The Curriculum and World Affairs

AS CURRICULUM BUILDERS, we have this year more than ever before an imperative need to provide learning experiences which bring world understanding and which foster international cooperation. In the dislocation and fears which characterize our present world, it is essential that we use all the forces of education to cut through confusion and despair and to construct and reconstruct purposes for democratic living and ways for their realization. More than ever before we must become informed of the events around us and be alive to the nature of the changes which are transforming the world, removing the old patterns of ruthless competition and building new patterns of cooperation and interdependence.

Among the written materials which can assist us in the analysis of our common task is a new pamphlet, published in May of this year by the Educational Policies Commission of the NEA, POINT FOUR AND EDUCATION. (1201 Sixteenth Street, N.W., Washington 6, D. C. $.20 a copy. Reduction in price for larger numbers.) Drafted by Dr. George S. Counts of Teachers College, Columbia University, and revised and extended by members of the Commission, the work focuses on the importance of the Point Four Program and the "profound educational implications which it carries." In working for the development of the program of Point Four, which became a law on June 5, 1950, and in fighting against armed aggression in Korea, the people of this country need increasingly clear insight into the problems involved and possible ways of solving them.

In such a task the people of the United States do not and cannot work alone. Their destiny is now irrevocably bound up with the destiny of all the other free peoples of the world. Since Point Four, which became a law on June 5, 1950, and in fighting against armed aggression in Korea, the people of this country need increasingly clear insight into the problems involved and possible ways of solving them. In such a task the people of the United States do not and cannot work alone. Their destiny is now irrevocably bound up with the destiny of all the other free peoples of the world. Since Point Four, which became a law on June 5, 1950, and in fighting against armed aggression in Korea, the people of this country need increasingly clear insight into the problems involved and possible ways of solving them.
this is so, we as curriculum makers must continue to direct educational experiences so that through them boys and girls and men and women may participate actively and with hope in the international organizations now being developed to deal with the world's political, economic, and social problems. In the local groups which give these organizations their roots, individuals find meaning and satisfaction as they participate.

UN Provides Resources

In the past five years the United Nations has opened channels of international cooperation through which individuals and community and school groups can function. There are now available through UNESCO House in Paris and through the United States Commission for UNESCO in Washington, D. C., publications telling of accomplishments already made and of new opportunities for improving understanding among the peoples of the world. A listing of a few of these will indicate their nature and their possible use.

THE UNESCO STORY. A Resource and Action Booklet for Organizations and Communities. (Published by the U. S. National Commission, May, 1950. Available in limited supply to group leaders on request from UNESCO Relations Staff, Department of State, Washington 25, D. C.) Here, abundantly illustrated with photographs, are accounts of the international program of fundamental education, student and teacher exchange, scientific studies, and educational reconstruction in war-torn countries. In addition there are extensive examples of ways in which school and community action projects in this country are being carried on to further the aims of the United Nations. A school or college in any size community can find here suggestions for learning and action.

WORK KITS. Interchange of Persons and Food and People. (Available from the U. S. National Commission for UNESCO, UNESCO Relations Staff, Department of State, Washington 25, D. C.) The first of these kits tells not only of specific and extensive interchange of students, teachers and others and how such opportunities may be had, but also of such movements as the Experiment for International Living, through which in the summer of 1949 four hundred and fifty Experimenters lived with families abroad.

The second kit contains fifteen separate bulletins and booklets, including such titles as Food, Soil and People; Food and the Family; Distribution of the World's Food; Food and Social Progress; and FAO at Work. This kit, with abundant readable materials, is especially important for curriculum use; “Food and People” has been chosen by the representatives of UNESCO’s member countries as the topic on which worldwide discussion is being focused in 1950.

COOPERATIVES AND FUNDAMENTAL EDUCATION. (Publication No. 632 of UNESCO, 19 Ave. Kleiber, Paris 16e, 1950. Columbia University Press, $0.60 per copy). Written for UNESCO by Maurice Colombain, formerly with the International Labor Office, this book gives a general survey of the cooperative movement in the world today, where more than 143,000 cooperatives with a total of more than 819,000 members are spread over the five continents. There is brief mention of school cooperatives and their part in building the social and moral character of children.

Space prohibits more than mere men-
tion of two other publications of UNESCO House, Paris (Columbia University Press):

**ADULT EDUCATION. Current Trends and Practices. 1949. $0.75 per copy.** A collection of articles with a world point of view, some of which are reproductions of lectures given at the International Conference on Adult Education at Elsinore, Denmark, June, 1949.

**THE EDUCATION AND TRAINING OF TEACHERS. Towards World Understanding. 1949. $0.20 per copy.** The story of one of several of UNESCO’s annual seminars, significant for the insight it provides into how 47 persons from 22 different countries learned to work and live together for six weeks with “increased hope and renewed ideals, and this without evasion of practical problems, difficulties, and dangers.”

### National and Local Groups Provide Resources

In addition to publications directly sponsored by the United Nations and their agencies and commissions are pamphlets and books from organizations in this country which focus on international issues.

**PATTERNS OF COOPERATION,** published by the Department of State (Division of Publications, Office of Public Affairs, Publication 3735, International Organization and Conference Series I, 9), brings together in one book the story of the achievements of international organizations in the economic and social field.

