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THE EDUCATIONAL LEADER



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APRIL 1, 1953

VOLUME XVI
NUMBER 4

THE EDUCATIONAL LEADER

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THE EDUCATIONAL LEADER

VOLUME XVI • NUMBER 4

Message from the President

WE ARE of the opinion that education for better international understanding has become one of the "fundamentals" in American public education. It is therefore our policy here to provide workshops on International Understanding during the summer session especially designed for teachers from the field.

The program of the workshop is carefully planned to include background information materials and source material. The leaders include well-known campus and off-campus specialists in various phases of international relations.

We believe that on the basis of acquaintance, understanding, and appreciation we can contribute toward peaceful relations between peoples and nations.

REES H. HUGHES,
President.

Foreword

FULL APPRECIATION of our American heritage can be realized only as we understand the cultural, social, economic and political backgrounds against which other peoples live. Likewise, development of these insights is imperative if world peace is to be attained.

The Kansas Department of Public Instruction believes that the public schools should help pupils develop proper attitudes toward our own culture and institutions with a knowledge and understanding of the people in other nations.

I am, therefore, happy to co-operate with Kansas State Teachers College at Pittsburg and other agencies engaged in promoting international understanding and good will.

ADEL F. THROCKMORTON,
*State Superintendent of
Public Instruction.*

PIONEERING

THE SESSIONS of the fifth annual workshop on International Understanding at Kansas State Teachers College, Pittsburg, closed June 27, 1952, but its influence, we hope, will long continue. This workshop is significant in that it is one of the first and most consistently continuing projects of its kind.

We note with interest and satisfaction that the idea is spreading. A number of other colleges and universities have similar groups meeting this year, such as the one sponsored by the Social Science Foundation and the University of Denver. It is one of five regional conferences to consider means of improving the teaching of human relations and "developing in students a sense of membership in the world community."

The impact upon individual teachers through group and class participation can hardly be measured. In addition, publications containing suggestions, techniques, information and encouragement reach many others who did not participate directly. In this way the field, one of the most important ever to engage the attention of teachers, is expanded and made more effective.

As someone has aptly summarized, there are four prerequisites to constructive work of this kind: (1) Knowledge. (2) Materials. (3) Techniques. (4) Inspiration. Perhaps the fourth should come first.

This, and the preceding bulletins we have presented, are a sincere attempt to make worthwhile contributions to the cause of better human relations in accordance with these essentials.

—C. E. BIRCH, *Workshop Editor.*

FIFTH ANNUAL WORKSHOP ON EDUCATION FOR INTERNATIONAL UNDERSTANDING

June 16 to June 27, 1952

INSTITUTIONAL SPONSORS

Kansas State Teachers College, Pittsburg, Kansas
Kansas State Department of Education, Topeka, Kansas
Anti-Defamation League, Omaha, Nebraska

FACULTY LEADERS

DR. WILLIAM A. BLACK, Sponsor, Head Dept. Education and Psychology
DR. JANE M. CARROLL, Professor of Education, Advisor to Foreign Students,
Kansas State Teachers College, Pittsburg

Out-of-State Leaders

DR. CHRIS A. DE YOUNG, Professor of Educational Administration, Illinois State
Normal University, Normal, Illinois
MRS. RUTH QUINLAN SUN, Member of Park College Faculty, Parkville, Missouri

State Leaders

MR. VICTOR KLOTZ, Superintendent of Schools, Coffeyville, Kansas
MRS. HAZEL GREEN, Principal, Jefferson Elementary School, Iola, Kansas

Program Participants

DR. REES H. HUGHES, President, Kansas State Teachers College, Pittsburg
DR. WM. A. BLACK, Head, Department of Education and Psychology, Director
of Teacher Education, Kansas State Teachers College, Pittsburg
DR. ERNEST MAHAN, Dean of Instruction, Kansas State Teachers College, Pittsburg
DR. ALVIN PROCTOR, Professor and Head of the Department of Social Science,
Chairman, Committee on International Relations, Kansas State Teachers College,
Pittsburg
DR. E. J. FRENCH, Visiting Professor, Australia
MRS. E. J. FRENCH, Australia
MRS. ARTHUR YANG, China
DR. BISHWA RANJAN BAGCHEE, India (a medical doctor presently engaged in
teaching and study in this country).

PARTICIPANTS IN WORKSHOP

In addition to leaders and consultants already listed, the following teachers and administrators participated in the Workshop:

<i>Name and Teaching Address</i>	<i>Teaching Position</i>	<i>Home Address</i>
PRISCILLA ALFORD Chanute	Kindergarten	Chanute, Kan.
NEVA ALLEN Garnett	Fourth Grade	Garnett, Kan.
VIDA BIDDLE Coffeyville	Elementary Principal	Coffeyville, Kan.
MILDRED CARPENTER Arkansas City	Second Grade	Thayer, Kan.
IRMA CASAZZA Girard	Third Grade	Girard, Kan.
EMMETT D. COX Altoona	Senior High School	Fredonia, Kan.
EVELYN HACKNEY Iola	Senior High—Junior College (Home Econ.)	Iola, Kan.
MAXINE HOSKINS Chanute	First and Second Grades	Galena, Kan.
VENDLA KJELLANDER Chanute	Elementary Principal	Chanute, Kan.
MADLINE LOWRY Joplin, Mo.	Junior High School	Joplin, Mo.
KATHRYN MASSEY Carthage, Mo.	Third Grade	Carthage, Mo.
FLORENCE MILLER Iola	Kindergarten	Iola, Kan.
VESTA J. NOBLES Lamar, Colo.	Third Grade	Sedan, Kan.
PETE RUSSELL Picher, Okla.	Grade 6 and Principal	Treece, Kan.
ISADORA SWEENEY Pittsburg	Second Grade	Pittsburg, Kan.
MARIE VICKERS Arkansas City	Third Grade	Thayer, Kan.
MINNIE WOLFE Joplin, Mo.	Grades 1 and 2	Diamond, Mo.
LEOTA WORKS Humboldt	Fifth Grade	Humboldt, Kan.
EVA YOUNG Pittsburg	Junior High (H. E.)	Pittsburg, Kan.
MABEL JONES	(Auditor)	

II—World-Wide Understandings

For effective study and worth-while resultant outcomes in the field of human relations, it is first necessary that a background of information and interest be developed.

Our 1952 Workshop emphasized areas of Asia and Australia with the objective of becoming better acquainted with the peoples, their physical environments, their cultures, government, religious beliefs and practices and their home life. Visitors and speakers from the sections studied made important contributions. This more intimate acquaintanceship and perspective, it was believed, should lay the foundation for more appropriate action in our classrooms and communities. Speakers, discussion, reading, visual aids—all available media—were employed freely, accompanied by serious efforts to “fasten down” the inspiration, information and ideas evoked.

A-S-I-A

Early sessions were highlighted by views and comments presented by Dr. Chris A. De Young, whose years of experience as a missionary in India, plus extensive travels and observations in Asia, proved extremely valuable in this study.

His opening discussion of Asia, like the old-time reader with its “A is for Adam, B is for boy, C is for Caroline,” etc., used the letters A-S-I-A and introduced this vast field by using captions taken from these respective letters. This portion of his remarks is reproduced in full as essential preliminary perspective.

“A—*Ancientness*.—In contradistinction to our tenderly young nation, the United States, Asia is very ancient. Last year I visited old Babylon, where I saw the pool of water where once stood the tower of Babel, stretching back to 2000 B. C. In Iraq was found the Code of Hammurabi, dated 2100 B. C. These landmarks bring to us the yesteryears of over 4000 years ago. More recently, that is over 2000 years ago, Alexander the Great visited Punjab, India. Marco Polo, the renowned traveler, gives us a rather recent picture of China in 1272 A. D. The accumulative evidence from excavations in the earth and excursions into recorded history accents the hoary past of Asia. “In order to understand modern Asia, one must study what Arnold J. Toynbee calls “the backward extension of time.”

“S—*Size*.—One is overwhelmed by the huge size of the giant of Asia. It is the largest continent. It has 20 percent of the total land

area of the world. With over 10 million square miles, it is more than three and a half times the land size of the United States. One of its seas, the Caspian, is five times the size of Lake Superior. Asia extends far vertically, too. The highest peak in the world is Mount Everest, towering over 29,000 feet, its eternal snows to this very day still untrodden by the feeble foot of mighty man. This extensive continent is teeming with many millions of people. One-half of the people of the world—over one billion—exist on this stage called Asia. One of its oft-neglected areas is Indonesia, which is the sixth largest country in the world. The huge giant of Asia is more than awake—it is on the march.

"I—Inadequacies.—Population pressures and economic conditions have resulted in many inadequacies. Food, clothing and shelter are in short supply. Such programs as the Colombo Plan and the Point Four are helping in certain parts, but the basic need remains economic. Most of the people in the underdeveloped areas are in ill health. Medicine, medical workers and hospitals are sorely needed. Education is neglected. Some countries have no compulsory education program because they have neither the teachers, the buildings nor the finances. Over half of the people of Asia cannot read or write. This does not mean they are ignorant. Another basic inadequacy is the lack of unity amid this widely divergent continent and its teeming millions.

"A—Aspirations.—The inadequacies are being matched by great and high aspirations. One of its goals is expressed in the oft-quoted phrase, 'Asia for the Asiatics.' But Asia is also for the world—it wants to take its place as a leader in the modern world. Over thirty years ago when I first went to Asia its aspirations for self-determinism, as for example in the case of India, were vocal. Now these dreams are beginning to be realized. A striking characteristic in Asia today is nationalism. The fulfillment of Asia's many aspirations will depend in a large measure upon the interest, will and genius of its own people. *Ad astra per aspera.* To the stars through difficulties—but to the stars!"

This comprehensive overview of the vast territory and the peoples to be studied and understood was supplemented daily during the first week by colored slides, by discussions, by collateral reading, with numerous questions asked and answered. Pertinent portions of later addresses by Dr. Young are herewith included, to the extent of our space. Unfortunately they cannot be given in full.

Villages and Cities of India.—"India is basically a land of villages. It has 700,000 of them. It would take almost 2000 years to visit all

these villages at the rate of one per day . . . The fact that India is primarily an agricultural nation accounts in part for the huge number of small villages.

"One of the interesting and significant institutions I found in Indian villages is the 'panchayat,' . . . a committee of five persons who constitute a forum or leadership group in the community. For hundreds of years this has been a grassroots approach to local democracy . . . The cluster of huts, the zigzag streets . . . are friendly places. Here one discusses all the topics of the day, from termites to gods.

"The village usually has a Hindu temple and a school . . . Once the spell of an Indian village falls on a visitor and he has set cross-legged on the sand floor of a modest home and has shared the rice and curry of Indian hospitality, then the visitor feels the personal pulse and the real heartbeat of oriental India.

"Many have left the villages to go to the cities and, of course, millions are born in the numerous cities of India. One of the great problems . . . has been the huge influx of refugees.

"Delhi, the capital, is the first city of India in political importance. Here, the beautiful government buildings erected by the British are the seat of the new, independent Indian nation. Here, the ubiquitous cattle roam nonchalantly down the streets . . . the tempo of life is markedly slower than in the United States, especially when the sun scores over 120 degrees in the shade.

"Madura . . . one of the many cities we visited in the south. The ancient, stately Madura temple is one of Hinduism's strongholds . . . Madras, on the east coast, holds many rich memories, as it was in this province I started my teaching career in 1920 . . . on the west coast is Bombay, with its busy seaport and airport."

Religions of India.—"India is a deeply religious country. It is called 'the mother of religions.' For example, Buddhism, which has spread so widely in Asia . . . had its birth at Saranath, India. Brief and wholly inadequate mention is made here of seven religions found in modern India.

"Hinduism is the main religion of India. Hinduism is also called Brahmanism. A person from the highest caste is a Brahman . . . Its 'bible' contains a series of sacred books, called Vedas. Their places of worship are temples . . . and tiny wayside shrines . . . Hinduism believes in the transmigration of souls. Hence cattle are sacred animals. Hindus are vegetarians.

"Mohammedanism (Moslems) is a more recent religion. Since the partition of India and Pakistan, many Mohammedans have

moved to Pakistan, a Moslem state . . . Their sacred book is the Koran and their places of worship are mosques. The men usually have a beard and the women are gradually discarding . . . wearing veils.

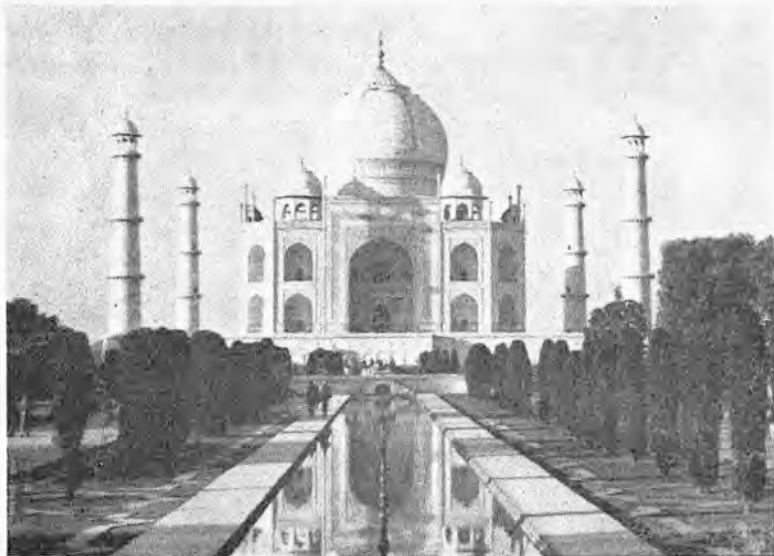
"Buddhism, as previously stated, had its origin in India . . . The trip to Saranah, the birthplace of Buddhism, was most interesting especially the visits to the beautiful shrines and the restored ruins. Buddhism has no caste system.

"Another religion of a minority is that of the Sikhs, who borrowed ideas from the Moslems. They are found mostly in the northern part of India . . . The Sikhs usually do not cut their hair, carry a small comb and often a weapon . . . They have fled from Pakistan. I did not see any there.

"The Jain religion is derived from Hinduism. Its followers are positively against taking life, even that of insects. Many of the Jains reside in Rajaputana.

"The Parsees came originally from Persia. They are essentially sun worshippers. Many of them are located in the vicinity of Bombay. Their Temple of Silence is where the bodies of the departed are silently deposited on the roof.

"Last and almost least in numbers, is Christianity. Only two per cent of the people of India are followers of Christ—one per cent Protestant and one per cent Roman Catholic. Christianity in India



The Taj Mahal, Agra, India

has a long history . . . The work of Christian missions may be likened to a human hand, each finger representing a part of the work: medical, evangelical, educational, industrial and social."

