

Asia
in the
Social Studies Curriculum

By

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ASIA IN THE SOCIAL STUDIES CURRICULUM

The Meeting of East and West

The myth so glibly expressed by Kipling that "East is East and West is West and never the twain shall meet" has at last been exposed. Slowly and reluctantly we of the United States are beginning to realize the import of Tagore's statement a few years ago that "The most important single fact in the world today is that East and West have met."

Most Americans are still dazed by events in Asia and bewildered as to their meaning, but they realize that something significant is happening in that vast expanse of territory which they have heretofore referred to as "the Orient." Their background is insufficient to understand what it is all about and their preconceived notions of Asia are too outdated and erroneous to help them to understand the revolution which is taking place in that part of the world.

War news from Korea, debates over the radio and television from the United Nations, national mobilization, air raid sirens and drills, price controls and income tax increases make almost everyone aware that all is not well in Asia and the world. Bothered and bewildered by the impact of these storm signals, some Americans are retreating behind a Maginot line of isolationism. Others are clamoring for a show of force to put the Asians in their place, calling for the dropping of atom bombs if necessary to show how powerful the United States is. A small but significant minority is trying desperately to thumb through the many pages of history which have been written in that part of the world in recent years, hoping thereby to understand better the swiftly moving events in the pageant of modern Asia.

The Role of Education in the Present Crisis

As one of the major educational agencies in our society, the schools have an important role to play in this present crisis. Theirs is the task of helping some 30,000,000 young Americans to understand better the lands and peoples of that vast continent of Asia, together with its adjacent territories. Through contacts in the community, teachers can also help to give the general public a better background on the swift moving events in that part of the world, as well as for other areas of the earth.

The size, complexity, and significance of this assignment is staggering. George B. Cressey has indicated something of the size of this task in the sub-title of his book *Asia's Lands and Peoples*, which he summarizes in the words "A Geography of One-Third of the Earth and Two-Thirds of Its Peoples." (McGraw-Hill 1944). As if this were not enough, one must add

the fact that there is a history of 40 to 50 centuries with which one must cope to understand some of the civilizations of Asia.

A hint as to the complexity of this task may be gained from the mere mention of the multiplicity of cultures, the variety of religions, the differences in economic development, and the heterogeneity of racial backgrounds.

The significance of this educational undertaking cannot be over-stated. As Nehru recently pointed out, "Europe can no longer be the center of the world politically speaking or exercise that influence over other parts of the world which it had in the past. From that point of view, Europe belongs to the past, and the center of world history . . . shifts . . . elsewhere. The Pacific is likely to take the place of the Atlantic as a nerve center of the world." Robert Payne refers to the current revolution in Asia as "the greatest single event in human history." Certainly contemporary events in Asia are vitally affecting every American as well as every other citizen of the world today and may affect them more directly in the years just ahead.

A Europe-centered education is not an adequate education for Americans in this second half of the twentieth century. Though our past has been largely European, our present and our future are global.

All this implies a radical change in the curricula of our schools. Asia demands and deserves a much greater place than it has occupied in the past. This statement applies not alone to the emergency in which we now find ourselves, but for an indefinite period in the future. The curricula of our schools and more particularly the social studies curricula need drastic revision to allow for the increased importance of Asia in the modern world.

That Asia has been and is still being neglected in our schools is hardly open to question. As long ago as 1936 the Department of Superintendents of the National Education Association designated Asia as one of the sixteen "neglected areas" in our school programs. A survey in 1939 revealed that only three per cent of the material in the most widely used world history textbooks in the high school was devoted to China and Japan. An extensive survey of textbooks and teaching materials by the Committee on Asiatic Studies of the American Council on Education and the Institute of Pacific Relations in 1945 resulted in an indictment of the schools for their treatment of Asia. It spoke of "overwhelming evidence that relatively little material about Asia and Asiatic relations with the rest of the world is now found in the textbooks," of lack of balance in the materials which were then available, of lack of coherence in the material which was presented, of "imperialistic bias" in "many texts," and of pictorial materials stressing the "exotic or unusual or atypical." (Howard E. Wilson, Editor. "Treatment

of Asia in American Textbooks" American Council on Education and Institute of Pacific Relations, 1946, 104 pp.)

Surveys in 1943 and in 1947 by C. O. Arndt of New York University and Walter Hager of the Wilson Teachers College in Washington, D. C., indicated a deplorable lack of education on Asia in teachers colleges and in departments of education in colleges and universities.

Some progress has been made in recent years in the treatment of Asia in textbooks and in other materials and in the number and variety of courses or units in schools and colleges on that part of the world, but teaching about Asia is still woefully weak and the background of teachers pitifully poor.

Points to Emphasize in Studying Asia

Considering the size, complexity and significance of a study of Asia, teachers need some general aims to help them in the selection of content, and the determination of desirable attitudes to develop. The following points are suggested as possible aims for any general study of Asia:

1. The Importance of Asia Even as early as the elementary grades boys and girls can begin to understand the importance of Asia in today's world. This theme can be stressed with increasing intensity throughout the secondary and college years. Students need to understand not only the general importance of Asia today, but more specifically its importance to the United States.

As Arnold Toynbee has pointed out, "Our descendants are not going to be just Western, like ourselves. They are going to be heirs of Confucius and Lao-Tse as well as Socrates, Plato and Plotinus; heirs of Gautama Buddha as well as Deutero-Isaiah and Jesus Christ; heirs of Zarathrustra and Muhammad as well as Elijah and Elisha and Peter and Paul; heirs of Shankara and Ramanuja as well as Clement and Origen; heirs of the Cappadocian Fathers of the Orthodox Church as well as our African Augustine and our Umbrian Benedict; heirs of Ibn Khaldun as well as Bossuët; and heirs (if still wallowing in the Serbian bog of politics) of Lenin and Gandhi and Sun Yat-sen as well as Cromwell and George Washington and Mazzini." (Arnold J. Toynbee, *Civilization on Trial*, N. Y., Oxford Press, 1948, p. 90.)

Students need to learn about the economic interdependence of the world and the reciprocal relations between the United States and the various countries of Asia, particularly concerning our dependence upon the East for rubber, tin, sugar, manganese, kapak, copra, and a score of other materials.

They need to know about our political interdependence, both in the past and in the present. This is not an easy assignment to handle as we shall point out in more detail later.

Students should also learn about our cultural interdependence. Asians are rightfully critical of our assumption that all cultural contributions to the world have come from Europe. In this as in many other aspects of any study of Asia, social studies teachers will need to draw upon their colleagues in other departments and upon community resources in general to present an accurate and complete picture. Few, if any, social studies teachers can handle adequately the contributions of Asia in the many fields of human endeavor from art and architecture to religion and recreation.

2. The Diversity of Asia The tendency to lump all of Asia together and to speak in generalities about "The East" or "The Orient" has long been a failing of westerners and it needs to be overcome in studies of that part of the world. Not only is there great diversity between the several nations of Asia; there is also great diversity within countries.

The variety of religions in Asia is one way of illustrating this point. Because the United States is primarily a Christian culture and most of our contacts with Asia to date have been through returned missionaries, we tend to over-rate the importance of Christianity in that part of the world and to neglect the powerful influence of the major religions of Buddhism, Confucianism, Hinduism, Shintoism, and the Moslem faith,—to mention only five of the leading groups.

Economically we are likely to think and speak of Asia as a "backward" area of the world, forgetting the past accomplishment of the major cultures of that area and the great strides which they have made in recent years in industrialization,—by which we tend to judge a nation. A study of electrical power in Japan, of the river valley projects or steel mills or movie industry of India, or of mining in Indonesia might well help to eradicate such a generality.

Pictures of Asia have tended to give us an idea that all Asians are either fabulously wealthy or incredibly poor, just as pictures of the Americans have given persons abroad a distorted view of people in this nation. While not overlooking the tremendous wealth of a few in most Asiatic nations and the millions of persons living on a subsistence standard, it would be well for students to know about the many, many individuals in these countries who are like the average American.

Similarly, the diversity of cultures, of racial backgrounds, of educational facilities, and of political ideologies should be treated in any realistic por-

trayal of Asia today. The stereotypes which we have developed about Asia need to be replaced with realistic pictures of those lands and peoples.

3. The Effect of Geography and History Upon Ways of Living In Asia The study of any country or culture should involve a thorough analysis of the effect of geography upon the people of that area, together with a consideration of the effect of a country's history upon its present ways of living and thinking. For elementary schools the former is likely to be stressed to best advantage, with only slight attention to the history of any country or culture, but for the secondary and college levels there should be strong emphasis upon the historical approach.

Who can possibly understand the problems of Japan, for example, without a fairly complete knowledge of its topography and the size of its population? Or who can understand the Hawaiian Islands and the Philippine Republic with their cross-currents of cultures without an understanding of their location?

Similarly, who can begin to understand the current scene in China and Korea without some study of the long history of these nations, as well as their geographical position in relation to the Union of Soviet Socialist Republics or Japan?

Even the mere showing or construction of a simple time-line of the various world civilizations and a slight study of their great eras can help students to understand the resentment of the Asians when they are referred to as "backward" peoples or to realize the profound pull which their long histories have upon their thinking and acting. To people in a very new nation, historically speaking, such as ours, some elaboration of the effect of history and traditions may be especially important when studying Asia.

