

# The New—in Review

Alice Miel, Editor

AUTUMN IS a good time to have one's name placed on a number of useful mailing lists. For some the cost is little or nothing.

The *News Letter*, published monthly at Ohio State University, Columbus, is noted for its timely feature articles written by one of the editors, Edgar Dale or I. Keith Tyler, as well as for its news of developments in radio, film, and press. Of this publication Mr. Dale writes: "There is no subscription price. If you wish to have your name placed on the mailing list, send 25 cents to the *News Letter*, Bureau of Educational Research, Ohio State University, Columbus, Ohio. This is to cover the cost of the addressograph stencil and clerical work required to place a name on the mailing list. Some back numbers are available."

The *Drawing Teacher*, a small folder published bi-monthly and containing good suggestions for craft work will be sent free upon request to Binney and Smith Company, 41 East Forty-second Street, New York. The offer is limited to one individual—principal or art teacher—in a school.

The *Journal of the National Education Association* will continue to include its "War Guide" during the coming year. This is an excellent source of information with regard to publications of various federal agencies, visual aids, and other current materials.

*Education for Victory*, official biweekly of the U. S. Office of Education, also has good coverage of new pamphlets, books, and films. Send \$1 to the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

*Intercultural Education News*, official bulletin of the Bureau for Intercultural Education, is available free. Write to the Bureau at 221 West Fifty-seventh Street, New York 19, for a leaflet describing other publications available.

The *Civic Leader* is sent free to all teachers using five or more copies of Civic Education Series Publications (*American Observer*,

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*Weekly News Review*, or *Junior Review*). Address: 744 Jackson Place, Washington 6, D. C. This four-page paper provides aids for teachers of social studies and contains unusually good reviews of interest to such teachers. Teachers are encouraged to write to Civic Education Service for help on special topics.

The illustrated *Geographic School Bulletins*, published weekly during the school year by the National Geographic Society, Washington 6, D. C., will be sent to teachers and librarians for the nominal charge of 25 cents for the thirty issues.

It is convenient to receive announcements from the local museum and radio station. For example, NBC publishes a monthly news sheet and program listing called "This Is the National Broadcasting Company." The Blue Network issues a bi-monthly, mimeographed announcement, "Women's and Children's Programs." The address of both is 30 Rockefeller Plaza, New York 20.

BEST BARGAIN in current pamphlet material is the bulletin, *Discipline for Today's Children and Youth*, published by the Department of Supervision and Curriculum Development and priced at 50 cents. The bulletin is really two pamphlets in one, either of which is worth the full price. Part I by George Sheviakov provides all the ammunition necessary to shoot holes in the arguments of those who would use the Army as an excuse for returning to the repressive disciplinary methods of the old school.

In Part II, Fritz Redl, using terms that every teacher understands and appreciates, helps the reader to do some straight thinking about discipline in the classroom. The whole is a far cry from the more stilted pedagouese that one still finds in our professional literature.

NEW TITLES in the Basic Science Education Series, sold by Row, Peterson of Evans-

ton, Ill., for 24 cents net, are "Machines," "Electricity," "Water," "Sound," "The Scientist and His Tools," "Dependent Plants," "Animals We Know," "Plant and Animal Partnership," and "Garden Indoors." Although all are geared to the intermediate level, "Garden Indoors" promises to be highly popular with adults. The quality of the colored illustrations in these booklets has been maintained at a high level.

BUILDING AMERICA rounded out its series of eight study units for the season 1943-44 with illustrated discussions of three critical problems facing America these days. Number 6 of Volume IX, "Labor and Management," gives the kind of historical sketch of the development of organized labor that has been lacking in our American history texts. In closing, the unit deals with the question, "Labor-management cooperation for what?"

"If labor and management, overcoming their fears and suspicions, do continue to employ the peaceful tools of bargaining and settling disputes that have grown during the war," the unit reads, "will they use their combined power for the public interest?"

Unit 7, "American Democracy in Wartime," treats the problem, "Must we lose democracy while defending it in war?" Who should fight and who should work, financing the war, the third-term tradition, the sol-

dier vote, our foreign policy, civil liberty in wartime, and democracy are discussed.

The final unit in the series is "The Challenge to American Youth." As with the others, the bibliography included gives references to other *Building America* units, as well as books, pamphlets and periodicals, and films. Single copies, 30 cents. A year's subscription, \$2.25. Order from the Department of Supervision and Curriculum Development.

