

## **SELECTED FOR REVIEW**

*Reviewers: Minnie H. Fields  
Mary W. Moffitt  
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Gilda M. Greenberg*

**Integration and Education.** *David W. Beggs III and S. Kern Alexander.* Chicago: Rand McNally & Company, 1969. 192 pp.

**Integrated Education.** *Meyer Weinberg.* New York: Glencoe Press, 1968. 376 pp.

**Perspectives and Suggestions for Teaching in Desegregated Schools.** *Daniel U. Levine and Ronald Brink.* Kansas City, Missouri: Center for the Study of Metropolitan Problems in Education, University of Missouri, 1969. 119 pp.

—Reviewed by MINNIE H. FIELDS, Consultant in Elementary Education, Florida State Department of Education, Tallahassee.

We now have dramatic indications that quality integrated education tends to lead to wholesome interpersonal relations between races and increased achievement among black children without causing detriment to white children. Nevertheless, two-thirds of the nation's black children still attend segregated schools. Does this mean that the majority of Americans do not want black children to be equal with white children? or black adults with white adults? Why then are the majority of black children denied a high quality of integrated education?

As the generally discussed reasons are examined, the authors reveal other fundamental considerations. Such considerations are the apparent unwillingness of many

school authorities to accept racial integration as a desirable educational goal; uncertainty as to the precise ratio of black to white children which is necessary to achieve a high quality of integrated education in a school and which does not precipitate the exodus of white children; a dearth of committed, skillful leaders in education; the lack of minimal community involvement in decision making; and inept methods of working with key persons in the political and economic power structure.

Each of these books is written to further the process of school desegregation. Each is a collection of readings which includes a wide range of viewpoints.

Significant points common to the three books follow. The black Americans' long struggle for equality will not be successful unless educational, sociological, economic, and political changes occur. Desegregation of schools, the current thrust of the struggle, is a first step toward equality in education. Since the 1954 Supreme Court decision, there has been little substantial progress in desegregation except in school districts that have strong, enlightened, and committed school boards and administrators. Long standing discriminatory mores, values, and customs of the white middle class community are being perpetuated by the majority of America's public schools in spite of the judicial and legislative action which makes segregated

schools illegal. In general, it appears that most people of this country are more influenced by stereotyped beliefs and a benighted power structure than they are by the law.

School segregation is a national problem yet it is a component of the larger problem of racism in the United States. Potentially the integration of schools is a means of incorporating black people as equals in society if educators will accept education's responsibility of improving the society by enabling boys and girls to become citizens free of racist beliefs and behaviors. Careful study and objective analysis of all related factors are necessary to the evolution of dynamic programs which must be energetically pursued in order to eradicate the results of generations of racial inequality and to bring about the acceptance of the Negro as a fellow human being.

Editors David W. Beggs III and S. Kern Alexander have taken the position of unequivocally supporting integration of all public schools. However, this position has been weakened because their efforts to reflect the thinking and actions of the education establishment have resulted in the inclusion of some papers in which the authors defend past practices and enunciate illogical beliefs regarding segregation and the plight of the majority of black Americans.

*Integration and Education* presents sets of courses of action which reflect the varying opinions existing among thoughtful educators. When taken as an entity, the 10 papers include information regarding the effects of cultural deprivation; components of appropriate educational programs for Negro children; the concept, rationale, and practical value of the neighborhood school; considerations which have a bearing upon community involvement in the desegregation of schools; and an annotated bibliography.

Each distinguished author has written a topical essay that encompasses a philosophical position, descriptions of and his interpretations of pertinent events, and recommendations congruous with the other parts of his discourse.

While these well written essays contain some practical ideas, a few of the writers

appear to be advocating positions or policies which may not be relevant or which are founded upon a myopic view of the problems, issues, and concerns. In general the editors have achieved their purpose of presenting a wide range of views which may stimulate discussion.

*Perspectives and Suggestions for Teaching in Desegregated Schools* offers concrete examples of school and classroom activities. Teachers report their first efforts to apply effectively basic principles from social psychology. If a high quality of integrated education is to result from desegregation, it is necessary to stimulate and guide the interaction of learners in order that wholesome interpersonal relationships may result. Role playing, working in small groups, classroom discussion groups, open discussion of racial problems, as well as the assembly program, the student human relations committee, and the school newspaper, are examples of the strategies discussed in this book.

Levine and Brink add another important dimension to coping with the day-to-day problems by their delineation of the influence of psychological interpretations people give to their experiences. "Perhaps the most important implication to be derived from these readings is that teachers and administrators must look and plan ahead in the desegregated school and must take action far in advance of a problem's appearance if they wish to maintain a smoothly running educational institution characterized by a climate conducive to teaching and learning."

