

## **SELECTED FOR REVIEW**

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**Pupil Personnel Services: Selected Readings.** Glenn A. Saltzman and Herman J. Peters, editors. Itasca, Illinois: F. E. Peacock, Publishers, Inc., 1967. 519 pp.

**Pupil Personnel Administration.** Vincent F. Calia and Bartholomew D. Wall, editors. Springfield, Illinois: Charles C. Thomas, Publisher, 1968. 329 pp.

**Social Foundations of Educational Guidance.** Carl Weinberg. New York: The Macmillan Company, 1969. 398 pp.

—Reviewed by GORDON P. LIDDLE, Associate Dean, College of Education, University of Kentucky, Lexington.

As society has increased in complexity and as schools have accepted the mandate to educate all children, teachers have been faced with problems related both to learning and to mental and physical health. The schools have brought in nurses to control communicable diseases, attendance officers to protect the child's right to an education, counselors to provide educational and vocational guidance, and so forth. There are now 100,000 members of the various helping professions employed by the public schools. As practitioners have increased in competence and number, schools have hired coordinators to assist in "teaming" these pupil services with teachers, administrators, and community agencies. The experiences of persons who provide leadership to this teaming effort have led to the writing of these three books.

*Pupil Personnel Services*, edited by Saltzman and Peters, is a compilation of 62 readings. The first section deals with the role of the pupil services in the schools: why were they brought in? how do they assist? what new directions are they taking? how do they change school programs? In the sections which follow, there are chapters which discuss each of the major areas in pupil services: attendance and child accounting, guidance and counseling, pupil appraisal, school psychology, speech and hearing therapy, health services, social work, and special education as it relates to pupil services; and chapters on administration. Throughout the book, selections have been written by prominent people in the field: Shear, Ferguson, Stripling, Landy, Berlin, Hirning, Findley, McDaniel, and Arbuckle, to name only a few.

This book reflects the movement from the early "crisis" orientation, with each service working in isolation, to the development of preventive and developmental functions and an increased reliance on team work. The creation of a climate conducive to learning is portrayed as involving quality direct services but also an expanding focus on consultation concerning specific learning styles and behavior modification.

The book provides the educator with an understanding of many of the more advanced ideas on testing, counseling, consultation, and other specifics. It does not stress the great issues facing education as a result of the implosions of a shrinking, complex world,

but school personnel and trainers will find it of value.

*Pupil Personnel Administration*, edited by Calia and Wall, contains contributions by 15 authors, most of them counselor-educators. The book has five sections: the relevance of theory for organization; the administrative process; recruitment and staffing problems; organization of services; and a critique of the book. The first half of the book discusses theories of leadership, organization, power, and counseling as they relate to counseling in the public schools and colleges. The quality of the abstractions did not fulfill the editors' objective of building a program on a theoretical base. The reviewer found most of this section rather dull.

Some of the chapter authors see only the guidance function. They do not really understand the contributions of the other pupil services, the value of a team approach to the problems of the individual learner, and the necessity of bringing about needed changes in school settings. The chapters written by experienced pupil services administrators deal with issues such as finding and training quality personnel, creating reasonably orderly administrative processes, and providing a mechanism for modifying programs to meet new needs. These chapters are worthy of study, but overall the book should have been revised along the lines suggested by Arbuckle and Wrenn in the critique section.

The third book, Weinberg's *Social Foundations of Educational Guidance*, is a very different type of book. It states the case for broadening the training of counselors to include an understanding of sociology. The author argues convincingly that counselors talk about needs to belong, affectional needs, guilt, sublimation, anxiety, and sexual identification rather than role perception, socialization, status, role conflict, and other sociological conceptualizations because they have not had significant contact with sociological ideas during their training.

Without deprecating the contributions of psychology to the understanding of human behavior, the author states that lack of sociological understanding accentuates the tendency of counselors to look for ad hoc

solutions to individual problems of students rather than viewing their function as primarily preventive. They therefore do not look for ways to organize activities and programs which will reduce the frequency of general problems.

