

BOOKS ON WAR!

The librarian of Science Service has prepared this list of timely pertinent books giving the background of the swiftly-moving European events.

If War Comes — R. Ernest Dupuy and George Fielding Eliot—*Macmillan*, 369 p., \$3.

Poland: Key to Europe—Raymond L. Buell—*Knopf*, 364 p., \$3. (Reprint)

Revolutions and Dictatorships—Hans Kohn—*Harvard*, \$3.50.

Geographic Aspects of International Relations—Charles C. Colby, ed.—*Univ. of Chicago*, 296 p., \$3.

Revolt Against War—H. C. Engelbrecht—*Dodd, Mead*, 367 p., \$2.50.

When War Comes—Larry Nixon, ed.—*Greystone Press*, \$2.25.

The Ramparts We Watch—George Fielding Eliot—*Reynal and Hitchcock*, 370 p., \$3.

Bombs Bursting in Air—George Fielding Eliot—*Reynal and Hitchcock*, 173 p., \$1.75.

The War Gases: Chemistry and Analysis—Mario Sartori—*Van Nostrand*, 360 p., \$7.50.

Breathe Freely! The Truth about Poison Gas—James Kendall—*Appleton-Century*, 179 p., \$1.50.

Elements of Political Geography—Samuel Van Valkenburg—*Prentice-Hall*, 401 p., \$3.50.

Race: A History of Modern Ethnic Theories — Louis L. Snyder — *Longmans, Green*, 342 p., \$3.

Fighting Planes of the World—E. C. Talbot-Booth, ed.; Eric Sargent, comp.—*Appleton-Century*, 607 p., \$3.

The Ships and Aircraft of the U. S. Fleet, 1939—James C. Fahey, comp.—*Herald-Nathan Press*, 47 p., 50 c.

Air War—W. O'D. Pierce—*Modern Age Books*, 224 p., 50 c.

Mein Kampf — Adolf Hitler — *Stackpole Sons*, 669 p., \$3. (Unexpurgated edition)

Nazism: An Assault on Civilization — Pierre Van Paassen and James W. Wise, eds.—*Smith and Haas*, \$2.50.

Inside Europe — John Gunther — *Harper*, 531 p., \$3.50.

Ordeal (A Novel)—Nevil Shute—*William Morrow*, 280 p., \$2.50.

Days of Our Years—Pierre Van Paassen—*Hillman-Curl*, \$3.50.

Reaching for the Stars—Nora Waln—*Little Brown*, \$3.

ANTHROPOLOGY

Charge School Texts Teach Misleading Nazi Doctrines

Committee Headed by Columbia University Anthropologist Finds Widely Used Books Contain Unscientific Material

WIDESPREAD incorrect teaching regarding the meaning of "race" exists in 66% of 166 textbooks used in typical American schools, the American Committee for Democracy and Intellectual Freedom charged in announcing a broad educational campaign against unscientific teaching of race problems in American schools.

One-fifth of the texts teach what amounts to Nazi doctrine about superior and inferior races, Prof. Franz Boas, Columbia University anthropologist and committee chairman, declared, in announcing the findings of a panel of experts who examined schoolbooks used in Texas, Virginia, St. Louis, Boston and New York City.

Two out of every three texts use the word "race" where "nationality" or "people" is meant.

"The myth of the 100% Aryan and similar nonsense has reached such proportions, even in our own country," Prof. Boas said, "that the fight against race prejudice is now a major problem of educators.

"We can go a long way towards destroying the effectiveness of demagogues like Father Coughlin or General Moseley if we conquer the widespread ignorance which exists on matters of race."

Teachers, school officials and publishers are being asked to support this campaign for revision of all textbooks dealing with race questions. Texts charged with giving false ideas about race are largely in the field of geography and history, with civics, biology, general science, sociology and economics books also listed.

The percentages of texts found misusing "race" in the various localities were: Texas, 62.5%; Virginia, 71.4%; St. Louis, 50%; Boston, 68.2%; New York City, 78.2%.

The following statement adopted by the American Anthropological Association a few months ago is cited as a reliable scientific statement on race:

"Race involves the inheritance of similar physical variations by large groups of mankind, but its psychological and cul-

tural connotations, if they exist, have not been ascertained by science.

"The terms 'Aryan' and 'Semitic' have no racial significance whatsoever. They simply denote linguistic families.

"Anthropology provides no scientific basis for discrimination against any people on the ground of racial inferiority, religious affiliation, or linguistic heritage."

Some of the examples of misuse of "race" in texts cited include:

"It is very plain that each race thinks very differently from all other races. That is why the Eastern (Oriental) and the Western (Occidental) peoples find it difficult to understand each other."—George C. Wood and Harry A. Carpenter, *Our Environment: The Living Things in It* (1938, p. 125).

"The world population falls into races having certain inherited traits of body and mind."—Hutton Webster, *Early European Civilization* (1933, p. 21).

"The really important matter is one about which there need be little dispute—the fact of racial differences. It is the practical question of differences—the fundamental differences of physical appearance, of mental habit and thought . . ."—R. E. Park and E. W. Burgess, *Introduction to the Science of Sociology* (1928, pp. 635-36).

"Some races of people are more inclined to do certain things than other races. The French are noted for artistic goods . . ."—F. K. Branom and H. M. Ganey, *Our World* (1931, p. 179).

"The economic aspect of the Negro problem today arises largely from the ignorance and economic weakness of the Negroes—This state of affairs is due in some degree to the economic inertia and certain racial traits of the Negroes themselves."—Richard T. Ely and Ralph H. Hess, *Outlines of Economics* (1937, pp. 57-8).

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School children in the Virgin Islands are taught to make their own individual drinking cups of seed pods decorated with a personal design.