4. The Contributions of Asia to the World Americans have been indoctrinated so long in their European background of culture that they ordinarily do not realize the advanced stages to which several of the Oriental cultures have risen in the past, nor of the effect of these cultures upon the world.

In agriculture, for example, it is important for American students to know of the skill of the Chinese in the rotation of crops, in intensive farming, in irrigation, in the use of legumes, in cattle breeding, in the cultivation of tea and fruits and nuts, and in the development of such products as the soy bean. Even our famed plan of the ever-normal-granary was an adaptation of an ancient Chinese system for circumventing the elements and winning the eternal battle for an adequate food supply.

It would be well for students to know that the idea of direct democracy was practiced as early as 400 B.C. in India, with self-supporting, self-sufficient, and self-governing village governments, cabinet systems, trade unions, and most of the ideas which we have been led to believe were known only to the Greeks.

Boys and girls in the elementary school can begin to learn how much they are indebted to other lands and peoples, even though they will not study in detail the agronomy of China, the religious beliefs of the Zen Buddhists, or the complicated music of Japanese (complicated only to the Westerner's ear). They can learn about the flowering azalias, the water lilies, the ginko and maple trees, and the cherry trees from Japan; the story of the use of the Japanese barberry as a means of combating wheat rust; the introduction of tangerines and toys from Japan; and the doll and kite festivals which have come to us from that part of the world,—to mention but a few examples.

To help students to understand their debt to Asia, teachers may need to start on a personal voyage of discovery themselves, similar to the voyage which Nehru undertook upon his return to India after years in England and told so magnificently in his volume on *The Discovery of India* (John Day, 1946).

5. Respect for Asians as People Permeating any study of Asia should be the ideal of developing respect for Asians as people. To too many Americans they are Chinamen, Japs, or Gooks,—poor and illiterate as individuals and barbarian hordes when brought together in groups.

The contributions of cultural anthropology to the social sciences has been great in the past few years and teachers who would do an adequate job in teaching about Asia would do well to become acquainted with at least a few of these studies of peoples and their ways of living. Depending upon the interests and needs of teachers, they might delve into such a study of primitive cultures as Margaret Mead's *Coming of Age in Samoa* (W. W. Morrow, 1928), the analysis of a more industrialized society such as Ruth Benedict's *The Chrysanthemum and the Sword* (Houghton Mifflin, 1946), or an interpretation of Chinese village life through such an account as Martin Yang's *A Chinese Village* (Columbia University Press, 1945). Although novels often help people to understand certain aspects of living in other countries, social studies teachers need to have much more of a sociological and anthropological approach than literature provides. In addition, it might be pointed out that our knowledge of Asia gained through novels is likely to be as distorted as the views of the United States gained

by Europeans through the extremely popular writings of Upton Sinclair and Sinclair Lewis!

Certainly any study of the peoples of Asia should emphasize the commonness between all peoples in their desire for food, for shelter, for warmth, for belonging to groups, for developing some kind of government, for artistic expression, and for all the other aspects of human life. At the same time, it must be recognized that there are great differences and that we must learn to live with differences in the One World into which we have been catapulted in recent times. As Lyman Bryson has stated, "Education for international understanding rests ultimately on learning to associate strangeness with friendliness and not with hostility." (*Harvard Educational Review*, Summer, 1950, pp. 191-192)

Despite the obvious superficial differences and those which lie deeper than dress and speech and color, teachers need to help students to realize that Asians are people and people who should be respected.

6. The Revolt of Asia and the Reasons For It The key word for any understanding of Asia today is *revolution*. From the Suez Canal to the Pacific a whole continent is in revolt against a starvation diet, against feudalistic land practices, against western domination, and a score of allied evils. Seven nations have won their independence; others are struggling for the same freedom to rule themselves. Nationalism and to some extent regionalism are the forms which this revolt is taking.

With such wide-scale revolution, conditions internally and externally are very often chaotic. Middle-of-the-road governments are fighting in some places against the forces of the right and of the left. Factionalism is rampant. Violence is frequent. Outside interference is generally distrusted and often abhorred. Asia is in revolt against its past and against its heritage of control by the West.

All this is rooted in history. After centuries of foreign domination, these peoples are at last within sight of independence and self-determination. They are often trying to compress into a few years their period of industrialization. They are suspicious and distrustful of foreign aid, since it so frequently brings political pressures with it.

It is almost impossible for young children to understand the meaning of such a state of affairs; difficult even for high school and college students to realize the import of the statements just made. Even teachers will find it difficult to realize the state of mind in Asia today. But teachers and older students need to develop as deep an understanding as possible of these contemporary facts. Without them there will be little understanding of

Asia today. This is a primary aim of any study of Asia in the social studies curriculum.

7. The Appeal of Communism The proponents of several ideologies have stepped into the vacuum which has now been created in Asia by the withdrawal of foreign interests. One of the most appealing of these to Asians is communism. Much as we dislike that fact, it is incompatible with the educational process merely to condemn and to resort to emotional appeals to combat such a point of view and way of life. It is important that we and our students know some of the reasons for the appeal of communism.

The briefest account of the reasons why communism appeals to many Asians that the writer has found was printed in the Foreign Policy Bulletin for December 30, 1949. In it the author lists nine such reasons: (1) exploitation of the desire for land reform, (2) inclusion of the populace in plans for reforms of various kinds, (3) adaptation of orthodox Marxist theory to local conditions, including appeals to the peasantry rather than the urban proletariat, (4) the almost religious faith of the Communists and their zeal for promulgating their program, (5) use of mass methods of propaganda, (6) inclusion of intellectuals in their program, (7) capitalization upon the fact that the Chinese have known little of democratic freedoms as accepted in the West, (8) interpretation of government ownership as a continuation of precedents in China for such controls, and (9) use of American support of an unpopular government to discredit the United States.

These same appeals, with slight variations, could be cited for almost any country in Asia where there is a strong Communist movement. These and allied facts should be a definite and important part of a study of Asia for older students.

8. Reasons for Admiration of the United States After Wendell Willkie had made his famous round-the-world flight, he spoke of a vast reservoir of good will for the United States in all parts of the world, including Asia.

Students need to know the factors which helped to create this vast reservoir. Among the many reasons for admiration of the United States might be listed its industrial power, its inventiveness, its advances in medicine, public health, and education, its ideals of democracy, its frequent humanitarian aid to distressed peoples, and to some extent its political moves such as the freeing of the Philippines.

An elaboration of these and other factors, with specific references in the history of American-Asiatic relations, is another part of any study of Asia in the social studies curriculum.

9. Suspicion of the United States and the Reasons For It Persons from abroad and persons stationed or travelling abroad often speak, however, of the fact that much of the good will in that vast reservoir of good will has disappeared in recent years. Students need to know that fact and to ascertain so far as possible the reasons for it. To understand the mistrust and even hatred which exists towards the United States will be difficult and at times galling, but it should be done.

An understanding of the nature of imperialism is basic to such a study, whether that imperialism be economic, religious, educational, or political in nature. Faults in our own nation which are well known abroad likewise contribute to the growing resentment in Asia of the United States, especially our treatment of non-white people. More recent events such as our "witch hunts" in Washington and the suspicion of our motives in supporting several of the governments in Asia have heightened criticism in many places.

The fact that we are such a powerful nation militarily and politically has brought further criticism and resentment. Likewise, our lack of knowledge of Asia and the scarcity of public and private persons working in those areas who have a deep understanding of their ways of living and their aspirations has not helped our reputation as our responsibilities have increased.

These and other points need to be brought out and examined by students studying Asia today.

10. Possible Courses of Action Finally, any study of Asia must consider the possible courses of action of the United States towards that area in general and towards specific nations in the Orient. Students in today's classes are concerned personally with our relations with Asia since our actions there affect a large number of them directly now. For many young people this will provide the motivation for a realistic study of that part of the world, even though their beliefs will undoubtedly be colored by personal considerations.

To ignore current events in Asia is to turn our faces on one of the primary topics in which young people are interested. To graduate boys and girls from our high schools or colleges without at least some background for deciding what measures the United States will take in its relations with Asia would be to miss a marvelous opportunity in civic education.

Whether it be the question of aid to India in a famine period, bombing of Chinese territory, defense of Formosa, or aid to Japan, the social studies teacher has a real responsibility to help students analyze and decide upon their attitudes on current issues concerning Asia.

Where to Teach About Asia

Obviously such a program as has been outlined in the foregoing paragraphs is an ambitious one. It could take a lifetime and then not be adequately done. It can be done, however, on a much more elementary basis if teachers are prepared or even willing to undertake such a study.

It cannot be done adequately in the existing social studies framework of most schools and colleges. It calls, instead, for a revision of social studies courses to include much more time and much better treatment than has existed in the past in most institutions.

Just how much can be taught about Asia in elementary schools is a moot question. Asia is far away, its cultures are complex and different from the one culture which boys and girls know through direct experience—and even then only in small part. It is even difficult to find persons from Asia in this country who are properly qualified to help children learn about that part of the world, both because there are few Asians in this country even as students, and because many of those who are here are not representative of the masses of their own countries. The importance of historical background at a time when the child's sense of time is not yet developed to any extent, further complicates the picture.

