A DRAMATIC RECORDING entitled "Open Letter on the Detroit Race Riot" is available for loan from the Bureau for Intercultural Education, 119 West Fifty-seventh Street, New York 19, N. Y. This recording of a radio program done by CBS is a powerful vehicle for teaching the effects of mob psychology. The Bureau is eager to learn how such a recording will function as a springboard for discussion in the classroom. Is it more effective than a recording which contains generalizations and conclusions?

 Writes Mildred Biddick, associate director of the Bureau: "We hope that any teacher using the recording will assume the responsibility of aiding in this study. This would involve reporting his own reaction, the emotional reaction of the students, the discussion, and subsequent class activities. Probably it would be unwise to use this highly dramatic incident with groups larger than the ordinary class or to fail to provide an opportunity through full discussion for the expression of emotions aroused. In short, this is an attempt to discover whether recordings of dramatic material can serve a purpose similar to that of Alice Keliher's human relations films."

AMERICAN LITERATURE that will appeal to young moderns is to be found in Meet an American, edited by Elmer R. Smith (Harcourt Brace, $1.60). Selections are grouped under such appealing captions as Meet the Family, where one will find Clarence Day's "Father Sews on a Button" and Mark Twain's "This Was My Mother." Here I Was Born includes Sherwood Anderson's "Home Town" and Louis Adamic's "An Immigrant's America." Under The Home Place one finds Della T. Lutes and Carl Sandburg. And so it goes through Growing Up with Lincoln Steffens' "I Get a Colt to Break In," A Man Must Work with Mary Ellen Chase's "My First Experience in Teaching," Days of Achievement, and This I Have Learned where one meets Langston Hughes and William Allen White. Aids to Appreciation at the end of the volume will be valued by some teachers.

INTERCULTURAL EDUCATION is often limited by lack of materials. To meet part of the need, the U. S. Office of Education has issued a valuable mimeographed document Sources of Instructional Material on Negroes by Ambrose Caliver, senior specialist in Negro education. Books and pamphlets are listed for elementary, high school, and college and adult levels. In addition, articles, radio scripts, transcriptions, films, plays, pictures, exhibits, and slides are included. The bulletin concludes with a group of sources of material bearing on Negro life and related subjects.

VISUALIZING LIFE in other lands is the newest project of Informative Classroom Picture Publishers (1209 Kalamazoo Avenue, Grand Rapids 7, Mich.). Portfolios of photographs, drawings, and pictorial maps are being made to illustrate the customs, clothing, food, industries, resources, plant and animal life, topography, and climate of each country selected. A text accompanies each picture. The complete set will contain Alaska, Brazil, Australia, Canada, China, Mexico, Russia, India, Hawaiian Islands, and South America. Each individual unit, $2.

JUST AS everyone has his own idea of values and how they are derived, so will everyone find some part of the latest John Dewey yearbook to his special liking. The Public Schools and Spiritual Values (Harp, 1944, $2.50) deals with various aspects of the subject.

Some will be grateful for a new version of William Heard Kilpatrick's famous lesson on learning and living. Chapters that will have unusual interest for others will be
those in which John L. Childs and William J. Sanders debate their respective views regarding secular public education and religious education as means of developing spiritual values.

Some will be sympathetic to the common sense view held by the writer of the chapter "Community and Spiritual Values." He maintains that it is of little moment whether one finds justification for values "in the natural rights of man, in the grounds of expediency, in tested consequences, or in the ordinance of God." The important and fortunate point is that at the level of conduct it is easy to find agreement on certain spiritual values which our schools should foster: cooperation; self-denial or temperance; self-sacrifice, bravery, and courage; kindness and love; sympathy, tact, and generosity; sense of duty and loyalty; regard for individuality and freedom to exercise individual capacities; play and work; the arts; self-fulfillment through exercise of the higher reflective processes; and the sense of community itself. "Participation in community," this writer concludes, "is the chief avenue to a learning, understanding, and possession of spiritual values."

Two chapters on school practice and one on administration relative to the development of spiritual values and a chapter on aesthetic values offer further choices of fare.

Contributors in addition to those already mentioned are John S. Brubacher, editor, Samuel M. Brownell, Ruth Cunningham, Marion Y. Ostrander, and A. L. Threlkeld.

New Material in Science

Science materials for teachers, for children and youth, and for the layman too often have consisted chiefly of abbreviated materials organized in terms of a logical body of facts which are suitable only for specialized fields. In more recent years, however, the role of science in relation to understanding and meeting problems of everyday living is being emphasized in a variety of printed materials.

The basic purposes of elementary science, according to Gerald S. Craig, are found not in emphasis on memorization of specific content, but rather in helping children (1) develop meanings which lead to a correct interpretation of their environment, (2) develop social attitudes and scientific methods of work, and (3) meet intelligently their problems of living.

