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THE EDUCATIONAL LEADER



CONTENTS

Report of Seventh Annual Workshop
on Education for International Understanding

Message from President
Rees H. Hughes

Foreword
Adel F. Throckmorton, State Superintendent of Schools

Staff of Workshop

APRIL 1, 1955

VOLUME XVIII

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SEVENTH ANNUAL WORKSHOP

ON

Education for International Understanding

Kansas State Teachers College, Pittsburg, Kansas

June 14 to June 25

1954

President: DR. REES H. HUGHES

Theme—TEACHING INTERNATIONAL UNDERSTAND-
ING THROUGH THE SOCIAL
STUDIES PROGRAM

Sponsor: DR. WM. A. BLACK

Head, Department of
Education and Psychology

Director: DR. JANE M. CARROLL

Professor of Education
Advisor for International Students

THE EDUCATIONAL LEADER

VOLUME XVIII • NUMBER 4

Message from the President

WE ARE of the opinion here in Kansas State Teachers College of Pittsburg that instruction in international education as well as all other experiences that will expand international acquaintance should be recognized as a vital part of our educational program. It is through interest and acquaintance and understanding that we may expect to help furnish the foundation for cooperation and lasting peace among the peoples of the world.

The participants in the summer session Workshop on Education for International Understanding were experienced teachers from the public schools of the area. The leaders of the Workshop are well known for their interest and contributions to the field of international understanding.

The report of the Workshop will provide helpful material for other teachers who are endeavoring to improve international acquaintance and understanding through their daily classroom activities. We hope that the report will be widely used.

REES H. HUGHES, *President*

Foreword

RECENT world developments sharply point up the need for a better understanding of social, economic, and political problems among peoples of the world. It is evident that Americans can appreciate more fully their own heritage through increased knowledge of the cultures of other lands and with broadened attitudes toward their peoples and institutions.

I commend Kansas State Teachers College at Pittsburg for the contribution it is making toward these goals by means of workshops and this series of publications. The State Department of Public Instruction is happy to cooperate in promoting these educational activities.

ADEL F. THROCKMORTON,
State Superintendent of Public Instruction.

August 2, 1954.

Sponsors:

Kansas State Teachers College, Pittsburg, Kansas.

Kansas State Department of Public Instruction, Topeka, Kansas.

Out-of-State Leaders:

Dr. Chris De Young, Professor of Educational Administration, Illinois State Normal University, Normal, Illinois.

Dr. John Rufi, College of Education, University of Missouri, Columbia, Missouri.

State Leaders:

Miss Ursula Henley, Director of Curriculum, State Department of Education, Topeka, Kansas.

Mrs. Hazel Green, Principal, Jefferson School, Iola, Kansas.

C. E. Birch, Author, Lawrence, Kansas, Workshop Editor.

Faculty Leaders:

Dr. Rees H. Hughes, President.

Dr. Wm. A. Black, Head, Department of Education and Psychology.

Dr. Alvin H. Proctor, Head, Social Science Department.

Dr. Vaudau Pierce, Language and Literature Department.

Dr. Elizabeth Cochran, Social Science Department.

Dr. Theodore Sperry, Biology Department.

Dr. Aldon Bebb, Principal, Horace Mann Laboratory School.

Miss Gladys Rinehart, Supervisor, Horace Mann Laboratory School.

Mrs. Perva Hughes, Supervisor, Horace Mann Laboratory School.

**Participants in Workshop on
Education for International Understanding No. 201b
June 14 through June 25, 1954**

Name	Home Address	Teaching Address	
Allen, Neva	Garnett, Kan.	Garnett	Grade IV
Brown, Gladys	Independence, Kan.	Independence	Grades I to VIII
Caldwell, Juanita	Kansas City, Mo.	Kansas City, Mo.	Grade II
Campbell, Esther	Ft. Scott, Kan.	Ft. Scott	Grades V and VI
Gouring, Blessing	Spring Hill, Kan	Spring Hill	Grade IV
Heilman, Milo	Caldwell, Kan.	Caldwell	Elem. Prin.
Jarmin, Neva	Carthage, Mo.	Carthage	Grades III and IV
Johnston, Violet	Oswego, Kan.	Oswego	Grades I to VIII
Massey, Josephine	Pittsburg, Kan.	Visitor
Murray, Thelma	Ft. Scott, Kan.	Columbia, Mo.	Grades IV and V
Shores, Bernice	Coffeyville, Kan.	Coffeyville	Grades I to VIII
Wetterlund, Dorothy	Joplin, Mo.	Joplin	Grade IV
Wormington, Lela	Joplin, Mo.	Joplin	Grades V and VI

I—Viewing the Ground

In the opening session of the Workshop, President Hughes discussed reasons for the study of international understanding which is important to teachers and the public as a whole, during the months just ahead.

Particularly he stressed the objectives of the United Nations and stated that he was convinced that more serious and concentrated study should be given them than has heretofore been done. He thought that many who are dissatisfied with the achievements of the UN, or complain of a lack of them, have not taken time to study its purposes, its program, its problems and its mechanism. Indeed, they are often unaware of the good things which already stand to its credit.

To us in the Workshop, one of the most heartening of the UN activities is the exchange of teachers and students which has already produced commendable results. There is a tremendous amount of potential good in the program.

"We need to unify our thinking and action in democratic fashion," he said. "This need is accentuated by the millions of the earth's inhabitants who have, within the last few years, achieved their independence." He noted that they had just come from a status of colonialism and were alert to the overtures of those who offer friendship and advantages. Continuing this theme, he remarked, "With nearly a half of the world now living within the shadow of the Kremlin, it is highly important to the preservation of our cherished freedoms that we make friends among these newer nations, as well as to maintain our established ties."

Dr. William Black put much the same idea in these words: "Sometime all the peoples of the world must come to a better understanding and appreciation for each other. This Workshop represents one small step in that direction. To get a clearer vision of the world and the people in it, to understand and appreciate more fully other peoples, is fast becoming not a mere surface satisfaction, but a necessity if we are to preserve that which we treasure as essential to worthwhile living.

"I am not thinking of 'one world' or a 'one world government.' I am thinking of knowing and appreciating the problems of others so that we may have a better basis and opportunity for getting along together peacefully and to our mutual satisfaction and advantage.

"This Workshop should contribute to understanding alien philosophies which threaten our freedoms and to the best ways of meeting them. Vitalized teaching of social studies is one of our best opportunities to serve the cause of international understanding."

Dr. De Young preceded the showing of his picture series, "Lessons Learned Around the World," by stating basic concepts which may govern our thinking or guide us in planning to teach this phase of social studies. These he designated:

1. This is an old world. We live in a comparatively young country, but our world is very old.
2. We live in a new world. Properly interpreted, this is not a contradiction of the first, since so much we see and experience is new. Old countries and customs are fast being made over.
3. We live in a divided world. "One World" is beautifully idealistic, but extremely unrealistic. Germany is split; Korea split; India split. These are cases in point.
4. Educationally, one world is becoming possible. Three generations (a) one of teachers over the world genuinely devoted to teaching the principles of understanding. (b) A generation of youngsters so taught. (c) A generation of their children who have been prepared and conditioned for a world of peaceful understanding and cooperation.

Commenting on the fourth concept, Dr. De Young asserted, "We need an academy to teach and train for government service. This should be on a par with West Point, Annapolis, or the newly projected Academy of the Air."

At a later point in our program in the Workshop, we heard a review of "America's Stake in Asia." Further discussion of the outlook there will be given in other sections of this report. Likewise "America's Stake in Africa" might well be considered. This more properly belongs in the section devoted to "Background" material. However, it is appropriate to say here that any movements initiated in these fields must go far deeper than merely our commercial interests in those continents. Viewing the situation as realistically as we are capable of envisioning it at this time, we must conclude that our very right to exist as a free nation is at stake.

It will not be putting the "cart before the horse" to quote from one of the final addresses to which we listened: "He who would love God must also love his brother."

II—Background

No apology is needed for including in this report some of the excellent descriptions given us, in both pictures and lectures, of the world as it has been and much of it still is. Under *Foreground*, this material will be expanded and the immediate problems made more definite.

At the *Background* of all American history lies Europe. Dr. De Young's unique and graphic picture of this helps to visualize modern contrasts.

East-West
Unitedness
Rivalries
Organization
Politics
Esthetics

These six key words, when expanded, sum up the relationships which have grown up over the centuries since Columbus. "We need," said Dr. De Young, "to renew our realization of our common traditions, customs and ideals." By way of beginning, a pre-test was used to make us aware of how the once familiar background of Europe, geographically speaking, has changed. On an outline map of Europe members of the Workshop were asked to write in (in pencil, if a pessimist; in ink if an optimist) the names of the countries outlined. This brought a realization that the map of Europe has suffered some strange distortions in very recent years. But it is well to keep in mind older boundaries, for they still define, in considerable measure, the present-day aspirations and loyalties of the peoples affected.

English history is closely tied in with the countries lying to its east and north, and from both sections the United States has drawn sturdy, thrifty, intelligent citizens. Other parts of Europe should be examined for relationships which may be traced back for some centuries—France, Germany, Spain, Italy—and, yes, Russia.

Because of their striking past and because of some misinformation often circulated, the low countries came in for considerable attention.

The Netherlands.—Almost the first fact brought out was that the Zuider Zee of our school days has now become Ysel Lake. This was accomplished by building an enclosing dam across its northern part. We were reminded that The Netherlands were

formed by the sea and Western Europe's largest rivers. What, after the Ice Age, was a mass of low islands, swamps and muddy shoals gradually emerged, aided by alluvial deposits from the Rhine, Maas and Scheldt rivers, as a country capable of being inhabited.

The ages-long fight to redeem more land from the waters and to hold that which was retrieved produced a people of the hardest and most determined type.

With the seas all about them, and since they had few raw materials, it was inevitable that the Dutch should become a seafaring nation. They had but few minerals, mainly coal, oil and salt. The Dutch character, with its patience and skill of hand, led to the making of goods of a highly finished character, rather than mass production. Textiles, colors and paints, shoe-making, electrical equipment, wireless sets, paper and glassware are important items of manufacture.

It was quite interesting to learn that the Dutch people make shoes and wear shoes. They know wooden shoes only by sight. The Dutch costumes we so often have seen portrayed are as curious to most Dutch people today as they are to us. At least the windmills are still to be seen in large numbers, which preserves for us some of our supposed background information about the Netherlands.

Holland's history, government, cultures, cities, education, are all well worth study. There is a Netherlands Information Service with branches in New York City, San Francisco and Holland, Michigan, which distributes booklets containing valuable and interesting information about these admirable people and their country. It was recommended that we write for some of them, particularly "Holland, A Short Survey."

Australia.—It is quite a jump from Europe to Australia, but this is an air age and with the aid of a bit of imagination we may make it. "A Look at Australia" was approached by two avenues—books and slides. The slides were largely those made from pictures taken by Dr. De Young in a trip about that amazing land "down under." The title of the talk is also that of a booklet published by the Australian News and Information Bureau, an agency of the Australian government, 636 Fifth Avenue, New York 20, N. Y.

"While Australia is loyal to the British Empire, its position has been described something like this: 'Historically Australia looks toward England. Geographically, more and more to southeast Asia.' That must be remembered in arriving at any opinion rela-

tive to the importance of Southeast Asia to all of the Western World.

"We know more about Europe (not too much) than we do about Australia because a lot of people go to Europe and tell or write about those countries. Very few go to Australia. That is a part of the world which we shall do well to know more, much more about. In size Australia is large and has a longer coast line than does the United States. An interesting comparison is a map of the United States superimposed upon a map of Australia, using of course the same scale of miles.

"Our own War for Independence influenced the settlement of Australia and the latter is sometimes called a stepchild of America. This is because some of those living in America were opposed to the Colonies in their struggle for independence. After the Colonists won, it was a bit uncomfortable to live in this country. They did not want to go back to England. Australia then became their haven. Among the early settlers were also some labeled convicts, and although the crimes would now sound trivial, nevertheless they were exiled from the mother country.

The earliest explorers who saw Australia happened to see its worst sections. Such reports discouraged any attempt at settlement. One called it "a barren and accursed earth." A similar situation arose in our own country. Early explorers who were sent to look over President Jefferson's acquisition, the Louisiana Purchase, reported it unfit for white habitation. Only Indians and outlaws would be likely to occupy it. On the strength of this statement, Congress decided to move certain eastern Indian tribes into the "worthless" territory, where they would "bother the white people no more."

How wrong early explorers can be is well exemplified in these parallel instances. Captain Cook became a sort of Christopher Columbus to Australia, having sighted its eastern shore which was very much more attractive. Out of the first 1,500 settlers to go to Australia, however, about 800 were "convicts" which England wanted to get rid of. It was still thought that they were being severely punished by such banishment.

It was soon found that large areas were suitable for agriculture and for the raising of livestock. Progress in some ways was similar to the early development of America's great West. A country settled under such conditions could be under a great handicap, but although the pioneers there had a hard time, and it was perhaps the toughest job of its kind ever done, the spirit of adventure and

the democratic ideals they brought soon made of the country a new land of freedom.

For a continuation of this intriguing and exciting recital of the birth and growth of a great Commonwealth, we were referred to the booklet mentioned in the first paragraph of this discussion of Australia. It is well worth owning and studying and has been published for general distribution free.

INDIA—The Workshop report of the sessions of 1952 (see THE EDUCATIONAL LEADER, April 1, 1953, published by Kansas State Teachers College, Pittsburg) devoted considerable space to India's position today. It will be considered further in the next section of this report. The following paragraph, taken from comments by Dr. De Young this year, is included here as a further contribution to our study of *Backgrounds*.

"It is of current interest to be reminded that Christianity is believed to have been introduced into India by one of the Disciples, Saint Thomas. He is said to have preached the gospel among the Parthians, but the particulars of his life are unknown. Tradition tells us, with much evidence to substantiate it, that he baptized a King Gunphares. This king is known to archeologists through many coins and inscriptions as reigning in Peshawar, on the Indus (India). The grave of Thomas was believed by the early church to be at Edessa. Saint Chrysostom (head of the early Greek church) mentions it as one of the four genuine tombs of the apostles. One of the slides shown was that of the supposed tomb of Saint Thomas. Another slide depicted a Christian church which dates back a thousand years. What impact these missionary efforts had on religious beliefs in India is an interesting theme of speculation and investigation."

III—Foreground

What countries, aside from our own, are now in the *Foreground* of international events? From which ones will come the fateful decisions and actions which will determine world history in the immediate decades ahead? Truly, the tensions and the tenacious holding to ideologies long in the making constitute an alarming threat to all living. What is to befall future generations will probably be profoundly affected if not determined by the course of events in the next ten years. We have reason to believe that it will be the most critical decade of all recorded time. We are in the most delicate and dangerous spot that civilization has yet been placed. We are endeavoring in this Workshop to locate the chief trouble areas. Necessarily the study has been brief—merely a beginning.

Benelux.—The little group of nations in Western Europe known by this title present one of the most hopeful developments of the times. *Belgium*, *Netherlands* and *Luxemburg* joined forces to form a cooperative union that may conceivably be a forerunner to a United States of Europe. In this connection EDC and NATO are movements calculated to foster and extend the spirit of unity and cooperation.

Greece and Turkey.—Here, again is a bright spot in the European situation. The effects of the efforts of the United States to help through the Marshall Plan and Point Four can be seen most plainly here. Dr. Ruff discussed this whole region and its tremendous significance. The interested student should review his remarks reported in the 1953 Pittsburg Workshop resume. Also, the student is urged to read one or more of the books on his recommended list, given elsewhere in this bulletin.

Europe in General.—Recent events indicate that England (and all the governments into which her influence extends) may be counted on to support staunchly a world policy which the leaders of democracy may adopt as most likely to ease world tensions and bring eventual peace. France, although wavering and uncertain, is still worthy of considerable confidence. Western Germany, under the leadership of Chancellor Adenauer, seems firmly embarked upon a policy of democracy. We are likewise assured of the determined resistance of the Scandinavian countries to the infiltration of Red propaganda, while Switzerland will remain neutral.

The Iron Curtain Countries.—Penetration of the Iron Curtain with truths from the Free World poses a problem of great magnitude. The area to be covered is enormous. The malignancy of the Kremlin's attack on the Western World may be likened to an insidious and creeping emanation of poison gases.

The Voice-of-America and Radio Free Europe have proved to be a powerful means of countering the Red radio and press offensive. Their work is not confined, however, to defending ourselves from attack. Often they provide the truth about communism, beaming it into a score of countries in 34 languages, with high-powered transmitters. If we have been depressed by the apparent dearth of worthwhile results, the reports of an apathetic and sometimes antagonistic press at home may be to blame.

Almost contemporaneous with our sessions here, two prominent magazines have appeared with articles which may do much to reverse this pessimistic attitude. We have not the space to quote extensively, but we suggest a careful reading of "America's Best Weapon," in *July Town Journal*. Also "How Good is the Voice of America?" in *June Reader's Digest*. The authors are not to be dismissed lightly as mere idealistic dreamers. The testimony of Dr. David Elton Trueblood, Eugene Lyons and Eddy Gilmore carries weight. Let's look at a few of the pertinent facts contained in these articles:

These broadcasts are making the Kremlin squirm, else why their vicious reaction to them? Soviet Russia spends more on trying to "jam" the Voice of America than we spend on our whole global program.

The Voice's answer is its million-watt transmitters, powerful enough to cut through the most of this obstruction.

"There's no doubt that the Voice of America is getting through," emphatically asserts an American lawyer, Marshall MacDuffie, who recently traveled in Russia.

The testimony of numerous escapees proves that the broadcasts have inspired efforts, many of them successful, to seek sanctuary in the Free World. In a surprising number of cases these fugitives cite Voice as a factor in these desperate gambles for liberty.

