

## ● Selected for Review

Reviewers: Wendell M. Hough, Jr.  
Raymond J. Simpson  
Jack R. Frymier

**Professional Negotiation in Public Education.** *T. M. Stinnett, Jack H. Kleinmann and Martha L. Ware.* New York: The Macmillan Company, 1966. 309 p.

**Professionalization.** *Howard M. Vollmer and Donald L. Mills, editors.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966. 365 p.

Reviewed by WENDELL M. HOUGH, JR., Associate Professor of Education, Wayne State University, Detroit, Michigan.

The NEA book on professional negotiation is a historical, legalistic, and somewhat of a "how to do it" prescription about negotiations between teachers and boards of education. Obviously timely and useful to those teachers closely identified with the bargaining process, *Professional Negotiations* should be informative to the entire profession. The authors, however, enter, travel and leave the comparatively new world of negotiations with probably more ease than present realities suggest.

For those who have had experience in negotiations, the book reads almost

too well. One rapidly gets the feeling that a more critical analysis of difficulties and potential divisiveness within the profession would enhance its contribution to the professionalization of the persons in education.

For example, in the chapter on the role of the superintendent in negotiations, the authors suggest the possibility that the superintendent may be asked to negotiate for the board of education. This exploration concludes abruptly by rejecting the idea in favor of the superintendent's acting as a resource person to the teachers and to the board. Some boards of education have insisted that the superintendent and others he might choose (curriculum workers, principals, etc.) sit with the bargaining team.

Other boards, if not directly involving the administration, have made it sufficiently clear what the administrative position is. In either case the path to cooperative curriculum development activities can become extremely rocky when teachers and administrators sit on opposite sides of the bargaining table. Suggestions to teacher organizations

and curriculum workers on ways to remove stumbling blocks would have been helpful.

Probably the most disagreeable position in the text is the interpretation of the negotiable item "working conditions" to mean all aspects of the instructional program. To negotiate released time for in-service education would seem plausible and desirable; to negotiate whether or not to use a particular commercial instructional tool in the classroom seems unacceptable.

*Professional Negotiation* should be read by curriculum workers. Vollmer and Mills' anthology entitled *Professionalization* should also be read but for a different reason.

*Professionalization* presents excerpts on the process of professionalization from many professions, including teach-

ing. Contributions from law, medicine, social work, engineering, and others raise some critical questions about the process of becoming professionalized. Reading *Professionalization*, along with *Professional Negotiation* with a deliberate attempt to test implications of professional negotiations against the professionalization process in other professions would seem to be a very helpful procedure.

*Professionalization* is not an easy book, and it no doubt is directed to the student of professionalization. One cannot resist, however, keeping it close at hand as the process of professional negotiation in education is studied. Introductory and concluding statements inserted at critical points throughout the text by the editors are very helpful in the reading of the material.

### **READING DIFFICULTIES: Their Diagnosis and Correction, 2nd Ed.**

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It is clear that professional negotiations, where they exist, are having a profound effect on the welfare of teachers and local decision-making processes. Certainly this "new power" will bring overdue salary increases and will place the teacher organizations in a more critical position in the decision-making process. Equally clear, however, is the need for the profession to define and solve many problems emanating from a concept which forces teachers and administrators to bargain from different sides of the table. ☞

**Background for Choice-Making in Secondary Education. Fred T. Wilhelms.** Washington, D.C.: National Association of Secondary-School Principals, 1966. 74 p. \$2.00.

Reviewed by RAYMOND J. SIMPSON, Professor of Education and Chairman, Department of Secondary Education, San Francisco State College, San Francisco, California.

Fred Wilhelms' *Background for Choice-Making in Secondary Education* is a slender volume which makes one of the more significant educational statements of our time. The writer drives at twin questions with more than an ordinary kind of success: "What are the fundamental problems that must be solved?" and "Where do the great opportunities lie?" The book has been prepared as a guide to determining the angle of approach for the recently established National Committee on Secondary Education of the National Association of Secondary-School Principals. To this reviewer the statement is deserving of a much larger audience and a wider range of purposes.

It is generally recognized that secondary schools are facing a series of new and acute problems that go far beyond the traditions and experience of many school men and women. Too frequently the existence of the problem alone has been the major diagnostic tool used in determining the most immediate educational ill and a major premise underlying the particular panacean prescription which is hawked in the educational market place.

Fred Wilhelms accepts the same challenge but concentrates on thoughtful diagnosis and the delineation of issues as the essential, logical antecedents of educational decision making. He provides us with a much needed definition of the problem which is refreshingly devoid of the fingerpointing and scapegoating which seem to be the *raison d'etre* of some current "reform" proposals.

The first section of this book traces the development of educational thought during the past three decades as expressed through the works of major national commissions, committees and legal actions. Again, Dr. Wilhelms avoids the not-so-obvious snare which seems to seduce some of his contemporaries; he is careful to separate history from issue and reason. Knowing the problems that persisted in men's minds during the thirty year period becomes at least as important as knowing what men thought it wise to try. Although brief, the section provides a new and highly useful perspective of the elements of diagnosis which accompanied the prescriptive acts of the 'thirties and 'forties and which forecast the "agonizing reappraisal" of the 'fifties and 'sixties. The result is a new

emphasis upon the great and fundamental conflicts which persist to the present, often disguised by extended and fruitless argument over instructional method and content.

