

The New—in Review

Sara M. Krentzman, Editor

THE SCOPE OF GROUP ACTIVITY in towns and cities all over the country, the initiative and originality of local leaders of public opinion may come as a surprise to those who are unaware of the spirit of a democratic people," says the Foreword of *Here's How It's Done*, a Popular Education Guide (41 Maiden Lane, New York City 7, Postwar Information Exchange, \$1). *Here's How It's Done* is a guide to methods which have been used successfully to stimulate the interest of Americans in national and international problems. The examples of group experiences throughout the country are stimulating and suggest a program of action for the man or woman interested in community leadership. A directory of 280 national organizations which provide popular program and study materials is included.

The tools of popular education group discussion, radio, films, newspaper publicity, lectures, displays, exhibits, charts, and many others are presented in a lively fashion, with humorous drawings to capture the reader's interest. This brief pamphlet includes a wealth of information that will help individuals or groups interested in community planning.

THE WORKSHOP MOVEMENT in education has gathered momentum in the past ten years so that the expression "We're planning a workshop" no longer sounds unusual. While many people have general information about what a workshop is, almost any group planning a workshop for the first time is confronted with the practical problem of *how* to do it. Two recent publications give definite help for solving this problem.

The Workshop, a pamphlet prepared for the Service Center of the American Educational Fellowship and the Bureau of Intercultural Education by Paul B. Diederich and William Van Til, has been published by Hinds, Hayden, and Eldredge, Inc., 105 Fifth Avenue, New York 3. A brief survey

of the history of the workshop movement precedes an emphatic statement of the characteristics of workshops with practical suggestions for the kind of leadership necessary for the growth of a real workshop. Descriptions of actual experiences make the suggestions more forceful. This booklet is a valuable contribution to the clarification of the workshop idea.

Also helpful is *The Montclair Conference on Workshop Planning* by Lester Dix, one of the series of publications called *Work In Progress Series*, published by the Bureau for Intercultural Education, 1697 Broadway, New York 19. Practical suggestions for administration of workshops and resources, recreation, evaluation, and public relations as vital aspects of a successful workshop experience are given.

THE IMPROVEMENT of human relations is a subject much discussed by educators today. The U. S. Office of Education has been concerned with studies designed to make available accurate information about different races and groups and to bring about a better understanding and appreciation of minority groups. Teachers and supervisors should be informed of the findings of such studies as a means of improving the quality of leadership they are able to give.

Education of Teachers For Improving Majority-Minority Relationships (Bulletin 1944, No. 2, Washington 25, D. C., U. S. Government Printing Office, 15 cents) written by Ambrose Caliver, senior specialist in the education of Negroes, is a report of an investigation to discover opportunities now available to teachers to learn about racial and national minority groups. This short bulletin is comprehensive and to the point. It includes a good list of selected references and sources of information that will prove valuable to those wishing to know more about intercultural education.

Postwar Education of Negroes, a report of

Educational Leadership

a conference sponsored by the U. S. Office of Education, is also written by Ambrose Caliver and may be obtained free from the Office of Education, Washington 25, D. C. It was printed at no expense to the government through a grant by the Julius Rosenwald Fund. This report attempts to give the educational implications of the Army data concerning Negro veterans and war workers. School people will find especially interesting the section specifically concerned with implications for elementary and secondary education.

ALL PARENTS will welcome *Your Child From One to Six* (Washington, D. C., Superintendent of Documents, Pub. 30-1945, 15 cents). This publication of the Children's Bureau, U. S. Department of Labor, is a complete revision of the old bulletin—*The Child From One To Six*—rewritten to reflect the most recent thinking on all aspects of the care and development of young children. The viewpoint expressed throughout the bulletin is that emotional maturity in parents is necessary for the security and affectionate family relationships so necessary to children.

Many attractive photographs and a simple, interesting text give help to parents with such common problems as learning good sleep habits, learning emotional control, thumb sucking, nail biting, stuttering, imagination and honesty, and children's questions. The subjects of food, health, sickness, accidents, clothing, routines, and many others are well presented.

THE UNITED NATIONS IN FILMS, a list of 16- and 35-mm. motion picture films which will help to give audiences a clearer understanding of life in each of the United Nations, has been issued by the United Nations Information Office (610 Fifth Avenue, New York 20, N. Y.). Most of the films may be borrowed free of charge; detailed information about borrowing is given for each film listed. This publication also describes other services and materials available from the United Nations Information Office.

INFORMATION on the cost of living is very helpful to educators concerned with salary schedules. The National Education Association's brief pamphlet *Cost of Living*

Funds—Their Meaning for Teachers (Washington 6, D. C., National Education Association, single copies 15 cents, discounts on quantities) offers in concise form authentic information on this subject. Such questions as these form the section headings: What Is Meant by Cost of Living? How Are Changes In Cost of Living Measured? What Kind of Cost-Of-Living Index Is Best for Making and Appraising Wage and Salary Adjustments? What Indexes Should be Used In Appraising the Need for Adjustments in Teacher's Salaries? How Should a School System Proceed in Adjusting Teachers' Salaries To Changes In Living Costs? A short list of references is appended. This useful bulletin was published through an allotment from the War and Peace Fund of the National Education Association.

