

## The New—in Review

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**DISPLAY MATERIALS** for presenting books to possible readers are part of every successful library program. They are equally useful to teachers and supervisors who are searching constantly for new ideas for bulletin boards. *Book Displays, January to December*, by Mary Peacock Douglas and Betty Gosnold Jeffrey (Raleigh, North Carolina, State Department of Education, 25 cents) is an attractive pamphlet designed to suggest simple yet effective book displays which require a minimum of time and materials.

Chapter I, consisting of a calendar of special events, suggests a wealth of timely topics around which effective book displays might be planned. The chapters following present ideas for a variety of types of displays, including bulletin boards, table displays, glass case displays, shelf displays, and small space displays. Practical suggestions concerning arrangement, letters and lettering, materials, and tools are a valuable part of the pamphlet. An annotated bibliography offers guidance for further reading in the field of library displays and publicity. Many illustrations and diagrams help the reader visualize possible displays.

The experience of the authors in practical and effective library service is reflected throughout this useful publication. After reading it, most teachers and librarians will be convinced that effective displays are necessary and possible for every school.

**AN INDEX TO ALL GOVERNMENT FILMS** available for public use is now available from the Superintendent of Public Documents, U. S. Government Printing Office, Washington 25, D.C. for 40 cents. Its correct title is *Guide to United States Government Motion Pictures* and credit for its compilation goes to the Library of Congress' Motion Picture Division.

The films are listed according to subject, with correct titles and brief descriptions given. Directions for borrowing or purchasing the films are included. An alphabetical index by subject and title adds to the usefulness of this bibliography.

**DO REPORT CARDS** continue to pop up as a sore spot in your school program? If so, you'll welcome William L. Wrinkle's new book, *Improving Marking and Reporting Practices in Elementary and Secondary Schools* (New York, Rinehart and Company, 1947).

From 1929 to 1939, the Secondary School of the Campus Research-Laboratory Schools of Colorado State College of Education at Greeley carried on a practical research project aimed at discovering an intelligent program of evaluating and reporting student progress. Mr. Wrinkle attempts to present the findings of this study in a book employing an easy, conversational style. In the introduction the author carefully states this purpose:

"You should not expect to turn to the last chapter of this book and find the perfect report form. It won't be there. I have never seen one and I am sure you haven't. I doubt if there is one. For what might be good in one school might not be good in another. Each school has to work out its own forms and practices on the basis of its own objectives, its own philosophy, its own staff. The purpose of this book is to help you work out your own answers, develop your own forms and practices, and avoid making the mistakes we and other schools have made in trying to improve marking and reporting practices. . . ."

The pages following present an action program which is stimulating and convincing. The findings of this group for educators are challenging and suggest

many changes in the more conventional evaluation programs of many schools. The selected bibliography might be used by a faculty study group as a basis for discussions. The author surprises the reader by presenting the bibliography in the regular text rather than as an appendix, at the psychological point when he feels that wide reading is necessary.

*Improving Marking and Reporting Practices* deserves a good audience because it treats a problem needing the attention of most educators and because it is one professional book that is written in an interesting manner.

THE NEWS LETTER, published by Ohio State University's Bureau of Educational Research and edited by Edgar Dale and Hazel L. Gibbon, has as its purpose "bringing information to the teacher about the radio, the press, and the motion picture." It is especially effective because of its briefness and its concise coverage of new materials and findings in the audio-visual field. Each issue carries one full article on a pertinent problem, usually written by Edgar Dale, and many brief items concerning new ideas and materials. *The News Letter* is issued monthly except June, July, August, and September.

THE CHILDREN'S READING SERVICE, 106 Beekman Street, New York 7, will send exhibits of new books to schools for exhibit or selection purposes. This commercial company has just published a 1947-48 edition of the *Annotated List of Books for Supplementary Reading*, edited by Dorothy Kay Cadwallader, and available free on request. This list, suggesting new books of over forty publishers, is arranged by topics and by grade levels.