All these considerations lead the writer to raise a question as to the wisdom of any *extended* studies of Asiatic countries in the elementary grades. He raises this question, fully aware that the study of China has been a favorite of many elementary school teachers throughout the United States. Certainly he would have grave doubts as to any extended culture units for these grades.

Instead he would recommend that selected aspects of these nations be included in the social studies curriculum for the elementary grades. Units on children of other lands, home life in several countries, games and songs of other nations, and similar world topics would give children some understanding of these nations without attempting to delve deep into the complicated maze of economic, social, and political problems.

This is a topic which the writer broaches with some trepidation, but one on which there needs to be considerable study by teachers.

This does not mean that children's questions about the war in Korea or events in Indo-China will be ignored or touched upon lightly, but it does raise the question as to the value of any extensive or intensive culture units in this early period of school.

By the junior high school years boys and girls should be able to cope much more easily with relatively complete studies of a few selected countries of Asia. By that time they are better grounded, supposedly, in their

own country and culture, their interest in other lands and peoples is likely to be greater, and their ability to handle questions involving time and space is more adequate.

The countries studied need not be the same for all schools or all students. The "samples" may vary from semester to semester or class to class. It is likely, however, that students will make fairly intensive studies of China, India, and Japan in the junior high school years, since these are the three major nations of Asia.

Reference has been made to "samples" since it seems much better to make a fairly complete study of a few countries than to make a superficial study of several. A proper study of any one of the three countries mentioned should take at least two months if their music, art, literature, geography, history, and other phases of their life is more than touched upon.

The growing movement for units of work and for correlation between subject fields or complete integration should make it possible for many schools to treat the various phases of life in a given country fairly realistically and well. A less adequate job can still be done, however, in courses organized in a less modern way.

There are three places in the social studies curriculum in most senior high schools where Asia can be studied. One of these is in the world history or world geography course, a second in the United States history course, and a third in the Problems of Democracy course. In schools where there is an integrated or core curriculum which is more easily changed with the rush of current events, schools can develop units starting with the contemporary scene, using the history of Asia to illuminate that scene, whether it be the war in Korea or some other major development which occurs in the months ahead.

Within world history or world geography courses there is a growing trend to include a larger amount of time to the Orient. At least three of the newer world history textbooks devote a large segment of time to that important part of the world. That is a move in the right direction,—if the courses are taught with some of the aims in mind which have been treated in other sections of this article. Otherwise the increase in time devoted to Asia is likely to be of little worth. Individual schools will need to work out courses of study which will avoid too much over-lapping between studies undertaken in the junior high school and senior high school years. While it is true that studies can be undertaken in the senior high school which are both more extensive and more intensive in their approach to the same general topics, it is important to keep in mind the difficulties which have developed in the teaching of United States history where children have

been subjected at least three times to the same general approach in their first twelve years in school. Asia is large enough that such duplication can be avoided between the junior and senior high school courses, either through study of different countries or through different approaches at these two levels.

Courses in United States history present another possibility for the study of certain aspects of Asia. Teachers handling this course would do well to read the report of the survey of the "Treatment of Asia in American Textbooks," with particular attention to the difficulty of obtaining a full picture of our relations with the Orient when references to it are scattered throughout a year's chronological study of American history. The occasional practice of a unit on United States foreign relations, with a part of the unit devoted to relations with Asia, holds considerable promise.

The trend towards the inclusion of a course in the senior year on Problems of American Democracy might well develop into a trend to make this a course in World Problems. In such a course, or even in existing courses, certain topics might well include material on Asia. For example, a study of food as a world problem would quite naturally include this topic as it affects Asia. Similarly, the study of the United Nations might well include its current work in Asia, ranging from aid through the Food and Agricultural Organization and the World Health Organization to countries in the Orient, to the efforts to settle the dispute between India and Pakistan over Kashmir.

At the college level it is even less easy to speak in terms of Asia in the social studies curriculum, since the curricula of colleges and universities are so diverse.

Since most of the students in college today have had little or no intensive study of Asia in their high school courses, it would seem vitally important that the general survey courses in the social sciences which are given to so many freshmen, include considerable study of the Orient. Should the time come when high school courses give students a fairly thorough background in Asiatic matters, there would then be a need to re-examine the place of Asia in these general survey courses, but that time still seems far off—if it is ever reached.

The development of area studies has been one of the most promising developments in the social science curricula of colleges and universities. Many colleges would do well to examine these programs and to learn about their merits and demerits.

It seems to the writer that colleges might well consider increased emphasis upon certain areas and countries which will not be touched upon in high

schools, particularly the countries of Southeast Asia and the Middle East. This does not mean that colleges would ignore China, India, Japan, and other nations of Asia, but that they would include some study of those parts of the Orient which have not been developed with students in their entire education.

Certainly colleges have a major responsibility for helping to develop an increasingly large number of specialists on Asia. With the increased power and responsibility of the United States in the world, such specialists will be needed increasingly, both for business and government. To date there are very few such specialists on the various areas of Asia.

Perhaps the greatest need at the moment is for increased attention to the study of Asia in teachers colleges and in schools of education in colleges and universities. Any program for the study of Asia in elementary and secondary schools as well as colleges will be dependent upon the education of teachers for such work. This should be born in mind by the many institutions where curriculum revision is now underway. Specific ways of preparing teachers to teach about Asia will need to be worked out in each institution, whether such background work be given in general social science courses, in area studies, or in special courses on the Orient.

Attention has been directed thus far to courses on Asia at the various levels of education. This does not mean that the author believes they are the sole or even chief means of educating students and teachers on Asiatic countries and cultures. The emphasis has been placed here only because of the title of the article, "Asia in the Social Studies Curriculum." As in other aspects of their work with students, social studies teachers will want to think in terms of assembly programs, noon movie showings, library exhibits, trips to attend meetings on Asia or to meet persons from that part of the world, radio programs, and other ways of helping students to gain an interest in, and understanding of, and a respect for Asia and Asians.

Since there are thousands of teachers in schools and colleges today who need to be teaching about Asia and who do not have sufficient background for such work, attention needs to be directed, also, to in-service training about the Orient. Courses such as those offered in the summer by the China Institute at the State Teachers College in Montclair, New Jersey, at Ball State Teachers College in Muncie, Indiana, and during the academic year to teachers in the New York City schools, are excellent means of in-service education. The East-West series of lectures held in Philadelphia each year for teachers is another commendable type of program. Social studies departments in high schools and colleges might well devote a series of meet-

ings to a consideration of teaching about Asia. Teachers in isolated areas might well develop a personal reading program on this part of the world.

Social studies teachers would do well to think in terms of their responsibility for community education, especially through the Parent-Teacher Associations. The use of resource speakers and of films seems particularly well adapted to such gatherings. Occasionally, student panels can handle this work competently.

Resources for Teaching About Asia

Any program for the study of Asia will be extremely dependent upon teaching materials. There is a tremendous need for all types of teaching aids for all levels of teaching even though there is an increasingly large number of materials being produced.

Teachers will find the *Educational Film Guide* (H. W. Wilson Company, 1950), the *Filmstrip Guide* (H. W. Wilson Company, 1950), William Hartley's *Guide to Audio-Visual Materials for Elementary School Social Studies* (Brooklyn, The Rambler Press, 1950), and the booklet on "International Understanding: Catalogue of 16 MM. Films Dealing with the United Nations, Its Member States and Related Subjects" (Washington, National Education Association, 1950, 25c) useful sources for audio-visual materials.

Some posters, maps, exhibits and other materials are available from embassies. Most of these materials are listed in the author's booklet on "Free and Inexpensive Materials on World Affairs" (Brooklyn College, 1951, \$1).

Persons perusing the resources for teaching about Asia will probably note two types of materials which are especially needed and difficult to find: (1) materials on Southeast Asia for boys and girls and (2) materials on postwar China and Japan. It is hoped that writers and publishers will soon be able to increase the amount of materials in these two fields.

Teachers would do well to bear in mind the fact that there are now nearly 28,000 students from abroad studying in this country, some of whom are from Asia. Not all of these persons are available as resource persons in schools, but teachers interested in using these persons should contact the nearest college or university or international house.

Conclusion

Several problems connected with the inclusion of more study of Asia in the social studies curriculum have been raised in this article, together with some suggestions as to a more realistic approach to this topic. Some

of these problems are organizational in nature and will have to be decided within the framework of existing conditions within school systems and colleges and universities. A few suggestions have been included with the hope that they will stimulate thought and discussion on the enormous problem of the place of Asia in the social studies curriculum. There is certainly no one answer to any of these questions and in some instances no immediate answer is expected. Teachers need to mull over these problems, experiment with teaching methods and materials, and evaluate their outcomes.

There should be no doubt, however, about the need for increased attention to Asia in the social studies curriculum. Such study is a national necessity and an international imperative if we are to avert world catastrophe now and in the years ahead and to help to build a world community based on peace and justice for Asians and Americans and for all the peoples of the earth.

BIBLIOGRAPHY ON TEACHING ABOUT ASIA

Introduction

The bibliography which follows is arranged in two parts. Part I deals with materials for the elementary school, which is interpreted to include grades one through six. Part II covers materials for the secondary school, from grades seven through twelve.*

No attempt was made to include the many textbooks at these various levels. Teachers will of course draw heavily upon such texts in any study of Asia. Nor were references made to the several encyclopedias which contain excellent material, including the *Britannica Junior*, *Compton's*, and the *World Book* for younger readers, and the *Britannica* and the *Encyclopedia of the Social Sciences* for more mature students.

