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The Implementation of
Human Relations Education
in the Classroom

by Gertrude Noar

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1958

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515 Madison Avenue, New York 22, N. Y.

*The author is national education director
of the Anti-Defamation League of B'nai B'rith.*

Appendix

There are many ways of obtaining materials and services to assist the teacher in achieving the kind of education for which information is not enough. In almost every large community there are organizations ready to provide consultant services, resource persons, speakers and materials.

Among these are the Anti-Defamation League of B'nai B'rith, the National Conference of Christians and Jews, the American Friends Service Committee, the Urban League, Human Relations Commissions and Interracial Councils. Although the representatives of such agencies may not be available in smaller communities, it is always possible for administrators and teachers to communicate by mail with offices located in nearby cities.

From these agencies can be obtained graphics, cartoon booklets, pamphlets for use in classrooms, reference materials for teachers and for pupils in elementary, junior and senior high schools and on the college level. Accompanying some of these materials are guides for teachers, so that maximum returns can be obtained from the use of these tools. Films and filmstrips are available for the cost of shipping.

Recommended Reading

DEVELOPING A CURRICULUM FOR MODERN LIVING, Stratemeyer, F. B. and others. Bureau of Pubs., Teachers College, Columbia University, N.Y., Rev. Ed., 1957

Basic needs at all age levels are described along with workable suggestions for developing content to meet the needs and evaluate progress.

DIAGNOSING HUMAN RELATIONS NEEDS, Taba, Hilda and staff. American Council on Education, Washington, D.C., 1951. 155 pp.

Describes methods by which teachers can find and meet the needs of pupils.

FATHER OF THE MAN, Davis, A. and Havighurst, R. J. Houghton, Mifflin Co., N.Y., 1947

The effect of social class values on rearing children is documented.

FOSTERING MENTAL HEALTH IN OUR SCHOOLS, The Association for Supervision and Curriculum Development. National Education Assoc., Washington, D.C., 1950

A practical, clear, concise discussion of what the school can do toward securing mental health for growing children.

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FREEDOM TO LIVE AND LEARN, Noar, Ger-
trude. Franklin Publishing Co., 1931 Cherry St.,
Phila., 1948. 158 pp.
Unit teaching methods and techniques—the know-how
of the human relations approach to content and learn-
ing activities in the classroom.

HUMAN RELATIONS IN TEACHING, Lane,
Howard and Beauchamp, Mary. Prentice-Hall, Engle-
wood, N.J., 1955. 353 pp.
Deals with the ways in which children and youth
learn, what serves to block learning and the values
that are important for them to learn in today's
society.

IMPROVING MARKING PRACTICES, Wrinkle,
Wm. Rinehart & Co., N.Y., 1947. 120 pp.
What marks mean and do not mean is established.
Research on validity of marks is cited. Ways to change
practices are described.

PREJUDICE AND YOUR CHILD, Clark, Kenneth
B. Beacon Press, Boston, 1955. 151 pp.
The author examines the effect of prejudice on chil-
dren and suggests action programs to correct the
harm done.

READING LADDERS FOR HUMAN RELATIONS,
Taba, Hilda and staff. American Council on Educa-
tion, Washington, D.C., 1949 and
READING LADDERS FOR HUMAN RELATIONS,
Heaton, Margaret M. and Lewis, Helen B. American
Council on Education, Washington, D.C., 1955. Rev.
Ed.

Annotated and graded bibliographies of human rela-
tions literature for school use.

SOCIOOMETRY IN GROUP RELATIONS, Jennings,
Helen H., *et al.* American Council on Education,
Washington, D.C., 1948. 85 pp.

Techniques for teachers which will help them to be-
come aware of the forces interacting among children
in the classroom, and of the interpersonal relation-
ships which can facilitate or hinder learning.

THE EMERGING SELF, Hopkins, L. T. Harper &
Bros., N.Y., 1954. 365 pp.

Upon the concept of self, depends motivation, effort,
adequacy, success. Developing a learning curriculum
rather than a teaching curriculum is the direction in
which education should go if the school is to help the
individual's self to emerge.

THE JUNIOR HIGH SCHOOL—TODAY AND TOMORROW, Noar, Gertrude. Prentice-Hall, Englewood, N.J., 1953. 373 pp.

Content, teaching techniques and organization procedures, resource and teaching units for the development of a human relations program in a junior high school curriculum based on the needs of early adolescents, are described and illustrated.

THE NATURE OF PREJUDICE, Allport, Gordon W. Beacon Press, Mass., 1954

Comprehensive and systematic survey of group prejudice and evaluation of the methods for reducing it.

THEY LEARN WHAT THEY LIVE, A Study of Prejudice in Young Children, Trager, Helen G. and Yarrow, Marian R. Harper & Bros., N.Y., 1952. 392 pp.

A report of a three-year action research project, containing documented in-service education programs and experimental work with children. These are interpreted and evaluated in order to discover and understand the genesis and the nature of prejudice in children.