The author thinks that counselors should more often view deviance as a specific case of a general phenomenon rather than an idiosyncratic intrapersonal problem. Weinberg argues that psychological explanations dominate guidance thinking primarily because psychological tools such as tests, therapy, interest inventories, and the like are more available and familiar to counselors.

The early sections of the book introduce and discuss sociological terminology and the ways in which influences from Freud to the Peace Corps affect the guidance function. Later sections illustrate, through case studies, alternative psychological and sociological explanations for student behaviors and the differing remedial actions which flow from these differing conceptions. Counselors should be exposed to this book. School personnel have made extensive use of psychology; they also need the services of persons who understand sociology and anthropology. □

**Schools for Young Disadvantaged Children.** *Ruth Hamlin, Rose Mukerji, and Margaret Yonemura.* New York: Teachers College Press, Columbia University, 1967. 178 pp.

**Compensatory Education for the Disadvantaged.** *Edmund W. Gordon and Doxey A. Wilkerson.* New York: College Entrance Examination Board, 1966. 299 pp.

—Reviewed by DEBORAH PARTRIDGE WOLFE, Professor of Education, Queens College of The City University of New York, Flushing.

Since 1966 and 1967, when these two books were published, they have been considered as basic references on the education of the disadvantaged from preschool through college. Together they form a kind of compendium of information regarding compen-

satory programs and practices utilized in the schools and colleges of our nation. Perhaps their greatest contribution lies in the firmly rooted and clearly enunciated philosophy which undergirds the curriculum and practices which are recommended.

Educating the "disadvantaged," as defined by the authors, truly is a challenge to all educators, that is, teachers for all ages and levels, supervisors, guidance counselors, administrators, and all related educational workers, as well as parents and citizens. Gordon and Wilkerson use the term "socially disadvantaged" to mean "a group which has low social status, low educational achievement, tenuous or no employment, limited participation in community organizations, and limited ready potential for upward mobility."

Hamlin, Mukerji, and Yonemura call attention to the roots of such a group, reminding us of the history of America; the diverse social patterns of our national life; the changes in our economic and industrial structures; the changes in urban living, family, and community patterns; and the social revolutions in the wider world. Even though both books treat the problems of economic poverty and social ostracism, they also mention the basic strengths of disadvantaged children and youth.

We would be shortsighted if we did not understand that the "disadvantaged" share a very real and characteristic culture which revolves in a vacuum of social, political, and economic helplessness. Their everyday realities are overcrowding in deteriorating dwellings, discrimination, disease, and death. Yet their culture produces its own set of aspirations and standards.

Likewise, we would be limited in our understanding if we concluded that "all slum children are disadvantaged." For many who are economically disadvantaged may come from homes where emphasis has been placed upon such values as: honesty, self-reliance, cleanliness and neatness, civic and community responsibility, education as preparation for adulthood as well as initiative and a potential for solving problems. In fact, many children from economically deprived homes

have developed an unusual sense of responsibility for others and a loyalty to their group. Their folk humor, physical or manipulative propensities, and pragmatism are virtues to be emulated and respected. Indeed the qualities which make for healthy personality and mature growth are not the exclusive monopoly of any social group. Hence both books would realize the multi-pluralistic nature of the group classified as "disadvantaged."

Recognizing the failure of most of our American schools (from nursery school through college whether they be private or public) to meet the specific needs of the disadvantaged, the authors examine the learning environment (including the physical setting and equipment, the patterns and structure of the daily program), the curriculum content and experiences (including opportunities for developing self concepts and improved intergroup relations, aesthetic experiences, and special assistance in developing language patterns and skills, as well as concept development) within a framework of administrative practices which influence the direction of innovation in programs and staffing.

Based upon a critical examination of present needs and practices, specific recommendations are given, not only for the extension of the school's program but also for greater community involvement. Case studies are presented in both books, while a digest, analysis, and critical evaluation of nationwide preschool-through-college programs of compensatory education for the disadvantaged fill 101 pages of *Compensatory Education for the Disadvantaged*.