Prof. Marek Korowicz, a Polish delegate to the United Nations, escaped last September from Russian headquarters in New York. He has renounced all allegiance to the Soviet and is now teaching in this country. He says: "There are only two moral sanctuaries for the oppressed people of my country: the Church and the American broadcast."

It is carefully estimated that in the U.S.S.R. alone there is an audience of 15 million for these broadcasts. Each one of the listeners probably passes along information to others. The total number reached, the world over, is almost incalculable.

Those who read the two articles referred to must conclude that our efforts are producing results—most encouraging results.

We are not giving enough financial support to compete most effectively with the opposition. Instead of expanding our program, we are curtailing it. Russia and her satellites have intensified their broadcasting against us. We use 196 hours weekly. Russia broadcasts 611 hours.

Japan.—Dr. Rufi showed a wealth of slides of Japan and commented on them. "The Chinese have a proverb that 'one picture is worth more than a thousand words'." Significant, but perhaps not to be taken too literally.

The Japanese prize education, perhaps even more than Americans. They spend a larger percentage of their income on it. It is inevitable that we shall have to return the management of the schools to them. As we withdraw, I wonder what will happen. What will the Japanese do when the income and the help from America and the Americans drops off? It seems there is nothing to do but to stop spending. No doubt that means they may throw overboard much that we have initiated there in the schools. We tried to organize their school system in terms of 6-3-3. Education in Japan was compulsory in the elementary schools. After the elementary, the tendency was to weed out those who did not show special ability to continue. The added cost of providing secondary education for all was beyond the capacity of the Japanese to support. The Japanese may not continue a system which was superimposed upon them and did not develop from their own thinking. The changes were too drastic and abrupt.

We are often asked, "How do the Japanese really feel toward us? My answer is that *we just can't tell*. So far there is no surface indication of Japanese resentment against Americans. But honest observers are bound to admit that they do not understand the Japanese attitude. How deep is Japan's apparent democracy? Most of us are compelled to admit that it is not very deep. How could it be? Some of the Americans who visit Japan are not very good ambassadors for us. Fortunately, most of the Government's personnel are. But tourists frequently "throw their weight around," are arrogant and discourteous. On the other hand, the Japanese are a very courteous people. If they have resentments they do not show them.

Can Japan help us in Asia? The question might well be changed to ask, Will Japan help us in Asia? Japan has the potential power and the know-how. The Japanese are wonderful imitators and can manufacture well and cheaply many articles needed in other

countries. But Japan is faced with a vital, all-engrossing problem—how to feed her nearly ninety million people. She is compelled to import many items, among them coal, metals, petroleum and cotton. To do this she must sell her manufactured products abroad. The Free World must buy of Japan if her adherence to any sort of alliance with the West is to be obtained and held.

The Moslem World.—"Too often, I think," said Dr. Rufi, "we get the wrong impression of the Moslems. I found among them many excellent men, good men. Yes, there are bad Moslems, just as we have some bad Christians. They venerate Abraham, Moses, the Apostle John, Jesus, and many others, classifying them as saints.

We must respect their beliefs and accord them the same religious freedom we claim for ourselves. We need to develop an awareness of all the citizens of the world, recognizing that they, too, "are endowed by their Creator with certain unalienable rights."

How can we bring about the better understanding we desire? (1) By a long-time program of education (by education meaning more than the cultivation of the intellect). (2) By a respect for the best in the religions of all peoples. Individually we can help create the better understanding by beginning at home with all those whose lives we touch.

A letter received by the Voice of America illustrates the point made by Dr. Rufi.

"About ten months ago, if I remember well, you were the only radio station which, in our language, congratulated its Moslem audience on their Holy Day, Bairam. I, as a Moslem, was surprised by this thoughtfulness and, instead of thanking you then, I waited for the Christmas holiday to express my feeling as your steady listener. . . . I sincerely wish that you and the great American people attain the goal to which not only you but the entire world strive: peace. . . ."

Those who follow world events in the press are fully aware of our need to be on good terms in the Near East. Pursuing purely nationalistic aims is not enough. As one of our speakers told us, we must learn to like them "because they are people."

India.—The world waits uneasily to learn which way India's professed neutrality will finally turn. That it will turn seems to be the consensus of opinion. What happens in Indo-China, in the Malayan Peninsula, in Ceylon, in fact in all Southeastern Asia will be determined to a great extent by India's actions. We suggest re-reading the comments on India in the April 1, 1953, issue of THE EDUCATIONAL LEADER, containing a resume of the activities

of the 1952 Workshop on *Education for International Understanding*, held at Pittsburg State Teachers College.

Pakistan.—Unlike India, Pakistan has taken a definite stand against the menace of Kremlin-inspired overtures. Our country is pledged to give aid to this new and powerful Asiatic ally.

Dr. DeYoung pointed out that the territory embraced by Pakistan is very old, but as an entity in the family of nations, Pakistan is new. Its peculiar division into two widely separated sections is, as we know, due to religious differences. Some of the territory lying between and to the north is still in doubt as to its ultimate loyalties. (Note these divisions on any recent map of India or Asia.)

On September 30, 1947, Pakistan was elected a member of the United Nations. It has a population of over 75 million and an area exceeding 350,000 square miles. It is the fifth largest state of the world. The creation of Pakistan, after the withdrawal of the British, was an inevitable consequence of twelve centuries of Moslem history in India. Inevitable because of the longing of Islam and its millions of followers in the sections lying east and west of India for a government favorable to their beliefs.

Hinduism, the prevailing cult of India, is more a system of life than an organized religion. It believes in a multiplicity of deities, some of which are worshipped and others propitiated, whereas Islam is a Semitic religion and is closely akin to Judaism.

With religious and social concepts radically different, Hindus and Moslems have, on the whole, remained apart. Differences in languages spoken also had a part in the forming of a separate nation. Nevertheless, Pakistan is determined to work in a spirit of harmony and friendship with all the nations of the world. "Pakistan, the Struggle of a Nation," published by The Director of Foreign Publicity, Government of Pakistan, concludes:

"In spite of the trials and tribulations which beset a young State, Pakistan looks forward to the future with courage and hope. Whatever inscrutable Time may have in store for humanity, Pakistan's voice shall always be raised in defense of liberty, justice and democracy."

Africa.—Because previous bulletins have had little to say about Africa, our notes are more extensive in this report. Africa is more and more in the foreground of world politics and tensions. It has been typical of Americans, and perhaps others, to brush off Africa as of no great consequence in the present state of international unrest. The contrary is a tremendously significant fact.

"The Dark Continent Wakens," a film strip prepared by the *New York Times*, served as an excellent introduction to the whole subject. This film strip is inexpensive and should prove valuable wherever shown.

Dr. De Young, as usual, approached his subject with a mnemonic aid, thus:

Archeology
Foreigners
Resources
Independence
Conflicts
Agriculture

"Here, as indicated, archeology is the first topic. Archeologists, by their research and study, have really made the past 'come to life' by verifying much that has been written and said about Egypt and Africa. As recently as June 7, 1954, *Time* magazine reported what might be termed a 'space ship' approximately 5,000 years old, called in the news report 'the soul ship of Cheops.' It is tremendously fascinating to note how Bible history is being vindicated. (In this connection, see Reader's Digest for March, 1954, 'How the Bible is Building Israel' by Blake Clark.)

"Five countries, Britain, France, Portugal, Belgium and the Union of South Africa are the principal powers shaping the present and future of Africa. Their leadership is being challenged to such an extent that world traveler and reporter, John Gunther, recently contributed to the Reader's Digest (January, 1954) an article entitled "Is the White Man Finished in Africa?"

"Daniel F. Malan, Prime Minister of South Africa, has said: 'The white races of South Africa are determined to protect to their utmost their racial integrity and the authority and leadership to which their history and superior civilization entitle them.' This is typical of the view point of a segment of Europeans. Another point of view is found in the expression of the African Prime Minister, Kwane Nkrumah (Krooma), of British West Africa: 'I would like to make it absolutely clear that I am a friend of Britain. . . . I stand for no discrimination against any race or individual, but I am unalterably opposed to imperialism in any form.' In these two expressions we begin to see the shape of things to come.

"Study a map of Africa. Block out roughly the 'spheres of influence' of the European powers there. Note the extremely small areas which are governed by the natives themselves. It will not

do to say that they are ignorant, illiterate, inferior—that they have no capacity for self-rule. That is to accept a very great error in fact and in judgment. That is not international and racial understanding.

On the map, show that the British exercise authority of greater or less degree over an area that extends all the way from the northern border of the Sudan to the Cape of Good Hope. France has the eight colonies of French West Africa, French Equatorial Africa and the island of Madagascar. Belgium has one large colony—the Belgian Congo. Portugal's are Angola, Mozambique and Portuguese Guinea. Ethiopia and Liberia are sections under native governments.

Keep in mind that the whole world of colonial peoples is in a state of unrest, flux and revolution. The ardent desire for self-determination and self-government cannot and should not be crushed out. Their productive capacities cannot longer be exploited by the now dominant powers without conceding to the workers more of the benefits of their work. The benefits must be more equitably distributed. Quoting the *New York Times* presentation: '(1) Despite the trend toward giving Africans more self-rule, the European powers have no intention of giving up their hold upon Africa. (2) Nationalism in Africa, and anti-European feeling on the part of Africans is growing. (3) The racial problem becomes more and more tense—especially in the Union of South Africa—and could explode into a major crisis. (4) Africa's geographic and economic position could be of great value in the West in the event of war.'

It may well be questioned whether or not the West will be able to count on Africa for bases and materials in the event of a war with the Soviet bloc or any part of it. Bluntly speaking, the West will have to earn and hold the respect and good will of Africans generally if there is to be any assurance of their cooperation with the West. That, in part, is what this whole study is about—that and simple, decent, friendly treatment for all.

'America has a big stake in Africa, but no colonies. Economically we have very close ties and vital interests there. Manganese and wool are brought from South Africa. Tin, cobalt, industrial diamonds and uranium in highly important quantities come from the Belgian Congo. Copper and zinc are imported from northern Rhodesia. Vegetable oils and cocoa reach here from West Africa. Some of these are vital in our rearmament program. There is, therefore, great need for us to know Africa better and to improve

permanently relations with practically all sections of that great continent.

"We in America are very interested and concerned about the influence of Communism in Africa. So far this influence has not been very great, but, quoting the words of a U. S. Government official, George C. McGhee, "The Soviet rulers have become increasingly aware of the importance of Africa to the Free World and are accelerating their efforts to weaken European prestige and control with the hope of ultimately including the African territories in the Soviet bloc. In Africa there is fortunately time to apply preventive rather than curative measures against communism." Mr. McGhee adds that in Africa low standards of living and attitudes of white supremacy could well play into the hands of Communist agitators.

The attitudes and actions of Europeans will determine in a very great measure to which side of the struggle the Africans will eventually turn. This does not mean, however, that America can afford to neglect a wide-open opportunity to cultivate good will and understanding. It is to our credit that we have not attempted to dictate or to interfere with African internal affairs. We have, on the other hand, used the Marshall Plan funds to improve health, agriculture and education there. This is all to the good. There is one danger we should recognize right now and avoid creating bad feeling which can come from the fact that since the Korean war the demands of Western rearmament have caused us to reach too greedily for copper, tin, uranium and other African products. In other words, if we let such demands and the expediency of the moment direct our actions and relations there, we may lose much of the good will previously generated.

One African has said, "You Americans worship the spirit of 1776. But when it is a question of applying the spirit internationally, your Government gives Africa no help." It is possible we are already losing influence there. The more we understand about Africa and African affairs, the better we shall be able to exhibit the spirit of 1776. In fact, we need to cultivate a Spirit of 1954-'55-'56 and to project it into the 1960's. We need to do this not entirely from selfish motives. Our true motive should be genuine respect and a desire to work with others for our mutual advantage, for our mutual co-operation, mutual peace, harmony. The first steps may well be taken in our schools. That is why we are here. That is the "big idea" of our Workshop. Our work begins at home. The small American citizen of today grows into the active, intelligent and influential one of tomorrow.

Discussing the Supreme Court decision outlawing racial segregation in the public schools, Dr. Ruff indicated that this could have a very helpful effect in Africa, particularly. It has been one of our most vulnerable spots and the Kremlin has made wide use of it to discredit our vaunted democracy in all parts of the world. Commenting further, he said: "It is good that the Supreme Court made the decision. We rejoice that it was unanimous. There may be difficulties in implementing it in some places. In others, the transition will come readily. Perhaps quiet beginnings, discreet conversations, diplomatically arriving at appropriate action gradually, will be the best in many places.

This decision puts us in a better light before the world, but *don't expect too much too soon*. You can't shortcut evolution. Those who crave respect and social recognition must still earn it. That applies to all of us just as much as to those who feel they have been discriminated against. I hope that in this course we shall all get a keener comprehension of the vital—and I really mean v-i-t-a-l—need to *live* peace, brotherhood, and love of neighbors. The kind of education we practice determines whether education brings us closer.

How Travel Benefits—or Does It?—A fine contribution was brought to our Workshop in the form of a panel. Dr. Proctor served as chairman of the panel, assisted by other Pittsburg Teachers College faculty members, Dr. Pierce, Dr. Cochran and Dr. Sperry. The approach to the topic was, as stated by the chairman, a *contra* treatment: "Why does travel not necessarily benefit the traveler—may, in fact, be a detrimental factor in that it may create wrong impressions of America abroad? Having traveled on four continents, the panel members should be able to give some valuable pointers.

This report does not attempt to reproduce the dialog, but to catch some of the pertinent and helpful comments of the participants.

It was first brought out that the frame of mind in which one enters another country has most to do with what is accomplished in that visit. Nothing is farther from the truth than that travel makes for breadth. There must be a deep desire to visit the other country to learn. It was said of some English citizens who went abroad that they saw nothing but England. They measured everything in terms of England and liked or disliked what they saw as it resembled or did not resemble England. Similarly, some Americans go abroad without seeing anything but America.

Illustrating the sort of blindness which frequently afflicts those who go abroad, reference was made to an ambassador who made the official statement that there was no poverty, no sickness, no disease, no unhappiness in the country to which he was accredited. Every morning he walked a few steps out to his big limousine and was driven to the embassy. There he took four steps and entered his office. He never walked, never visited any of the people, made almost no acquaintances. Yet he made the statement quoted, simply in the light of the pitifully limited experience he had in observing the country. How much did he know about it? How much could such a man teach others about the country?

Another panel member mentioned meeting people who had lived forty years in a South American country. They had learned nothing whatever of the language. They lived in a little colony; had no contact with the citizens of the country. They had in forty years learned next to nothing, but those among whom they lived had learned something. They had learned the *wrong* things about Americans. Other similar examples of Americans in European countries were mentioned to make the point more emphatic.

The traveler who does not know how to travel might better not go. He can do a very great amount of damage. Too many go with no special objective or desire other than superficial entertainment and hope of prestige. What causes this attitude? One answer was that such travelers have an improper conception of nationalism. Their main interest is to compare and to criticise all that does not conform to our own methods or ideas, a sort of cheap provincialism which prevents seeing the good that exists in others. The attitude is that what we have is right and adequate. All else is inferior. We need nothing more to make ourselves outstanding and superior—we are superiority-complexed.

There are so many languages in Europe we do not try to get the benefits which may accrue from a somewhat intimate mingling with the people we visit. Perhaps we are too materialistic. Some people make odious comparisons, "We have more of this, ours is better than that, those people do not have all the things we have." We tend to put money values on nearly everything. Yet many peoples are happy without them and are to be admired for the manner in which they make the best of what advantages they do have.

It was asked how much of the language one should have before visiting another country. One answered, that it is not necessary to have French in order to visit France; not necessary to know German in order to visit Germany. Of course it would be a tremendous

advantage. Even a few words are good. To know how to read the signs is valuable. It isn't how much of the language we know, but how eager and willing we are to learn what we can from the country. Yet it is always good to know a little of the language and a little of the history of the country, its customs, and its geographical significance.

One member of the panel thought we should "plug" for more teaching of languages in the schools, including of course the elementary school. It was pointed out that when abroad, or speaking to one of another language in our own country, it is pleasing to the others if we speak their language a little, even if badly. It shows you respect the other's language and are interested in it. It was here commented that much can be learned by looking, observing, remembering and trying to understand. We can learn an immense amount, one said, by going out and getting lost. Finding the way back without having to call a guide is a very worthwhile experience.

More on the positive side was the assertion that to do well the teaching of international understanding, the teacher should travel to get understanding. A teacher should prepare for it before traveling. Those who travel must be psychologically ready—willing—be receptive to the ideas, customs and habits of the ones to be visited. A warning was dropped that it would be well to condition one's self to the foods likely to be found in other countries; be conditioned to eat and to like what is served. If we are to correct misinformation or wrong impressions we must know the answers ourselves. Perhaps those we visit know little about America, and that little mostly wrong. We must know our own history. If, for instance, we are accused of "grabbing" the territory of others we should know the facts ourselves. Of Panama, for example, we should be able to tell how we acquired the canal site and why we believe our actions honorable. Then, we should remember that we are guests and conduct ourselves accordingly.

Some other quoted comment: "Before going abroad, I would get a dictionary of the language that will be used where I am going. I would begin to familiarize myself with it a little and would try to learn as much about it as possible in whatever time I had."

"At least read something about the history and geography of that country. Get a good map of the country and study it."

"Know something about the music, the art and the culture you will find there."

"I would make up my mind that I am going to meet some good people, some fine people, and be prepared to like them."

Following the panel, Dr. Sperry was pressed to tell something of his work in the Belgian Congo. He was there in connection with the Point Four program. That part of the world needs help in learning to produce more food. It needs help to improve health conditions. Education needs more emphasis. However, we were impressed by the fact that they are not so benighted as we had supposed. The climate, although the country is near the equator, is quite comfortable. Rainfall is adequate. It is no "paradise" for wild game hunters. The several tribes maintain governments of a sort, but have no central government. The missions have done much to raise the level of education.

