

SELECTED FOR REVIEW

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Helping Relationships: Basic Concepts for the Helping Professions. Arthur W. Combs, Donald L. Avila, and William W. Purkey. Boston: Allyn and Bacon, Inc., 1971. 360 pp.

The Helping Relationships Sourcebook. Donald L. Avila, Arthur W. Combs, and William W. Purkey. Boston: Allyn and Bacon, Inc., 1971. 412 pp.

—Reviewed by RICHARD H. USHER, Associate Professor of Psychology, Guidance, and Counseling, University of Northern Colorado, Greeley.

The kind of helper one is essentially depends upon the kind of person he is becoming. Helping relationships are person-to-person relationships, and the problems of the helping professions are people problems.

It is paradoxical that we may often overlook powerful ideas which are clearly and simply stated. Sometimes we may let ourselves be convinced that nothing very profound could be presented in a simple, straightforward, and fully illustrated fashion. If the writing is not confusing, it must be pedantic and shallow! *Helping Relationships* is at once both clear and deeply profound.

Review Coordinators: HEATHER L. CARTER, Assistant Professor, Department of Curriculum and Instruction, The University of Texas at Austin; CAROL A. MILLSOM, Assistant Professor of Education, New York University, New York City; and ESTHER ZARET, Assistant Professor of Education, Marquette University, Milwaukee, Wisconsin.

The beauty of this book lies in the authors' thoroughness, clarity, and depth of treatment of the "self-as-instrument" framework for understanding helping relationships within a diversity of professions such as teaching, counseling, school psychology, the ministry, medicine, social work, college teaching, and group dynamics facilitation.

There is the likelihood that most of us who devote our energies to these helping professions have yet to grasp fully the essential message of what a "self-as-instrument" conception of the helper may really mean to our work.

A serious look at research designed to identify objective determiners of professional effectiveness reveals a lack of any clear-cut evidence. We are hard pressed to conceptualize the helper in any way other than as a unique, aware, creative, thinking, problem-solving individual who uses what he is to best assist other people in their particular becoming. There can be no one best way to do that, and there is no one set of characteristics which accomplishes the task better than any other.

The helper's best instrument for working with people in a helping professional role is

his own unique self. It is unrealistic, indeed impossible, to expect good helpers to be just alike. A person's self is his own, it is unique in the world. That very uniqueness is precisely the most important aspect of an effective helper. This "self-as-instrument" conception is the basic notion upon which *Helping Relationships* is centered.

The entire book may be viewed as tackling two major questions with respect to the helping professions: (a) What is the nature of the self of a good helper? (b) What is involved in the helper's learning to use that self for the benefit of other people?

With respect to the first question, some people may have come to the shallow generalization that to be a good helper is simply to "be yourself." The authors make the important point that much more than this is involved. It is true that the self is the most important instrument for use as a helper, but the nature of that self is of the utmost importance. It is not just the use of "any old self" which makes the difference; rather it is the use of a healthy, functioning, aware, creative, and healthful self. This book explores in depth many dimensions of personal belief which seem to comprise the self system of more effective professionals.

Recent research as to the nature of the effective teacher, counselor, professor, Episcopal priest, and student nurse is jelled with modern psychological thought and observation regarding the nature of a more fully-functioning, healthy personality. This enables the authors to present a rather full picture of the belief systems of more effective helpers. If we can truly grant that the most effective helper is first and foremost a healthy, functioning human being with a commitment to his people-profession, then we can begin to move away from the frequent comment that we just do not know enough about the nature of professional "goodness" to be able to assess it. We know much more than we sometimes wish to confront! The authors confront us with that challenge.

As for the second question, the most effective helper not only has a self which is "good" for others, he has also developed ways to use that self in an optimal way for the

benefit of his students, clients, patients, etc. There may certainly be some persons who are "naturals" as helpers. Such people seem to be equipped with a self system that is most often health-enhancing to their friends, loved ones, relatives, or "helpees." This is fine, but it is not enough for professional work. The most effective helpers have developed skills, self-discipline, and heightened sensitivity in their use of what they are becoming.

