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Constructivism and the New Social Studies A Collection of Classic Inquiry Lessons

Geoffrey Scheurman, University of Wisconsin-River Falls; Ronald W. Evans, San Diego State University

2018. Paperback 978-1-64113-294-7 \$45.99. Hardcover 978-1-64113-295-4 \$85.99. eBook 978-1-64113-296-1 \$65.

The New Social Studies refers to a flurry of academic and commercial activity during the 1960s and 1970s that resulted in the mass development and dissemination of revolutionary classroom materials and teacher resources. In science as well as social studies, a spirit of “inquiry-based teaching” filled the air during this time, resulting in the development of curricula that were both pedagogically innovative and intellectually rigorous. “Constructivism and the New Social Studies” contains a collection of classic lessons from some of the most successful projects of the era, providing a resource of exceptional ideas and materials that have stood the test of time. These revealing artifacts are presented with commentaries from some of the original directors of major projects, including Edwin Fenton, Barry Beyer, and Suzanne Helburn. In addition to American and World History, groundbreaking lessons are represented in Economics, Government, Sociology, and Geography, including the Public Issues Series (Fred Newann), The Amherst History Project (Richard Brown and Geoffrey Scheurman) and Teaching American History: The Quest for Relevancy (Allan Kownslar, Gerald Ponder, and Geneva Gay), and Man: A Course of Study (Peter Dow). With a Foreword by Jerome Bruner, the volume not only provides a resource of exceptional curriculum ideas and actual materials, it also builds a lucid bridge between the theoretical ideas of constructivism and the pedagogical principles of inquiry learning.

With over 50 years of expertise from curriculum history and social studies pedagogy, the editors make the case that “guided inquiry” as presented in these projects was constructivist by design, offering a range of instructional methods that begin with questions rather than answers and considers progress in terms of the development of analytical skills and experimental habits of mind rather than the mere acquisition of knowledge. Projects developed during the New Social Studies serve as both an interesting historical archive of powerful curricular innovations as well as a treasure trove of actual lessons and materials still useful in social studies classrooms striving to become more constructivist. The lessons and other materials we chose should be relevant if you are an historian, researcher, theorist, or teacher of any subject, but it will be especially significant if you are interested in the nature of social, civic, or historical literacy in America, including how to teach for authentic achievement in those areas.

CONTENTS: Series Editor’s Note, *Karen L. Riley*. Foreword: The Transformation of Social Psychology, *Jerome Bruner*. Preface and Acknowledgements, *Geoff Scheurman and Ronald W. Evans*. **PART I: FOUNDATIONS IN THEORY AND PRACTICE.** Evanescence and Permanence: The Future of Social Studies in the Rearview Mirror, *Geoffrey Scheurman*. Old, New, and Newer: Historical Context of the New Social Studies, *Ronald W. Evans*. Inquiry as Thinking Process and Teaching Practice, *Barry K. Beyer*. Inquiry as Discipline Process and Curriculum Guide, *Edwin Fenton*. From Behaviorist to Constructivist Teaching and Revisiting Lexington Green, *Geoffrey Scheurman*. **PART II: LESSONS FOR TEACHING HISTORY.** An Introduction to the Study of History, *Edwin Fenton*. History as an Incomplete Story, *Allan O. Kownslar*. What Can Be Done With Myths? *Gerald A. Porter and Geneva Gay*. The American Revolution: Crisis of Law and Change, *Fred M. Newmann*. The Amherst Approach to Inquiry Learning, *Richard H. Brown*. Hiroshima: A Model and Template for Creating Document-Based Inquiry, *Geoffrey Scheurman (with Stephen Parliament)*. **PART III: LESSONS FOR TEACHING THE SOCIAL SCIENCES.** American Political Behavior, *Howard D. Mehlinger*. The Great “Game of Farming” Revisited, *Nicholas Helburn and Jack Zevin*. The Law of Diminishing Marginal Returns and Population: The Survival of Man, *Suzanne Helburn*. Sociological Resources for the Social Studies: A Blast from the Past, *Thomas J. Switzer*. Too Hot to Handle: Lessons from Man: A Course of Study, *Peter B. Dow*. Afterword: Renaissance of Social Studies: Looking Forward, *Stephen Parliament*.