Closely associated with the religious faiths of India, typifying religious aspirations most profound, is the magnificent and majestic Taj Mahal, at Agra. That it has its appeal to the Christian as well as to the faiths indigenous to the land there can be no better illustration than this poem penned by Dr. De Young at Agra during a recent visit to the entrancing shrine.

LIFE

Warm winds with pools in playful strife
Give mirrored shrine a rippling life.
Restive clouds in moving silhouettes
Haloes form round marble minarets.
Tall cypress trees, arch-like and evergreen,
Add nature's growing life to soul-moving scene.
Lotus, tulip, jasmine, richly set
In rolled scroll, whole wreath and flow-ry fret,
Seemingly emit a fragrance rare,
As they faintly flash in chastened air.
The Taj beams its best in mystic moonlight,
With admiring stars in dancing delight.
Here life lingers and will ne'er depart,
For love moves ever in human heart.

DEATH

Majestic music frozen deathly white
Revealeth mortal lovers' earthly plight:
Death hath ensconced neath towers and spheric domes
Two royal lovers in cold marble homes.
Here juxtaposed in rich bejewell'd tomb
Each is envelop'd by death's relentless doom.
Echoes voiced upward in shrine's dome so high
Linger long, but at last they too must die.

LIFE AFTER DEATH

Dedicated to Muntaz's love supernal,
This earthly gem envisions life eternal.
Through exquisitely trellised limestone screen
One peers dimly beyond to life unseen.
A sculptured inscription pense
Thus warns of life's transience:
"A bridge is life on earth
Crossing to death from birth;
On it no one should build—
But walk till life's fulfilled."

Beckoning archways suggest too
 That life is just a passing through,
 Pointed airy domes floating skyward,
 Slender minarets stretching heav'nward,
 Silently teach: beyond mortal's passing
 Is a higher life that's everlasting.

Agra, India

C. D. Y.

India and Pakistan.—"When I first went to the Orient three decades ago," continued Dr. De Young, "the nations that are now India and Pakistan were one country. The creation of these two as new nations took place in August, 1947 . . . culmination of several centuries of strife, going back to more than 1200 years ago when the Moslems first gained a foothold in India.

"The differences between them are numerous. Pakistan is predominantly Moslem, India mostly Hindu. Pakistan has been called a religious state, whereas Nehru, a Hindu, says that India is a secular state. In India, a basic problem is getting food for its millions. Pakistan is comparatively well off in foodstuffs, though by no means rich . . . The official language in India, as decreed by its constitution, is Hindi . . . in Pakistan, Urdu. India . . . much larger than Pakistan . . . has a population of approximately 350 millions . . . Pakistan only 80 millions. While India has one land mass, the two parts of Pakistan, East and West, are separated by 1,000 miles . . . The older state of India seeks to be a third world force . . . Pakistan, the largest Moslem state in the world, is a powerful factor in a fourth world power, the Arab League.

"Some of these differences have created a common problem—Kashmir. This Switzerland of Asia borders both India and Pakistan. The ruling prince is Hindu, but the people are predominantly Moslem. In 1947 India appealed to the UN's Security Council for a settlement of this dispute. Although a cease-fire was arranged, no positive solution has been worked out to date . . .

"Another common problem is poverty. Refugees are found in both lands, as millions of Moslems fled from India and millions of Hindus from Pakistan. Unfortunately in this migration thousands of people were killed and millions left homeless. The rehabilitation of these refugees is a heavy task in both countries.

"Another common element is illiteracy. Another is ill health. The chief common denominator for both . . . is nationalism, which expresses itself in different forms. Inherent in both nations is a desire to advance, to raise standards of living, and to be effective members in the family of nations."

Audio-Visual Aid.—35 mm. film strip and teacher's guide and discussion manual, "Pivot of Asia—India and Pakistan." Office of Educational Activities, the New York Times, New York, N. Y.

Around the World.—All races, peoples and nations of the world, due to the marvelous facilities we now have for travel, transportation and communication, have become near neighbors. Near neighbors in a physical sense, but *world-nearness does not yet mean true world-neighborliness*. We have yet to learn how to break down the barriers, age-old, which still divide; which still foster suspicion, misunderstanding and, too often, hatreds.

Obviously the first step is to know our neighbors better; then to induce them to know us better. This will be good insofar as what we learn reveals goodness. If it does not reveal qualities of true neighborliness, it may do harm rather than good.

In order to add to our stock of information and to promote a more understanding and sympathetic attitude, a survey of world conditions was undertaken under the leadership of Dr. De Young. A condensed outline, based on his descriptive world travelog, entitled "Lessons a Teacher Learned from Two Trips Around the World," follows.

Again, an alphabetic arrangement is employed.

1. *Antiquity.* We live in a very ancient world: Code of Hammurabi, 2100 B. C. in Babylon; Tower of Babel, 2000 B. C.; Mummy of Rameses II (Pharaoh) 1300 B. C.
2. *Asia.* This continent, with an area $3\frac{1}{2}$ times that of the U. S. A., and with more than half the people of the world has been a neglected area.
3. *Africa.* This continent, larger than Asia less the USSR, and with a population greater than the U. S. A., is also a neglected area.
4. *Australia.* This continental island with an area as large as the U. S. A. and a population less than Illinois, is a land of opportunity.
5. *Aviation.* This is an air age. Every inch of the second trip around the world was made by plane. Aviation in the U. S. A. employs more workmen than the steel industry.
6. *Canada.* Don't sell Canada short. This country, much larger than the U. S. A., has a balanced budget and a forward look. The Canadian dollar is above par.
7. *Children.* Pupils and their teachers remain the hope of a free world.
8. *Communism.* Communism has made great numerical gains throughout the world:

	1939	1952
Population	170,000,000	770,000,000
Area (in square miles)	8,000,000	14,000,000

Two visits behind the iron curtain have left the deep-seated conviction that we must some day help free the enslaved people of the world. We need to work harder to make democracy better in our own land.

9. *Division.* We live in a divided world—two Chinas, two Koreas, etc. Europe remains a house divided. There is the great divide—East vs. West.
10. *Education.* Attendance at UNESCO Commission meetings in Washington, D. C., and Delhi, India, and visits to thirty countries have left the positive conviction that teachers can form a co-operative commonwealth. Educational isolationism should die.

11. *Exchanges.* It is a truism that the best way to send ideas and ideals abroad is to wrap them up in people. Thousands of teachers from U. S. A. are abroad, and 30,000 students and teachers from overseas are here.
12. *Illiteracy.* We must wage a world-wide war against illiteracy. Eighty percent in India cannot read or write; one-half the world's population is illiterate.
13. *Illness.* In the world's underdeveloped areas three of every four persons suffer from diseases. We must help implement the great goal of the World Health Organization—"the attainment by all peoples of the highest possible level of health."
14. *Imperialism.* It will die a gradual but natural death in the second half of the twentieth century. "O Judge of the Nations, spare us Yet, Lest We Forget."
15. *Internationalism.* Our divided world should work toward the ideal of "one world." What we have in common is greater than our differences.
16. *Islands.* Islands are more than bodies of land surrounded by water. They are often the crossroads of the world. There are twenty-five islands larger than 10,000 square miles. The air age has increased the significance of islands.
17. *Land Reform.* A basic need, upon which the communists capitalize, is land reform, especially in the underdeveloped areas. Huge irrigation and developmental projects are needed in many countries.
18. *Longevity.* The average life-span in underprivileged areas is but 35 years; in the U. S. A. it is almost double. Teachers must retire at 55 in India.
19. *Industrialization.* Many nations, while preserving their attractive and unique handicrafts, need an industrial revolution. Lack of capital is a handicap.
20. *Moslems.* Next to Christianity, Mohammedanism is the largest religious group—nearly a third of a billion. The Arab League is powerful.
21. *Nationalism.* In such politically new-born nations, as India, Pakistan, Burma, Indonesia, the spirit of nationalism is a great force. Remember our Boston Tea Party?
22. *Neglected Areas.* Teachers, *et al.*, need to be sensitized to the needs and hopes of the world's underdeveloped areas. South East Asia is a critical spot.
23. *Peace.* The real desire of most people in the world is peace. There are, however, some things, such as enslavement, that are worse than peace. Peace is not a harmless, olive-leaf-laden dove, but a strong man ready to protect peace.
24. *Population pressures.* Population explosions are a threat to the peace of the world. Pressures of excess people are causing some countries to burst at the seams.
25. *Poverty.* The dire poverty and great hunger of millions are appalling. The monsoons in South India have failed for four consecutive years. When people are thin, rats are fat.
26. *Revolutions.* Revolts are not confined to South America. Political, economic, military, social and educational revolutions are taking place in many lands.
27. *Social Studies.* These, and their numerous related fields, need to be accented. German has no word for social studies. Many colleges in India do not teach sociology. Most Americans are economically illiterate.
28. *Strategic materials.* Throughout the world there is a frantic hunt for such important materials, as uranium, gold and OIL. Kuwait is, in proportion to its size, the richest oil country in the world.
29. *Territories.* Alaska and Hawaii ought soon to become states in the U. S. A.
30. *Unpopularity.* The U. S. A. is unpopular in many sections of the world.
31. *Women.* The position of women is being elevated in many countries.
32. *Zero.* This is the "zero hour" for the U. S. A. in world leadership.

KNOW YOUR NEIGHBOR

Even before we undertake to know our neighbors, perhaps it might be well to recall Alexander Pope's admonition, "Know thyself." Knowing ourselves, recognizing the faults and weaknesses which may be estranging us from our neighbors, it follows that we should be able to approach more intelligently the business of cultivating neighborliness.

Very unexpectedly and very appropriately, the Workshop was given an excellent opportunity to meet and to hear a representative of India eminently qualified to speak for his country and his people.

Dr. Bishwa Ranjan Bagchee.—Perhaps we may best introduce the doctor (M. D.) by quoting from the Kansas City Times of Monday, June 23, 1952: "Dr. Bagchee, a retired captain in the Indian medical corps, has been studying in this country more than a year. He now is on the staff of the St. Louis infirmary, and is a hospital administrative resident at Barnes hospital. He plans to return to India on completion of his training and take a position in a national hospital."

He is a graduate of Darbhanga Medical College of India, and has done additional work at the University of London. He is now doing graduate work in Hospital Administration. He is quoted by the press in these words:

"I think the United States has some of the finest medical schools in the world, but they are producing doctors who are too highly specialized. For instance, when a person goes to the doctor for treatment of a headache, he has to see three or four other specialists before his treatment is completed."

Members of the Workshop followed his talks with keen interest. Many questions were asked and answered. Dr. Bagchee afterward met with smaller groups and did a remarkable job of getting acquainted and winning respect and confidence in a very short time.

Asked as to the caste system of India, he responded. "I think other people get a wrong idea of our caste system. We have it, but it is not so severe or burdensome as it is sometimes represented. I could cite many instances of those who progressed from the lower to the higher castes." He added, rather humorously, "I think perhaps Americans practice the caste system a bit themselves."

He then explained that the Brahmans, or highest caste (of which he is a member) furnish the scholars, the doctors, the teachers, the religious leaders. Kshatriyas are the protective group; soldiers,

police, administrative officials, etc. Vaishyas are the traders and business people. Sudras compose the servant class. These last are sometimes called the untouchables. The first three castes are regarded as being of a higher character than the fourth. An interesting side light to this belief is the tradition that the first three are "twice-born," in contradistinction to the "once-born" Sudras. Caste, then, is based largely upon the occupation followed, but it is a much more complicated thing than this would indicate.

Dr. Bagchee indicated that a belief in one God, supreme and all embracing, had been held by some of the Indian priests and poets of great antiquity. To a question as to whether he thought it possible some of the Aryans who lived in the "five rivers" section of northwest India, and who wrote the Rig Veda, might have migrated to ancient Persia in the time of Abraham and that the belief in one God could have been transmitted in that way. He agreed that this was a possibility, but there was not time to develop that theme.

A most interesting book, known as Gita, written on palm leaves (in Sanskrit) was briefly discussed by the doctor. He stated that the book recorded the presence of a man in ancient times known as Christo, and who called himself "the son of God." According to this record, he promised to appear again in future ages.

While this might shock some of strict theological beliefs, it demonstrates that the people of India have a very remarkable history and a culture which extends back as far as recorded history can be found. We shall do well to respect that undoubted intellectual and spiritual development. This recognition, plus the admiration we must accord to such architectural and artistic genius as that which produced the Taj Mahal and hundreds of other marvels of superb engineering and craftsmanship, will attest our appreciation of this neighbor.

Mrs. Ruth Q. Sun—China.—The Workshop was fortunate in securing the services of Mrs. Sun, who was able to speak of China and other parts of the Orient with unusual knowledge and understanding. Mrs. Sun is now a member of the faculty of Park College, teaching courses in Far Eastern, Middle Eastern and Russian history and culture. She has also done much work in the field of journalism. She holds the degree of M. A. in Asiatic Studies from the University of Southern California, Los Angeles, and has studied at Harvard and Northwestern, as well as other leading schools and colleges.

Mrs. Sun, by reason of her wide experience, travel and observation, in addition to her scholarly attainments, and because of an interesting and highly informative style of speaking, is in great

demand for appearances before civic, religious and educational groups on various phases of Chinese Culture and on international affairs.

The following is a résumé of her talks on China before the Workshop.

"The world today necessitates the development of a world view by the intelligent, mature citizen. To do this, we must really understand other cultures in their own terms, without judging them solely by western standards. We have to look at other people's problems as *their* problems, not just *our* problems. We can't help solve them in the light of our own interests alone. A policy of pure self-interest won't work any more than will a policy of pure altruism. What we must struggle for is a concept of 'we-ness.' The goal of most men, all over the world, has been to learn how to lead the good life, though historical circumstances have caused them to approach it on different roads. The Chinese people through their long history have exhibited a broad religious tolerance and eclecticism which has made it possible for them to accept the teachings of many religions and philosophies and to take from each the part that would assist their fulfillment as good men.

"Classical Taoism, one of their ancient religions, which was systematized in the sixth century B. C. by the philosopher Lao-tze, taught them that men must live in accordance with natural order and eternal law, that they must submit themselves to nature, not try to conquer it. Evil, this religion taught, lies in man's efforts to control his destiny, thereby impeding the natural flow of spontaneous events. From this sort of philosophy would naturally develop a feeling that scientific development and techniques are not of basic importance to man's well-being.

"Confucian thinking had a far more important effect on the Chinese mind than did Taoism, whose influence gradually waned. Confucianism became firmly rooted among the Chinese people and on its teachings were based their entire social system and their system of moral values. It was a system that stabilized them for many centuries and that did not begin to break down until the coming in of the West a century ago.

