


Reviewed by Gordon P. Liddle, General Director, Interprofessional Research Commission on Pupil Personnel Services, University of Maryland, College Park.

These three books have similar titles but are dissimilar in almost every other respect. One is an extensive revision of a comprehensive textbook for guidance counselor trainees. The second is the first attempt to write a book on guidance to be read by high school students. The third is an extensive compilation of the objectives, roles, practices and instruments being used in the guidance programs throughout the country.

Guidance in Today's Schools is an extensive revision of a 1959 edition. The counselor, teacher, or administrator who reads and understands this book will go a long way toward Gilbert Wrenn's dream of the counselor as a broadly educated humanist.

The authors discuss with authority the philosophical foundations of guidance, the changing nature of the modern world as it affects American education, the relation of guidance to education, and the implications of changes in the schools for students and for the guidance program.

The second section of the book discusses topics such as: patterns for organizing and administering pupil personnel services, ways in which particular curriculum areas can be used to contribute to self understanding, the relationship of guidance personnel to teachers and curriculum people, and various tests, what they are good for and how to interpret them. This section also discusses in moderate detail some of the basic concepts, schools of thought, and procedures used in personal counseling, without strongly supporting either one view or another.

The section on career planning and occupational information also includes considerable information on the use of sources of occupational information. Up-to-date information on the implications of innovations ranging from programmed instruction to federal legislation are discussed in a highly readable fashion.
Guidance for Youth is intended to be read by high school students in courses in group guidance. After an explanation of guidance and its function, the book is divided into two sections: educational guidance and vocational selection.

The first section gives the students useful suggestions on how to improve their reading skills, how to use the library, how to take notes, etc. It also suggests that each student make an educational plan for himself which reaches at least one year beyond high school.

The section on vocational interests, abilities, and aptitudes reviews what students should understand about the interpretation of the Kuder and IQ tests. Despite the evidence that few of today's children will choose one occupation for life, the book tends to view occupational choice as something which should usually be accomplished at one point in time, preferably early in high school.

Much of the discussion in the early chapters is written in a formal fashion using complicated terms. Although the material could have been presented in more simple, direct language, much of the information presented will be of value to students. The aim of teaching students to interpret their own test results and involving them in planning their future is highly worthwhile. The book deserves to be tried in group guidance classes.

Organization and Conduct of Guidance Services is, for the most part, a compilation of excerpts from local and state guidance handbooks on topics such as: the needs of children and purposes of guidance as seen by the authors and others, the organization of guidance and the roles of everyone from top administrator to the custodian, placement of exceptional children, grouping, follow-up procedures, and a brief section on counseling techniques. Included are many check lists, questionnaires, rating sheets and other techniques used to determine the adequacies and deficiencies of guidance programs.

The authors discuss other services such as psychology, social work, etc., as members of the guidance team. Today most schools have placed guidance on the pupil personnel services team.

This book will be useful to those who want to see what other systems regard as the function of various school personnel in the guidance area, or who would like to see examples of instruments used elsewhere to follow up graduates or dropouts.

However, as a text, the 692 pages of small type are very redundant. The authors usually quote without comment. In the text, they do not point up areas of difference or disagreement from one system to another. There is little to bind the book together. Almost no attention is paid to the implications for guidance of the changes which are sweeping American education. Few recent innovations or promising practices are discussed. The short section on counseling techniques, in the reviewer's opinion, misrepresents Rogers' contributions without mentioning his name or referring to any of his writings.

The reviewer does not think this book useful as a textbook, but directors of guidance will find it useful as a reference book. It tells much of what guidance people have been doing, but does not point up problems, issues, or prom-
ising practices, and makes almost no reference to research.


Reviewed by Alice M. Meeker, Professor of Education, Paterson State College, Wayne, New Jersey.

In response to a request from a student, Dr. Doll has written a curriculum text in three sections. The first part deals with bases for decision making about the curriculum, the second with processes to improve the curriculum, and the final part discusses the evaluation of curriculum.

All through the text, one is aware of the author's experiences in education. His familiarity with classroom situations and ability to describe both the inept and the capable administrator indicate many years have been spent in schools.

