Baltimore Studies Intercultural Education and International Relations. For several years now, the public schools of Baltimore have been carrying on educational programs in intercultural education and the development of international understanding which have been praised as outstanding by leaders in these special areas. Baltimore has a heterogeneous population, with different racial, religious and ethnic groups represented in substantial numbers. The schools believe that intercultural understanding and good relations among these diverse groups are an absolute necessity. Accordingly, work in this area was accelerated in 1945 and a committee of teachers was appointed to develop plans for furthering intercultural education. One outcome of this committee's work was the preparation of a curriculum guide called *Better Intercultural Relations*. This report was published during the summer of 1947 and is now being used by teachers in the Baltimore schools. The committee discusses the importance of intercultural education and suggests practical school-wide and classroom activities which teachers may use in promoting better understanding among pupils. The whole approach of the committee is aptly expressed in these words, "Intercultural education cannot be taught as a separate course on a special day." The report emphasizes that mutual understanding and respect may best be achieved through the very processes of group and individual relations such as having students of different racial, religious, and ethnic backgrounds work together on common school activities. Two Baltimore teachers were granted fellowships by the National Conference of Christians and Jews to attend summer workshops on intercultural education. They are aiding this fall in furthering Baltimore's efforts to improve group understanding.

Baltimore's efforts to develop international understanding have been widespread during the past year. Efforts along these lines, of course, are of long standing in the schools, but attention to programs for education for peace have been greatly expanded during the past year or two. Some of the more important efforts in addition to regular class activities include:
(a) International correspondence to children in devastated and conquered areas has been carried on through the Baltimore schools.
(b) Funds have been sent to aid in educational reconstruction in allied countries.
(c) Two teachers have been exchanged with English schools.
(d) Junior Town Meeting programs were prepared and broadcast on various international problems. In two cases the broadcasts were of an international nature with students from both England and Baltimore participating.
(e) One school conducted an Atomic Energy Institute which consisted of three evening lectures for students and adults.
(f) The organization and development of United Nations Youth Units in each of the senior high schools. These youth groups have been organized in cooperation with the United Nations Association of Maryland. These youth organizations have prepared radio programs, sponsored city-wide meetings for adults and students, and carried on various school activities concerned with the development of international understanding.
(g) The Baltimore public schools participated in a United Nations Association project related to the "Americas in the World We Want." This was a very comprehensive project developed through the United Nations Youth Groups in the Baltimore schools. The project brought thirty-one students from Latin America and Canada into the schools of the city.
As one aspect of this project, students from thirteen Baltimore senior high schools participated in the Herald-Tribune Youth Forum in New York City on March 8. The following day the thirty-one students from twenty Latin American countries and Canada were brought to Baltimore to participate in the program for three days. The thirty-one guests were housed in the homes of students. The main feature of the program on Sunday was a mass meeting of one thousand young people, at which representatives from four foreign countries spoke. On Monday and Tuesday the youth representatives from the foreign countries visited each of the thirteen high schools and talked at assembly meetings. As a climax to the three-day program a dinner meeting, attended by over six hundred young people, was given at Eastern High School.

The worth of this project was well stated by one of the local newspapers in these words, "In the three days of the project, the Baltimore public school students probably learned more that they will remember about Latin America and Canada than they might have through months or years of classroom experience." Harry Bard, assistant director of the curriculum bureau of the Baltimore schools, in discussing the whole program of international education, states that their efforts have been widely acclaimed by various educational and civic groups interested in promoting better international understanding. Obviously, the Baltimore schools deserve such acclaim.

Southern Association's Cooperative Study in Elementary Education. The Southern Association of Colleges and Secondary Schools is sponsoring a south-wide study in elementary education. The fourteen southern states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia are participating in the study. Six other regional organizations interested in education are also cooperating in the project. Each of the fourteen states has established a state committee to carry forward the project in its state. The chairmen of these state committees form a central coordinating committee for the entire study. This group, in its first meeting at Daytona Beach, (Fla) on June 9-11, set up policies for the entire study and made plans for the first year of the project. The group also selected Arnold Perry of the University of Alabama as chairman, and J. B. White of George Peabody College as executive secretary.

This new regional project is the outgrowth of various efforts in the south to improve education. It stems particularly from the work of a committee of the Southern States Work-Conference which worked for a year on the problems of elementary education and in 1946 published Improving the Elementary Schools. The present larger cooperative study will proceed from the vantage point of this earlier report. Furthermore, the study illustrates the expansion of the activities of the Southern Association of Colleges and Secondary Schools. Since its establishment over a half century ago it has largely been concerned with standards for high schools and colleges. But the Association has wisely come to the conclusion that no adequate program of secondary and higher education can be built except on a foundation of good elementary education.

The general objectives of the study are:
1. To create wide interest in the improvement of the elementary school throughout the southern area.
2. To help set desirable standards for an effective elementary school.
3. To help locate schools doing superior work in as many areas of each state as possible.
4. To stimulate teacher education institutions to seek out promising practices in teacher education programs.
5. To aid in integrating elementary and secondary education into a twelve-year program of learning.

State committees are now busy at work developing policies and plans for the study in their respective states. Each state committee will work along the lines that offer the most promise for improvement of
elementary education in the state. The school year of 1947-48 will be used largely as an exploratory period, with the expectation that the study will then be developed on a long-term basis.