This and That.—In a sort of farewell meeting, Workshop members gathered in a circle about Dr. Rufi. We were interested to learn the meaning of some Turkish expressions "Yoke" is used to express unspeakable disbelief and disgust. A very blunt way of saying, "How can you tell such an awful, untrue and silly thing?"

Questioned about the pronunciation of *Hiroshima* by the Japanese, he replied that the most of the people who live there call it He-rosh'-i-ma. A few, who might be termed intellectuals, prefer the pronunciation He-ro-sheem-a. Since they take their choice, we may do the same.

Arabs, he said, "are reported to have had a thousand words which have some reference to *camel*." This multiplicity of words in the Arabic language led to the production of a Turkish alphabet (as told in the 1953 bulletin) and the use of the Turkish language in the schools.

As to the very best books to read in order to learn more of the nations which are in the limelight today, he had prepared and presented to us a mimeographed bibliography. A copy follows.

BISBEE, ELEANOR. *The New Turks*. University of Pennsylvania Press. (1951)

Professor Bisbee taught for some time at Robert College and the American College for Girls at Istanbul. Her 298-page book is "dedicated to better understanding." It presents much information in a pleasing style. It is a useful, stimulating book! Illustrations add to its value.

BOWLES, CHESTER. *Ambassador's Report*. Harper and Brothers. (1954)

Regardless of whether or not one agrees with the political opinions of Chester Bowles, the people with whom I talked in the half dozen places I visited in India invariably appeared to be enthusiastic about his work as ambassador, and his understanding of and appreciation for the people of India. His portrayal is a very interesting one. I would rate it high in

rapport with the people he visited, liked them, and won their ready acceptance as a friend. Adjectives such as "delightful" and "understanding" may well be applied to this volume. Certainly this book adds to our understanding of the people it describes.

DOUGLAS, WILLIAM O. *Beyond the High Himalayas*. Doubleday and Company, Inc. (1952)

Justice Douglas returns to the Middle East and continues his descriptions of there strange lands and friendly people. He writes with a versatile pen and an understanding heart. This book is pleasingly illustrated, partly in color. I found it extremely enjoyable.

EKREM, SELMA. *Turkey—Old and New*. Charles Scribner's Sons. (1947)

This 186-page volume was written by a cultivated and traveled Turkish woman. It depicts Turkey as a land of contrast and helpfully discusses the home life of the Turks, the land reforms, Turkish legends, and customs. It has an interesting chapter on Istanbul, "the city of the Golden Horn." Well-illustrated and well-written, this is a pleasing book.

GIBBS, HENRY. *Crescent in Shadow*. Jarrolds. (1952)

Here we have another book published in England that contributes markedly to our understanding of "the fertile crescent." Its 38 carefully selected photographs add greatly to its value. An extremely useful book!

MICHENER, JAMES A. *The Voice of Asia*. Random House. (1951)

Although the people think chiefly of James A. Michener as the author of *Tales of the South Pacific* (the basis of *South Pacific*), he also deserves to be regarded as a serious interpreter of the people of Asia. Incidentally, Michener was for years a teacher and I find this particular volume, *The Voice of Asia*, extremely interesting and informative. Although his opinions concerning Japan, Formosa, Indo-China, India, Pakistan, and other areas treated in this book are in some cases unorthodox, he defends them very ably. I rate this an interesting and valuable volume.

MORTON, H. V. *In the Steps of St. Paul*. Methuen and Company. (1936)

Of course, all of us know that St. Paul was born in the city of Tarsus in Southern Turkey; but until I spent eight months among the Turks and had rather carefully studied its history, I had not realized that so much of his life work had been done in that country. H. V. Morton, an English writer, has, in very beautiful fashion, traced his footsteps and followed his work, much of which centered around historic places in this country. Anyone who is interested in the life of St. Paul and likewise interested in Turkey as a nation will certainly make no mistake in acquiring this volume. I have read and reread my own copy with profit and delight.

MORTON, H. V. *Through the Lands of the Bible*. Methuen and Company. (1938)

This deservedly popular and respected book has been reprinted again and again. I found it to be lively and informative reading. Any teacher of adult Sunday School classes will find it a veritable mine of helpful information. I recommend it highly. Like Morton's other book here listed, it is written with human understanding and with reverence.

NEWMAN, BERNARD. *Turkish Crossroads*. Robert Hale. (1951)

This 258-page volume is packed with well-organized and interesting information about Turkey, past and present. I have used my own copy so frequently, marking the passages that have proved interesting and helpful, that practically every page has a half-dozen or more comments on its margin. I unhesitatingly rate it the best single volume I have discovered on this very fascinating country. Wanting to be sure of its authenticity with respect to details, I submitted it to several of my Turkish friends. They read it carefully and rated it very highly. I sincerely salute this author for a splendid job which I believe to be honestly done.

IV—Groundwork

"Where the mind is without fear
and the head is held high;
Where knowledge is free;
Where the world has not been broken up
into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms
towards perfection;
Where the clear stream of reason has not
lost its way into the dreary desert sand of dead habit;
Where the mind is led forward by thee
into ever-widening thought and action—
Into that heaven of freedom, my Father,
let my country awake."

—Tagore.

"The number one problem (of which there are many in these difficult, complex and confusing days) is how we can maintain the cherished freedoms of our land and still remain in peace when we have a billion new neighbors" said Dr. Rufi in an address before the faculty and students at the summer session of the Kansas State Teachers College at Pittsburg.

He graphically told the story of the first crude wheel, the thousand years it took to develop into a machine of much effectiveness, then the more rapid and spectacular development of machines as a means of transportation and communication. All the while the world was slowly becoming aware of its own expanse and peoples. Then, suddenly, in breath-taking fashion, came the airplane and its overnight plunging of mankind into one tremendous community in which, whether we would or no, we were compelled to recognize in some fashion our "billion new neighbors," all with long-suppressed desires, all with very tangible and compelling needs, all more or less blindly reaching out to grasp what has so long been denied them.

We can't close our eyes to the number one problem propounded. We have to face it, face it in a new world of "flux and unrest" which, in the words of Dr. Frank Laubach, "is not satisfied with old clothes, surplus food, loans of money. They want to rise to our level. They will settle for nothing less."¹

Inherent in the number one problem is the tendency to resent

1. *Wake Up or Blow Up*, Frank C. Laubach, Revell, New York.

such aspiration in those whom we have considered "inferior." In this outmoded classification we find the most of our "billion new neighbors." The challenge thrown out by Dr. Ruff, while applicable elsewhere also, was addressed *to us—right here—now*.

"Oh, yes," admitted the speaker, "it is right for us to be proud of our own country. We ought to be and we want to continue to be. But the wrong kind of pride will repeal those we want to cultivate, or at least *should* want to cultivate. How then shall we lay the groundwork for a better and finer relationship?"

One member of the Workshop group, while listening to and accepting the challenge implied in this discussion, jotted down the following suggestions as one approach to the problem.

List the things about our country of which we are most proud, with little attempt at first to indicate their relative importance, as:

- Our form of government;
- Its recognition in our great State documents of the rights of all mankind
(among them life, liberty and the pursuit of happiness);
- Our great progress in education;
- Our progress in wholesome social living;
- Our progress in invention;
- Our progress in science;
- Our progress in art, music, literature;
- Our prosperity—commerce, industry, agriculture;
- Our opportunities for spiritual growth;
- Our health and sanitation provisions ("life");
- Our homes and high level of living;
- Our amusements and recreational facilities ("pursuit of happiness").

These may be rearranged, expanded and discussed in detail, varying according to the age group and the interest aroused.

Things about our country which shame us (avoid purely partisan prejudices):

- Evidences of disloyalty;
- Evidences of corruption in office;
- Evidences of corruption in private life (vice and crime);
- Disregard for things sacred;
- Evidences of waste and extravagance;
- Evidences of unfairness toward others;
- Civic apathy (failure to vote, etc.);
- Disrespect for laws and courts;
- Disregard for safety of others on highways;
- Littering highways and parks with trash;
- Juvenile delinquency.

As before, the list may be expanded.

Learn to have pride in things others have done:

World's great spiritual leaders, past and present;
Great documents of human liberty (such as Magna Carta);
Great inventors of the world;
Great artists of the world;
Great musicians of the world;
Great builders of the world;
Great writers of the world;
Great scenic beauties of the world;
Great explorers of the world;
Great teachers of the world;
Great heroes of the ages;
Great resources of other lands;
Our dependence on others for many things.

Perhaps by this time, if these topics have been developed by cooperation and planning of the children themselves, they will be ready for the next step.

Things we must do:

As pupils in school;
As members of families;
As members of our neighborhoods;
As friends of others;
In choosing our games;
In playing our games;
In preparing to be citizens;
In learning the things most worth while;
As future workers in some useful field;
To know our own history;
To help in our government;
To be cooperative with others;
To have resources within ourselves;
The wise choice of activities to make our lives richer.

Children and the UN.—What shall we teach in the social studies about the United Nations? In a time when adults are asking, as does Demaree Bess in the *Saturday Evening Post* of January 16, 1954, "Can the UN Survive its Toughest Test?" what shall we do in the schools? This question was raised by Dr. De Young in his lectures.

We cannot study geography or history, even in the elementary schools, without becoming aware of some of the reasons which led the UN countries to try to work together. Since every child knows something about conflicts between nations and has been exposed to some opinions, good or bad, as to ways of "getting along with" Russia or some other country, should we ignore the natural curiosity which must be his regarding these things?

If we grant that something can and should be done to enlighten

children regarding racial and international tensions, what shall it be? We might first try a few questions such as these:

Why do countries fight each other?

What wars has our country had during the last few years?

How did you come to know about them?

What soldiers do you know?

Have you heard them talk about their part in war?

Why did our country send soldiers to fight?

Do you like to think of sending more soldiers to fight? Why?

May there be a better way for countries to settle their differences?

Do we now have any way of talking things over before we decide whether or not to fight? What is it?

From the answers obtained, a better idea of the need of children for instruction relative to the UN may be apparent. It can hardly be argued in these times that there is *no need*. Whatever that need may appear to the teacher to be, the interest of the children is a necessary first step.

Which of the questions brought the best response? Did the answers reveal a desire to know more about why nations have fought each other? If there is no potential interest it is probably premature to undertake a study of this kind, but not too early to begin developing a more inquiring and receptive attitude.

When enough children seem ready, the investigation might continue somewhat in this fashion:

What societies or clubs or organizations do you know about?

Are there some for children?

Why do boys and girls join them?

What ones are for grownups?

Do members of groups need to know how to get along with each other?

Do you think countries need to know how to get along together? Why?

Is there an organization of countries?

What is its name? Where does it meet?

What would you like to know about the UN? Why?

No attempt was made in the Workshop to outline a unit for children who might wish to study the UN. Perhaps further checking might indicate that the work of Unesco comes closer to interests of children. There may be members in your locality or state.

While there are subjects of inquiry which appeal to children who are beginning to have a lively curiosity about international affairs, it is not to be expected that such inquiries will be of value to the younger ones. Their initial explorations and experiences will originate in the home, the school and the community.

We may assume that Unesco affords a good approach to the more formal study of the UN. As different countries come into view in the normal progress of the social science program, these questions suggest individual or committee assignments for investigation:

- How can one country help another through Unesco?
- How can the United States benefit from Unesco?
- What countries have made the greatest use of Unesco?
- What benefits has Brazil received from Unesco?
- What does Sweden think of Unesco? Norway?
- Does the new government in Israel get help from Unesco?
- How about Japan and the Unesco? China?
- Do such countries as Liberia, Thailand, New Zealand and Lebanon take part in Unesco?
- What other countries take part in Unesco?
- How is Unesco generally regarded here?
- What are some of the criticisms of it?
- How could you answer these criticisms?

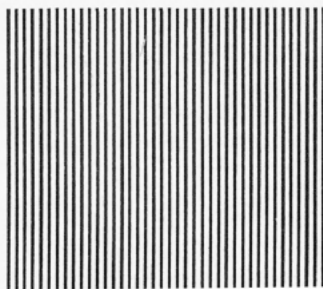
A good source of information regarding these and other questions which may arise is the report entitled "An Appraisal of the United Nations Educational, Scientific and Cultural Organization," U. S. Department of State Publications 5209, Division of Publications.



MARKS of the WORLD-MINDED AMERICAN

- 1 The world-minded American realizes that civilization may be imperiled by another world war.
- 2 The world-minded American wants a world at peace in which liberty and justice are assured for all.
- 3 The world-minded American knows that nothing in human nature makes war inevitable.
- 4 The world-minded American believes that education can become a powerful force for achieving international understanding and world peace.
- 5 The world-minded American knows and understands how people in other lands live and recognizes the common humanity which underlies all differences of culture.
- 6 The world-minded American knows that unlimited national sovereignty is a threat to world peace and that nations must cooperate to achieve peace and human progress.
- 7 The world-minded American knows that modern technology holds promise of solving the problem of economic security and that international cooperation can contribute to the increase of well-being for all men.
- 8 The world-minded American has a deep concern for the well-being of humanity.
- 9 The world-minded American has a continuing interest in world affairs and he devotes himself seriously to the analysis of international problems with all the skill and judgment he can command.
- 10 The world-minded American acts to help bring about a world at peace in which liberty and justice are assured for all.

The educational implications of these ten marks are discussed in *Education for International Understanding*. This book is available at \$1.00 a copy. Write to the NEA Committee on International Relations, 1201 Sixteenth Street, N. W., Washington 6, D. C.



When children read or hear the charge that the UN is a dangerous trend toward giving up our own form of government and accepting a much less influential place in a super- or world-government, it might be well to study the "Marks of a World-Minded American," reproduced here. Look closely for any indication that we intend to surrender any of our own rights as a nation. Is there any statement in it which suggests any form of disloyalty to the United States? Does it teach a higher form of loyalty than we have held before?

The foregoing may, to some, sound too idealistic. Probably any attempt to introduce what seems an innovation in teaching will have to "run the gauntlet" of adverse criticism before acceptance as approved procedure. What is known as teacher-pupil planning comes in this category. That such teaching is practicable and effective was demonstrated before the Workshop in an admirable fashion. It is not done by adding a new subject to the curriculum. Even if there were a time and place for it, a separate course would not be the best way to teach international understanding. Rather, it is an integral part of social science and can be dovetailed into and made a living part of that program.

The groundwork is laid in early primary years. It is in accord with the theme of this Workshop, "Teaching International Understanding through the Social Studies Program."

Here we wish to quote Miss Ursula Henley, who came to us from the State Department of Public Instruction, Topeka, to assist in planning ways to make the best use of the new guides and texts to be used in Kansas.

Purpose of the Social Studies.—Miss Henley, in her opening remarks, stressed that the purpose of the social studies is primarily to help children to learn how to get along together, to learn how we may best live and work with others and to help them understand the world they live in. She pointed out that one of the first steps with small children is to help them get an understanding of their school, to set their minds to rest regarding some of the "tall tales" they have heard about the school and the teacher; to gain the children's confidence and give them peace of mind which will permit happy learning. The home may next be studied in order that it may be better understood by knowing its needs and the needs that all homes have in common. Second grades begin where the first leaves off and continue to the study of the neighborhood. The third grade studies community, how its people meet their needs.

From year to year the scope of the study expands and leads into the more intensive study of lands and peoples. This led into the

use of the new social studies curriculum provided for Kansas schools and the placement of certain phases of geography teaching. Kansas is now celebrating its centennial year (1954) and this provides opportunities for linking the observance with the social studies.

Teacher-Pupil Planning.—In an illuminating discussion of this topic as a means of teaching the social sciences (or other fields of knowledge), Miss Henley stated: "One of the finest things which has been developed in the field of teaching during the last twenty years is teacher-pupil planning, although it is one of the most misunderstood. *It has no relation whatever* to 'letting the children do as they please,' a libel which many traditionally-minded souls delight to perpetuate. Children need an immediate reason for learning—a reason that applies to the 'right now' phase of their lives. Not learning to spell, as some put it, 'because they will need to write letters when they grow up.' That is true, but they have things to write about *here* and *now*, and they need the spelling for use now, not in some fanciful and nebulous future which means very little to them at this time. Finding the 'right now' motive makes many teaching difficulties disappear."

She developed the idea, approved for the teaching of social studies in Kansas, that from $\frac{1}{3}$ to $\frac{1}{2}$ of school time should go to the teaching of the social sciences. This does not mean that "we had no spelling today," or "we didn't work any arithmetic today" are correct reports. Evaluate the work done at frequent intervals so that the children realize that they were doing *real* arithmetic when they were measuring, estimating or calculating in an informal but highly intriguing way. In order that arithmetic, spelling and reading may be vitalized, they must be used in connection with any planning and learning the children are doing. Results are not left to chance, for there will still be periods of developing skills, rote work, memory work, and the drills which help to increase skill and facility in their use.

"In teacher-pupil planning, the first question is *What?* What do we want to learn? What do we need to know about it? *How* shall we best do this? How can we best go about it? This naturally follows *What?* And some of the children will be very interested in knowing *Why* we should know these things. The *Doing* (the actual work) of learning is a partnership of teacher and children. Teacher keeps a quiet, efficient hold on the situation, but the children are encouraged and led to find the procedure and carry it out.

"*Evaluating* is the teacher's word, but it describes the way in which the children are led to measure what they have been doing,

what they have accomplished, what they have not yet done satisfactorily, what they must repeat or do again—but better.”

Dr. Aldon Bebb, principal of Horace Mann Laboratory School, spoke briefly at one of the sessions concerning what the elementary schools should be doing about this sort of social science teaching. Teachers recognize that each individual pupil is living an important part of his life right now, not just preparing to be an adult. Children are taken where they are and move on in accordance with their ability level. The social studies play an important part in producing good citizens *now*—the sort who will continue to grow in understanding and doing as they advance from grade to grade. . . . Social studies should, during this process, be tied into the reading of the children so that the reading may have content of value in this field.

