

The New—in Review

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INTERCULTURAL FIELD TRIPS as a means of encouraging better human relations are suggested in *Social Travel; A Technique in Intercultural Education* by Edward G. Olsen. (Hinds, Hayden & Eldredge, Inc., New York, 35¢) This is the first pamphlet in a series sponsored by the Bureau for Intercultural Education and the American Education Fellowship.

Several brief, well-written case studies present the educational possibilities of social travel for young people and adults. These include "Chicago Children Study," "Czechoslovakian Culture in Their City," "Oriental-American Children Are Introduced to American Machines and Folkways," "Negro Children Sojourn in a Vermont Town," "Adolescents Investigate the Midwest," "Adults Study the South," and others.

Evaluations of the tours are given in a separate section titled "How Well Does Social Travel Succeed?" The conditions contributing to successful social traveling are summarized briefly in conclusion.

SOME GOOD EXAMPLES of the kinds of activities through which young people may participate in community development are given in *Youth Has A Part To Play*, a brief pamphlet by Morris R. Mitchell and others (Hinds, Hayden and Eldredge, New York). One hundred sixty-seven actual projects are described very briefly and classified under the type of service.

A RECORD LIBRARY for elementary schools has been produced by RCA Victor. This basic collection contains twenty-one albums of ten-inch, non-breakable records. In all, there are 83 records and 370 separate compositions. The selections were made by Lilla Belle Pitts, professor of music education, Teachers College,

Columbia University and Gladys Tipton, assistant professor of music education, Illinois State Normal University. The music is performed by outstanding symphonic instrumentalists and vocalists. All orchestra arrangements are by Ardon Cornwall.

Included in the collection are records designed for basic rhythmic activities, basic listening activities, basic singing activities, and special selections for singing games, Christmas music, rhythm bands, patriotic music, and Indian study. Primary and intermediate grade interests and needs are represented.

Each album includes several pages of printed material titled "Notes for Teachers," written by Miss Pitts and Miss Tipton. These notes offer some interpretation of the various selections, suggestions for imitative play and free expression, and often pictures and poems suitable for use with the music.

These records may be purchased through local RCA Record Dealers. The complete library sells for \$102.63, tax included, and each album of four records sells for \$4.75. Rural teachers and supervisors should write to RCA, Camden, New Jersey, for further information if a local dealer is not available.

THE FREEDOM TRAIN will take seven carloads of America's most priceless historical documents to over 300 of the largest cities in the United States. Schools are encouraged to give leadership in each community celebrating the Week of Rededication, the seven days before the train arrives. Youngsters will be thrilled with the opportunity to see some of our most precious documents. The especially designed train, the armed guards, and the community celebrations can do much to stress the value of the American heritage.

THE PERSONALITY DEVELOPMENT of children is an intriguing subject for teachers and supervisors. For this reason, *Father of the Man*, a new book by W. Allison Davis and Robert J. Havighurst (Boston, Houghton Mifflin, \$2.75) should find a hearty welcome among school people. These two social scientists of the University of Chicago, acting on the basic assumption that personality is primarily the product of learning, have written a book which attempts to give sound information to parents and teachers concerning how children develop personality. They deal with practical problems which have a familiar ring: Why are two children in the same family very often entirely different? How important is heredity? What makes children jealous, fearful, happy, nervous? How much can training do? These questions and many others are treated in a scientific manner, yet presented in a style both interesting and simple.

Two families contrasting in background and in financial and social status are used to illustrate the authors' points. This case study approach results in a personalized style which will prove helpful to readers without much training in child growth and development.

Included in the appendix are some notes on psychoanalytic technique by Helen Rose, and "A Guide to the Intensive Study of a Child," which consists of a series of questions useful in attempting to understand children. A good index contributes to the value of the book.

Father of the Man could be very successfully used as a basis for parent or teacher study groups. Individual teachers will find it stimulating and instructive.

