

Guides to Further Reading

To the administrator whose early education has dealt, in the main, with problems of organizing and administering a school system, close acquaintance with problems of instruction is indeed a difficult task. The individual who recognizes that he, as well as his teachers, must participate in programs of in-service growth, will welcome the following selected and annotated list of references prepared by Walter A. Anderson, chairman, Department of Administration and Supervision, School of Education, New York University.

Some Good Reading on Administering the Curriculum

WALTER A. ANDERSON

THIS ANNOTATED bibliography contains selected, recent references which are helpful in curriculum building and the administration of school improvement programs. While selections were made primarily with administrators and supervisors in mind, most of the references are equally valuable for teachers; and several of them are useful to interested laymen. The list is organized under four headings: Planning the Curriculum for Living and Learning; Planning the Curriculum to Serve the Child; Planning the Curriculum to Serve the Community; and Planning the Curriculum to Serve the Nation and the World.

Since the bibliography is limited to recent publications, it necessarily omits important studies and other references. Some of them that deserve re-reading by curriculum workers and administrators are: the five volumes in *The Eight Year Study* of Secondary Schools and Colleges; the reports of the *American Youth Commission*; earlier publications of the *Educational Policies Commission*; the several volumes of the

Commission on Teacher Education of the *American Council on Education*; and recent yearbooks of the Association for Supervision and Curriculum Development; the American Association of School Administrators; the National Association of Secondary School Principals; the Department of Elementary School Principals; the National Council for the Social Studies; and the Department of Rural Education—all departments of the National Education Association—the National Council of Teachers of English; the National Council of Teachers of Mathematics; the John Dewey Society; and the National Society for the Study of Education.

PLANNING THE CURRICULUM FOR LIVING AND LEARNING

Alberty, Harold M. *Reorganizing the High School Curriculum*. New York: Macmillan Co., 1947. 458 p. \$4.

Stresses the core curriculum in the secondary school. It provides definite help for teachers and administrators on: studying the adolescent as a basis for curriculum reorganization; the evolving core curriculum; procedures in curriculum reorgan-

zation; developing resource units; teacher-pupil planning; guidance through classroom activities; and dealing with controversial issues. The last chapter presents a program for curriculum reorganization in the high school.

Miel, Alice. *Changing the Curriculum*. New York: D. Appleton-Century Co., 1946. 242 p. \$2.25.

An important basic study on curriculum change and the group process involved. It discusses the basic problems in modifying the curriculum and describes effective ways of working to improve school programs. There is an excellent chapter on leadership, and a series of descriptions of curriculum projects.

National Education Association, American Association of School Administrators. *The Expanding Role of Education*. Twenty-sixth Yearbook. Washington, D.C.: American Association of School Administrators, 1948. 484 p. \$3.

Deals with education in present-day America. Contains much helpful material on the curriculum for young children, adolescents, adults, and exceptional children; and also has useful chapters on physical, mental, and social fitness; work experience; creating goodwill; learning aids; personnel; school plant; financial support; and social pressures.

National Education Association, Association for Supervision and Curriculum Development. *Organizing the Elementary School for Living and Learning*. 1947 Yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, 1947. 211 p. \$2.25.

A unique yearbook written cooperatively by teachers, administrators, supervisors, and college faculty members. Organized in five chapters: Organizing for Children's Living and Learning; Focus on the Child; Toward Community Planning; In the Interest of the Nation; and Citizens of the World. Down to earth illustrations from schools in four different sections of the United States make this a book wel-

comed by teachers and all who are working toward better education for children.

National Education Association, Educational Policies Commission. *Education for All American Youth*. Washington, D.C.: The Commission, 1944. 421 p. \$1; *Education for All American Children*. Washington, D.C.: The Commission, 1948. 292 p. \$1.25.

Companion books of importance to those concerned with curriculum building. *Education for All American Youth*, published four years ago, is well known to curriculum workers. *Education for All American Children*, recently published, focuses upon elementary schools from the kindergarten through the sixth grade. It is a volume about good schools and efficient schools based on observations and appraisals of many schools scattered throughout the country. The book presents enduring values that should guide and direct education and the procedures and practices that promote these values.

