

The New—in Review

Alice Miel, Editor

WHEN THE ENTIRE STAFF of a school of education sits down to discuss and write about the impact of World War II on American education, the result is bound to be worthwhile. This process is what accounts for the broad range of topics and the expertise with which they have been handled in *Education for Wartime and After* (Appleton-Century, 1943, 465 pages, \$3). The book is the fruit of a cooperative undertaking on the part of the faculty of the School of Education of Stanford University begun immediately after Pearl Harbor.

While there was an attempt to consider the role of the elementary school in wartime and after, there is a heavy emphasis on the secondary school. Thus, 110 pages are devoted to "The Subject Fields in Wartime Education." The writers of this material seem to have an unbiased point of view toward their respective subjects, and they succeed in making some sensible recommendations. Whatever is said about the elementary school is sound also. As for aspects of general education, one would have to look far to find a better treatment in brief form of consumer education, intercultural education, and work experience as part of the curriculum. There is also a brilliant discussion of academic freedom. The chapter, "Education and War-Boom Migration," is excellent and should be helpful to many schools just now. The last chapter,

"After War—What for Education," gives just that long-range perspective that is needed when educators tend to bog down under the demands of the moment. In appropriate places throughout the volume just a few of the most pertinent films, recordings, books, and pamphlets for the area under discussion are given. Busy teachers will appreciate not having to make their way through long bibliographies.

A NEW PROFESSIONAL TEXT that should be read by every student and teacher of school music is *Music in American Schools*, by James L. Mursell (Silver Burdett, 1943, \$2.60). Mr. Mursell invokes a new emphasis on the teaching of music, not as a subject, but as a service rendered to people. In this book are discussed basic orientations which utilize music as an agency for democratic living, suggestions to the teacher as to ways in which she can best contribute in this great human service, and guides to the proper selection of materials.

In keeping with modern educational trends, Mr. Mursell also discusses plans for a total program, suggesting activities and experiences to be employed, such as listening and ear training, rhythm, reading, creative expression, and vocal and instrumental music. At no time does he adhere to only one approach but urges the combination of many, at all times recommending in-

telligent insight into general principles. With his clear understanding of the factors contributing to musical growth, Mr. Mursell suggests practical ways in which the teacher may encourage such musical development.

This impressive work by a man who has devoted so much of his time to the study and teaching of the subject is an indispensable volume in the library of the progressive teacher and student and will serve as an invaluable aid in everyday teaching. From its pages, the reader will gain new courage and inspiration to carry on this great work with the children of America, confident in the knowledge that through the individual effort expended a better world will result.—*Music in American Schools* reviewed by Jane M. Calvi, *Music Counselor, Glencoe (Ill.) Public Schools.*

BEFORE THE END of the current school year the Commission on Teacher Education will have in our hands some tangible evidence of the value of its five years of work. *Teachers for Our Times*, the first in a proposed series of final reports, will be coming from the press shortly. While in this volume, the Commission itself is speaking, the actual job of finding the appropriate words was intrusted to the director, Karl W. Bigelow. The book will attempt to answer two questions: first, What is the social significance of teaching and of teacher education? and, second, What are the qualities that should be sought for in teachers who are to guide children and young people in the United States in the generation that is to come?

Other books to follow along as soon as they can be completed and printed

include one by two of the field co-ordinators, W. Earl Armstrong and Ernest V. Hollis, on the experience of twenty collegiate institutions associated in the nation-wide cooperative study of teacher education. Special effort is being made to show what has, and what has not, worked in each particular undertaking. A companion volume by Charles E. Prall and C. Leslie Cushman, the other two field coordinators, will report on developments in in-service education of teachers in the fourteen public school systems taking part in the study. Conditions believed to be essential to continued progress are pointed out. Evaluation in teacher education in the light of experiences with all cooperating institutions will be discussed in a report by Maurice E. Troyer and C. Robert Pace.

One further volume projected will be an account of the practical steps taken in one of the associated school systems to promote meaningful study of the motivation, behavior, and needs of particular children. In this book the personalities of living children will be revealed. Preparation is under the supervision of Daniel A. Prescott at the collaboration center on human development and education of the University of Chicago. It is also planned that a final committee report will be issued eventually. Materials may be ordered from the Commission on Teacher Education, 744 Jackson Place, Washington, D. C.

