

Tools for Learning

UNDERSTANDING WORLD CULTURES

ALAIN LOCKE

EDUCATION'S HARDEST but most vital task in our lifetime will be to reorient our minds in the new world order which is emerging from the present global conflict. And it is inconceivable that this task can be successfully implemented by the old social studies curriculum or any mere expansion of its traditional lay-out.

We must go beyond the mere descriptive knowledge of other cultures to an appreciative understanding, with ourselves and our own culture in some sensibly integrated relationship to them. Obviously this involves more than the mere physical expansion of our social knowledge or even more than the extension of our social horizons to global limits: it involves giving up our own cultural egotism, with its chauvinistic provincialisms, to become one among many in order that we may achieve that workable unity which the new world situation demands. To that extent, and in that sense, we must have a new basic scholarship for these times—

a new social learning for a new age.

So basic a change of attitude is involved in this, that to be effective these changed viewpoints must not merely be established at the apex of social science scholarship, but must be carried rapidly down through college, high school, and even grade instruction in the social sciences to establish a new social outlook for the average educated man or woman. Otherwise, so far as education's influence goes, we shall fail to develop any effective world-mindedness, to promote world-citizenship.

There is too much glib and superficial talk about how modern technology has shrunk the globe and how, together with the forced alignments of the war, it is weaving an ever-widening web of political and economic interdependence. This radically changed external situation will not automatically bring about world unity. In fact, it cannot in the presence of divisive forces of the mind and spirit. Our greater closeness, in that event, would only serve to increase the tensions of struggle between nations, peoples, and races.

Such facts, in net effect, have made large-scale group relations the paramount issue and problem of our time. Education's contribution toward improved relations among peoples is the vital one of cultivating those human understandings which will make pos-

In this introduction to "Tools for Learning," Alain Locke of Howard University, Washington, D. C., points to "a new learning for a new age" as the key to the understanding of world cultures. Such a program, believes Mr. Locke, will put new demands upon education which cannot be met by "the old social studies curriculum or any mere expansion of its traditional lay-out."

sible reciprocal cultural appreciation.

Such understandings, by the very fact that they break down provincialism, are capable of establishing international, interracial, intercultural, and inter-credal appreciation. Of course, such results cannot be expected when a knowledge of other peoples and cultures merely satisfies our cold curiosity about other ways of life. They will issue only from such humanized knowledge and insight into other cultures as will generate mutual respect and tolerance.

American education's great advantage in this matter stems from the unusual extent to which our national population is compounded of the representatives of all nations, races, and cultures. Of late, the advocates of intercultural education have capitalized on this situation to great effect and purpose. A whole

new literature of materials has sprung up to guide the progressive educator.

There was an old humanism of the academic humanities which once was the vitalizing bond of the classical curriculum. The loss of this unifying force, once so lamented, was a real loss, though inevitable with the rise of specialized and technical scholarship. Here in the new focus of a liberal social education for intercultural understanding and world citizenship, we have, in our day, an appropriate scientific and democratic humanism amply suited, not just to replace, but even to enlarge that older humanism. Its promotion, both for national and international enlightenment, is the challenging new vision on the educational horizon.

"School Furniture and Equipment" will be discussed by N. L. Englehardt of the New York City schools in next month's "Tools for Learning."

LEARNING TO LOOK AT OUR WORLD

An Easy Third Grade Geography

BY DORRIS AND TAPP

Geography *can* be made easy, interesting, and purposeful for the third grade pupils! This book does it. With rare skill and warm understanding, the authors make use of pictures, simple stories, and fascinating games and activities in leading children to an understanding of the relationships between their own environment and the people who live in it. In this way the groundwork is laid for the study of geography in the succeeding years—both as a separate subject and as part of an integrated social studies program.

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This dated war map furnishes a fine exercise in Geography for pupils, who can follow the progress of the war and the gains of the Allies by marking these in with a red pencil.

The dated map is a dramatic compression of the war period. It is a reminder that the war should not create a vacuum in the social studies program, but should call for new material in textbooks to stimulate each subject by using the young pupil's interest in the present global contest. Pupils watch keenly every new development of the war.

Geopolitical teaching came in with the war. Alert teachers are recommending geographies which keep pace with the new teaching and with the progress of the world struggle.

The dated war map is a reminder of the

STULL-HATCH GLOBAL GEOGRAPHIES

which with their global and polar projection maps and War Supplement provide more interesting material on the war than is found in the older geographies. The Stull-Hatch Geographies increased 50% in sales this year, showing the interest of schools in the many new features connected with the war.

A state of war affords the most cogent reasons for discarding old-fashioned geographies. This will be vividly shown by reading the accounts of European countries in the latest printings of the *Stull-Hatch Geographies*. The present state of the government of each country is described.

Modern geography is a social study, and as a social study must include up-to-date references to history.

The present global war has given geography a new interest in the home as well as in the schools. Parents are watching the geographies which their children bring home. They are looking for global and polar projection maps and for the proper emphasis on aviation. They welcome the new Dated War Map.

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