

Significant Books in Review

Column Editor: Howard B. Leavitt

DURING the past few months a number of interesting paperbacks, booklets and pamphlets have been collecting on the desk of the column editor. This month's reviews are devoted to several of these.

Growing From Infancy to Adulthood.

By E. D. Britton and J. M. Britton.

New York: Appleton-Century-Crofts, Inc., 1958. 118 p.

This paperback, the seventh and latest in the series, "Current Problems in Education," is a booklet which parents and teachers will enjoy. Readable and charmingly illustrated, the book summarizes the characteristics of children and youth in the areas of physical, emotional, social, mental, and moral development—areas typically found in a textbook of child and adolescent psychology. Appendices which refer to texts, films, research studies and general books provide direction for further study. For teachers and parents it will provide a handy summary. It should also be tried out on teen-agers.

Most texts in child and adolescent psychology seek to strike a balance between readable, readily recognizable material about the subject and at the same time present more difficult material derived, let us say, from advanced research. "Growing From Infancy to Adulthood" might well serve the first function in a college or adult education class. Relieved of the necessity of presenting the more popular and easily understood aspects of the subject, a text-

book writer or teacher could concentrate his efforts upon the more difficult and subtle aspects of human growth and development.

One shortcoming of the booklet, a shortcoming perhaps related to its brevity, lies in the lack of discussion or speculation about causes of "typical" behavior. Until the public starts to perceive the relationship between the behavior of children and adolescents and complex forces in our society acting upon the individual, then there will be a perpetuation of such statements as, "Boys will be boys"; "That's just typical adolescent behavior"; and "It's typical and therefore it must be all right."

As a readable summary of characteristics of growing up, however, this booklet is recommended.

The High School Principal and Staff Work Together. By E. L. Prestwood.

New York: Bureau of Publications, Teachers College, Columbia University, 1957. 96 p.

Because essentially schools are people, their human relationships assume an importance and a complexity greater than in most human enterprises. This fact is often taken for granted until leaders are jolted by the disintegration of staff morale or the breakdown of rapport between teacher and administrator.

This booklet, one of the Teachers College Secondary School Administration Series, draws upon the work of Rogers, Jersild, Corey and Overstreet, among others, in establishing a framework for

improving staff relations. The first part of the book describes the factors influencing staff relationships; the need to understand how we appear to others, how others regard themselves, how people assume various roles in an organization and what constitute favorable conditions for good staff relations. The second part concerns itself with more practical matters of ways of working with individuals and with school groups.

This booklet will be of great interest to those already familiar with the research in such areas as role analysis, understanding of self and others, human relations and cooperative action research. This booklet should be priority reading for those unfamiliar with these topics, inasmuch as the underlying ideas which the author has brought over into the field of administration seem to hold great promise for being effective in improving staff relations.

Missoula County High School, Montana; A Study of Ineffective Leadership. By the National Commission for the Defense of Democracy Through Education. Washington, D. C.: the Commission, National Education Association, 1958. 31 p.

This case study should be examined carefully by educators and lay people contemplating introducing a merit factor into the salary schedule of a school. The pamphlet describes the compounding of errors of judgment, the violation of professional ethics, and the over-all lack of leadership in Missoula creating a situation which ultimately resulted in the arrival upon the scene of a committee of the N.E.A.'s National Commission for the Defense of Democracy Through Education. The issues underlying this case go far deeper than that of teacher merit and for this reason this case study will be of general interest to adminis-

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NEW TEXTBOOKS

Evaluating Pupil Growth

J. Stanley Ahmann and Marvin D. Glock—both Cornell University

Just published! Organized around the theme that evaluation is based on pertinent educational objectives, this new book is directed towards evaluating pupil knowledges, understandings, skills, appreciations, attitudes and interests. Highly practical, it views measurement and evaluation from the point of the classroom teacher and emphasizes the methodology of measurement as well as basic principles. 576 pp.

Developing Language Skills in the Elementary School

**Walter T. Petty,
Sacramento State College
Harry A. Greene,
State University of Iowa**

Ready in February. The results of current educational research in the language arts area are presented in this new college text in meaningful form. Comprehensive coverage is given to language activities, methods, spelling, and listening. Throughout the book, specific suggestions on proven methods, teaching techniques, and instructional aids are evaluated in the light of the best available research evidence. 512 pp.