Development of Reading-Resource Materials on the Community. The need for up-to-date information about the local community has served as the stimulus for the preparation of reading lessons for use in the study of the city government in the Burbank (Calif.) public schools. These lessons have been developed by teachers and are used on the ninth grade level in the unit, "The Citizen and His Local Government." They serve the double purpose of providing otherwise unobtainable reading matter on the local community and of maintaining and developing specific reading skills.

Resource materials have been secured from the Burbank City Charter, the Annual Report of the City Council, guest speakers, and from interviews with members of the school administrative group, the governing group, and the heads of city departments.

City officials have been interested and very cooperative. A policy has been established of permitting one small group from each of the junior high schools to visit each city department during the semester. Pupils in the social living classes share their interviews with city officials by making oral reports to other ninth grade classes studying the unit. Thus, the student making the interview also has the writing experience of summarizing it and the speech experience of reporting to an audience other than his own class.

Novella Nicholson, acting director of the division of secondary education, states that after a tryout period these lessons will be combined into a printed booklet, illustrated by appropriate photographs.

Southern Educational Film Production Service. The Southern Educational Film Production Service, Inc., is a new cooperative venture established by various public agencies in nine southern states for the purpose of making visual materials on southern problems available to the public agencies of these states. The Service was established to serve three specific purposes: (a) To produce motion pictures and film strips on a cost basis for tax-supported agencies, (b) To stimulate and coordinate the production of films by public agencies, and (c) To provide a source for information on films—particularly those produced within the region.

This program is carried out by a film production unit with headquarters at the University of Georgia, Athens. The board of directors of the Service consists of one representative from each of the nine cooperating states, one representative appointed by the TVA, and one representative appointed by the University of Georgia. Membership in the Service is open to any tax-supported agency or institution within the states of Georgia, North Carolina, South Carolina, Virginia, Alabama, Florida, Mississippi, Tennessee, and Kentucky. Members in each state elect their state representative to the board of directors. Planning commissions, health departments, agriculture extension services, educational institutions, and many other types of public agencies are enrolled as members of the SEFPS.

During its first year of operation, the SEFPS concentrated on production of films. It has released to date these films: "Books and People: The Wealth Within." This is a film on library service and was sponsored by the Alabama Public Library Service.

"Timber Growing Today," is a film on forestry management and was sponsored by the Forestry Relation Department of the TVA.

"Education for Living," was produced for the Georgia Workers Education Service and the Atlanta Department of Education.

"Florida: Wealth or Waste." This film was produced for the Florida Resources-Use Education Project. It will be used in the high schools of Florida in conjunction with a text by the same title. The ninth graders in Florida schools will be the film's most immediate audience. The picture emphasizes the importance of Flor-
ida's human resources and contrasts the sound use of these resources with misuse or waste. It also depicts the magnificent job Florida has done in developing many of her natural resources.

Other films are in production, the one of most interest to educators being a film on health services in North Carolina and methods for improving the health of the people. A film on nutrition education is also in production. It is sponsored by the College of Education of the University of Georgia in cooperation with General Mills, Inc. It will be especially useful in teacher education—both pre-service and in-service programs.

The director of SEFPS is Nicholas Read. The Service publishes a monthly newsletter, The Southern Film News. The Service was initially financed by a grant from the General Education Board, but it expects to eventually become a self-supporting agency.

Elkhart Guides Prospective Teachers. The cadet teacher program is beginning its third year of operation in the Elkhart (Ind.) city schools. Efforts are made to enlist the interests of students in the upper bracket of the senior class and opportunity is given these students to go into the classroom of their choice and actually gain first-hand knowledge and experience of the teaching field. To date, approximately fifty seniors have participated in this program, for which they receive no credit.

The cadets spend about six weeks reading such things as child psychology and methods and procedures of teaching. They are then taken on a tour of some of the buildings in the city, introduced to the principal and teachers, and spend a short time in several different classrooms looking for atmosphere and at the physical aspects of the room. A joint meeting of all cadets and supervising teachers is held at which time the teachers receive a handbook of directions concerning the program, meet the students with whom they are to work, and lay preliminary plans for the first introduction of the cadet to the classroom.

The cadet goes into the classroom to observe and to help, but not to teach. He has been given some fundamentals in the technique of observation. Toward the end of the eighteen-week period of working in the classroom he may be given an opportunity to teach, but always under the supervision of the teacher. He is in no way regarded as a substitute nor is he left to carry on the entire responsibility of the class.

Efforts are being made to interest the underclassmen in this program by the organization of "The Future Teachers of America" group which schedules regular meetings throughout the year and is open to all interested students.

According to Audrey C. Brenner, director of pupil personnel, guidance, and research, by the time a student has engaged in this cadet teaching program he has a better knowledge of what it means to be a teacher and of the type of work a teacher does. The program is considered by the Guidance Department to be one of the best pieces of vocational guidance that is carried on in the school system.

Haverhill Develops New Curriculum Guides. Committees of teachers of the Haverhill (Mass.) public schools recently completed the preparation of courses of study in the language arts for grades four-eight, social studies for the same grades, and arithmetic for grades seven and eight. During the present school year teachers are studying and discussing these new guides as a basis for use in improving instruction in these subjects.

A committee of parents and teachers has prepared a booklet, Your Task and Ours, for guidance of parents of young children just ready to enter school. The booklet is designed to acquaint parents with the purposes of education in the primary grades and to familiarize them with the regulations relative to school entrance and attendance.