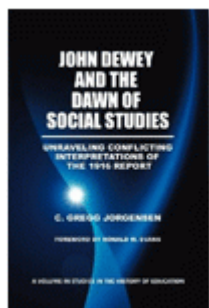
Finding John Galt People, Politics, and Practice in Gifted Education

Elizabeth Romey, Columbus State University

2013. Paperback 978-1-62396-370-5 \$45.99. Hardcover 978-1-62396-371-2 \$85.99. eBook 978-1-62396-372-9 \$65.

This volume covers significant highlights in the history of gifted education, addressing significant contributors to the field, important political and policy concerns, and programs and practices of note. The book's scope is holistic, using Ayn Rand's concept of "men [and women] of the mind" to frame giftedness as a quality of individuals that extends beyond the academic or "schoolhouse" setting and into a range of aspects of the lived human experience of gifted individuals.

CONTENTS: Foreword. **SECTION I: PEOPLE.** Leta Stetter Hollingworth: As Curricularist Mrs. Pilgrim in the Classroom, *Kimberly M. Berman and Robert A. Schultz*. The Life and Contributions of E. Paul Torrance, *Bonnie Cramond*. Six Hundred Years of Experience: The Perceptions, Insights, and Reflections of Gifted Women in Gifted Education, *Nancy Heilbrunner and Sally M. Reis*. The Talent-ed Dr. Taylor, *Barbara Romey*. A Biographical Portrait of Joseph S. Renzulli: Scholar, Gifted Educator and Visionary Leader, *Thomas P. Hébert*. **SECTION II: POLITICS.** The Best of Times, the Worst of Times: Giftedness in the Sputnik Era, *Elizabeth Romey*. The Role of Testing in the Education of Gifted and Talented Children in the United States, *Susan Jackson*. Finding Galt Among the Minority Gifted: Philosophical Agreements Needed, *Alexinia Young Baldwin*. Schoolwide Enrichment and Educational Reform, *Joseph S. Renzulli and Sally M. Reis*. **SECTION III: PRACTICE.** The Schoolwide Enrichment Model: A Practical Approach for Developing the Gifts and Talents of All Students, *Sally M. Reis and Joseph S. Renzulli*. Future Problem Solving Program International: Designing and Promoting Positive Futures Using Creative Problem Solving—Competition and Curriculum, *Jennine Jackson and Marianne Solomon*. Psychobiology of Giftedness: Moving Beyond the Nature–Nurture Controversy, *Rhoda Myra Garces-Bacsal and Francis Rodriguez Bambico*. How Tony Stark Can Save the World: Overexcitability and Positive Disintegration in Popular Culture, *Elizabeth Romey*. About the Contributors.



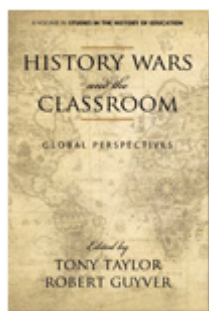
John Dewey and the Dawn of Social Studies Unraveling Conflicting Interpretations of the 1916 Report