The author draws upon his familiarity with educational and social groups to find characters around which he builds a situation. The club woman, the men at a service club luncheon and the school visitor all form backgrounds for the vignettes used to highlight specific points the author wishes to clarify. Some of the material was secured through the technique of polling instructional leaders. The larger portion of the book, however, centers around problems which might arise in any elementary or secondary school and the people who must help to solve these problems.

Our text states that "what man does with the influences he can control makes a real difference in the quality of his living." The text gives us many concrete suggestions to make it easier for a classroom teacher, either in elementary or secondary school, to use the curriculum to the greatest extent with his pupils. One might say the author indicates that a well prepared teacher will encourage pupils to ask more questions and do some wondering rather than accept the formal answers of the teacher. In the first section, on historical foundations of curriculum making, we find a question around which a discussion leader might build a curriculum workshop—"To what extent shall the curriculum be made uniform within the school district, county, state, and nation?"

If the text is revised, one would hope that the statement on curriculum writing in the 1920s would be expanded. It would then give added prestige to the teacher in the 1960s who is chosen to work on curriculum.

It is possible that in the rush to produce new curricula, the administrator may forget to examine the attitudes of the most important agent—the classroom teacher.

At times, as our text suggests, the leader finds that re-education of teachers, supervisors and administrators must take place in order to identify the teacher's needs and desirable ways of satisfying those needs.

The pupils also are suggested as sources to be consulted in curriculum planning. One capable teacher polls her class at mid-term by means of a questionnaire, to get their negative as well as positive feelings about the class. By this simple device, she can revise her planning for the remainder of the year.

A bit of sage advice is offered at this point in the book, "Curriculum leaders
have a special obligation to help teachers with this process in an era in which teachers are easily led astray from realistic objectives by the lure of attractive but unanalyzed practices."

In the first section of the book, the art of listening is mentioned. I believe this brief section should be greatly expanded, if there is a revision at a later date. The establishment of good listening ability is definitely a prerequisite to the implementation of any type of curriculum.

A practical definition of curriculum which would adequately serve any group seeking to improve the instructional program is included in section II, "The curriculum is all the experiences that learners have under the auspices or direction of the school." Further on we find that "Curriculum improvement refers not only to improving the structure and the documents of the curriculum but also to stimulating growth, learning, and alteration of perceptions and values on the part of all the persons who are concerned with the curriculum."

The author gives us another area to pursue in curriculum workshops—the enlargement of the teacher's own horizons. While we know that the vitality of youth, exhibited by pupils, is favorable toward curriculum change, only the teacher can bring about changes. It is the teacher with his knowledge of human growth and development and varying methods and materials who initiates change and improvement. It is also the teacher’s role to involve parents in this venture. Dr. Doll’s section on "The Massive Problem of Communication" offers many practical approaches.

The curriculum coordinator could outline a capsule of all the strategies suggested in section II and work around this pattern in setting up his in-service study groups or workshops.

In summary, this well documented book offers guidance to all those eager to improve the curriculum in their school system, the administrator, coordinator and classroom teacher.


Reviewed by MILTON J. GOLD, Director of Teacher Education, Hunter College of the City University of New York, New York.

The four titles sent to the reviewer represent an even split between two volumes that represent new and fresh thinking and two that attempt to distill into textbook form material collected from many sources.

In The Shaping of the American High School, Professor Krug provides us with a solid and scholarly study, documenting professional discussions and recommendations from 1880 to 1920 in years that were critical to the direction of American secondary schools.

A wealth of published and unpublished sources gives us a firsthand view
of the men and deliberations involved in the work of the Committee of Ten, the child study, social efficiency and scientific management movements, the Commission on the Reorganization of Secondary Education, the effects of World War I, and the birth of the Progressive Education Association. In a fascinating and highly readable volume, the names of Eliot, Harris, Dewey, Hall, Parker, the McMurrays, DeGarmo, Maxwell, Butler, Kingsley, Strayer, Bagley, Briggs, Stoddard, Kilpatrick, Hosie and Cobb march in a procession against a panorama of professional debate.

Krug succeeds in a scholarly and human way in putting flesh on the bare skeletons of committee reports that in the past have been little more than academic abstractions to the student of secondary education. This volume is indeed a far cry and a welcome relief from the conventional text on secondary education with its reliance on second-hand data and its effort to cover all that is known about education in one book. As such, it should provide substantial sustenance to the serious student of secondary education and American educational history.