*Integrated Education* by Weinberg contains selected articles, addresses, and documents published since 1963 in the magazine *Integrated Education*.

An interdisciplinary approach to the integration of education is seen in the organization of these 48 papers into six major categories. Problems, practices, and policies, critical issues, relevant research, prospects for change, and the international aspect are ably discussed by the contributors. This book is invaluable because of the detailed accounts of a variety of activities and programs and because of the cosmic view expressed by the editor. □

**Teaching the Child Under Six. James L. Hymes, Jr.** Columbus, Ohio: Charles E. Merrill Publishing Company, 1968. 164 pp.

—Reviewed by MARY W. MOFFITT, Professor of Education, Queens College of The City University of New York, Flushing.

The author has long been recognized as dedicated to quality education for young children. This book is a restatement of his concern that programs for the three-, four-, and five-year-olds be suitable for them rather than be an extension downward of programs for older children.

In Chapter One, Dr. Hymes speaks of the "dribble-down disease" that is directed to getting children in kindergarten ready for first grade. He questions the ". . . right of First Grade to set the standard and style for younger children."

Chapters Two, Three, and Four present guidelines for a quality program based on growth characteristics and related to long range goals of society. The role of the teacher is seen as crucial in the development of content. The integration of knowledge is inherent in the selection of experiences described by Dr. Hymes as "happenings."

Chapter Five, "The Tools and Freedom To Teach," offers practical advice to administrators about class size and organizational patterns. Teachers who are faced, sometimes, with an unsympathetic administration are given suggestions for better ways for communication and for the need to obtain support from professional organizations.

Those who have been familiar with Dr. Hymes' thinking will find little that is new in this book and may even find the material repetitious. This reviewer, however, shares Dr. Hymes' concern for what is happening to young children as a result of the recent surge of interest in their education. The guidelines presented here are an antidote to programs designed for acceleration or for intensive training. It is for this reason that the book is recommended for all those who are concerned with program planning, especially for those who are new to the field of early childhood education.

This book may be recommended to par-

ents who are over-anxious about the education of their children. Dr. Hymes has presented his point of view in his own inimitable style and without the use of educational jargon. □

**The Kindergarten: Its Encounter with Educational Thought in America. Evelyn Weber.** New York: Teachers College Press, Columbia University, 1969. 282 pp.

—Reviewed by MARY W. MOFFITT.

Dr. Weber has presented a kaleidoscope of conflict and change in philosophy and practice that has accompanied the growth of kindergartens from the importation of Froebelian philosophy to the American scene, up to the present time. Many of these ideological conflicts of the past, such as the value of play, are being debated still as contemporary issues.

The book is a fascinating reconstruction of the kindergarten movement through various epochs, and Dr. Weber has provided personalized portraits of dedicated pioneers who were influential in kindergarten education. The reader is led skillfully through the maze of theories that influenced the thinking of these pioneers.

The profession has needed a book like this for a long time. It is possible now to realize how much of present-day curricula is an eclectic residue of ideas from the past and how great is the need for curricular revision, based on today's educational scene.

People who are knowledgeable in the field will find some inconsistencies in several references drawn through an attempt to particularize the influence of certain theories on leaders in the field. Undue emphasis has been placed on the impact of Thorndike's theories on programs developed under Patty Smith Hill. This reviewer talked with persons who worked under Miss Hill's direction. They felt that she may have been imbued with the scientific spirit of the times, but that she was more committed to learning about children rather than subscribing to a particular theory of learning.

The significance of this book is the way

it points up the ebb and flow of ideas that occur in a cyclic pattern as curricular change takes place over the years.

Dr. Weber sees the present time as another transitional period in which much of the same push for "freshly recognized truths" is taking place. Efforts to work out new theory and its implications may "well lead to a renaissance of early childhood education in which the kindergarten program assumes an importance far greater than ever before."

This book is a "must" for all professionals in the field of early childhood education. □

**Teacher Education in a Social Context.**  
**Gordon J. Klopf and Garda W. Bowman.**  
New York: Mental Health Materials Center,  
no date. 352 pp.

**Using Sensitivity Training and the Laboratory Method.** **Richard L. Batchelder and James L. Hardy.** New York: Association Press, 1968. 128 pp.

**Psychometric Assessment of the Individual Child.** **R. Douglas Savage.** Baltimore, Maryland: Penguin Books, Inc., 1968. 117 pp.

**Assessment in Clinical Psychology.** **E. Gathercole.** Baltimore, Maryland: Penguin Books, Inc., 1968. 174 pp.

—Reviewed by S. R. LAYCOCK. 1490 Balfour Avenue, Vancouver, British Columbia V6A 9, Canada.