C. Gregg Jorgensen, Western Illinois University

2012. Paperback 978-1-61735-716-9 \$45.99. Hardcover 978-1-61735-717-6 \$85.99. eBook 978-1-61735-718-3 \$65.

Founding documents—namely, the 1916 Report on Social Studies—is the focus of *John Dewey and the Dawn of Social Studies: Unraveling Conflicting Interpretations of the 1916 Report* which examines the Report in order to determine how it has been interpreted and regarded over time. The underlying question involved is: "Which interpretation, or interpretations, most embodies the intent, goals, and purpose of the 1916 Committee?" Key members of the 1916 committee have been identified for extended research and analysis. One additional individual frequently quoted throughout the Report, John Dewey, received special consideration owing to his stature and influence in the U.S. and throughout the world. The wide variety of interpretations was examined within an organizational framework utilized to discuss and analyze the broad spectrum of interpretations that exist. This examination encompassed the existing theories, the meaning and intent of the 1916 committee, as well as the social and political aspects of the era. The overarching intent of founding documents, in this case the 1916 Report, is to make sense of the various scholarly interpretations and offer insights as to whether or not a consensus of opinion among scholars existed. Like all important founding documents whose authors have long since passed through the veil of history, but whose work continues to influence, we, as scholars, social studies and history educators, and curriculum and instruction researchers, want to know whose ideas are at the forefront of social studies—one of the most contested academic fields of study in America.

CONTENTS: Preface Acknowledgments Introduction 1. The Stalwarts 2. The Intellectuals 3. The Trilogy: Preliminary Events 4. The Trilogy: The Main Event 5. To Celebrate Or Critique? 6. Foundational Influences, Part I 7. Foundational Influences, Part II 8. Postmodern School of Interpretation 9. Unraveling the Dawn of Social Studies 10. Dewey as the Key Voice References



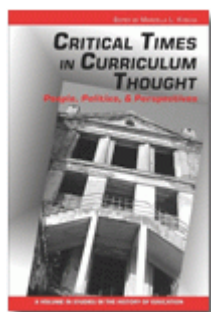
History Wars and The Classroom Global Perspectives

Tony Taylor, Monash University; Robert Guyver, University College Plymouth St Mark and St John

2012. Paperback 978-1-61735-526-4 \$45.99. Hardcover 978-1-61735-527-1 \$85.99. eBook 978-1-61735-528-8 \$65.

The book is entitled *History Wars in the Classroom: Global Perspectives* and examines how ten separate countries have experienced debates and disputes over the contested nature of the subject, for example the 'Black Armband' and 'Whitewash' factions in Australia who adopt opposingly celebratory or denigratory views of Australian history, especially when evaluating episodes of poor racial relations. There are also tensions between traditional/patriotic views of history teaching and reformed or 'new' history. There are issues of political control of the curriculum and parallel issues of who writes it (very topical in England at the moment over two expat 'big picture' historians who work at Harvard and Columbia (Niall Ferguson and Simon Schama)).

CONTENTS: Acknowledgements. Introduction, *Tony Taylor and Robert Guyver*. Preface. Legacies, Ruptures and Inertias: History in the Argentine School System, *Maria Paula Gonzalez*. Under Siege from Right and Left: A Tale of the Australian School History Wars, *Tony Taylor*. "We Were Allowed to Disagree, Because We Couldn't Agree on Anything": Seventeen Voices in Canadian Debates over History Education, *Ruth Sandwell*. Controversiality and Consciousness: Contemporary History Education in Germany, *Sylvia Semmet*. Denial in the Classroom: Political Origins of the Japanese Textbook Controversy, *Tony Taylor*. "Little Is Taught or Learned in Schools": Debates over the Place of History in the New Zealand School Curriculum, *Mark Sheehan*. Transforming Images of Nation-Building: Ideology and Nationalism in History School Textbooks in Putin's Russia, 2001-2010, *Joseph Zajda*. Dealing with a Reign of Virtue: The Post-Apartheid South African School History Curriculum, *Rob Siebörger*. The History Working Group and Beyond: A Case Study in the UK's History Quarrels, *Robert Guyver*. Wars and Rumors of War: The Rhetoric and Reality of History Education in the United States, *Keith Barton*. About the Contributors.



Critical Times in Curriculum Thought People, Politics, and Perspectives

Marcella L. Kysilka, University of Central Florida

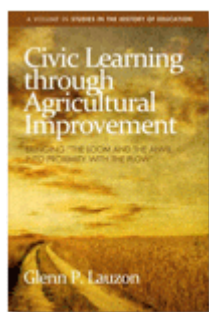
2011. Paperback 978-1-61735-227-0 \$45.99. Hardcover 978-1-61735-228-7 \$85.99. eBook 9781617352294 \$65.

