

Significant Books

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The Psychology of Character Development. *Robert F. Peck; Robert J. Havighurst and others.* New York: John Wiley and Sons, Inc., 1960. 288 p.

This book makes a needed contribution in an area currently of great interest and concern to the social sciences. The major value of the research stems from its use of both longitudinal and depth approaches within a systematic theoretical framework. This context permits a comprehensive view of the genesis and psychological meaning of character as well as the differential influence of various elements of society upon the character structure of adolescents.

Since the subjects in Peck's investigation were originally part of the University of Chicago's "Prairie City" studies, the research may be viewed as an extension of Havighurst and Taba's *Adolescent Character and Personality*. However, it is more than a mere extension; it is a valuable broadening and deepening of the earlier study which focused primarily upon children's moral reputation. The present research adds to the earlier findings of Havighurst and Taba through the use of greater methodological sophistication. The investigation is broadened by studying the same children over time; i.e., from age 10 through 17. Further, the current study greatly deepens the earlier research by delving into the motivational patterns behind adolescent character.

The instrumentation employed in the study runs the gamut from multiple ob-

jective measures to multiple projective assessments of each individual. The wealth of data from these diverse sources is brought to bear upon the complex interrelationships between character and family structure, individual personality, interpersonal relations, and the like.

Combining psychodynamic theory and incorporating much of the most recent speculative writing in social psychology, five theoretical character types are described: moral, expedient, conforming, irrational-conscientious and rational-altruistic. These hypothetical character types are described by the authors as grounded in the individual's psychological control system, inclusive of all modes of adaptation to the social world, and representative of operational patterns of behavior corresponding to stages of psychological development.

It would be impossible to review adequately the wealth and variety of findings presented in the study. There is little doubt that the book contains much that is pertinent to many social science disciplines. It may well serve as a source book and research model for other efforts to unravel complex human behavior. Chapter 10 which deals with the implications and prospects of the findings is most pertinent to the field of education. The implications the authors see for character education will not be pleasant to those who glibly call for superficial attempts by the school to "build character" or "strengthen moral fiber."

What then, according to the authors, is required for effective character education outside the family situation? First and foremost, some agreement by society as to the kind of character children should emulate. Second, a concerted effort on the part of social institutions deeply concerned with character education, to supply appropriate models for the children they serve. Lastly, a deep commitment and effort on the part of those who are involved with children in any capacity to permit growth toward rational ethical behavior by supplying appropriate guidance within an accepting emotional climate.

—Reviewed by SHELLEY C. STONE, Assistant Professor of Education, Purdue University, Lafayette, Indiana.

Boardsmanship, A Guide for the School Board Member. H. Thomas James, Editor. Stanford: Stanford University Press, 1961. 102 p.

Each year in this country thousands of citizens begin a period of public service on local school boards. These people come from almost all walks of life, income levels, and social classes. Sometimes they are motivated to serve on school boards for selfish reasons, yet more often for civic reasons. In any case, they are about to participate in making basic decisions affecting the welfare of large numbers of boys and girls, and they need to learn quickly the dimensions of this task.

This publication is designed to help the board member learn and perform his job. For the most part board members are busy people and the time they give to school board service is valuable. There needs to be some efficient way for these people to become acquainted with the business of boardsmanship, so that they can begin sooner to render effective serv-

ice. This volume can assist the new member with his orientation; it can help the experienced member too.

This is a revision of the 1955 edition which was widely distributed, not only in the State of California, but throughout the nation. Both editions have been prepared under the direction of the California School Boards Association.

One of the purposes of the handbook is to clarify for board members "two essentially different dimensions in the institutional arrangements of the public school." The first of these is the formal, legal structure of school government, and the second dimension is local decision making attendant to the translation of local values and needs into a school program.

The revision is an improvement over the earlier edition and is an excellent tool for board members, whether new or experienced. The handbook or digest format enhances its utility: it is not as forbidding as a book; it is easy reading; and it is comprehensive despite its brevity. Its value to board members outside of California is substantial even though there are frequent references to the statutes of the state.