These books are, in rather widely different ways, aimed at improving teacher competence. *Teacher Education in a Social Context* is a report of Project Aware, a study of the preparation of school personnel for working with disadvantaged children and youth. The study was conducted by the Office of Economic Opportunity and the staff of the U.S. Office of Education during the summer of 1965 under the direction of the Bank Street College of Education.

The report describes and evaluates 22 selected training programs and institutes carried out with funds provided by the Office of Economic Opportunity and the National



Liking yourself is a healthy sign. And every teacher tries to keep her students healthy.

She's concerned about their vision and hearing, and how their bodies are developing.

She's concerned, too, about their personality growth. She wants them to continue to like themselves — to be happy, well-adjusted children who will grow into mature adults.

How can she accomplish this? Just as she needs a health program to teach children about their physical make-up, a teacher also needs special materials to help children understand their emotional development.

These "special materials" are now available in a series of graded texts called DIMENSIONS OF PERSONALITY. A systematic approach to developmental guidance, DIMENSIONS OF PERSONALITY helps students understand their feelings, to see the world without distortion, and to relate to people comfortably, responsibly, and enjoyably. Now geared to middle grades, the program will soon be extended to junior high level.

Book 4, "Here I Am" — Focuses on various factors which influence the child's personality development: inherited traits, environment, acceptance of one's feelings, one's self concept.

Book 5, "I'm Not Alone" — Helps the child see what group membership can mean to him; it also asks him to consider the negative influence a group sometimes exerts on the individual.

Book 6, "Becoming Myself" — Encourages the pre-adolescent to become acquainted with his emotional life. Discusses physical, intellectual and emotional growth.

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Defense Education Act. These training programs were designed to improve the knowledge, skills, and attitudes of school personnel for working with disadvantaged children and youth, to identify the unique and significant elements of such programs, and to develop basic concepts and guidelines for emerging programs of this type. Some attention was also given to preservice programs in colleges of education and to in-service training in selected school systems.

This readable report contains very specific and practical suggestions for the development of programs of training for teachers of disadvantaged pupils. Actually, the suggestions and recommendations of the report are forerunners of practices which might well be adopted by all teachers in the field of general education. Certainly, all teachers need to view the learning process of the child as part of the complex social context of his life; all need to be aware of their own hostilities and prejudices and the nature of their own self concept; all need to learn to plan with parents and with the various community agencies which constitute every child's "other" teachers; all need to be flexible in the planning, structure, and administration of their programs and to approach the problems of teaching with an attitude of experimentation and innovation.

In both preservice and in-service education, all teachers need specific help in translating their understanding of children's characteristics and of general theories and techniques of learning into actual teaching performance. This probably means closely supervised field experience for teachers and sufficient experiential learning to enable them to develop (under skilled supervision) their own strategies, techniques, and materials in an actual teaching situation where innovation would not only be possible but would be encouraged.

Every educator would profit from reading *Teacher Education in a Social Context*, whether or not he is directly concerned with the education of disadvantaged children.

*Using Sensitivity Training and the Laboratory Method* is both a guidebook of working principles for sensitivity training and a

report of a research project carried out by the National YMCA for the development of the human resources of its staff. The principles of sensitivity training discussed in this book could well be applied to the improvement of teachers' perceptions of themselves (self concept), of others (colleagues, parents, pupils), and of their task (as freeing rather than controlling the development of their pupils). The authors point out that sensitivity training is not therapy since it should deal with relatively conscious materials and the "here and now" rather than personal history. It also depends on the resources of the group rather than on the leader. It is suggested that participants in sensitivity training should have relatively high ego strength and relatively low defenses so that they can hear what others say without feeling threatened and be able to communicate thoughts and feelings with minimal distortion.

The goals of sensitivity training are applicable to teachers. Such training should result in an increased awareness of their own feelings, attitudes, and ideas, a stronger group feeling through increased sensitivity to others, willingness to make use of the resources of others, and more effective interpersonal relationships and team work.

*Psychometric Assessment of the Individual Child*, written by a British psychologist, aims to make students, teachers, and principals aware of the specific type of information of a practical nature which they should receive (in understandable language) from school psychologists and other diagnosticians. Unfortunately, many assessments and diagnoses do not increase the classroom teacher's knowledge of the deficits, strengths, and styles of learning of the individual pupil. When that is true, psychometric assessment is largely a waste of money and time. American teachers may not find the chapter on educational attainment helpful since the emphasis is on British tests and applications are made to British schools. Nonetheless, the book is, on the whole, helpful to teachers and principals.

