

The New—in Review

Alice Miel, Editor

● **MUSEUM AND RADIO** resources frequently go unused by schools for lack of a plan to bring them to the attention of pupils and teachers. Corpus Christi School on 121st Street, New York City, has solved this problem by making two groups of children responsible for disseminating information about such resources.

A sixth grade group in the school has had itself placed on the mailing list of all the museums in the city. The children compose, print, and illustrate a weekly "Where-to-Go Bulletin" for the benefit of all the school. Attractions listed may include demonstrations of finger painting and puppet-making, films, story hours, music, dances, games, and gallery talks. Every Saturday at 10 o'clock and at 2 children wishing to visit a museum may report at the school and join parent and teacher guides.

A fourth grade group studies the radio columns in the daily newspapers and the CBS "School of the Air" manual. Every week (oftener if the importance of a program warrants it) the fourth graders go into each upper grade classroom and give their recommendations to their schoolmates and teachers for in-school and out-of-school listening.

● **SEARCHING CRITICISM** of his position is welcomed by any mature and thoughtful educator. Confusion of issues is another matter. That is why I. L. Kandel's *The Cult of Uncertainty*

(Macmillan, 1943, \$1.50) will cause dismay on the part of many. At a time when issues should be crystal clear in order that all of us may make the wisest possible decisions in education, we are presented with a caricature of pragmatism. With words and phrases culled at random from unidentified writings of the leading exponents of the experimentalist point of view, a straw man is erected. We are asked to choose between this unlovely, "uncertain" creature and a vague "return to reason" to the security of some certainty or other that, presumably, the world once knew.

This rather bitter tirade is scarcely designed to make people examine their beliefs carefully and unemotionally. It should serve, however, to remind us that there are those who have a strong desire for reaction in education. Those who wish to go along with this reaction will find aid and comfort in Professor Kandel's book.

● **AS THE LAMPLIGHTER** extinguishes the street light, an eighteenth-century day begins in "Colonial Williamsburg," a new kodachrome film photographed by the Eastman Kodak Company in cooperation with Colonial Williamsburg, Inc. With townspeople taking the parts, the daily living of a skilled cabinet maker and his family in pre-revolutionary days is portrayed, illustrating the use of household objects and tools of that day that usually

are to be seen, if at all, as a static display in some museum. Among other things, there is recorded the preparation of breakfast before the open hearth, showing details of foodstuffs and use of equipment such as spit and skewer, mortar and pestle, waffle irons, pothook and kettle, coffee grinder and coffee roaster. Other scenes show the master of the house dressing (and cleaning his teeth with a frayed sassafras root), journeyman and apprentices engaged in the production of fine furniture, the Governor's lady preparing for an appearance in public, as well as a blacksmith shop in operation, the village gaol and stocks, and evening activities in the cabinet-maker's home. Running time, forty-four minutes. Available for loan to schools and adult group for express charges only. Write the Eastman Kodak Company, Rochester, N. Y.

● **ELECTRONICS PICTURED** in recent advertising campaigns as the great mystery of the future will not be one-half as baffling after study of the pictures, graphs, and text of *Building America's* study unit on that subject, published in December. Adults will be as pleased as the youngsters to find the story of developments expected after the war told so simply and so well. The familiar uses of electronics—radio, electric eye, television—are introduced first to assure the reader that the subject is not so far beyond his ken after all. Historical development, technical explanation, and cornerstone uses of electronics now and in the future all are included. There are discussions of electronics as an aid in communication and transportation, as a new tool in industry, as a weapon in the war against disease and

accidents, and as a source of new marvels in the home. We are warned, however, that from ten to fifteen years will be required for many of these developments. More than that they will bring new problems of technological employment. A research director of a large electronics laboratory is quoted as saying, "Often it is said that these versatile electron tubes and the devices employing them can talk, hear, see, remember, count, taste, calculate, measure, heat, control, and accomplish any number of tasks. In fact, electron tubes seem to lack only a conscience."

● **CHILD DEVELOPMENT** is an area of study that is assuming increasing importance for all concerned with curriculum development. Two new books in this field that are designed for teachers and parents should, therefore, be especially welcome. The most comprehensive of these is *Child Development* by Marian E. Breckenridge and E. Lee Vincent, both of the Merrill-Palmer School in Detroit. (W. B. Saunders, Philadelphia, \$3.25, 1943, pp. 592). While innumerable studies of children are referred to in the book, they are woven together skillfully and supplemented by the authors' own observations so that the result is readable and rewarding. Especially outstanding are the treatments of comics, movies, radio, religion, aggression, psycho-sexual development, the special problems of overprivileged and underprivileged children with respect to honesty, dawdling and its relation to faulty time perceptions, and the matter of perception of number. One might question certain recommendations regarding the teaching of arithmetic and spelling in the middle

grades as being not quite consistent with evidence submitted and theoretical position taken. Implications for the schooling of young children, as seen by the authors, seem on the other hand to be essentially sound.