Stratemeyer, Florence B.; Forkner, H. L.; and McKim, Margaret C. *Developing a Curriculum for Modern Living*. New York: Bureau of Publications, Teachers College, Columbia University, 1947. 558 p. \$3.75.

A publication in the series prepared by the Horace Mann-Lincoln Institute of School Experimentation, which urges the kind of curriculum planning that enables individuals to gain maturity in their personal lives and as members of society. It describes the type of experiences which upper grades and secondary schools should provide for successful living in the contemporary world. The authors present a large body of practical suggestions. Detailed charts outline representative life experiences and suggest creative responses.

PLANNING THE CURRICULUM TO SERVE THE CHILD

American Council on Education, Commission on Teacher Education. *Helping Teachers Understand Children*. Wash-

ington, D.C.: American Council on Education, 1945. 468 p. \$3.50.

A synthesis of the best in research, thought, and practice which promotes child growth and development. It is a report on a project developed by a particular school system, and carried on over a period of years with Commission assistance. The story is developmental; it reveals classroom teachers and principals growing through the intelligent and persistent study of children.

The Faculty of the University School. *How Children Develop: A Revision of Child Development Study. Adventures in Education, University School Series No. 3.* Columbus Ohio: College of Education, Ohio State University, 1946. 80 p. \$1.

Based on belief in understanding the growth and development of children and adolescents, it charts child development from early infancy through childhood and adolescence. The text is brightened by the effective use of cartoons.

Jersild, Arthur T. *Child Development and the Curriculum.* New York: Bureau of Publications, Teachers College, Columbia University, 1946. 274 p. \$2.75.

Prepared for the Horace Mann-Lincoln Institute of School Experimentation at Teachers College. Deals with implications of the child development point of view and of research findings for curriculum building. Chapter titles are: The Child Development Approach to the Curriculum; Principles of Child Development as Applied to the Curriculum; Development During Infancy; The Pre-School Years; The Elementary School Child; Adolescence.

PLANNING THE CURRICULUM TO SERVE THE COMMUNITY

Mort, Paul R., and Vincent, William S. *A Look at Our Schools.* New York: Jaques Cattell Press, 1946. 115 p. \$1.50.

Written for all people who are interested in finding out what modern educa-

tion is trying to do. It is for puzzled parents and other citizens who do not realize that with the changing times and social conditions, schools must also change. It is for teachers and school administrators who are working toward school improvement. It is a book for the thinking citizen in language he can understand on the science of learning, the three R's, character and discipline, and what makes for good schools.

National Education Association, Association for Supervision and Curriculum Development. *Large Was Our Bounty: Natural Resources and the Schools.* 1948 Yearbook. Washington, D.C.: Association for Supervision and Curriculum Development. 216 p. \$2.50.

A keen analysis of the need for consideration of the problem of conserving our nation's resources in the planning of school curriculums. Shows how education in this area can materially effect the quality of social living of the people, analyzes basic understandings in the area, and suggests learning activities appropriate to varied levels of maturity.

Olsen, Edward G., and others. *School and Community.* New York: Prentice-Hall, Inc., 1945. 422 p. \$3.75.

A vigorous treatment of the philosophy, procedures, and problems of community study and service through school and college programs. Ten bridges between school and community are explained and implemented by descriptions of practice in selected schools and communities. The bridges are: documentary materials, audio-visual aids, resource visitors, interviews, field trips, surveys, extended field studies, camping, service projects, and work experience.

Olson, Clara M. and Fletcher, Norman D. *Learn and Live.* New York: Alfred P. Sloan Foundation, Inc., 1946. 101 p. \$1.50.

Tells the story of the Sloan Foundation experiments in applied economics. It describes how schools in Kentucky, Florida,

and Vermont changed the curriculum to serve their communities.

Storen, Helen F. *Laymen Help Plan the Curriculum*. Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1946. 75 p. \$1.

A pamphlet based on extensive study of the layman's role in curriculum development. It presents, in concise form, materials relating to lay participation which will be found helpful by curriculum workers in planning and carrying forward programs of curriculum improvement. Chapter headings are: The People's School; The People Help; Participation Brings Problems; Problems Have Their Solutions.

PLANNING THE CURRICULUM TO SERVE THE NATION AND THE WORLD

Amidon, Beulah, editor. *Education for Our Time*. New York: *Survey Graphic*, November 1947. 104 p. 60¢.

