

Significant Books in Review

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Secondary School Administration. By **Roland C. Faunce.** New York: Harper and Bros., 1955.

No competent student of American secondary education will deny that the role of the high school has undergone dramatic revision during the past half-century. No pertinent study will fail to reveal that the science and art of educational leadership have acquired substance and recognition in the same period of time. Thus, the position of leadership in a changing school has been appreciably altered by virtue of a changing society and our increased understanding of the roles of the school and of its leadership requirements. These are the marks of a profession emerging from an inheritance of a skilled trade.

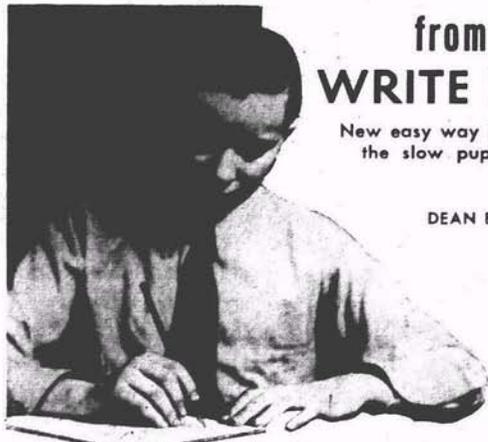
As in previous professional writing, Faunce demonstrates a high degree of competence in dealing with the critically important business of constantly developing and improving the curriculum. Further, in the present work he assigns to the school principal the prime responsibility for leadership in this important activity. The position is stated in clear and unequivocal terms. The principal must play many roles in succession—as a group leader and group participant.

He must administer or execute poli-

cies or plans agreed upon by groups, interpret them to the superintendent and other responsible persons, secure funds and resources, evaluate effectiveness of group planning and structure, and prepare for next steps in the development of the program. These are not simple tasks and will challenge the intelligence, resourcefulness and skill of the alert principal in any situation.

To help the present and future principal, then, Faunce deals not only with the specific aspects of his immediate role in curriculum development, but supports this prime phase of his work with a concise treatment of the related activities and responsibilities which are a parallel concern of the administrator. There is no deviation, however, from the position that the principal is first and foremost responsible for the accomplishment of the basic purpose of the school—the provision of the best possible educational program for the young people it must serve.

Secondary School Administration is neither encyclopedic nor comprehensive in a traditional and usual sense. However, for the serious student who seeks a clear development of the responsibilities and operational problems of the principal of the modern high school, this work is highly recom-



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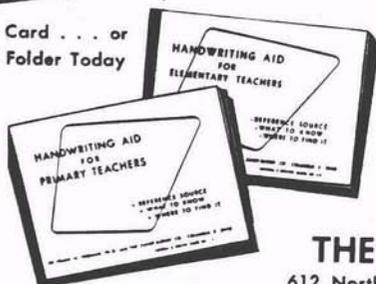
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mended. The writing is superior in quality, there are ample illustrative materials, and the basic point of view is sound and consistently respected. The present or future principal will find in this book great help in accomplishing his fundamental task—that of the cooperative planning for the school with the staff, the adult community, and the youth community.

—Reviewed by DAVID B. AUSTIN, professor of education, Teachers College, Columbia University, New York, N.Y.

On Call for Youth. By Rudolph Wittenberg. New York: Association Press, 1955.

Rudolph Wittenberg writes for parents, ministers, teachers and group leaders who are "On Call for Youth."

He assumes that adolescence is a time of stress; that ours is a confused society; that the normal adolescent is a stepchild of our civilization because of our preoccupation with the abnormal; and that lay people can learn to help adolescents with everyday problems and make referrals when extreme behavior is manifested. His frame of reference is psychoanalytic. His style is simple. There are neither footnotes nor bibliography. He does not theorize as to "why" we grow, but confines himself to a description of "how" we grow.

The book is divided into three parts. Part one consists of seven chapters with titles such as "I'm No Good," "I Don't Care," and "I Want To Be Left Alone," which classify and describe "The Many Faces of Youth." Nu-

merous examples are cited of adolescents expressing these feelings as they interact with parents and youth leaders, along with "dos" and "don'ts" for the leaders. The examples tend to be selected from urban, middle and upper social class backgrounds.