"Part of the Confucian ethic involved the setting up of a system of human relationships to which the individual firmly adhered. Within the social structure of the extended family system in an agrarian economy, the Chinese family became the basic social unit, a self-sufficing economic unit, with its own police and social security system. Underlying the whole structure were the Confucian con-

cepts of compromise, moderation and filial piety, and from it sprang the indigenous religious force called Ancestor Veneration. The system made China stable for many centuries and, through the ancient Confucian examination system, provided the country with wise officials. Ultimately it made the country too static and rigid to adapt to forces coming in from other parts of the world. Defects in the Confucian-based family system were that it tended to over-protect children, to make parents autocratic, and to create nepotism in government. It also suppressed individualism and innovation.

"Because of the coming of industrialization to China in the middle and end of the 19th century, the family system would have broken down, regardless of political developments, as the growth of large cities impinged on the rural economy and broke into self-sufficient family units. But many of the Confucian virtues on which the family system were based are still strong forces among the Chinese and will not be eradicated for many centuries, if at all.

"With the world now divided into two great power blocs, one headed by the United States, the other by Soviet Russia, the question of the alignment of Asiatic states becomes of vital concern to us. And these Asiatic nations, who feel that they should be permitted to determine their own destiny in the light of their cultural and historical development, discover that the realities of the world in mid-twentieth century make it imperative that they fit themselves into the power dichotomy. We are puzzled by the fact that our long history of unbroken friendship with the Chinese people is terminated at the present moment and we seek to understand what has happened, so that we may apply the lesson in our dealings with other parts of Asia.

"With the coming of western technologies to Asia, a two-pronged revolution was launched—a revolt against any form of imperialism or colonialism, and a total social revolution of the masses, who long for a higher standard of living. The Communists recognized this revolution, as well as the importance of the Asiatic land mass, before we did. They seized the initiative and the leadership of this social revolt ahead of us, with great profit to themselves. We are now left with the problem of competing with them for the loyalties of the countries of Asia and the Middle East which are at present determining their future destiny. To this end we must, in addition to our present military program, ally ourselves with the forces in these areas which are trying to remake their society in all the facets in which it is now inadequate.

"We should extend aid to them under the Point Four program,

help them to wipe out disease and illiteracy, poverty and ignorance (classical breeding-grounds on which Communist ideologies flourish), create increased possibility of study and contact with these parts of the world, and put our own democratic house in order so that we may stand as an object lesson in the good life.

"Our own propaganda towards these areas should stress our social achievements rather than concentrate on our material and technological advances. It is important to work through the United Nations where possible, since unilateral action leaves us open to the charge of imperialism. Most of all, we must face them at every turn with a *positive* program that will point the way to the goals desired by all men—peace, stability, opportunity for self-expression and a decent standard of living. To these ends we should avail ourselves of every possible form of contact—government, private enterprise, individual good will.

"Our schools provide one of our finest opportunities—in teaching an understanding of peoples in other parts of the world through incorporating into our curricula courses in the history, culture and languages of these areas. Excellent results can be hoped for among foreign students who attend our schools if we treat them well, show them the value of a democratic way of life and assist them in being good-will ambassadors for us when they return to their native lands.

"As we face a year of national election here, we should be certain that foreign policy planks incorporate benefits both for ourselves and for the other countries involved, and we should be aware that in this election foreign policy is a very basic and vital issue. In other words, we must show the rest of the world that democracy *can* be real for *them*, not just that it *is* real for us, that it can work for them, not just that it does work for us. The problem boils down to an essential problem of proper human relationships in which every individual can make a contribution at the grass roots level."

Dr. Ernest Mahan—Progress toward European Unity.—While conceding the tremendous importance of Asia in world affairs, Dr. Mahan, of the K. S. T. C. faculty, warned that Europe still has vast potentialities for improving or damaging world understanding. His pertinent reminder is a valuable addition to our study.

"In modern centuries Europe, all things considered, has been the most important continent in the world. From it has radiated much of the culture which we call Western civilization. Sometimes it is said that Europe's day is done, that two World Wars have damaged it to the degree that it is no longer a major factor in the world situation. However, the importance of Europe in the present

and in the future should not be underrated. That portion which may still be counted on the side of the Western democracies includes a population between 200 and 300 millions. In natural resources, especially coal and iron, Europe is rich. Industrial production in areas such as the German Ruhr and in Britain is so great that it could be decisive in a world struggle. Accomplishments in science and technological skill of its people give Europe an importance far out of proportion to its population when compared with Asiatic lands. All of these things should give the West a serious concern for Europe and a hope that the Western part of it, at least, can be counted now and in the future on the side of the democracies.

"Experience with a measure of unity is not a completely new thing for Europe. In the days of the Roman Empire, the Eternal City sat on her seven hills and governed most of Europe. The Empire of Charlemagne extended from the River Elbe to the Atlantic. The Medieval Christian Church was the only church that Europe had in those times, and almost everyone belonged to it. They were born into it, they died in it, and it gave a degree of unity. Napoleon Bonaparte gave some further limited experience with unity, and after his fall in 1815 a Concert of Europe was formed by the great powers and functioned to help preserve the peace for decades thereafter.

"Factors that have made for disunity through the centuries of the past are still powerful. Heterogeneity in language is probably the greatest hindrance to European unity. A population of 300 millions uses many different languages, and even in some of the small countries more than one language is spoken. Provincialism, religion, and nationalism are other factors which work against a unified Europe.

"Many Americans would probably be surprised, however, to learn that appreciable progress has been made in recent years toward unified action. In 1948, 800 delegates from the nations, representatives of many groups in the populations, met and enacted a Statute for the Council of Europe. This Council meets four times a year at Strasburg in what might be considered two houses of a Parliament. One house or group is composed of the foreign ministers of the countries represented, and the other house is the Consultative Assembly. The 127 delegates from fifteen governments represented in the Consultative Assembly are apportioned according to population. It could be that this Council of Europe will become some day a real Parliament of Europe.

"The Organization for European Economic Co-operation includes seventeen European countries and has functioned to apply Marshall Plan Aid. While it is a private organization and management its co-operative arrangements have been even more binding than those of governments. Perhaps it has set an important precedent in European travel experience along the road toward unity.

"The Schuman Plan has for its purpose the formation of a coal and steel community, especially the pooling of the steel of Lorraine and coal of the Ruhr. Six countries, including France, Germany, Italy, and the Benelux states have ratified the plan. And so a population about the size of the United States is provided with a free and open market for coal and steel. Organs of government and administration for the Schuman Plan have been designed.

"The North Atlantic Treaty Organization—N. A. T. O.—formed three years ago has for its one central purpose the formation of an European defense community. The same six nations as in the Schuman plan: France, Germany, Italy, and the Benelux countries, are expected to form the core of this defense community. Organs or agencies for its government and administration have been designed and described. Of course the question of ratification of this plan by each of the member countries remains to be answered.

"When it is considered that centuries of rivalry and ruin have been Europe's past, the wonder is not that she has accomplished so little of co-operation and unified action but rather that she has accomplished so much in so few years after she was left in ashes and rubble following World War II. Much that has come out of Europe has been good for the world, but she has drawn much of the world into the vortex of her troubles and wars. Much will come out of Europe in the future. It would be a mistake to write her off as a vacuum between two great powers. For the sake of herself and the cause of Western civilization, it is to be hoped that she can move farther toward unity, increase her strength, and contribute constructive measures for the enforcement of peace."

III—Area Workshops

Shortly after beginning the serious work of the session, the Workshop as a whole decided to resolve itself into three groups, each to study and to report its findings and conclusions with respect to specific area of the world. Accordingly, Korea, being much in the public mind, was chosen as one. China and Australia were the second and third areas chosen.

An excellent basis of information and ideas had already been furnished the students, as indicated in Section II of this bulletin, particularly with reference to the "three Easts." The group studying Korea had the assistance of Mrs. Sun, as did the China group. Those dealing with Australia had Dr. French, a native Australian, as an adviser and source of information and inspiration.

National Geographic News Bulletin.—

"The three Easts. Near, Middle and Far—where are they? What does each include?

"Because they serve to break the vast Orient into handy sections, the three designations are much used. Because they lack any broad official status, however, they remain vague and their boundaries are pushed around by both American and British writers.

"The National Geographic Society, dealing in terms of logical geographical divisions, currently divides the three Easts as follows:

"**FAR EAST:** China, Mongolian Republic, Korea, Japan, the Philippines, Indochina, Thailand (Siam), Burma, Malaya, and Indonesia.

"**MIDDLE EAST:** India, Pakistan, Afghanistan, Nepal, Bhutan, Sikkim, and Ceylon.

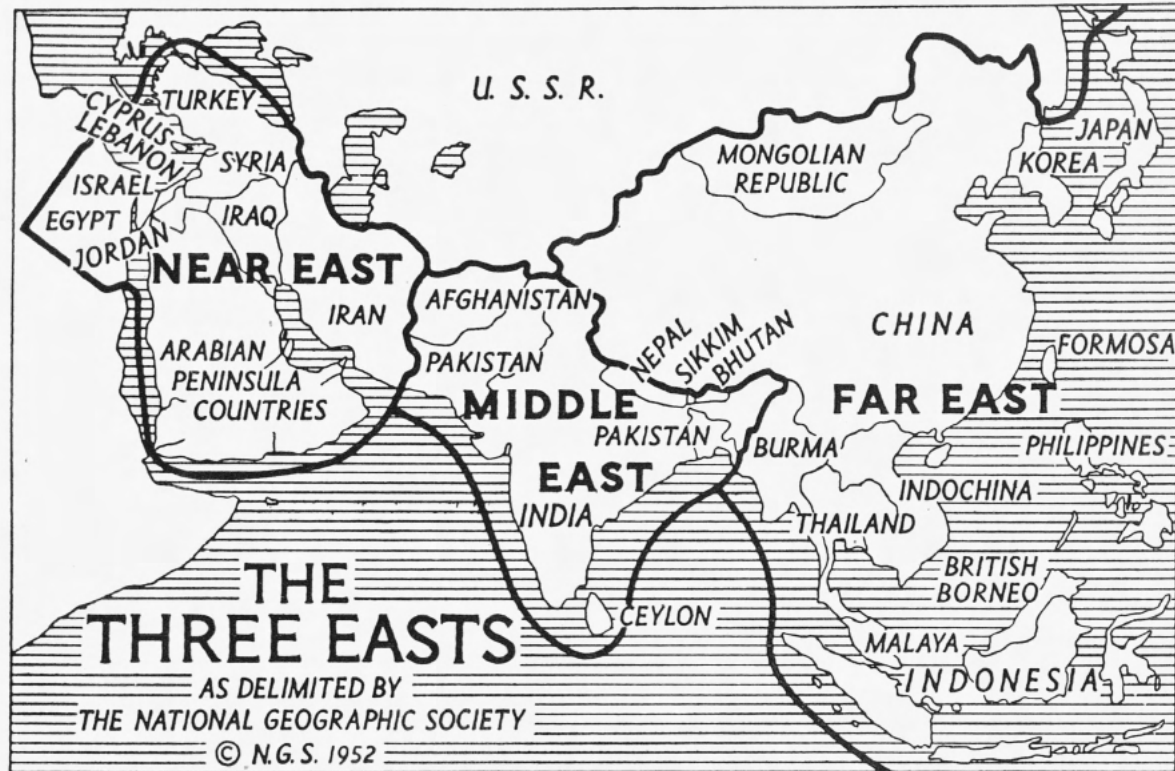
"**NEAR EAST:** Turkey, Cyprus, Syria, Lebanon, Israel, Jordan, Egypt, Iraq, Iran, and the countries of the Arabian Peninsula.

"The definition of Far East, the Society observes, coincides with the listing of countries assigned by the U. S. Department of State to its Bureau of Far Eastern Affairs.

"Burma, long grouped with India because of political ties, became independent in 1948, and has quite recently been transferred to the State Department's Far East grouping."

—Bulletin of the National Geographic Society,
Washington 6, D. C., April 27, 1952.

Member Contributions.—Each member took a specific topic relating to the area studied and developed it, reporting later to the



area group. These reports were valuable as background material for those teachers who might choose to undertake a classroom or community project. It is not practicable to quote from all of these, nor to include any of them in full. Some excerpts which may be suggestive and useful are reproduced here.

AUSTRALIA

Dr. E. J. French, visiting professor from Australia, a native of that country, acted as a leader and consultant in this group. His comments on its government, history, geography, resources, industries and education were the more interesting and effective because of his intimate acquaintance with the land "down under." Notes taken from his talks, and from collateral reading, are combined in the reports. That on *Government* states in part:

"The Commonwealth of Australia is a self-governing nation sharing allegiance, along with the other British Dominions, to the British Crown. . . . The national capital at Canberra . . . resembles Washington, D. C., somewhat in its formal, classic plan.

"The Australian Constitution is modeled on those of the United States and Canada, with added elements from the British parliamentary system. . . . The Governor General . . . and the governors of the six states are appointed by the British Crown . . . the executive power is vested in the British king . . . exercised by the Governor General, assisted by an Executive Council of Ministers of State. . . .

"Legislative power is vested in a Federal Parliament, consisting of a Senate and a House of Representatives. . . . Parliament must convene at least once a year. There must be a popular election . . . at least once every three years, but if a government loses its control of Parliament, an election may be held within a shorter period. Voting is compulsory for every citizen over the age of 21; a penalty of two pounds (\$6.50) is exacted against those who fail to vote.

"Restrictive laws have prohibited the immigration of nonwhite peoples. The population is therefore 99 percent of white European, and predominantly British origin. Between 50 and 60 thousand aborigines, called 'black-fellows,' remain in Australia."

Of Australia's *Industries* we learn: "Beef cattle are found in areas having as little as twenty inches of rainfall annually, often poorly distributed, but the majority of dairy cattle are concentrated in areas having thirty or more inches favorably distributed throughout

the year. Most Australian dairy cattle depend upon pastures. Droughts affect the dairy industry despite its predominant location along the normally moist coast districts of the east. . . . The mild coastal climate makes it unnecessary to provide expensive housing and feed storage for dairy cattle.

"Between 13 and 14 million cattle are pastured in Australia, and three-quarters of them are beef cattle. About 50 percent of all the cattle are found in the northern half of the continent, and Queensland ranks as the principal cattle producing state. . . .

"Pastoralists usually raise cattle only when the more profitable sheep are unsuited to local conditions . . . five sheep being equivalent to one head of cattle in terms of feed consumption . . . cattle are about two-thirds as significant as sheep in Australia.

"Wheat has long occupied the bulk of the cultivated acreage. . . . It has also been a major export crop. . . . Yields on the choice lands of the Wimprera district of Victoria and on the Yorke Peninsula of South Australia have usually been between 20 and 30 bushels per acre. National yields have been about twelve bushels per acre . . . marginal lands as few as five or six.

