

Significant Books

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Contributors:
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NOTE: A book review editor faces many decisions in the course of the year. Questions of this kind must be continuously raised: Who are the readers of *Educational Leadership*? Who are the persons best qualified to judge and review significant books? How can these persons be persuaded to do the job? And, finally, which of the many truly significant books shall be chosen for review?

During the 1959-60 year an effort has been made to include in the reviews those books which might be of interest to people in a number of educational positions: curriculum workers, administrators, teachers, college professors in teacher education particularly, and those who give leadership in education in various ways. Since ASCD is an organization primarily concerned with curriculum and supervision, the review editor felt that the column had an obligation to give attention (if not commendation) to books related to these areas—especially since the word “curriculum” is currently being used in so many ways.

Among the many significant books received for review, only a few could be chosen. It seems appropriate, therefore, to include in this final issue of the year a listing of some of the volumes that might be considered not only significant but certainly of real interest to many of *Educational Leadership's* readers. Such a list is given below. In addition,

many pamphlet materials, as well as the publications of related NEA groups have been received. The booklet as a significant contribution to the literature of education cannot be ignored, and a separate listing of such materials in the future might have real merit.

List of Important Books Received but Not Reviewed

Beauchamp, George A. *Basic Dimensions of Elementary Method*. Boston: Allyn and Bacon, 1959. 337 p. \$5.50.

Brunson, May A. *Guidance: An Integrating Process in Higher Education*. New York: Bureau of Publications, Teachers College, 1959. 161 p. \$5.25.

Clark, Leonard H., and Irving Starr. *Secondary School Teaching Methods*. New York: Macmillan Company, 1959. 334 p. \$5.00.

Cox, Johnnye V. *Educating Thinking Teachers: A Cooperative Venture in the Education of Teachers*. Athens, Georgia: Cooperative Program in Elementary Education, University of Georgia, 1959. 124 p.

Everett, Samuel. *Growing Up in English Secondary Schools: Significance for American Practice*. Pittsburgh: University of Pittsburgh Press, 1959. 187 p. \$2.50.

Frederick, Robert W. *The Third Curriculum*. New York: Appleton-Century-Crofts, 1959. 444 p. \$5.75.



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Gorlow, Leon, and Walter Katkovsky. *Readings in the Psychology of Adjustment*. New York: McGraw-Hill Book Company, 1959. 541 p. \$6.50.

Hill, Alfred T. *The Small College Meets the Challenge: The Story of CASC*. New York: McGraw-Hill Book Company, 1959. 215 p. \$4.95.

Hodnett, Edward. *The Art of Working With People*. New York: Harper & Brothers, 1959. 177 p. \$3.95.

Johnson, Eric. *How to Live Through Junior High School*. Philadelphia: J. B. Lippincott & Co., 1959. 285 p. \$3.95.

Kenworthy, Leonard S. *Leaders of New Nations*. New York: Doubleday & Company, 1959. 336 p. \$3.50.

Lane, Howard, and Mary Beauchamp. *Understanding Human Development*. Englewood Cliffs: Prentice-Hall, 1959. 482 p. \$6.00.

Mulhern, James. *A History of Education: A Social Interpretation*. 2nd Edi-

tion. New York: Ronald Press Company, 1959. 721 p. \$7.50.

Olson, Willard C. *Child Development*. 2nd Edition. Boston: D. C. Heath & Company, 1959. 481 p. \$6.25.

Smiley, Marjorie, and John S. Diekhoff. *Prologue To Teaching: Readings and Source Materials*. New York: Oxford University Press, 1959. 590 p.

Spindler, George D. *The Transmission of American Culture. The Burton Lecture 1957*. Cambridge: Harvard University Press, 1959. 51 p. \$1.50.

Strevell, Wallace H., and Arvid J. Burke. *Administration of the School Building Program*. New York: McGraw-Hill Book Company, 1959. 430 p. \$7.50.

Thayer, V. T. *The Role of The School in American Society*. New York: Dodd Mead & Co., 1960. 519 p. \$6.00.

Tussing, Lyle. *Psychology for Better Living*. New York: John Wiley & Sons, 1959. 489 p.

Wiles, Kimball. *Teaching for Better Schools*. 2nd Edition. Englewood Cliffs: Prentice-Hall, 1959. 328 p. \$5.95.

Foundations of Curriculum Planning and Development. **Hugh B. Wood.** *Seattle: Cascade-Pacific Books, 1960. p. xiv-524*

This book, which attempts to give an "intensive overview of all phases of curriculum work," is presented in four parts. Part I includes three chapters discussing the importance of studying the curriculum, the history of curriculum development, and foundations. Part II, which to this reviewer is the most helpful section, considers nine basic questions, each treated in a separate chapter, that must be answered in planning and developing any educational program. The questions are those that most curriculum workers would accept as fundamental, although the central ques-

tion of educational objectives is relegated to a subtopic in the chapter titled, "What Are the Basic Needs of Mankind?" Part III has 16 chapters devoted to "areas of experience." In this part are included chapters on such topics as the core curriculum, social education, science, mathematics, homemaking, agriculture, and even a five-page chapter on the professions. Part IV is a one-chapter section on administration of curriculum improvement.

It takes longer to write a short book than a long one. Admittedly, it is difficult to achieve unity in a 30-chapter opus. This reviewer believes that Wood could have made a more significant contribution to the literature if he had restricted the volume to Part II, where he not only asks important questions but also enunciates clear principles to guide curricular decision-making. His illustrations of these principles from practical experience are good ones. The reader will search in vain, however, for the equally important supporting evidence from the research.

