public Schools, Dallas, Texas.

Educational Supervision—A Leadership Service. A report of the Southern States Work Conference on Educational Problems. By H. Cliff Hamilton, R. Lee Thomas and J. B. Robertson. Tallahassee, Florida: George T. Walker, State Department of Education, 1954. \$1.25.

This publication is an outgrowth of a study in instructional supervision which was sponsored by The Southern States Work Conference during a

three year period ending in 1954. While the focus of attention is regional, this incisively and compactly written report should prove both stimulating and useful to experienced curriculum workers in all parts of the country.

The contents of the report are divided into six chapters. In Chapter 1, supervision is defined, those who take part in it are designated, the need for supervisory services is explained, and the basic principles of supervision are given. Chapter 2 deals with the organization and administration of supervisory services in the individual school, in the local administrative unit and at the state level. Nine supervisory relationships are identified and described in Chapter 3. In each case, a statement concerning the relationship is made,

an illustrative incident given, and in a concluding section titled "Did you notice that—" significant points are made prominent.

Chapter 4, "Ways of Working in Supervision," is, as it should be, the longest in the report. In it, ways in which supervisors work with individuals, groups and resources are listed and illustrative descriptions of actual incidents are given. Relevant principles of supervision are suggested in the margin next to the paragraphs to which they apply. In some instances, principles other than those listed in Chapter 1 are introduced.

The fifth chapter is devoted to the evaluation of supervisory services. In the opening paragraphs, general principles and purposes of evaluation are discussed. Following this section, instruments developed in several southern

states are reproduced. These include a parent-opinionnaire, a school-community survey outline, an interview guide and a self-evaluation check-list for supervisors.

The education of supervisors is the subject of the sixth and concluding chapter. While admitting that only a few of the southern states have programs designed particularly for supervisors, it is asserted that there is evidence of progress being made in their recruitment, selection and education. Actual practices of promise in each of these three areas are cited. The chapter closes with some provocative proposals for program planning for the education of supervisors. These are stated rather succinctly, so that the reader is left interested but uncertain of his understanding. It is to be hoped that further explanation will follow.

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In sum, this publication represents well the down-to-earth state and regional studies currently being made by workers in the field. Its greatest weakness is in its photographs—which may “break up the printing,” but in this case certainly fail to illustrate. Its greatest strength lies in its boiled-down, professional incisiveness.

—Reviewed by **GEORGE SHARP**, curriculum coordinator, Public Schools, Tenafly New Jersey.

The Dynamics of Personal Adjustment. By **George F. J. Lehner and Ella A. Kube.** New York: Prentice-Hall, Inc., 1955.

This book should prove useful in education. Written in simple non-technical language for students in introductory psychology courses or for the general reader, the book attempts

not only to bring into sharper focus the major forces that help or hinder the individual in making a satisfactory adjustment to life but also to help the reader to develop insight into his own personal and social problems of adjustment. While significant findings (including recent ones) from both clinical and social psychology are utilized, theoretical considerations are held to a minimum and personal experiences are stressed. The results of animal experimentation are kept in their proper relation to human behavior as initial or corroborative evidence.

The content of the book falls into four major areas. The first three chapters attempt to explain why it is important to understand ourselves and others and to achieve good mental health. The next section deals with

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the origin, nature and development of emotional and psychological needs and the reactions that follow when needs are frustrated or in conflict. The third part discusses the principles of mental health and the dynamics of family adjustments, school adjustments, social adjustments, job and career adjustments, psychosexual adjustments, adult living and old age adjustments. Included are two chapters on the neuroses and the functional psychoses.

In the closing section, the significance of personal differences and their effect on personality development and adjustment are emphasized. In the final chapter, psychotherapy is explained as a re-learning process and the various types of therapy are described.

Chapter 3 on man's views of himself and his world outlines beliefs that have both explained and influenced human behavior from ancient times to the present. This chapter should be of particular interest to the undergraduate and to the layman.

On the negative side, the concept of adjustment is not adequately explained nor are a number of other concepts which are referred to in the book. Improvements could also be made in the use of the illustrative material.

It is recommended that teachers of high school and adult evening school psychology courses review this book for possible use as a text. It is also recommended to those who would like to bring themselves up-to-date on some of the more recent findings in clinical and social psychology.

—Reviewed by **GEORGE SHARP**, curriculum coordinator, Public Schools, Tenafly, New Jersey.

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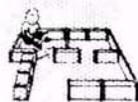


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