PLAY THERAPY by Virginia Mae Axline is one of the most interesting of the new professional books. (Boston, Houghton, Mifflin, 1947, \$3.00). The therapeutic possibilities of play activities for children are presented in layman's style, but there is no doubt that these suggestions are based

on scientific findings. The author is counselor in the University of Chicago's Counseling Center. While *Play Therapy* offers much practical help to the teacher who wants to know how to go about the job of understanding children better, it challenges the reader to rethink the basic problems of child growth and development. The case studies presented are fascinating to anyone who has daily contact with children for they encourage one to observe more intelligently children's actions, responses, and development.

NURSERY SCHOOLS AND KINDERGARTENS are fast coming to be accepted as an integral part of the program for primary education in this country according to *Schools for Children Under Six, A Report on the Status and Need for Nursery Schools and Kindergartens* by Mary Dabney Davis (Washington, U. S. Office of Education, Bulletin 1947, No. 5, 20 cents). This report of a study made by the U. S. Office of Education presents pertinent information concerning the purpose and nature of pre-school programs in the United States, the teachers in these programs, and the facilities available. The opening chapter presents a point of view concerning the extension of educational programs for children under six.

TEACHER TRAINING AGENCIES should give careful consideration to *Foundations for Teacher Education in Audio-Visual Education* by Elizabeth G. Noel and J. Paul Leonard (American Council on Education, 744 Jackson Place, Washington, D.C., 75 cents). It includes suggestions for pre-service and in-service programs and a helpful bibliography.

BUILDING AMERICA continues to present each month a study unit on a modern problem, employing forceful writing, photographs, charts, and diagrams. Sponsored by the Association for Supervision and Curriculum Development, N.E.A., it is sold for \$3.00 for a year's set of eight

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unit as determined by the number of transported pupils in average daily attendance and the area served; \$300 per instruction unit for other current expenses; and \$300 per instruction unit for capital outlay and debt service. The county must raise from local sources an additional \$100 per instruction unit for capital outlay to participate in this phase of the program.

11. The law provides for the first time minimum qualifications for a four-year college degree for all county superintendents, to become effective in 1952.

12. All counties are now required to have five-member, non-salaried, policy determining boards elected by direct vote of the people.

13. All special tax school districts are to be consolidated into one county-wide district effective January 1, 1948.

14. A seven-member state advisory council of education has been established.

15. A teacher education advisory council comprised of a representative of each of the state teacher training institutions, representatives of the State Department of Education, and an equal number of persons connected with the public schools shall be appointed by the state board on the recommendation of the state superintendent of education to aid in developing desirable standards and assist in the improvement of teacher and administrator training in the state.

16. The state scholarship program for college students preparing for the teaching profession and for teachers who wish to improve their qualifications by additional college training is greatly expanded.

17. In the field of higher education a university system was established, all institutions being made co-educational, and the name of the former Florida State College for Women was changed to the Florida State University.

Florida has been concerned with improving its educational program for many years. Educational specialists and consultants have been brought into the state at various times. The present and past governors have been actively interested. Under the leadership of the state superintendent a lay committee has been organized. It is made up of fifteen of the ablest lay citizens in the state. This committee has made a very intensive study of the schools and their needs and have made recommendations to both the 1945 and 1947 legislatures. Florida's recent legislation reflects the interest and concern of lay and professional groups alike throughout the state. The legislation just passed was truly a result of citizen interest and concern about securing better schools for children and youth.—*J. M. Leps, College of Education, University of Florida, Gainesville, for the ASCD Legislative Committee.*

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units, or at 45 cents a copy. It is intended for use in schools, colleges, public libraries, and for general informational reading.

The October, 1947 issue, centered on *Power*, is an excellent example of the type of material *Building America* offers.

Taking the whole problem of electrical power—its value, its cost, its development, and the social problems and issues its presents, *Building America* has developed a rich background of dependable material intended to stimulate study and understanding of this problem. This publication

is one of the best values in instructional materials now on the market.

MOTION PICTURE study guides are available for many of the new motion pictures on request to the Motion Picture Association, 28 West 44th Street, New York 18. These guides contain many reproductions of stills from the picture and suggest questions to stimulate appreciation for the productions. They are free to educators who ask for them.

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