This book is designed to be used at a master's level for a degree in curriculum and instruction, teacher education or educational leadership. It could be used as a primary or a supplementary text. The book is divided into three parts: The first section focuses on the contributions of noted educators to the field of education: Florence Stratemeyer, (Herman and Corrigan) Hilda Taba (Barbara Stern), Alice Miel (Jennifer Deets), Booker T. Washington (Karen Riley), Ralph Tyler (Gerald Ponder and Dixie Massey) and John Dewey (William Schubert and Heidi Schubert). The authors of these chapters focused on contributions that were "less: known, but particularly important in thinking about education. The second section of the book focuses on curriculum movements that were politically motivated and their impact on curriculum applications in the schools: Cold War/Sputnik (Peggy Moch), Civil Rights (William Ayers), Women's Rights (Susan Brown), Bilingual/multicultural education (Gloria Contreras and Ron Wilhelm), and the growing economic divide (William Watkins). The last section of the book provides perspectives on factors that affected curriculum implementation as seen through the eyes of authors who have done considerable research in these areas: Social Justice (William Gaudelli and Dennis Urban), Integrated Curriculum (Lynne Bailey), The Comprehensive High School (Marcella Kysilka), Technology in the Curriculum (Gretchen Schwarz and Janet Dunlop) and Inclusive Curriculum (Allison Dickey)

The book could be used in Alternative Certification Programs as well as the chapters focus on issues that are common in the public school sector. The chapters are short and meaty and provide a thorough understanding of the people, politics and perspectives of the times.

CONTENTS: Foreword, *Edmund C. Short*. Preface, *Karen L. Riley*. Acknowledgments. SECTION I: PEOPLE. Introduction. *Florence Barbara Stratemeyer* and the Creation of Teacher Education as a Field of Inquiry, *Martin Haberman* and *Dean C. Corrigan*. He Lifted the Veil of Ignorance From His People and Pointed the Way to Progress Through Education: Booker T. Washington's Curriculum of Self-Help, *Karen L. Riley*. Extraordinarily Ordinary: Alice Miel's Legacy for a New Generation of Curriculum Workers, *Jennifer Deets*. Nothing So Uncommon: Ralph W. Tyler and His Defining Perspective, *Gerald Ponder* and *Dixie Massey*. Hilda Taba: A Voice in the Wilderness, *Barbara Stern*. Overcoming Misconceptions in Actualizing Dewey's Philosophy of Education, *William Schubert* and *Heidi Ann Schubert*. SECTION II: POLITICS. Introduction. A Curriculum of Civil Rights: Teaching the Taboo and Struggling Toward Freedom, *William Ayers*. Fighting for Gender Equity in Curriculum, *Susan C. Brown*. The Race to Space: Launching Fear and Blasting Off to Reform, *Peggy Moch*. Multicultural Teacher Education Through Aesthetic Inquiry, *Gloria Contreras* and *Ron Wilhelm*. Politics, Money, and Knowledge in The New Order, *William Watkins*. SECTION III: PERSPECTIVES. Introduction. Social Justice and Curriculum: A Terrain of Promise and Problems, *William Gaudelli* and *Dennis Urban*. A History of Curriculum Integration, *Lynne Bailey*. The Rise and Demise of the Comprehensive High School, *Marcella Kysilka*. Curriculum Studies, the No Child Left Behind Act, and

Disability Studies: A Perfect Storm for Special Education? *Allison Dickey*. Its the Curriculum, Stupid! A Brief History of the Media and Media Literacy in American Schooling, *Gretchen Schwarz* and *Janet Dunlop*. About the Authors.