The influence of Art Combs' lifetime of thought and research concerning perceptual psychology is obviously and avowedly the glue which "puts it all together" in *Helping Relationships*. It is quite remarkable in itself that such a consistent, well-developed packaging of ideas was achieved in one book by the collaboration of three different authors. That is testimony both to the power of the ideas and to the strength of the three individuals who present them.

Finally, a few comments regarding the companion volume, *The Helping Relationships Sourcebook*. The request for a combined review of these books is certainly on target since the two are quite honestly real companions. The *Sourcebook* is just what it purports to be—a compilation of original sources which provide depth and support for the ideas developed in *Helping Relationships*. At the end of each chapter in *Helping Relationships*, the authors provide an extensive listing of pertinent readings for that particular chapter; in each case the readings which are reprinted in their *Sourcebook* are starred for the readers' convenience. In addition, the introductory comments by the authors in *Sourcebook* do a beautiful job of interrelating and summarizing the readings which comprise each section. These brief sectional statements serve to integrate each article with the essential purpose of the book as well as to create a kind of positive set in the reader as he approaches each section. These comments are quite brief, yet skillfully done. It is obvious that the authors have made frequent visits to the sources included in their *Sourcebook*!

There are several good collections of readings now available in the area of human-

istic psychology and related contributions to human thought. However, the *Sourcebook* attains distinction among them through its clear adherence to a definite theme made visible both in organization and in content. The articles include a refreshing mix of research analysis, theory, currency, and practicality. To begin with Carl Rogers' classic, "Characteristics of a Helping Relationship," and end with Combs' futuristic question "What Can Man Become?" shows evidence of the genuine concern and knowledgeable ability of the authors. They are helpers.

Together, these two volumes confront the problems of modern helping in a thorough and penetrating fashion. These two books, taken as an interrelated package, "put it together" for the entire spectrum of helping professions in our complex world of people and their concerns, and they do so in and through a subtle integration of research evidence, philosophical commitment, and modern humanistic psychological theory. □

The Vantage Point: Perspectives of the Presidency, 1963-1969. Lyndon Baines Johnson. New York: Holt, Rinehart and Winston, Inc., 1971. 636 pp.

—Reviewed by MARY ALBERT O'NEILL,
ASCD Production Manager, Washington, D.C.

No high jinks here—President Johnson's review of his five years in the White House sticks to business all the way through. This is serious reading, for those who want to know more about the whys and the hows of recent history. These pages detail the battles and triumphs of enacting the Great Society legislation, what was said in the hot-line conversations with Russia, and much more; they cover a whole range of foreign and domestic crises of those years just past. War in Vietnam overshadows all the rest, appearing early in the book as a manageable problem that grows in later chapters to nightmare proportions, and remains a bitter frustration to the end.

The Vantage Point will surely be read for years to come by students of politics, government, and related arts. It is an intense,

often impassioned, but notably impersonal source book on the U.S. Presidency and its intricate relationship with Congress. A wider audience than aspirant and future Presidents will find absorbing the nuts-and-bolts descriptions here of our national government machinery in operation.

Lyndon Johnson sets out "to state the problems that I faced as President, to record the facts as they came to me, to list the alternatives available, and to review what I did and why I did it." He goes about this by topic rather than chronologically, devoting a chapter to each major problem except Vietnam, which gets five chapters interspersed throughout the book. Because of this topical arrangement, the transition from one chapter to the next often requires a jump backward or forward in time by the reader; this treatment does, however, make it easy to follow the course of an issue as it develops during the Johnson administration.

A good many readers may find that the LBJ who emerges from these pages has something more of the missionary and the reformer about him than they had realized. It may have seemed, when Johnson assumed the Presidency, that his zeal for social reform was prompted solely by his pledge to continue the work John Kennedy had begun. To the contrary, it is clear from this book that the push Johnson gave to those measures then before Congress and to the clutch of social legislation initiated during his tenure came from his heart. *The Vantage Point* reveals him as both dedicated and didactic in fighting the war on poverty, securing civil rights, advancing education and health care, providing decent housing, and cleaning up the environment. He considers these his landmark laws and his pride in them is evident, as is his conviction that they represent "the crowning achievement" of his Presidency.