In summarizing the promising guidelines which govern the quality changes viewed in the ever-increasing programs being developed for the disadvantaged, Gordon and Wilkerson list 11 areas which are being stressed: (a) effective teaching; (b) child-parent-teacher motivation; (c) new materials and technology; (d) peer teaching and learning; (e) psycho-educational diagnosis and remediation; (f) extension of the school into the community and other educational agencies; (g) staffing policies regarding the selection of teachers, use of indigenous nonpro-

professionals and paraprofessionals, and new arrangements in staff use; (h) grouping of students for various learning tasks; (i) social or peer-group support; (j) financial assistance for the learners; and (k) generally improved opportunities for a wide variety of learning experiences.

Recognizing the need for continued experimentation in order to find new and more complete answers to the perplexing problems presented by the growing need for educating the disadvantaged, Gordon and Wilkerson concluded that,

More fundamental than the task of providing compensatory education for the disadvantaged is that of defining educational goals which are appropriate for the emerging world of tomorrow. New directions must be charted for the education of all of our people.

Hamlin, Mukerji, and Yonemura agree that all recommendations for tackling problems of disadvantaged children should be examined critically and soberly. They believe that, "The problems are complex and deeply interrelated, but for this reason, any worthwhile solutions will have great merit in releasing a new flood of energy for strengthening our democratic society." They plead for both caution and boldness in the development of new "action" programs.

All persons who utilize these books will raise serious questions regarding the inadequacies of an educational system which causes us to use such terms as "disadvantaged" and "compensatory." For, if education were truly available to *all* according to their needs and abilities, would there be any reason for "compensatory education"? If we truly viewed America as a multi-pluralistic society where one set of class values is respected as highly as another, would we need to mold all children and youth into a given set of preconceived values? If we gloried in individual differences, would we not encourage diversity in the development of our learners? All in all, do we really share the belief that: "If the problem of the disadvantaged is to be solved, the society as a whole must give evidence of its undifferentiated respect for all persons"?

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**Mental Health and the Educative Process: Selected Readings.** *Harvey F. Clarizio.* Chicago: Rand McNally & Company, 1969. 488 pp.

—Reviewed by IRVING H. BERKOVITZ, Senior Consulting Psychiatrist for Schools, Department of Mental Health, Los Angeles.

In some ways, this volume is like a tourist trying to visit the major capitals of Europe in seven days. Nonetheless, it is a worthy collection of articles. A broad representation was chosen. Excellent bibliography allows further travel, and brief prefatory remarks place each article in a wider context. More comparison between articles might have reduced a feeling of repetition and overlap. A subject index is a sad omission. Several articles are excellent reviews. Others present original research. A small number are simply eloquent editorializing.

The author indicates a message of his own: First, that the educator need not feel intimidated in the mental health field. Psychiatric success has not been that outstanding. The problem is huge and the educator has the right and the responsibility to be involved in the mental health effort.

Second, he seems to state that the psychoanalytic viewpoint is not most useful for educators. Behavior modification (or learning theory) is more so, especially in helping teachers to focus on the "here and now" life of the pupil. He omits the fact that today many psychoanalysts (like myself) are involved in community psychiatry or consulting with school personnel and have applied psychodynamic understanding to the "here and now" of the school.

A third theme of the author seems to be that education has often been too concerned with detailed factual knowledge or conformity to routine. Insufficient attention was given to improving the pupil's self-esteem, feeling of success, or pleasure in school. This to me was a worthy emphasis amplified in the volume reviewed here.

No volume can include everything. However, I did feel a lack of articles about: (a) the happy collaboration between a child's psychotherapy and his school experience (R.

Ekstein and R. Motto); (b) group counseling in the schools; (c) the increasing involvement of school administrators with group mental health consultation. The section on developmental problems leaves out a great deal about behavior problems which I feel many teachers or other educators would appreciate knowing. This omission is consistent with the non-medical model which the author is presenting.

The section on mental health in teaching is excellent. The section on intervention procedures gives a very interesting overview of current efforts to introduce mental health considerations into curriculum, teaching methods, and discussion between educators. The final section leaves the field of education and deals with current trends in community mental health, especially aspects which are beginning to impinge on schools more and more.