Teachers will undoubtedly want to refer to the *Reader's Guide to Periodical Literature* for current articles on the countries they are studying and to the *National Geographic Cumulative Index* for pictures and articles. For elementary and secondary school students, many brief articles will be found in the current events publications published by such groups as the American Education Press (400 South Front Street, Columbus, Ohio), the Civic Education Service (1733 K Street, N. W., Washington, D. C.), the Eton Publishing Company (Silver Spring, Maryland), and Scholastic Magazines (7 East 12th Street, New York City).

Prices are given on inexpensive materials only. Addresses of publishers are given at the end of these two lists of materials. Films and filmstrips are listed later in this booklet.

*A lengthy, annotated bibliography of books on Asia for teachers and college students, prepared by Dr. Donald Tewksbury of Teachers College, Columbia University, will appear in the *Proceedings* of the Middle States Council for the Social Studies for 1950-51, which may be obtained for \$1 from Dr. Alice Spieseke, Teachers College, Columbia University, New York City 27.

PART I

Bibliography *For Elementary Schools*

ASIA—GENERAL

Materials for Teachers

"Asia" World Book Encyclopedia Reference Library, Field Enterprises, Education Division 1949 7 pp. 10c A resource unit.

Harris, George L. "The Far East—A Syllabus" New York American Institute of Pacific Relations 1944 32 pp. 40c Includes an outline of basic material on China, Japan, the Philippines, and the Netherlands Indies, together with bibliography.

Materials for Children

Carpenter, Frances *The Pacific: Its Lands and Peoples* New York American 1944 512 pp. Grades 5-8.

Greenbie, Sydney *An American Boy Visits the Orient* St. Louis Webster 1946 311 pp. Grades 5-8.

Quinn, Vernon *Picture Map Geography of Asia* Philadelphia Lippincott 1946 122 pp. Grades 5-6.

Seeger, Elizabeth *The Orient Past and Present* St. Louis Webster 1946 312 pp. Grades 5-8.

Stewart, Marguerite *Boys and Girls of the Orient* St. Louis Webster 1946 278 pp. Grades 5-8.

Special Material for Children

"Asia" A jig-saw puzzle, 9" by 12", in color. Rand McNally \$1

CHINA

Materials for Teachers

"China" World Book Encyclopedia Reference Library, Field Enterprises, Education Division Chicago 1, Ill. 1948 8 pp. 10c A resource unit.

Ferrill, V. M. and Klein, E. "Activity Unit on China" *Instructor* 54: 41
October, 1945

Sheron, M. D. "Our Trip to China" *Grade Teacher* 56: 31-33 February, 1950

Tuttle, F. P. "Chinese Unit" *Grade Teacher* 65: 46-47 May, 1948

"Unit on China" in Linwood Chase's "Wartime Social Studies in the Elementary School" Washington, National Council for the Social Studies 1943 Pp. 49-51.

"We Study China" New York American Institute of Pacific Relations 1944 21 pp. 15c Report of a unit developed by 7th and 8th grade boys and girls, but very suggestive for elementary schools. Includes several tests of different types.

Materials for Children (Books and Booklets, Novels)

Allen, William S. and Shen, S. T. "Let's Try Chinese" New York American Institute of Pacific Relations 1946 8 pp. 25c Simple Chinese writing, including names of boys and girls in Chinese figures.

Benton, Pauline "Chinese Shadow Plays" New York Industrial Arts Cooperative Service 19 pp. 45c

Bro, Marguerite H. *Su-Mei's Golden Year* New York Doubleday 1950 246 pp. Grades 5-8.

Buck, Pearl S. *The Chinese Children Next Door* New York John Day 1942 62 pp. Grades 1-4.

The Dragon Fish New York John Day 1944 63 pp. Grades 3-6.
Stories for Little Children New York John Day 1940 38 pp. Grades 1-3.

The Water Buffalo Children New York John Day 1943 59 pp. Grades 3-5.

Yu Lan: Flying Boy of China New York John Day 1945 63 pp. Grades 3-6.

"China" New York Grolier Society 1945 32 pp. 25c In Building America series. Profusely illustrated; for upper grades.

"China" Columbus (Ohio) Charles E. Merrill 1948 32 pp. 20c Grades 5-6.

Flack, Marjorie *Story About Ping* New York Viking 1933 32 pp. Grades 1-4.

- Goetz, Delia "The Dragon and the Eagle" New York Foreign Policy Association 1945 62 pp. Grades 5-7. 40c
- Greenbie, Sydney *An American Boy Visits the Orient* St. Louis Webster 1946 311 pp. "Peter Learns about China" Pp. 31-94 Grades 5-7.
- Hadforth, Thomas *Mei Li* New York Doubleday 1938 56 pp. Grades 1-3.
- Hahn, Emily *China: A to Z* New York Watts 1946 28 pp. Grades 1-3.
- Picture Story of China* New York Reynal 1946 51 pp. Grades 3-5.
- Lattimore, Eleanor *Three Little Chinese Girls* New York Morrow 1948 128 pp.
- Seeger, Elizabeth *The Orient Past and Present* St. Louis Webster 1947 311 pp. "China's Age-Old Story" Pp. 11-76. Grades 5-8.
- "Shiu Ming, Chinese Boy Scout" Chicago Encyclopedia Britannica 1947 40 pp. 50c
- Sian-Tek, Lim *Folk Tales from China* New York John Day 1944 160 pp. Grades 1-3.
- Soong, Maying *The Art of Chinese Paper Folding for Young and Old* New York Harcourt 1948 132 pp. Grades 4-6 and up.
- Spencer, Cornelia *China* New York Holiday House 1944 25 pp. Grades 5-8.
- The Land of the Chinese People* Philadelphia Lippincott 1945 120 pp. Grades 5-9.
- Made in China* New York Knopf 1943 258 pp. Grades 6-9.
The arts and crafts of China.
- Stewart, Marguerite *Boys and Girls of the Orient* St. Louis Webster 1946 278 pp. "A Chinese Boy Named Ching-lu" Pp. 1-70.
- Yang, Y. C. *Dragons on Guard* Philadelphia Lippincott 1944 218 pp. Grades 5-9.

Materials for Children (Maps)

- "China" New York American Institute of Pacific Relations 25c 22" by 32", in black and white. Very simple outline map.
- "Friendship Map of China" New York Friendship Press 50c 30" by 24", in color, showing famous places, persons, products.

"Picture Map of China" New York Friendship Press 50c 50" by 38", in black and white, with insert sheet to be colored and pasted on original map.

INDIA

Materials for Teachers

Frusetta, R. "We Learned About India" *Instructor* 57: 36-37 September, 1948

"India" Dansville (New York) F. A. Owen Publishing Company Instructor resource unit.

"India" Grand Rapids (Michigan) Informative Classroom Picture Publishers. A resource unit of teaching pictures.

McCuster, Lauretta G. "Children's Books About India" *Elementary English* 26: 75-85 February, 1949 Also in a booklet entitled "Children's Books About Foreign Countries" Chicago 21, Ill. 35c

Materials for Children (Biographies)

Eaton, Jeanette *Gandhi: Fighter Without a Sword* New York Morrow 1950 253 pp. Grades 6-9.

Masani, Shakuntala *Nehru's Story* New York Oxford 1949 87 pp. Grades 3-6.

Gandhi's Story New York Oxford 1950 101 pp. Grades 4-8.

Materials for Children (Books and Booklets, Novels)

Bose, Irene *Totaran: The Story of a Village Boy in India Today* New York Macmillan 1933 118 pp. Grades 4-6.

Bothwell, Jean *Little Boat Boy* New York Harcourt 1945 252 pp. Grades 4-6.

The Thirteenth Stone New York Harcourt 1946 225 pp. Grades 4-6.

"India" Columbus (Ohio) Charles E. Merrill Co. 1948 32 pp. 15c

Mathews, Basil "Tales from India" New York Friendship Press 1938 96 pp. Grades 6-9.

Metzger, Berta *Picture Tales from India* Philadelphia Lippincott 1942 87 pp. Grades 3-5.

Millen, Nina *A Sari for Sita* New York Friendship Press 1938 36 pp. Grades 1-3.

- Mukerji, Dhan G. *Kari, the Elephant* New York Dutton 1922 135 pp.
- Quinn, Vernon *Picture Map Geography of Asia* Philadelphia Lippincott 1946 122 pp. "India" Pp. 53-60. Grades 4-7.
- Rankin, Louise *Daughter of the Mountains* New York Viking 1948 191 pp. Grades 5-6.
- Spriggs, Elsie H. *The Three Camels: A Story of India* New York Friendship Press 1928 64 pp. Grades 1-2.

Materials for Children (Maps)

- "Friendship Map of India" New York Friendship Press 50c 32" by 27", in color, showing famous places, resources, and people.
- "Picture Map of India" New York Friendship Press 50c 50" by 38", in black and white, with insert sheet to be colored and pasted on original map.

JAPAN

Materials for Teachers

- "Japan" World Book Encyclopedia Reference Library, Field Enterprises, Education Division Chicago 1, Ill. 1948 9 pp. 10c A resource unit.
- "Japan" Dansville (New York) F. A. Owen Publishing Company Instructor resource unit.