The 60 education bills passed during Johnson's five years in office are one index to his efforts in that direction. Another is a statement he repeats here from his address to a joint session of Congress in March 1965:

My first job after college was as a teacher in Cotulla, Texas, in a small Mexican-American

school. . . . Somehow you never forget what poverty and hatred can do when you see its scars on the hopeful face of a young child. . . . I never thought then . . . that I might have the chance to help the sons and daughters of those students and to help people like them all over the country. But now I do have that chance—and I'll let you in on a secret: I mean to use it.

That quotation (excerpted in this review) shares equal prominence in *The Vantage Point* with a statement from his first address to Congress, on November 27, 1963:

This nation will keep its commitments from South Vietnam to West Berlin.

Together, on a page immediately preceding Chapter One, these two statements illustrate the dilemma which pervades President Johnson's book: how to keep this country's commitments in Southeast Asia and at the same time fulfill his own deep commitment to a better life for all Americans.

One outcome of this quandary was his failure to take forthright action on the recommendations of the Kerner Commission he had appointed to investigate the civil disorders that gripped American cities in the summer of 1967. Johnson acknowledges his inability to push for funds for new programs at the time the Kerner Report was issued, a period during which he was enmeshed in a battle with Congress to get a tax increase. Although he does not spell it out, Vietnam had to be a major reason for that tax bill; and although he does not specifically say so, Vietnam has to be the *bête noire* of his five years in the White House. □

Clarifying Public Controversy. *Fred M. Newmann with the assistance of Donald W. Oliver.* Boston: Little, Brown and Company, 1970. 356 pp.

—Reviewed by GARY R. MCKENZIE, Assistant Professor, Department of Curriculum and Instruction, The University of Texas at Austin.

Clarifying Public Controversy is, generally, a book on how to produce and analyze arguments on policy issues and, specifically,

a methods text on using materials produced by Oliver, Newmann, and others in the Harvard Social Studies Project.

Briefly, the revolutionary Harvard Project (and this book) set two objectives for students: each individual should define his own value system, and should learn to participate rationally and effectively in forming policy decisions. Toward these ends, students are provided with an analytic framework, some rules of jurisprudential reasoning, and are led to debate controversial issues.

Clarifying Public Controversy restates Harvard Project philosophy and supporting arguments. It outlines the procedure by which students classify statements as types of issues, and lists (too briefly) logical and rhetorical moves appropriate for each type of issue. Both general-heuristic and "practical"-specific suggestions are provided to the teacher on selecting and organizing content, initiating and managing discussions, clarifying positions, and evaluating progress. These sections are excellent, but disappointingly brief. And there is considerable similarity to material in the volume by Oliver and James Shaver, *Teaching Public Issues in the High School* (1966), or the *Public Issues Series* by Oliver and Newmann.

Part 2 is a new treatment of "Substantive Problem Areas." Separate chapters list and define concepts relevant to discussions of morality, equality, security, consent, and property, and catalogue the pervasive complexities and dilemmas in each area. Case studies from the *Public Issues Series* conclude these chapters, providing illustrations and practice in application of chapter content. These chapters show the complexity of issues well, and may help the persistent reader to clarify values; they provide a splendid basis for discussion. Discussion is necessary, however. Without follow-up, a 150-page list of definitions and dilemmas with little direction and no conclusions may lead readers to conclude that reaching rational universal policy decisions is impossible. Such a retreat into relativism or irrationality apparently occurs with some high school students exposed to Harvard Social Studies Project materials (pp. 313-14).

However, Newmann explains loss of student interest with, ". . . the students were turned off by school." So the final chapter describes an "ideal" educational system in which credit is given for participation in community action projects and seminars. Aficionados of *Summerhill* will enjoy this chapter.

Although some material has been published, some is new; and the ideas remain exciting. This is a serviceable and welcome package of ideas and examples for methods courses in the Harvard brand of social studies. □

Linguistics, English, and the Language Arts. *Carl A. Lefevre.* Boston: Allyn and Bacon, Inc., 1970. 371 pp.

—Reviewed by JESSIE A. RODERICK, Associate Professor of Education, University of Maryland, College Park.

