

The New—in Review

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ONE SHRINKING WORLD is the setting for the picture-storybook, *In Henry's Backyard; the Races of Mankind* (New York, Henry Schuman, 1948). Written by Ruth Benedict and Gene Weltfish of the Department of Anthropology at Columbia University, this story presents the basic scientific facts already available in the more serious Public Affairs pamphlet, *Races of Mankind*. The illustrations are adapted from "Brotherhood of Man," the color-film created to drive home these same facts in animated cartoon style. (United Productions of America, Hollywood.)

Henry—who is quite a character—has a dream that the whole world had moved into his backyard. When he awoke, he looked out and found that his dream was a reality. Henry's experiences in learning the truth about the people of the world make an original and forceful story. It is impossible for anyone to read this humorous and attractive storybook without realizing that Henry's predicament is that of all mankind, and everyone will feel challenged to learn to appreciate his neighbor in this shrinking world.

Young and old will appreciate *In Henry's Backyard*. It offers possibilities for group reading and discussion, since it is brief and entertaining. The authors have been most successful in attempting to present a serious message in a format that will attract a wide audience.

IT PAYS TO TALK IT OVER is the title of a pamphlet concerned with discussion techniques and audio-visual aids. It's yours for 40 cents. Write to the National Institute of Social Relations, 1244 Twentieth Street, N.W., Washington 6, D.C.

A NEW 16 mm. film, *The World Is Rich*, has been produced as a follow-up of the well-known *World of Plenty* film. Distributed through the facilities of Brandon Films, Inc., 1600 Broadway, New York City, the film features the United Nations program on world-wide improvement of farming and of trade relations for surplus food distribution.

EVERYONE TALKS ABOUT general education these days, but even a casual listener is impressed by the differences in opinion as to what general education is. Elementary and secondary school teachers share an interest in the subject with college teachers, and all educators have come to recognize the problem of general education as one characteristic of all educational levels.

Cooperation in General Education (Washington, D.C., American Council on Education 1947, \$3) is the final report of the Cooperative Study in General Education. The Executive Committee for the study, appointed by the American Council on Education, consisted of William P. Talley, Lloyd C. Emmons, B. Lamar Johnson, Earl J. McGrath, and George F. Zook, with Ralph W. Tyler as director. The cooperative study, functioning from January, 1939, to September, 1944, enlisted the efforts of twenty-two colleges which had already undertaken some experimentation in the field and which had the leadership and the interest to participate actively in a study designed to improve the general education picture throughout the country.

This official report is of interest as an example of cooperative curriculum study as well as for the actual findings and recommendations for a general education program. Three additional volumes com-

plete the report: *General Education in the Humanities*; *General Education in the Social Studies*; and *Student Personnel Services in General Education*. The volume here reviewed, *Cooperation in General Education*, presents the total problem, describes the study, identifies the basic issues, gives some examples of the experiments carried on, and presents some conclusions concerning general education. It is a well-written report of a significant development in the college program which has many implications for all educators.

THE MARSHALL PLAN deserves the attention of every American citizen. You may secure a pamphlet on the subject, the *Marshall Plan Or Else*, by sending 15 cents to Public Affairs Press, 2153 Florida Avenue, Washington, D. C.

IT ISN'T EVERY DAY that one can see a book printed before his eyes during a ten minute interval. In *Making Books*, (*Making Books*, No. 378, Encyclopaedia Britannica Films Inc., 20 North Wacker Drive, Chicago 6, Illinois, 16 mm sound, black and white, \$50, one reel) the typesetter begins the process from the author's manuscript. Following the order of production, such technical processes as electroplating are compactly introduced and completed until a new book is printed, bound, and carried off the assembly line.

All in all this film portrays a combination of skilled workmen and complicated mechanization meeting the mass market for books. The filming is good and vocabulary and sentence structure of narration are simple and easily comprehensible. While its producers place it in their series on primary social studies, it should not be used as an introduction to units of general science, junior or senior high school social studies, or library courses. Since the film is confined to one type of printing, it could be used as either preliminary or summary teaching.

The collaborator of the film was Luther H. Evans, Librarian of Congress.—*Marjorie Philyaw, director of the Curriculum Library, Florida State University, Tallahassee.*

THE PROCEEDINGS OF THE ANNUAL READING CONFERENCE at the University of Chicago offer school people, who find it impossible to attend the conference, an opportunity to read the papers presented. The 1947 report, *Promoting Personal and Social Development Through Reading* (Chicago, University of Chicago Press, 1947, \$2), compiled and edited by William S. Gray, gives a detailed account of the proceedings.

Very useful bibliographies of books, which contribute to the personal and social development of children and young people, supplement the papers concerning the reading program.

PROBLEMS OF RACIAL AND RELIGIOUS PREJUDICE have challenged educators to the extent that the John Dewey Society has devoted its ninth yearbook to the subject. William Heard Kilpatrick and William Van Til have edited the volume, *Intercultural Attitudes in the Making*, and an impressive group of educators has contributed to it. (New York, Harper, 1947, \$3)

Kilpatrick is responsible for the opening chapter, "Basic Principles in Intercultural Education." The remaining chapters fall into three groups: "Working with Young Children," "Working with Young Adolescents," and "Working with Youth." The book is very successful in personalizing the experiences of parents, youth leaders, and teachers at work in the area of intercultural education, so that the reader feels he has witnessed the activities and sees their implications for his own situation. Conversational style, the case-study approach, and good organization contribute to the effectiveness of *Intercultural Attitudes in the Making*.

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