

The New—in Review

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FREE CURRICULUM MATERIALS are always of interest to elementary teachers. The new edition of the *Elementary Teachers Guide To Free Curriculum Materials* is an index to free materials in the fields of administration, applied arts, fine arts, health and physical education, language arts, science, social studies, special areas and visual education. This is the third annual edition and about forty per cent of the titles listed are new. The *Elementary Teachers Guide To Free Curriculum Materials* is edited by John Guy Fowlkes, professor of education, University of Wisconsin, and Donald A. Morgan, supervising principal, Randolph Public Schools, Randolph, (Wis.) (Randolph, Educators Progress Service, 1946, \$3.50.)

The *Guide* gives brief annotations and information for ordering free maps, bulletins, atlases, pamphlets, exhibits, charts, scripts, transcriptions, and books. The criteria for inclusion on the list are (1) educational appropriateness, (2) timeliness, (3) arrangement, style and usability, and (4) freedom from undesirable features.

Specific instructions for ordering materials are given and the statement is made in the introduction that all materials listed have been verified and authorized by the issuing agencies. All new materials listed for the first time in this edition of the *Guide* are starred.

An editors' foreword, written by Mr. Fowlkes, includes suggestions for the use of free materials in a program of curriculum improvement. Reprints of this article will be sent free to any school or other official interested in visual education.

MAGAZINES ARE INDISPENSABLE as curriculum materials in modern schools, and teachers and librarians alike will find most useful Laura Martin's new book, *Magazines for School Libraries*

(New York, H. W. Wilson Co., 1946, \$1.90). This is a revision of Miss Martin's earlier book, called *Magazines for High Schools*. The new edition includes a section on "Magazines for Elementary Schools" and a very valuable discussion of criteria for children's magazines. Each magazine is individually evaluated and suggestions are made for titles of equal interest and value for both elementary and high schools.

The greater part of the book is concerned with magazines for secondary schools. The magazines are discussed first according to subject interest and are presented next in tabular form, giving complete bibliographic information. Next, individual evaluations of the magazines are given, with estimates of value and appeal to students. There is a complete index and a very good section dealing honestly with the comic magazines.

Magazines for School Libraries is the most reliable, recent, and helpful guide available for schools interested in securing the best magazines for elementary or secondary students.

SECONDARY SCHOOL curriculum problems and ways to solve them are presented by J. Paul Leonard in his book, *Developing The Secondary School Curriculum* (New York, Rinehart and Company, Inc., 1946, \$3.50). In the preface, the author states that he has attempted to show the relationship of the secondary school program and the social problems of the major periods in American history, indicating resulting changes in the curriculum and significant deficiencies of current programs in meeting the needs of modern high-school youth. Philosophical and psychological theories are presented as background for a discussion of the educational practices resulting from them. Recent

trends in secondary school curricula are reviewed.

As his major purpose, the author states that he hopes to assist pre-service and in-service students of education who want to study ways of effecting secondary school curriculum revision both by retaining subject classifications and by cutting across traditional subject boundaries, although the author believes that the second method is the most effective in terms of meeting the needs of secondary school students.

The evolution of the modern secondary school is reviewed in a concise and interesting way and conflicting viewpoints of educational theory and of curriculum practices are given in an objective manner. In all cases in which the author presents controversial issues, he is careful to give all points of view but does not hesitate to state his own philosophy or point of view.

The development of a national curriculum movement is traced and specific helps are given in developing core-curriculum programs and units of work and in evaluating pupil learning. The final chapter, "Modernizing the Curriculum," is an effective summary of current trends in curriculum development. Mr. Leonard points out the need for thorough study and reorganization of the secondary school curriculum and suggests eight definite changes which he feels are most necessary. These changes are discussed rather fully and involve more effective teaching of the meaning of democracy; the tools of social and personal living; the skills of scientific method; a program of health education; more effective guidance in personal, social, educational, and occupational problems; and more adequate opportunities for participating in community living, for development of personal interests, and training for productive occupation.

The book is well indexed and includes many bibliographic references in footnote form. While *Developing the Secondary School Curriculum* is not completely original, it does provide a well-organized, readable presentation of secondary-school curriculum problems.