In a spirit of encouragement and inquiry, Carl Lefevre exhorts college students, classroom teachers, and college professors concerned with English education to examine the implications of linguistic knowledge for the study of language in the schools. The framework on which Lefevre builds his approach to English instruction is set forth in the following assumptions:

1. Language and language learning are the most important of all learnings—to the individual, to his speech community, to the larger society, and to the world.
2. These learnings involve fundamental human and philosophical values; the degree of success (or failure) in acquiring them will be reflected in the relative success or failure of each person, not only as a learner but as a human being.
3. Language and language learning, understood in these terms, underlie and to a large degree determine the measure of success or failure in the basic skills of literacy—reading and writing—and in the mastery of the higher language skills and the other subjects that are dependent upon them.
4. Thus, the broad aims of school instruc-

tion in English and the language arts, briefly stated, are: (a) to implant and cultivate appreciation of the central importance of language (oral/written) and literature in both the private and the social life of man; (b) to develop ease and fluency in all the varied uses of language, oral and written, listened to and read; and (c) to cultivate the ability to experience literature directly and to enjoy the experience (p. xvi).

As an initial step in establishing a relationship between these basic assumptions and classroom experiences which reflect them, the author proposes more specific premises. Among them are: an English program should be language-centered; "normative prescriptivism" in instruction accounts for most of the failure and problems in language skills and abilities; the field of linguistics and language study is not closed but indeed open to new insights and challenges; a teacher needs to know more about language than he teaches his students; and learning and teaching should occur in a context of free exchange and inductive thinking. Having established a basis for action, which in this reviewer's opinion is a major strength of the work, the author proceeds to content and methodological recommendations.

In keeping with his expressed interest in a model of English that encompasses the "know-what," "know-how," and "know-why" of English today, Lefevre has included material on the nature of language and the child's acquisition of it, communication in general, and values in the teaching of English. A large part of the text is devoted to detailed discussions of sounds and letters, word classes, the derivational system, English sentences, structure words, and American English intonation. Special emphasis is given the teaching of literature as language and form. It is significant to note the author's contention that no analysis can ". . . substitute for the direct, immediate, live experiencing of the poetry itself" (p. 270).

Lefevre's discussion of English grammars as teaching devices attests to his belief that language study is open. The reader is presented with an overview of several grammars and a more detailed examination of the Chomsky model. The volume ends with

an N-12 perspective on English instruction. Throughout the text, the reader is urged not to lose sight of the humanizing power of language and language study.

Reading and understanding *Linguistics, English, and the Language Arts* are facilitated by the author's organization of the content, illustrative examples, and precise definition of terms. The teaching suggestions in many cases can be adapted to differing competency levels. The burden of synthesizing knowledge about language and linguistics and the how of implementing such in the classroom might be heavy for some readers, but if the commitment to linguistic insights in English education is strong enough, the effort should be rewarding. □

A Theory of Supervision in Teacher Education. Gilles Dussault. New York: Teachers College Press, Columbia University, 1970. 275 pp.

Introduction to Teaching. John F. Ohles. New York: Random House, Inc., 1970. 355 pp.

Analyzing Teaching Behavior. Ned A. Flanders. Reading, Massachusetts: Addison-Wesley Publishing Company, 1970. 448 pp.

—Reviewed by JUDITH M. BLOOM, Teaching Assistant, School of Education, Marquette University, Milwaukee, Wisconsin.

"Pedaguese," the language peculiar to the education profession, often causes blocks to communication; words of common usage found in a pedagogical context can also cause problems of communication. Each of the three authors firmly establishes those competencies which he believes are necessary for professional proficiency by teachers and supervisors; however, "pedaguese" frequently blocks the reader's interpretations. Either teaching is defined as an "art" and the description and analysis of those skills involved in the teaching-learning processes comprise the "scientific" aspect of the "art" of teaching, or teaching is a "science" which can be controlled and evaluated on the basis of empirical evidence.

A comparison of the books leads this reviewer to the following observations: first, an analysis of the task of preparing teachers points to a range in the conceptualization of teaching from the nonmeasurable, interpersonal artistry described by Ohles to the thoroughly researched scientific dimension presented by Dussault; second, Flanders provides a rational system of linking the objective techniques used in the analysis of classroom behaviors to an insight of subjective problems. By learning to blend scientific methods and artistic attitudes, teachers and supervisors may also be successful in blending objectivity and empathy, integrity and compassion. In these days of concern for the "highly personal nature of teaching" (Combs), could we ask for anything more?