"Cane sugar . . . production moved northwest along the moist east coast, and after 1900 became the Commonwealth implement for encouraging settlement in the tropics. . . . The Brisbane area and a portion of New South Wales are the principal sources of commercial tropical fruits. . . . Citrus fruits are grown in the irrigated districts of the Murray river system and the marketing procedure is identical to that of California."

Data are given regarding the important industries of lumbering, mining, and manufacturing. For example, "it is claimed that the Australian industry is able to produce steel at a price comparable with that in other major centers of the world."

Naturally, *Education* was a topic which called for rather extensive investigation and report. "Basic patterns of the educational systems of Australia have been taken from Great Britain. . . . There are six states and six centralized systems of education . . . the essential characteristics of each . . . similar.

"Schools have a Parent-Teachers' Organization which often raises funds for the purchase of supplies and equipment not furnished by the state. All normal costs of education are met by state funds and all teachers are trained, appointed, promoted, supervised and paid by the State Department of Education. . . . Teachers are protected in their positions and guaranteed equality of salary and op-

portunities for promotion according to achievement. Teachers are public servants holding their positions for life, subject to good behavior. . . .

"From kindergarten to university, emphasis in Australia is on public education, but private schools are important in the field of secondary education. About one-third of all students receiving secondary education attend private schools, most of which are church schools modeled after the English public schools. . . .

"Education is compulsory for all children from ages 6 to 16. The state schools are free and nondenominational. Religious instruction is permitted in the school only after school hours. Children in outlying areas, where population is scattered, are educated by correspondence and radio. A movement to consolidate the schools and convey the children to a consolidated central school by bus is in progress. In all the school systems the stress is changing from the traditional to the functional and the curriculum is being revised so as to emphasize more practical activity. . . .

"Universities are modeled on the British universities, supported from government grants, students' fees, and income from private endowments. Admission . . . is by state-wide examinations. . . .

"Education for adults is available outside the universities. The Workers' Educational Associations, founded in 1913, have had a wide influence in developing adult education."

Special interest and discussion centered around the practice of paying the expenses of teachers in training from government funds. It was brought out that such amounts expended must be refunded to the state by those who decline to enter the service of teaching.

KOREA

The history of Korea was first traced briefly, beginning with its long period as a hereditary absolute monarchy. It was related that a Chinese noble, in 1122 B. C., with 5,000 followers founded this nation. It was annexed by China in 108 B. C. and continued tributary to this parent civilization until as recently as 1895. In that year Korea, having defeated China on land and sea, proclaimed itself independent, becoming an empire, ruled by an emperor. Korea had a stormy existence as an independent nation. For trade and other reasons, Japan established a protectorate over the country. Later, thwarting the designs of Russia, taking over its government completely. Now north and south Koreans are engaged in a bitter struggle in which the United States, through its adherence to the

principles adopted by the United Nations, has become deeply involved. Korea, therefore, is a familiar daily topic of conversation in most American homes and schools.

"Korea is a peninsula bounded by Manchuria and Siberia on the north, with China across the Yellow Sea to the west and the islands of Japan across . . . to the southwest. It is 600 miles long and 135 wide.

"The area of Korea . . . is about the same as all the New England states, plus New Jersey and Delaware . . . 11,034,342 acres in cultivation. The population of 30 million people makes it the 12th among the nations of the world.

"Its climate is similar to that of northeastern United States, with heavier rainfall in June and July . . . the south is like the Carolinas and tempered by the ocean breezes. . . . A frost-free period of 130 days in the northern interior and 226 days in the southwest provides a long growing season, permitting for some land three harvests in one season. . . .

"Korea is traversed north and south by a mountain backbone . . . a perpetual zigzag, skirting the eastern shore with slender coastlands in a steep solid wall, unbroken for hundreds of miles. . . . On the eastern side of the ridge it is timbered to the summit, on the west almost treeless . . . shallowing out into the broad fertile plains occupying most of Korea. . . .

"On the east below the boundary there is but one river of any size, the Nak-tong. The west has ten considerable streams . . . the coast thickly notched with harbors. . . . The chief river is from the north, the great Yalu . . . navigable 30 miles for sea-going junks and 175 miles for boats . . . crossed by a superb steel highway bridge, uniting Korea with trunk lines through Russia to Europe. . . .

"The oldest and most continuous records of rainfall kept anywhere in the world are in Korea . . . records maintained continuously from 1770."

Following Historical and Geographical descriptions, the *Products and Industries of Korea* were discussed. "Korea is mainly an agricultural country. It has been so for 3,000 years. . . . Most of the people live in the scattered lowlands . . . all but one-fifth farmers . . . the average Korean farm about three and one-half acres. . . . Rice holds the top rank and for many years a large part was exported to Japan; then the Koreans formed the habit of depending upon crops of barley and millet for their staple foods. Other important crops are soybeans, vegetables and fruits. . . .

Many of the farming families raise silkworms . . . in the southern part of the country . . . many raise cotton. Silk goods and cotton goods are manufactured in small factories, but during the period of Japanese rule a large part of the cotton was exported to Japan.

"Korea was worth much to Japan as a source of cotton and food, but much more as a rich source of minerals. Coal and iron are abundant . . . mines produce also gold, copper, lead, zinc, molybdenum . . . valuable deposits of graphite and mica . . . world's leading producers of tungsten.

"About three out of four acres are covered with forests . . . many small and worthless. Forest conservation was unknown until recently. . . . In the north there are still valuable forests of spruce, fir, larch and pine . . . in the south pine, oak and elm. . . . Japanese government did much to conserve Korea's resources . . . many new forests were planted. . . .

"The Koreans are excellent carpenters, cabinet makers and boat builders. The better houses are tiled and stone is used for floors . . . homes are more comfortable than the Chinese or Japanese houses. . . .

"Dams and hydroelectric plants were built to control floods and to furnish electricity for homes and industries. Irrigation projects . . . to turn dry regions into fertile farms . . . many railroads built by the Japanese, who developed their ports and built up an exchange of goods . . . but as long as the Japanese ruled Korea, developments were of little benefit to the Koreans themselves. Workers were paid poorly and the Japanese made the profits."

Under the head of *Potential Industries of Korea*, many additional facts were reported. Scores of other crops which might become valuable sources of income were mentioned, such as sesamum, ginseng, oats, buckwheat, perilla, tobacco . . . the fishing industry is extensive . . . arts and crafts have great possibilities . . . the making of bowls and trays of bronze, which are strikingly beautiful.

Health conditions are deplorable. Frightful epidemics have swept the country. The need for medical care of all kinds is one of the most pressing, aside from the need of peace and an opportunity to improve their economic and spiritual resources.

Education, particularly in the field of agriculture, was encouraged and expanded under the Japanese occupation from 1910 to 1937.

"Still, not more than 60 percent of Korean children have had educational advantages. . . . The Japanese considered secondary education harmful for Koreans. Much credit for education goes to the Christian missions. These missions were the only means of Korean contact with ideals of Christianity, democracy and freedom."

The situation was thus summed up in one of the reports:

"1. Before the Japanese conquest only upper class Koreans were educated.

"2. They studied the teachings of Confucius and other Chinese classics.

"3. Japanese provided many schools, especially elementary and industrial. These reached only about four out of ten Korean children.

"4. Japanese planned to educate the Koreans to be workers, to take a place lower than that of their Japanese rulers.

"5. Japanese used schools to teach loyalty to Japan and to stress the Shinto religion.

"6. Private religious schools were compelled to teach what Japan wanted taught.

"7. Christian mission schools played a large part in the education of the Korean people before the Japanese influence began to make itself felt.

"During the Japanese occupation of Korea, they took over all positions of leadership in education . . . took over 40 percent of the elementary school positions, 50 percent of the secondary school positions and 60 percent of the college and university posts. It is reported that 517 teachers of all levels were killed or captured by the Communists. . . ."

Space does not permit detailing the destruction of schools, libraries and other educational facilities in recent months. Attempts are under way to provide quarters, textbooks and teachers. One comment is especially significant:

"The new elementary readers laid stress on Korean ideas of good conduct, which would serve as a sound basis for the development of democratic understanding and action."

The Religions of Korea, which furnished the basis of Korean "ideas of good conduct" mentioned above, were examined briefly. "When Christian missionaries first arrived in Korea, in the 19th century, they found that the idea of one God was not new to the Koreans. For centuries they had worshipped a single god, similar to the Jehovah of the Jewish Old Testament. . . . Among the

religions the missionaries found there were Shamanism, Confucianism and Buddhism. . . .

"During the Japanese occupation the Koreans were forced to bow down at the Shinto shrines, where the Japanese worshipped. Many Christians were tortured for refusing to do this."

As to *The Future of Korea*, a member contributed: "The future of Korea is the future of the democratic way of life. It is the future of international law and security. In the hope that the West will save the East, Korea sees a future that will arise, painfully but surely, out of the ruins of the present into a better and fuller life than this people has yet known."

Mrs. Ruth Q. Sun met with this group and brought much of interest and value. Oriental beliefs and customs were touched upon and her remarks proved helpful and illuminating.

Father James Carroll, an Army chaplain, lately returned from active service in Korea, also met with the group. He is now stationed at Camp Crowder, Missouri, and graciously responded to an invitation to contribute from his extensive store of information and observations concerning the country and its people. In a series of talks and interviews the terrain, the inhabitants, the homes, the climate and the culture of the Korean peninsula were discussed. Something of the military operations and the reactions of our soldiers to the whole situation were included.

CHINA

Those who studied this area were exceptionally fortunate in having Mrs. Ruth Q. Sun with them. Her wealth of knowledge and information regarding this country and its peoples was of the sort that informed and stimulated. As the history of China is so extensive and complex, little was undertaken in the direction of tracing historical events over the long centuries of its life, which reach back into the mists of great antiquity. Rather, an understanding of the China (unhappily divided) of today was sought. As it is impossible to know with any certainty just what is happening on the mainland of China at present, much of the information necessarily is drawn from conditions preceding the present regime.

Industry in China is used as an approach to a better understanding of conditions there. "The land area of China is immense, being about six times as large as the state of Texas. Some 80 percent of the four to six hundred million population are engaged in farming.

"Although China is large, much of the land north and southwest

is rough and mountainous, unsuited for cultivation. Each family is permitted to cultivate about one-sixth of an acre of land. They are able to raise enough food for about 90 percent of their population, using intensive methods.

"Because so many depend upon the land, every foot which can be tilled must be used. Even the roadsides are cultivated. The fact that crops can be grown the year round in some sections makes it possible for so many people to live off so few acres.

"Rice, millet and wheat are the chief cereal crops and are staple foods. Rice is grown in the south and central lowlands, while wheat is more common in northern China. The daily diet is a few bowls of rice or noodles and vegetables. The common vegetables are beans, peas, sweet potatoes, soybeans, cucumbers, cabbage, beets, tomatoes and onions.

"The tea plant is found growing on dry, sunny hillsides, in scattered patches or tucked about the buildings on farms. Tea drinking became a habit with the Chinese in most places because the water was impure and unsafe for drinking without being boiled.

"Handicraft industries, such as wood and ivory carving, pottery moulding and jewelry making is carried on in some areas. Silk-worm culture is another extensive industry.

"China is rich in natural resources and has an abundance of labor for industry, but due to primitive methods, lack of adequate transportation and to wars, industry has been retarded."

Chinese Art is distinctive and has contributed much to the development of some of the industries as well as to the cultural betterment of Chinese life. "The Chinese reached their greatest excellence in their painting. The same brush strokes used in their writing and painting made them adept in both.

"They did many religious paintings as well as landscapes. They loved to depict the out-of-doors. Pictures of the four seasons on four separate scrolls are often seen in Chinese homes.

"Very beautiful porcelain was made during the Ming dynasty after great deposits of kaolin were found. Cloisonne, also, was a product of the same period.

"Chinese metalwork and jewelry making follow methods that have been used for hundreds of years. Carvings of wood, jade, ivory, gold, silver and bronze of exquisite craftsmanship likewise became highly developed artistic products.

"Other arts include beautiful embroideries, lacquerware and enameling of paper and ivory fans."

Language.—"As in many other parts of the Far East, the Chinese employ many dialects.

"Hu Shih, the ambassador to the United States, 1938-1942, wanted the Chinese scholars to give up the old, classical and stilted written language and to write their books in a spoken language.

"Today this simpler form is used in books, newspapers and magazines. The Mandarin dialect, the one used by Confucius many centuries ago, was chosen as the national language. It is being taught in the schools and is used in radio broadcasts."

Housing.—"There are hundreds of thousands of people in southern and central China who live in houseboats. Many live their entire lives in such homes. Canton is famous for its picturesque houseboats. But since 85 percent of the Chinese live in the country, or in tiny villages, country life is the most important in China.

"Farm houses in the south are small huts with mud-covered or woven bamboo walls and with thatched roofs. In the north, the mud-walled type prevails. They are inadequately heated. Kangs, or brick platforms, are used for beds.

"In the northwest section, in the loess region, the homes are dug into the sides of vertical cliffs, room upon room.

"Glass is not used in the windows of the homes of the poor. Instead, paper is pasted over simple wooden frames . . . Most of the people are poor, but there are a few who live in great comfort . . . A Chinese gentleman's library and living room are often in a building separate from the sleeping and other quarters. Food is prepared in a third building . . . In homes of this kind there are beautiful works of art, books and other luxuries . . ."

Clothing.—"The clothing of both men and women of the upper class is of rich silks, velvets and costly furs, but the usual dress of millions is the blue, coarsely woven cotton of the poor.

"The principal article of clothing is the long, slim tunic which has slits up the sides to allow freedom of movement. Mrs. Sun mentioned the fact that the dress of the Chinese is functional, that it is always very simple, with little or no elaboration. The exception is the use of rich materials for the clothing of people of means . . .

"Shoes of the poor are made of old cloth, layer upon layer, or of folds of paper protected on the soles by leather. Those of the rich are of heavy, embroidered silks.

"Since few Chinese homes are heated, because of lack of fuel, Chinese wear garment upon garment of padded cotton in the winter.

The colder the day, the more coats. They describe the degree of coldness by saying 'it is a two-coat day,' or 'It is a five-coat day.'

"Western manner of dress is being adopted by a few who live in the cities. According to Mrs. Sun, one is more likely to see men wearing western garb than women. Styles of dress change slowly in China. Many garments are still cut from centuries-old patterns."

The Religions of China.—"Confucianism is more a system of morals and ethics than it is a religion. It teaches respect for the moral side of life. Honor and glory for the parents is the first great duty, since the parents gave them the body and life, they are to all possible to show their gratitude. Summed up, Confucianism teaches what is called the Art of Living.