Materials for Children (Books and Booklets)

- Barnard, Winifred E. and Jacobs, Helen Missi *A Little Girl of Japan* New York Friendship Press 1948 60 pp. Grades 1-3.
- Buck, Pearl S. *One Bright Day* New York John Day 1950 60 pp. Grades 3-6. Pre-war Japanese life.
- Crockett, Lucy H. *Teru, A Tale of Yokohama* New York Holt 1950 Grades 6-9. Twelve-year-old girl makes friends with U. S. soldiers after World War II.
- Greenbie, Sydney *An American Boy Visits the Orient* St. Louis Webster 1948 311 pp. "Peter Remembers a Trip to Japan" Pp. 93-132. Grades 5-7.
- Halladay, Anne N. *Toshio and Tama: Children of the New Japan* New York Friendship Press 1949 128 pp. Grades 1-3.
- "Japan" Columbus (Ohio) Charles E. Merrill Co. 1948 32 pp. 20c Grades 5-6. Japan today, illustrated.

- McGavran, Grace W. *Where the Carp Banners Fly* New York Friendship Press 1949 125 pp. Grades 4-6.
- Seeger, Elizabeth *The Orient Past and Present* St. Louis Webster 1946 311 pp. "The Islands of Japan" Pp. 75-126. Grades 5-8.
- Solem, Elizabeth K. "Ushido and a Japanese Carnival" Chicago Encyclopedia Britannica 1947 40 pp. Largely a picture book.
- Spencer, Cornelia *Japan* New York Holiday House 1950 24 pp. Grades 5-8.
- Stewart, Marguerite *Boys and Girls of the Orient* St. Louis Webster 1946 278 pp. "In a Japanese Farmhouse" Pp. 71-112. Grades 5-8.
- Sugimoto, Chiyono *Japanese Holiday Picture Tales* Philadelphia Lipincott 1933 161 pp. Grades 4-6.
- Uchida, Yoshiko *The Dancing Kettle and Other Japanese Folk Tales* New York Harcourt 1949 174 pp. Grades 3-5.

Materials for Children (Maps)

- "Picture Map of Japan" New York Friendship Press 1950 50c 38" by 50", in black and white, with insert sheet to be colored and pasted on original.

KOREA

Materials for Teachers

A small kit of materials on Korea may be obtained free of charge by teachers from the Korean Pacific Press. The kit includes some songs, a flag, a few stories, and factual booklets.

- McCune, Shannon "Bibliography of Western Language Materials on Korea" New York American Institute of Pacific Relations 1950 14 pp. 25c

Materials for Children (Books and Booklets)

- Carpenter, Frances *Tales of a Korean Grandmother* Garden City Doubleday 1947 287 pp.
- Griffis, William E. *Korean Fairy Tales* New York Crowell 1922
- Joh, May C. K. "Folk Songs of Korea" Washington Korean Pacific Press.
- Kim, David C. H. "Korean Life" New York Industrial Arts Cooperative Service 75c Life and customs of Korea, for grades 1-3.

Materials for Children (Map)

- "Political Map of Japan and Korea" New York Friendship Press 50c 32" by 26"

THE PHILIPPINE REPUBLIC

Materials for Children (Books and Booklets)

- Acacio, Arsenio *Work and Play in the Philippines* Boston Heath 1944
80 pp. Grades 4-6.
- Carveth, Lysle *Jungle Boy* New York Longmans 1945 103 pp.
Grades 4-6.
- Crockett, Lucy H. *Lucio and His Nuong: A Tale of the Philippine Islands*
New York Holt 1939 54 pp. Grades 3-5.
- DeLeeuw, Cateau *Dutch East Indies and the Philippines* New York
Holiday House 1943 214 pp. Grades 5-8.
- Follett, Helen *Ocean Outposts* New York Scribner's 1942 133 pp.
"The Philippines" Pp. 36-78. Grades 6-8.
- Lewis, Winnifred *Islands of the Western Pacific* New York Macmillan
1950 312 pp. Grades 5-8. Most of the book on the Philippines.
- O'Neill, Hester *Picture Story of the Philippines* Philadelphia McKay
1948 50 pp. Grades 4-6.
- "The Philippine Islands" Columbus (Ohio) Charles E. Merrill Co.
1948 32 pp. 20c Grades 4-6.
- Quinn, Vernon *Picture Map Geography of the Pacific Islands* Phila-
delphia Lippincott 1945 122 pp. "The Philippines" Pp. 21-31.
Grades 5-8.
- Wilson, Howard E. and Hart, Donn V. *The Philippines* New York
American 1945 272 pp. Grades 6-9.
- Wood, Ester *Pedro's Coconut Skates* New York Longmans 1938
191 pp. Grades 4-5.

SOUTHEAST ASIA

Materials for Teachers

- Embree, John F. "A Selected Bibliography on Southeast Asia" New
York Institute of Pacific Relations 1950 10 pp. 25c
- "The Netherlands East Indies: A Selected List of References" Washington
Library of Congress—Division of Bibliography 1942 Free.

Materials for Children

- DeLeeuw, Cateau *Dutch East Indies and the Philippines* New York
Holiday House 1943 24 pp. Grades 5-8.
- "The East Indies" Columbus (Ohio) Charles E. Merrill Co. 1948
32 pp. 20c Grades 4-6.
- Follett, Helen *Ocean Outposts* New York Scribner's 1942 133 pp.
Grades 6-9.
- Greenbie, Sydney *An American Boy Visits the Orient* St. Louis Webster
1946 "Off to the East Indies" Pp. 135-178. Grades 5-7.
- Lewis, Winnifred *Islands of the Western Pacific* New York Macmillan
1950 312 pp. Grades 5-8.
- "Pacific Neighbors: The East Indies" New York Grolier Society 1943
32 pp. 25c Profusely illustrated; for upper grades. Part of Building
American pamphlet series.
- Seeger, Elizabeth *The Orient Past and Present* St. Louis Webster 1946
311 pp. "The East Indies and Their People" Pp. 193-237. Grades
5-8.
- Sondergaard, Arenson *My First Geography of the Pacific* Boston Little,
Brown and Co. 1944 60 pp. Grades 3-5.
- Stewart, Marguerite *Boys and Girls of the Orient* St. Louis Webster
1946 278 pp. "A Javanese Boy and His Family" Pp. 169-210.
Grades 6-9.

PART II

Bibliography For Secondary Schools

ASIA—GENERAL

Materials for Teachers

Biggerstaff, Knight "The Far East and the United States" Ithaca (New York) Cornell University Press 1944 60 pp. 40c A resource unit for high school teachers.

Sweeney, Frances G. and others *Western Youth Meets Eastern Culture: A Study in the Integration of Social Studies, English, and Art in the Junior High School* New York Bureau of Publications, Teachers College, Columbia University 1932 335 pp. Parts of the book are out of date but the general approach and many of the suggestions are valuable.

Wilson, Howard E. (Editor) "Treatment of Asia in American Textbooks" New York American Institute of Pacific Relations 1946 104 pp. 40c

Materials for Students

"Americans in Asia" Chicago University of Chicago Round Table 1950 10c

Bernstein, Joseph M. "Spotlight on the Far East" St. Louis Webster 1945 125 pp. 30c Basic information on all Asiatic countries.

Cressey, George B. *Asia's Lands and Peoples* New York McGraw-Hill 1944 608 pp.

Current History Special issue on "Asia" August, 1950.

Dulles, Foster R. "Behind the Open Door: Story of American Relations with the Far East" New York American Institute of Pacific Relations 1944 92 pp. 30c

Gunther, John *Inside Asia* New York Harpers 1942 637 pp.

"How Can We Advance Democracy in Asia?" New York Town Meeting 1949 10c

- "How Can We Win Friends in Asia?" Chicago University of Chicago Round Table 1950 10c
- Hurwitz, Howard L. "Our Stake in the Far East" New York Oxford Book Company 1950 72 pp. 50c
- Jenkins, Shirley "Our Far Eastern Record: The War Years" New York American Institute of Pacific Relations 1946 96 pp. 25c
- "The Problem of Asia" Chicago University of Chicago Round Table 1950 10c
- Reischauer, Edwin O. "Toward a New Far Eastern Policy" New York Foreign Policy Association 1950 61 pp. 35c
- Taylor, Edmond *Richer By Asia* New York Houghton-Mifflin 1947 432 pp.
- Vinacke, Harold "The U. S. and the Far East" New York American Institute of Pacific Relations 1950 53 pp. 75c
- "What Should We Do About the Communist Threat in Asia?" New York Town Meeting 1949 10c
- Valkenburg, Samuel Van "Pacific Area" New York Foreign Policy Association 1947 64 pp. 35c Political atlas and text.

