

## The New—in Review

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ADVENTURES IN EDUCATION is the engaging title of the series of Publications prepared by the Faculty of the University School, Ohio State University. The latest in the series, *How Children Develop: A Revision of Child Development Study* (Ohio State University, Columbus, Ohio, 1946, \$1.), is of interest to all those who feel the need for a better understanding of child development.

In a foreword written by Robert S. Gilchrist, director of the University School, an explanation of the evolution of this report is given. Beginning in the school year 1942-43, the staff of the school began an analysis of the research in the field of the growth and development of children and young people. The study was continued during the next year and resulted in the publication in 1944 of a mimeographed report, including observations made by teachers as a result of actual study of the boys and girls with whom they worked. Many educators gave the faculty suggestions for improving the report, and the present publication incorporates their thinking and experience.

Harold Alberty, representing the University School Staff, has contributed a worthwhile introduction, in which he states:

"Nowhere in the field have we at University School discovered a good, brief account of how children develop from the age of 3 to the age of 18, the years of general concern to school people. The present publication is an attempt to remedy this lack; it brings together the results of some of the most significant research in the field, supplemented by our own observations. We have also inevitably included, mostly by implication, our ideas of desirable direction of growth, and the goals toward which we wish our students to grow. We at the School have taken as our direction and adopted as our goals the major val-

ues of our American democratic culture".

Information in this booklet is organized under seven age-level groupings. Under each of these, the material is grouped under the following subheads:

- (1) *Maintaining Personal Health and Promoting Healthful Living*
- (2) *Achieving and Maintaining a Sense of Security*
- (3) *Developing and Maintaining a Sense of Achievement*
- (4) *Developing and Maintaining Ever-Widening and Deepening Interests and Appreciations*

At every age level, uniform classifications under each of these subheadings describing the child tend to give an idea of continuous growth and development. The characteristics of boys and girls are given in simple, non-technical language. Clever cartoons, drawn by Tibby Synge, a Junior in the University School enliven the text. A good bibliography suggesting further reading is appended.

While this booklet is undoubtedly of the greatest value to those who prepared it and thought it through to its present form, it offers much help to curriculum-study groups, teachers, parents, supervisors, or administrators. It is recommended for purchase and use by all those adults who want to understand children better.

THE REAL PROBLEM which supervisors, administrators, and teachers face as they seek to improve instruction is that of finding more effective ways of changing the curriculum. Alice Miel, assistant professor of education and research associate at Teachers College, Columbia University, has contributed much toward a clearer understanding of the factors involved in curriculum change through her teaching and writing. Supervisors, curriculum directors, and all those interested in curricu-

lum improvement will welcome Miss Miel's new book, *Changing the Curriculum; A Social Process* (Appleton-Century, New York, 1946, \$2.25).

This book is concerned with the processes of bringing about desired curriculum change. Miss Miel approaches the problem by analyzing the weaknesses of the present methods operating in American schools. She then turns to the general field of social change, in an attempt to benefit from a study of the basic processes involved in the larger field. With this background, Miss Miel then applies the experiences of curriculum workers and of social scientists to an understanding of curriculum change as a social process, demanding intelligent direction from all those who are responsible for it.

*Changing the Curriculum* is written primarily for members of the administrative and supervisory staffs of schools, but any teacher involved in curriculum development can find aid and inspiration in it. Miss Miel has purposely limited this volume to curriculum change at the local level, omitting any discussion of state programs.

There is specific, practical help for supervisors throughout this book. While the chapters entitled "Human Motivations As A Factor in Change", "Conditions of Effective Group Endeavor", and "Social Invention" are effective, perhaps the most significant section of the book is the chapter on "Leadership." A concluding chapter summarizes the point of view of the book, enumerates seventeen practical suggestions to educational leaders interested in curriculum change, and suggests areas in which the need for local experimentation and study are indicated. The appendix includes reports from educators in the field concerning curriculum development.

*Changing the Curriculum* is recommended as one of the most significant books available in the field of curriculum development. It offers a challenge to supervisors and to administrators to examine their motives, to question their procedures, and to evidence a willingness to learn from the larger field of social change as they strive for more desirable ways of curriculum development. Most important of all,

this book motivates the realization of the importance of curriculum change as a means of effecting social betterment. Such a realization cannot but result in an awareness of the importance of the work of educational leaders everywhere and of the necessity for each individual engaged in curriculum development to assume his responsibilities and to rededicate his efforts to studying the problems at hand.

