

The New—in Review

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WHAT DO YOU KNOW about your newspaper? As an educator, are you satisfied with the purposes and the effects of the newspaper in your community? How does it rate as an effective media of communication, and what does it communicate?

Your Newspaper; Blueprint for a Better Press was written by the nine Nieman Fellows in journalism at Harvard University in 1945-46 and edited by Leon Svirsky. (New York, Macmillan, 1947, \$2.75) The Nieman Fellows are able and mature journalists who are given an opportunity to study together at Harvard for one year. This particular group decided to collaborate on a book which would analyze the American newspaper and recommend ways for its improvement. *Your Newspaper* is the result.

This book was written for the average American reader. It is not a technical or professional publication. In simple, forceful style, the authors analyze the major criticisms of the press: that it is irresponsible; that it is biased; that it is narrowly owned and controlled. Every section of the newspaper is scrutinized, from the headlines to the comics. Suggestions are made as to what the reader can do to improve the press.

The responsibility of educators to be concerned about the media of communication of ideas cannot be shirked. *Your Newspaper* provides a stimulating discussion of one of the chief educational tools we have today. The book is worth reading because it illustrates good writing and excellent format, and presents a message that deserves to be read.

THE ANNUAL BOOK LIST of the National Conference of Christians and Jews, "Reading for Democracy—Books for Young Americans" is ready for distribu-

tion. (Chicago, 203 North Wabash Avenue. Free).

THE WISCONSIN COOPERATIVE EDUCATIONAL PLANNING PROGRAM has developed a number of valuable curriculum materials. One of the newest is *Guidance Services Personalize Education*, Bulletin no. 11 (Madison, Wisconsin, State Department of Education). It is attractively illustrated and well written.

THE LITERATURE ABOUT TEACHING is rich and varied. It seems strange that no one has thought it worthwhile before this year to collect the poetry, stories, and essays about education in an anthology. *Unseen Harvests; A Treasury of Teaching*, edited by Claude M. Fuess and Emory S. Basford (New York, Macmillan, 1947, \$5) presents the literature in this field in one ambitious volume.

The editors state that they have tried to select passages from authors great or insignificant who have written seriously and well about the purposes or methods of education or have presented the educational scene in an entertaining fashion. There is no basic scheme for the book; the selections are arranged in a casual and unrelated order. This informal presentation encourages one to browse through the book and read the selection which appeals to him at the moment. Each of the selections is prefaced by a very brief introduction of the author and setting the stage for the particular passage chosen.

The serious and the humorous aspects of teaching and learning are equally represented. Booth Tarkington's Penrod dreams through his arithmetic class; Quintilian orates on the duties of the schoolmaster; Woodrow Wilson attempts to answer the question, "What is a college for?"; Irwin

Edman philosophizes on his former students; Confucius says what he thinks about the ideal teacher and how people learn. Thomas Jefferson, James Thurber, Mary Ellen Chase, John Milton, Aldous Huxley, and many others have their say.

Unseen Harvests is a rich treasury of ideas, ideals, and experiences which offers inspiration and entertainment to all educators. It is a book which can be enjoyed over and over again. It deserves a place in every teacher's personal library.

CHILDREN AND BOOKS by May Hill Arbuthnot (Chicago, Scott, Foresman, 1947, \$5) is intended to answer two questions: "What kinds of books do children like?" and "How can we get our children to read better books?" Written to be used as a textbook in children's literature courses for teachers and librarians, it also offers excellent help to parents and teachers interested in reading guidance.

The reading interests of children from two to fifteen are covered, and all types of reading are discussed. For each type of reading, criteria is developed and selections from good books are included. Many illustrations by outstanding artists are used, with captions which comment on the artists' techniques or style. The selective bibliographies with annotations are especially valuable for anyone interested in buying children's books.

The author's desire to get children and books together permeates this book. Throughout the various chapters, adults are encouraged to become book-sellers rather than book-keepers for children. There are countless suggestions included

for effective ways to interest young people in reading. Mrs. Arbuthnot's conviction that books offer much to children is contagious. *Children and Books* should result in happier reading situations for the youngsters whose parents and teachers read it.

THROUGHOUT THE COUNTRY educators will watch with interest the work of the Citizens Federal Committee on Education. Appointed as an advisory group to the U. S. Office of Education, this committee includes representatives from all segments of national life. *Citizens Look at Education* (Washington, D. C., U. S. Government Printing Office) is a progress report of the committee's activities.

THE SCHOOL LIBRARY has emerged as a communications center for the printed and audio-visual materials essential for a good learning situation. It has become accepted as a reading, reference, and activity center. But in many cases, the realization that the library is an indispensable agency is accompanied by an awareness that more information is needed about school library service—its purposes, possibilities, and plans.

Lucile F. Fargo's fourth revision of *The Library in the School* (Chicago, American Library Association, 1947, \$4.) is the basic book in this area. All school librarians will want this new edition of a familiar book. Many supervisors, school administrators, and teachers who want to know more about libraries will find this book useful.



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