

The New—in Review

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PROMISING PRACTICES in intercultural and intergroup education in the social studies are projected in the Sixteenth Yearbook of the National Council for the Social Studies. Hilda Taba and William Van Til have edited the volume, called *Democratic Human Relations*. (National Council for the Social Studies, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.)

The Bureau for Intercultural Education and the National Conference of Christians and Jews cooperated in the study by providing both personnel and funds. Requests for descriptions of actual practices in intercultural education were sent to more than three thousand social-studies teachers, and from replies from these requests, the editors selected the practices described in this yearbook. In addition, the services of nine observers, who visited many schools in different sections of the country, were made possible through the generosity of the school systems in which the observers were regularly employed.

Part One of the book discusses the purposes of intergroup and intercultural education, curriculum problems, and ways of planning learning activities. The second section deals with descriptions of many and varying practices in social studies courses in elementary and secondary schools, including activities in and out of the school. In section three, the yearbook committee attempts to evaluate some of the practices described in terms of basic philosophy, hopeful indications, inadequacies, and needs.

One chapter in the third section deals with materials and this offers helpful guidance to any group interested in further study of intercultural and intergroup education. Suggestions are made for reading materials for pupils and for teachers, audio-visual aids, and for ways to "keep up" in the field through use of continuing publications listing materials. Specific references and buying information are given.

The committee states several times that the practices included in this book are meant to serve in developing in each teacher insight into his situation rather than as a blueprint to be followed. Adaptability and experimentation are clearly urged. Many good suggestions for further study needed are included in the last chapter.

The yearbook committee included, in addition to the co-editors, Clarence I. Chatto, Stanley E. Dimond, and Wilbur F. Murra. This group has contributed a great deal to the study of intercultural and intergroup education in the public schools of this country.

PRODUCING SCHOOL MOVIES by Eleanor Child and Hardy Finch is a pamphlet published by the National Council of Teachers of English in 1941. It remains one of the best guides for schools interested in movie production. This manual is intended for teachers and students and it discusses step by step the technique of producing amateur movies.

Practical information on organizing the group to work on the movie, choosing the theme or the idea of the production, the way to write the scenario, buying and using essential equipment, and preparing and showing the film are included. Sample scenarios of various types are given. Most helpful are the bibliography of books, magazines, pamphlets, and movies on movie-making and the glossary of technical terms.

THE NEED FOR MATERIALS for the slow-learning child has been expressed over and over again by teachers and supervisors. Pauline A. O'Melia, Librarian for the Belmont Boulevard School, Elmont, New York, has made a contribution in this field in a bibliography called *Books For the Slow-Learning Child*. Books included were selected from books for boys and girls published prior to January 1, 1945. No textbooks are included, since the objective of the compiler was to

suggest materials for children to use with little teacher assistance. All the books have been used successfully with slow-learning children.

Readability and format have been the chief bases for selection. Miss O'Melia states in her introduction: "To give a slow-learning child status with other children in his age group, it seems wise to encourage him to feel that he is 'reading' a book when he learns something new, or derives pleasure from looking through a book by himself. This viewpoint has widened the field from which books for the bibliography were chosen."

The books are divided into three groups: (1) Books for children who have not learned to read. (2) Books for children who have learned a simple story. (3) Books for children whose reading ability approximates that of an average fourth-grade child. Those useful with more than one group are so indicated, in order of greater usefulness.

The annotations are descriptive and well written. If the price of each book were given, the list would be more useful as a buying guide.

This bibliography is as yet in mimeographed form. It is hoped that it may be kept up to date and made available to all those needing help in teaching slow-learning children to read.

ATOMIC INFORMATION is the title of a new publication published every other Thursday by the National Committee on Atomic Information, 1621 K Street, N. W., Washington 6, D. C. It will be sent free on request to individuals or groups, and contributions to the work of the committee will be welcomed.

According to the information given in the publication itself: "The NCAI is a clearing house established by sixty national organizations to provide a medium through which they can cooperate with the atomic scientists and their colleagues for public understanding of the scientific facts of atomic energy and their implications for society." Daniel Melcher is Director of the organization, and its officers include representatives from such groups as the National Education Association, American Association of University Women, and the Catholic Association for International Peace.

The publication includes news items concerning the atomic bomb, discussions of sug-

gestions for speakers on the subject, and pertinent book reviews.