CHINA

Materials for Teachers

- Biggerstaff, Knight "China: Revolutionary Changes in an Ancient Civilization" Ithaca (New York) Cornell University Press 1945 78 pp. 40c A resource unit for secondary school teachers.
- Goodrich, L. Carrington and Fenn, Henry C. "A Syllabus of the History of Chinese Civilization" New York China Society 1950 52 pp. \$1
- Heimers, Lili "China" Montclair (New Jersey) State Teachers College 1946 25c Lists of charts, maps, exhibits, slides, and other materials.
- "China and the United States" San Francisco World Affairs Council of Northern California 1949 \$1

Materials for Students

- "America's Need for Understanding China" Washington Government Printing Office 1944 14 pp. 5c
- Barnett, A. Doak "Profile of Red China" New York Foreign Policy Association 1950 12 pp. 25c

- Brown, Nina *Sun Yat-Sen* New York Vanguard 1946 247 pp.
Junior high.
- Creel, Herrlee G. "Chinese Writing" Washington American Council on
Education 1943 15 pp. 25c
- Cressey, George B. *Asia's Lands and Peoples* New York McGraw-Hill
1944 "China" Pp. 35-169.
- Gunther, John *Inside Asia* New York Harpers 1939 599 pp.
- Han-seng, Chen "Gung-Ho: The Story of Chinese Industrial Cooperatives"
New York American Council of Pacific Relations 1947 63 pp. 25c
- Hawkins, Everett D. "America's Role in China" New York American
Institute of Pacific Relations 1947 64 pp. 25c
- Hummel, Margaret G. "Fun and Festival from China" New York
Friendship Press 1948 48 pp. 35c Games, songs, stories, etc.
Junior high and up.
- Lattimore, Eleanor H. "China Yesterday and Today" St. Louis Webster
1946 109 pp. 30c
- Lattimore, Owen and Eleanor *China: A Short History* Berkeley Uni-
versity of California 1947 218 pp.
- Lewis, Alice H. "Tales from China" New York Friendship Press 1948
80 pp. 75c
- Lin, Yu-tang *My Country and My People* New York John Day 1939
381 pp.
- Nourse, Mary A. and Goetz, Delia *China: Country of Contrasts* New
York Harcourt 1944 229 pp. Junior high and up.
- Pao-Ch'en, Lee "Music of the Chinese People" New York China Insti-
tute 1945 8 pp. 15c
- "Report on Communist China" Chicago University of Chicago Round
Table 1950 10c
- Seeger, Elizabeth *Pageant of Chinese History* New York Longmans
1947 414 pp. Junior high and up.
- "Some of Your Questions About China Answered" New York China
Society 10 pp. Free.
- Spencer, Cornelia *The Land of the Chinese People* Philadelphia Lip-
pincott 1945 120 pp. Junior high and up.
- Three Sisters: The Story of the Soong Family of China* New York
John Day 1939 279 pp.

"What Choices Do We Have in China?" Chicago University of Chicago
Round Table 1950 10c

"Will the Defense of Formosa Help Check Communism in Asia?" New
York Town Meeting 1950 10c

Winfield, Gerald F. *China: The Land and the People* New York Sloane
1948 437 pp.

INDIA

Materials for Teachers

Seeger, Elizabeth and Mukerji, Ethel "What Shall We Teach About
India?" *Progressive Education* November, 1942

Thorner, Alice "Recent Books on India" New York American Institute
of Pacific Relations 1947 4 pp. 10c

Materials for Students (Biographies)

Eaton, Jeanette *Gandhi: Fighter Without a Sword* New York Morrow
1950 256 pp.

Dalton, L. H. "Young Man—Sit Down: William Carey of India" New
York Friendship Press 1948 24 pp. 15c

"Gandhi's Life and Death: Its Meaning for Mankind" Chicago Univer-
sity of Chicago Round Table 1948 15c

Hoyland, John *They Saw Gandhi* New York Fellowship of Reconcilia-
tion 1947 102 pp. 35c

Kenworthy, Leonard S. "Gandhi Speaks" Brooklyn College 1950 8
pp. 5c

"Nehru Speaks" Brooklyn College 1950 8 pp. 5c

"Tagore Speaks" Brooklyn College 1950 8 pp. 5c

Manshardt, Clifford "The Terrible Meek: An Appreciation of Gandhi"
Chicago Regnery 1948 25c

Peare, Catherine Owens *Mahatma Gandhi: A Biography for Young
People* New York Holt 1950 229 pp.

Reason, J. "The Man Who Disappeared" New York Friendship Press
1948 24 pp. 15c The story of Sadhur Sundar Singh.

Spencer, Cornelia *Nehru of India* New York John Day 1948 184 pp.

Materials for Students (Books and Booklets—General)

"About India" Washington (2107 Massachusetts Avenue) Government
of India Information Service 1949 60 pp. Free.

- Boulter, Hilda W. *India* New York Holiday House 1950 24 pp. Grades 6-9.
- Cressey, George B. *Asia's Lands and Peoples* New York McGraw-Hill 1944 608 pp. India Pp. 414-494.
- Fitch, Florence Mary *Their Search for God: Ways of Worship in the Orient* New York Lothrop 1947 144 pp. Junior high and up.
- "India After Gandhi" Chicago University of Chicago Round Table 1949 10c
- Kennedy, Jean *Here Is India* New York Scribner 1945 150 pp. Junior high and up.
- Mathews, Basil "Tales from India" New York Friendship Press 1938 96 pp. 75c
- Mitchell, Kate and Goshal, M. Kumar "Twentieth Century India" St. Louis Webster 1944 94 pp. 30c
- Modak, Manorama *The Land and the People of India* Philadelphia Lippincott 1945 109 pp.
- Mosher, Arthur T. "This Is India" New York Friendship Press 1946 24 pp. 25c Junior high school; well illustrated.
- Nehru, Jawaharlal *Glimpses of World History* New York John Day 1942 993 pp. Letters to his daughter while in prison.
- Rosinger, Lawrence K. "Restless India" New York Foreign Policy Association 1946 128 pp. 35c
- Sen, Gertrude E. *The Pageant of India's History* New York Longmans 1948 431 pp.
- Spencer, Cornelia *Made in India: The Story of India's People and Their Gifts to the World* New York Knopf 1946
- Talbot, Phillips "Delhi, Capital of a New Dominion" *National Geographic Magazine* November, 1947.
- Wernher, Hilda *My Indian Family* New York John Day 1945 298 pp.
- White, Margaret Bourke *Halfway to Freedom* New York Simon and Schuster 1949 245 pp. Largely pictures although some text.
- Wright, Rose "Fun and Festival from India" New York Friendship Press 1948 48 pp. 35c Games, songs, stories, and other materials. Junior high and up.

JAPAN

Materials for Students

- Angus, H. F. "Japan, Our Problem" New York Institute of Pacific Relations 1946 15 pp. 30c

- Benedict, Ruth *The Chrysanthemum and the Sword: Patterns of Japanese Culture* Boston Houghton Mifflin 1946 324 pp.
- Chamberlin, William H. "Modern Japan" St. Louis Webster 1942 93 pp. 30c
- Cobb, Margaret B. "A New Look at Japan" New York Friendship Press 1949 128 pp. 75c Junior high and up.
- Cressey, George B. *Asia's Lands and Peoples* New York McGraw-Hill 1944 608 pp. Japan Pp. 172-252
- Dilts, Marion M. *Pageant of Japanese History* New York Longmans 1947 418 pp.
- Gunther, John *Inside Asia* New York Harper 1942 637 pp.
- Gwinn, Alice E. and Hibbard, Esther L. "Fun and Festival from Japan" New York Friendship Press 1949 48 pp. 35c
- Hart, Richard "Eclipse of the Rising Sun" New York Foreign Policy Association 1946 96 pp. 35c
- Hersey, John *Hiroshima* New York Oxford Book Company 1948 150 pp. School edition 60c
- "How Can Japan Become a Self-Supporting Nation?" New York Town Meeting 1949 10c
- Kenworthy, Leonard S. "Kagawa Speaks" Brooklyn College 1946 8 pp 5c
- Price, Willard "Behind the Mask of Modern Japan" *National Geographic* November, 1945. Pp. 513-535.
- Scholastic Magazine* Special issue on "Japan" April 13, 1949.
- Spencer, Cornelia *Understanding the Japanese* New York Aladdin Books 1949 277 pp.
- Stewart, Maxwell S. *Our Neighbors Across the Pacific* New York American Institute of Pacific Relations 1943 491 pp. "Japan" Pp. 391-477.
- Sumimoto, E. I. *Daughter of the Samurai* New York Doubleday 1949 314 pp.
- Trewartha, Glenn T. *Japan: A Physical, Cultural and Regional Geography* Madison (Wisconsin) University of Wisconsin 1945
- Vosburgh, F. G. "Japan Tries Freedom's Road" *National Geographic* May, 1950. Pp. 593-632.
- Walliser, Blair A. "Sunset in the East" *National Geographic* June, 1946. Pp. 797-812.

KOREA

Materials for Students (Books and Booklets—General)

Cressey, George B. *Asia's Lands and Peoples* New York McGraw-Hill
1944 608 pp. "Korea" Pp. 234-242.

"Fact Sheet on Korea" New York American Association for the United
Nations 1950 2 pp. Single copies free; others 2c each.

Farley, Miriam S. and Dean, Vera M. "Korea and World Politics"
Toronto Canadian Institute of International Affairs 1950 19 pp.
25c

Grajdanzev, Andrew J. "Korea Looks Ahead" New York American
Institute of Pacific Relations 1944 64 pp. 25c

Modern Korea New York John Day 1944 330 pp.

"Korea" Chicago University of Chicago Round Table 1950 10c

McCune, George A. *Korea Today* Cambridge Harvard University
Press 1950 372 pp.