Civic Learning through Agricultural Improvement Bringing the Loom and the Anvil into Proximity with the Plow

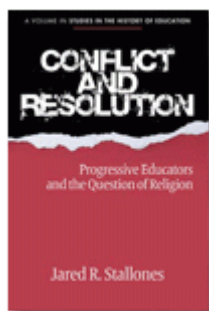
Glenn P. Lauzon, Indiana University Northwest

2010. Paperback 978-1-61735-147-1 \$45.99. Hardcover 978-1-61735-148-8 \$85.99. eBook 9781617351495 \$65.

How do people use education to respond to change? How do people learn what is expected of “good citizens” in their communities? These questions have long concerned educational historians, civic educators, and social scientists. In recent years, they have captured national attention through high-profile education reform proposals and civic initiatives. The historian who reviews the relevant literature, however, will discover something odd: most of it focuses on schooling, despite the fact that, prior to the middle of the twentieth century, formal schooling played only a small (but significant) part in most people’s lives. What other educational forces and institutions bring civic ideals to bear upon minds and hearts? This question is rarely raised. At issue is a conceptual problem: we, today, tend to equate “education” with “schooling.”

Do county fairs and farmers’ associations have anything to do with civic education? Drawing insights from debates at the time of the “founding” of the history of education as a branch of modern scholarship, this author asserts that they do. Using the life of county fairs, farmers’ associations, and farmers’ institutes as its central thread, this book explores how prominent town-dwellers and leading farmers tried to use agricultural improvement to grow towns and to shape civic sensibilities in the rural Midwest. Promoting economic development was the foremost concern, but the efforts taught farmers much about their “place” as “good citizens” of industrializing communities. As such, this study yields insights into how rural people of the nineteenth century came to accept the ideal that “town” and “country” were interdependent parts of the same community. In doing so, it reminds educators and historians that much education and learning – particularly of the civic sort – takes place beyond the schoolhouse.

CONTENTS: Introduction: Agricultural Improvement as Civic Education. 1 Locating the Civics in Nineteenth-Century Agriculture. 2 Between Frontier and Civilization: The Agricultural Improvement Agenda. 3 Fair Frustrations: Agricultural Education as Civic Learning in the 1850s. 4 Growing Indiana: Agricultural Improvement and the Growth Imperative. 5 Promoting the Farmer’s Interest: Politics and the Grange. 6 Between Town and Country: The Grange and Economic Cooperation. 7 Bringing Town and Country Together for Progress at the County Fair. 8 Bringing Farmers into Town for a Strictly Agricultural Education. 9 Agricultural Improvement’s Civic Harvest. 10 The Historian’s Search for Civic Learning



Conflict and Resolution Progressive Educators and the Question of Religion

Jared R. Stallones, California State Polytechnic University

2010. Paperback 978-1-61735-150-1 \$45.99. Hardcover 978-1-61735-151-8 \$85.99. eBook 9781617351525 \$65.

Conflict and Resolution: Progressive Educators and the Question of Religion investigates the impact of religion in shaping the progressive education movement. Historians of progressivism have described the progressive movement as a secularized version of fundamentally religious impulses, a kind of ‘secularized evangelicalism.’ Many progressive political and social reformers were subject to powerful religious influences, but were unable to adhere to the theological tenets held by their parents or grandparents. Instead, they secularized their religious impulses and devoted themselves to social and political reform. Conflict and Resolution extends this analysis to progressive educators through biographical sketches of five leaders in the progressive education movement and an examination of the role of religion in their work.

This investigation models three distinct ways in which progressive educators mediated their youthful religious experiences and their adult lives and careers. Schoolmasters Jerry Voorhis of California and Felix Adler of New York City were

Integrators, those who actively incorporated firmly held religious beliefs into their educational thought and practice. Educational philosophers William Heard Kilpatrick and John Lawrence Childs were Deniers, those who rejected religious experience in their educational pursuits, but not necessarily in their personal lives. Finally, preeminent progressive educator John Dewey was a Reinterpreter, one who recast religious concepts and terminology to fit his newly emerging educational approaches. The religious experiences of each of these men left their mark on the progressive education movement.