"*Buddhism*—introduced from India, teaches that all life is suffering, misery from birth to death. It teaches that one is reborn in the next generation and what form of life he is born into is determined by how well he played the last role. How well he plays the present role will determine what his next life will be. Misery is caused by desire. To remove misery is to remove desire. To remove desire, one must assume that nothing is as it is. The only hope for the Buddhist is escape—to reach the other shore of the sea of life by the Path of Escape.

"*Taoism* teaches that this life is beautiful. Everything is done for the body and mind to prolong this life. Its great objective is to live in accordance with the Law of Nature."

The reporter adds, "I have read from five different books, each written by a Chinese. Each expressed the thought that none of these religions give a full and satisfying life. They say that the only answer to the desire for a good and full and satisfying life is in *Christianity*."

Education in China.—"Even before the time of Confucius (478-551 B. C.), the Chinese realized the importance of education . . . that it is by education that their young become leaders and thinkers.

"After the first World War, China began more or less a new life. Of the new cultural forces which have tended to replace the traditional and other phases of the hereditary culture, the most outstanding is the modern educational system. It is the student movement and the penetration of new ideas from Europe, America and modernized Japan . . . Western subjects and methods predominated, but the traditional language and literature still found a place. The most revolutionary change was the granting of educational facilities to women and co-education in the primary school. This produced

a change in the status of women and many young people arranged their own marriages.

"When the war with Japan began, the schools were moved inland. The students were urged to stay in school. When the Communists took over China, they felt their most powerful weapon was the education and indoctrination of the young in their own ideology. There was set up a nine point policy for the government of China. Two of these had to do with education, and are:

To continue to develop the cultural and educational program.

To unfold extensively the movement for reconstruction of thought and to organize systematically the learning for the study of Marxism-Leninism.

"The curriculum was revised and one-tenth of the regular curriculum was given to the study of 'political education.' This program was supplemented by meetings and discussion groups. Mass meetings and mass organizations were hailed as the new democratic way.

"Effort was made to change the entire spirit of school life . . . new schools were established and designed to meet the needs of the 'new democracy.'

"The 'North China's Revolutionary University' opened its doors in Peking in March, 1950. Its specific mission is ideological conversion . . . students were chosen on the basis of contribution to the revolutionary course. . . . Many had little formal schooling.

"In October, 1951, they felt they were ready to incorporate all the new changes into an integrated system . . . providing pre-school education in nurseries and kindergartens; admission to the primary school at the age of 7; six years for elementary school; three years for junior middle school; three years for senior middle school, and a four-year college course. Primary education includes children, youth and adults.

"In all their schools, political indoctrination is given first place. This is what is being done to China's long history of culture and education of which they were so proud."

Films Used in Area Workshop on China:

China—Informative Classroom Pictures, Grand Rapids, Mich.

Children of China—Children of Many Lands Series, EBF.

Red Tides in the Orient—The New York Times.

IV—Appropriate Action

Having, as far as time and facilities permit, established a background of information and understanding of a number of areas which particularly challenged interest and further study, members of the Workshop naturally desired (as will many readers) to know "What next—and how?"

The following means of improving acquaintanceship and mutual friendship are listed:

- Travel in the areas of greatest interest;
- Encourage world-neighbors to travel in this country;
- Exchange teachers and students on a more extensive scale;
- Promote equitable commercial relationships;
- Develop Point Four more widely; be good neighbors;
- Make the Voice of America function more effectively;
- Get rid of our own racial and national prejudices;
- Strive intelligently and sympathetically to understand others;
- Be tolerant and respectful of the ideas, beliefs and customs of others;
- Search for and recognize the good in others—be interested in them and their welfare; show by example;
- Encourage international correspondence among school children and others;
- Teach these things in our own classrooms and communities as far as possible.

Objection may be made to many of these things as impossible or impracticable for us. True as to some, perhaps, but we can make ourselves felt as a part of that great, intangible but real, force known as *public opinion*. It is made up of the thinking of many individuals. The greater the number of individuals who espouse good causes, the more their leaven penetrates the mass.

For the majority of us, the most immediate and appropriate action is the last one mentioned. Toward its implementation this bulletin is mainly dedicated and directed.

More detailed outlines and suggestions follow.

INTERNATIONAL RELATIONS IN GENERAL COLLEGE EDUCATION¹

Recommendations on international relations in general education were made by several work groups in the Third National Conference of the United States National Commission for UNESCO, held in New York City, January 27-31, 1952. The conference was attended by 2,300 educators, scientists, artists, and community leaders. University professors and administrators took a prominent part in the conference.

1. *Higher Education*, April 1, 1952, pp. 178-9.

The recommendations of the work groups on international relations in general education are:

1. That a conference be set up by an appropriate agency to bring to bear upon our teaching of international education the methods and insights of different disciplines—the social sciences, the natural sciences, the humanities.
2. That one of the central problems to be discussed at this conference would be teacher recruitment, provision of budget, and adequate assurances to the teacher of international education for maintenance of professional status and eligibility for promotion, especially in cases where he has adopted the interdisciplinary approach.
3. That Fulbright grants, which often provide a valuable type of training for international education, be modified to provide for low transportation and similar expenses, not so taken care of now.
4. That a publication, analagous to *Social Science Abstracts*, be published for the field of *international education*.
5. That a conscious, deliberate, planned program of international education be provided on every campus, with responsibility for this program clearly designated, *e. g.*, an institutional committee on international education.
6. That a central educational agency be provided (*a*) as a clearing house for information about films, and other audio-visual aids available for international education; (*b*) as a distributing source for such teaching aids, and (*c*) as a sponsor or maker of needed films and other audio-visual aids so important for international education.

IMPLEMENTATION

1. INTERNATIONAL

Promoting intellectual and cultural interdependence among the nations.

Liquidating educational isolationism.

Teaching more comparative education in the teacher-educating institutions.

Strengthening the United Nations and its affiliated organizations.

Promoting and interpreting the work of UNESCO.

Completing the universal world history being written by scholars from many lands.

Improving and multiplying the exchange of students and teachers between the various nations.

2. NATIONAL

Co-ordinating international efforts in teacher education through establishing a national clearing house in the United States.

Sending orientation kits in advance to visitors before they leave native land to come to the United States.

Screening carefully all candidates for overseas exchanges.

Preparing orientation and introductory materials on American education for visitors from overseas.

Planning carefully the itineraries of visitors from overseas so that they visit the "unreached areas," especially in rural communities and small cities.

Evaluating objectively here and abroad the results of the exchange of materials and persons between nations.

Urging the establishment of a World Service Academy, comparable in standing with West Point and Annapolis, to prepare young men and women for professional careers in international service for the United States.

3. STATE

Conducting workshops in international education on a co-operative basis, especially state teacher-educating institutions and state departments of education.

Establishing in state educational associations standing committees on international education.

Forming state UNESCO organizations.

Holding state-wide meetings on international co-operation.

Promoting among state-wide organizations the establishment of scholarship funds for international exchanges.

Disseminating through state publications information relative to Fulbright, Smith-Mundt, and other federal acts for exchange of persons between the United States and other countries.

Preparing periodically, by states, a list of teachers, students, military personnel, *et al.* who have been overseas and who could and would serve as resource persons in international understanding.

4. LOCAL

Affiliating a local institution or community in the United States with an institution or community overseas on a high level of continuing reciprocity.

Sending from a local institution its school newspapers, catalogs, yearbooks, and other publications to one or two kindred institutions overseas.

Exchanging students and teachers between similar educational institutions in different lands.

Seeking co-operation of luncheon clubs and other organizations in bringing personnel from overseas.

Helping churches and other groups to bring displaced persons and families from overseas.

Teaching in an Americanization school to help permanent residents obtain their citizenship papers.

Granting the best local personnel leaves of absences so that they can serve our nation and the cause of international education overseas, as "grassroots ambassadors of goodwill."

Securing speakers from overseas for local organizations.

Arranging for the entertainment of visitors from overseas in homes of the community.

5. INDIVIDUAL

Sending my unused or used educational periodicals overseas for further professional use by fellow teachers.

Sending CARE and similar packages overseas—food, clothing, seeds, books, etc.

Developing a personal file of materials useful in promoting international relations (manilla folders by countries or topics are helpful).

Joining an international study and action group.

Listening to radio and television programs on international problems.

Writing at least once a month to some teacher or student overseas.

Reading extensively about other countries and their peoples. (One country per year makes an interesting and accumulative hobby.)

Eating with visitors from overseas.

Making my home an international house.

Learning language other than English.

Helping children and adults to deeper understanding of our common humanity.

Keeping an international scrapbook.

Travelling overseas, if possible, as an unofficial ambassador of good will.

Exemplifying in thought, word, and deed the highest type of national and world citizenship.

OUTLINE FOR A PROBLEM

In response to the desire for a brief and simple guide to the preparation of a unit of study, the following was suggested:

I. Introduction

Statement of the Problem. . . . A concise statement of exactly what you propose to do in your research paper, including the ultimate objective of your study.

Purpose of the Study. . . . The reason for your choice of this problem or study; that is, why you feel there is a need for it. Some quoted material, with proper documentation may be given.

Procedure. . . . An outline of the steps you propose to follow in developing your study may be given.

II. Background

In this section may be reviewed the information you have gained through your reading for your study.

III. Development of the Problem

A suggested plan of how you expect to pursue a study of this problem could be included, with suggested approaches, teacher-pupil planning procedures, lists of materials and a bibliography for the children.

IV. Summary or Conclusions

A brief statement of how the study has affected your thinking, along with hoped for outcomes of the study with your class.

NOTE.—The bibliography may consist of an alphabetically arranged list of books and periodicals contemplated for use as reference material. Include, or add separately, lists of other materials which may be used, as visual aids, specimens for exhibit, etc.

EXCERPTS AND COMMENTS

The leaders and the editor of the Workshop believe that the units and outlines submitted by members of the group averaged exceptionally high. Plans for teaching a great variety of topics related to the primary purpose, as one teacher put it, of "giving children experiences which will enrich their lives, help them to become better thinkers and enable them to take their places in world affairs," were well developed. Or, as another states it, our purpose is to "build people who want a good life for themselves and a good life for others."

Many of these are worthy of reproduction in full. Lacking the space to do this here, it has been decided to draw upon a few, quot-

ing from each to show essential characteristics and adaptability to a variety of teaching situations. Previous issues of this bulletin have contained several such outlines and units in full.

World-Mindedness for the Kindergarten Child, by Florence Miller, is developed pretty largely in accordance with the suggestive outline on a preceding page. The objectives are well stated in the Introduction:

"Children naturally like to learn about life and living. They have deep and insistent curiosities and intelligent questions. Children are the world's greatest resources and hope for the future.

"Faith in the future is the urgent need of our children. Each individual has a future—to make of it what he will. This future may be vitally influenced in the early years of school life. Children must learn to be friends and work together. They need to learn that just doing a good job is more important than what job they are to do, and that friendship and love are more satisfying than social or economic position. Each needs to be taught a strong sense of personal integrity and a keen sense of responsibility to self, to his neighbor, and to society."

"The problem," states the writer, is "to develop world-mindedness at the kindergarten level through social education," and adds "Kindergarten provides many important first impressions and associations."

"Social education has a dual job. How are we going to educate children for kindness, for decency, for generosity and for thoughtfulness? How do we build a sympathy that cares about the other fellow, or a reasonableness that is willing to talk things over? How do we develop people who are capable of upholding what is right, and the determination and courage to stand for it? We must build people who want a good life for themselves and a good life for others."

Under *Procedures* she discusses such media as Adjustment to New Situation, Cultural Heritage, Patriotism, Self-discipline, Science Beginnings, How People Live Together in Communities, in Countries, What Maps Mean, Communication, Transportation, Music and Art.

By means of stories, music, pictures, poetry, by contributions from the children themselves, by illustrating the principles of good neighborliness and friendliness and toleration through concrete cases which always arise among children, ideals are inculcated and the practice of good citizenship given expression whenever possible.

A-Flying We Will Go, by Marie Vickers and Mildred Carpenter, makes an immediate appeal to the interest which children and adults have already acquired in matters pertaining to air transportation and travel.

"Children of today, interested as children have ever been in their immediate environment, are of necessity faced with new concepts . . . a world of

people—a world shrinking in time and space . . . need broader understandings and wider horizons of knowledge of this world in order to become world-minded citizens.

"We must prepare our children to understand the lives and cultures of other peoples. We must help them develop an understanding of the similarities of other peoples to ourselves . . . to show that there are greater differences among those of the same race than proved differences between races . . . develop an appreciation of the contributions to society which . . . different nationalities have made . . ."

After listing general and specific objectives, drawing from an address and summary supplied by Dr. De Young earlier, the Aviation Unit begins. Starting at the local airport, exploring every available avenue of information there, supplemented by pictures, models, maps, audio-visual materials, books, and talks by flyers, the organization of the unit proceeds by Subject Areas:

- I. Social Science
- II. Natural Science
- III. Language Arts
- IV. Arithmetic
- V. Art
- VI. Music

Following are suggested Activities, more than thirty of them, which may be initiated by group planning. Helpful materials are listed, Adaptations pointed out. Systematic vocabulary development accompanies all of the activities. Leads to Other Units are noted.

Anticipated Outcomes should be carefully considered and set up as objectives in the teacher's own plans. Likewise methods for evaluating the outcomes (1) by the teachers and (2) by the pupils. Briefly, "Has the study of this unit been of worth, and why?"

Food, Clothing and Shelter of India—by Eva Young and Evelyn Hackney, grew naturally out of the excellent talks and motion pictures enjoyed by the Workshop. As pointed out by Dr. De Young, India has great aspirations and a desire to become a world power, India has an enormous population, and ancient culture and extremely intelligent minds. While the basic premise—our need to be good neighbors to all—should motivate our desire to know India and Indians better, expediency and self-interest also dictate that we should become much more aware of trends and potentialities in the Middle and Far East. As a needed background to this understanding, and as one way to encourage appropriate attitudes toward India and her peoples, this study is undertaken.

Foods, their procurement and cultivation, are first studied in some detail.

"Due to the primitive methods used in producing food, and also to the crop shortages, India's people do not always get the amount of food necessary to develop the best of health and give them energy to carry on. Our country tries to help them to have more and better food by sending some of our foods to them. Also by sending good seed to plant and the information of how to do a better job of farming."

Clothing of India. From a quite comprehensive description of Indian clothing and customs, the following is extracted:

"The clothing of the Indians, varied and although many times scanty as to coverage, is weighted heavily by tradition, symbolized by some religious belief or the economic status or caste. Scantiness is not only a socio-economic factor, but is also influenced by climatic conditions. Since the temperatures of India vary from very hot (about 120 degrees) to near freezing (about 40 degrees) the clothing worn varies as to the amount of the body covered, the type of garments and the fabrics from which the garb is fashioned . . .