The first two chapters, "General Principles of Development" and "Inter-relatedness of Growth," present exactly the principles which curriculum developers need constantly to bear in mind. Results of some studies reported, such as those of Olson at the University of Michigan, have not had wide publicity. The longitudinal growth curves which illustrate this material present a challenge to some long accepted beliefs regarding the relation of mental and physical growth.

In Helen B. Pryor's *As the Child Grows* (Silver Burdett, 1943, \$3, pp. 400), Part One is concerned largely with physical development. The author has done a very good job of making technical material understandable to the parent and teacher. The material on fatigue, posture, and disease will probably have the most interest for educators. Part Two, "From Birth to Adolescence," describes growth and body proportions, emotional reactions, and motor, mental, and social development at different ages of the child. These treatments are brief but show understanding. Wise bits of advice to parent and teacher occur on almost every page.

● FIVE NEW UNITS on problems in American life have been added to the ten issued last year by the National Association of Secondary-School Principals and the National Council for the Social Studies. The new titles are: "War" (No. 11); "Making Our Gov-

ernment Efficient" (No. 12), dealing with public administration in the United States; "Population" (No. 13), dealing with problems and trends of our changing population; "Public Opinion in War and Peace" (No. 14), dealing with the way in which Americans make up their minds; and "International Organization After the War" (No. 15), dealing with roads to world security. Each unit has two parts, an analysis of the problem by an expert in the field and teaching aids prepared by a qualified educator. Each unit costs 30 cents. A manual for teachers, "Using a Resource Unit" by I. James Quillen, costs 10 cents (one copy free with each order of four or more units). Order from either organization; address, 1201 Sixteenth Street, N.W., Washington 6, D. C.

● A REVIEW of the speech field from the point of view of the educator has been undertaken by Ollie Backus in *Speech in Education* (Longmans, Green, New York, 1943). Although her chief emphasis is on speech rehabilitation, she has included such considerations as speech improvement and applied speech in social life, vocational pursuits, and citizenship.

The classroom teacher who has had little training in speech will find this series of problems and suggested solutions for them a good approach to corrective speech work. The discussions of articulatory defects, vocal defects, foreign accent, hearing loss, stuttering, and central speech involvements are necessarily brief, but are clear and accurate. Just as important as the suggestions of things to do to help the pupil are the warnings of things *not* to do.

As a basis for understanding speech problems and as a prelude to further study, *Speech in Education* is a practicable, usable presentation.

Ease in Speech (Heath, New York, 1943), a revised edition of Margaret Painter's earlier text (1937), is characterized by several changes. The short chapter on learning to listen has been incorporated in the chapter on etiquette for speech occasions and a new chapter on becoming voice conscious has been made from a briefer discussion in the first edition. The illustrative drawings are much improved and the exercises have been revised and supplemented. The International Phonetic Alphabet has been included.

The material presented includes descriptions of the general types of speeches, suggestions for planning, organizing and giving the speech, and many examples of student work. The text is of value to high school public speaking classes because of its direct appeal to the students.—*Speech in Education and Ease in Speech* reviewed by Charlotte G. Wells of the Speech Department, Mount Holyoke College.

●SIX NEW PRE-FLIGHT training films have been released by the Bray Pictures Corporation. The "lessons" in order are: "Aircraft and How They Fly," "Motion of a Plane," "Flying the Turn," "Starting—Taxiing—Taking Off," "Landing," and "Advanced Maneuvers." The films consist of approximately 5 per cent technical animation, 35 per cent photography of the motions of model planes, and about 60 per cent photography of airplanes in motion. Each subject is one reel, sound, rents for \$2 and sells for \$45. All may be ob-

tained from Bray Pictures Corporation, 729 Seventh Avenue, New York 19, N. Y.

●SEVERAL recently published bibliographies deserve special mention. Everyone will be curious to know what books were selected by the Book-of-the-Month Club and the National Education Association for their joint project, *A Reader's Guide to Education*, which lists books about education for Americans. Order from the Department of Supervision and Curriculum Development, N.E.A., 1201 Sixteenth Street, Washington 6, D. C. Price, 5 cents.

Another excellent product of the N. E. A. is the *Bibliography on Postwar Planning*, published last July, (15 cents).

The *Booklist*, published periodically by the American Library Association, Chicago, is a valuable guide to reading. The issue of last September was devoted to "The Geography of the War." The July 15 issue contained a list of books for children on the culture of man, while the June 1 number was on the United Nations. Single copies are 25 cents.

Of a different sort is a mimeographed list of inexpensive materials available through the Association for Family Living, 209 S. State Street, Chicago 4, Ill. Most items range in price from 5 to 25 cents. Subjects covered are such matters as adolescents and children in wartime, home-school relationships, sex education, and preparation for marriage.

The Ohio Conference on Reading published in July a bibliography of *Books for Wartime Courses in High School* (Ohio State University, Columbus, 25 cents).

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