The richly textured biographical sketches found in *Conflict and Resolution: Progressive Educators and the Question of Religion* portray the interior lives of these figures and explain how their religious experiences impacted their work. The book will be of interest to educational historians, biographers, and others interested in the development of American education whether they come from a religious or secular mindset.

CONTENTS: Acknowledgements. Introduction. 1 Religious Experience and Childhood. 2 Jerry Voorhis. 3 Felix Adler. 4 John Dewey. 5 William Heard Kilpatrick. 6 John Lawrence Childs. 7 Conclusion.



The New Social Studies People, Projects and Perspectives

Barbara Slater Stern, James Madison University

2009. Paperback 978-1-60752-219-5 \$45.99. Hardcover 978-1-60752-220-1 \$85.99. eBook 978-1-61735-285-0 \$65.

This volume, *The New Social Studies: People, Projects and Perspectives* is not an attempt to be the comprehensive book on the era. Given the sheer number of projects that task would be impossible. However, the current lack of knowledge about the politics, people and projects of the NSS is unfortunate as it often appears that new scholars are reinventing the wheel due to their lack of knowledge about the history of the social studies field. The goal of this book then, is to sample the projects and individuals involved with the New Social Studies (NSS) in an attempt to provide an understanding of what came before and to suggest guidance to those concerned with social studies reform in the future—especially in light of the standardization of curriculum and assessment currently underway in many states. The authors who contributed to this project were recruited with several goals in mind including a broad range of ages, interests and experiences with the NSS from participants during the NSS era through new, young scholars who had never heard much about the NSS. As many of the authors remind us in their chapters, much has been written, of the failure of the NSS. However, in every chapter of this book, the authors also point out the remnants of the projects that remain.

CONTENTS: National Security Trumps Social Progress: The Era of the New Social Studies in Retrospect, *Ronald W. Evans*; Hilda Taba: Social Studies Reform from the Bottom Up, *Barbara Slater Stern*; Fannie Shaftel and Her New Social Studies, *Jane Bernard-Powers*; Can You Still Catch Fish with New Social Studies Bait? Ted Fenton and the Carnegie-Mellon (Social Studies) Project, *Michelle D. Cude*; “The Quest for Relevancy”: Allan Kownslar and Historical Inquiry in the New Social Studies Movement, *Elizabeth Yeager Washington and Robert L. Dahlgren*; Leader-Writers: The Contributions of Donald Oliver, Fred Newmann and James Shaver to the Harvard Social Studies Project, *Chara Haeussler Bohan and Joseph R. Feinberg*; Harold Berlak and the Metropolitan St. Louis Social Studies Project: Cultivating Social Studies at Local Level, *Carol Klages*; A Red Headed Stepchild of Social Reconstruction: Sociology and the New Social Studies, *Karen L. Riley*; Geography and the New Social Studies: The High School Geography Project and the Georgia Geography Curriculum Project, *Joseph P. Stoltman*; Economics and the New Social Studies, *Beverly J. Armento*; Anthropology and the Anthropology Projects, Long Ago in a Galaxy Far Away, *Murry Nelson*; Making Sense of It All: A Research Synthesis on the Impact of Man: A Course of Study, *Chrystal S. Johnson*; American Political Behavior: The Project and the People, *Carole E. Hahn*; Small Projects of the New Social Studies (Bring Back the Best) *John D. Hoge*; The Fight over MACOS, *Larry Kraus*; The “History Problem” in Curricular Reform: A Warning to Constructivists from the New Social Studies Movement, *Geoffrey Scheurman and Keith Reynolds*; We Won’t Get Fooled Again; Will We? Teacher Perceptions of the New Social Studies, *Mark A. Previte*; The New Social Studies and the Ethos of Multiculturalism, *Gloria Contreras*; Lies and History: Unmasking Academic Complacency, *David Warren Saxe*; The Wisdom of Experience and Practice, *Mary E. Haas*; Inquiry Teaching and Learning: Is there, was there, a Cutting Edge in Social Studies? Or, My Life as an ‘Inquiry’ Social Studies Teacher, *Jack Zevin*; Leveraging Technology for Student Inquiry: Technology in the New Social Studies and Today, *Meghan McGlinn Manfra*.



