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THE EDUCATIONAL LEADER



CONTENTS

Report of Eighth Annual Workshop
on Education for International Understanding

Message from President
Rees H. Hughes

Foreword
Adel F. Throckmorton, State Superintendent of Schools

Staff of Workshop

JANUARY 1, 1956

VOLUME XIX

NUMBER 3

KANSAS STATE TEACHERS COLLEGE • PITTSBURG

THE EDUCATIONAL LEADER

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VOLUME XIX • NUMBER 3

EIGHTH ANNUAL WORKSHOP
ON
Education for International Understanding

Kansas State Teachers College, Pittsburg, Kansas

June 20 to July 1

President: DR. REES H. HUGHES

Theme—TEACHING CURRENT EVENTS
IN THE CLASSROOM
(Kindergarten through High School)

Sponsors: DR. WILLIAM A. BLACK

Head Department of
Education and Psychology

DR. ALVIN PROCTOR

Head, Department of
Social Science

Directors: DR. JANE M. CARROLL

Professor of Education
Advisor for International Students

DR. ALVIN PROCTOR

Head, Department of
Social Science

Twilight Lounge, Student Center

THE EDUCATIONAL LEADER

VOLUME XIX • NUMBER 3

Message from the President

A WORKSHOP on Education for International Understanding has been included in the summer session program here for a number of years. The participants are, for the most part, teachers from the public schools who are enrolled here for the summer session, together with leaders who have been selected because of experience in the area of international relations.

One of the outcomes of this workshop each year, has been the preparation of a bulletin of materials such as this one that can be used by teachers in their classrooms in the promotion of better understanding between the various peoples of the world.

We trust that it will prove helpful and stimulating in this important area that has become a responsibility of every citizen.

REES H. HUGHES, *President*.

Foreword

SCIENCE and invention have added another fundamental for schools today—learning to get along with neighbors. Our neighbors today are the folks next door and peoples living on the other side of the world.

We can get along with peoples of other lands only as they and we know and understand each other. Seeds of good international relations are planted in schools as children are guided to real knowledge and understanding of other peoples.

Aside from actual travel, the best helps for teachers on education for international understandings can come from guides published from workshops such as these held at Kansas State Teachers College of Pittsburg for the past eight years.

The State Department of Education commends these programs of Pittsburg State College aimed toward improving education for international understandings.

ADEL F. THROCKMORTON,
State Superintendent of Public Instruction.

Personnel

Sponsors:

Kansas State Teachers College, Pittsburg, Kansas.

Kansas State Department of Public Instruction, Topeka, Kansas.

Out-of-State Leaders:

Dr. J. Martin Klotsche, President, Wisconsin State College, Milwaukee, Wisconsin.

Mr. T. R. Holland, Lecturer in Education, University of London, London, England.

State Leaders:

Mr. C. E. Birch, Editor, International Understanding Workshop, 1955, Lawrence, Kansas.

Miss Bonnie Estes, Principal, Coffeyville Public Schools, Coffeyville, Kansas.

Faculty Leaders:

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Dr. Ernest Mahan, Dean of Instruction, Professor of Social Science.

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

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

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Dr. Elizabeth Cochran, Social Science Department.

Miss Gladys Rinehart, Supervisor, Horace Mann Laboratory School.

Dr. Richard Welty, Professor of Political Science.

Dr. D. T. Cornish, Assistant Professor Social Science Department.

Miss Velda Williams, Supervisor, Horace Mann Laboratory School.