Social studies teach about and deal with human relations. You can teach and should teach social studies when you are teaching, for example, arithmetic. . . . Building a world in miniature, make the other studies more meaningful and worth while.

A Demonstration Lesson.—Under the direction of Mrs. Perva Hughes, supervisor, Horace Mann Laboratory School, a sixth grade science lesson was demonstrated. Pupil-teacher planning was in evidence. Much of the initiative came from the children themselves. This is usually one of the outcomes of such teaching. As children advance, they work more and more independently, either as individuals or in groups.

To the teacher's questions, "What have we been studying?" "How did we study it?" the children responded that they had been studying science. "As scientists, what rules did you follow?" In answer the children presented a set of rules which they had developed for themselves:

- Observe carefully;
- Look for the problem;
- Collect information;
- Perform experiments;
- Think it all over carefully;
- Test conclusions again and again.

The children explained that they had been working in committees to investigate various objects or phenomena of significant interest to them. Samples of the committees projects were:

- Study of the human body, particularly the bones. They had access to a skeleton and had followed the rules enumerated in a very commendable fashion. (One boy had a broken arm; he learned the

name of the broken bone; he found there were 32 bones in the arm. He determined not to break the other 31.)

Conservation, what it is and how it is done.

Weather, sun, planets, etc. (The forthcoming eclipse of the sun, to be visible in Kansas, particularly interesting.)

Animal life. (Certain localities chosen.)

Miscellaneous committee. (Some questions not otherwise assigned, referred to this committee, as certain electrical phenomena.)

Those accustomed to more formal recitations may ask if it is possible for these apparently unrelated topics of investigation to be drawn into an integrated summation so that good teaching and good study habits are promoted. And how is international understanding, one of the announced objectives, to be developed in such a program? The answers came as the lesson progressed. After some of the groups had made partial or complete reports, the discussion centered upon the scientists who had explored the fields of knowledge and made available the facts which the children had gleaned from books. It was soon evident as the facts were listed that no one country or race had made all of the major contributions. Each had added to the sum of human knowledge and accomplishment. Those who are at work in the fields of science now are making use of that which has been previously done by others in different parts of the world.

A wide variety of things important to life, health, comfort, convenience, were listed. In the process, pronunciation, spelling, geography, history, language—all these in addition to science—were employed. For each inventor or scientist listed, a marker was placed on a large map in the country entitled to the credit. The children found at the close that they had pins in France, Germany, Italy, England, Russia, Poland, United States and others.

While this might seem to some critical observers to be a haphazard procedure, it must be remembered that this was a sixth grade class making its first explorations into a vast area of human knowledge. It created intense interest and widened horizons immensely. Practical outcomes were not lacking. The boy who was studying soil (conservation) had learned that it is made up of many layers, produced in various ways. He had built an exhibit of these layers and pointed out that if the top were lost through erosion or otherwise, the work of centuries might be destroyed. Certainly that boy, and all the members of the class, will from this time on read the many conservation projects discussed in current publications with more interest and understanding.

Answering more fully the question of how all this in any way helped solve the problem of human relationships, the children made apparent the many beneficent results which have flowed from the discoveries and inventions made by different races and nationalities. There was engendered respect for all who had made contributions which have helped mankind. Sympathy was expressed for those now living in countries which are crushing and enslaving the citizens. There was no suggestion of an argument that any one race or country was entitled to greater honors or consideration than another. It was plain that each country had given to other countries much that it had achieved, while receiving from others equal or greater benefits. Scientists are truly an international group and have a common bond the world over.

Similarly, music and the arts, agriculture and commerce, manufacturing, education, religion, all these may, with proper cooperation, form ties between peoples and races. Yes, world horizons were widened for these sixth-graders.

Language Ties.—Another demonstration lesson was given by a class composed of fifth and sixth grade boys and girls who are learning conversational (and singing) Spanish. This was under the direction of Miss Gladys Rinehart, Supervisor, Horace Mann Laboratory School. Here, too, keen interest was aroused in peoples of other lands, especially in the boys and girls who speak Spanish. What do boys and girls do in those countries? What do they play, eat, wear? What are their favorite games, their songs? Finding the answers to these questions cannot fail to produce a sympathetic interest in Spanish-speaking neighbors. Many other reasons for such learning may be urged. However, not all schools are equipped to help children understand the cultures of the peoples studied.

Workshop Procedures and Productions.—Each Workshop day provided periods for showing slides and films selected for the purpose of increasing understanding of our "billion new neighbors." Lectures were also given as a part of the daily program.

This section on *Groundwork*, designed to furnish suggestive and workable plans for advancing international understanding while carrying on the usual school program, is rounded out by the inclusion here of a number of teaching units developed by members (committees exemplifying the teacher-pupil planning technique) of the Workshop.

Our Helpers

Foreword

During a workshop on "Education for International Understanding and Cooperation," summer session of 1954, a group of rural teachers developed a social studies unit to include the first, second, and third grades.

Their main purpose for combining these grades was to plan for a longer period of time in order that each child could have more teacher time and to present a greater variety of materials. Reference materials were used when needed.

The word "Helpers" was chosen rather than the word "Workers" so that the children could gain not only an appreciation of the various kinds of work but also develop a feeling of responsibility to help others.

GLADYS BROWN,
VIOLET JOHNSTON,
BERNICE SHORES.

Introduction

The word "Helpers" refers to those who work together in order to reach a definite goal. By working together we help each other. We need to know what other people are thinking and doing because we depend upon many people for our necessities and services, and for much of our knowledge of science, industry, and commerce.

Children who have lived in a city sometimes have hazy ideas of the work a farmer does. Children who live on farms may be unfamiliar with the work of people in industry. Where the neighborhood has a variety of workers to draw from, the unit centers about products of workers whose services are used by the children, in preference to others whose relationships to the children's lives are less direct.

The children need to respect and appreciate work and to know that there is work for each of us to do in the home, the school and neighborhood. We need to help children live with others and to appreciate many kinds of work. This will give the child a firm background for international understanding and co-operation.

Objectives

To develop respect and appreciation for all workers.

To learn how the helpers give us food, clothing, shelter, protection, pleasure and recreation.

To understand how everyone is dependent upon the people who produce and prepare food and other necessities of life.

To help children gain an appreciation of the cooperation of helpers in other countries.

To work together in a group and independently.

To help the child become more observant of his environment.

Procedures or Methods

Discuss the work of the fathers of the children. Make a map to show where they work.

Collect pictures of other helpers. Try to find pictures of helpers of other countries.

Show films—

The Policeman.

The Fire Department.

How Messages are Carried.

Travel is Fun.

Name types of workers among whom the teacher and children choose those in which they are especially interested, such as;

1. One who supplies us with food directly.
 - a. Grocer
 - b. Truck Farmer
 - c. Baker
 - d. Dairyman
2. One who brings us messages.
 - a. Rural Postman
 - b. City Postman
 - c. Local Post Office
 - d. Radio
 - e. Newspaper
 - f. Television
3. One who helps protect us.
 - a. Policeman
 - b. Highway Patrol
 - c. Volunteer Fireman
4. One who works in processing activity.
 - a. Study of a bakery
 - b. Dairy
 - c. Creamery
5. One who helps us travel and carry goods.
 - a. Railroads
 - b. Airlines
 - c. Bus Lines
 - d. Truck Lines

Other Suggested Activities

- Originate a play for a community meeting.
- Write short stories and poems.
- Show films with opaque projector.
- Marionette or puppet show.
- Develop large scrap books with pictures.
- Plan a trip to observe our helpers at work.

Skills and Techniques Used by Children

This unit is rich in experiences through which many skills and techniques may be used.

ARITHMETIC

1. Introduce money in this unit by using it to picture addition and subtraction.
2. The children make up one step problems about the cost of different articles.
3. Problems in distance and measurements developed by third grade children.
4. Introduce time, stress hours, $\frac{1}{2}$ hours, $\frac{1}{4}$ hours. Discuss when workers go to work, go home for lunch, end of work time, and leisure time.
5. Talk about school time, when school begins in the morning, recess time, and dismissal.

LANGUAGE ARTS

SPELLING

1. Select spelling words from the study that are within the meaning vocabulary of the child and seem important to him.
2. Each child makes his own individual vocabulary list to fit his needs.
3. Keep a list of misspelled words for further study.
4. Make a dictionary by writing definitions of words, especially in the third grade.
5. Drill on new words.
6. Emphasize correct usage of words in making experience charts and oral and written reports.

READING

1. Read for information for group reports.
2. Read and follow directions.
3. Use of table of contents.
4. Use reading experience charts.
5. Develop preliminary skills in the use of the dictionary.
6. Read orally to help others find information.

ENGLISH

1. Report orally on different helpers such as the
 - a. Postman
 - b. Dairyman
 - c. Policeman
 - d. Farmer, observed on the trip.

2. Discuss film strips following their showing.
3. Have a sharing period about things each has found.
4. Work out together, a chart listing all the ways to be kind and courteous in our conversation periods, reporting, and evaluations.
5. Collect pictures of our helpers. Make booklets, label and write short stories for each picture.
6. A suggested check list—
 - a. Stick to the topic
 - b. Be brief so that others can have a turn
 - c. Speak so that all can hear
 - d. Listen to others
 - e. Have everyone take part
 - f. Give turns to others
7. Dramatize a story of one whose work is interesting to the children.
8. After a field trip, write about an experience, using a chart to show what we saw.
9. Write a news pamphlet, to be taken home, about things we did at school during the week.

ART

The children help to plan illustrations and determine the standards by which to judge their work.

Making a mural, "People Who Help Us," was a suggested project. Committees were formed, each responsible for a specific task.

The following committees were selected:

To draw figures in outline

To plan the background

To color and paint

To place the mural

Action was brought into the murals, for example—

Directing traffic

Saving lives and property

Protecting people's health

Settling disputes

Free communication of ideas was encouraged.

MUSIC

Children love to sing and there are many songs about our helpers found in our song books.

These will be enjoyed most while the children are interested in this special unit. They will make good program material.

CULMINATING ACTIVITIES

For a culminating activity the teacher and pupils plan a party for the mothers and fathers so that they see what was being done at school.

Each child has a part in showing the parents what had been learned.

Display the children's work. Serve refreshments which were prepared and served by the children.

Set a schedule, invite each mother for a special hour, and let the child act as host.

SUGGESTED STORIES FOR THE UNIT

1. The Little Red Hen
2. Helpers
3. The House that Jack Built

POEMS

1. Which Loved Best, Joy Allison
2. Who is Foreign, Annette Wynne

PICTURE STUDY

1. The Farmer and His Wife, Ingerle
2. The Gleaners, Millet
3. The Turkey Drive, Brook
4. Harvesters, Brueghel

RECREATION

1. Folk Dances
2. Action Songs
3. Recordings of appropriate songs and music
4. Dramatization of the work of the various helpers
5. Games

EVALUATION AND SUMMARY

Each day there is an evaluation period in which the teacher and pupils together summarize the work done by the committee reporting for that day, and make plans for further study or reports.

At the end of the study, use the following criteria to evaluate the unit as a whole.

Did the child show a growing appreciation of people around him? How they help him?

Did he show improvement in cooperation?

Did he apply himself when working with others or in a group?

Did he show respect for all our helpers?

Did he show a growing interest in helping himself?

Is he able to anticipate the outcome when working problems?

Did he show an increased desire to become more independent, reliable, and trustworthy?

Did the child show an increased interest and knowledge of various kinds of work and workers?

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The Carpenter Shop, The Filling Station, The Grocery Store, The Motor Car Ride.

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RENTAL FILMS

Available through the Bureau of Visual Instruction, Kansas University, Lawrence, Kansas.

Title	Kind	Time	Rent
Airplane Trip	EBF	11 min.	wk. \$2.00
Along The Milky Way	UPRR	22 min.	wk. \$1.60
Appreciating Our Parents	Cor.	10 min.	wk. \$2.00
Boat Trip	EBF	11 min.	wk. \$2.00
Colonial Children	EBF	11 min.	wk. \$2.00
Cotton	EBF	11 min.	wk. \$2.00
Cow and Its Relatives	Cor.	11 min.	wk. \$2.00
Day at the Fair	EBF	11 min.	wk. \$2.00
Eggs	EBF	11 min.	wk. \$2.00
Eskimo Children	EBF	11 min.	wk. \$2.00
Fireman, The	EBF	11 min.	wk. \$2.00
French-Canadian Children	EBF	11 min.	wk. \$2.00
French Children	EBF	11 min.	wk. \$2.00
Goats	EBF	11 min.	wk. \$2.00
Holland Children	EBF	11 min.	wk. \$2.00
Making Books	EBF	11 min.	wk. \$2.00
Making Cotton Clothing	EBF	11 min.	wk. \$2.00
Mail Service—Letters To Grandmother, Cor.		22 min.	wk. \$4.00

FILMSTRIPS

Available at the Audio-Visual Aid Department, Kansas State Teachers College, Pittsburg, Kansas, or at your local county film library:

A Loaf of Bread, The Cat Who Lost His Tail, Fair Play, The Fire Department, Hansel and Gretel, Honesty, How We Are Clothed, How Messages Are Carried, Kindness, Let's Visit An Ocean Liner, The Little Red Hen, The Lion and the Mouse, The Milk We Drink, The Policeman, The Sharing, Shopping in Our Neighborhood, Thoughtfulness, Tommy Takes A Train Trip, Travel is Fun.

Know Our Neighbor to the South

Foreword

In June, 1954, during a workshop on "Education for International Understanding," a group of sixth grade teachers decided to work out a unit on "Knowing Our Neighbor to the South."

We felt that Mexico was a good place to begin to create better international understanding. Mexico is our next door neighbor to the south and many thousands of tourists from the United States visit there each year. Also more and more people of Mexico are entering the United States. Most children know a few Mexican words, have eaten Mexican food, and probably know some Mexican children. We believed that from this small beginning, we could lead the children into a broader understanding of the Mexican culture and a deeper appreciation of their contributions to civilization.

With these thoughts in mind, we outlined the material needed to carry out the unit; then we divided the work among the three members of the committee for the consummation of our project.

Committee:

ESTHER B. CAMPBELL,

LELA WORMINGTON,

MILO HEILMAN.

Introduction

Mexico was the first part of North America to be conquered by the Spaniards. The conquest began in 1519, when a daring Spanish adventurer named Cortes landed on the east coast with a band of about 700 soldiers. There Cortes learned that there were Indians living farther inland whose king, Montezuma, had great quantities of gold and silver. Gold and silver were what the Spaniards wanted, and Cortes and his men headed for the interior. Marching over hot, steamy plains and then climbing steep slopes covered with thick forests, they reached the high mountain pass. From there they looked down on a large city surrounded by carefully cultivated fields of maize, or Indian corn. It was Montezuma's capital city—of a tribe of Indians known as the Aztecs.

The Aztecs had a well-trained army and they fought the Spaniards bravely, but they were defeated. Their capital city was captured and thousands of them were forced to work for the Spaniards.

In time the Spaniards conquered the other Indians of Mexico and the whole region became a part of the Spanish empire in America.¹

Spain ruled for the next 300 years until September 16, 1810. This is now celebrated as Independence Day, when the Mexicans first revolted. They continued the struggle and finally won independence in 1821 by the treaty of Cordoba.²

Mexico has a population of about 20,000,000 and an area of 160,290 square miles. Two mountain chains traverse the country, forming between them a number of valleys and plateaus. The plateau of Anahuac, on which the capital is situated, is the most important.³

The country is shaped like a huge cornucopia, or horn of plenty, and many valuable gifts pour forth from this horn.

It is nearly three times as large as our largest state, Texas, or about one-fourth of the size of the United States.⁴

In Mexico they found millions of Indians, far more than living in the United States. The Indians had their own ideas and ways of living.

Many Spanish men married Indian girls. These people of mixed race we call mestizos.

Travelers from the United States are pleased to find a country next door which is so different in many ways but also which is like the United States in many ways.

Initiation of the Unit

This is the first day of school. As the children entered the building, Jimmy noticed one boy with straight, black hair, and a complexion like an Indian. He wore a broad-brimmed sombrero, like a cowboy's.

"Buenos días, amigo," he greeted Jim in Spanish. "My name is Francisco Sanchez, but my friends call me Pancho. Pancho is a nickname for Francisco. I hope you will call me Pancho."

"Are you an American? In which state of the United States do you live?" asked Jim.

"I do not live in any of your states," replied Pancho. "I am here visiting, but I am an American, for my home is on a farm

1. W. W. Atwood and H. G. Thomas, *The American Nations* (Boston: Ginn and Co., 1950), p. 271.

2. John Kuran, *Almanac 1953* (New York: Macmillan and Co., 1950), p. 271.

3. C. S. Hammond, *Hammond's World Atlas* (New York: C. S. Hammond and Co., 1951), p. 270.

4. DeForest Stull, R. W. Hatch, *Journeys Through the Americas*, (New York: Allyn and Bacon, 1943), p. 278.

in Mexico. As you know my country, Mexico, lies just south of the United States. Like your home, my home is on the continent of North America. So, of course, I am an American."

By this time the boys had reached the door to the sixth grade room. Miss Brown had overheard the conversation and decided to capitalize on it. So began an interesting unit of study on Mexico.

Objectives

- I. To accentuate the fact that all peoples of the Americas are AMERICANS.
- II. To understand the importance of the size and location of Mexico.
- III. To develop an appreciation for the cultural background of Mexico
 - A. In art.
 - B. In literature.
 - C. In music.
- IV. To improve upon our good neighbor policy through interrelation in the classroom.
- V. To develop an understanding of how nations are interdependent upon each other.
- VI. To develop various skills
 - A. In locating and organizing materials.
 - B. In evaluating information.
 - C. In sharing information.
- VII. To understand the problems Mexico faces today.

