

## The New—in Review

Sara M. Krentzman, Editor

RURAL EDUCATION IN AMERICA was the theme of the Conference on Education in Rural Communities held at the University of Chicago in the summer of 1944. From this conference has resulted a book, *Education for Rural America*, edited by Floyd W. Reeves. (University of Chicago Press, Chicago, Ill., \$2.50.) This volume is a compilation of the reports given on many aspects of the rural education problem by the leaders who participated in the 1944 conference.

The editor begins the book with a chapter called "Emerging Problems in Rural Education", which is a skillful summary of rural resources and problems. Other chapters deal with social and economic problems, the place of public agencies in the improvement of rural life, and the importance of cooperation among voluntary agencies, four of which are discussed thoroughly.

As quoted from the summarizing material on the back flap of the book jacket, the conclusions reached by these outstanding educators are: "that rural young people should be prepared for urban as well as rural living through a broadly conceived educational program that includes guidance as well as training; that larger school and library administrative units are needed for the effective use of educational funds; that local resources must be supplemented by state and federal aid; that trained local leadership is essential; and that the work of all agencies engaged in rural education should be coordinated to avoid wasteful duplication or gaps in the needed experiences of children, youth, and adults."

There is a wealth of useful material in this one small volume and it is worth the attention of all educators, both rural and urban.

MAPS AND MAP SERVICES are thoroughly evaluated in the October, 1945, issue of the *Subscription Books Bulletin*. This publication may be purchased for 50 cents a single copy or \$2. per year from the American Library Association, 520 N. Michi-

gan Avenue, Chicago 11, Ill. Each issue reviews a special type of reference material, and librarians and teachers have come to depend on it for an objective, authoritative opinion on this kind of material.

PLANNING FOR SCHOOL BUILDINGS is a topic much in the news today, now that the war is over and building construction is again in the world of possibility. *A Guide for Planning School Buildings* (Bulletin 338, published by Eugene B. Elliott, Superintendent of Public Instruction, Lansing, Mich., is a very helpful manual for those interested in this problem. The following chapter titles indicate the coverage of the guide book: Relationship of the State to School Building Projects; Conduct of A Building Program; Selection and Development of the Site; The Building; The Schoolrooms; Structural and Mechanical; Details. A valuable appendix includes an architect's check list, a suggested school site score sheet, a form of agreement between architect and owner, as well as specific references from the School Code applicable in Michigan. There is an excellent index to the entire pamphlet. School people throughout the country will find this guide book helpful and stimulating as they consider planning for new school buildings.

A FREE BOOKLET, *Linen, the Fabric of Elegance* is available, free to librarians and home economics teachers on request from the Irish Linen Guild, 527 Fifth Avenue, New York 17. This publication contains much useful information and is attractively made up.

SAFETY EDUCATION is now recognized as an important part of the elementary and secondary school curriculum, and it is interesting to note the many new materials designed to aid such instruction.

*Safety Materials for the Professional Elementary School Library* (National Commission on Safety Education of the National Education Association, 1201 16th Street,

N. W., Washington 6, D. C., 10 cents) is an excellent and inexpensive bibliography. Criteria for selecting safety materials are listed in clear, concise form. Suggested books, pamphlets and periodicals are listed, with buying information, and briefly annotated.

*Safety Highway Travel; Twenty-one Teachers Report Classroom Activities*, published by the commission indicated above, sells for 15 cents a copy, with discounts for quantity buying. This readable and profusely illustrated pamphlet is a summary of the reports of many rural and urban teachers of their experiences in the teaching of traffic safety through the social studies program. Supervisors and teachers will find in these pages many worthwhile suggestions for ways to teach safety.

Another helpful bulletin is *The Elementary School Principal Plans for Safe Living* (Department of Elementary School Principals and the National Commission on Safety Education, N.E.A., 1201 16th Street N. W., Washington 6, D. C., 30 cents.) This publication was designed to aid the school principal in his administrative task of planning for safety education throughout the school. It outlines the need for safety education, criteria for judging such a program, steps for improving any program, and ways to organize for better implementation of a safety program. The joint committee responsible for this bulletin is now planning a similar pamphlet to treat problems in safety of direct concern to the classroom teacher.

THE MOST IMPORTANT BUSINESS of the American public school system is, according to many, that of developing good citizens. *For Us The Living: An Approach to Civic Education*, by John J. Mahoney, Professor of Education, Boston University, and Director, Harvard-Boston University Extension courses for Teachers; is a plea for improved civic education and a plan for how it could be improved (New York, Harper, \$3.).

The title quite evidently gets its meaning from the famous quotation from Lincoln's Gettysburg Address: "It is for us, the living, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced." Mr. Mahoney has skillfully developed the pertinence of this quotation to our present situation.