Because of these solid, scholarly qualities, The Shaping of the American High School is an apt companion to a volume like Cremin's Transformation of the School. Krug's book does not, however, place the deliberations reported in the same way within the whole intellectual framework of the times, as does the Cremin volume, nor does it weave these deliberations as well into the social and political life of the era. By implication Krug says that the proposals of the professionals in the reports of the Committee of Ten in the Cardinal Principles, for example, shaped the American High School. While it might be gratifying to believe this, the reviewer doubts that we can as educators lay this flattering unction to our souls.

Krug himself admits the slow penetration of these reports. He also notes that large proportions of school people in leadership positions were unaware of these reports long after they were made. A more accurate designation might be the shaping of professional thought about the high school. If the contrary were true, change in American high schools would have been far greater and accomplished earlier. As matters stand, reactions against new ideas set in long before most teachers and administrators even hear of them. Many "leaders" in this way are able to climb on new band-
wagons simply by standing still and waiting for reactions to set in.

One may also question whether fundamental shaping of the American high school did take place in the four decades Krug reports. To a younger generation, it must appear that the high school of 1920 was not much different from that of 1880, but that population pressures and concern for universal secondary education after World War I resulted in more change than did the professional deliberation and documents that preceded the Armistice.

Despite these animadversions, however, the reviewer was delighted with the volume. The events leading up to various committee reports, the story of how they were received, the insight into personalities that gave life and color to these reports, and the beautifully succinct summaries and interpretations of the reports themselves are all part of an important contribution to education. Finally, Krug has topped off his book with an excellent bibliographic note that is comprehensive yet disarmingly chatty.

A second intriguing addition to the literature in the field is Downey’s *The Secondary Phase of Education*. Downey attempts in this brief volume to develop something of a conceptual framework for the study of secondary education. He derives, in that effort, a number of principles concerning the purposes of secondary education, its process, substance and environmental conditions. Downey seeks to lure the reader into thoughtful consideration of fundamental principles rather than to woo them with oversimplified formulae and “practical” advice in the “how to” vein.

Of special interest is Downey’s con-
viction that secondary schools exist not simply as a way-station between elementary and higher education but as an instrument for a distinctive phase of education whose function is, in the author’s terms, “strategized inquiry.” Downey seeks to find some framework that will include emerging trends in curriculum development with the diverse multiplicity of elements already present in secondary education and the questions that must be answered concerning the identity of secondary education, its ends, means and outcomes.

Downey is much impressed with current emphases on inquiry as a goal and method in education and makes efforts from time to time to find constructive applications of new technologies available, new trends in staff utilization, innovations in organization of students for learning, new notions of subject matter and new insights into the dynamics of learning.

Downey expresses himself with clarity, vigor and brevity. The volume is worth reading, digesting and discussing. One interesting feature is the excellent choice of a very select group of readings at the end of each chapter with a perceptive summary of the relevant contents of each.

Closer akin to the conventional text in secondary education are Faunce and Munshaw’s work and Hoover’s volume. Like most texts in the field they try to condense into a single volume some history, psychology, philosophy, method, current trends, curriculum, evaluation and guidance. The result is reliance upon many secondary sources and frequent omission of the research which undergirds practices that are advocated.

Within this framework Faunce and Munshaw have nevertheless produced an excellent chapter on the roles played by the effective teacher. Their chapter on discipline recognizes the fact that some misbehavior is a function of factors beyond the teacher’s control. The chapter on the teacher as a professional excludes the problem of unionization, which will increasingly confront new teachers.

Hoover starts from a premise that thinking is the key to education and presents two chapters on learning theory. Later chapters might well have been strengthened by continuing use of the “key.” Excellent chapters are offered on motivational activities, conduct of discussion and teacher-pupil planning. Creativity research is called upon in the chapter dealing with the “challenge of individual differences.” The chapters on emerging instructional practices and discipline should be helpful to teaching candidates.

Both texts suffer from the assumption that education is everywhere alike. Neither volume considers the problems of urban education. This typical omission in secondary education texts can no longer go unchallenged when it becomes increasingly clear that big city secondary schools differ considerably in tone, in climate, in population, in direction and in usable method from rural and suburban junior and senior high schools.

Despite these reservations, the two texts are serious approaches to new material in the field. They are well written and carry considerable illustrative material that can help the teaching candidate understand more fully the tasks and resources in secondary school teaching.