THE RETURNING SERVICEMAN or servicewoman faces many problems in adjusting to civilian life, as almost every current newspaper or magazine reminds us. Not the least of these problems is that of understanding the program for veterans rehabilitation as set up by the government. The veteran and those who seek to help him will find valuable Charles Hurd's book, *The Veterans Program; A Complete Guide To Its Benefits, Rights and Options* (McGraw-Hill, New York, 1946, \$2.).

For many months Mr. Hurd has been editing the column, "The Veteran", appearing in *The New York Times*. He has worked closely with the Veterans Administration in Washington and the information he gives in his book is accurate, authoritative, and recent.

Part I presents the Veterans Program as a whole. Part II includes information of interest to disabled veterans, concerning pensions, vocational rehabilitation, and hospitalization. In Part III, the government's education program, including opportunities for both college and on-the-job training are covered. Possibilities for government loans for buying homes, going into business, or beginning a farm, and advice concerning income tax, unemployment compensation, and similar topics are given in Part IV. In Part V, benefits which are permanently the right of every veteran are clearly stated. This section includes a brief summary of state laws and suggestions for using the services of the Veterans Administration. One of the most useful features of the book is the list of 355 questions and answers based on the Veterans Program. A good subject index to these questions increases their usefulness.

**SMALL SCHOOLS** in the United States, interpreted to include those schools with no more than six teachers, comprise 90.09 per cent of the total schools in the nation, according to a recent study made by the U. S. Office of Education. Kate V. Wofford, director of rural education, State Teachers College at Buffalo, (N. Y.) has written a new book designed to help those who teach or plan to teach in these small schools. Miss Wofford calls her book *Teaching In Small Schools* (Macmillan, New York City, 1946, \$3.75), and she makes no apology for her effort "to keep the book practical."

The general plan of the book is presented in the introduction, headed "Guiding the Beginning Teacher in Small Schools." The problems which the teacher must face are then discussed in logical order. As a summarization of the theories presented in each following chapter, there is a list of educational assumptions, with suggested activities under each one for testing its validity. In each case these assumptions have been tested by one teacher, usually a beginner. Actual reports from these teachers, called "An Illustration of Practice", do much to point up the practicability of the suggested procedures.

Acting on the assumption that teachers in small schools have little access to professional libraries, Miss Wofford limits her suggestions for further reading to ten selections for each chapter. All of these are chosen from a basic list of twenty of the most useful books for the beginning teacher in the small school. Addition of the prices of these books would make them more useful as a buying guide.

In the section called "Establishing the Conditions of Teaching and Learning", Miss Wofford suggests the value of and procedures for studying children, grouping them, planning units of work, planning the daily lessons, and controlling group living. Under "Guiding Learning and Teaching", the skills of planning and directing an activity program, discussion groups, drills for development of skills, creative work by children, and the evaluation of the learning process are explored. The uses of the radio and of excursions as

enrichment experience are convincingly presented, followed by chapters on working with the community and with parents.

The simplicity of style and the use of illustrations from actual experience combine to make *Teaching in Small Schools* a worthwhile addition to the professional library of any teacher. While it was written expressly for the beginning teacher in the small school, any teacher or supervisor who needs a concise and clear account of the objectives and procedures of teaching children will find Miss Wofford's book a down-to-earth aid.

**THE USE OF RECORDINGS** of music, drama, stories, and addresses of social significance as materials of instruction is prevalent in American schools. For anyone interested in developing a collection of such materials, it is suggested that a plan be adopted for careful selection of the recordings, procedures for housing and caring for them, plans for making them available in the school, and suggestions for teachers and pupils to insure their getting the most value from the recordings.

The commercial companies which produce and sell recordings have published very helpful catalogs which are supplemented continually and kept up to date.

*Columbia Record Catalog: 1946*, available from the local music store or from the Columbia Recording Corporation, 7799 Seventh Avenue, New York 19. 25 cents.

Decca Records, Inc. Price list from 50 West 57th Street, New York 19.

Linguaphone Institute, 30 Rockefeller Plaza, New York 19.

Radio Corporation of America, RCA Victor Division, Camden, N. J.

*The American Record Guide*, formerly called *The American Music Lover*, is a monthly publication edited by Peter Hugh Reed, and available from *The American Record Guide*, 115 Reed Avenue, Pelham 65, N. Y. for 25 cents a copy or \$2.50 a year. Devoted to the field of recorded music, the magazine includes articles on composers and performers, lists of selected and recommended recordings, and reviews of the newer productions in this field.

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