A major weakness of this book, which shows up particularly in Part III, is the out-of-date and sketchy references to the literature and a seeming unawareness of the major forces influencing curriculum in the past decade. A publishing date of 1950 would have been more appropriate than 1960. This reviewer may be unduly sensitive to this defect, having just completed a review of the literature on curriculum for the June 1960 issue of the *Review of Educational Research*. The large-scale group efforts at the national level in science, mathematics, and foreign language; the impact on the curriculum of foundation-supported studies; the upsurge in public interest as a result of the Carnegie Corporation-supported Conant Report, the Rockefeller

Fund's "Pursuit of Excellence," and the Ford Foundation financed "experiments"; the U. S. Office of Education and the National Science Foundation programs; ASCD's recent yearbooks and committee reports—one searches in vain for any reference to these current sources from which comes most of the curriculum news these days.

For example, in Chapters 16 and 21 dealing with science and mathematics, not one of the citations carries a date later than 1950. In treating these two subject areas, it seems strange to find no reference to such significant group undertakings as the Physical Science Study Committee, the Biological Sciences Curriculum Study, or the School Mathematics Study Group. If Part III were revised to bring it in line with the 1960's, the treatment that can be given 16 subject fields in a part of one volume is still much too brief and superficial to

*Foundations of
Curriculum
Planning
and
Development*

by Hugh B. Wood,
University of Oregon

published by

CASCADE-PACIFIC BOOKS

5448 Forty-seventh St.

Seattle 16, Washington

524 p.

\$6.80

Send for examination copy

be useful to the three groups for whom the book is written—campus classes, school faculties, and extension classes.

To repeat, this reviewer commends Part II of the volume. The questions asked there are basic. The criteria are well formulated. The illustrations of principles from practical experience are good. If to these three positive aspects of this part of the book could be added illustrations from the research and from *current* literature, a more useful contribution to the curriculum would result.

—Reviewed by OLE SAND, chairman, Department of Elementary Education, Wayne State University, Detroit, Michigan.

School-Community Improvement.

D. D. Harrah, John F. Montgomery, Ralph D. Purdy, and L. Craig Wilson. *Yonkers-on-Hudson, New York: World Book Company, 1959. 350 p.*

This book relates an unusual and inspiring story of a community's efforts to improve its schools and thereby the community itself. Its four authors were personally and intimately involved in this effort and have written from the vantage point of firsthand experience and knowledge. What they have described represents an approach to school improvement based on the power of self-improvement through cooperative action. This educational drama has its setting in a large county school system in West Virginia and while it covers a three year period, the story is in no way complete. The program of school improvement moves ahead with optimism and will continue to do so as long as vision and leadership exist.

The book is organized into five major sections. The first section discusses the necessity for continuously improving

public education in a democracy. Self-improvement as contrasted with imposed change is seen as the desired approach to school improvement. The role of creativity is emphasized and some of the factors related to the ability of groups to succeed in creative endeavors are identified and examined.

Section two develops the background and perspective for the Greenbrier County study. The regional and state setting are characterized including the patterns of leadership existing at these levels. The distinctive physical, economic and social features of Greenbrier County are described, with particular attention to the contrasting patterns of individual leadership existing in the county. The development and operation of the school system during the 20 years under the county unit plan are traced.

The steps taken in designing and developing an improvement program for the schools of Greenbrier County are recounted in section three. The deliberate effort in the initial stage to clarify a point of view about school improvement is stressed. This point of view recognized the community's responsibility for school improvement and the ways and means by which a community could work together most effectively to build better schools. The over-all research design which finally emerged and which became the master plan for the study is outlined. The role of positive leadership in the initiation and growth of the improvement program is emphasized and specifically illustrated.

In section four, guides for educational leadership which emerged in the Greenbrier County situation are formulated. These guides were derived from the relationships which were found to exist between various characteristics of the pop-

many people to read it. A book on school-community improvement sounds so much like others employing the school-community dyad in their titles that it will be passed up by many persons, including educators, who if they got into the book would find it most interesting and helpful. It is hoped that despite the limitations of the title the contents of this book will become widely known so that its potential contribution to the improvement of education in this country increasingly can be realized.

—Reviewed by EDWARD H. GILBERT, coordinator, School Improvement Program, Department of Education, University of Chicago, Illinois.

The Challenge of the Present to Public Education. Vivian T. Thayer.

Columbus: The College of Education, The Ohio State University, 1958. 41 p.

This pamphlet contains two addresses delivered at Ohio State University as the Boyd H. Bode Memorial Lectures. The first is entitled, "Dangers Confronting Education Today"; the second, "The Task of Today's Schools."

In the first lecture Mr. Thayer takes note of the gathering storm of criticism of public education. He finds a growing disposition to use the schools for propaganda purposes. At the same time, he detects a tendency within the teaching profession itself to lose its devotion to the intellectual discipline indispensable in a democratic society.

The author believes there is a lack of clarity and conviction about educational aims and weakness in the ability to provide an education equal to the challenges confronting us. In examining the dangers, the author uses as reference points two principles that have guided American education and given it its unique character: the principle of serv-

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ing the public as a whole without favoritism or partiality and the principle of separation of church and state, Mr. Thayer feels that confusion about the meaning and significance of these principles, as well as certain deliberate attempts to undermine free public education, places the schools in grave danger.

In his second lecture, Mr. Thayer calls attention to a "transformation in attitude" of the public toward the schools that has come about in something less than a decade. After briefly rehearsing the major criticisms of education he turns to the "distinctive concerns" of schools in a democratic society. He selects several characteristics of democracy and illustrates their application in teaching method and content. Mr. Thayer calls for the development of a "discipline, intellectual and moral, relevant to the perpetuation of an open and free society."

—Reviewed by MELVIN W. BARNES, superintendent of schools, Oklahoma City, Oklahoma.

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