The first part of the book is used to define civic education and to point out its need in present day society. Part two is concerned with a discussion of democracy from many angles, politically, socially, and economically. The author closes with a discussion of ten civic objectives which he thinks should be kept constantly in mind by teachers and school officers who strive to improve and perpetuate democracy. Perhaps the most practical section of the book is the last, which lists suggested school procedures for accomplishing each of the ten objectives previously listed.

On the fly-leaf of the book, Roscoe L. West, President, New Jersey State Teachers College, is quoted as making the following statement about *For Us The Living*:

"In my opinion this will make a very valuable book, both for teachers in their undergraduate program, and also for those who are teaching. I am sure that the latter will find it interesting as personal reading or in extension classes.

"I was particularly impressed with the broad coverage which the book gives, involving the factors from the fields of history, government, economics, sociology and education. The material as presented showed very wide reading and the references used should stimulate teachers to do the same kind of reading. This kind of stimulation is much needed, as teachers should be reading the best kind of material which is being published concerning the problems of our American civilization."

THE DEVELOPMENT OF RAILROADS is clearly and graphically presented in the booklet, *Development of Railroad Transportation in the United States*, written by Carlton J. Corliss and distributed by the Association of American Railroads, Transportation Building, Washington 6, D. C. Highlights of the growth of railroads from 1830 to 1945 are given and a series of maps show how the various railroads in this country began and grew to their present proportions. Supplies of this worthwhile bulletin are available for distribution to teachers and pupils.

FREE FOREST PHOTOS are available for loan from the American Forest Products Industries, Inc. This concern maintains a collection of thousands of photographs on all aspects of the subject of forestry, conserva-

tion, growing and manufacturing lumber, paper, plywood, and other wood products. The organization will also send out information when requested, along with the photographs. Those interested should write for the free catalog of forestry photos. (The American Forest Products Industries, Inc., 16 East 48th Street, New York 17, N. Y.)

**FILMS, PAMPHLETS, Maps, Charts and Posters** are available free from School Service, Westinghouse Electric Corporation, 306 Fourth Avenue, P. O. Box 1017, Pittsburgh 30, Pa. These teaching aids for science are completely described in a small catalog issued by the corporation. They include a "Little Science Series" booklet written by scientists for use in secondary schools, and published in an attractively illustrated format. Teachers may secure these booklets in quantities sufficient for all members of the class. The motion picture and slide films are listed separately and are available if the school agrees to pay transportation. Teachers are asked to allow one month between the request and the time they expect to show the film. Many other audio-visual teaching materials are available from this same address.

**NOT SO NEW** but worthy of attention from educators who may not know about it is *Education in the United Nations*, a pamphlet prepared by members of the International Education Assembly, and distributed free by the Liason Committee for International Education, 1201 16th Street, Washington 6, D. C. This presents in simple form the answers to twelve questions concerning major problems in education in each of twenty-six of the United Nations. Many of the answers are reported in tabular form. They serve to give some comparative information about education in these various countries. While much of the information is necessarily subjective, it at least gives some basis for analyzing the current status and future problems of education in the United Nations.

**TO THE MANY** educators and lay people interested in developing a curriculum at the higher education level which fits the times in which we live, Helen Merrell Lynd's *Field work in College Education* (New York, Columbia University Press, 1945, \$2.75) is a welcome addition to literature in this area.

In her account of students' experiences at Sarah Lawrence College, Mrs. Lynd describes various types of field work "used in specific situations to help students to acquire facts, skills, concepts, or methods which they cannot so well, or more often cannot get at all, in any other way." In the introduction, which gives a point of view concerning higher education, is found the statement whose influence permeates the entire account—"Individual education, as conceived by Sarah Lawrence, is rooted in the conviction that community responsibility and individual development are essential to each other, that individuals who have gone as far as possible in realizing their potentialities are the stuff of a democratic society, and that these potentialities can only be realized in responsible social relations."

Those chapters in the book which deal with the part the college may play in community living, and the way in which field work functions in the development of individual students are of particular significance. The descriptions of United Nationalities Roundtables and lecture discussions in which the community played an active part as well as those of activities in which students participated in service projects give a clue to the way in which a small college may be a member of the community neighborhood rather than simply existing in the community.

Other chapters deal with field work in different subject areas of the curriculum and at the various college levels. An appendix includes detailed descriptions of various types of projects and the methods used by members of the college staff in carrying through these projects. One of the most valuable features of the entire account is the evaluation by staff members of experiences with discussions of those methods which did not work and reasons for their possible failure. These statements give the reader an understanding of process as well as goals attained.

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## THE LISTENING POST

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to gain real satisfactions from successful and happy family life. Thus schools and parents together can better give children the security, growth, and happiness which they so much need, want, and deserve,—better education for better living.

ASCD Legislative Committee

Educational Leadership

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