*Assessment in Clinical Psychology* is not likely to appeal to classroom teachers but

rather to those counselors, psychologists, and educators who have had considerable training in clinical psychology and mental health and who wish to get a broad general view of the problems which psychiatrists present to the clinical psychologist. These problems include diagnostic assessment, evaluation of the effects of treatment, the measurement of personality characteristics, determination of intellectual level, speed, and persistence and their appropriateness for a particular treatment or occupation. Most of the illustrations in the book are taken from studies of adult patients rather than of children. □

**Guiding Your Child from Two to Five.**  
**Molly Mason Jones.** New York: Harcourt, Brace & World, Inc., 1967. 375 pp.

—Reviewed by GILDA M. GREENBERG,  
Associate Professor of Educational Psychology and Guidance, University of Tennessee  
—Nashville Center, Nashville.

Molly Mason Jones has written a book which is directed specifically toward the role of the parents in guiding the child's developmental process. The author emphasizes that effective guidance can only be achieved through an understanding of: (a) what children are like; (b) how people learn; (c) decisions as to what one is aiming for in guiding children; (d) techniques of guidance—the application of theory to learning.

The text is presented in simple, direct language. The author's thesis exemplifies a

developmental theory based upon the relationship between needs, maturational processes, and cultural demands. There are ample illustrative cases throughout the text to clarify the techniques of guidance for children from the age of two to five.

The author's objective was to produce a handbook for the parent who is eager to learn to guide and assist the development of his child through the preschool years. This has definitely been achieved in *Guiding Your Child from Two to Five* and certainly can serve as a valuable tool for all interested adults.

It is apparent that the author has been deeply involved with children and is capable of projecting this expertise into a readable book containing meaningful information. Another possible usefulness for this type of material would be in the training of paraprofessionals in special nursery school programs and early childhood education. Molly Mason Jones has written a book which can serve many people in their attempt to guide the child from two to five. □

**Guidance and Counseling in Schools: Foundations and Processes.** James Michael Lee and Nathaniel J. Pallone. New York: McGraw-Hill Book Company, 1966. 621 pp.

—Reviewed by GILDA M. GREENBERG.

The authors claim this book to be "an original, integrated synthesis which gives a distinctive approach to guidance." The ac-

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tual accomplishment reveals an introductory book in the field with the traditional historical, sociological, psychological, and educational bases for guidance. The difference exists in Pallone's and Lee's attempt to apply these concepts to both the public and Catholic schools viewed from the Christian standpoint.

The greatest contribution of the authors of *Guidance and Counseling in Schools: Foundations and Processes* is the presentation of a valid case for improving pupil personnel services in the Catholic schools, and the need for more action by those who appear to be in control of the total educative process.

The book has a total of 17 chapters, of which Part One is "Foundations of Guidance"; Part Two, "Guidance Organization—Personnel and Policies"; Part Three, "Guidance and Process—Procedures and Techniques"; Part Four, "Guidance: Facilitating Human Development"; and Part Five, "Retrospect and Prospect."

There is a comprehensive treatment of basic guidance areas, with the authors providing considerable research to document their ideas. However, it appears to this reviewer that the research studies reported were selected for the purpose of strengthening the writers' viewpoint and unfortunately ignored the possibility of presenting divergent philosophies.

In an attempt to be all-inclusive, topics that are considered important in an introduction to guidance are either discussed in a perfunctory manner or omitted entirely. These include such areas as: behavioral counseling, the culturally disadvantaged, elementary school counseling, legal and ethical considerations of counseling, and computer-based information systems.

In summary, as a foundations book, *Guidance and Counseling in Schools* can be of value to the Catholic educator; but the lack of a representation of current trends and

innovations makes it of limited usage for those involved in public education. □

**Readings in Guidance and Counseling.**  
**James Michael Lee and Nathaniel J. Pallone.**  
New York: Sheed and Ward, Inc. 572 pp.

—Reviewed by GILDA M. GREENBERG.

This readings book was undoubtedly prepared simultaneously with the authors' text *Guidance and Counseling in Schools*. The selections are based upon the same five major areas as in the major work.

Although an attempt is made to provide a mixture of both religious and secular schools of thought, the apparent theme and style are intended to persuade Catholic educators to promote the guidance movement within the present educational hierarchy.

The readings range from the basic fundamental areas of concern in guidance to the specifics of counseling and human development. The last section of this book is completely devoted to the new directions for Catholic guidance.

The introductory notes to each article are insignificant to the entire endeavor. For the most part, the selections are worthwhile, but the inclusion of several articles that are over 10 years old lessens the value of the readings. Many of the reprints are by well-known authorities such as Havighurst, Allport, Mathewson, Super, and Rogers. It is interesting to note that the majority of selections are not research-oriented and most have appeared in other publications. Because of this shortcoming, the uniqueness of the compiled readings is questionable.

Lee and Pallone indicate their two books are applicable to all professionals in guidance and counseling. However, the ever-present logic of Catholicism is voiced in both books, thereby creating a distribution which, to a great degree, will be limited to those engaged in religious education. □

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