Procedure

- I. Approach
 - A. Display flag, money, pictures, and books.
 - B. Show a film on Mexican life. "People of Mexico."
 - C. Have class discussion of what is known about Mexico.
 - D. Give a pre-test on Mexico.
- II. Teacher-Pupil Planning
 - A. Lead pupils to discuss what things they need to find out about Mexico.
 - B. List questions or problems given by them on the board.
 - C. Discuss how and where they can obtain this information
 - D. Organize the class into committees and help each committee to outline the committee's work.

III. Committee Work

- A. Size, location, comparison of Mexico with Kansas and United States, population, and topography.
- B. Historical background, government political divisions, monetary units, international relations.
- C. Races, homes, language, and religion.
- D. Educational system and terminology.
- E. Agriculture and natural resources.
- F. Industries and occupations.
- G. Trade with the United States and other countries.

IV. Integrated Activities

A. *Reading*

1. Read silently to get information.
2. Read stories for appreciation.
3. Read aloud some stories or poems.
4. Read original stories.
5. Read any current news available.

B. *English*

1. Write stories about Mexican life.
2. Report information obtained.
3. Discuss informally with the group.
4. Create poems on Mexican life.
5. Make use of indices and tables of content.

C. *Spelling and Vocabulary*

1. Learn to recognize and pronounce the words below.
2. Learn to spell the commonly used words.

VOCABULARY LIST

peso	avocado	hacienda	senor
centavo	amigo	adobe	senora
burro	amiga	macheta	senorita
peon	si	mestizos	siesta
tamale	gracias	huaraches	tortilla
sombrero	manana		

SPELLING LIST

export	churches	import	customs
irrigation	highway	oasis	temperature
coffee	culture	civilization	volcano
pottery	Pan-American	festivals	neighbor
Mexico	blanket	foreign	manufacturing
exhibit	Spanish		

D. *Writing*

1. Write notes for reports.
2. Write outlines for reports.
3. Write lists of words to spell.
4. Copy all creative work for a booklet.
5. Write letters for additional material.

E. *Arithmetic*

1. Compute the number of pesos in a dollar; the centavos.
2. Compare area and population of Mexico.
3. Compare the size of Mexico City with that of Washington, D. C.
4. Make graphs showing the output of silver and other minerals.
5. Compute the time and cost of an airplane trip to Mexico.

F. *Art*

1. Make gourd castinets.
2. Make a Mexican village of papier mache.
3. Draw pictures for slides.
4. Make a Mexican figure of clay.
5. Make slides.
6. Collect or make Mexican pottery.
7. Make a large mural of Mexican life.
8. Make Mexican finger puppets.

G. *Music*

1. Listen to Mexican music.
2. Sing songs from suggested list.
3. Work out rhythms.

V. The culminating activities

- A. Bring in local people who have visited Mexico.
- B. Exhibit all collected or created work.
- C. Have a Mexican party
 1. Invitation committee
 2. Costume committee
 3. Refreshment committee
 4. Game committee

VI. Evaluation

- A. Daily evaluation
 1. Check on progress of the day on all committees.
 2. Plan for the following day.
 3. Determine the completeness of material.

B. Final evaluation

1. Do children understand that:
 - a. Mexican children are Americans.
 - b. The size and location of Mexico is important.
 - c. Cultural background affects the art, literature, and music of these people today.
 - d. We must maintain a good neighbor policy.
2. Have children grown in ability to:
 - a. Use new words and tables of contents of books.
 - b. Make worthwhile reports and write letters.
 - c. Find answers to questions without teacher aid.
 - d. Learn through dramatization, work with other children in groups.
4. Have children developed:
 - a. An appreciation for ancient civilization.
 - b. An understanding and respect for people who live differently from themselves.
 - c. An interest that carries over into other outside reading.
4. Give class a written check such as these:
 - a. True-false.
 - b. Word completion.
 - c. Multiple choice.

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General information describing the early history, types of people, climate, contrasts of land, products, and their connections with the United States. Sixteen pictures of interest to the children, including a map of chief airways.

Goetz, Delia, *Neighbors to the South*. (New York: Brace and Co., 1941.)

Describes twelve countries of Central and South America, and in addition has a chapter each on products, transportation, education, cultural relations, Pan Americanism, and Latin American heroes. Used for general references and supplementary reading.

Hogner, Mrs. D. Childs, *Children of Mexico*. (Boston: Heath, 1942.)

A book of general information of Mexico. It describes the costumes, foods, plants, and homes of children in the mountains, plateaus, and cities of Mexico. Also picture dictionary of toys, crafts, and animals. Very interesting and can be read and understood by children on the third grade level.

Richards, Irmagarde, and others, *Children of Mexico: Their Land And Its Story*. (San Francisco: Harr Wagner Publishing Co., 1935), 323 p., illus.

A general, simply written book on Mexico. The first twelve chapters give a brief survey of life among the Aztecs before the coming of the Spaniards, and a brief chapter each on the national hero, a fiesta, school, Christmas, and places of interest in and around Mexico City. The index indicates the pronunciation of Spanish and Indian words.

HOME, SCHOOL, AND COMMUNITY LIFE

Coatsworth, Elizabeth, *Tonio and the Stranger*. (New York: Grosset and Dunlap, Inc., 1941.) 69 p., illus.

This is an adventure of a shepherd boy and his little sister when they helped a man escape from robbers and the unexpected treasure he brings to the little sister make a charming story told with understanding and sympathy. It has a Mexican setting.

Lee, Milicent Humanson, *Pablo and Petra: A Boy and Girl of Mexico*, (New York: Thomas Y. Crowell Co., 1934), p. 150.

Good information on the daily life and customs of Mexico. The descriptions of making tortillas as well as the description of village huts could be used in an Indian village unit. Excellent material on markets and the fiesta of corn.

Purnell, Idella, and Weatherwax, John, *The Talking Bird: An Aztec Story Book*, (New York: Macmillan Co., 1930), 195 p., illus.

A fairy tale and legend of the Aztecs which Paco's grandfather told him. Each story is prefaced by an incident of modern life in Mexico. These include descriptions of market days, a fiesta, a Christmas celebration, a picnic, and Independence Day.

Tarshis, Elizabeth Kent, *The Village That Learned To Read*, (Boston: Houghton, Mifflin Co., 1940), 158 p., illus.

A delightful, well-written story which includes a fiesta in the village and many amusing incidents centering on the devices the children use to get Pedro to take an interest in school.

ARTS AND HANDICRAFTS

Purnell, Idella, *Pedro the Potter*, (New York: 1933), p. 144, illus.

Story of life in a Mexican potter's family. Pedro heads the family when his father is unjustly accused of a crime and is forced to hide in a ravine. Pedro finally goes to the city to assist a mural painter and himself paints a mural. Used in connection with arts and crafts.

Weil, Ann, *The Silver Fawn*, (Indianapolis: Bobbs-Merrill Co., 1939), p. 288, illus.

The story of a little Mexican boy who contributes his own little silver fawn to the success of the silver shop which his American friend opens told with charm and understanding. There is good detailed information on the everyday life and customs. This book could be used as a basis for a unit on Mexico with emphasis on handicraft, art, and customs.

FOOD, PLANTS, AND MINERALS

Everal, Irmengarde, *Spice On The Wind*, (New York: Holiday House, 1940), p. 56, illus.

A simple, well-written account of places where spices grow.

Lanks, Herbert C., *Nancy Goes To Mexico*, (Philadelphia: David McKay Co., 1939), p. 39, illus.

A story of Mexico told in the language of a child with brief material on the maguery.

Slow Reader Bibliography

Bannon, L. M., *Watchdog*, (Whitman: 1948), p. 40.

Two little Mexican boys seek the ancient tree-lizard that lives in a deep pool in the green forest. Grades 2 and 3.

Bannon, L. M., *Manuela's Birthday in Old Mexico*, (Whitman, 1939), p. 46.

Manuela, a little Mexican girl, had plenty of dark-complexioned dolls, but she wished for a blue-eyed doll. Her wish came true on her fifth birthday. Grades 2 and 3.

Brenner, Anita, *Boy Who Could Do Anything and Other Mexican Folk Tales*, (Scott, 1947).

Twenty-four simply told stories from Mexico which reflect the good humor of the people. Grades 1 to 3.

Crist, Eda, and Richard, *Chico*, (Westminster Press, 1951).

The story of a little Mexican boy who finds that ancient "rain gods" are worthless and that only one God can make it rain. May be used by Protestant, Catholic, and Jew alike. Grades 1 to 4.

Felton, Meighen, Pratt, *Today and Tomorrow*, (Winston, 1948), "Mexico, Our Southern Neighbor," p. 139, 149, 155, 164, 177, 182. Grades 1 to 3.

Periodicals

A letter from Mexico, Jr. Red Cross News, February 1941, p. 167, illus.

A description of the Jarabe Tapatio (Ha-rah-be Ta-pa-tee-o), the Mexican national dance. Children can practice what they learn about the steps and plan costumes from the illustrations and descriptions.

Larsen, Helga, *The Mexican Flying Pole Dance*, National Geographic, March 1937, p. 387-400.

This dance is the age-old rites which survived from the remote Indian villages of Mexico. It is the strange "Sky Dance" of the "flying pole." The flyers wear bright red costumes and two red bandannas crossed at the back to give effects of wings.

II. For the Teacher

GENERAL REFERENCE

Aikman, Duncan, *The All-American Front*, (New York: Doubleday, Doran, and Co., 1940), 334 p.

Discusses development of Latin America and how and why it is different from development in North America. Gives frank appraisal of economic, political, social, and cultural life; contains a good discussion of democracy and the future of hemisphere solidarity.

Compton's Pictured Encyclopedia and Facts-Index, (Chicago: F. E. Compton and Co., 1941).

In each of the volumes of this new edition there is detailed material pertaining to Latin America. There is general information.

Fernandez, Justino, *The Mexican Pavilion at the New York World's Fair*, (Bull. Pan American Union, October 1940), 714-718 p., illus.

Photograph showing dolls of the following types: Puebla Indian women, and a Huichol couple.

Jimenez, Guellernio, *The Dance in Mexico*, (Bull. Pan American Union, June 1941), 317-324 p., illus.

Three photographs of dance costumes.

Latin American Costumes. *Folk Dances of Spanish America*, (Bull. Pan American Union, November 1939), 652-658 p.

Illustrations of Mexican Dance Costumes. Aztec Ambassadors, Nat. Hist. September, 1940, 112 p. Reproduction of a drawing.

McClough, John I. B., *Challenge to the Americas*, (New York: Headline Book Series. Foreign Policy Assn., 1940), 64 p.

Begins with 1940 Havana Conference of American Foreign Ministers, summarizes briefly early Pan-Americanism, the beginning of the Good Neighbor Policy. Maps and charts show European possessions in Western Hemisphere, naval and air bases, and Latin America's major exports.

Merida, Carlos, *Mexican Costumes*, (The Pocahontas Press, 12 Scott St., Chicago), \$18.00.

Rauschenbush, Joan, *Look at Latin America*, (New York: Headline Book Series. Foreign Policy Assn. 1940), 64 p.

A handy brief reference book on Latin America which gives in condensed form a great deal of information on the people, land and climate, products, riches, route of the Pan-American highway, railroads and airways, naval, air, and military bases shown on maps.

III. Films and Filmstrips

"Mexican Children," 11 minutes, \$1.25, University of Illinois.

The home life of the Mexican child with an idea of the cultural pattern of modern Mexico.

"Mexican Murals," University of Indiana, 10 minutes, \$1.75.

Presents views of Mexico, with evidence of ancient culture of the Aztecs.

"Mexican Pottery," color, 10 minutes, \$3.00.

Locates the Mexican pottery making area and shows women working.

"People of Mexico," 11 minutes, sound, K. S. T. C.

Describes origin of Mexican people, the influence of Spanish and Aztec people, the home life on plantation and fiesta ceremony.

Erpi Classroom Films, Inc., 35-11 Thirty-fifth Avenue, Long Island City, N. Y., deals exclusively with educational films. They also sell to film libraries which may be rented. Available is 11 minute, sound, 16 mm. film: "Land of Mexico," and "People of Mexico."

Joplin Film Library, 8th & Pearl, Joplin, Missouri (sound):

"Land of Mexico" (Britannica)

"People of Mexico" (Britannica)

"Mexican Children" (Britannica)

Joplin Film Library, 8th & Pearl, Joplin, Missouri. Film strip "Land of Mexico," "Mexico." (20 copies.)

Maps, homes, trade industry, street scenes, mining, cattle, government buildings.

IV. Museums

Museums that have Latin American collections:

William Rockhill Nelson Gallery of Art, Kansas City, Missouri.

City Art Museum, St. Louis, Missouri.

Springfield Art Museum, Springfield, Missouri.

Simpson, Lesley B., *Many Mexicos*, (New York: G. P. Putnam's Sons, 1941), 336 p.

A good general book on Mexico in which the author humanizes its history and highlights the men, events, and institutions of the past which have left their traces on the modern scene. There is also good material on many of Mexico's great figures—Cortes, Mendoza, Velasco, Hidalgo, Juarez and many others as well as a good chapter on education and letters. The author has given a balanced picture of many of the country's problems.

PERIODICALS

Miller, Max, *The Women of Tehuantepec* (Mexican Life, October, 1938), 16016 p.

Tehuana costume is described in the article and pictured in a water color.

Modern Progress and Age-Old Glamour in Mexico, (National Geographic, December, 1934, p. 741-756.

Series of views, including two photographs of children in fiesta costume, two "chinas" and two "charros."

Traditional Mexican Dances (Teatre Arts Monthly, August, 1938), p. 741-756. Illustrated with six photographs.

AIDS FOR THE TEACHER

I. Sources of Audio-Visual Teaching Aids

American Council of Ed., Motion Picture Project, 744 Jackson Place, Washington, D. C. Write for bulletin entitled "The Other Americas Through Films and Records."

The American School of the Air broadcasts are a supplementary aid to classroom teaching. A Teacher's Manual is free to all teachers who use the program. Address communications to the Department of Education, The Columbia Broadcasting System, Inc., 485 Madison Avenue, New York City.

Eastman Classroom Films, Eastman Kodak Co., Rochester, N. Y., sells prints to educational institutions from which they may be rented. Available in silent 15 min., 16 mm. film, "Mexico."

Free and Inexpensive Material

General Material

Herring, Herbert, "Mexico, The Making of a Nation," Foreign Policy Assn., 22 East 38th St., New York City 16, Price 35¢.

"Mexico" Pan American Union 1945

A pamphlet of information

Washington 6, D. C., Free.

Mexican Art

Series of postcards of Modern Mexican Painters and a set of six postcards of Mexican Colonial Art, Museum of Modern Art, New York City. Price 15¢.

Mexican Music

"Mexican Folk Songs," Kjos Co., 1948

14 West Lake Street, Chicago, Illinois. Price 60¢.

"Mexican Music," Herbert Weinstock

Museum of Modern Arts, New York City. Price 25¢.

ALASKA, A TREASURE CHEST

INTRODUCTION

Nature has divided the world roughly into geographic regions or large areas in which living conditions are much the same. Many of the people living in them are engaged in similar ways of earning a living. To understand the human-use regions of the world and their peoples is one of our objectives.

Since the bombing of our naval bases at Dutch Harbor and the seizure of part of the Aleutians by the Japanese not long after the attack on Pearl Harbor, the attention of America has been drawn to Alaska to a greater degree than at any time since the days of the gold rush. In 1946 the visit of Secretary of Interior Krug to Alaska, and his suggestion that it become a state of the United States, once more highlighted its importance to us.—THELMA E. MURRAY.

PROBLEM

In what ways has Alaska proven a treasure chest on the top of the world?

In 1867, through the efforts of William H. Seward, then Secretary of State, the United States purchased Alaska from Russia for \$7,200,000. The new land was believed to be of little value and Americans laughed at Seward and called it "Seward's Folly"—"Polaria"—"Walrusia." Others asked why the United States wanted to buy an "Ice Box."

History shows over and over that Alaska is not an "Ice Box" but a "Treasure Chest on Top of the World."

General Objectives

1. The study of man's economic, social, and political responses to his environment.
2. Appreciation of problems, achievements and future possibilities of all peoples.
3. Understand the value and need for conservation of resources.
4. Study and understand geographical terms as needed.
5. To learn how to work together in a small classroom group as a base for working together for international understanding.

Specific Objectives

1. To learn about the development of Alaska.
2. To develop a better understanding of Alaska's problems.
3. To appreciate Alaska's contributions to America and the world.
 - a. Economic importance to the United States.
 - b. Strategic importance to the United States.
4. To realize the values in Alaska's geographical location.
5. To know our neighbor—the prospective new state.
6. To understand and value the need for conservation of resources.
7. To learn use of skills, tools, and facts in developing the study of Alaska.

Approach

1. Movies children have seen.
2. Information our armed service friends have brought us.
3. Current events brought by children gained from radio, newspapers, television, and magazines.
4. Interest in pictures of that region.
5. Suitable books, carvings, pictures, maps, and globes on display.
6. Approach through maps, pictures, folders from railroads, airplane services, and steamship officers.
7. Read aloud chapters from *Road to Alaska* by Douglas Coe (Messner). A splendid account of the building of an Alaskan highway.