CHILDREN'S INTERESTS were explored by Emily V. Baker in her study entitled *Children's Questions and Their Implications for Planning the Curriculum*. (Bureau of Publications, Teachers College, Columbia University, \$2.35.) Special reference is made throughout the study to the contribution of the natural and social sciences in the intermediate grade curriculum. The author attempted, by questionnaire and by personal investigation, to determine what children want to know about, assuming they are free to present their questions and to work at problems they feel are significant. From the children's responses, Miss Baker suggests the areas of learning with which teachers in the intermediate grades must be acquainted if they are to meet the needs of boys and girls. Teachers of children will find much help in the findings of this study in understanding the needs and interests of children.

FORWARD-LOOKING THOUGHTS about education in the future are presented in the new volume, *Looking Ahead In Education*, planned and edited by J. Wayne Wrightstone and Morris Meister. (New York, Ginn and Co., \$1.50.) Planned as a tribute to Dr. Otis W. Caldwell, long a leader in experimental education, on his seventy-fifth birthday, the book includes chapters on trends in the various fields of education, written by more than twenty of Dr. Caldwell's close associates.

Since the chief criterion for inclusion of material in this volume was association with Dr. Caldwell, the field of education is not widely covered. The area of science has been emphasized, while such areas as language arts, fine arts, and administration are not specifically treated. Each of the contributors is a person renowned in his own right, and it is indeed a tribute to Dr. Caldwell that he has influenced so able a group of educators.

The various chapters are concise and interestingly written. Informal treatment of subject-matter is used, with few footnotes. The contributors very frankly "have looked ahead, have formulated hypotheses, and have theorized." Obviously, their predictions will be proved or disproved in the future; regardless, they serve to provoke thought and discussion.

Some of the outstanding contributions are: "What's Ahead In Education For World Service", by Barclay Acheson; "What's Ahead in Community Research", by Julius B. Maller; "What's Ahead in Experimental Education", by J. Wayne Wrightstone; "What's Ahead In Elementary Education", by James S. Tippett; "What's Ahead for Rural Schools", by Effie Bathhurst; and "What's Ahead for Science in General Education", by Morris Meister. Many other areas are discussed, and educators will find the entire collection stimulating.

FOUR AMERICAN TEACHERS toured England, Scotland, and Wales in October, 1945, hoping to secure a cross-section of the life, interests, education, and language of the boys and girls of the United Kingdom. They did so because they were convinced that it is through such understanding that peaceful world relations can be established.

From their experiences came a teaching unit, "Boys and Girls of the United Kingdom", prepared by Muriel Hampton, Einar Jacobsen, Mabel Studebaker, and Beulah Walker. This unit was edited by the NEA Research Division and published by the Department of Classroom Teachers of the National Education Association. It is sold at 15 cents for a single copy, with discounts for quantity purchase.

Included in the unit are: Approaches, with purpose, objectives, and suggestions for introducing the study; a story filled with factual information about the everyday life of boys and girls in the United Kingdom; suggestions for crafts and construction; Activities; and selected references, for teacher and pupil reading.

TOMORROW'S EDUCATION, its goals and its needs, are articulately presented in the readable leaflet, "Looking Toward Tomorrow's Education", published as a cooperative project of the National Education Committee and the National Congress of Parents and Teachers. The leaflets are available from both organizations. Questions concerning the future of education are proposed for study

and discussion, with references to selected materials. Parent, teacher, or lay groups will find this leaflet a valuable guide in a local study of education.

A NEW BIBLIOGRAPHY of serious books that will help adults understand the problems of democracy and peace has been prepared under the auspices of the National Conference of Christians and Jews. Entitled "Reading For Democracy IV", this is a list of 39 important books that every American should read. Copies may be secured free from the National Conference of Christians and Jews, 203 North Wabash, Chicago 1, Illinois.

The annotation for each book on the list gives the scope of the book, buying information, and usually a one-word evaluation of its effectiveness. Sections of the bibliography include Non-Fiction, Education, Biography, Fiction, Picture Books, and Verse. The books were selected by the Book Committee, of which Mrs. Harold Lochman is chairman.

School people should order this list in quantity and distribute it widely in their communities.

THE LISTENING POST

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school, many had graduated from high school, and some had finished their college education. From time to time throughout their schooling or college work, these citizens presumably had studied courses or units in good citizenship which pointed out the responsibility of every adult citizen to register for and to vote in elections. But somehow this formal education did not prove functional in the living of some 32,000,000 Americans—those who did not vote in 1944. And furthermore, among the 48,000,000 who did vote, there were undoubtedly all too many who were not sufficiently informed about candidates or issues. To help get these and all other eligible voters to vote is a challenge to our nation's schools and colleges in 1946—a year of decision.—*ASCD Legislative Committee.*

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