Learning and Teaching Arithmetic

**J. Houston Banks,
George Peabody College for Teachers**

Published this month. This new textbook combines professionalized arithmetic content for teachers with best arithmetic teaching methods. Alternate chapters first develop arithmetic concepts for the teacher at an appropriate level of maturity and abstraction and secondly treat the same concepts from the standpoint of problems encountered in teaching elementary students. 416 pp.

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trators, laymen on boards of education, as well as teachers concerned with professional rights and responsibilities.

Because there is an abundance of examples in the literature of successful practices concerning merit, it is refreshing to find a case study that represents the other side. Much can be learned from both. Another value that derives from reading this case study is an understanding of how the Defense Commission goes about its work, once it has been called into a situation. This case study is well worth reading.

Foreign Language Teaching in Elementary Schools. By Elizabeth E. Thompson and Arthur E. Hamalainen. Washington, D.C.: Association for Supervision and Curriculum Development, a department of the National Education Association, 1958. 46 p.

This pamphlet is an important resource for those educators and laymen at grips with the issues surrounding the introduction of foreign languages in elementary school programs. Rather than resolving controversial issues, the pamphlet concentrates upon criteria to use for determining the advisability of starting foreign language programs for elementary schools and of their continuation. It also deals with teacher preparation, good teaching methods and school organization for foreign language programs.

How to Evaluate Teachers and Teaching. By Lester S. Vander Werf. New York: Rhinehart and Co., 1958. 58 p.

The chief value of this pamphlet, one of the Rhinehart Education Pamphlet series, is that it draws together ideas and practices in teacher evaluation into a type of compendium. The pamphlet is replete with checklists, questionnaires, forms, and other evaluating

devices. The fairly extensive bibliography is keyed into the text, thus facilitating further reading.

The teacher evaluation programs of two school systems are described and a brief chapter deals with supervisory practices in business. The weakest section of the pamphlet is the six-page chapter entitled, "Toward a Philosophy of Evaluation." This is found, strange to say, at the end of the pamphlet and seems to bear little relationship to the material presented earlier. This provides a clue to the chief weakness of the pamphlet as a whole. Although the collection of practices may be of general interest, there is a disturbing lack of basic rationale or underlying philosophy of teacher evaluation that otherwise might guide the reader in selecting one practice over another.

Curriculum and the Elementary School Plant. By Helen Heffernan and Charles Bursch. Washington,

Educators from Other Lands

(Continued from page 214)

and factual books concerning the countries of Asia in Western languages. This again may be traced to the language barrier which has tended to curtail research. It is doubtful if the West and Asia can ever understand each other until the implements of communication have been acquired. There can be no effective solution to the problem of communication with Asians until the West recognizes the necessity for meeting them half-way linguistically.

Considering the gravity of the problems involved, the preparation and training of specialists on Asia would seem to be imperative. This must be a matter of equal priority along with science in American education. Survival

D.C.: Association for Supervision and Curriculum Development, a department of the National Education Association, 1958. 71 p.

The pictures of new buildings, classrooms and facilities alone would make this pamphlet worth examining. The most important central idea that runs throughout the text in unequivocal fashion, is that schools should be designed and built around educational objectives rather than to have educational objectives fitted into whatever school facilities have been built.

Readable, attractively written, this is the type of pamphlet that should be purchased in quantity for members of boards of education. For persons interested in a brief presentation of the relationship of elementary curriculum to school plant this is well worth reading.

—Reviewed by HOWARD B. LEAVITT, associate professor, Boston University, Boston, Massachusetts.

in this nuclear-missile age may be staked on science, but the building of peace calls for knowledge, insight and abilities to understand many other Asian and African countries' problems through languages.

After this intensified training in Asian language and its affairs, Americans will become not only able linguists, but also worthy representatives of the United States, who can effectively interpret to foreign cultures, not by word alone, but, more important, by communicating the true meaning of American democracy and the sincere desire of the United States for good will among the nations of the world.

—KYUNG CHO CHUNG, Korean scholar and author, now a faculty member of the U. S. Army Language School, Presidio of Monterey, California.

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