THE UNIVERSITY of Chicago Round Table, Sunday, 1:30-2 P.M., and Cavalcade of America, Monday, 8-8:30 P.M. (both Eastern war time) continue to be outstanding educational features on the radio. To capitalize on these pro-

grams in the classroom is not always easy. Therefore, the well-selected recordings available from the Recordings Division of the New York University Film Library, 71 Washington Square, South, New York 12, N. Y., have proved to be a usable type of teaching material. For example, there are recordings of four broadcasts of the Round Table in a series on the postwar world: "Should We Discuss the Next Peace Now?" "Political Reconstruction," "Economic Requisites of a Durable Peace," and "The Challenge of the Four Freedoms." Each recording has an introduction by Raymond Gram Swing. Each program of thirty minutes can be had in 12-inch records at 78 r.p.m. for use with the ordinary phonograph and, for schools that have play-backs, in 16-inch records at 33½ r.p.m. Either size may be rented for one week for \$1 per program or \$3 for a set of four. In the 12-inch records one broadcast sells for \$4.75, in the 16-inch, \$3.75. If a set of the four programs is purchased in an album, a study outline entitled "How to Use Recordings" and a copy of the Public Affairs pamphlet, "After the War," are included. Albums of 12-inch records are \$18, of the 16-inch, \$15.

In the Cavalcade of America series are some dramatizations of events in our early history that are especially pertinent today. An example is "As a Man Thinketh," whose theme is the right to free opinion. Others in the series dealing with civil liberties are "Roger Williams," raising the issue of religious freedom, and "Susan B. Anthony," starring Cornelia Otis Skinner. Each program of twenty-five minutes comes in 12-inch records at \$4.50 and in 16-inch at \$3.50.

MINORITY GROUPS of the United States have once again drawn the attention of *Building America*. The second study unit of the current volume, published in November, is devoted to Italian-Americans. This unit is one of a series including "We Americans," the background unit, "The American Indians," and "Our Spanish-Speaking People."

In discussing the importance which the story of this minority group has for America, Frances Foster, editor of *Building America*, points out that the story of the Italian-Americans, who are our second largest foreign-language group, is in general the story of most immigrant groups in America. America faces the difficult tasks of learning to live with itself and of learning to live with the other nations of the world—with their various traditions, ideals, desires, and prejudices—as they will have to learn to live with us.

The address of *Building America* is 2 West Forty-fifth Street, New York 19, N. Y. Single copies, 30 cents. Set of eight issues, \$2.25. Bound volumes, \$3.95. For the set of eight volumes now available the cost is \$31.60. The virtue of this material is that its usefulness continues over a period of years. It is in no sense periodical literature. Homes and adult groups as well as schools are finding increasing use for *Building America*. The material is suitable for classes in science, home economics, mathematics, the arts, and English, as well as the social studies. Many schools purchase sets of thirty for classroom use. *Building America* is prepared by a committee named by the Department of Supervision and Curriculum Development, N.E.A.

AT LAST a government agency is getting out materials that children in the elementary school themselves can use. "Brazil" and "Guatemala," small, well-illustrated pamphlets are available free from the Office of the Coordinator of Inter-American Affairs, Commerce Department Building, Washington, D. C. One may write to this agency to find what other materials are available.

FOOD, which some persons rate as postwar problem number one, is the subject of an outstanding new documentary film, *The World of Plenty*. In the first part of the film one learns of prewar problems of production, distribution, and consumption of food. Clever animated map techniques help to show the food-producing areas of the world and those that depend upon imports. Uneven distribution of food within such a country as our own is also shown. The second section of the film shows the effects of lend-lease, largely in Britain, employing an effective interview technique by means of which one meets an American farmer, a British housewife with her ration book, as well as public officials, such as the British Minister of Food, Lord Woolton, and our own Secretary of Agriculture, Claude Wickard. Finally there is a view of what might be done on a world-wide scale after the war to eliminate the inequity of surplus and scarcity.

While the makers of the film seem to have packed a great deal into one document, *The World of Plenty* will do much to help increase understanding of the crucial food factor in world peace. It was produced by Paul Rotha

for the British Ministry of Information, which gives the film another angle of interest. For it reveals Britain's conception of the problem as it affects America, other countries of the world, and herself. It shows also what the British feel it is important for Americans to know about the problem. Eric Knight wrote the excellent commentary and narrated part of it himself.

The film may be rented from the New York University Film Library, 71 Washington Square South, New York 12, N. Y. Charges: one day, \$5; two days, \$7.50; one week, \$10. Running time, 45 minutes; 16 mm., sound. Recommended for use with secondary school students and adult groups.

MOST APPROPRIATE reading to accompany *The World of Plenty* is an article in *Free World* for October, 1943, pages 313-320. Entitled "The Mathematics of Death," it represents an attempt by the author, Atwood H. Townsend, to awaken Americans to the "mass-murder" being measured out even in times of peace through the weapon of hunger. The article is well-illustrated with startling tables and graphs. *Free World* is 40 cents a copy. Address, 8 West Fortieth Street, New York 18, N. Y.

TO EXPLAIN CHANGES on the home front between March and August, 1943, there has been prepared an eight-page supplement to accompany *My Part in This War* (reviewed in *Educational Leadership* in October). Order from the National Association of Secondary School Principals, N.E.A., 1201 Sixteenth Street, N. W., Washington 6, D. C.

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