WHAT WE LEARN FROM CHILDREN, Rasey, Marie and Menge, J. W. Harper & Bros., N.Y., 1956. 164 pp.

Emphasis is placed on the unknown potentiality in the child. Many blocks to development can be removed. The self-concept is of special importance.

WHEN TEACHERS FACE THEMSELVES, Jersild, Arthur T. Columbia Univ. Teachers College, Horace Mann-Lincoln Inst. Public., N.Y., 1955. 169 pp.

Teachers need insight into common needs of all people. These can come from self-examination.

FREEDOM PAMPHLET LIBRARY—Anti-Defamation League of B'nai B'rith, N.Y., includes:

"ABC's of Scapegoating," Allport, Gordon W. Study of the psychological mechanism behind scapegoating.

"How Do You Talk About People?" Lee, Irving J. Problems of semantics and prejudice.

ONE NATION LIBRARY—Anti-Defamation League of B'nai B'rith, N. Y., includes:

"Prejudiced—How Do People Get That Way?," Van Til, Wm. Teachers' Supplement, Noar, Gertrude. Well-illustrated, readable material designed for secondary school classroom use. Many other learning activities can be built around it to make an effective unit of learning for secondary school pupils.

Others in the series now in preparation.

"To Clarify Our Problems," Tarcov, Oscar and Schuman, Claire S. A guide to role-playing.

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MATERIAL FOR CLASSROOM USE

E-Elementary J-Junior
S-Senior T-Teacher

(E, J)
LITTLE STORIES ON BIG SUBJECTS,
Bond, Gladys B. Illustrated by Maurice
Sendak. Anti-Defamation League of B'nai
B'rith, N.Y.

Box of seven individually bound stories
for upper elementary school and junior
high children providing them with vari-
ous experiences in solving problems of
human relations. Teachers guide.

(J)
PLAYLET SERIES - Anti-Defamation
League, N.Y., includes:
"Mission Accomplished," Bond, Gladys B.
Illustrates the harmful effects of social
exclusion.

(J, S)
"The Devil and the Dream," Julian, J.
Music by Anita Leonard. Play-within-a-
play tells how the spirit of American
freedom fights prejudice.

(J, S)
Hanukkah Plays.

AUDIO-VISUAL MATERIALS FOR TEACHERS AND STUDENTS

(E, J)
THE TOYMAKER. 15 min. Anti-Defama-
tion League, N.Y.

A dramatic illustration of how superficial
differences lead to conflict. Puppets are
the actors.

(E, J, S)
HERITAGE. 9 min. Anti-Defamation
League, N.Y.

Defines the rights of man and his respon-
sibility for decent treatment of other men
regardless of human differences.

(S)
THE HIGH WALL. 32 min. Anti-Defa-
mation League, N.Y.

Case study of a bigot and how he got that
way, and of how his behavior progressed
toward violence.

(S, T)
TO LIVE TOGETHER. 30 min. Anti-
Defamation League, N.Y.

Documentary treatment of the effect of
children's experiences and thoughts in an
interracial camp.

- (S, T) **BOUNDARY LINES.** 10 min. Anti-Defamation League, N. Y.
Cartoon technique, modern art form and music serve to illustrate how arbitrary are the lines which divide people and how shocking is the result.
- (T) **LEARNING TO UNDERSTAND CHILDREN.** McGraw-Hill, N. Y.
Reel 1—"A Diagnostic Approach." 21 min.
A case study of Ada Adams, an emotionally and socially maladjusted girl of fifteen; diagnostic techniques used.
Reel 2—"A Remedial Program." 23 min.
Story continues with Ada's teacher developing a plan for remedial action.
- (T) **FEELING OF REJECTION.** 23 min.
McGraw-Hill, N. Y.
Case history of a young adult who visits a psychiatrist to learn the reasons for feelings of fatigue and inadequacy. The illness is discovered to be a response to rejection experiences.
- (T) **QUIET ONE.** 67 min. Athena, N. Y.
The emotional damage done to a child and how he builds up a wall of silence around himself which is finally pierced when he is accepted.

MUSIC MATERIALS

- (E) **THE LONELY ABALONIAN,** an action song playlet. Norman and Wieder.
A strange animal proves his ability and concern for the welfare of others and wins friends thereby.
- (E, J) **LITTLE SONGS ON BIG SUBJECTS,** Zaret and Singer, and **SING A SONG OF FRIENDSHIP,** Irving Caesar.
Lyrics deal with human differences and human rights.
- (E, J, S) **HANUKKAH DANCE PAGEANT,** Anik and Goff.
Original music and choreography tell the story of the Maccabees and their successful struggle to preserve freedom of religion.

A catalog of ADL materials may be obtained by writing to the Anti-Defamation League of B'nai B'rith, 515 Madison Avenue, New York 22, N. Y.

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