"In India, as in the other countries, the clothing of the men shows less variation than does that of the women. Here, too, the influence of religion and wealth is a determining element.

"All Indian women wear jewelry all the time—even at night—as they have no safe place to keep it. Since jewelry acts as a bank account, the amount is indicative of the family wealth . . .

"Many in the lower classes go barefoot, which creates a health problem, for hookworm is very prevalent and is easily transferred from human dung to the intestines through the soles of the feet. Since there is no public sewage system for the towns and villages, this health hazard makes the need of shoeing the populace very important.

"Three out of four persons in the underdeveloped areas are ill with some disease. The average life expectancy . . . is 27 years, and 50 per cent of all children die before ten years of age . . ."

Shelter in India.—Elaborating this topic we note:

"Space is especially important in the lower Indian homes, as congestion is extreme. One-third of the population of Bombay lives in single rooms that are shared by six or more people. Calcutta, one of the most populous cities in the world, is said to be increasing at the rate of several thousand daily. Here, where two million live in the streets, one may watch a woman having a baby on the street . . .

"In sharp contrast to this poverty are the elaborate homes and extensive estates of the rajahs. These homes are three to five stories . . . of exquisite architecture . . . formal gardens with many beautiful trees and flowers . . .

"Although the cities swarm with hordes of people, three out of four live directly from agriculture. There are urban areas where those who work the land live in villages . . . houses made of brown earth . . . brown, dried grass roots . . .

"The houses are made by mixing earth and water together, then tramping it

with bare feet. When the mud is thick and stiff, they put a thick layer where the walls are to be. As soon as the sun dries the mud, this process is repeated until the house is completed. In a week or two, with only the bare hands and a shovel or flat piece of wood for smoothing the mud, a house may be built

"In areas where there is an abundance of moisture, the home is different . . . Each family's home, consists of five one-room huts, built around an open yard . . . One hut is the kitchen, with mud brick fireplace, . . . two huts for bedrooms . . . Another is the central living-dining room, all in one . . . The other hut is used only when guests are being entertained

"In this area the houses are made of slender bamboo trunks for framework and matting walls . . . The roofs are steep and all except the kitchen hut are thatched with layers of rice straw. The kitchen is roofed with corrugated iron . . . The floors are made of earth, beaten down until they are hard and flat, then painted with a thin coating of mud mixed with water."

Outcomes.—"It is hoped as a result of this study that a better understanding of the peoples of India will be developed through understanding some of the reasons for the special characteristics of these peoples.

"The stimulation of a desire on the part of the students to be friendly and generous and to work out a plan for showing their friendship is contemplated."

International Relations between the United States and Mexico—by Madeline W. Lowry. This unit is intended for use in junior high school social studies and general science. The time, "Three weeks—longer if interest demands."

By way of *Overview* the writer states:

"There are many ways of approaching the study of International Relations. . . . Interest in Mexico may develop naturally from a feeling that Mexico is our neighbor and having been taught from the Bible the quotation, 'Thou shalt love thy neighbor as thyself.'

"The study of the government, the needs of the people, the land, the mines, the iron and steel industry, the advantages of trade between the United States and Mexico, and the modern improvements that have been made in Mexico, creates an interest in the people of that country."

Specific Objectives Listed:

- A. To promote a better understanding of the Mexican peoples;
- B. To develop the fundamental social-studies and scientific skills;
- C. To further personal growth.

Each specific objective is elaborated under subheads, and by the *Approach to Unit*. These are well calculated to arouse a keen interest in the subject. Skillfully led, *Teacher-Pupil Planning* as presented, with many gripping topics for discussion, should imple-

ment many valuable projects. Numerous illustrations are included. From *Other Interests or Integrations*, we quote:

"A large map may be drawn by some of the better artists in the class, which serves as a background for a class exhibit. Each day the pupils bring interesting articles to school which have been acquired in Mexico by members of their families or friends. The articles on display may consist of bowls, vases, dolls, sombreros, serapes, shawls, rugs, and Mexican jewelry. Samples of agricultural products are placed in small collecting jars and labeled. Each sample has a streamer of ribbon attached with thumbtacks to a section on the map where that particular article is grown or produced. This makes an interesting and colorful picture.

"Each group makes outlines for their own booklets, which include location, surface, climate, products, industries, cities, history, education and a bibliography. Maps are also given to each individual for locating lakes, rivers, cities, mountains, volcanoes, and ancient ruins of especial interest. A member of each group makes daily reports on the culture of Mexico."

As a *Culminating Activity*, to conclude the study of Mexico, a lunch may be served in Mexican cabaret style. This luncheon is to be served in the home economics dining room.

Suggestions are made for table and room decorations, costumes, music, seating and the like.

"Preceding the luncheon, a comprehensive report is made on International Relations between the United States and Mexico. A film is shown on 'The Land of Mexico,' and some pupil who can speak a few well-chosen Spanish words may welcome the guests. . . ."

Scandinavian Friends, a play by Neva Allen, is an excellent illustration of what may become the *Culminating Activity* of a study of the Scandinavian countries, Norway, Sweden, Finland and Denmark. It is suggested that the children be divided into four groups, each group to represent a country and to assemble material which may be woven into the final product—the play. (It may be added here that Finland affords a peculiar opportunity, by reason of the recent Olympics, for interesting contributions, and perhaps the opening of the play. Some pupil may see in this the idea of athletes traveling to Helsinki and, with friends or relatives, visiting other countries afterward.—Ed.)

Since the play was not intended for reproduction as written, but as illustrative of a type of activity which might well be employed by others, no attempt is made here to summarize it. Possibly it could be made a joint product of English and social studies classes.

Human Rights Album, by Vida Biddle, presents a method of studying the Universal Declaration of Human Rights. A quotation from the section on background will show the motif:

"In its long history, the human race has passed through many stages. Man

had to fashion his first tools, till his first field, conceive the first rules of morality, draw up a first rule of law, and so on up to the most recent achievements—the guarantees of individual liberty, civic and political rights, compulsory education and social legislation.

"All races, all civilizations, all nations have made their individual and valuable contributions to what is today the sum of Human Rights."

The *Development* of the study is by means of pictures used in connection with the Human Rights document.

"They will give life and meaning to the several provisions . . . which, for elementary pupils, sometimes seem to be a rather drab recitation of rules to be memorized without too much thrill in the process. . . ."

"The Human Rights Album may be obtained from:

International Documents Service, 2960 Broadway, New York 27,
N. Y. \$3.00.

"It comes to you as a portfolio of wonderful pictures from human history . . . interesting, descriptive and illuminating. . . ."

"The distribution of the Album makes it possible for schools to use these reproductions in their classes in art, sciences, literature, music, health and social studies, in fact wherever man's long quest for human rights touches the lives of pupils. . . . Accompanying the Human Rights Album is a 35-page booklet, 'A Short History of Human Rights,' which is presented in fourteen sections, ranging from 'Abolition of Slavery' to 'Participation in Government.'"

A week's work in connection with the Album is then outlined in considerable detail, followed by *Suggested Activities and Summary*.

School and Community Co-operation for Building World Understanding—by Vendla Kjellander.

"As we read and listen to people who have been abroad, we are aware of the great need of world brotherhood. This is not a job for a few—it is the job of everyone. We are all interdependent, all nations and all peoples. For this purpose the world was created in the beginning. We cannot have World Understanding unless we know more about people . . ."

"The battle for the minds of men is being waged in elementary schools today. The issue is whether there are enough and adequate teachers with a global and an international viewpoint to maintain this clear-eyed, God-given sense of brotherhood—enough teachers who through knowledge and understanding will build so deep that the storms of prejudice and the winds of war will not prevail . . ."

Development of the Problem: "The children in the fourth grade study the Cold Lands and the Hot Lands. After this study it would be a profitable experience for the children to write a letter to their parents explaining some things that were learned and accomplished during this study.

"From the children to the parents is one avenue of proclaiming the value and needs of 'Building World Understanding.' These parents are members of many organizations that can contribute to help. . . ."

Such a letter to parents and friends is the heart of the project. It may take different forms, according to the combined ideas of teacher

and children, especially those of the children. It will give their reasons for making such a study; tell of reading and discussions; list books read; describe pictures. It will detail many things learned and set out some of the conclusions reached.

An urgent invitation is then issued for parents and friends to participate in certain of their activities, thus drawing the community into sympathy and activity in the process of "understanding of the people of the world, realize their need for international co-operation, feel a vital concern about today's world problems, and become more loyal citizens of America and the world."

WORLD HORIZONS FOR CHILDREN

Quoting from Leonard S. Kenworthy, writing under this title for *Chicago Schools Journal*, March-April, 1952, Dr. De Young stated and elaborated these principles. Stated as compactly as possible, there seems to be at least five basic aims or concepts in any program for broadening the horizons of boys and girls:

1. The world is composed of many kinds of people similar to us in many ways and different in others.
2. People are affected by their environment and their education; they learn what they live.
3. People live in countries which are also alike and different.
4. People and countries are interdependent.
5. Countries have their quarrels but countries, like people, are trying to learn to live together peacefully.

On the surface this may seem like oversimplification, but each of these concepts is pregnant with teaching possibilities. To teach any one of them will require far more skill and far broader views than most teachers now possess. Taken altogether, they demand a new type of teaching to prepare pupils for the changing, chaotic world of the second half of this twentieth century.

As to the first, Dr. De Young remarked that we shall find, upon careful study, that the things in common are more numerous and more significant than the differences. He then went on to say that crying is the same in all languages, as is laughter. It is amazing, after all, how much we are alike. We have a Declaration of Independence; we ought to have a Declaration of Interdependence.

"*The Toymaker*," a film which pointed up many of these ideas was presented by Mr. Sidney Lawrence and created a lively discussion in the Workshop. Likewise "The High Wall" (which reminds of "Henry's Back Yard," shown a year ago—very effective).

Mr. Lawrence also brought to us "The House in the Desert," a gripping portrayal of the struggle to establish homes, schools and modern comforts in the Dead Sea region. Certainly it was unusually well adapted to expanding World Horizons.

These and other similarly effective films for carrying out programs of world understanding may be obtained through Mr. Lawrence's office, Jewish Community Relations Bureau, 20 West 9th Street, Kansas City, Missouri, or through the office of the Anti-Defamation League, either Omaha or Chicago. A nominal rental fee is charged.

For further suggestions as to effective films and publication especially designed to widen World Horizons for Children, see the section of the Bibliography entitled "Keys to Understanding."

EDUCATION FOR INTERNATIONAL UNDERSTANDING

Dr. Wm. A. Black, Head of the Department of Education and Psychology at Kansas State Teachers College, Pittsburg, addressed the Workshop on this subject. His remarks are a fitting climax to this section devoted to Appropriate Action.

After a brief discussion of how wars, as well as ability to maintain attitudes of mutual understanding and helpfulness, are tests of the effective or ineffectiveness of educational systems employed by nations, he continued:

"The various aspects of international education become more appropriate subjects for study as the child progresses through the schools. International education begins in the kindergarten and first grade with the study of the family and the home.

"The interdependence of peoples should be emphasized at different times and a deeper and broader understanding of it becomes more appropriate at higher levels. Interdependence was emphasized in the social studies in the elementary schools of Kansas fifteen or twenty years ago.

"The emphasis in the lower grades and continuing through the whole public school period should first be placed upon citizenship and democracy. In the lower grades the children learn how members of the home and family are dependent upon each other; how members of the community are dependent upon others; and how we are indebted to other peoples of the world for goods, services, and products from other parts of the world.

"At all levels, when studying other people, pupils will be concerned with how other people work together, live together and

what their countries are like. At higher levels they will learn how men have tried to meet the world situation that makes peoples dependent upon each other.

"As teachers we should avoid instruction that fixes tastes and prejudices in such a way that a child later must learn to overcome ideas about other nations and other peoples. All experiences need to be adjusted to the child's level of maturation in terms that are significant to society and at the same time important, rich, and satisfying to the child.

"Too much of the teaching about other people in the past has been sentimental, superficial and often untrue. This is exemplified by the wooden shoes, tulip, and windmill approach to Holland. The study of other people may be enriched through art, music, reading, science, and motion pictures.

"The provisions and program of the United Nations should be studied in the schools at every level from the elementary school through the graduate school and in the education of adults according to the level of maturation of the learner.

"The more confused we are, the more we need education. Some people are confused today about the failure of statesmen and diplomats to provide a world of understanding peace. At times the individual feels that he can do little. We need to help such people to see that international understanding, appreciation, and peace are everybody's business. If diplomats fail, it calls for greater effort from the individual. Many see only the failures of the United Nations and UNESCO; everyone should be assisted to see the successes.

"Many of the children we teach today will be living in the year two thousand. They will not be earth-bound as we are, for ours is the last earth-bound generation. As science progresses, new social and political problems may be created. If there is to be peace, prosperity, and happiness in this new era, or yet in our time, it will be because men and women will have been able and willing to solve their individual and group problems on the basis of justice and reason and a belief in the dignity and worth of the human being in every country throughout the world.

"The obligation on the part of the schools is heavy, for the schools throughout the world will be called upon more and more to build citizens for defense of a way of life in which life may be better for all mankind."

V—Teaching Aids

A section devoted to bibliographies, lists of materials and teaching aids of all kinds related to International Understanding.

It may seem that we are listing a plethora of material in this section (and with possibly some duplications). Each list, however, has been prepared for a somewhat different purpose and from a different angle of interest. We hope, therefore, that there is something for each interested seeker after help and inspiration; that each seeker will be able to find readily available that which will meet individual needs of many kinds of groups and teaching activities.

KEYS TO UNDERSTANDING

This bibliography contains a selection of fiction and nonfiction titles which may be helpful to parents, librarians, teachers, and workers with youth. Titles have been selected with the aim of developing in the reader an appreciation of the different cultural and ethnic groups that have contributed to the American way of life. It is hoped that the reading of these books may help the children to achieve a deeper understanding of human beings and thus create better relationships among them.

This list has been divided into three reading levels: primary, intermediate, and junior high school. It may be found in some cases, however, that books listed may be enjoyed by readers of a different level from that under which they have been placed. Brief annotations have been included to explain possible uses of the book or to point out the specific group about which it was written.

PRIMARY GRADES

Abeita, Louis. *I am a Pueblo Indian Girl*. Morrow, 1939.

A little Indian girl writes poetically about the food, clothes, and customs of her people.

Aulaire, Ingrid, and Aulaire, Edgar Parin d'. *Nils*. Doubleday, 1948.

A small boy of Norwegian background overcomes feelings of inferiority about wearing his long stockings.

Beim, Lorraine, and Beim, Jerrold. *Two Is a Team*. Harcourt, 1945.