**BOLD NEW PROGRAM SERIES,** published by the Public Affairs Institute of Washington, D.C., 1950. These eight authoritative booklets are of utmost usefulness in orienting senior high school students and members of adult education groups to the new relationships which we are now seeking with peoples of underdeveloped areas of the world:

- *A Policy and Program for Success,* by Dewey Anderson and Stephen Raushenbush. $0.40 each.
- *Two-Thirds of the World,* by Harold R. Isaacs. $0.40 each.
- *Groundwork for Action,* by Morris L. Cooke and others. $0.50 each.
- *Engineers of World Plenty,* by James Rorty. $0.40 each.
- *People, Food, and Machines,* by Stephen Raushenbush. $0.50 each.
- *Helping People Help Themselves,* by Wallace J. Campbell and Richard Y. Giles. $0.50 each.
- *Foreign Aid and Our Economy,* by Seymour E. Harris. $0.40 each.
- *Where Is the Money Coming From?* by Morris S. Rosenthal. $0.40 each.

**AMERICA AND WESTERN EUROPE.** (Public Affairs Pamphlet No. 159. March, 1950. 22 East 38th Street, New York City. $0.20 each). This pamphlet clarifies some of the economic problems involved and identifies ten positive steps that the United States and Western Europe can take toward more effective interdependence.

### Materials on Intergroup Understanding Relate to World Affairs

As our concern for the preservation and improvement of democratic human relations and free institutions grows at the international level, our concern grows also for the improvement of the quality of interpersonal and intergroup relations here at home. Arnold Forster’s *A MEASURE OF FREEDOM* (Double day and Company, Garden City, New York, 1950. $2.50) is a valuable handbook and reference which provides documented evidence concerning practices of anti-semitism, activities of the Ku Klux Klan, prejudice on campuses of American colleges, progress in legal pro-
tection against discriminatory practices, and listings of organizations, leaders, and publications with anti-semitic records. Most recent addition to the FREEDOM Pamphlet Series, Irving J. Lee's *How Do You Talk About People?* (Published cooperatively by the American Education Fellowship and the Anti-Defamation League of B'nai B'rith, 212 Fifth Avenue, New York 10, N.Y. $25) presents a brief and refreshing analysis of how to think objectively about one's own thinking. The book clears up fallacies that arise from confusion between observation statements (facts) and inference statements (assumptions) and points one way to "victories over the superstitious mind." From the Curriculum Office of the Philadelphia Public Schools comes a booklet with a similar purpose—helping children and youth to develop open-mindedness. By means of gay sketches, anecdotes of classroom experiences, and summaries, TOWARD THE OPEN MIND gives hallmarks by means of which open-mindedness can be identified and learning experiences by which it can be taught.

Teaching materials used in American schools and colleges fail to "come to grips with the basic issues in the complex problems of human relations." Says Maxwell S. Stewart in his *Prejudice in Textbooks* (Public Affairs Pamphlet No. 160, 1950. $0.20) which summarizes the findings published by the American Council on Education in INTERGROUP RELATIONS IN TEACHING MATERIALS ($3.00).

Irene D. Jaworski's most recent publication, BECOMING AMERICAN (Harpers, 1950. $1.50), discusses the

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problems of immigrants and their children. The book is written as a classroom resource for the senior high school with suggestions for "Things To Do" at the end of each chapter, including neighborhood interviews, community and school surveys, reading, discussion and attitude testing.

Among issues in intergroup education which are of increasing concern to those who help to shape the destiny of public schools is that of whether or not non-public schools should share in public funds. From the Horace Mann League of the United States of America comes a pamphlet on the RELATIONSHIP OF CHURCH AND STATE IN EDUCATION, by V. T. Thayer. (Available through Secretary General of the League, Joy Elmer Morgan, 1201 Sixteenth Street, N.W., Washington 6, D.C. $0.50). This lucid exposition of the problem is necessary reading for teachers who are assisting young people at secondary and college level to consider the unique mission of the public school in the United States and to think through the consequences of doing anything other than holding firmly to the principle of complete separation of church and state. It is also important reading for its interpretation of the responsibility of the public school to assist young people "through disciplined ways of living and thinking together to carve out ever-widening areas of agreement and of common living as between people who are otherwise different and destined to remain different in background, origin, race, color, and creed."

Cooperative Spirit Brings New Values

Dr. Ashley Montagu, in his book, ON BEING HUMAN (Henry Shuman, New York, 1950, $1.95), presents scientific evidence, gathered over the past fifty years, to support the fact that biological drives of cooperation, love, and interdependence are the basic laws of life which we deny to our peril. In the last chapters of his book, he pleads for a change in our school life from emphasis on success and ambitiousness in competitive situations to emphasis on cooperation and social competence.

It is with these trends that many curriculum makers are concerned today. Cooperation and social competence are sought in our studies of group development and in our emphasis on cooperative planning of curriculums, on group processes in supervision and teaching, and on local and world citizenship expressed in school and community activities. More and more, we are concerned with the realities of our environment and with the spirit which must transform our ways of thinking and our ethical values.