This volume would make a good set of readings in a course where the instructor would be providing perspective and comparisons between various articles. The reader unfamiliar with the current rapprochement between mental health and education will come away significantly better informed. □

**Developmental Behavior: A Humanistic Approach.** *Raymond F. Gale.* New York: The Macmillan Company, 1969. 600 pp.

—Reviewed by MARTIN C. OLAVARRI, Director of Research, Diablo Valley College, Pleasant Hill, California.

"The self-image, emerging from perceptual experiences, is central to the subjective life of the individual, largely determining his thoughts, feelings, beliefs, interest, attitudes, and behavior."

The author develops this theme like the hub of a wheel. By the very nature of the "hub and spokes" approach, a considerable amount of repetition occurs as each spoke becomes, and is integrated with, the central theme. Gale does a good job of separating the "spokes" while demonstrating their interdependence and necessary interaction. This approach, with its many repetitions, con-

stantly reinforces the central concept in such a fashion that beginning students are certain to leave the class experience with a considerable knowledge of the nature and development of the self concept and its implications.

The author relies heavily upon the writings of self-theorists such as Rogers, Maslow, Snygg and Combs, Lecky, Raimy, Allport, Moustakas, and others to develop the spokes of the wheel. The interwebbed spokes are identified as chapter headings: Humanistic Psychology as a Behavioral Science; The Nature of Self; The Emerging Self, Self-Perception and Self-Awareness; The Motivated Self; The Emotional and Feeling Self; The Socio-Cultural Self; The Attitudinal Self; The Physical Self; The Psychosexual Self; The Intellectual Self; The Learning Self; The Personalized Self; Identity Validation and Self-Fulfillment; and Toward Becoming an Authentic Person.

It appears to this critic that this book becomes available to instructors of beginning students in the study of psychology with fortuitous timeliness. The 16- to 21-year-old group is currently so vociferously in search of self-identity and self-meaning that the humanistic approach to the development of behavior, used here should have considerable appeal to them.

I would find this textbook to be an excellent base in my beginning psychology classes. This in spite of the many misspelled words and the omission of the Need Achievement and Avoidance of Failure theories of Atkinson and McClelland, and the Conditioning Theories of Wolpe, Salter, and others. □

**Grouping in Education.** *Alfred Yates, editor.* New York: John Wiley & Sons, Inc., 1966. 314 pp.

—Reviewed by JOHN J. CAVAN, Coordinator of Special Education Projects, Atlantic Community College, Mays Landing, New Jersey.

Alfred Yates has gathered a vast amount of material which throws light on the pathos, hopes, problems, and trauma of

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grouping in education. When one thinks of educational grouping, whether he be professional or layman, one thinks of homogeneous grouping for the purpose of enhancing academic progress. Yates brings an international flavor to the subject of grouping. This fact gives the American educator a better perspective for evaluating grouping in its proper context—not just homogeneity.

The project was initially conceived by the staff of the Unesco Institute for Education. The representatives of the United States, the United Kingdom, and countries of Western and Northern Europe convened to discuss the basis, operation, and effectiveness of the forms of grouping that are practical within these countries.

The book is divided into two parts: the first half gives an account of the discussions held at the Hamburg conference, which were based on the documents previously compiled and circulated among the participants. The second part includes the invited contributions, the selected abstracts of research, and a bibliography.

The one point that impressed me, perhaps because it reinforces a belief that I have regarding educational grouping, was that all concerned seem to profit through heterogeneous grouping, whereas homogeneous grouping will stagnate the slow learner and relegate the underachiever to a lower status. Eventually he will see himself as fitting this stereotype and will not rise above that level.

The book is realistic, pragmatic, and is not bogged down in a lot of educational jargon and rhetoric. □

**Educational Administration as a Social Process: Theory, Research, Practice.** *Jacob W. Getzels, James M. Lipham, and Roald F. Campbell.* New York: Harper & Row, Publishers, 1968. 420 pp.

—Reviewed by JOHN J. CAVAN.

This book seems to be a very scholarly work, but I would question its relevancy to the contemporary problems facing administration today.

In these days of revolutionary change—and I stress revolution, not evolution—the administrator must be prepared to deal with the contemporary problems facing us. Evidently, too many administrators have read books similar to the one being reviewed and therefore are not prepared to deal with the social changes that are taking place. The end result is chaos.