"The Occupation of Korea" New York Foreign Policy Association
1947 12 pp. 25c

Mitchell, C. Clyde "Korea, Second Failure in Asia" Washington Public
Affairs Institute 1950 52 pp. 50c

"Problems of Asia—Korea" Chicago University of Chicago Round
Table 1950 10c

Payne, Robert *The Revolt of Asia* New York John Day 1947 305
pp. Chapter 16—"Korea"

U. S. Department of State "Action in Korea Under Unified Command"
Washington Government Printing Office 1950 7 pp. 5c

"Korea: 1945-1948" Washington Government Printing Office 1948
124 pp. 35c

"United States Policy in the Korean Crisis" Washington Govern-
ment Printing Office 1950 68 pp. 25c

"What Does the Korean Invasion Mean to the U. S. and the U. N.?" New
York Town Meeting 1950 10c

Materials for Students (Maps)

"An Atlas Map of Korea" Washington Korean Pacific Press \$1

"Korea" Rand McNally 50c 39" by 27".

PHILIPPINE REPUBLIC

Materials for Students (Books and Booklets—General)

- "Democracy in the Philippines" Cambridge (Massachusetts) Civic Education Project For grades 10-12. To be published.
- Fernando, Enrique and Africa, Jose L. "Chances for Survival of Democracy in the Philippines" New York American Institute of Pacific Relations 1950 30 pp. 50c
- Keesing, Felix M. *The Philippines: A Nation in the Making* Shanghai Kelly and Walsh 1937 137 pp. Sold in the United States by the Institute of Pacific Relations. \$1
- Pascual, Ricardo "Social and Cultural Development in the Philippines" New York Institute of Pacific Relations 1950 55 pp. 75c
- Payne, Robert *The Revolt of Asia* New York John Day 1947 305 pp. "The Philippines" Chapter 18.
- "Report to the President of the United States by the Economic Survey Mission to the Philippines" Washington Government Printing Office 1950 107 pp. 55c
- Seeman, Bernard and Salisbury, Lawrence "Cross-Currents in the Philippines" New York American Institute of Pacific Relations 1946 63 pp. 25c
- Stewart, Maxwell S. *Our Neighbors Across the Pacific* New York American Institute of Pacific Relations 1943 491 pp. "The Philippines" Pp. 255-275.
- Rosinger, Lawrence K. "The Philippines—Problems of Independence" New York Foreign Policy Association 1948 15 pp. 25c

Materials for Students (Maps)

- "The Philippine Islands" Rand McNally 50c 28" by 21", in color.
- "The Philippines" National Geographic Society 50c 17½" by 27", in color.

SOUTHEAST ASIA—GENERAL

Materials for Teachers

- Embree, John F. "A Selected Bibliography on Southeast Asia" New York American Institute of Pacific Relations 1950 10 pp. 25c
- "Southeast Asia" San Francisco (623 Sutter Street) World Affairs Council of Northern California 1949 A kit. 75c plus 15c postage.

Materials for Students (Books and Booklets—General)

- Clark, Elizabeth A. "Peoples of the China Seas" St. Louis Webster
1942 94 pp. 35c
- Finkelstein, Lawrence "American Policy in Southeast Asia" New York
Foreign Policy Association 1950 66 pp. \$1
- Gibson, Weldon B. "Skyways of the Pacific" New York American
Council of Pacific Relations 1947 48 pp. 25c
- "Is a Pacific Union Practical and Possible Now?" New York Town
Meeting 1949 10c
- Keesing, Marie M. "Pacific Islands in War and Peace" New York
American Institute of Pacific Relations 1944 64 pp. 25c
- Lewis, Alice H. "Tales from Southeast Asia" New York Friendship
Press 1944 80 pp. 75c Junior high and up.
- "Problems of Southeast Asia" Chicago University of Chicago Round
Table 1949 10c
- Purcell, Victor "The Position of the Chinese in Southeast Asia" New
York Institute of Pacific Relations 1950 78 pp.
- Shapiro, Harry L. "Peoples of the Pacific" New York American
Museum of Natural History 1944 15 pp. 30c
- Smith, Fred "East Indies Story" Whitestone (New York) Graphics
Group 1948 64 pp. 25c Many illustrations, simple text. Junior
high and up.
- Thompson, Virginia and Adloff, Richard "Empire's End in Southeast
Asia" New York Institute of Pacific Relations 1947 18 pp. 25c
- Van Naerssen, F. H. "Culture Contacts and Social Conflicts in Indonesia"
New York Institute of Pacific Relations 1947 18 pp. 25c
- Wolf, Charles *The Indonesian Story: The Birth, Growth and Structure of
the Indonesian Republic* New York John Day 1948 201 pp.

Materials for Students (Maps)

- "Southeast Asia" Pocket map. Rand McNally 50c
- "Southeast Asia and the Pacific Islands" National Geographic Society
50c
- "Pageant of the Pacific" Reproductions of the famous Covarrubias maps
on the peoples, means of transportation, economy, art forms, and native
dwellings of the area. New York American Museum of Natural History
28" by 19"—each \$2; 38" by 25"—each \$2.50.

ADDRESSES OF PUBLISHERS

Aladdin Books, American Book Co. 88 Lexington Ave., New York 16, N. Y.

American Book Co. 88 Lexington Ave., New York 16, N. Y.

American Council on Education 1785 Massachusetts Ave., N. W., Washington 6, D. C.

American Museum of Natural History Central Park W. at 79 St., New York 24, N. Y.

Bureau of Publications, Teachers College Columbia University, New York 27, N. Y.

Canadian Institute of International Affairs 230 Bloor St., Toronto

China Society of America 570 Lexington Ave., New York 22, N. Y.

Civic Education Project 10 Craigie St., Cambridge 38, Mass.

Crowell Publishing Co. 640 Fifth Avenue, N. Y.

John Day Co. 2 W. 45th St., New York 19, N. Y.

Doubleday 14 W. 49th St., New York, N. Y.

E. P. Dutton and Co. 300 Fourth Ave., New York, N. Y.

Encyclopedia Britannica 342 Madison Ave., New York, N. Y.

Fellowship of Reconciliation 21 Audabon Ave., New York 32, N. Y.

Foreign Policy Association 22 E. 38th St., New York 16, N. Y.

Friendship Press 156 Fifth Ave., New York 10, N. Y.

Government of India Information Service 2107 Massachusetts Ave., N. W., Washington 8, D. C.

Government Printing Office Washington 25, D. C.

Graphics Group Whitestone, N. Y.

Grolier Society 2 West 45th St., New York, N. Y.

Harcourt, Brace and Co. 383 Madison Ave., New York 17, N. Y.

Harvard University Press Cambridge, Mass.

D. C. Heath and Co. 285 Columbus Ave., Boston 16, Mass.

Holiday House 60 E. 42nd St., New York, N. Y.

Henry Holt and Co. 257 Fourth Ave., New York 10, N. Y.
 Houghton Mifflin 2 Park St., Boston 7, Mass.
 Industrial Arts Cooperative Service 519 West 121st St., New York 27, N. Y.
 Informative Classroom Picture Publishers Grand Rapids, Mich.
 Institute of Pacific Relations 1 E. 54th St., New York 22, N. Y.
 Leonard S. Kenworthy Brooklyn College, Brooklyn 10, N. Y.
 Korean Affairs Institute 1507 M St., N. W., Washington, D. C.
 Korean Pacific Press 1620 Eye St., N. W., Washington, D. C.
 Library of Congress Washington, D. C.
 J. B. Lippincott Co. E. Washington Square, Philadelphia 5, Penna.
 Longmans, Green and Co. 55 Fifth Ave., New York 3, N. Y.
 Lothrop, Lee and Shepard 419 Fourth Ave., New York 16, N. Y.
 McGraw-Hill Book Co. 330 W. 42nd St., New York 18, N. Y.
 David McKay Co. 116 South 7th St., Philadelphia, Penna.
 The Macmillan Co. 60 Fifth Avenue, New York 11, N. Y.
 Charles E. Merrill Co. 400 S. Front St., Columbus 15, Ohio
 William Morrow and Co. 425 Fourth Ave., New York 16, N. Y.
 National Geographic Society 16th and M Sts., N. W., Washington 6, D. C.
 National Council of Teachers of English 211 West 68th St., Chicago 21
 F. A. Owen Publishing Co. Dansville, N. Y.
 Oxford Book Co. 224 Fourth Ave., New York, N. Y.
 Oxford University Press 114 Fifth Ave., New York 11, N. Y.
 Rand McNally and Co. 111 Eighth Ave., New York, N. Y.
 Henry Regnery Co. 20 W. Jackson Blvd., Chicago 4, Ill.
 Reynal and Hitchcock 383 Madison Ave., New York, N. Y.
 Scribner's 597 Fifth Ave., New York 17, N. Y.
 Simon and Schuster 1230 Avenue of the Americas, New York 20, N. Y.
 Wm. Sloane Associates, Inc. 119 W. 57th St., N. Y. C.

Town Meeting, Town Halls, Inc. New York 18, N. Y.

University of Chicago Round Table University of Chicago, Chicago 37, Ill.

The Viking Press 18 E. 48th St., New York 17, N. Y.

Franklin Watts, Inc. 285 Madison Ave., New York, N. Y.

