HAROLD ALBERTY'S NEW BOOK, Reorganizing the High School Curriculum (New York, Macmillan, 1947) presents a clear and challenging picture of the purposes to be achieved in our secondary schools. It wastes no time with long, drawn-out statements of the many objectives underlying a curriculum for adolescents, but comes directly to the point of what should be the purposes and functions of secondary education.

Once this basic framework is laid, the text analyzes and puts into sharp focus the short-and-long-comings of the subject-centered and the experience-centered curriculum.

The author gives a fair treatment in his analysis of the two approaches and brings the reader to a realization that neither maintains a "simon-pure" attitude toward the conflict between those who would follow societal and individual needs. Indeed, he resolves the duelism through an emphasis upon needs as flowing from the interaction of the individual and his environment.

The author maintains that when needs are viewed as a result of the interaction of individual and social forces, we have a basis for an evolving core curriculum. His description of characteristics of such a core would be helpful to faculties at almost any stage of curriculum reorganization. The review of the procedures which have been used is extremely helpful.

In Part III the author discusses this reorganization in terms of teacher-student planning and includes particularly valuable suggestions regarding the resource unit. He maintains that source units, properly constructed, would be a benefit even in cases where the program of study appears to be subject-centered. Throughout the book basic principles and illustrations of practices are interwoven. The reader gains much from such an analysis of theory in relation to practice. In this respect the book varies widely from many which devote earlier chapters entirely to theory and later chapters to practice.—W. T. Edwards, Professor of Education, Florida State University, Tallahassee, Fla.

EDUCATION FOR OUR TIME is the theme of the November issue of Survey Graphic ($4. a year, 40 cents a single issue, 112 East 19th Street, New York City 3). Some of America's foremost educators have contributed to this frank survey of the present status of education and have suggested solutions for some of the most difficult problems. Ordway Tead, George N. Shuster, I. L. Kandel, John Dale Russell, Harold Benjamin, Harry Hansen, and others have joined efforts in making this issue of Survey Graphic extremely valuable.

This publication offers excellent possibilities for stimulating discussion groups in civic clubs, for educating individual citizens, and for challenging educators to look squarely at the professional problems confronting them today.

PROMISING PRACTICES IN INTERGROUP EDUCATION, prepared for the Administrative Committee on Intercultural Education of the Detroit public schools by Marion Edman and Laurentine B. Collins, is one of the most helpful publications in this field. (Bureau for Intercultural Education, 1697 Broadway, New York City 19, 20 cents.) This is a report of the attempts in the Detroit schools to teach better human relations among individuals and groups—social, religious, socio-economic, political, and national.

The report is organized by the types of approaches used: the contributions approach; the people are alike approach; the
study of prejudice approach; the precept approach; the democratic procedures approach; the ideals vs practice approach; the personal contacts approach; the community participation approach. In the introduction these approaches are presented with the warning that the strength of a program lies in its continuity and diversity, and that approaches must be planned in terms of suitability to local needs. Most commendable is the attempt to evaluate each approach, pointing out values and limitations.

Throughout the discussions references are made to materials which proved helpful in various activities. A summarizing bibliography suggests selected printed materials of especial value.

THE RECORD PLAYER is becoming a real ally of the high school teacher of English for increasing enjoyment and understanding of literature. Charles Laughton, Ronald Colman, Ingrid Bergman, and people of similar gifts are available in classrooms through the gradually increasing variety of educational recordings. Records may be properly selected and used to interpret subject matter studied, illustrate literary works referred to, and enrich the English curriculum in many directions.

To interpret and add to class study, for example, there are such records as: Rip Van Winkle with Walter Huston (Decca DA 432); The Pied Piper of Hamelin with Ingrid Bergman (Decca DA 450); The Rime of the Ancient Mariner (Studidisc); Hamlet with Maurice Evans (Columbia M 340); Macbeth with Maurice Evans or with Orson Wells (Columbia C-MC-33); and many more. To illustrate works studied about but not presented in most anthologies there are many, including: Moby Dick with Charles Laughton (Decca DA 401); Lost Horizon with Ronald Colman (Decca DA 402); Kipling Songs with Norman Gordon (RCA Victor M-1030); Mr. Pickwick's Christmas with Charles Laughton (Decca DA 379).

For enrichment, the teacher's choice is limited only by time, money, and purpose. Consider these: The King's Henchmen with Lawrence Tibbett (RCA Victor M-1015); The Snow Goose with Herbert Marshall (Decca DA 386); The Story of the Juggler of Our Lady with John Nesbitt (Decca DA 357); Robert Frost's recordings of his own poetry (National Council of Teachers of English); Great Themes in Poetry read by Basil Rathbone (Columbia Set E-1); Negro Songs and Spirituals sung by Paul Robeson (Columbia Set M 610); Tales of the Olympian Gods, narrated by Ronald Colman (Decca DA 475); Lincoln's Gettysburg Address, with Charles Laughton (Columbia S 2711N); Robin Hood, with Basil Rathbone (Columbia M-MM-583).

Because the supply is constantly increasing, departments of English and school libraries need catalogs. These are available:


As in the case of all new materials of teaching, the use of records in classrooms requires thought and planning. Teachers need to set up criteria for the use of records as well as for the quality of the records themselves. The relationship of the recording to the course of study is important, as is the point in the lesson series at which the record gives the greatest profit. Recordings of Macbeth, for instance, seem to some teachers to be most valuable as a culmination to the study of the play.

Problems sometimes arise from the mechanical nature of the equipment—not all schools are conveniently equipped. Care needs to be taken that all pupils can
hear without strain, and yet that the amplified sounds do not annoy people in other rooms.

To make room for anything new or different time must be found by the omission of something done previously. A common sense test, therefore, for the use of a record (or a movie, a book review, a debate, or any other activity) is: Does this do what is desired as well as or better than methods formerly used? Does this do something more desirable than the class experience it is replacing? — Lois Geiger, head, English Department, St. Petersburg High School, Florida.

THE TYPES OF EXPERIENCES children should have in an elementary school are suggested in Education Briefs, No. 8, published in October, 1947 (Federal Security Agency, U. S. Office of Education, Washington 25, D. C.). This is a report of a conference of leaders in education, representing seventeen national organizations of note. The experiences children should have are organized in outline form to show relationships and objectives. This list could be valuable as a basis for group discussion or for evaluation of a school program.

THE USE OF PHONOGRAM records to improve reading is suggested by Dilla W. MacBean in the leaflet, Phonograph Records and Their Use in a School Library (Monographs on Language Arts, No. 51, Row Peterson and Co., Evanston, Ill., free). Mrs. MacBean, library adviser to the Superintendent of Schools, Chicago, Ill., tells in an interesting manner the activities of the Chicago Teacher-Librarians Club in evaluating story-telling records. The selected list culminating their work is included in this monograph. It suggests a good basic library of story-telling records for elementary schools.