—Reviewed by LUVERN L. CUNNINGHAM, Assistant Professor of Education, University of Chicago, Chicago, Illinois.

Books Received Too Late for Review

Many materials have been received throughout the year by the column editor of "Significant Books." The problem of selection is never easy, but an effort has been made to choose for review a variety of new books which would appeal especially to the readers of *Educational Leadership*. Little space has been devoted this year to reviews of the many excellent

pamphlet materials, or to yearbooks of related associations, and very little to second or third revised editions of books. Yet even excluding these types of materials so many truly significant books appear each month that many of them must be omitted.

Because of the long summer hiatus between the May and October issues of the journal, it seems wise at this time to list recent acquisitions which might well have been reviewed had there been time and space to do so, rather than to hold them over for comment next fall. With this list, then, we conclude the column for the 1960-61 year.

BAILY, BERNARD. *Education in the Forming of American Society*. (Published for the Institute of Early American History and Culture at Williamsburg, Virginia.) Chapel Hill: The University of North Carolina Press, 1960.

BEREDAY, GEORGE Z.; WILLIAM W. BRICKMAN; GERALD H. READ, Editors. *The Changing Soviet School*. Boston: Houghton Mifflin Company, 1960.

CROW, LESTER D. and ALICE. *Readings in Child and Adolescent Psychology*. New York: Longmans, Green & Co., 1961.

CROW, LESTER D.; ALICE CROW; WALTER MURRAY. *Teaching in the Elementary School: Readings in Principles and Methods*. New York: Longmans, Green & Co., 1961.

FITZPATRICK, FREDERICK L., Editor. *Policies for Science Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1960.

FRASER, DOROTHY McCLURE, and EDITH WEST. *Social Studies in Secondary Schools: Curriculum and Methods*. New York: The Ronald Press Company, 1961.

FREEHILL, MAURICE F. *Gifted Children: Their Psychology and Education*. New York: The Macmillan Company, 1961.

HANSEN, KENNETH H. *Philosophy for American Education*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

HEFFERNAN, HELEN, and VIVIAN E.

TODD. *The Kindergarten Teacher*. Boston: D. C. Heath and Company, 1960.

HOEFLIN, RUTH M. *Essentials of Family Living*. New York: John Wiley & Sons, Inc., 1960.

HULLFISH, H. GORDON, and PHILIP G. SMITH. *Reflective Thinking: the Method of Education*. New York: Dodd, Mead and Company, 1961.

KLAPPER, JOSEPH T. *The Effects of Mass Communication*. Glencoe: The Free Press, 1960.

LIFTON, WALTER M. *Working with Groups*. New York: John Wiley & Sons, Inc., 1961.

NEILL, A. S. *Summerhill: A Radical Approach to Child Rearing*. New York: Hart Publishing Co., 1960.

PHILLIPS, E. LAKIN; DANIEL N. WIENER; NORRIS G. HARING. *Discipline, Achievement, and Mental Health*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

RUSK, ROBERT R. *An Outline of Experimental Education*. New York: St. Martin's Press, 1960.

SARASON, SEYMOUR B.; KENNETH S. DAVIDSON; FREDERICK F. LIGHTFALL; RICHARD R. WAITE; BRITTON K. RUEBUSH. *Anxiety in Elementary School Children*. New York: John Wiley & Sons, Inc., 1960.

SAUER, EDWIN H. *English in the Secondary School*. New York: Holt, Rinehart and Winston, 1961.

STOOPS, EMERY, and M. L. RAFFERTY, JR. *Practices and Trends in School Administration*. Boston: Ginn and Company, 1961.

TARBET, DONALD G. *Television and Our Schools*. New York: The Ronald Press Company, 1961.

WELLINGTON, C. BURLEIGH, and JEAN WELLINGTON. *Teaching for Critical Thinking, with Emphasis on Secondary Education*. New York: McGraw-Hill Book Company, 1960.

WILLIAMSON, E. G. *Student Personnel Services in Colleges and Universities*. New York: McGraw-Hill Book Company, 1961.

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