Teacher-Pupil Planning

1. Teacher and pupil suggest problems and questions about which they think need information.
2. They decide how to get this information:
 - a. By division into committees.
 - b. Formation of a set of questions or an outline as a guide for this committee.
3. How to get this information:
 - a. Research
 - (1) Asking
 - (2) By reading
 - (3) Through pictures
 - b. Through Activities
 - (1) Maps
 - (2) Art
 - (3) Music

4. How to share with others:
 - a. Conversation
 - b. Reporting
 - c. Dramatization

Study Material of Alaska

1. Position of Alaska
 - a. Location
 - b. Climate
 - c. Area
2. Alaska's Discovery
 - a. Original people
 - b. Vitus Bering
 - c. Purchased by United States
 - d. Alaska, a territory
3. People of Alaska
 - a. Kind
 - b. Education
 - c. Religions
4. Industry
 - a. Fishing
 - b. Forestry
 - c. Mining
 - d. Sea and land hunting
 - e. Fur trading and trapping
5. Travel and Transportation
 - a. Dogsled
 - b. Boat—Kayak
 - c. Small steamers
 - d. Railroad and truck
 - e. Air travel
 - f. Alaskan Highway
6. Government
 - a. Territory 1912
 - b. Governor appointed
 - c. Two-house legislature
 - d. Territorial delegate to United States House of Representatives
 - e. United States Department of Interior
 - f. Question before Congress—Statehood for Alaska
7. Strategic Importance
 - a. Location

- b. Bases
- c. Natural Resources
- d. Air route across the Arctic

Activities

1. Physical Features
 - a. Making maps showing the comparative size of Alaska, the United States, and your own state.
 - b. Surface—Mountains, glaciers, rivers, oceans.
 - c. Climate—Compare temperatures with countries and cities in same latitude and longitude. Kinds of vegetation, animals, etc.
 - d. Coastline as to favorable conditions economically.
2. People
 - a. Constructing models of various types of Alaskan homes.
 - b. Dress a doll in costume of Alaska.
 - c. Make a map showing largest cities, chief reason for importance, and industries.
 - d. Study and display Alaskan art, totem poles, ivory products, baskets and boat making.
 - e. Explain climatic conditions, growth of different regions.
 - f. Study life of Eskimos, their education and religion.
3. History and Government
 - a. Draw an Alaskan flag as sketched by a thirteen-year-old Eskimo.
 - b. Learn how Alaska is governed.
 - c. Report on current events on Alaska as a state.
4. Industry
 - a. Mining—Maps showing where the important minerals are located. Collect minerals for display.
 - b. Fishing—Read the life history of salmon. Show pictures "Alaska's Silver Millions"—see Bibliography. Make maps show mining products. Write for Alaskan newspapers.
 - c. Farming—Matanuska Valley, its products, a product map.
 - d. Tourist Trade—The many attractions set up and maintained for tourist—shops, guides, displays, and books.
 - e. Reindeer Industry—Discuss how they were introduced into Alaska.
5. Travel and Transportation
 - a. Direct and route a trip from Kansas, the middle west, to Alaska by air, rail, and water.
 - b. Trace the route of the Alaskan Highway.

6. Strategic Importance Activity
 - a. Locate bases on map (known).
 - b. Trace the conservation laws for resources.
 - c. Note the amount paid for Alaska and amount of returns in salmon fishing.

Correlation With Other Subjects

1. Reading
 - a. Stories—"Alaska-Five Hours Away," "Holiday House," Lands and People Series Machentanz, "Rick of High Ridge."
 - b. Reading information from geography, encyclopedia, history and for special material.
2. Language Arts
 - a. Read and write stories, events and happenings in Alaska for proper usage in sentences and story writing.
 - b. Writing and reporting information about Alaska to share with classmates.
 - c. Poems written about the Alaskan territory. Creative poems of the children.
3. Art
 - a. Hand work on murals, frieze and paintings of life in the cold region.
 - b. Molding objects of the cold region.
 - c. Model dolls in Eskimo costumes.
 - d. Construct scenes of the North on sand table.
4. Music
 - a. Songs of Alaska, the people.
 - b. Creative activity with the Alaskan life.
5. Arithmetic
 - a. Measurements, comparison problems of weight, length and time.
 - b. International date line.
 - c. Income from products sold, products traded.
6. Spelling and Vocabulary
 - a. Aurora Borealis
 - b. igloo
 - c. ivory
 - d. blubber
 - e. island
 - f. reindeer
 - g. walrus
 - h. rookery
 - i. Yukon
 - j. Alaska
 - k. Vitus Bering
 - l. Anchorage
 - m. Fairbanks
 - n. Juneau
 - o. Seattle
 - p. Mt. McKinley
 - q. Other words necessary for use in written work.
 - r. Learn pronunciation of words needed to discuss this region.

Evaluation

As a result of this study did the children learn:

- a. That Alaska is not the frigid and desolate region it is thought to be.
- b. Of Alaska and its economic importance to the United States.
- c. Of the vast resources.
- d. Of Alaska as strategic region of defense.
- e. The use of the map and globe.
- f. About the products, minerals, and industries of the "Treasure Chest on Top of the World."
- g. To work better in a group, learn interdependence and co-operation.
- h. Increase abilities in using skills and reading for information.
- i. To appreciate peoples of other regions.

Test on Alaska

True or False

1. Most of Alaska is in the North Frigid Zone.
2. Alaska became a possession of the United States by conquest.
3. The northern part of Alaska is a tundra region.
4. At the time Alaska was made a territory of the United States most people believed the purchase a waste of money.
5. In Alaska the growing season is long.
6. The United States obtained Alaska from the British Empire in 1867.
7. Mt. McKinley is not only the highest peak in Alaska but also in North America.
8. The walrus is the most important animal to the Eskimo of Alaska because it furnishes him food, clothing and shelter.
9. The Yukon River is the most important artery of transportation to the interior of Alaska.

Test Answers

- | | |
|--------------|-------------|
| 1. temperate | 6. Russia |
| 2. purchased | 7. McKinley |
| 3. true | 8. Reindeer |
| 4. true | 9. summer |
| 5. short | |

Children's Bibliography

Books:

Machentanz; *Panuch Eskimo Sled Dog on Arctic Ice*, Barney Hits the Trail; New York 17, New York; Charles Scribner's and Sons.

- Neil, James; *White Reindeer*; New York 17, New York; Charles Scribner's and Sons.
- O'Neill, Hester; *The Picture Story of Alaska*; New York 17, New York; David McKay Co., Inc.; 1951.
- Pinkerton, Katherine Sutherland; *Hidden Harbor*; Chicago; Harcourt; 1951.
- Smith, J. Russell, Sorenson, Frank E.; *Neighbors in the United States and Canada*; Chicago; The John C. Winston Co.; pp. 11-19; 1951.
- Stefansson, Vilhjalmur; *My Life With the Eskimos*; New York 11, New York; The MacMillan Company.

Teacher Bibliography

Books:

- Darling, Esther; *Baldy Nome*; New York 22, New York; Alfred A. Knopf, Inc.; 1947.
- Hayes, Florence; *The Eskimo Hunter*; Boston; Little Brown Company.
- Lambert, Clara; *The Story of Alaska*; New York 16, New York; Harper and Brothers; 1940.
- Williamson, Thames; *Far North Country*; New York; Duel, Sloan and Pearce; 1944.

Magazines:

- Karey, Ruth; *Instructor* (January 1947) No. 203; "Present Day Alaska."
- Zwicher, Alma; *Grade Teacher* (January 1945) "Eskimo Life." *American Magazine*; "They're Living on Top of the World," pp. 54-55; Vol. 157; April, 1954.

Films:

- Alaska's Silver Millions—(1936 6mm. sound, 4 reels) Running time: 35 minutes. (A story of salmon fishing and life cycle) American Can Company.
- Alaska and the Yukon—16mm, 1 reel. Canadian Pacific Railroad Company. (Free).
- Klondike Holiday—16mm sound, 2 reels.
- Wild Life of the Aleutian Islands—206-16mm, silent, 1 reel.

Motion Pictures:

- Adventures in Alaska—30mm sound, color.
- Alaska—11mm sound, E. B. F. sale or rental.
- Alaska and the Yukon—11mm sound (Summer cruise from Van Couver by inside passage).

ON TOP OF THE WORLD

The Arctic area may be relatively unimportant in the world economy, but the mode of living there can be used to show how man adapts himself to his environment. Its strategic position in relation to our national defense makes it of growing importance to us.

Through the study of the globe we gain adequate concepts of the size and shape of the earth, location of areas of land and water, and the strip development of this geographic region.

The purpose of this unit is to create a better understanding and appreciation of the relationship of food, clothing, shelter, means of travel, and simple types of work where a few natural facts, such as marked aridity or extreme cold, are outstanding and where much of what people do is explained by such striking facts.—BLESSING GOWING, NEVA ALLEN.

I. GENERAL OBJECTIVES

- A. To learn to appreciate the problems of living in lands of extreme climatic conditions.
- B. To develop a better understanding of the effect on life of many months of continuous darkness and many months of continuous daylight, short cool summers, long cold winters, and no trees.
- C. To study the geographical factors, such as the north pole, magnetic pole, Alaska, Greenland, Russia, Iceland, and Canada.
- D. To develop the knowledge that air travel and transportation can build a closer international relationship and a better understanding between people.
- E. To help the child understand the cultural life of people in the Arctic region.
- F. To create international understanding.

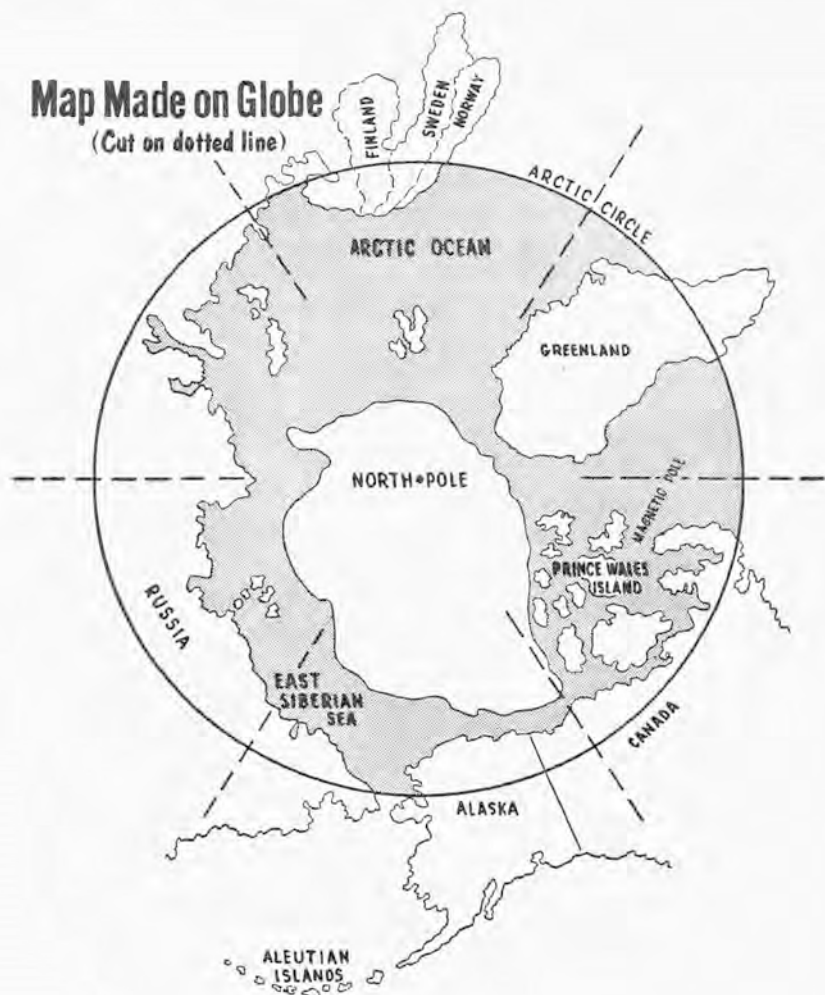
II. SPECIFIC OBJECTIVES

- A. Knowledges and skills.
 1. To recognize the fact that the Arctic region is not self-supporting, due to climatic conditions.
 2. To develop an understanding of the magnetic pole (Prince of Wales Island), and the true north pole.
 3. To give to the child an understanding and appreciation of the Arctic ways of life.
 4. To develop a true understanding of the word "north."



Map Made on Globe

(Cut on dotted line)



5. To teach the beginning knowledge of map reading.
6. To present the fact that the way of life is determined by climate.
7. To develop an understanding of the Arctic as a land strip of the world.

B. Habits and attitudes.

1. To develop an appreciation for the Arctic people and their problems.
2. To share ideas and materials with others.
3. To stimulate an interest in reading for information about the Arctic region.

III. APPROACH

- A. Teacher read "The Return of Silver Chief" by Jack O'Brian and "The Arctic Barrens" by Lincoln Barnett, to the class to arouse interest in the Arctic region.
- B. Movies, filmstrips, and slides on the Arctic region were shown.
- C. Pictures of the Arctic region were placed on bulletin boards.
- D. A guest speaker who has been in the far north was invited to visit the class and gave the children first hand information.
- E. Exhibits of materials about the Arctic region were displayed.
- F. Map study.
 1. Children studied an air map, Arctic region map, a world map, and a strip or area map.
- G. Through the reading of stories, library books, encyclopedias, and newspapers they noted the following things about the Arctic region:
 1. Due to the extremely cold weather crops do not grow there.
 2. Eskimos use principally the riches of the Arctic Sea for their food.
 3. Eskimos make their homes of stone, sod, seal skins or snow blocks.
 4. Families that live in the far north make most of their necessary articles.
 5. Dogs and seals are very important to the Eskimo.
 6. The airplane is quite important to this region as it helps boats get through ice, and it brings food and supplies to people that live in the Arctic region.

7. Air bases, meteorological stations and military installations have been built on the Arctic fringe because of the closeness of the Soviet Union to the Democracies of the West.

IV. Development of the Unit.

A. Teacher—pupil planning.

1. Find out information children already have. (List on the chalk board.)
2. Let children help list what they need to know.
3. Discuss ways of finding out what they want to know.
4. Work individually or in group committees.
 - a. Suggestive committees and activities for their use.
 1. Map and physical features—map drawings.
 2. Climate—paint individual Arctic pictures, such as snow, icebergs and Northern Lights.
 3. Homes—build an igloo.
 4. Food and clothing—build an Arctic diorama showing native dress and food.
 5. Work—build a kayak.
 6. Travel—make a sledge.
 7. Animals—model papier mache and clay animals.
 8. Recreation—play Arctic games.¹

V. Study Outline—Arctic Shore Eskimos.

A. Map and globe location.

1. Land—Greenland, Russia, Alaska, Iceland, and Canada.
2. Water—Arctic Ocean, Antarctic Ocean and Bering Strait.
3. Other locations—north pole, magnetic pole, meridian, parallels, altitude and longitude.
4. Air maps
5. Strip or area development map.

B. Size

1. Area
2. Population

C. Homes

1. Igloo
2. Tents

1. See additional activities under number VIII in this unit.

D. Climate

1. Winter—time for vacationing
2. Summer—time for storing food
3. Seasons
4. Midnight sun

E. Work

1. Preparation for winter
 - a. Repairing houses
 - b. Making new clothes
 - c. Storing food
2. Fishing
 - a. Seal and walrus hunting
 - b. Boats
 1. Kayak
 2. Umiak
3. Occupation of family.
 - a. Father—hunts-fishes
 - b. Mother—makes clothes and tents
 - c. Children
 1. Boys—training dog teams
 2. Girls—learn to sew.

F. Food

1. Seal—blubber
2. Walrus
3. Fish
4. Birds
5. Bird eggs

G. Travel

1. Dog teams
 - a. Winter travel
 - b. Help master with hunting
2. Umiak—kayak
3. Snow shoes

H. Airplanes

1. Guide ships through the Arctic Ocean
2. Carry mail and merchandise
3. Make possible more exploration
4. Shorter route to Europe and Asia
5. Help protect the polar frontier against Russia

I. Animals

1. Seal
2. Walrus

3. Fox
4. Wolf
5. Polar bear
6. Arctic hare

J. Festival

1. Welcoming the sun

K. Games

1. Hide—and seek
2. Tag
3. Coasting

L. Literature

1. Folklore

M. Music

1. Sealskin drums
2. Rhythm work

VI. Correlating with other subjects

A. Reading

1. Read for information for written and oral reports.
2. Read directions and be able to follow them.
3. Use the table of contents and the index.
4. Develop skill in the use of the dictionary and the encyclopedia.
5. Read for appreciation.
6. Read orally.

B. Vocabulary—Spelling.

1. Make a list of new words.
North pole, south pole, magnetic pole, longitude, latitude, meridian, parallel, blubber, sinew, fish, seal, walrus, island, ocean, strait, Alcan highway, Arctic circle, Aleutian, Eskimo, aurora borealis, northern lights, Leif Ericson, Iceland, Greenland, Labrador, umiak, kayak, harpoon, huskies, parka, continent, igloo, sledge, soapstone, sealskin and sod.
2. Use a dictionary for pronunciation of words and their meanings.

C. English

Oral English

1. Oral reports on different things such as climate of the Arctic region, Eskimos and their ways of living.
2. Discussions such as
 - a. Class

- b. Panel
- c. Following a movie
- 3. Sharing period on things learned about the Arctic region.
- 4. Dramatization of plays
- Written English
- 1. Learn to outline material
- 2. Write reports
- 3. Use new words and expressions.
- 4. Make booklets
- 5. Write vocabulary word lists in booklets.
- 6. Write stories, plays and poems.
- 7. Write invitations.
- D. Arithmetic
- 1. Problems in distance on land travel and air travel.
- 2. One and two step problems on the cost and the operating of airplanes.
- 3. Different kinds of money and their value.
- 4. Read and write large numbers, such as the distance between two places.
- 5. Skills and drills reviewed.
- E. Geography
- 1. Elevation of land, flow of rivers, location of places and air routes by the use of maps and a globe.
- 2. Comparisons of the similarities and differences of the Arctic region with our own country.
- F. History
- 1. Study the Arctic explorations of these men.
 - a. Leif Ericson
 - 2. Vilhjelmur Stefansson
 - c. Admiral Byrd
 - d. Robert E. Peary
- G. Science
- 1. A study could be developed on climate, weather charts, maps, compass, radio, radar, altimeters and other instruments used in flying.
- 2. A study of Arctic minerals, plants and animals could be made.
- H. Literature
- 1. Story books suited to the unit
 - a. *Our Little Friends of Eskimos* by F. Carpenter.
 - b. *The Eskimo Twins* by L. F. Perkins.