Webster Publishing Co. St. Louis, Mo.

John C. Winston Co. 1006 Arch St., Philadelphia 7, Penna.

World Affairs Council of Northern California 623 Sutter St., San Francisco 3, Calif.

World Book Encyclopedia, Field Enterprises, Education Division 33 E. Wacker Drive, Chicago 1, Ill.

FILMS AND FILMSTRIPS ON ASIA

(Each entry is for a film unless otherwise noted)

Asia—General

- "Food for Asia" British Information Services 1949 10 min. Sound.
Senior high.

China

- "Children of China" Encyclopedia Britannica Films 1950 11 min.
Sound. Especially for elementary school, but suitable for junior and senior high.
- "China's Children" China Film Enterprises 1932 15 min. Silent.
Elementary, junior, and senior high.
- "China's Gifts to the West" China Film Enterprises 1936 30 min.
Silent. Elementary, junior, and senior high.
- "China's Home Life" China Film Enterprises 1932 15 min. Silent.
Elementary, junior, and senior high.
- "Chinese Shadow Play" China Film Enterprises 1947 10 min. Sound.
Junior and senior high.
- "Farming in South China" United World Films 1950 22 min. Sound.
Earth and People Series. Elementary, junior, and senior high.
- "The Good Earth" New York University Film Library 1937 22 min.
Sound. Extracts from the Hollywood feature film.
- "Oriental City" (Canton) United World Films 1949 20 min. Sound.
Elementary, junior, and senior high.
- "Peiping Family" International Film Foundation 1948 21 min. Sound.
Elementary, junior, and senior high.
- "Sampan Family" International Film Foundation 1949 16 min. Sound.
Elementary, junior, and senior high. A Julien Bryan film.
- "Tientsen, Gateway to North China" Chinese Film Enterprises 1949
10 min. Sound. Elementary, junior, and senior high.
- "What Is China?" Teaching Film Custodians 1948 23 min. Sound.
Elementary, junior, and senior high.
- "China" Informative Classroom Films 64 frames. Life in China in
1947 in rural and city homes. (FILMSTRIP)
- "China's Children" Society for Visual Education 1947 57 frames.
Children at work, at school, at play. (FILMSTRIP)

- "Food for China" Society for Visual Education 1947 (FILMSTRIP)
 "Hong Kong" British Information Services 1950 33 frames (FILM-STRIP)

India

Several films on India may be rented from the Government of India Information Service for \$1.25 and up.

- "The Changing Face of India" Films of the Nations 1948 10 min. Sound. Junior and senior high.
 "Dances of India—Bharatnatyam" Government of India 1946 10 min. Sound. Junior and senior high.
 "Dances of India—Katlak" Government of India 1946 10 min. Sound. Junior and senior high.
 "Delhi" Teaching Film Custodians 1943 10 min. Sound. Elementary, junior, and senior high.
 "Farmers of India" United World Films 1949 20 min. Sound. Senior high.
 "Handicrafts of India" Films of the Nations or Government of India 10 min. Sound. Junior and senior high.
 "Heritage of India" PIC Films 1946 10 min. Sound. Junior and senior high.
 "India, Asia's New Voice" March of Time Forum Edition 1949 17 min. Sound. Senior high.
 "Life in a Punjab Village" Films of the Nations 1946 10 min. Sound. Junior and senior high.
 "Village in India" Teaching Film Custodians 10 min. Sound. Elementary, junior and senior high.
 "India" Informative Classroom Films 1947 60 frames. Elementary and junior high. Tour of India to see a festival, visit Taj Mahal, see cities and villages. (FILMSTRIP)

Indonesia

- "Indonesia Calling" Brandon Films 1947 20 min. Sound. Junior and senior high.
 "The Netherlands East Indies" Nu Art Films 1945 10 min. Sound. Junior and senior high. General survey.

Japan

- "An Island Nation—Japan" United World Films 1950 22 min. Sound. Earth and People Series. Elementary, junior, and senior high.
- "Children of Japan" Encyclopedia Britannica Films 1941 11 min. Sound. Elementary, junior, and senior high. Daily life of a middle-class Japanese family before World War II.
- "Japan" Encyclopedia Britannica Films 1938 30 min. Silent. Elementary, junior, and senior high. Modern and older types of living contrasted.
- "Japan" March of Time 1950 18 min. Sound. Elementary, junior, and senior high. Attempts at rehabilitation shown through a typical family of an automobile worker.
- "Japanese Family" International Film Foundation 1950 23 min. Sound. Elementary, junior, and senior high. Story of a silk-weaving family.
- "Report on Japan" RKO-Pathé 1948 20 min. Sound. Junior and senior high. Picture of a defeated nation and attempts at rehabilitation.
- "Japan: Land and People" Visual Education Service 1950 65 frames. Silent. Postwar Japan (FILMSTRIP)
- "Jiro and Hanako of Japan—Work and Play" Visual Education Service 1950 39 frames. Elementary and junior high. Chores, games, and holidays in the life of a typical Japanese boy and girl. (FILMSTRIP)
- "Let's See Japan" Visual Education Service 1950 60 frames. Junior and senior high. General survey. (FILMSTRIP)
- "The New Face of Japan" New York Times 1949 47 frames. Junior and senior high. Emphasis on political, economic, and military problems of the occupation. (FILMSTRIP)

Korea

The Department of the Army has issued three films: "Our Stand in Korea" (22 min.), "Battle for Time" (13 min. on the war), and "The First 40 Days" (24 min.) which might be used in some high schools studying Korea. These may be obtained from the Signal Corps film libraries or from some of the major companies.

- "What About Korea?" Presbyterian Church, Board of Foreign Missions 1948 20 min. Silent. Not too high a quality, but one of the few films available on general life in Korea.

Malay Peninsula

- "Malay Peninsula" Coronet 1948 10 min. Sound. Elementary, junior, and senior high.
- "Nomads of the Jungle" United World Films 1948 20 min. Sound. Earth and Its People Series. Elementary, junior, and senior high. Excellent.
- "Singapore" Nu Art Films 1940 11 min. Sound. Elementary, junior, and senior high.
- "Chang" Stillfilm 1948 36 frames. Elementary and junior high. Life of a young Malayan boy. (FILMSTRIP)
- "Colonial Empire: Introducing Malaya and Borneo" British Information Services 1950 39 frames. Junior and senior high. People, life, and industries. (FILMSTRIP)

Pakistan

- "First Year—Pakistan" Pakistan Embassy 1949 22 min. Sound. Junior and senior high. Shows attempts to improve public health, combat illiteracy, and encourage culture.

Philippines

- "Pearl of the Orient" Hawley-Lord 1948 10 min. Sound. Elementary, junior, and senior high.
- "The Philippine Republic" March of Time 1946 16 min. Sound. Junior and senior high. Review of the history of the Philippines,—its people, resources, and problems.

Siam

- "Byways of Bangkok" Teaching Film Custodians 10 min. Sound. Junior and senior high.
- "Mystic Siam" Teaching Film Custodians 10 min. Sound. Elementary, junior, and senior high. Siam's importance in world affairs.
- "Song of Siam" Hawley-Lord 1948 10 min. Sound. Junior and senior high.

Southeast Asia—General

- "Opportunity in Southeast Asia" New York Times 1950 51 frames. Junior and senior high. Problems of Burma, Thailand, Indo-China, Malaya, and Indonesia and their relations to the U.S.A. (FILMSTRIP)

For other films and filmstrips, consult the H. W. Wilson catalogues.

ADDRESSES OF FILM AND FILMSTRIPS COMPANIES

- Brandon Films 1600 Broadway, N. Y. C. 19
- British Information Services 30 Rockefeller Plaza, N. Y. C. 20
- China Film Enterprises of America 132 West 43rd St., N. Y. C. 18
- Coronet Films Coronet Plaza, Chicago 1
- Encyclopedia Britannica Films 1150 Wilmette Ave., Wilmette, Ill.
- Films of the Nations 55 West 45th St., N. Y. C. 19
- Government of India Information Service 2107 Massachusetts Ave., N. W., Washington 8
- Hawley-Lord 61 West 56th St., N. Y. C. 19
- International Film Foundation 1600 Broadway, N. Y. C. 19
- March of Time Forum Edition 369 Lexington Ave., N. Y. C. 17
- Museum of Modern Art Film Library West 53rd St., N. Y. C. 19
- New York Times, Office of Educational Activities 229 West 43rd St., N. Y. C. 18
- New York University Film Library Washington Square, N. Y. C.
- Nu-Art Films 145 West 45th St., N. Y. C. 19
- Pakistan Embassy 2201 R St., N. W., Washington
- PIC Films 117 West 48th St., N. Y. C. 19
- Presbyterian Church, Board of Foreign Missions 156 Fifth Ave., N. Y. C. 10
- Religious Film Association 45 Astor Place, N. Y. C. 3
- RKO-Pathé 1270 Sixth Ave., N. Y. C. 19
- Stillfilm 171 South Los Robles, Pasadena 5, Calif.
- Society for Visual Education 1345 West Diversey Parkway, Chicago 14
- Teaching Film Custodians 25 West 43rd St., N. Y. C. 18
- United World Films 1415 Park Ave., N. Y. C. 29
- Visual Education Service Yale Divinity School, New Haven 1, Conn.