FOR TEN CENTS a copy of a bibliography, *Recent Educational Literature; A Selected List of Recent Books and Articles in Periodicals Which Discuss Educational Aims and Curricular Developments in American Colleges and Universities* may be secured from The Northwestern University Library. It was compiled by Eleanor F. Lewis, reference librarian at Northwestern.

GUIDANCE IN ACTION is the theme of the new volume, *Guidance Practices At Work*, written by Clifford E. Erickson and Marian Crosley Happ (New York, McGraw-Hill, 1946, \$3.25). It consists of descriptions of actual practices in guidance programs in schools of many types and levels, chosen from all sections of the United States. These materials were collected over a period of years and hundreds of guidance-minded people have contributed their efforts. The descriptions of practices are intended as suggestions for methods that have worked well in particular places, and it is assumed that schools will adapt these suggestions to meet local needs.

This book was prepared on the assumption that school administrators and teachers are much interested in developing functional guidance programs in schools today, but that they lack trained personnel to make this possible. *Guidance Practices At Work* is intended to supply the "know how" for those interested in guidance programs and to stimulate in-service growth of teachers in learning how to guide boys and girls more satisfactorily.

A brief selected bibliography is included, as well as a helpful index. Each description of an unusual practice is signed by the person responsible for reporting it and information concerning the name and location of the school represented is given. Teachers, administrators, supervisors, and counselors will find this a stimulating and practical book.

THE VETERANS information bureau has published a leaflet, *Opportunities for Veterans* which gives the reliable sources

of information for veterans. The leaflet is available from the Veterans Information Bureau, American Council on Public Affairs, 2153 Florida Avenue, Washington 8, D. C.

COOPERATION, GENEROSITY, and thoughtfulness of others are suggested in all the books included on the booklist, *Building Together*, prepared by the Division of Libraries for Children and Young People of the American Library Association, at the request of Community Chests and Councils, Inc. The books listed are appropriate for children and young people and were selected in terms of their effectiveness in promoting cooperative attitudes. The project was under the direction of Elizabeth D. Briggs and was prepared by a selected committee headed by Margaret Clark, Librarian of the Lewis Carroll Room of the Cleveland Public Library. The list is priced at 15 cents a copy, with discounts for quantity orders, and may be secured from the Community Chests and Councils, Inc., 155 East 44th Street, New York 17.

A NEW SCHOOL YEAR is beginning and suggests the need for school people everywhere to carefully check publications available for teachers and students to insure that the best things are provided. *Building America*, published eight times per year by the Grolier Society and sponsored by the Association for Supervision and Curriculum Development of the NEA is available at \$2.25 for a year's subscription or at 30 cents for a single copy. It continues to be one of the most worthwhile publications in the country. It is intended for youth groups at high-school and college levels and for the general public.

Each issue is a study unit of factual, illustrated material concerned with one specific social or cultural problem. Recent

issues were devoted to "Cooperatives" and to "America and the Dance." Back issues are available and represent in many cases the best material written on the student level in the specific area.

The masthead of the magazine gives the following statement of purpose: "*Building America* is dedicated to the proposition that the men and women and youth of this land can and will build a brighter tomorrow—a tomorrow in which we Americans will live not apart from or by the suffering of people of other lands, but in cooperation with men of good will everywhere."

Surely there was never a time when materials with such a purpose were more urgently needed. *Building America* is recommended as authoritative, readable, and timely material which will be of inestimable value in secondary schools.

SAFETY AS AN INTEGRAL part of the lives of boys and girls is the theme of the attractive new pamphlet, *Growing Up Safely*, a joint publication of the Association for Childhood Education, the National Commission on Safety Education, and the National Education Association. (Washington, D. C., NEA, 1201 16th Street, N. W., 1946, 50 cents.) Frances Mayfarth served as editor, Mary Giles as illustrator, and Louise Smith wrote the introduction, setting forth the point of view for the publication.

Intended as an aid for elementary school teachers interested in improving safety education, the pamphlet approaches the problem of growing up safely through the three major areas of development: (1) learning to control and use one's body, (2) learning to use and care for materials and equipment, and (3) developing cooperative attitudes toward self and others. The drawings are unusually attractive and contribute to the readability of this brief and worthwhile publication.

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