Differing on their methods of building a scooter, a Negro boy and a white boy abandon separate efforts and find co-operation more effective.

Brown, Marcia. *Henry—Fisherman; A Story of the Virgin Islands*. Scribner, 1948.

An account of a small Negro boy who lives in the Virgin Islands.

Buck, P. S. *Chinese Children Next Door*. John Day, 1942.

Four little American girls hear stories about their mother's Chinese background.

Clark, A. N. *In My Mother's House*. Viking, 1941.

A dignified and beautiful story of Indian life in southwest United States.

Clark, A. N. *Little Navajo Bluebird*. Viking, 1943.

An Indian girl adjusts to the ways of her white friends.

Credle, Ellis. *Down, Down the Mountain*. Thomas Nelson, 1934.

Hettie and Hank and their life in the Blue Ridge Mountains.

Credle, Ellis. *The Flop-Eared Hound*. Oxford, 1938.

A lonesome dog adopts Boot-Jack, a colored boy.

Evans, E. K. *Araminta*. Minton Balch, 1935.

The adventures of a city Negro girl on a farm.

Jones, J. M. O. *A Little Child*. Viking, 1946.

This book which tells the Christmas story as a pageant given by children has illustrations of children of all races.

Jones, J. M. O. *Small Rain*. Viking, 1945.

The illustrations of Bible verses in this book depict children from many different groups.

Jones, J. M. O. *This Is the Way*. Viking, 1951.

A collection of prayers and precepts from many of the world's religions.

Lattimore, E. F. *Junior, A Boy of Charleston*. Harcourt, 1938.

This story of a Negro boy's attempts to earn money for his family gives also a glimpse of life in Charleston.

Leaf, Munro. *Fair Play*. Lippincott, 1939.

A book for the young child which explains the importance of laws and fair play in keeping people happy.

Lederer, Charlotte. *Yanko In America*. Crowell, 1943.

The story of how two Czechoslovakian children and their family win a place in an American town in the late 30's.

Lockwood, Myna. *Macaroni, An American Tune*. Oxford, 1939.

Through an act of heroism, a seven year old Italian boy is finally accepted by the children in his new American neighborhood.

Moon, G. P., and Moon, Carl. *One Little Indian*. Whitman, 1950.

A picture book which describes the events that occur on the birthday of a four year old Indian boy.

Morrow, E. R. C. *The Painted Pig*. Knopf, 1930.

A picture book about little Mexican children and a china pig.

Petersham, Maud, and Petersham, Miska. *An American ABC*. Macmillan, 1941.

A book about the people of different national backgrounds who help make up our country.

Politi, Leo. *Juanita*. Scribner, 1948.

How Juanita and her friends and family on Olvera Street in Los Angeles celebrate two events in the Mexican tradition.

Politi, Leo. *Pedro, The Angel of Olvera Street*. Scribner, 1946.

Pedro plays the role of an angel in a traditional Mexican Christmas procession in Olvera Street.

Puner, Helen W. *Daddies: What They Do All Day*. Lothrop, 1946.

A picture book with drawings of people in many different occupations, which enables readers to identify themselves with the work and persons depicted.

Shackelford, J. D. *My Happy Days*. Associated Publishers, 1944.

The life of a middle class Negro family in photographs and brief text.

Sharpe, S. G. *Tobe*. University of North Carolina, 1939.

A simple picture book about a Negro boy who lives in a southern farming community.

Tarry, Ellen, and Ets, M. H. *My Dog Rinty*. Viking, 1946.

David, a little Negro lad, and Rinty, his dog, share many adventures together.

INTERMEDIATE GRADES

Allen, Adam. *New Broome Experiment*. Lippincott, 1944.

Prejudiced attitudes are changed when two city boys, one of which is Jewish, do summer work at a modern dairy farm.

Angelo, Valenti. *Bells of Bleecker Street*. Viking, 1949.

The friendly relationships of different ethnic and religious groups are brought out in this story of the Italian section of Greenwich Village.

Angelo, Valenti. *Golden Gate*. Viking, 1939.

A small Italian boy's adjustment to his new home in America.

Angelo, Valenti. *Hill of Little Miracles*. Viking, 1943.

A well-written story of the good neighborliness of Italian and Irish families on Telegraph Hill in San Francisco.

Angelo, Valenti. *Paradise Valley*. Viking, 1940.

The life of a Mexican family living in southern Nevada.

Angelo, Valenti. *The Rooster Club*. Viking, 1942.

The adventures of an Italian boy and the other members of his Boy Scout troop.

Association for Childhood Education. *Told Under the Christmas Tree*. Macmillan, 1943.

A collection of tales of Christmas and of the Jewish Festival of Lights which occurs at about the same time of the year.

Baker, Charlotte. *Necessary Nellie*. Coward, 1945.

The amusing story of a little stray dog that adopted a Mexican American family.

Baker, Charlotte. *Nellie and the Mayor's Hat*. Coward, 1947.

The further adventures of Nellie the dog and her Mexican-American friends at the San Jose Mission.

Pianco, M. W. *Forward Commandos!* Viking, 1944.

Three white boys and one Negro boy have an adventurous summer playing together.

Bleeker, Sonia. *The Sea Hunters*. Morrow, 1951.

Factual details of the life of the Northwest Indians are given in this book.

Brewster, Benjamin. *First Book of Indians*. Watts, 1950.

Interesting stories and information are combined to make this a helpful book for young readers.

Buff, Conrad, and Buff, Mary. *Dancing Cloud; The Navajo Boy*. Viking, 1937.

A narrative with beautiful illustrations about the daily life of the Navajo Indians.

Buff, Mary, and Buff, Conrad. *Peter's Pinto; A Story of Utah*.

Through the eyes of Peter the reader glimpses life in Utah—especially among the Indians.

DeAngeli, M. L. *Bright April*. Doubleday, 1946.

April, a Negro girl, and the others in the Brownie Scout Troop learn to work together.

DeAngeli, M. L. *Henner's Lydia*. Doubleday, 1936.

Picture story book of the Amish Dutch people in Pennsylvania.

DeAngeli, M. L. *Thee, Hannah!* Doubleday, 1940.

Philadelphia in the 1850's is the setting for this tale of a nine year old Quaker girl and her family.

- DeAngeli, M. L. *Up the Hill*. Doubleday, 1942.
A Polish-American group in a Pennsylvania mining town attempt better intercultural understanding.
- DeAngeli, M. L. *Yonie Wondernose*. Doubleday, 1944.
The family life of a seven year old Amish boy is described in this pleasantly illustrated book.
- Elting, Mary, and Gossett, Margaret. *Patch*. Doubleday, 1949.
A delightful story about the everyday fun of two white boys, a Negro girl, and a dog.
- Embree, D. R. *Peoples of the Earth*. Hinds, Hayden, and Eldridge, 1948.
In letters to his niece and nephew, the author explains the story of mankind and the importance of learning to live together with others.
- Estes, Eleanor. *The Hundred Dresses*. Harcourt, 1944.
Through her drawings, a Polish-American girl teaches her schoolmaster a lesson in understanding minority groups.
- Evans, E. K. *All About Us*. Capitol Publishing Co., 1947.
A story book of scientific facts about people, and the reason why they are different.
- Evans, Eva Knox. *People Are Important*. Capitol Publishing Co., 1951.
A book which discusses the ways in which people are alike.
- Faulkner, Georgene, and Becker, J. L. *Melindy's Medal*. Messner, 1945.
An interesting story of an eight year old Negro girl and her family who live in a big city housing project.
- Friedman, Frieda. *Carol From the Country*. Morrow, 1950.
The experiences of an eleven year old girl in making friends and adjusting to city life.
- Friedman, Frieda. *A Sundae With Judy*. Morrow, 1949.
Judy, whose father owns a candy store on a busy New York City street, finds that there is discrimination against her Chinese-American friend, Mayling.
- Fuller, Harvey K. *Manuel Goes to Sea*. Whittlesey House, 1948.
Twelve year old Manuel shows his courage in his thrilling experience found in this story about Portuguese-American fishermen.
- Gamoran, Mamie G. *Hillel's Happy Holidays*. Union of Hebrew Cong., 1939.
A book of stories about the Jewish holidays.
- Gordon, D. L. *You and Democracy*. Dutton, 1951.
Democracy is explained in simple terms that young readers can understand.
- Gates, Doris. *Blue Willow*. Viking, 1940.
Her Mexican neighbors help Jane Larkin to make friends and overcome some of the problems of belonging to a migrant family.
- Hayes, Florence. *Skid*. Houghton, 1948.
A Negro boy and his family face the problems confronting them when they move from a segregated community in Georgia to a predominantly white one in Connecticut.
- Jones, Elizabeth Orton. *Maminka's Children*. Macmillan, 1940.
A colorfully illustrated book about three Bohemian children.
- Jordan, M. A. *The Shoo-Fly Pie*. Knopf, 1944.
Daily life on a farm in Pennsylvania Dutch country is humorously presented from the point of view of eight year old Debby.
- Judson, C. I. *Lost Violin; They Came From Bohemia*. Houghton, 1947.
The story of a family from Bohemia living in Chicago in the 1890's.
- Judson, C. I. *Michael's Victory*. Houghton, 1946.
The O'Hara family, driven from Ireland by the potato famine, settle in Ohio to help build the railroad.
- Judson, C. I. *Petar's Treasure*. Houghton, 1943.
Young Petar and his family, who have come from Dalmatia, meet successfully the problems facing them when they move to a Mississippi canning and fishing community.
- Judson, C. I. *They Came From Scotland*. Houghton, 1944.
A thrifty Scotch family learns to adjust to the American way of living.
- Kelsey, A. G. *Ricardo's White Horse*. Longmans, 1948.
The reader becomes acquainted with a minority group through reading about the experiences of Ricardo, a rural Puerto Rican boy.
- Kingman, Lee. *The Best Christmas*. Doubleday, 1949.
A story about the fine family life of some Finnish people living in New England.
- Lattimore, Eleanor. *Bayou Boy*. Morrow, 1946.
A little Negro lad has a happy time living in the Louisiana bayou country.
- Lenski, Lois. *Bayou Suzette*. Stokes, 1943.
The friendship between a little French girl and a little Indian girl in the Cajun country of old Louisiana.
- Lenski, Lois. *Cotton in My Sack*. Lippincott, 1949.
This story of little Joanda and her family has the cotton fields of Arkansas for its setting.
- Lenski, Lois. *Judy's Journey*. Lippincott, 1947.
Judy is a member of a family of migrant workers.
- Lenski, Lois. *Strauberry Girl*. Lippincott, 1945.
Life among the Florida poor is described in this book about the Boyer family, who make a living by raising strawberries.
- Leonard, Oscar. *Americans All*. Behrman, 1946.
Brief biographies of Jews who have contributed to American history.
- Marshall, H. L. *A New Mexican Boy*. Holiday House, 1940.
Spanish life and customs in a New Mexican town are pictured and described in this book.
- Newell, Hope. *Steppin and Family*. Oxford.
The lively story of a Negro boy whose ambition is to dance.
- Oakes, Vanya. *Willy Wong, American*. Messner, 1951.
The conflict facing an American Chinese boy who wants to be entirely American, but who has to live according to ancient Chinese customs.
- Politi, Leo. *Song of the Swallows*. Scribner, 1949.
A picture story book about the friendship between a little boy, Juan, and an old bell-ringer at the Mission of San Juan Capistrano.
- Seredy, Kate. *A Tree for Peter*. Viking, 1941.
Two boys of different environments and backgrounds come to understand each other.

- Shackelford, Jane Dabney. *The Child's Story of the Negro*. Associated Pub., 1938.
This history of Negro life includes short biographical articles about outstanding Negroes and discusses Negro contribution in different fields.
- Shippen, K. B. *Lightfoot, The Story of An Indian Boy*. Viking, 1950.
This story of an Indian boy tells many legends and much history about the Iroquois tribe.
- Shapiro, Irwin. *John Henry and the Double Jointed Steam Drill*. Messner, 1945.
Tall tales about a Negro folk hero.
- Sperry, Armstrong. *Little Eagle, a Navajo Boy*. Winston, 1938.
A fourteen year old Navajo finds a conflict in values between his ancient cultural background and that of the white man.
- Stone, C. R. *Inga of Porcupine Mine*. Holiday, 1942.
This account of the home life of thirteen year old Inga, her Finnish mother, and her American father of Cornish descent helps to show how America has been enriched through the varied origins of its people.
- Taylor, Sydney. *All-of-a-Kind Family*. Wilcox and Follett, 1951.
A pleasant Jewish family—five girls and their parents—live on New York's East Side in the early 1900's.
- Zelig, Dorothy. *The Story of Jewish Holidays and Customs*. Block, 1950.
Interesting information given about the important Jewish holidays.

Junior High School

- Allee, M. H. *The Great Tradition*. Houghton, 1937.
Five girls of different backgrounds live together while studying science at the University of Chicago.
- Allee, M. H. *The House*. Houghton, 1944.
Some university graduates defend the right of a Chinese girl to membership in their co-operative house.
- Arner, L. A. *Waterless Mountain*. Longmans Green, 1931.
Through the eyes of eight year old Younger Brother, the reader glimpses the customs and life of the Navajo Indians.
- Association for Childhood Education. *Told Under the Stars and Stripes*. Macmillan, 1945.
Stories and a poem about children of different national and racial origins in America.
- Bailey, Flora. *Summer at Yellow Singer's*. Macmillan, 1948.
The Wayne family learns about the Navajo Indians by living with them in New Mexico one summer.
- Baker, Nina Brown. *Juarez, Hero of Mexico*. Vanguard, 1942.
Interwoven into this life of Mexico's great patriot are events which present vividly the country's attempt to gain self-government.
- Baker, N. B. *Next Year in Jerusalem*. Harcourt, 1949.
The author writes about Theodore Herzl, the leader of the Zionest movement which has been fulfilled in modern Israel.
- Beard, A. E. *Our Foreign-Born Citizens*. Crowell, 1944.
An introduction to forty noted persons who have contributed much to American life.
- Benet, Laura. *Hidden Valley*. Dodd, 1938.
An Indian boy and a white boy become close friends and share adventures in this story of the Yosemite Valley in the 1840's.
- Berry, Erick. *Seven Beaver Skins*. Winston.
Episodes connected with trapping, smuggling, and the conflicting relationship between the West India Company and the patroons in Dutch New Amsterdam.
- Best, Herbert. *Watergate*. Winston, 1951.
An Irish boatman's experiences on the Erie Canal.
- Bleeker, Sonia. *The Apache Indians*. Morrow, 1951.
The reader is given numerous details about the life and background of this Indian tribe and its famous leader, Geronimo.
- Bleeker, Sonia. *Indians of the Longhouse*. Morrow, 1950.
The everyday life and customs of the Iroquois Indians interestingly presented.
- Bontemps, Arna W. *Chariot in the Sky*. Winston, 1951.
The famous Jubilee Singers and their triumph are the subject of this book.
- Bontemps, A. W. *We Have Tomorrow*. Houghton, 1945.
Short biographies of twelve Negro Americans who have achieved success in their field.
- Burgwyn, M. H. *River Treasure*. Oxford, 1947.
Set in North Carolina farming region, this boy's story contains a good contrast between two Negro families.
- Coatsworth, E. J. *Door to the North*. Winston, 1950.
Forty Norsemen make a voyage to fourteenth century America.
- Cornack, Maribelle, and Bytovetzski, P. L. *Swamp Boy*. McKay, 1948.
Clint, a poor white boy, learns to adjust to town environment and to the life of the Seminole Indians in Georgia.
- Cottler, Joseph, and Jaffe, Haym. *Heroes of Civilization*. Little, 1931.
Here are presented the achievements of thirty-five persons who have made notable contributions to their fields of work.
- Decker, Duane. *Hit and Run*. Morrow, 1949.
Chip learns about baseball and co-operation from a teammate who, as the only Negro in the league, has taken insults from fans in his stride.
- Eberle, Irmengarde. *The Very Good Neighbors*. Lippincott, 1945.
A Mexican family who came to the United States prove to be a living example of the good neighbor policy.
- Emblen, Don, and Emblen, Betty. *The Palomino Boy*. Viking, 1948.
Juan, a shy, lonely orphan, becomes a friend of a Palomino Indian woman and learns to accept himself and his Mexican ancestors.
- Emery, Anne. *Tradition*. Vanguard Press, 1946.
Crises arise in a conservative community in 1944 when a Japanese-American family moves into its midst.