Membership of the Workshop

Name	Address	Grade Taught	Teaching Address
Angelina Adelgren . . .	Chanute, Kan.	Rural	Chanute, Kan.
Robert Allison	Guymon, Okla.	10th Gr. Eng.	Guymon, Okla.
Arthur Bailey	Garland, Kan.	Rural	Garland, Kan.
Esther Baldwin	Arcadia, Kan.	2nd Grade	Arcadia, Kan.
Rossie Ball	Baxter Springs, Kan.	2nd Grade	Baxter Springs, Kan.
Mae Bray	Picher, Okla.	4th Grade	Columbus, Kan.
Lorene Brown	Joplin, Mo.	1st Grade	Joplin, Mo.
Juanita Caldwell	Kansas City, Mo.	2nd Grade	Kansas City, Mo.
Gladys Calhoun	McCune, Kan.	6th-8th Grade	Carona, Kan.
Fern M. Carter	Joplin, Mo.	6th Grade	Joplin, Mo.
Donna Chipley	Kansas City, Mo.	2nd Grade	Kansas City, Mo.
Ferda Hatton	Pittsburg, Kan.	4th Grade	Pittsburg, Kan.
Lorena Henderson . . .	Joplin, Mo.	Jr. Hi.	Joplin, Mo.
Dorothy L. Hibbs . . .	Chanute, Kan.	2nd Grade	Chanute, Kan.
Pearl Hight	Carl Junction, Mo.	Librarian	Carl Junction, Mo.
Wilda A. Jacques	Columbus, Kan.	Principal Jr. Hi.	Pine Ridge, S. Dak.
Wilma M. James	Arcadia, Kan.	6th Grade	Arcadia, Kan.
Ozz Lewis	Jonesboro, La.	Principal	Saline, La.
Dixie Maire	Joplin, Mo.	4th Grade	Joplin, Mo.
Minnie Murphy	New Albany, Kan.	Rural	New Albany, Kan.
Lois O'Connell	Baxter Springs, Kan.	Music	Baxter Springs, Kan.
Garnet O'Neal	Weir, Kan.	1st Grade	Cherokee, Kan.
Sophie Pazzie	Frontenac, Kan.	5th Grade	Frontenac, Kan.
Bertha Ribble	Pittsburg, Kan.	4th Grade	Wichita, Kan.
Myrtle Ridenour	Fort Scott, Kan.	Rural	Fort Scott, Kan.
Opal D. Riggs	Oswego, Kan.	1st Grade	Oswego, Kan.
Elizabeth Steele	Eureka, Kan.	1st Grade	Eureka, Kan.
Georgia Streeter	Miami, Okla.	1st Grade	Miami, Okla.
Blanche Stevens	Joplin, Mo.	5th Grade	Joplin, Mo.
Nellie Stump	Blue Mound, Kan.	4th Grade	Blue Mound, Kan.
Elizabeth Swinson . . .	Shawnee, Kan.	1st Grade	Shawnee, Kan.
Madge Waltz	Pittsburg, Kan.	Senior High	Pittsburg, Kan.
Doris Wayland	Chetopa, Kan.	1st Grade	Chetopa, Kan.
Bertha Mae Williamson	Oswego, Kan.	Kindergarten	Oswego, Kan.
Josephine Massey . . .	Pittsburg, Kan.	Auditor	

I. Schools Are Challenged

(EDITOR'S NOTE.—Sitting in the beautiful Twilight Lounge in the Student Center of Kansas State Teachers College, Pittsburg, where the sessions of the Workshop were held, your editor became interested in the lively conversation of a group of teachers. It was the opening day and all were expectantly awaiting the period bell. The editor did not know any of them by name, probably had never met one of them before. Observing them he was moved to set down these comments. This group was typical of a long line of teachers he had known in his career as schoolboy, student, teacher, administrator, writer, chronic attendee of educational conventions for more than a half century. The characteristics he noted were those of more than 90% of all the teachers he had known: Serious, yet fun-loving; conscientious; friendly; interested; progressive; responsible and responsive; intelligent; enthusiastic. "Lucky American kids," he thought. And during the following two weeks of the Workshop he saw nothing to change his mind. They will meet their challenge.)

Throughout all the sessions, permeating all the addresses and comments of those leading the discussions, was the insistent challenge to schools and, *per se*, to teachers to become an influential factor in planting the seeds of friendly understanding and co-operation in human society. Even in the witty and cordial welcome extended by Dr. William A. Black the challenge came: "Each individual, contrary to the usually-held idea that one person cannot do anything to spread world understanding, *can do much* to influence that thing called 'public opinion' and contribute to a better feeling between peoples. First it operates on the local level and then spreads to wider areas."

