

## The New—in Review

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SCHOOL IS BEGINNING AGAIN all over the country and teachers and supervisors are planning their year's work with a fresh enthusiasm. The realization that good materials of instruction are necessary for a good quality of instruction is evident from the requests of school people for information concerning new materials of instruction.

One source of information available is The Twenty-first Yearbook of the Educational Press Association of America, prepared in 1947. This Yearbook is titled *America's Educational Press; A Classified List of Educational Publications Issued in the United States With a Limited Listing of Foreign Journals*. It is available from the Educational Press Association, 1201 Sixteenth Street, N. W., Washington 6, D.C. for 50 cents.

This publication is an invaluable source of information concerning all types of periodicals useful in a school program. The list is classified according to special types of publications and subject areas in the curriculum. Art, elementary and early childhood education, exceptional children, supervision of instruction, radio, and visual education are a few of the forty-four classifications introduced.

In each of the classifications the publications available are listed alphabetically by title. Information given includes the number of issues, the subscription price, the editor, and the address of the publisher. There is no attempt to evaluate the periodicals listed. Anyone interested might write for sample copies of the publications of special interest to him and evaluate them for himself.

THE GLENCOE SCHOOLS have developed a new booklet, *The Fours and Fives in Action*, compiled and written by Eleanor Pahl, in cooperation with the

other representatives of the Glencoe school system. This publication is significant as an excellent example of a readable educational publication. The undercrowded pages, the line drawings, the descriptive photographs, and the attractive page lay-outs make the kind of booklet which parents and teachers will reach for.

The purpose of *The Fours and Fives in Action* is to discuss children at these age levels in order to help parents understand their children better. These descriptions are cleverly written and cover all phases of children's activities and development. Orders should be sent directly to the Board of Education, Glencoe, Ill.

*WHAT TEACHERS SEE* is the engaging title of a colorful pamphlet published by the Metropolitan Life Insurance Company and prepared under the general direction of Dr. George M. Wheatley, with guidance from the company's Advisory Education Group. The purpose of this leaflet is to encourage teachers to look carefully at the children they teach to determine any deviations from normal in their physical conditions. Colorful photographs illustrating some of the signs of illness in children are very effective. These were made by Dr. Louis Henry Koplik in the Children's Clinic of the New York Hospital, Cornell Medical Center, and at the Hunter College Elementary School. Large size type and simple language supplement the interesting photographs.

This free booklet offers valuable help to those desiring a better understanding of the physical development of children. It is based on a sound filmstrip in color, "Teacher Observation of School Children," furnished without cost to school administrators and teachers, by the Metropolitan Life Insurance Company, New York City.

A CURRICULUM WHICH utilizes the knowledge of children as they grow and mature in the American society is analyzed in *Developing a Curriculum for Modern Living* (New York, Bureau of Publications, Teachers College, 1947, \$3.75). This book, written by Florence B. Stratemeyer, Hamden L. Forkner, and Margaret G. McKim, is a part of the research program on the curriculum of childhood and youth education of the Horace Mann-Lincoln Institute of School Experimentation.

The first four chapters analyze the nature of our society and the needs of the children we teach as the two guides to curriculum development and point to the curriculum implications of the analyses. The persistent life situations which learners face at various age levels are suggested and analyzed in chart form in chapter V. This approach to the curriculum through persistent life problems is a new approach in program planning.

The remaining chapters point to ways in which teachers, learners, the school, and the community work together in developing a curriculum based upon persistent problems of living. Descriptions are given of teachers and learners at work at three different grade levels.

The final chapter presents a guide for evaluating the effectiveness of the curriculum in achieving its purposes. Teachers and supervisors will find much practical guidance in this book.—*Sarah Lou Hammond, primary specialist, Florida State Department of Education, Tallahassee.*

TEXT FILMS have been developed by the McGraw-Hill Book Company and became available to educators this past July. They include a series of films, each designed for direct correlation with a specific textbook. They demonstrate a concept that learning is more effective when a variety of tools for learning are used. An example of what is available is the material developed to supplement Schorling's textbook, *Student Teaching*. Five 16 millimeter sound motion pictures and five silent follow-up filmstrips are available for use with this book. These

films will be available to individual users and to film rental libraries through direct purchase from the McGraw-Hill Book Company, Inc., New York City.

