COOPERATIVE PLANNING is a topic which is getting a great deal of play at educational conferences and in the professional literature these days. Much too often our deliberations on the subject are academic, and the persons who should be doing something about it in the schools are not particularly impressed. A new film, released by Teachers College, Columbia University, Learning Through Cooperative Planning, portrays how an "entire elementary school, through its school council, decided to cooperate in the community’s annual spring clean-up and beautification campaign." The film attempts to show such essential steps in group planning as: identifying the problem, collecting ideas, making decisions, keeping accurate records, and evaluating.

Films about schools frequently are criticized for being unrealistic: "Nobody could accomplish such wonders so fast and nobody is that good all the time. Don’t they have any of the hard going the rest of us have?" It is impossible to include all that happens in a school through the eyes of the camera. At best it must be selective, and this film has done a splendid job in giving a good overview of how teachers, pupils, and parents can plan together.

For professional meetings, parent-teacher study groups, and teacher education it should prove to be an excellent teaching aid. For information on its availability write to the Bureau of Publications, Teachers College, Columbia University, New York.

INSURANCE. Mathematics teachers will be interested in a resource unit on insurance, recently published by the College of Education, University of Illinois. The unit is a report of a curriculum workshop in mathematics. A great many suggested activities are included which should prove of great help to teachers interested in the subject. Types of insurance discussed are: automobile, casualty, fire, general, life, and social security. An extensive bibliography of books, pamphlets, magazine articles, and films makes the unit a valuable resource for the teacher. Mimeographed, 81 pages, price 50 cents. For copies write to K. B. Henderson, Associate Professor of Education, University of Illinois, Urbana.

TEACHER EDUCATION. School and Community Laboratory Experiences in Teacher Education is a new book published by the American Association of Teachers Colleges. For those interested or engaged in teacher education, this book is both valuable and necessary reading. For those who are interested in teaching, either as teachers, supervisors, or administrators, the book will be a helpful reference concerning recommended procedures for the improvement of teacher education.

John G. Flowers and his committee have made an extensive study of the curricula of teachers colleges and of the types of student teaching experiences that are now extant in the institutions which train America’s teachers. The book is an outgrowth of a study set up by the AATC to reappraise the standards governing student teaching. In outline it sets up a group of nine principles which should direct the necessary laboratory experiences. Following these principles is an examination of the curricular practices of the member institutions of the AATC and of fifty liberal arts colleges which engage in teacher education. Next is described the practices that are used or have been suggested to be used for the implementation of the principles which should govern student teaching. These practices are set
up in four descriptive areas: the experiences which precede student teaching; the experiences of student teaching; the experiences which follow student teaching; and the guidance of students during the laboratory experiences of student teaching.

The book is primarily descriptive in nature. It is not a research study in the sense that it has collected data which will reveal the best practices to be used in the laboratory experiences in student teaching. It does, however, provide a fine source for current laboratory experiences and recommendations for improvement in laboratory experiences. It also suggests needed research and investigation in the field. One of its chief contributions is its emphasis that laboratory experience in student teaching should not be confined to the laboratory school but should consist of a wide variety of community activities that will assist the student teacher in a better understanding of the community and its children. Another significant aspect of the book is the responsibility it places upon the staff of the entire teacher training institution to make laboratory experiences in teacher education meaningful.

A good summary of the book is made by one of the contributors who wrote this statement concerning the concept of professional laboratory experiences: "The time is at hand for rethinking the program of professional education and applying the best we know about social needs and the way learning takes place. Doing these makes it evident that direct contacts with teaching-learning situations cannot and should not be limited to a course of student teaching. Rather than a course, there is need for a series of laboratory experiences extending over a period of college work and designed to help the student to participate and study the major activities of today's teacher. Teachers and children at work in school and in the community are a resource to be turned to by the intending teacher in the same manner as the library is now used."

This book should stimulate activity in the enrichment of laboratory experiences for student teachers and will serve as a guide for those who are interested in seeing that such activity takes place.—Reviewed by H. M. Gunn, president, Oregon College of Education, Monmouth.

ADVENTURES IN HUMAN RELATIONS is a bulletin of the Association for Childhood Education, Washington, D. C. This 36-page pamphlet is not new either in material or approach, yet it is doubtful if we can ever have enough publications of its type. The first section states the problem; the second section, "Human Beings I Have Known," is a parade of "Most Unforgettable Characters." The "why" of this treatment here is not clear, but it makes interesting reading. The rest of the pamphlet is devoted to those diverting little incidents that happen in every classroom and what was done about them. Teachers on all levels will profit from reading about them. Don't miss the philosophy of education that is inserted in bold print as leads for the incidents recorded. These tid-bits with a punch are the reasons why the particular articles were selected.—Reviewed by Ray O. Wolf, supervisor, Social Studies, Portland, Oregon, Public Schools.

SCHOOL HEALTH. "Help Unlimited" could well be the title of a new book by Ruth E. Grout, Health Teaching in Schools. All teachers, as well as other school health personnel, will find here inspiration and assistance in planning, developing, and evaluating health programs. The book presents ways in which the health needs of the child may be met through home, school, and community understanding and cooperation. It also presents content material and suggestions for its implementation in the modern educational program. These suggestions point toward the ultimate goal of "improved health behavior of the children themselves, and toward improved health conditions in the home, school, and community."

Health needs are particularly emphasized as a basis for the instructional pro-
gram. Teachers will also find many suggestions for evaluating their work with students.

The chapter on audio-visual education is outstanding. The all important question of “what” to present as well as “when” and “how” is developed in such detail that every reader will receive immediate help with problems in this field.

Other phases of the health education program are equally well presented. The book contains wonderful help and it should be available to all teachers. It will help us do a better job of “Health Teaching in Schools.” Published by W. B. Saunders Co., Philadelphia, 1948. 320 p.—Reviewed by Greba Logan, supervisor of health, Portland, Oregon, Public Schools.

Calling your attention to the 1949 revised edition of

ARTHMETIC FOR YOUNG AMERICA

By John R. Clark and others. The series that systematically develops the number system for use in arithmetic reasoning . . . that helps children to grow in power to help themselves.

World Book Company YONKERS-ON-HUDSON 5, NEW YORK 2126 PRAIRIE AVENUE, CHICAGO 16

Educational Leadership