A COMPREHENSIVE VOLUME of professional terms in education has been attempted in the *Dictionary of Education*, edited by Carter V. Good and prepared under the auspices of Phi Delta Kappa (New York, McGraw-Hill Book Company, Inc., \$4). Definitions of more than 16,000 technical and professional words chosen from the entire area of education are given. In general, names of persons, institutions, places, and titles of publications are excluded. Foreign terms most frequently employed in the study of comparative education, particularly concerning England, France, Canada, Germany, and Italy are presented in separate sections.

More than one hundred specialists assisted Dr. Good in this undertaking, and through them the aid of several thousand persons was obtained. The choice of terms to be included was based on the following criteria:

1. Is the term a professional one, applicable to the field of education, or a strictly subject-matter term, such as *triangle* or *circle* in mathematics?
2. Is the term given a special meaning or shade of meaning in education?
3. Has the term a direct application to the area in question?
4. Is the term more frequently used in the particular area than in other fields?
5. If the term is used in related fields, is it given a special meaning or shade of meaning in the area in question?

6. Can the term be treated adequately in a fifty-word definition?

Webster's New International Dictionary has been used as the authority in matters of spelling. With the exception of the words in foreign languages, which are grouped by country at the end of the volume, the words are arranged in alphabetical order.

Materials for Teaching Music

Reviewed by OLIVE M. MENZ, *Music Supervisor, Pinellas County Schools, St. Petersburg, Fla.*

THE ART of presenting music to children in a manner which arouses and sustains interest is a challenge to the music educator of today. A method which provides continuity of experience, while aiding in the expression and development of social attitudes, can lay the foundation for a mature appreciation and technical knowledge of music.

Many of the prescribed methods of yesterday are being discarded; many are being dusted off and used again. Forty years ago children went to "neighborhood parties" with their parents. They observed and participated in singing games and square dances, such as "Captain Jinks" and the "Lancers." Today schools and communities are reviving these delightful activities. Mr. and Mrs. Henry Ford have edited a book entitled *Good Morning* and in conjunction have released "Early American Dance Records" (Henry Ford, Dept. R., Box 100, Monroe Boulevard Station, Dearborn, Mich., 50 cents).

Studying and using the many excellent books now available for the knowledge, understanding, and appreciation of music is an overwhelming task for the "music educator," but for the grade or homeroom teacher it is a physical impossibility. Thus it becomes imperative that books providing a gradual and cumulative growth in the knowledge of compositions, composers, and instruments be placed in the hands of these teachers. The *Kinscella Readers—Stories in Music Appreciation* (University Publishing Company, 1126 Q. Street, Lincoln, Neb.) meet this need. There are seven books, beginning with *Storyland* for second grade and extending through *History Sings* for junior high school. These books provide, not only a well-rounded, flexible music appreciation program, but also

supplementary reading material for each grade level.

Opal Wheeler's charming biographies of Edward MacDowell, Stephen Foster, and five of the classical composers (E. P. Dutton and Company, New York, N. Y., \$2) have become increasingly popular in school libraries in the past few years. They have large print, are whimsically illustrated, and fascinatingly told.

The use of simple instruments in the elementary grades is finding more and more favor with music educators, teachers, and children. Tonettes, song flutes, harmonicas and glass xylophones are among the "easy to learn to play" instruments. They are inexpensive (\$1 to \$2.50) and can be purchased at most music stores or from mail-order companies such as the Educational Music Bureau, 30 East Adams Street, Chicago, Ill., or Montgomery Ward.

These instruments create and sustain interest in the fundamental tools of music, i.e. ear training and sight reading. Children enjoy these rhythmic activities and consequently their growth in the understanding of "time" is truly amazing.

A workbook suitable either for the teacher who needs a refresher course on the theory of music or for the students from fourth to twelfth grades who have had little previous instruction is *Music Fun, Book 1* (Reever and Kurtz, Kenworthy Educational Service, Buffalo, N. Y., about 35 cents). It includes a story of the beginning of music, devices for the learning of lines and spaces, rhythmic studies and meter exercises, clever ideas of presenting keys and key signatures, sign language, symbols of time and tone, song patterns, and a brief but excellent description of the instruments of the symphony orchestra.

An important part of our thinking in methods should be the integration of music with all other subjects in the curriculum. The problem of training teachers to present music in its many phases might be compared to that of a diamond cutter. He takes a rough stone, dull and uninteresting, but after cutting and polishing, it becomes a thing of beauty, fascinating in its many colorful facets. Any average teacher can make music as fascinating and many faceted as she chooses, limited only by her own curiosity and open-mindedness.

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