This is what has been happening in our institutions of higher education and, to some extent, in secondary education. I feel there is more turmoil to come, unless administrators attack the relevant problems and drop the educational jargon used in dissertations similar to this work.

An example of what I am getting at—the authors devote 58 pages to staff relationships in which they deal with “Role Confusions,” etc. They devote 560 words to Cultural Deprivation—less than a page and a half—and at that their terminology is out of touch with the times. This brief passage deals with the problem that is tearing this nation apart at the seams, causing polarization of races and threatening the very fiber of the country.

True, the authors are not addressing themselves to the problems of “Cultural Deprivation”—the reaction may be that not everyone deals with this problem. They may not deal with it directly, but they are dealing with it when their schools are responsible for the molding of attitudes of the young. Not all administrators deal with minority youth—but they are dealing with young people in general and this book does not deal with the problem of education or administering in the 20th century.

In comparing this book with Yates' book, I find *Grouping in Education* coming to grips with and examining a problem of the times, that of grouping, and leaving the reader with an insightful view into what grouping is nationally and in other Western nations. The authors of *Educational Administration as a Social Process* have done an exhaustive amount of research, and their work is commendable; yet as for dealing with contemporary administrative problems, they leave me cold. □

**Social Studies Through Problem Solving.** *Maxine Dunfee and Helen Sagl.* New York: Holt, Rinehart and Winston, Inc., 1966. 386 pp.

**Crucial Issues in the Teaching of Social Studies.** *Byron G. Massialas and Andreas M. Kazamias.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964. 278 pp.

**Readings on Social Studies in Secondary Education.** *Jonathan C. McLendon.* New York: The Macmillan Company, 1966. 414 pp.

—Reviewed by SEYMOUR B. STISS, Supervisor of Social Studies, Arlington County School Board, Arlington, Virginia.

These three books, which should provoke much thought in a changing social studies era, while quite different from one another, have much in common. The book by McLendon and that by Massialas and Kazamias consist of readings that explore subject matter, methods, ways of organizing for instruction, and the problems of teachers. Dunfee and Sagl confine their work to an exploration of problem solving as a method of social studies instruction in the elementary school.

McLendon's *Readings on Social Studies in Secondary Education* reprints articles organized under six main topics and concludes with a valuable appendix containing sources of additional useful information.

*Crucial Issues in the Teaching of Social Studies*, by Massialas and Kazamias, is also a book of reprinted articles divided into nine main topics. This volume explores in depth the problems which confront the social studies teacher and is much more subject oriented than is the McLendon book.

*Social Studies Through Problem Solving* is subtitled "a challenge to elementary school teachers," and is rather unusual in format. Authors Dunfee and Sagl introduce each of nine main headings by means of a continuing commentary. They use a class exploring problems of communication in order to in-

troduce various phases and elements in problem-solving instruction.

Dunfee and Sagl attempt to translate actual experiences of children into teaching opportunities. They outline decision-making techniques for converting actual experiences into learning situations. They state that subject matter acquisition per se is unimportant, to be used as a means toward civic education of students.

By problem solving, they mean discovery learning, the process of inquiry, and, to some extent, the structure of the subject matter. They believe that children must build hypotheses and use the scientific method of inquiry. While subject matter content is not mentioned directly, it is implied in the ongoing problems used in the section introductions.

Dunfee and Sagl believe strongly in the democratic classroom and use examples of cooperative planning throughout their book. An extensive bibliography and an example of a resource unit conclude this book, which can be most useful in teacher preparation and in-service education courses.

The two books of readings can be of special use to secondary teachers in preparation or for in-service education. While organized somewhat similarly, the McLendon book nicely complements the volume by Massialas and Kazamias. Both works explore subject matter in depth, and the reader finds little duplication of articles chosen. The McLendon book ends with a section on curriculum change and lists the projects now making a great impact on the teaching and learning of the social studies.

Massialas and Kazamias touch on specialized social studies instruction such as the Advanced Placement Program in history and end their volume with a look at social studies education in other countries. One could make many comparisons and contrasts between the two volumes, yet both are useful and bring together the best of many excellent fugitive articles that form the leading edge of change in the social studies. □



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