

The New—in Review

Sara M. Krentzman, Editor

THE AUTHORS of *Growth and Learning in the Elementary School* (New York, D. C. Heath, 1946), Albert J. Huggett and Cecil V. Millard, are professor of education and dean of the School of Education, respectively, Michigan State College, East Lansing, Michigan. They have given us a book which has been long looked for by a host of teachers in the elementary schools of the nation, as well as faculty members concerned with the teaching of courses in elementary education in the teacher training institutions. Although numerous books in the professional field are published annually, few have broken so completely with tradition in an effort to come to grips with the real problems of child growth and learning as they are faced in the typical classroom.

The newer plan of organization of the material is refreshing and interesting and adds life to the content, which altogether too often has been treated much less skillfully.

Here is a source of inspiration for that increasing body of teachers in search of help in applying the newer techniques necessary in the developmental learning processes. Those who recognize the need for help on such essentials in teaching as "Knowledge of Child Growth," "Maturation Through Children's Interests," "Providing for Individual Differences," "Respecting Human Personality," and "Evaluation of Growth" will appreciate the contribution which has been made to the educational literature.

The three divisions of the book rather comprehensively treat: (1) The Structure and Organization of the Elementary School; (2) The Subject Matter for Growth and Learning; (3) Appraisal and Record Keeping of Educational Growth.

In the fifteen chapters one finds the meat of many significant educational ex-

periments, researches, and "educational plans" to improve teaching in the elementary school. With skillful description and analysis, the findings of these experiments are interpreted in the light of the organismic approach to learning. The functional uses of subject matter to promote growth and learning are fully recognized and are capably presented in seven chapters covering half the book. Those who find it difficult to incorporate skill subjects in the core curriculum will find much help here. These chapters are attractively illustrated with cuts depicting the more progressive practices in certain modernized programs of teaching in Michigan.

Comprehensive treatment is given to the important jobs of evaluating progress in the educative process and the recording of essential data for reporting to parents and for counseling purposes.

The authors are well equipped, through training and rich and varied backgrounds of public school and college experience, to undertake the job of giving us this excellent volume on child development with implications for teaching.—VIRGIL M. ROGERS, Superintendent of Schools, Battle Creek, Michigan.

MOTION PICTURES shown in commercial theaters become more meaningful to young people if schools consciously use them as "spring-boards" to learning. The Motion Picture Association of America, 28 West Forty-fourth Street, New York 18, encourages this procedure by making available free of charge to teachers and librarians exhibits, study guides and other materials designed to improve the understanding and appreciation of current films.

Typical of such material is their Discussion Guide for *Two Years Before the Mast*, prepared by Max J. Herzberg of Wenquahic High School, Newark, N. J.

The Guide includes a biographical sketch of the author, Richard Henry Dana, a criticism of the book from which the movie was made, a pictorial sequence with brief captions summarizing the story, suggestions for exercises and projects which might develop from a study of the book and movie, and a very selected reading list of other great sea tales.

Any teacher or librarian may secure these excellent materials free of charge by sending a card to the Motion Picture Association of America, asking to be put on their mailing list.

STUDIDISCS is the trade name of the 12-inch double-faced records (78 r. p. m.) produced by the Popular Science Publishing Company. 83 records (125 titles) are now ready, including selections from literature for elementary, junior, and senior high schools. Some of the classics produced in these recordings are *David Copperfield*, *Macbeth*, *Lancelot and Elaine*, *Evangeline*, and *The Man Without a Country*. Marquis James has written in dramatic form accounts of some of the outstanding historical events in American history. These records may be played on any ordinary phonograph. Complete information, including a list of available titles, may be secured from: The Popular Science Publishing Company, Educational Department Audio-Visual Division, 353 Fourth Avenue, New York 10.

AN INNOVATION in textbook writing is Edna Dorothy Baxter's *An Approach to Guidance* (New York, D. Appleton-Century, 1946, \$2.50). The author has considered seriously the criticisms often made of texts in education, charging that they are dull and uninteresting in style. Consequently, she employs the story-telling method, presenting sound principles and techniques of guidance in a readable sequence of events involving a new director of guidance in a high school and the principal, teachers, and students with whom she works. The story impresses one with its authenticity and its devotion to a realistic school situation. Close study re-

veals the value of the technical material which is presented in this unusual manner.

