

The New—in Review

Sara M. Krentzman

HAROLD RUGG'S NEW TEXT in education, *Foundations for American Education* (New York, World Book Co., 1947) offers intellectual stimulation to beginning or to veteran teachers. For here is a basic book on education written after four years of careful thought and planning and many more of participating in the evolution of teaching as we know it today. *Foundations for American Education* is unusual in its purpose, its scope, its style, and its organization.

Mr. Rugg has stated his purpose as . . . "discovering and organizing . . . a synthesis of key concepts and now offer it as the four foundations of American education:

A new biopsychology—the study of man, his nature and behavior.

A new sociology—an emerging science of society and culture.

A new esthetics—the study of man's expression and appreciation.

A new ethics—the emerging moral codes and the formulation of first principles of ethical conduct for the industrial society."

Separate sections of the book are devoted to these four concepts and the last section, "The Educational Frontier—1890's—1940's," presents a summary of the chief movements in education during the years specified. The chapters are organized in an interesting manner; the sectional headings, outline technique (used occasionally along with the usual text style), and brief bibliographies worked into the discussion add to the readability of the book.

The various schools of thought concerning education today are presented throughout the book whenever variation in point of view is obvious, but it is always clear just which point of view Mr. Rugg claims as his own. Any reader should be chal-

lenged to rethink his own philosophy after reading the fundamental beliefs of the various educational movements today.

Foundations for American Education is not a book to be read lightly or hurriedly; its 826 pages are full of information and ideas. While it will be used in many places as a text, it offers to teachers in service an opportunity to survey the current educational scene, to look again at the way this source developed, and to think seriously about its future.

URGENTLY NEEDED are donations of educational books and periodicals for reconstruction purposes in Europe. Educators in America may send contributions to the American Book Center, Library of Congress, Washington 25, D. C., freight prepaid. These will be sent to libraries in war-devastated areas to help with the reconstruction necessary for world peace and understanding.

THE AUDIO-VISUAL MINDED may secure an excellent bibliography in the field by writing to Bureau of Publications, Teachers College, Columbia University, New York and requesting *A Bibliography on Audio-Visual Instructional Materials for Teachers in the Elementary School* by Constance Weinman. (Price 50 cents)

SOME EXPERIMENTS IN INTER-GROUP RELATIONS at the University School, Ohio State University, have been described in words and photographs in an attractive booklet called *Building Friendly Relations*. (Columbus, Ohio, Ohio State University, \$1.). The booklet by Robert S. Gilchrist, Lothar Kahn, and Robert Haas, has an introductory chapter by Edgar Dale.

Fifteen different group experiences and projects are included, describing activities

of pupils from the first through the twelfth grades. Here are practical suggestions for schools wanting to *do* something about problems of inter-group relations. This is # 4 in the series, *Adventures in Education*.

ARITHMETIC 1947 is the title of the report of the Second Annual Conference on Arithmetic held at the University of Chicago in the summer of 1947. (Supplementary Educational Monographs, No. 63, University of Chicago Press, Chicago 37, Ill.) G. T. Buswell compiled and edited the report, which consists of papers presented at the conference.

In the preface Dr. Buswell states that the 1947 conference gave more emphasis to practical problems of teaching than did the 1946 one. He classifies the papers into three groups: an overview by Leo J. Brueckner of the total program in teaching arithmetic through the ninth grade; a series of five papers dealing with the details of teaching developmental programs for three grade levels; one paper by Dr. H. Van Engen on the problem of teaching place value; and a series of films on teaching arithmetic.

This is the usual conference report which will prove especially valuable to teachers and supervisors unable to attend the conference.

THE CURRICULUM IMPLICATIONS OF ARMED SERVICES EDUCATIONAL PROGRAMS by Samuel M. Goodman is a recent publication in the series developed by the Commission on Implications of Armed Services Educational Programs. (Washington, D. C., American Council on Education, \$1.25). Supervisors and directors of curriculum will be especially interested in this study of the army educational program, designed to point out implications for public schools and colleges.

THE EIGHTEENTH YEARBOOK of the National Council for the Social Studies (1947) is *Audio-Visual Materials and Methods in the Social Studies*. (Washing-

ton, D. C., N.E.A., National Council for the Social Studies, 1947, \$2.00 paperbound, \$2.50 clothbound.) William H. Hartley served as editor and papers have been contributed by outstanding educators throughout the country. The book is an attempt to focus attention on the use of audio-visual materials and methods in one special area of the curriculum—social studies.

Paul Wendt, Charles F. Hoban, Jr., and Francis and Elizabeth Noel give a general introduction to the topic in the opening three chapters. Following chapters deal with specific types of materials, giving general principles, unique characteristics, and patterns of presentation by type. Descriptions of how these principles operate in many school situations are given. The appendix includes a good bibliography of selected readings and a valuable source list of audio-visual materials.

This volume offers practical aid to all social studies teachers and the source lists, bibliography, and teaching methods described should be useful to any teacher.

APPLIED ECONOMICS FOR BETTER LIVING is a bi-monthly publication sponsored by the Committee on Standards and Surveys of the American Association of Teachers Colleges (free on request to: The Editor, *Applied Economics*, 280 Madison Ave., New York 16, N. Y.) This leaflet features descriptions of school programs and reviews of current publications.

SCHOOL-AND-WORK PROGRAMS; A STUDY OF EXPERIENCE IN 136 SCHOOL SYSTEMS, developed by Caroline E. Ligg, Carl A. Jessen, and Maris H. Proffitt is a joint publication of the Federal Security Agency and the U. S. Department of Labor. (Superintendent of Documents, Washington, D. C., 20 cents). The programs studied were limited to those in which the students were released from school time in order to work for pay. These programs were analyzed and recommendations are made for the use of school administrators planning school-work programs.

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