"This Workshop," said President Hughes, "is a symptom of the feeling that America must respond ably to our new-found responsibility of cultivating better world relationships. We do this best by becoming better acquainted. Military efforts have not been successful in imposing understandings; agreements arrived at by force do not function well, nor do they survive. It resolves itself into a process of becoming better acquainted. People become friends only by knowing each other, finding much to like in others. By understanding and making allowances for the things which at first seem strange or improper to us. By refraining from trying to impose our own ideas on others arbitrarily. . . . This is a wonderfully opportune time to engage in such a study as contemplated in this Workshop. The tenth anniversary session of the United Nations is now going on at San Francisco. The press and the air are full of it. Some of the critics will be answered, though not all of them will be satisfied. . . . There have been disappointments, too much was expected in so short a time. As one reporter put it, 'We oversold the idea.' The wonder is that we have done so much

in the UN as we have. The sixty nations now in it are reported to be eager to stay in, while 24 nations outside want to get in. From you teachers will radiate many ideas and thoughts which will help make clear the actual purposes and accomplishments of the organization, thus extending its usefulness and influence. This is the way of Christ. By just such a method has Christianity spread."

Relating some of the events of a recent trip through the eastern section of our country, Doctor Proctor told of being on the great Pennsylvania Turnpike. He asked a filling station attendant what land sold for in that obviously rich and prosperous farming community. When told that some of it brought as much as \$1,600 an acre and much of it \$500, he asked in amazement, "Who would pay \$1,600 for just one acre of this land?" He got the laconic answer, "Dirt farmers, Mister, dirt farmers." He applied this to our present activity by saying, "We need dirt farmers, so to speak, in this movement to cultivate intensively the soil of international understanding. There is rich reward for intelligent, helpful tilling of the field awaiting us. But in our desire to spread this knowledge and demonstrate its effectiveness in producing friendly relations and co-operation, we should be well aware of the dangers." He then added this striking comment: "It is dangerous to be a teacher of social science. You may express some thought or opinion that runs contrary to deep-seated prejudices or reasoned beliefs. Some irate parent, not knowing your real purpose or position, may rap you over the head for 'poisoning' the mind of his offspring. . . . It calls for a high degree of diplomacy, fairness, conscience and love of right. A spirit of tolerance for those who differ and a conciliatory (but not cringing) attitude toward them must always be maintained. And—we might learn something from them!"

It is recognized in every country that the minds of children are fertile soil for planting and developing concepts of government, of religion, of economics, or any other ideas or ideologies which those in power at the moment may consider it desirable to propagate. Youth movements and youth propaganda are employed in all parts of the world, especially where some dictatorship plans to mold the minds of the young to accept unreservedly the edicts of those in power. We, too, should be taking full advantage of our opportunity to influence American youth. But we do not seek to mold young minds all to the same pattern. It is not *what to think*, but *how to think* that is, or should be, our earnest objective. We are "missing the boat," however, if we fail to open the minds of our youth to the trends of world history and to the significant happenings and thought

of our day. Not only is the study of current events necessary for developing an awareness of what the world is today, but is fundamental in developing the maturity of thought and integrity of purpose that will grow a citizenry of high type. If these young people are to become able to meet new responsibilities of tremendous import to all peoples, schools and teachers must contribute mightily to that end.

One of our speakers very pointedly and properly pointed out that current events and social studies are not the only challenge implicit in the situation. We are neglecting the study of languages in our schools. This at a time when we should be doing all we can to understand other peoples. How can we understand those whose language we do not know? Making warm and lasting friendships by means of sign language is a bit difficult. Little children sometimes manage it very well, and in their unstudied and natural fraternity lies a deep lesson. They learn to understand by making mutual concessions and by becoming more alike through play and association. "More alike?" That may horrify some who are bothered by race prejudice. And yet, if we are to be good neighbors something like that has to be brought about. Let's say "more alike in those things which make for better relationships."

A writer, Arnold Toynbee, asks in a current discussion of the problem, "Can our schools be more effective in training for co-operative effort?" and answers his own question by saying, "Already enough preliminary work along these lines has been done to show that when our educational agencies unite in such a task the results can be very effective. But the surface of what may be done has hardly been scratched. The vision can thus be made to shine bright before us. We shall then have courage, if need be, to hold the sword with one hand while with the other we eagerly apply the trowel. And so we shall build the wall, 'for the people will have a mind to work.'"