The author emphasizes the importance of utilizing children's natural interests and their background and needs in relation to the community in which they live. At the same time, he suggests a well-rounded, flexible science program which provides continuity of experience, and which is organized around socially significant problems which are challenging and worthwhile to the children. In the solution of such problems, Craig points out, subject matter from social studies and other related fields may also be utilized. A very valuable part of the book is a section giving numerous and specific suggestions for studying and using various community resources. Science in Childhood Education may well be a "must" in the library of elementary teachers, principals, and curriculum leaders.

How shall we utilize excursions so as to enrich the science experiences of children and also to bring about effective community study and understanding? This question is answered in a rather fundamental and practical way in George E. Pitluga's Science Excursions into the Community (New York, Bureau of Publications, Teachers College, Columbia University, 1943, $1.75). Planned as a handbook for teachers of grades four through eight, the book discusses the place and method of use of the excursion as a teaching technique, and gives suggestions for guiding community study in the areas of: (1) Maintaining health and safety, (2) Participating in home life, (3) Using and controlling the natural environment for human needs, (4) Communicating with others and transporting people and goods, (5) Understanding the world and the universe. The
suggestions in each area place emphasis on helping children meet problems which they recognize and accept as their own, and interpreting their observations in terms of larger meanings or generalizations.

Believing that "a major function of science education is to equip students to face problems of practical life," Warren Peter Everote carried out an experimental study in which the content of his senior high school science course was developed around a series of problems important to youth in Los Angeles community. _Agricultural Science to Serve Youth_ (New York, Bureau of Publications, Teachers College, Columbia University, 1943, $1.85) describes the experiment and presents data to show that the students in the experimental class (1) made greater gains in general scholastic standing in terms of grade points than did the students of the control group and (2) revised preconceived opinions as an outcome of participation in the course. The book will be of interest to secondary and college teachers who desire to make science function in the lives of their students.

Man's understanding of himself in relation to other living things is the approach made in _Biology and Man_ (Boston, Ginn and Company, 1944, $2.24) by Benjamin C. Gruenberg and N. Elfred Bingham. Designed as a textbook in biology for secondary school students, the book gives a unified view of living things, but at the same time presents man as an organism and as a human being with a creative and social nature. The content, organized in terms of problems, emphasizes (1) helping young people "understand the essential facts of personal and social life and the implications of these facts for themselves" and (2) the importance of using science to improve human living.

JOINT EFFORT of three groups, the Association for Childhood Education, the Department of Supervision and Curriculum Development, and the National Association of Supervisors of Student Teaching has produced a valuable document, _Films Interpreting Children and Youth, 1944-45_. Part one reviews briefly "Developments in Child Study in the Research Laboratory." Part two contains descriptions of a selected list of films of recent date, grouped under such headings as "Films on Pre-School-Age Children at Home and in Nursery School." "Films on School Age Children at Home, in School, and in the Community," "Films on Health and Nutrition," "Films on Building Social Awareness," "Films on Community Participation," "Films on Child Development," and "Films from Other Countries." Part three gives sources of films.

The preparation of this material which should be so useful in parent and teacher education was carried forward by Margaret Hampel, Edgar Dale, and Aileen Robinson. Order from any of the sponsoring groups, 1301 Sixteenth Street, N.W., Washington 6, D. C. Price, 15 cents.

TO CHALLENGE junior high school pupils who "experience more than the usual amount of difficulty in reading to understand themselves and the complex world in which they live," Harcourt Brace is publishing _The Invitation to Reading Series_ of which Book Two is now available at $1.72 list. Edited by E. R. Smith, Marion Edman, and Georgia E. Miller, the book contains stories, plays, poems, articles, and essays that are simple, direct, and full of action. Included are excellent photographic illustrations.

REVEALING NATIONWIDE attitudes regarding our public schools and their problems and exposing areas of ignorance and misinformation regarding education in the United States, _The Public Looks at Education_, a report of the University of Denver's National Opinion Research Center, is a good buy at 25 cents. The report is illustrated by a number of graphs and charts.

OCCUPATIONS WITH FAVORABLE prospects for postwar employment are treated briefly in a series of leaflets, _Occupational Abstracts_, published by Occupational Index, Inc., New York University, Washington Square, New York 3, N. Y. A typical leaflet gives duties, preparation, entrance, and advancement, abilities, advantages and disadvantages, compensation, number and distribution of workers, future trend of employment, and further references "for the ambitious." Occupations dealt with include rural teacher, plasterer, bus and truck driver, landscape architect, free-lance writer, air conditioning engineer, and a host of others. Each leaflet sells for 25 cents. A year's subscription to the abstracts as they appear is $2.50.