The second part of the book consists of chapters on self-awareness, role recognition, using authority effectively, and combining skill and common sense. These are designed to foster finer objectives in youth leaders. Included are simple criteria for testing one's effectiveness—criteria that would be useful for sensitive classroom teachers.

Part three moves from the adolescent interacting with parents and youth leaders to a look at how the organization and values of our society affect adolescents. The social danger

inherent in the complete freedom of the crowd situation where "everybody does it" is contrasted with the damage to personality that may result from becoming a "popular isolate" who needs to conform to the extent that he sacrifices his internal self and becomes "The Stranger in the Group." In the concluding chapter, "Adolescence as a Way of Life" is defined. It is suggested that youth leaders may help adolescents grow toward greater maturity by helping change the aspects of society that prolong adolescence, such as excessive pressure for conformity. Also listed are some guideposts for us to use in checking our effectiveness in face to face relations with adolescents.

Literate parents, secondary teachers, and other youth leaders who seek greater understanding of "normal adoles-

A broad, dynamic survey . . .

EDUCATIONAL PSYCHOLOGY in the CLASSROOM

By HENRY CLAY LINDGREN, *San Francisco State College*. This well-documented text stresses the role of the classroom teacher in the learning situation. The author's treatment of learning processes and problems is highly practical yet thoroughly grounded on research and modern theory. He covers such vital topics as self-concept, emotional maturity, the role of attitudes in learning, psychological needs, anxiety, emotional climate, and developmental tasks.

Important chapters are devoted to two topics of increasing interest among psychologists and educators—the "psychology of the group" and "task-oriented discipline." Because of its warm, child-centered approach and wealth of case material, students and teachers will find this text as interesting and as stimulating as it is informative. 1956. 521 pages. \$5.00.

Send for an examination copy.

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cents," and increased skill in dealing with them, will find this book of great value. They will also sense the humility and sincerity of the author and will gain courage from his faith in the capacity of laymen to grow in their ability to help adolescents with their problems.

Educational textbook writers could profit from a study of the simple, readable style, and relevant examples.

Finally, the author's emphasis on teamwork among youth leaders with different levels of competence, his capacity to see the adolescent interacting with groups, and to see these groups in relation to the values and problems of contemporary society add up to a book of considerable breadth.

—Reviewed by ROBERT G. FISK, professor of education, Chico State College, Chico, California.

Also of Current Interest

School Administration. Several thoughtful books have appeared recently on the publishers' lists. C. A. and Mary E. Weber's **Fundamentals of Educational Leadership**, (McGraw-Hill, 1955) breaks with the conventional administrative-supervisory treatment and does a splendid job of examining principles of leadership and their democratic foundations.

Hanne J. Hicks presents a more conventional but very fine approach to the field in **Administrative Leadership in the Elementary School** (Ronald, 1956). He has created an excellent, teachable book for use in graduate classes. Henry J. Linn (ed.) in **School Business Administration** (Ronald, 1956) helps to fill a major gap in the

literature. Along with 16 associate authors, Dr. Linn handles such matters as payroll administration, purchasing, debt service and plant maintenance.

Elementary Education. Four writers pool their efforts to very good effect in **Teaching in the Elementary School** (Harper, 1956). Authored by H. J. Klausmeier, Katharine Dresden, Helen C. Davis, and W. A. Wittich, this book is delightfully illustrated, well-written and practical. Child development and curriculum receive a desirable emphasis throughout. Somewhat similar in focus is **Ways of Teaching in Elementary Schools** (Longmans, Green, 1955) by R. Murray Thomas who contributes a comprehensive, fluently written volume.

Foundations. The teacher with a bit of leisure time will love to ramble through a choice new anthology, **Readings in Education** (Harpers, 1956), edited by Arthur Foff and Jean D. Grambs. Dozens of aptly chosen selections sparkle among the 468 pages. Dickens and Lamb rub shoulders with Thurber and Steinbeck. People such as Mead and Commager, Benedict and Riesman, represent related fields, and numerous professionals (Childs, Havighurst, Gray, etc.) are included.

George W. Frasier's **An Introduction to the Study of Education** (Harpers, 1956) is a handsome revision of a popular volume which originally appeared some five years ago. It remains an unusually fine overview of the field written in an understandable manner for the undergraduate or layman.

—Reviewed by HAROLD G. SHANE, professor of education, Northwestern University, Evanston, Illinois.

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