OF SPECIAL USEFULNESS in connection with the *Building America* unit on "Labor and Management" is the film "Partners in Production." This 27-minute documentary film produced by the National Film Board of Canada tells the story of labor-management committees in wartime Britain. A committee in a British colliery is taken as an example. The committee discusses a problem caused by the unavoidable closing of a coal face which will throw about a hundred men out of work. After consultation with the Regional Controller of the Ministry of Fuel and Power, a solution acceptable both to the miners and the colliery management is found. An especially interesting scene takes place when the proposition is put to the miners at a trade union branch meeting:

This film is rich in possibilities for increasing intercultural understanding. It may be rented from Brandon Films, 1600 Broadway, New York, for \$4.50 a reel.

## What's New in Secondary Education . . .

By HAROLD SPEARS, Head of the Department of Integration  
State Teachers College, Montclair, N. J.

For a considerable time during the war period, it seemed that publishers were afraid of any manuscript in secondary education unless it represented a blueprint for a pre-induction course. It is hoped that the high school leaders and the students of secondary education who were inclined toward professional reading prior to Pearl Harbor will be wooed back into the habit by the gradual pick-up in professional publications that has been noted in 1944.

A representative group of these newer publications are at hand, and are explored from

the standpoint of their promise to the continuation of the forward-looking view of the secondary school that was apparent in 1941 and has been somewhat blurred by the smoke of the war. It was natural and proper that the study of the long-term purposes of the school be neglected during the war period in favor of the consideration of the immediate problems, but it is just as proper and natural now to project high school planning into the postwar period.

Much was being said and written back around 1940 regarding the relationship of

the school to the democratic patterns of American life, in short, the role of the school in the perpetuation and improvement of those patterns. That thread is again picked up by some of the things that have come from the press the past year. For instance, there is *American Democracy and Secondary Education*, a 125-page study by Kenneth D. Norberg, published by the Teachers College Bureau of Publications, Columbia University (1943, \$2.10).

Quite familiar to the student of secondary education is Norberg's approach to his topic, beginning as he does with the picture of the early common schools in America, working in the persistence of the college preparatory function, and moving on to show the struggle that the school has made to attain functional stature. Although of short account, we can feel the growing pains that the public high school has encountered in this groping for maturity.

In his treatment, the author bravely uses the term *progressive* and the term *essentialist* in nailing down his extremes, and he quotes freely from Bagley in attempting to do justice to the latter extreme. Likewise, the Hutchins' view of general education is treated, and in time the author gets Bagley and Hutchins in the same boat even though he admits their oars may be a little different in style and model.

Another study from the same press is *Practicing the Ways of Democracy Through the Girls' League*, by Sarah Sturtevant and Ethel Rosenberry (1943, \$1.65). Here the extra-curricular and guidance activities of the school are again given the nod of approval as educators seek to serve the here-and-now existence of boys and girls of high school age. The account includes many helpful suggestions to the sponsor of student activities of this nature. It could just as well have included Boys League, Student Council, or similar activities that have for so long been used to piece out the inadequate classroom curriculum that the American secondary school has found itself with. The reader who is looking for the eventual merger of the curriculum and the extra-curriculum with guidance mixed in beyond recognition, will not find the picture here, but the authors didn't propose to do such a thing.

Through the University of Chicago Press

has come another study in the extra-curricular field—Lloyd Trump's *High-School Extracurriculum Activities* (1944, \$2). Here is a study of the activities carried on in the high schools of the North Central Association. He plays on about every string, ranging from the administrative setup of the program on over to the community's attitude toward the athletic coach who doesn't turn out a winning team. Opinions of students, teachers, alumni, principals, and parents are woven into the account.

The school's concern for giving students actual experience in assuming the responsibilities of democratic citizenship is reflected in the 100-page monograph, *Youth Learns to Assume Responsibility*, issued by the Michigan State Board of Education, Lansing, as a part of the state's study of Secondary School curriculum. The booklet is built around actual experiences in the schools of Michigan, the classroom and the extra-class programs both being drawn upon.

The editors did not assume much responsibility for selecting among these programs in working toward the goals of their booklet, leaving to the reader the job of evaluating. Typical of the activities treated are: a student traffic court, an occupations survey, world literature study, a council on racial relations, survey of parent opinion regarding schools, evening forums, core classes, using outside resources for study, and a senior problems class.

Two other small booklets issued by the Michigan group studying high schools are: *Follow-up of Secondary School Students* and *Local Pre-School Conferences*. Both reflect the honest desire to improve school procedures that has been so apparent in Michigan in the past decade. Both carry helpful hints to schools interested in these things. (The three Michigan publications sell for 25 cents each).

Noted also in the publications coming on the market is the book to introduce the undergraduate to the teaching profession that he is about to enter. One of these is *Secondary Schools for American Youth* by L. A. Williams, released through the American Book Company (1944, \$3.25). Another is J. G. Umstated's *Secondary School Teaching*, a new edition of his earlier book published through Ginn and Company (1944, \$3.25).

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