2. Poems

a. *The Poetry Book* "The Bear Hunt" p. 10.b. *The Poetry Book* "Snowflakes" p. 53.

I. Music

1. *Singing Time* "Snowflakes" p. 3.2. *A Child's Book of Songs* "Fish Story" p. 67.3. *Children's Songs for Everyday* "The First Snow" p. 40.

VII. Informational Activities

1. Read stories from library and reference books about the Arctic region.

2. Collect and mount pictures about the Eskimo and the Arctic region.

3. Make a vocabulary list of words pertaining to the unit. Use this list for supplementary spelling.

4. Read to find out about the Arctic animals and their importance to the Eskimo.

5. Read to find out about the bird life of the Arctic region.

VIII. Expressional Activities

1. Suggestive individual report subject list:

a. Vacation time in the Arctic

b. Building an igloo

c. Clothing of Eskimos

d. Hunting seals in winter

e. Airplanes in Eskimo land

f. Byrd expedition

g. A day with a dog team

h. Whaling in the Arctic

i. How to build a kayak or a umiak

j. Amusements of the Arctic people

2. Write invitations to parents inviting them to see the work done on the Arctic region.

3. Dramatize story "A Trip to the North Pole."

4. Write stories and poems about the Arctic region.

5. Make a picture scrapbook about the Arctic region.

6. Make a movie "Around the Year in the Arctic."

7. Biography reports on Peary, Admiral Byrd and Stefansson.

8. Write an article on the Arctic region for the school paper.

9. Make a class mural on the Arctic region.

10. Display on bulletin boards current happenings from newspapers.

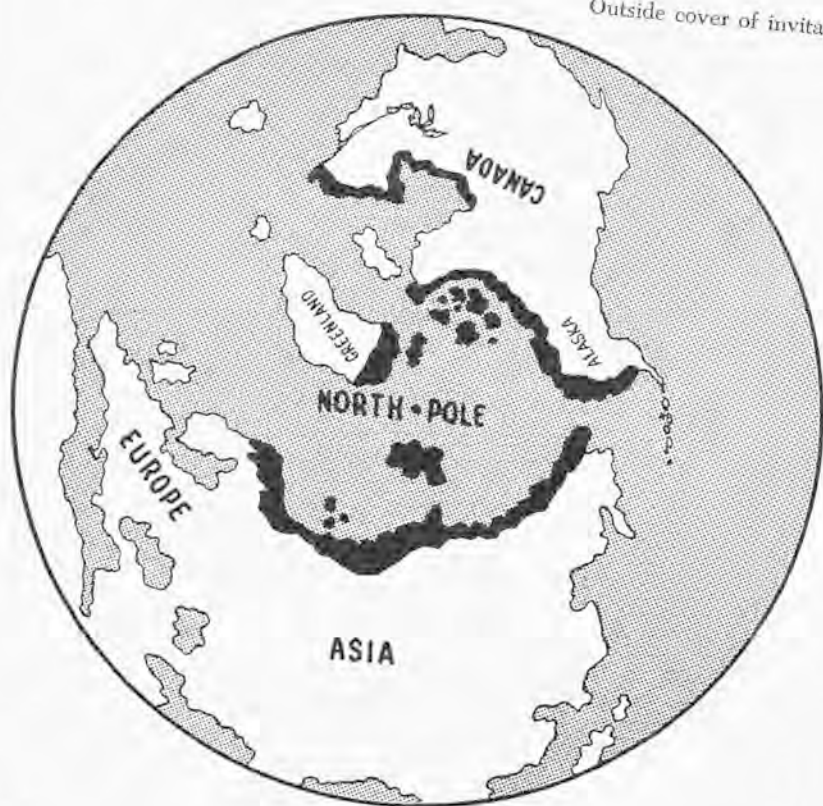
IX. Culminating Activities

1. Present a skit.
2. Invite parents to school to hear a review of what the children have learned during the study of the unit.
3. Dramatize a story "Life of the Eskimo."
4. Present a radio program over the local station.

X. Evaluation

1. Has there been a satisfactory growth in the information learned about the Arctic region?
2. Have the children shown a greater interest and appreciation for the people of the world?
3. Have the children developed a friendlier and more wholesome respect for children of the Arctic region?
4. Through the study of the Arctic region has it encouraged children to use reference books for other sources of information?
5. Did the concepts developed lead to new problems?
6. Has the class shown growth in appreciation of other people and their problems?
7. Has the unit contributed to the development of the general understanding that life in the Arctic is partly related to natural surroundings?
8. Did the unit contribute to the understanding of the interdependence of people?
9. Has the unit contributed to the idea of "strip of land" development?
10. Have the children formed true pictures of the Arctic?

Outside cover of invitation



Inside page of invitation

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"ON TOP OF THE WORLD"
(Exhibits)

Conference Room
No. 110 Russ Hall

FOURTH GRADE

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EGYPT—OUR NEIGHBOR

FOREWORD

During the workshop on "Education for International Understanding" in the summer session of 1954, we developed a unit on Egypt.

We are especially interested in this study for two reasons: First, due to a recent ruling of the U. S. Supreme Court—segregation has ended. Consequently, for the first time in the history of the United States, the classrooms of tomorrow in Missouri and similar states will become the place where all the children of all the people learn to live and work together. Second, because it is a unit of study on the fourth grade level in both our geography and history textbooks in Missouri.

—NEVA JARMIN, Carthage.

—DOROTHY WETTERLUND, Joplin.

INTRODUCTION

During the first half of the twentieth century, science has made rapid progress, and new social and political problems are confronting us. If there is to be peace throughout the world, teachers must overcome prejudices and fixed barriers on social and racial problems in children.

Interest in Africa may develop naturally from the recent discovery of a space ship in Egypt and a feeling that the Negroes of Africa are world neighbors.

The people of Egypt have a remarkable history and culture which extends back as far as recorded history can be found. By recognizing this, plus an admiration of their architectural and scientific accomplishments, we hope to develop an appreciation of our African neighbor.

People say that "Egypt is the Nile and the Nile is Egypt." This saying is a true one, for Egypt lies in the Sahara Desert, and without the Nile it would be as uninviting as the rest of that vast arid region. But because of the Nile, Egypt has within its borders the most densely populated area in all Africa.

Egypt is a very old country and the Nile Valley has been the home of civilized people for thousands of years. Today the valley has over 1200 people per square mile and it is as crowded as some of the industrial districts of Western Europe and the United States, while outside this valley the rest of Egypt is as thinly populated as the other parts of the desert.

You will see that a civilization developed in this area where simple agriculture fixed the habitations of the people to one spot and that a certain element of leisure time was present to develop the arts of civilization.¹

The Nile is the great highway of Egypt. There are some 3,600 miles of state owned and operated railroads and about 850 miles of privately owned light railroads. There are regular weekly air services between Egypt, Europe, India and South Africa. The Suez Canal, controlled by Great Britain, connects the Mediterranean and Red Seas. The length of the Suez Canal is 103 miles.²

In recent years dams have been built along the Nile. One of them, at Aswan, is the largest in the world. This dam holds back part of the water during flood times.³ It evens the flow of water during the year. In the winter and spring, water is released from the storage basin behind the dam. Thus the farmers of Egypt have water the year around.⁴

Two or three crops of cotton, grain and vegetables are grown each year due to the warm weather. The Egyptian people talk of their summer crops and their winter crops. Most of Egypt is just outside the warm belt north of the tropic of Cancer. It is in the part of the north temperature belt where the sun is high in summer and lower in winter, but not very low. For this reason the winters are cooler than the summers, but they are not cold.⁵

Egypt has only two very large cities, Cairo and Alexandria. Cairo is both the capital and the largest city and Alexandria is the chief seaport. Two other cities, Port Said and Suez stand at the ends of the Suez Canal. Cairo is a city of over a million people. Tourists visit its fine public buildings, museums, and most of all the quaint crowded part of the city.

Scattered throughout the Nile Valley are massive ruins of beautiful temples built by the Egyptians thousands of years ago. Travelers of today visit the pyramids, the tombs of the ancient Egyptian kings. Then there is the Sphinx, a giant stone statue of a creature with the body of a lion and the head of a man.

If you travel along the Nile today you will see many villages in which the peasants live. The houses are mud huts. The low roofs are of straw or palm leaves plastered with mud. The houses

1. Atwood-Thomas "Nations Oversea" (Boston: Ginn and Co., 1950) p. 288.

2. Hammond's "Complete World Atlas" (New York City: Hammond Co., 1951) p. 263.

3. G. R. Bodley, "Peoples of Other Lands" (Syracuse, N. Y.: Iroquois Pub. Co., 1947) p. 38.

4. W. R. McConnell, "Geography of Lands Overseas" (New York City: Rand McNally and Co., 1946) p. 195.

5. Atwood-Thomas, "Visits in Other Lands" (Boston: Ginn and Co., 1950) p. 119.

have but one room. Cooking is done out-of-doors over a small burnt-clay stove. Their food usually consists of vegetables, eggs, dates and little cakes of coarse bread.

The farmers keep a few sheep, goats and chickens. Donkeys, camels, and bullocks are used to carry goods and to draw water and plow the fields.

The peasants dress very simply. The men wear short cotton trousers. Over these they wear a long robe or gown. A felt cap, with sometimes a turban twisted about it, is worn on the head. The women wear long loose gowns and scarfs over their heads. The better class of Egyptians are richly dressed and the women wear veils over their faces when they appear in public.

About nine-tenths of the Egyptians are of the Mohammedan faith and worship Allah. Their churches, or mosques, are large beautiful buildings with rounded domes.⁶

Egypt has been an independent kingdom since 1922 when the British ended their control. They speak the Arab language. Education for elementary grades is obligatory.⁷

PREVIEW OR PROBABLE APPROACH

Where is the child that is not fascinated by the wings of the sky! Through beaming eyes, excitement, and enthusiasm, Johnny races over with "Miss Jones, oh, Miss Jones! Look at the sky writing—Pepsi Cola! I know what made it!" "Do you know why we can't always see the jets?" "Mary's father is a pilot of passenger planes, but when I grow up, I'm going to be a jet pilot." "When I grow up," piped another, "I'm going to travel in space ships."

The one o'clock bell brought silence over a group of excited and interested fourth graders. Return to the classroom means work, but an alert and resourceful teacher directs the work as nearly as possible along the interests of the children.

Following the 10-minute quiet and rest period, Miss Jones said, "Johnny, would you like to tell the rest of the class what we saw at noon? Perhaps they have seen the same thing at different times." Usually Johnny is reluctant to talk before the classroom, but now he has an opportunity to talk about something that interests him, so he beams and pours forth information to his classmates.

1. Teacher-pupil planning:

The general discussion of aviation opened the way for Nancy.

6. *Ibid.*, pp. 38-39.

7. Compton's "Pictured Encyclopedia" (Chicago: F. G. Compton and Co., Vol. 4, 1953) p. 277.

"Miss Jones, do you listen to or watch Eddie Corbett in 'Space Cadet'? My daddy said that a space ship had been found in the grave of a man who had been dead thousands of years."

The door of Egyptian civilization had been unlocked.

Following increased interest through pupil-teacher planning, the pupils expressed a desire to learn more about the country and the people who buried a form of a plane thousands of years ago, that scientists class as a recent invention today.

The children gave the following as things they should like to learn:

- a. Where is this old country?
- b. What kind of people live there? (A question that will later enable the teacher to stress race equality.)
- c. Do they live in a hot, cold, or in-between climate?
- d. What kinds of homes do the children have?
- e. Do these children dress like Americans? If not, what is their native dress?
- f. What does their daddy do to earn money?
- g. What kind of schools and churches do they have?
- h. Do they have a president like ours?
- i. What things are there to see in Egypt?
- j. What have we learned from Egypt?
- k. Would it be possible to have a pen-pal from Egypt?
- l. What do they do with their leisure time?

2. Objectives:

Major objectives

- a. To acquaint the child with the knowledge that all races have contributed to the civilization of mankind.
- b. To build citizens who will defend a better way of life for all races.
- c. To develop a sense of appreciation for the people of Egypt, their history and culture.

Minor objectives:

- a. To develop growth in study habits of reading for understanding and reasoning.
- b. To strengthen attitudes of appreciation for the problems and every day living of other people.
- c. To develop attitudes of openmindedness.
- d. To develop habits of working together in groups or individuals successfully.

- e. To develop habits of becoming self-reliant in using books and other sources of material.
- f. To strengthen the habit of seeking facts, of using illustrations, by explaining and clarifying ideas with maps and other media of construction.

3. Procedure.

Initiating Activities.

- a. Arrange with the librarian at Carthage, Mo. and take the class to visit the display of "ruins from ancient Carthage," a gift from Tunisia, Africa.
- b. Display: mounted pictures pertaining to Egypt and Africa, some pictures of Egyptian pottery, attractive books on Egypt, and if possible, copies of letters from Tunis, Tunisia, Africa to Carthage High School students, a copy of the Bible, story book of Joseph and Mary, and stories of Moses.
- c. Invite David's father (a veteran of World War II, who was stationed in Africa) to talk to the class about the country and its people.
- d. If feasible, and as far as space and equipment permit, the class may be divided into groups of their interests according to the list of things they need to find out about.

Developing Activities.

To create more interest, allow the class to browse through the reference books, readers, maps, atlas and globes at the reading table to acquaint themselves with the sources of information on the subject of Egypt. When they want to tell of their findings, begin the development of the questions. The following are some facts to be learned from the activities the children carry out:

a. Location.

Use a large map of Africa. Locate Egypt in relation to the Red and Mediterranean Seas and the Sahara Desert. Project a map of Egypt on the blackboard. Let a child draw it in yellow chalk. Using the same scale of map, project and draw a map beside it of Missouri. Then draw one of Maryland. Compare the size of Missouri to Egypt. Compare the size of the fertile Nile Valley to the state of Maryland. Read references, and study maps showing the zones of the globe. Discuss the climate associated with each and compare the climates and zones of Missouri and Egypt. Follow up with copies of a world map. Let

the children see how well they can draw in the zone lines and write the climate in each. (All needed words are written on the board.) Plan an imaginary trip to Egypt from the Joplin airport. (Teacher has previously obtained a map of airline world routes.) Following a suggestion that we need to know what to visit when we reach Egypt, the class decides to write to Pan-American Air Lines for a travel map of Egypt. (A language lesson develops to learn about business letters.) Follow this anticipated trip with a lesson on time belts and why we need to know about them. Explain why Egypt is sometimes called "The Gift of the Nile." Contrast with actual figures the length of the Nile in comparison to the Missouri-Mississippi River.

- b. The people of Egypt and their history.

Teach and construct a bar graph showing the population of Egypt, Missouri, Kansas and possibly the states of Texas and New York. Emphasize the age of Egypt in comparison to the age of the U. S. Compare historical meanings of names—Egypt and Missouri. Read for oral discussion the Biblical stories of Mary and Joseph's flight to Egypt and of Joseph's coat of many colors. What are the racial characteristics of Egyptians? (Stress race equality and non-segregation.) Roughly sketch a picture that will explain why some Egyptian women have good posture. Read and explain why the Rosetta Stone unlocked the door to early Egyptian history. Read and list all interesting things about Egypt under the rule of the Pharaohs, Turks, England and the Kings. Follow by oral discussion to determine which one left the most influence and which one did the most good.

- c. Homes of Egyptians.

After reading and discussing homes, sketch pictures showing the various kinds children live in. What is the main purpose of the picturesque latticed windows? Are their homes as comfortable as ours?

- d. Schools and churches.

List some of the gods the early Egyptians worshipped and tell why each was important. Explain why there are so many beautiful temples in Egypt. Compare our religion, churches, services, and beliefs with those of nine-tenths of the Egyptians. Sketch a picture showing the general

outline of our churches and of an Egyptian mosque. The University of Cairo is the oldest school (church) in the world. Check on the subjects taught, methods used, age limit, cost to attend, and the unusual custom to observe when entering the class room. Use the 23rd Psalm for choral reading. How has England contributed to the educational system of Egypt?

e. Clothing.

After reading a description of the clothing of Egyptian men and women, describe to the class what you have learned. Bring old sheets from home. Dye, if desired. Help each child to make a dress. Draw a sketch of a floor plan of an Egyptian house. Mark off and show that the men and women live in separate parts. Compare "Ladies first" in the U. S. to "Men first" in Egypt. Why don't Moslem women go to church? How do Egyptians feel toward their insane and blind? What position do blind men hold? Why? What custom did the Queen of Egypt discard? How can you tell a modern dressed Egyptian from a modern dressed American or European?

f. Work.

Study the Mississippi Delta. Use a good map of Egypt and study the branches of the Nile Delta. Draw a map of Egypt and put in the Nile River. Shade the fertile area of the Nile Valley and its delta. Write a story to accompany the drawing, stressing such factors as the depth of the rich soil, how large the delta is, what the delta was formerly used for and what it now produces. Tell the significance of the palm tree; list some of the crops raised along the Nile Valley and the method of farming used. Study a picture of a village farm. Note the way they are laid out. Read to find out why Egyptians do not live on their farms as we do. What do farmers do during the rise and flood months of the Nile? (leisure time). What three animals are a necessity in Egypt? Why? What pets do the boys and girls have? What Egyptian bird has a commercial value? In your reading of the Aswan Dam, find out what happened that caused England to build it. Compare its size and water capacity to some of our dams. Since water is a cheap means of making electricity, does Egypt have electrical power?

g. Famous Cities.

(1) Ancient City of Memphis. Read silently from story books (also show some child the source of information in the Bible to read) and tell in class the Biblical story of Moses. The children should understand why we study Moses in connection with the city of Memphis. It was also the first capital of ancient Egypt.

(2) Alexandria. Explain that this city was built by a great man. Stress its importance as a seaport and look at pictures in reference books of the roofed gardens here. Ask some child to report on their main purpose.