- Felsen, H. G. *Bertie Takes Care*. Dutton, 1948.
Bertie, a teen-age boy, succeeds in organizing a camp for a miscellaneous group of children of different ethnic backgrounds.
- Fisher, Lois. *Bill and His Neighbors*. Houghton, 1950.
Satire about how Bill's prejudice against all persons with moustaches is finally overcome.
- Fitch, F. M. *Allah, The God of Islam*. Lothrop, 1950.
An explanation of Mohammedan life and worship throughout the world.
- Fitch, F. M. *One God; The Ways We Worship Him*. Lothrop, 1944.
A thoughtful presentation of the beliefs and ways of worship of the three main organized faiths in America: Jews, Catholics, and Protestants.
- Fitch, F. M. *Their Search for God; Ways of Worship in the Orient*. Lothrop, 1947.
Designed to help children and adults understand the leading faiths in the Orient.
- Forbes, Kathryn. *Mama's Bank Account*. Harcourt, 1943.
A collection of short word sketches about Mama and her Norwegian-American family.
- Gage, Joseph H. *The Beckoning Hills*. Winston, 1951.
Diego Maso and his young brother Carlo leave their Italian homeland to move to the hill country north of San Francisco.
- Garst, D. S. *Wish On An Apple*. Abingdon-Cokesbury, 1948.
The problems facing a family of migratory workers who follow the fruit harvests.
- Gates, Doris. *North Fork*. Viking, 1945.
After an adventurous year together in the Sierra Nevadas, an Indian boy and a white boy become friends and end their prejudice against each other.
- Gollomb, Joseph. *Up at City High*. Harcourt, 1945.
A difficulty in a New York high school between an anti-Semitic group and some peace-loving teachers and students is solved.
- Graham, Shirley, and Lipscombe, G. *Dr. George Washington Carver, Scientist*. Messner, 1944.
Despite the odds against him, this great American made many valuable contributions to science.
- Graham, Shirley. *The Story of Phyllis Wheatley*. Messner, 1949.
How a Negro slave girl of the American Revolutionary period receives an education and becomes a poetess.
- Graham, Shirley. *Your Most Humble Servant*. Messner, 1949.
The author writes about Benjamin Banneker, who was the grandson of a slave and who later helped work on plans for our capital city.
- Havighurst, Walter, and Havighurst, Marion. *Song of the Pines*. Winston, 1949.
Wisconsin is the setting for this portrayal of life in a Norwegian-American lumbering and farming community.
- Hayes, Florence. *Hosh-Ki, the Navajo*. Random House, 1943.
A Navajo boy learns to adjust to the world of the white man.
- Howard, Elizabeth. *North Winds Blow Free*. Morris, 1949.
How the abolitionist underground railway was able to send Negroes into country above the Mason and Dixon line and even into Canada.
- Jackson, Jesse. *Anchor Man*. Harper, 1947.
Through co-operation Charley, a Negro boy, and his high school friends settle a difficult situation involving race relations.
- Jackson, Jesse. *Call Me Charley*. Harper, 1945.
Charley, the only Negro boy in his neighborhood, is not at first accepted by his community.
- Jaworski, Irene D. *Becoming American*. Harper, 1950.
Common problems of family relationships which often confront immigrants are set forth for the reader.
- Judson, C. I. *The Green Ginger Jar*. Houghton, 1949.
A teen-age brother and sister find differences in values between their present American environment and their background of Chinese culture.
- Knight, R. A. *It Might Be You*. Doubleday, 1949.
Stories about young people of various periods of history who were subject to persecution or intolerance.
- Lampman, E. S. *Treasure Mountain*. Doubleday, 1949.
A brother and sister who have lived for four years at an Indian school in Oregon attempt to combine their Indian background with the world of the white man.
- Levinger, E. E. *Albert Einstein*. Messner, 1949.
The great Jewish scientist is presented here as a human being as well as a noted figure.
- Linton, Ralph, and Linton, Adeline. *Man's Way From Cave to Skyscraper*. Harper, 1947.
The author explains man's origin, and traces his progress down through centuries.
- Lundy, J. E. *Tidewater Valley*. Winston, 1949.
The pioneering of some Swiss farmers who founded an industry in the Oregon's Tillamook Valley in the late 1800's.
- McMeekin, Isabel. *Journey Cake*. Messner, 1949.
Juba, a free colored woman, leads six motherless children through the Kentucky frontier to reunite them with their father.
- Malkus, Alida. *Colt of Destiny*. Winston, 1950.
The thrilling days of the early missions in California are vividly depicted.
- Means, F. C. *Assorted Sisters*. Houghton, 1947.
Some Denver high school girls of varied cultural backgrounds (white, Negro, Spanish-American, and Chinese) learn a lesson in human understanding.
- Means, F. C. *The Moved-Outers*. Houghton, 1945.
When the United States went to war against Japan in 1941, life was changed for the Oharas, a Japanese-American family living in California.
- Means, F. C. *Shadow Over Wide Run*. Houghton, 1945.
A sixteen year old girl goes to live at a trading post in Navajo Indian country in the late 1800's.
- Means, F. C. *Shuttered Windows*. Houghton, 1938.
When Harriet Tubman, a Negro from Minneapolis, moves to the Sea Islands off South Carolina, she encounters a new way of life.

- Oakes, Vanya. *Footprints of the Dragon*. Winston, 1949.
A fifteen year old Chinese boy works with his fellow countrymen on the building of the Pacific railways.
- Parker, A. C. *Red Streak of the Iroquois*. Childrens Press, 1950.
A young Indian boy is captured by the Senecas, and attends the founding of the Iroquois League of Peace.
- Pearce, C. O. *Mary McLeod Bethune*. Vanguard, 1951.
Born of slave parents, this Negro woman became a leader in national and international affairs.
- Robinson, Gertrude. *Sign of the Golden Fish*. Winston, 1949.
Royalists, Puritans, and Indians play their part in this story of a Cornish fishing community in Maine.
- Roosevelt, Eleanor, and Ferris, Helen. *Partners: The United Nations and Youth*. Doubleday, 1950.
An attempt to show the way in which the United Nations works, and how it influences the lives of young people throughout the world.
- Rush, W. M. *Red Fox of the Kinapoo*. Longmans, 1949.
The life of the Nez Perce Indians, as seen through the eyes of a youth of that tribe.
- Shippey, K. B. *Passage to America; The Story of the Great Migrations*. Harper, 1950.
Various contributions made by peoples of the world to our America are described.
- Singmaster, Elsie. *I Heard of a River*. Winston, 1948.
Difficulties and privations face a group of Germans who emigrate to new homes in Lancaster County, Pennsylvania.
- Spencer, Cornelia. *Made in China*. Knopf, 1943.
Chinese contributions to world culture are described in an interesting manner.
- Swift, Hildegard. *North Star Shining*. Morrow, 1947.
Written in prose poetry, this is a stirring history of the Negro from slave days up to World War II.
- Thompson, E. B. *American Daughter*. University of Chicago, 1946.
Growing up in a town in Iowa, and later North Dakota, a Negro girl lives among Norwegians, Russians, Germans, and Indians.
- Tunis, J. R. *All-American*. Harcourt, 1942.
A high school boy meets discrimination against him when he moves from a private to a public school and has to make new friends.
- Tunis, J. R. *A City For Lincoln*. Harcourt, 1945.
The importance of individual worth and fairness in human relationships are stressed in this story about a high school basketball team.
- Tunis, J. R. *Keystone Kids*. Harcourt, 1943.
The problem of race prejudice and how it can be solved through co-operation and fair play is brought up in this baseball story.
- Tunis, J. R. *Yea! Wildcats!* Harcourt, 1944.
In addition to conveying the excitement of well-played basketball games, this book shows the need for team spirit in everyday life as well as in sports.
- Yates, Elizabeth. *Amos Fortune, Free Man*. Aladdin, 1951.
A slave becomes a free man and a much-honored citizen.

BOOKS WHICH CONTRIBUTE TO INTERNATIONAL UNDERSTANDING SUPPLEMENT—JUNE 1952

COLLEGE LEVEL

- American Association of School Administrators. *From Sea To Shining Sea; Administrators Handbook for Intergroup Education*. Washington, D. C., The Association, 1947. 370.19. Am35f.
- American Council on Education. *Curriculum in Intergroup Relations*. Washington, The Council, 1949.
- American Council on Education. *Elementary Curriculum in Intergroup Relations*. Washington, The Council, 1950.
- American Council on Education. *Intergroup Relations in Teaching Materials*. Washington, The Council, 1949.
- American Council on Education. *Literature for Human Understanding*. Washington, The Council, 1948.
- Anderson, Paul. *People, Church and State In Modern Russia*. New York, Macmillan, 1944.
- Appel, Benjamin. *Fortress in the Rice*. New York, Bobbs-Merrill, 1951. (Philippine Islands.)
- Balink, Albert. *My Paradise Is Hell; The Story of the Caribbean*. New York, Vista, 1948.
- Bates, Marston. *Where Winter Never Comes; A Study of Man and Nature in the Tropics*. New York, Scribner, 1952.
- Barnouw, Adriaan. *The Pageant of Netherlands History*. New York, Longmans, Green, 1952.
- Bisbee, Eleanor. *The New Turks; Pioneers of the Republic, 1920-1950*. Philadelphia, University of Pennsylvania Press, 1951.
- Bourke-White, Margaret. *Halfway to Freedom; A Report on the New India in Words and Photographs*. New York, Simon and Schuster, 1949.
- Brown, Margery Finn. *Over a Bamboo Fence; An American Looks at Japan*. New York, Morrow, 1951.
- Buliard, Roger P. *Inuk*. New York, Farrar, Straus and Young, 1951. (Arctic area.)
- Caldwell, Erskine, and Bourke-White, Margaret. *Say, Is This the U. S. A.?* New York, Duell, Sloan and Pearce, 1941.
- Columbia University, Teachers College. *Audio-Visual Education in International and Human Relations*. New York, Columbia University, 1950.
- Coates, W. P., and Zelds K. *Societies in Central Asia*. New York, Philosophical Library, 1951.

- Cook, Lloyd A. *Intergroup Relations in Teacher Education*. Washington, American Council on Education, 1951.
- Coon, Carleton S. *Caravan: The Story of the Middle East*. New York, Holt, 1951.
- Cuber, John, and Harper, Robert. *Problems of American Society: Values in Conflict*. Revised Edition. New York, Holt, 1951.
- Dean, Sidney, and Marshall, Marguerite. *We Fell in Love with Quebec*. Philadelphia, Macrae Smith, 1950.
- Douglas, William. *Strange Lands and Friendly People*. New York, Harper, 1951. (Near East.)
- DuBois, Rachel. *Neighbors in Action; A Manual for Local Leaders in Intergroup Relations*. New York, Harper, 1950.
- Ealy, Lawrence O. *The Republic of Panama in World Affairs, 1903-1950*. Philadelphia, University of Pennsylvania Press, 1951.
- Einandi, Mario; Domenach, Jean-Marie, and Garosci, Aldo. *Communism in Western Europe*. Ithaca, Cornell University Press, 1951.
- Ennis, Thomas. *Eastern Asia*. Chicago, Lippincott, 1948.
- Faris, Nabih, editor. *The Arab Heritage*. Princeton, Princeton University Press, 1946.
- Fearey, Robert. *The Occupation of Japan; Second Phase, 1948-1950*. New York, Macmillan, 1950.
- Fairchild, Henry. *The Prodigal Century*. New York, Philosophical Library, 1950.
- Freeman, Otis. *Geography of the Pacific*. New York, Wiley, 1951.
- Frye, Richard. *The Near East and the Great Powers*. Cambridge, Harvard University Press, 1951.
- Hahn, Emily. *England To Me*. Garden City, Doubleday, 1949.
- Hayes, Carlton. *The United States and Spain: An Interpretation*. New York, Sheed & Ward, 1951.
- Hersey, John. *The Wall*. New York, Knopf, 1950.
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Association of American Colleges Bulletin (4 times a year), 726 Jackson Place, N. W., Washington 6, D. C., \$3.
California Journal of Secondary Education (8 times a year), California Society of Secondary Education, 170 S. Van Ness Ave., San Francisco, \$3.
Childhood Education (Monthly from September to May), Association for Childhood Education, 1200 Fifteenth St., N. W., Washington 5, D. C., \$3.50.
Education (Monthly from September to June), Palmer Co., 370 Atlantic Ave., Boston 10, \$4.
Educational Forum (4 times a year), E. E. F. Williams, Heidelberg College, Tiffin, Ohio, \$2.
Educational Leadership (Monthly from October to May), Dept. of Supervisors and Directors of Instruction, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C., \$3.50.
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Feature Checked	Questions	1	2	3	4	5
Personal Reactions:						
1.	I have altered my point of view	11	2	1	1	4
2.	I have gained knowledge that will make me a better teacher.	19				
3.	I feel that I understand the area of International Understanding as never before . . .	16	3			
4.	I was challenged to initiate appropriate action for world understanding in my own classroom	18	1			

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