

Living Together in One World

THE FOUNDATION for cooperative living at the national and international level is laid as people learn to live successfully together in the home, the school and the community. Desirable programs in human relations are not confined to any one curriculum area or grade level but are of concern to each administrator, parent, teacher and pupil in the school system.

Selected curriculum guides and bulletins on this vital subject of improving human relations in our classrooms are listed below:

►Metropolitan School Study Council. *Beginning a Program in Better Human Relations*. Report of the Unmet Needs Group Studying the Problems of Human Relations. 525 West 120th Street, New York 27, New York, 1949, 35p. (mimeographed).

In this report, practical suggestions in the area of human relations are offered to the teacher, parent and administrator. The four chapters deal with: A Community Organization for Human Relations; Suggestions for Parent-Teacher Associations to Use in Human Relations; Suggestions for Teachers' Work in Human Relations; and The Search for New Horizons.

►Aldrich, Julian C., editor. *Social Studies for Young Adolescents*. Curriculum Series Number Six. National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C., 1951, 85p. \$1.50.

This second in the series of social studies curriculum bulletins, which will cover all grade levels, is developed

specifically for grades seven, eight and nine. The section, "Selected Programs of Social Studies," contains illustrative programs from various school systems. These programs stress desirable human relations in the home, school, community, state, nation and world.

►Dade County Schools. *Resource Unit: Races of Mankind*. Curriculum Advisor's Office, County Administration Building, Miami, Florida, 1951, 11p. (mimeographed).

A seventh grade resource unit, this publication was developed to help Dade County teachers plan their own teaching relating to this problem. It should help the child toward better intercultural understanding. By stressing the contributions each race has made to civilization better human relations should be promoted among all groups.

►Detroit Public Schools. *How People Live Together*. Part I. A Pupil Manual and Study Guide in Elementary Social Studies. Detroit, Michigan, 1950, 108p.

Units on those phases of social living pertaining to man's efforts to make a living are presented in this interesting pupil manual for grade six. Units included are: Living in Our Cities; Farming and Farm Life; Man's Work in a Day of Machines; Communication; Transportation; and a supplementary unit, The School Election.

►Detroit Public Schools. *How People Live Together*. Part II, A Pupil Manual and Study Guide in Elementary Social Studies, Detroit, Michigan, 1950, 118p.

■ It's Fun to Find Out: Film-Story Books

A series of eight books by Paul Witty and the Educational Research Staff of Encyclopaedia Britannica Films Inc. Simple stories, each illustrated by unusual action photographs from the film of the same name. The realistic detail will inform as well as fascinate young children.

■ Our Animal Story Books

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This second part of the sixth grade manual deals with units on those phases of social living having to do with institutions man has built and efforts he has made to improve his ways of living.

►Pasadena City Schools. *Personal and Social Problems of Eighth Grade Students in Pasadena*. A Resource Unit. Secondary Curriculum. Publication Number 18, 1949-1950, 91p. (mimeographed).

Teachers, parents, administrators and eighth grade students have worked together in the preparation of this resource unit. It is so designed that teachers may get practical suggestions for helping this age group define and master their problems of adjustment. School, home, personal, educational and vocational problems and activities offer many opportunities for growth in human relations.

►Board of Education, City of New York. *Social Studies: Grades 5-6*. Curriculum Bulletin Number 4, 1951-1952 series. New York City, New York, 1952, 146p.

This is the third bulletin in the social studies program series which begins in the kindergarten and progresses through the 12th grade. The theme "Living and Working Together in the United States of America and in the World" is the basis of the program in the fifth and sixth grades. The development of this theme helps the children gain a background of knowledge for appreciating our American heritage and for acquiring an understanding of the interdependence of peoples. Co-operative activities of group living by the children help establish a basis for good human relations.

►Board of Education, City of New York. *Social Studies: Grades 7, 8, 9*.

A Guide for Teachers. Curriculum Bulletin Number 5, 1951-1952 Series, New York City, New York, 1952, 202p.