A Theory of Supervision in Teacher Education is one of three monographs in the series *Supervision in Teacher Education Laboratories* devoted to the study of supervisors' teaching behaviors. Using Carl Rogers' Theory of Therapy and Personal Counseling as a base, the author establishes the supervisory conference as a key teaching function of educational supervisors.

The chapters of the book correspond to the five major steps that were taken to develop the theoretical study. An essay in the philosophy of science and the nature of theory and theory-building is followed by a review of four decades of research and professional literature in the field of supervision as teaching. The postulates, constructs, and laws of Rogers' theory are considered in view of serving as the model for this theory of supervision.

Two final chapters are devoted to the development and statement of the middle-range theory of supervision and operational definitions through which the developed theory could be empirically tested. According to the author, the study reported in this book is no more than a "venture in theory building." It is this reviewer's opinion that the reader may find here more than he wishes to know and may find himself enmeshed as well in the "pedaguese" of theory development; for example: concatenated and hierarchical, reductive and retroductive,

middle-range and apocalyptic. The bibliography, clearly defined lists, charts, and graphs add strength to this study.

Introduction to Teaching is a highly readable book offering the neophyte student of education exactly what the title states—an introduction to the many facets of teaching. Intended for use as a college text, the book provides a philosophical, theoretical, and practical contact with schools as social institutions, the students, teachers, and administrators. The school curriculum, the learning process, and the organization and execution of the teaching process are clearly defined. "Crucial matters of a teacher's non-instructional duties" are the concern of the concluding chapters.

With the exception of the semantics used in the first two chapters, which deal with teaching as a function and the teacher as a person and a functionary, this reviewer found no argument with the author's practical and unromantic realism. His straightforward approach leads the reader to challenge the ideas by testing them in a classroom and/or by further reading. In fact, Ohles provides for student challenge by proposing pertinent activities, raising questions, and suggesting additional references in an "On Your Own" section which follows each chapter. An extensive bibliography serves to familiarize the student with educational literature in a variety of areas. This book offers the student a study of the "what" of education, it allows for the student to speculate on the "why," and it supports participation and investigation into the "how."

Early in the first chapters Ohles identifies teaching as an art and states, "Teaching can never become a science; it must always remain in the realm of the arts." He kindly does not exclude the "facilitating benefits to be derived from scientific endeavors." This book is organized to exemplify his belief that teaching, as a subsidiary classroom act, serves to activate the primary process of learning.

Analyzing Teaching Behavior systematically describes procedures for analyzing communication in the classroom. It deals

primarily with interaction analysis, a technique of systematic observation for the analysis of teaching behavior and teacher-pupil verbal contacts. "Classroom interaction analysis refers . . . to many systems for coding spontaneous verbal communication, arranging the data into a useful display and then analyzing the results in order to study teaching and learning," according to the author.

This book includes a description of the Flanders 10-category system and suggests ways of using his system of coding verbal behavior. Several chapters are devoted to exploring more flexible category clusters, multiple coding of single events, and other applications in the area of professional self-development. Adapting interaction analysis to t-groups, simulated social skill training, and microteaching is thoroughly covered along with the utilization of the computer in encoding and decoding.

Flanders writes, "There is inadequate discussion, in this book, of the problems of sampling, research design, and the statistical analysis of interaction data. . . ." Other than Flanders' own criticism, the book provides little material for the reviewer to criticize. Rather, it encourages the nurturance of independence and self-direction for pupils in the classroom and students preparing to teach, while it provides an analytical technique for teachers who seek to improve their classroom interaction. Flanders uses a vocabulary which, though professionally technical, is not extreme and is comfortable and readable. The graphs, charts, tables, and extensive list of references relate well to the text. Appendix 1 provides the reader with sources, including addresses, of instructional materials which help develop skills of analyzing classroom interaction; Appendix 2 offers much-needed practical suggestions for improving voice recordings in classrooms.

Whether teaching is seen as an art or a science, it cannot be denied that each of the cited books makes a contribution to the profession. The problems of "pedagogue" are yet to be overcome and, at this viewpoint, such problems serve only to interfere with the identification of criteria necessary for developing professional proficiency. □

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