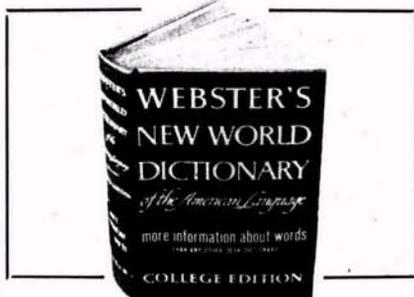
It is in the second and final section that the work becomes an especially significant statement for the development of future curricula and programs. In essence, Dr. Wilhelms is suggesting that the more important concerns of secondary education are personal rather than technical. He argues that we "... live ... in a milieu characterized not merely by swift movement but even more by unsureness, openness, and danger ..." and that "it may well take a special kind of integrity and nerve to live with pervasive ambiguity."

Rather than short-term solutions, Dr. Wilhelms suggests that we can hope for curricula carefully designed to meet the holistic needs of individuals and of society from a baseline of our accumulated knowledge regarding human behavior and an abundantly rich and readily accessible storehouse of subject matter. It is Wilhelms' contention that education, particularly secondary education, can break through the conventional methods of solving educational and curricular problems which have proven relatively unworkable only by focusing on the real content of education: the students who walk into classrooms.

"The shining fact," he writes, "is that human potential in every desirable dimension is far greater than is commonly supposed, and far more responsive to purposeful development."

If one measures the worth of a book by the related ideas fomented in the mind of the reader, then *Background*

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for *Choice-Making*, in the reaction of this reviewer and of his colleagues, may well be one of the most stimulating statements about secondary education of our time. Another indication of our response is found in the number of kinds of people, both professional and "interested lay public," to whom we are recommending the book.

For this latter purpose, three practical suggestions seem appropriate. First, the book warrants a title and a physical attractiveness which will command the attention of the audiences who *should* read the book. Second, the book should be given over to commercial and professional publishers so that the general public might learn what is "happening" in education. Third, the name of Fred T. Wilhelms should appear as author or as the creator of the spirit which makes *Background for Choice-Making* more than simply another education statement. 5

**The Professional Education of Teachers: A Perceptual View of Teacher Preparation.** Arthur W. Combs. Boston: Allyn and Bacon, Inc., 1965.

Reviewed by JACK R. FRYMIER, Professor of Education, The Ohio State University, Columbus.

Some people say that Arthur Combs is "locked in the open position." That may be true. *The Professional Education of Teachers: A Perceptual View of Teacher Preparation* reflects something of that idea, to be sure. Whereas his earlier book with Donald Snygg (*Individual Behavior*) is a classic theoretical description of perceptual psychology, *The Professional Education of Teachers*

is much more *prescriptive* in both substance and form. This reader is not disturbed by that, however, and wonders why some believe a man must always assume the same posture when he takes pen in hand.

The impact of Combs upon American education has been extremely significant in recent years. Who else has done more to encourage educators to focus their attention upon children's self-concept and to understand behavior from the behavior's point of view? Who else has been so articulate and forceful in refocusing education upon the human factors which are involved?

If Combs has shown his biases and his commitments about teacher education, this reader can only say: "Well done!" Teacher education is a kind of ghetto in most American universities today. Beleaguered by critics, inundated by more students than other areas, short-changed by legislators and sneered at by their fellow university professors, most teacher educators have withdrawn into a psychological shell and advocated more and more of the same old thing as far as program goes. Interestingly, their behavior is readily explainable, *from a perceptual point of view*. However, the fact of the matter is, few innovations in teacher education have been forthcoming in recent years. Adding courses in subject matter, dropping courses in methodology, and playing a quiescent role is about all most teacher educators have been able to do.

Combs' book outlines a radical new proposal. He suggests that we undertake programs to help prospective teachers become *better people*, in the best psychological sense of the term. "Without programs to develop people,

we cannot have people to develop programs," the book seems to say. For instance, "teacher educators must be deeply concerned about the kinds of self-concepts teachers in training are developing" (p. 22).

The real power of Combs' thesis, however, lies in the distinction which he makes between scholars and professional practitioners.

The education of the scholar is essentially directed toward content: the acquisition, organization, and understanding of information. The goal of the practitioner is the effective use of knowledge. For the scholar, content is crucial. For the practitioner, application is the heart of the task. . . . The responsibility of the teacher-education program is the development of professional workers, persons who can be counted upon to act upon knowledge as well as to have it (p. 25-26).

Toward this end Combs proposes that "teacher education must be an intensely human process designed to involve the student deeply and personally" (p. 28). Specifically, he suggests that an effective teacher education program should help the prospective teacher become well informed, become an accurate perceiver of others, develop a positive concept of self as a professional person, become an accurate perceiver of educational purposes and how learning occurs, and discover personal methods which will enable him to realize educational ends.

Teacher educators who attempt to implement such ideas will probably be less concerned about their own program's "academic respectability" than they will about its effectiveness. They will undoubtedly be less interested in the number of graduates they produce

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than in the kinds of people that complete the program. Further, they will be less concerned with the number of credit hours their students take than with the kind and intensity of personal involvement they are able to create between students and staff.

Combs' book does "hoe a row." But it is a new and different row that surely needs to be hoed. As an hypothesis about how to educate prospective teachers, this book is a unique and exciting alternative to the conventional programs which now abound. Members of any teacher education faculty who seriously consider the possibility of attempting such a program will find themselves asking different kinds of questions than they have ever asked before. This reader feels those questions must be posed. ☛

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