Educational Research, The National Agenda, and Educational Reform A History

Erwin V. Johanningsmeier, University of South Florida; Theresa R. Richardson, Ball State University

2008. Paperback 978-1-59311-730-6 \$45.99. Hardcover 978-1-59311-731-3 \$85.99. eBook 9781607526056 \$65.

Educational Research, The National Agenda, and Educational Reform examines the origins, history, nature, purposes, and status of educational research by focusing on the relationships among educational research, the national agenda, educational reform, and the social and behavioral sciences. Its major claim is that the history of educational research is embedded in the nation's social, political, intellectual, and economic histories. Attention is given to three significant periods: the Progressive Era when modern educational research began to assume its present form; the Post-World-War-II-Era when educators and educational researchers were directed to return to or turn to the academic disciplines; and the Civil Rights Era after the Supreme Court in *Brown* ended legal racial segregation and raised questions about equality of educational opportunity that are still with us. These were significant periods when there was a clear national agenda shaped by both public and private agencies. Educators and educational researchers adopted policies and strategies in response to concerns and interests expressed by the public, by government officials, and by philanthropies. Researchers' responses have had long-term consequences as seen in the reaction to *The Coleman Report*, debates about the merits of quantitative research as opposed to qualitative research, the ongoing discussion about the merits of *No Child Left Behind*, the achievement gap, the creation of the Institute of Education Sciences, and the emphasis now placed on "scientifically-based research."

The origins of the common school, the work of the philosopher Johann Friedrich Herbart and his followers, and the revolution in scientific method brought about by Charles Darwin's work are included because they serve as the foundation for educational research. Educational researchers' identification with and interest in individual performance and ability and their measurement is related to the close relationship educational researchers have had with psychology, a discipline that typically does not focus on social context. The significance of educational researchers' borrowing from the behavioral sciences, especially psychology, is examined through a discussion of the mental hygiene movement, as supported by private philanthropy, and through consideration of contributors such as G. Stanley Hall, Arnold Gesell, Lewis M. Terman, Daniel Starch, and Stuart A. Courtis.

CONTENTS: Preface. Introduction. Part I: Framing the Problem. The Progressives, Public Education, and Educational Research. Controversies Over the Origins of Educational Research. Defining Status and Privilege in Educational Research. **Part II: Origins and Originating Myths.** Origins of Public Education and Educational Research: The Common School. Education as a Conscious Business: Herbart and the Herbartians. Darwinism in the United States. **Part III: Psychologists and Testers.** Child Study, G. Stanley Hall, Arnold Gesell, and Lewis M. Terman. Educational Efficiency and Tests: Daniel Starch and Stuart A. Courtis. The Laws of Learning: The Legacy of Edward L. Thorndike.



This Happened in America Harold Rugg and the Censure of Social Studies

Ronald W. Evans, San Diego State University

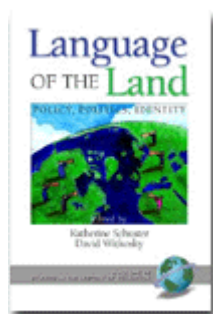
2007. Paperback 978-1-59311-765-8 \$45.99. Hardcover 978-1-59311-766-5 \$85.99. eBook 9781607526247 \$65.

This long awaited biography of Harold Rugg is a dramatic and compelling story with profound implications for today's educators. Harold Rugg, one of the leading progressive educators of the 20th century, developed an innovative social studies program and textbook series that was censored by conservative critics during the 1940s. Read the full story behind Rugg, the man and the educator, and the critics who attacked him.