In addition to the materials on teacher training, the current Text-Film Program includes three other series of films correlated with French's *Engineer Drawing*, French and Svensen's *Mechanical Drawing*, and Diehl's *Textbook of Healthful Living*. In addition, materials for teachers suggesting ways for making the most effective use of these tools will be available.

Another similar development is the publication of filmstrips to accompany the *Row, Peterson & Company's Basic Reading Series, the Alice and Jerry Series*. These filmstrips were produced in cooperation with the Society for Visual Education of Chicago.

AN UNUSUAL AID for teachers is Helen C. Buzard's pamphlet, *Some New—Some Old Suggestions for Teachers of Young Children*, published by the Bureau of Publications, Teachers College, Columbia University. Miss Buzard has presented some practical suggestions for busy teachers in very simple language with clever line drawings and page lay-out. An introduction by Roma Gans points out that a fine philosophy of education is interwoven in these practical suggestions. This publication gives quick help for beginning teachers or those who want to know better ways of attacking their problems. The clever drawings will make this pamphlet a popular one.

THE EMOTIONAL NEEDS of children are the concern of a new publication, *A Pound of Prevention; How Teachers Can Meet the Emotional Needs of Young Children*, written by James L. Hymes, Jr.; illustrated with black and white drawings by Lloyd McKean. This pamphlet, sponsored by the Caroline Zachry Institute of Human Development, may be ordered from the New York State Committee on Mental Hygiene, 105 East 22nd Street, New York 10, N. Y. The price is 25 cents with a discount on orders over \$5.

The "war babies" now coming to school and their emotional problems are discussed in a very readable fashion in this pamphlet. Teachers are urged to think that these children, called the Purple Heart Brigade, were injured in the war in ways just as real as if they had lost their limbs or their sight. Children were hurt emotionally while our country fought a war, and teachers have a responsibility for understanding their needs and helping them become normal, healthy youngsters.

The suggestions for going about this business are very practically stated. There are do's and don'ts for busy teachers, with many questions and suggestions to stimulate school leaders to think seriously about their relationship with children. This publication could be used effectively with teacher or with parent groups.

TEACHER RECRUITMENT is recognized as a serious problem of educators today. The Louisiana branch of the Association for Supervision and Curriculum Development has done something about it. Under their sponsorship, *You'll Like Teaching*, an illustrated booklet, has been edited by May W. DeBlieux of Louisiana State University and published by the Louisiana Department of Education.

In a foreword addressed to the high school students of Louisiana, John E. Coxe, state superintendent of education, urges young people to become acquainted with the vocation of teaching as they consider their choice of a profession. In the booklet several sections are devoted to the different types of teaching positions available today, including the elementary teacher, the physical education teacher, the commerce teacher, the vocational agriculture teacher, the school librarian, the school principal, the supervisor, and other positions. For each type of position, there is a challenging statement as to the responsibilities, the opportunities, and the kind of training necessary. Many good photographs liven up the text. The beginning of the publication would be more effective if illustrations had been used in the same way as in the latter part.

HUMAN RELATIONS is a concern of school leaders who recognize the significance of individuals and groups working together in our society. An excellent book list, *Reading Ladders for Human Relations*, is now available for \$1 from the American Council on Education, Washington 6, D.C. This book list was developed cooperatively by several school systems, and a group of librarians from the Cleveland Public Library assumed the responsibility for selecting and annotating the books presented.

This pamphlet is the first in the *Work in Progress Series*, planned by the Advisory Committee on Intergroup Education in Cooperating Schools and sponsored by the American Council on Education through a grant of funds from the National Conference of Christians and Jews. The books listed in these reading lists were selected "first as a means of developing appreciation of common needs and values, and second as a means of sensitizing young people to differences between people, differences of opportunity, cultural values, and expectations." They are arranged under eight general themes: Patterns of Family Life; Rural-Urban Contrasts; Economic Differences; Differences Between Generations; Adjustment to New Places and Situations; How it Feels to Grow Up; Belonging to Books; Experiences of Acceptance and Rejection. Under each theme the ladders are presented in two sections. One includes suggested books with annotations, illustrating pertinent treatment of the theme under consideration. The second is an over-all list, including the titles earlier presented suggesting a larger choice. The section titled "How to Discuss Books" is itself worth the price of the book list.

One of the most valuable features of this list is the brief introduction of each theme, suggesting the educational problems in this area and motivating the desire to read widely in an effort to solve these many problems. A good index and a list of publishers complete this publication. It is a must for schools interested in problems of human relations.

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