William H. Burton, director of apprenticeship, Graduate School of Education, Harvard University, has contributed a worthwhile foreword to the book, summarizing the volume and indicating its potential value for school workers, parents, and other lay workers interested in schools. The following quotation from this foreword skillfully describes the organization of the book:

"The story—for that is what it is—begins with the appearance of a new director of guidance and proceeds naturally and realistically from the first contacts to develop the meaning of guidance as interaction between individuals, between individuals and the community, between individuals and the great society of which the community is a part. The interesting and provocative story is not interrupted by pedagogical procedures. The author presents an original device, namely a 'story interpretation' in the second half of the volume. Here the incidents, discussions, crises, and solutions presented in the first part are related to principles, to an underlying philosophy, and to the scientific data. The 'interpretation' is directly related to the 'story' through chapter headings and cross references by page number. This feature of the volume is one of the important creative contributions to text writing in current times. Each chapter in the story has a brief highly selective bibliography. The interpretation is followed by a more extensive and skillfully annotated bibliography."

The author emphasizes in the introduction that this is not a "prescription" book, giving ready-made solutions to problematic situations. She stresses the point of view that every aspect of a guidance problem should be studied and that corrective procedures should be determined in terms of sound principles of guidance.

The annotated bibliography is a valuable section, for the brief annotations summarize the most recent findings in the guidance field. In addition, suggested readings are tied in with each chapter.

While the situation which the story describes is in a high school, the principles and procedures of guidance which are presented are applicable in human relations at any age level.

Because of its unusual style, *An Approach To Guidance* might prove valuable as a basis for discussion for in-service or pre-service education groups. It seems to be one effective solution for the old problem of finding stimulating yet sound reading in education.

A GOOD listening guide to FREC recommended radio programs for student listening appears each month in *Scholastic Teacher*, the supplement which goes without charge to subscribers to classroom editions of *Scholastic Magazine*. "Good Listening" lists approximately sixty network programs chosen by the Federal Radio Education Committee. Four major networks, ABC, CBS, MBS, and NBC, nominate each month their outstanding programs. A carefully chosen committee of educators auditions these programs and selects the ones chosen for listening. Criteria applied in making the choices include: 1. educational significance; 2. radio program quality; 3. instructional adaptability. Each program is annotated; dates, hours, and stations are indicated; and the grade level at which the program would be valuable is given. This monthly guide should prove a significant contribution to the educational use of radio programs.

HEARING AIDS for children are helpful only to the extent that children are willing to use them. Arthur I. Gates and Rose E. Kushner, acting as a subcommittee of the Committee on Problems of Deafness of the National Research Council, have prepared an interesting report of their study of the factors influencing the decision of children to wear hearing aids. The report, *Learning to Use Hearing Aids*, is

available for "limited free distribution" from the Bureau of Publications, Teachers College, Columbia University, New York, 27.

AMERICAN FOREIGN policy, to be understood, requires constant study and attention. One of the most valuable publications for school people interested in international policies is the *Bulletin* of the Department of State. It may be purchased from the Superintendent of Documents, Washington 6, D. C., for \$1 for 13 weeks, or for \$3.50 a year.

Luther Evans, Librarian of Congress, says: "Our experience indicates that the *Bulletin* is one of the most frequently consulted and widely read government periodical in our collections. It is probably correct to say that in responding to inquiries in the field of foreign policy more use is made of it than of any other single document."

FOR FIFTEEN years school administrators from the Middle West have assembled at the University of Chicago to study together issues and problems in school administration. Dr. William C. Reavis has served as director of the conference since its beginning, and he and other prominent educators have provided able leadership.

Since Dr. Reavis was turning over direction of the conference to a new director and since this marked the fifteenth year of the work of the conference, it seemed appropriate that the Fifteenth Annual Conference for Administrative Officers of Public and Private Schools should devote its program to "a survey of the progress, problems, and needs of educational administration." The report of the proceedings of the Conference is now available, with the title *Educational Administration, A Survey of Progress, Problems, and Needs*. (Chicago, University of Chicago Press, 1946, \$2.)



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