A special issue of *Survey Graphic's* Calling America Series presenting twenty-one articles on Education for Our Times by professional writers, educators, an economist, a film program executive, and an ex-service man preparing to teach. Titles such as these will catch the eye of the curriculum worker, and will be read with profit: Education's New Responsibility; "No Child Need Be Lost"; The Most Important Years; High School—A Hot Spot; How Shall We Foot the Bills?; Lifelong Learning; Educational Strait Jackets; "So You're Going to Be a Teacher"; and Education Must Save Freedom.

Benjamin, Harold. *Under Their Own Command*. 1947 Kappa Delta Pi Lecture. New York: Macmillan Co., 1947. 88 p. \$1.50.

A challenging book of observations on the nature of a people's education for war and peace which develops an optimistic theme. The author takes forceful issue with those who have a gloomy and pessimistic outlook. He sketches the pathway which man must follow, and outlines the

educational steps which must mark his course.

Brameld, Theodore. *Minority Problems in the Public Schools*. New York: Harper and Bros., 1946. 264 p. \$2.50.

A study of administrative policies and practices in seven typical school communities. Indicates problems of intergroup education and how they are being met through educational programs.

Fischer, John. *Why They Behave Like Russians*. New York: Harper and Bros., 1947. 262 p. \$2.75.

A book which is neither a defense nor an indictment. It does not attempt to excuse the Soviet system, nor does it accuse it. Instead, the book presents an unbiased explanation of the motives which chart the present and future course of Russia.

Gunther, John. *Inside USA*. New York: Harper and Bros., 1947. 920 p. \$5.

A current best seller. It is a comprehensive state-by-state analysis of trends, issues, and personalities that interprets America to Americans. As a study of democracy in action, it will help curriculum planners to provide educational experiences which serve the nation.

John Dewey Society. *Intercultural Attitudes in the Making*. Ninth Yearbook. New York: Harper and Bros., 1947. 246 p. \$3.

Written for parents, youth leaders, and teachers at work, this book presents basic principles of intercultural education. Three sections on Working With Children; Working With Young Adolescents; and Working With Youth provide a wealth of practical experience and helpful suggestions for serious workers in education.

Mallery, Otto Tod. *More Than Conquerors*. New York: Harper and Bros., 1947. 204 p. \$3.

Named by the *NEA Journal* as the most important book of 1947. Every teacher, administrator, and influential layman needs to understand how the inter-

national economic machinery works if he is to contribute to durable peace. The author outlines goals for a six-year program, and points out the immense importance of the International Trade Organization, which is to world peace on the economic front what UNESCO is on the educational front.

National Education Association. *Education for International Understanding*. Washington, D.C.: The Association, 1948. \$1.

A report of the Committee on International Relations, setting forth the problems and issues of education for international understanding, stating the qualities of the world-minded American citizen; giving backgrounds of world conditions; suggesting organization of the

curriculum; and describing learning experiences appropriate for elementary and secondary schools.

National Education Association, National Council for the Social Studies. *Democratic Human Relations*. Sixteenth Yearbook. Washington, D.C.: The Council, 1945. 366 p. \$2.

Reports a wide range of promising practices in intergroup and intercultural education. The several chapters deal with the purposes of intergroup and intercultural education; curriculum problems; planning learning activities; practices in social studies courses; study units; school activities; community utilization; guidance; education of ethnic and lower class groups; materials and sources; and conclusions.

*First two volumes in a new series of
Horace Mann-Lincoln Institute of School Experimentation*

Child Development and the Curriculum

By Arthur T. Jersild and Associates. Third Printing. 274 pp. Cloth \$2.75

Appraises child development research and suggests how to fit a curriculum to the growing child. Prompts evaluation of school programs in terms of children's needs.

Developing a Curriculum for Modern Living

By F. B. Stratemeyer, H. L. Forkner, M. G. McKim, and Associates
Published in June. 558 pp. Cloth \$3.75

A new approach through curriculum suggestions based on situations of daily life. Provides a definite point of departure for achieving curriculum improvement.

BUREAU OF PUBLICATIONS
Teachers College, Columbia University
New York 27, N. Y.

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