(3) Cairo. This is a very old and interesting city. List all the interesting facts you read about. You will come across some words that we use here in the U. S. (bazaars, mosque). It will be interesting to learn (list on board) which American car is most popular in Cairo, why everyone should walk down the old main street, the importance of churches in Egypt, a visit to the world famous hotel and the striking contrast of our Governor's mansion to the King's Palace. What happened to Cairo's once-famous library when the Arabs conquered Egypt? Stories and movies to be used with the study of Cairo are: *Arabian Nights* and *Ivanhoe*.

Culminating Activities.

Divide the class into committees to work out reports on some contributions Egyptians have made to the world. These reports may be illustrated by original drawings, photographs, or other media. The children may choose to report on such topics as:

- a. How paper and ink were first made.
- b. How the early Egyptians irrigated their land.
- c. How and why the famous pyramids were built.
- d. How the Egyptians preserved their dead.
- e. How the Egyptians developed a system of time and measurement.
- f. How does the Sphinx compare to the Rushmore Memorial in South Dakota.

When reports are ready, invite another room in the building to come in and see your work and hear your reports.

Invite the parents to a "coffee hour" poured by some girls wearing their Egyptian dress. The invitations are bordered with hieroglyphics and rolled to represent a scroll. After the

parents have observed the childrens' work on display, show a film strip on Egypt. Following the movie, the committees will give their reports on Egypt for their guests.

Arrange all material used on the study of Egypt under class suggested headings. Make a scrap book using all written stories and reports, drawings, historical facts, pictures, maps, charts and articles from newspapers and magazines. File this complied book in the library for future reference.

Climax the study by writing to an unknown friend in Cairo, Egypt. Try to get these letters to an Egyptian school through the co-operation of the N.E.A., the U.N.E.S.C.O., or the Junior Red Cross.

Evaluation and Summary

A great many of the objectives of this unit were achieved since the evaluation indicated the pupils had gained experiences in the following ways:

1. Cooperation.

Developed a democratic attitude of working together and sharing their information with others.

2. Classroom Atmosphere.

Developed a habit of maintaining a quiet, self-reliant atmosphere.

3. Expression.

Developed courtesy in discussion and listening behavior. There was growth in creative expressions, research work and openmindedness.

4. Appreciation.

Developed pupil personality and an appreciation of other people and some of their problems.

5. Information.

An enriched vocabulary. Gained information on Egypt.

6. International understanding.

Developed an understanding that we are different from our neighbors only in customs, dress, habits and ways of living. Developed a sincere desire to be friends at peace with all other people.

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V—The Ground Covered

The most of the final day of the Workshop was devoted to the presentation of completed units. Some of the presentations took the form of actual demonstrations and were very dramatic and striking, making an observer wonder at the amount and quality of the work accomplished in two short weeks.

In the closing moments an evaluation or summation period was conducted by Miss Henley, this being somewhat in the form and technique which teachers were encouraged to use with their pupils:

What did you learn?

Did you reach your goal?

Have you done what you started out to do?

How could you now improve on your work?

What needs to be done next?

The answers were both frank and helpful. Going further into the second and third questions, to clinch certain conclusions and to test them, this question was propounded?

What were your objectives?

Excerpts from some of the answers follow.

"I wanted to become more world-minded. I felt some timidity about undertaking the work here, but we were soon put at ease and made to feel that we had an important part to perform, not only in the group, but as individuals."

"I came primarily because I felt I was not doing a good job of teaching understanding among races and peoples. I found that as a natural accompaniment and outcome of the thing taught there were opportunities for impressing ideas of good will and co-operation. In this way, it is not just another subject to be added to an already overcrowded program, but a chance to teach human geography, social living, human relationships, how to get along first of all with each other, understanding people better. When we really understand people we like them, for people are more and more worth while when we come to know them."

"I learned much of how better to use the text and to adapt it to the child, rather than trying to adapt the child to the text."

"I wanted to know more about the UN and Unesco."

"I was interested in other lands and peoples and have reached the conclusion that I must visit some of the places about which we have studied. My interests are now much wider."

Further questions asked were:

What didn't you get that you think we should have had?

What would make the Workshop better?

Some of the answers were penetrating and stimulating. Among them:

"I spent two weeks here. I feel that I learned more in the two weeks of this Workshop than in ten weeks at some summer schools. I did not have to accumulate more credits. I could stop active attendance and meet any requirements in connection with certification by an occasional "brushing up" of my past work. But I am enrolling for another Workshop which starts next Monday."

"We might plan more social opportunities for future Workshops."

"We might all become missionaries for this type of teaching and developing international good will. It would be a good thing if we encouraged others to come."

"We would appreciate, I think, a large display of books written on the level of the children. Teachers could browse among these and gain many ideas. Perhaps the most of the books should deal directly with topics being studied in the Workshop."

"We might bring in some well informed and inspirational authority on children's books to review and comment on some of them."

"Perhaps the lecture periods could be made to tie in more exactly with what we are trying to accomplish. It would be an advantage to have lecturers go about the groups and lend assistance." (Some of them did.)

Then came a searching question, really a challenge:

What changes will you make in your own teaching as a result of what you have done and observed here?

Some answers were:

"I will collect more material beforehand which can be used in the group work of the children."

"I will prepare more carefully selected bibliographies for my own use and note sources of films, slides and pictures, as well as books and raw material, and encourage children to bring in much material."

"I will make use of lists of free materials, of which so much is available. Also list inexpensive materials we may want to get."

"I will be interested in reading workshop reports from other groups and locations. In fact, I think there should be a file of them here for use by future groups such as this."

We cannot hope to reproduce all the comments and suggestions which came out of this session. These quotations represent a good cross section of the expressions given. They give reason to believe that much good is being accomplished in this field. May the results be multiplied and cumulative—a sort of spiritual compounding of interest!

THE NEED OF A WORLD VIEW TO FOSTER INTERNATIONAL UNDERSTANDING

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WORKSHOP ON EDUCATION
for

INTERNATIONAL UNDERSTANDING AND COOPERATION
Education 201b

DR. JANE CARROLL, *Director*

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(95)

THE NEED OF A WORLD VIEW TO FOSTER
INTERNATIONAL UNDERSTANDING

- I. Why definite Educational Preparations Are Needed to Promote International Understanding.
 - A. Primary teachers should see need to teach social living throughout the world as well as in the home and community.
 - B. Children's scope of world knowledge is broadening.
- II. Worth-while Objectives Are Important in Developing a World View Knowledge.
 - A. Objectives of a world view that can be developed with careful teacher-pupil planning.
 - B. Cautions that must be regarded in careful teacher-pupil planning.
- III. A Good Guide is Necessary for Obtaining Information on a Country of the World.
- IV. Likenesses and Differences in Peoples of the World Are Interesting and invaluable.
 - A. Studies of likenesses and differences in people are extremely valuable.
 - B. Questions about likenesses and differences that can grow out of a science unit with the sun and sky as the theme .

THE NEED OF A WORLD VIEW TO FOSTER INTERNATIONAL UNDERSTANDING

Definite Educational Preparations Are Needed to Promote International Understanding.

Since world understanding can begin with children, we as teachers are to plan with the children to achieve this understanding primarily through the social studies program. Therefore it is indeed necessary that each teacher pick up the mirror of evaluation and see if she is well prepared.

World events, technologies such as television, this great air age, other forms of communication and transportation have broadened children's scope of social living. Therefore, they are no longer concerned only with their social living but about other peoples' living and cultures.

Many primary teachers have done an excellent job of making their class, home, school, and community conscious without including our national and international communities and their many contributions to better community living.

These same teachers have emphasized the development of good ethical and social values within the home, school and community, but have neglected our *social living* obligations to our world neighbors.

From observation, the writer finds two reasons for this neglect, namely many primary teachers feel that world knowledge is to be taught by the intermediate and upper grade teachers; secondly, many primary teachers do not have a broad enough knowledge and materials on the world's people, their gifts and contributions to us and the rest of the world.

The child's scope of world knowledge is broadening; he is aware that the Olympics take place in a land called Germany; that many prize-fighters are from various parts of the world; that people are taking world tours in larger numbers; that teachers of America are doing exchange work with teachers of other countries; that he will soon be attending schools in districts where he lives regardless of race.

For these reasons, we as primary teachers must accept this challenge and acquaint ourselves with materials so that we may better plan with our children to "broaden a miniature world and help develop beginnings of wholesome international attitudes."¹

1. L. W. Brooks, *International Understandings Resource Units*, State Printer, Topeka, Kansas. 1948, p. 11.

There is much evidence that we can no longer afford the luxury of that ignorance that breeds contempt, suspicions, prejudices, rivalries, and even hatreds where there should be smoother harmony of commonly accepted purposes.

As teachers, we must behave in ways which make for initiative, understanding, creative activity, constructive living and peace among those whom we teach.

All children have a common urge to expression through the activities of the arts. They like to *work together*: to build aeroplanes, to put on puppet shows, to join in dances, to make music, sing songs, write stories, play house, paint pictures, make newspapers, to discuss. . . .

They need only a few materials to create a gay world of co-operative endeavor in which squabbles and conflicts can be guided out of existence by wise attention to the work-play. . . .²

Worth-while Objectives Are Important in Developing a World View Knowledge

Before a unit in international understanding can be successfully carried out, teachers and pupils must formulate certain standards or objectives they wish to attain. Many writers on world understanding and unit plans offer many helpful outlines and suggestions that may guide teacher and pupil thinking.

W. W. Carpenter in his article, *Nature Paths for Primary Children*, believes understanding can be achieved through a knowledge of nature. He believes children can be led:

- to control the harmful, to discover the truth and destroy prejudice,
- to respect the Creator and His creatures, to love and venerate all created things,
- to improve living conditions,
- to protect trees, flowers, and useful animals,
- to be aware of nature's beauty, to harness nature for the progress of civilization,
- to protect birds; to be kind to pets and dumb animals,
- to appreciate those who through their devotion to the cause of science have conferred benefits to mankind,
- to appreciate the interdependence of man, animals, and plants,
- to understand oneself as a member of the world of living things,
- to carry out intelligent conversation on natural resources. . . .³

L. W. Brooks believes—

The effect of war upon the elementary school has called attention to the fact that we must encourage friendliness toward other peoples. . . . It begins with the child, himself, by teach-

2. Activities Committee of the Intergroup Study, *A Hint for Inter-group Relations, What Can Teachers Do?* Wayne University Press, Detroit, pp. 4-5.

3. W. W. Carpenter, "Nature Paths of Primary Children," *Phi Delta Kappa*, May, 1954.

ing him . . . to become informed about the different races and peoples of the world, their lives, their cultures, their similarities, and their differences. . . . The following objectives should be kept in mind:

1. To help the child consider good behavior and rights of others.
3. To help the child recognize the need for cooperative living in the home and in the community as well as in the classroom.
3. To help the child understand peoples of other communities in our own country and other countries.
4. To help the child realize that children in other lands are very much like us in all our basic needs for food, shelter, clothing, education and recreation.
5. To help the child realize necessity of real friendships among the people of all religions of all nations.⁴

Delia Goetz writes of what could be called cautions as well as aims in teaching understanding in an article entitled "Point of View." It is good for teachers and pupils:

(To defer judgment) until they have sufficient information; realize that to judge a nation and its people by one section of the country of a few of its people is like judging their class by one of their children.

(To realize) that some of the misconceptions others have about us proves how inaccurate our opinions can be when they are formed without proper information.

(To beware) of a miscellaneous lot of materials, particularly of the picturesque type before the class has had sufficient background of information. (Find out if costumes available are still worn by the people of a country or if they are worn by people for special occasions only.)

(The teacher must)

Introduce the children to different regions of a country; to people of different occupations; to people who live in cities as well as those who live in the country.

Have them see houses of the rich as well as huts of the poor.

Lead the children to realize that because people's ways are *different* does not mean that they are inferior or peculiar.⁵

A reader can glean from the above objectives that it is extremely important to *know* people and know that most of their problems are similar to ours. That they have trouble in maintaining standards of living; in protecting themselves from climatic conditions; in rearing a family, in getting an education. Life is a problem to our world brothers just as it is to us. They lose loved ones from sickness, wars, accidents just as we do.

4. L. W. Brooks, *loc. cit.*

5. Delia Goetz, "A Point of View" *World Understanding Begins with Children*, Federal Security Agency, Office of Education, Bulletin 17, 1949, pp. 7-8-9-10.

*A Good Guide Is Necessary for Obtaining
Information on a Country of the World*

In learning to work a unit with a class on a world neighbor it is wise to use methods similar to those one would use in developing a local or national community. Here are excellent suggestions from an article by Delia Goetz on "Preparing to Teach":

1. Read a good *simple*, general descriptive book.
2. Talk to people who have experienced the country, (a veteran, a native, a traveler).
3. Secure clear photographs, films or slides.
4. Go over the routes or field trip you plan to take your class first so you can prepare them for what they are to see.
5. Assemble appropriate materials on the subject.
6. Build up a newspaper file on current news of the country.
7. Make arrangements through the Red Cross for corresponding with same age in the other country (if interest in unit is keen enough).⁶

In undertaking a study of the world as a whole, the writer has found that many old geographies, histories, and social studies texts treat each nation separately, giving all geographical, historical and cultural data without showing a positive enough relationship of that nation with the other nations of the world.

In the opinion of this writer, a neophyte in the study of the world with international understanding in view, would find studying from the above type texts laborious, uninteresting and sadly lacking in that all-important matter of *learning peoples' interdependence upon each other*.

The Outline of Subject Matter in Clarence Woodrow Sorensen's text book *A World View* is excellently prepared with understanding the world's people in mind. This outline or table of contents in this work will not only serve his readers but also serve as a guide for research in world knowledge. Therefore the writer feels that this outline of content is worth possessing.

The phases treated in *World View* are in the following sequence of continents: North America, South America, Eurasia, Africa, Australia.

The topics discussed are:

- I. Five Great Natural Resources of Men and How Men Use Them
 - A. Hunters—Trappers—Fishermen
 - B. Ranchers and Herders
 - C. Farmers and Their Work

6. Goetz, *op cit.*, p. 15.

- D. Forest and Forest Work
- E. Miners and Their Work
- II. Living in Town and City
 - A. How Towns and Cities Grew
 - B. The World's Urban Areas
 - C. Manufacturing
 - D. A Living From Trade
 - E. Transportation—A Vital Link
 - F. Special Services
 - G. How to Study a Town or City
 - H. Cities of Tomorrow
- III. Fitting Things Together
 - A. Living in North America
 - B. Living in South America
 - C. Living in Eurasia
 - D. Living in Africa
 - E. Living in Australia
 - F. Living in Antarctica
- IV. What It Means to All of Us
 - A. Conservation of Natural Resources
 - B. Interdependence
- V. The Atlas—Maps—Graphs—Statistics

The above gives world understanding along the areas of of world population, annual rainfall, temperature, ocean and air routes . . . literacy, etc.⁷

Mr. Sorensen in his first chapter "Getting Ready to Look at Our New World" emphasizes that *World View* will help one to

1. Become a thoughtful observer of things you see.
2. Use skillfully some tools such as printed words, pictures, maps, globes, and statistics to help you understand parts of the world you cannot see.
3. Understand your world and the many kinds of people in it.⁸

Enough emphasis cannot be put upon the "adventurer of knowledge of this magnificent world" to get materials that are simple, descriptive, and accurate in content.

Get acquainted with the "please send me" method, in fact, become saturated with the idea enough to keep air-mail post cards and envelopes handy in order to send for the vast amount of "free" materials available.

*Likenesses and Differences in Peoples of the World
Are Both Interesting and Invaluable*

We as American teachers must guide the thinking of our pupils away from condescending attitudes because our world brothers have mannerisms and characteristics different from ours.

7. Clarence Woodrow Sorensen, *A World View*, Silver Burdette Company, New York, 1952.

8. Sorensen, *op cit.*, p. —.

Differences in people are as important to know but the likenesses are the things to remember to make us friendly with each other.

Religion is one of the important phases of a culture that causes a great deal of misunderstanding even though it is designed for peace, it has contributed a great deal to conflict in the home, school, community, and nation. It is important to all the participants in the drive for world understanding to become somewhat acquainted with religion. Many peoples' entire folkways and modes are hinged on their religion.

The *work* that people do has a great bearing upon people's habits and attitudes. Work is the means by which one survives; by which one makes or attains goals, it is most important to world understanding. The kind of work one does can be responsible for a sour or strained looking countenance, poor posture, and peculiar behavior. If one has to work daily in extreme climates, wade in waters that are dangerous, too hot or too cold, lift heavy weights, carry heavy loads, and work with antique implements, he will certainly not be the same in appearance, habits, and attitudes as one who works under pleasant, convenient conditions.

The *government* of some countries puts burdens, taxes, and laws on people that make them be different in their views and attitudes. Remember heredity and environment, tradition and geography play potent parts on peoples behavior patterns.

A Collection of Questions About Likenesses and Differences That Can Grow Out of a Unit on "The Sun and Sky"

In studying a science unit pertaining to the sun and sky, many questions will arise that can lead to international understanding:

1. The sun shines on our city, does it shine on people all over the world?
2. Since there is only one sun, is it up and down at the same time in other parts of the world as it is here?
3. Is the same sky over all the people in the world?
4. If the sun makes some places very, very hot, how do people in the hot countries live?
 - a. How are their houses made?
 - b. How do they get their food?
 - c. What kind of clothes do they wear?
 - d. How do they look?
 - e. Do they go to school?
 - f. What kind of work do their fathers do?
 - g. What kind of work do their mothers do?
5. If the sun makes some places very cold because it doesn't give that place much heat, how do the people in that country live differently from the people in our country?

6. How do the people in the hot and cold countries live differently from the people in our country?
7. Would we rather live in a country where the sun gives too little heat or too much heat?
8. Who are some of the people that live in hot countries?
9. Who are some of people that live in the cold countries?
10. What country would we like to visit?

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