THERE'S A NEW EDITION of the *Educator's Guide to Free Films* off the press. The Seventh Annual Edition, edited by John W. Diffor and Mary Foley Horkeimer, is completely revised, lists 1448 titles of free films, 425 of which are new. The listing is alphabetical with a subject and a title index. For each film a description is given, including size, num-

ber of reels, running time, annotation, and source. John Guy Fowlkes has contributed a worthwhile introduction, "The Free Film Today." Slide films are listed separately. A Source and Availability Index gives the organizations from which all films listed may be obtained. Borrowing terms are given for each agency, with the probable percentage of requests the agency can fill. The *Educators Guide to Free Films* is indispensable in a good film program. (Educators Progress Service, Randolph, Wisconsin, \$5.00)

THE PAN AMERICAN WAY may be taught more effectively with audio-visual aids. The Pan American Union offers a rich supply of films and exhibit material to schools.

A catalog of these films may be secured from Dr. Lyman Judson, Chief, Visual Education Section, Pan American Union, Washington 6, D. C. These materials may be purchased directly from Dr. Judson; no loan service is provided.

From the School Secretary, Division of Intellectual Cooperation, Pan American Union, Washington 6, D. C. one may order a variety of free and low-cost materials. These include art packets, loan exhibits, bibliographies, and other publications.

THE UNITED NATIONS continues to challenge teachers with the responsibility for encouraging young people to understand its function and its organization. The Department of Public Information of the United Nations has produced a great many significant materials to help teachers with this responsibility. Every school should write to The Chief, Educational Services, Department of Public Information, United Nations, Lake Success, New York and ask to be kept on the permanent mailing list for all free publications available for teachers. This would insure the school's receiving an excellent kit of materials and automatically receiving new publications as they are available.

A small book on *Working Together in the United Nations*, written by Clara O.

Wilson, University of Nebraska, is a good condensed statement of the work of the United Nations. Although it was designed for school children of the fifth grade level, it can be used by older children or by adults who want a simple, understandable explanation of the work of the United Nations. It is published by the University Publishing Company, 1126 Q. Street, Lincoln, Nebraska, and sells for 28 cents.

THE MARCH OF TIME has released Forum Editions of its regular 16 mm. educational films for short-term bookings of one, two, or three days or for extended term rentals. Forum Edition releases are selected from the regular March of Time issues and are edited for special use in educational groups. A discussion outline includes a summary of the script, introductory and round table questions, study suggestions, and a bibliography. The subjects available include a variety of issues suitable for public school or community study. Preview prints and further informa-

tion may be secured from the March of Time, Forum Edition, 369 Lexington Ave., New York 17.

RESOURCE-USE EDUCATION is concerned with a problem of national significance. A new annotated bibliography, *Your Region's Resources*, listing materials covering the natural and human resources of the South, is now available from the Regional Materials Service, George Peabody College for Teachers, Nashville 4, Tenn., for 25 cents. John E. Brewton is responsible for this excellent publication.

AN EXCELLENT RECRUITMENT pamphlet is *You'd Like Teaching*, prepared and distributed by Central Washington College of Education, Ellensburg. The pamphlet sells for \$1.00. It is one of the most attractive vocational booklets available anywhere, presenting the teaching profession in a challenging manner. Many good photographs are included.

Should Public Funds Be Used for Non-Public Schools?

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neutral as between the sects encourages the public school to substitute for sectarian religious authority the principle of "by their fruits ye shall know them." From this it is but a step to the discovery that the morality we all hold in common grows out of our common culture, out of the day by day associations of people, and is validated by these associations. It thus becomes possible for public schools to bring to expression a method of character education through the life of the school and the interpretations of the classroom which holds forth the possibility of forging bonds of unity between people who are varied in background and origin, race, color, and creed. This is the method of reflection

which relates practice and precept and modifies both in the light of experience. It is a method peculiarly appropriate to a character education that created character, but it is a method that can likewise apply to all areas of living. It is a method that promises to foster peace and good will between the peoples of the earth as well as the inhabitants of our own country. It is a method that the public school is uniquely and peculiarly qualified to cultivate if it can be persuaded to recognize its true mission in our democracy.

Let us resolve to hold public education to this distinctive responsibility and not to deter it therefrom by public support to sectarian education.

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