Harold O. Rugg was professor at Teachers College, Columbia University, and a key leader among the social frontier group that emerged in the 1930s to argue that schools should play a stronger role in helping to reconstruct society. He was author of a best selling social studies textbook series that came under attack from patriotic and business groups in the early years of World War II. The story of his rise and fall encapsulates a pivotal episode in the history of American

education and reveals a great deal about the direction of schooling in American life, the many roads not taken, and possibilities for the future. This in-depth examination of Rugg's life and career provides historical perspective on the recurring struggles over education. It will be of interest to every citizen concerned about the future of our democracy. Includes more than 60 photos and graphics.

CONTENTS: Introduction: Harold Rugg, Education and Social Justice; 1. Answering the Call: Turn One, To Dartmouth, Turn Two, Toward Academia, Turn Three, Joining the Avant-Garde, The Turning Point; 2. Rugg on Social Studies: "A new vista of possibilities ...", The Apostle, A Developing Theory, The Problem with the Old Order, Key Principles of Rugg Social Studies, Behind Rugg's Theory: A Rationale, Later Developments, Conclusion; 3. The Plan: The Research Team, The Rugg Social Science Pamphlets, The Textbooks: From Contract to Fruition, Rugg the Bohemian, Reflections on the Textbooks, Conclusion; 4. Social Reconstruction: Origins, Influences, and Involvements, Rugg on Social Reconstructionism, Critics, Rugg's Pedagogy, Conclusion; 5. The Gathering Storm: Criticism and Attacks, The American Legion Campaign, The Campaign Spreads, A Change of Climate, Rudd and the Legion Rejoined, A Widening Conflict, Hand-to-Hand Combat; 6. The Storm Unleashed: The N.A.M. Controversy, The Struggle Continues, The Defense, Discussion, Conclusion; 7. Old Doc Rugg: Aftermath, Teacher and Scholar, A New Rugg Controversy, An Unfinished Life; Conclusion; Epilogue.



Language of the Land Policy, Politics, Identity

David Witkosky, Auburn University-Montgomery; Katherine Schuster, Oakton Community College

2007. Paperback 978-1-59311-617-0 \$45.99. Hardcover 978-1-59311-618-7 \$85.99. eBook 9781607528098 \$65.

The idea for this volume arose out of a need for a treatment of the interplay between language and ethnonationalism within both formal and nonformal educational settings. In no way intended to be exhaustive in scope, the contents give the reader a critical overview of issues related to language, cultural identity formation, and ethnonationalism. The chapters within this work deal with the effects of different language groups with differing amounts of power within society coming into contact with one another, and provide insight into how language is both utilized by and affected by processes such as colonialism, post-colonialism, acculturation, and ethnonationalism. Language is central to culture—indeed houses cultural understandings and allows generational transfer of key aspects of a group's heritage.

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Social Reconstruction People, Politics, Perspectives

Karen L. Riley, Auburn University at Montgomery

2006. Paperback 1-59311-214-9 978-1-59311-214-1 \$45.99. Hardcover 1-59311-215-7 978-1-59311-215-8 \$85.99. eBook 9781607526780 \$65.

ocial Reconstruction as a philosophy, stream of thought or "official program" ois often synonymous with Depression-era

Progressivism. But, Social Reconstruction, unlike progressivism, enjoyed political stardom. The spirit of progressivism, at least in terms of education, found a home in those enthusiasts who supported a child-centered perspective of education. Others, such as the essentialists viewed their progressive role as one that advanced the view of essential or basic education as the most sound approach to curriculum and teaching. Still others, more radical in their outlook, believed that progress should be framed with questions about social justice and equity. Proponents of social reconstruction included Harold Rugg and George Counts, although the "movement" was rich with supporters. To date, social reconstruction is only a by word in most texts that deal with the Progressive Era or progressive education, perhaps, because Rugg and Counts, the two most visible proponents, sought and received the political limelight, no matter how glaring. In any event, the depths of social reconstruction have yet to be plumbed. Hence, the first book in this series will offer a comprehensive treatment of Social Reconstruction, which include chapters that examine its proponents, political nature, and social justice programs born of and within the tumultuous context of progressive politics.

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