The fourth bulletin in this city's social studies series weaves history, geography, civics, economic relationships and current affairs together in the social studies curriculum. The sample problems offered for study at each grade level offer exceptional opportunity for the development of improved human relations as do the suggested methods for unit teaching.

►Kansas State Department of Education. *First Steps Toward Measurable Progress in Education for World Peace*. Topeka, Kansas, 1950, 79p.

This is a report of the second annual workshop on education for international understanding and cooperation which was conducted at Kansas State Teachers College. Proposed experimental units of educational experiences were suggested for each level, grades 1-12. The appendix lists books, periodicals and films which contribute to international understanding.

►Iowa State Department of Education. *Foreign Languages for Secondary Schools*. Volume XX, Des Moines, Iowa, 1950, 319p. \$1.00.

Social development through intercultural understanding receives important emphasis in this comprehensive publication. Activities which lead the student to a better understanding of the life and thought of other peoples are suggested. The languages considered are French, Latin and Spanish.

►Delaware Department of Public Instruction. *Suggested Syllabus on United Nations*. Dover, Delaware, 1950, 112p.

Purpose of this syllabus is to suggest ways and means of teaching international understanding in grades one through twelve through a study of the United Nations. At the elementary

level, human relations contacts will be the suggested approach while at the secondary level factual information and activities of the United Nations would gradually culminate the study. Practical teaching materials which have been used in actual classrooms as well as helpful audio-visual and bibliographical sources, are included.

►Cleveland Heights Public Schools. *Suggestions for Presenting the United Nations*. Kindergarten, Grades I-VI, Cleveland Heights, Ohio, 1950, 10p. (mimeographed).

This is a very brief manual of suggestions for the teacher's use in implementing instruction concerning the United Nations. Concepts include home, school, community and world problems. Areas tapped for suggested activities are the language arts, arts and crafts, music and the social studies.

►Board of Education. *We Are World Citizens*. Social Studies Bulletin for Grades 4-7, Bay City, Michigan. Revised 1949, 171p. (mimeographed).

Informative units and bibliographical materials on the subject of intercultural understanding are presented in this bulletin. It is hoped this information will guide and inspire teachers to develop the "one world" concept in their classrooms.

►Goetz, Delia. *World Understanding Begins with Children*. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 1949, 30p. 15c.

Gives sources of materials which will interest elementary school children in other peoples and cultures. Ways to use the materials are suggested in this pamphlet. Such information should encourage the inexperienced teacher to develop a program for world understanding and should help the experienced teacher to supplement and extend her program.

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►Mayfarth, Frances, editor. *Adventures In Human Relations*. Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C., 1948, 36p. 50c.

Interesting anecdotal accounts of experiences which teachers have had in the field of human relations are related in this bulletin.

►Taba, Hilda, et al. *Curriculum in Intergroup Relations*. Case Studies In Instruction for Secondary Schools. American Council on Education, 744 Jackson Place, Washington, D. C., 1949, 168p. \$1.25.

►Taba, Hilda, et al. *Reading Ladders for Human Relations*. American Council on Education, Washington, D. C., 1950, 115p. \$1.25.

►Taba, Hilda, et al. *Literature for Human Understanding*. American Council on Education, Washington, D. C., 1948, 61p. \$1.00.

►Jennings, Helen Hall, et al. *Sociometry in Group Relations*. A Work Guide for Teachers. American Council on Education, Washington, D. C., 1948, 85p. \$1.25.

The above publications are of the Work In Progress Series of the American Council On Education. These pamphlets describe ideas, tools and procedures in the field of intergroup relations.

►Taba, Hilda, et al., of the Center for Intergroup Education. *Diagnosing Human Relations Needs*. American Council on Education, Washington, D. C., 1951, 155p. \$1.75.

This is the first in a series of "Studies In Intergroup Education" by members of the staff of the Center for Intergroup Education of the University of Chicago.

This staff describes six instruments used in their experimental programs: diaries, parent interviews, participation schedules, sociometric procedures, open questions and teacher logs.

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