Apropos of the attitude of willingness (or unwillingness) of people to hear each other patiently and examine opposing ideas with open minds, Doctor Proctor remarked: "A teacher who is in this audience was recently on the air in a Los Angeles studio. She was firmly advised (not actually commanded) not to use the word 'Unesco' in her remarks. It was strictly taboo." This he quoted as an example of how not to get mutual understanding and tolerance, continuing: "Americans will have to teach with great skill, profound interest and marked intelligence. This is perhaps the most difficult phase . . . but it is one that must be faced."

A comment from one of Doctor Klotsche's addresses points out another angle of mutual understanding. "Someone has said that America needs a hearing aid. We might be benefited by hearing what others are saying of us. And developing the good neighborliness and the good sense to overcome the adverse opinions we might hear. Some of them might be errors on the part of others and, in some instances we might well heed what we hear and mend our ways."

By this we are reminded that the road to international understanding is not a one-way road. "One of the best things we have done," declared Doctor Klotsche, "is our exchange of students and teachers with other lands." He cited the instance of a German teacher who had spent about 90 days in the United States. Upon his return he was asked to address a German audience on what he had seen and learned. He was able to tell his people much as to what our country is like and to correct many misconceptions. In like manner, many American teachers and administrators have returned to us with new understanding and regard for the peoples of other lands.

Student exchanges are equally valuable. Our attention was called recently to the case of a young German musician who came to this State on a scholarship grant. When he announced to his parents that he had this opportunity to visit the United States, they were shocked and opposed it vigorously. He consulted his pastor and was told that the United States is a godless country. An older musician expressed the opinion that Americans have no love for good music—are interested only in jazz. In spite of all this, and more, the young man came. He, at this writing, is still here. He is happy. He has been entertained in good homes. He has participated in a music camp which was a source of delight to him. He has found here the church of his choice and has noted that churches are well attended here. He is writing letters to his relatives and friends at home of his wonderful experiences in this country and is telling them that we are not as portrayed by Hollywood. Surely this program is accomplishing in his case a very fine atmosphere of good will. It works just as well in reverse, too, as our students who have visited other countries testify.

Emphasizing further the challenge which our country faces and the need to educate ourselves to meet it, Doctor Klotsche made this comment: "The United States (at the close of World War Two) was forced to play a responsible role in world affairs. We were unfamiliar with such a role and accepted it rather reluctantly. Science and technology have almost annihilated distance, but have not

brought understanding with them. We are inclined to suspect those we do not understand. In recent years we have naturally raised our standard of living (a long list of examples cited). All this while millions are wanting to share in the good things of life, demanding increased privileges and greater independence. In such a world we are at a great disadvantage as to numbers. Can we develop means to overcome our disadvantage? . . . In some quarters we are having difficulty in our schools. Some have bans against trying to educate in this field. Teachers are actually afraid of their positions in such an atmosphere. These attitudes on the part of the public are an attack from wrong premises."

The challenge to the schools is real and it is vital. As suggested by one speaker, we may be taking the wrong position—thinking too well of ourselves. The purpose of a Workshop such as this is to become aware of our weaknesses as well as of our strength. We are patriotic Americans who love our country. We hope that we may, without being wrongly accused of disloyalty, also have in our hearts a love of our human race and strive to serve it.

II. Some Prerequisites for Effective Current Events Teaching

Some of the earlier Workshop discussions centered about what it takes to become an effective teacher of current events. First among the prerequisites, it was generally agreed, is a genuine and lasting interest in the building of a friendlier and safer world. Present also must be a keen desire to make an effective contribution toward achieving this end.

At one point Doctor Proctor expressed the thought that he would like to implant in the minds of Americans the sentiment that the human race deserves a greater loyalty than the brand of patriotism which sees "my country" only, "right or wrong." This opinion, he remarked, if made in some quarters and before an audience of a certain type would doubtless result in his being branded a traitor. Yet it implied no disloyalty to our country and is certainly in accord with the pedagogy of the Master Teacher.

A second essential is the possession (or early acquisition) of a background of historical information. To illustrate: To understand the meaning and implications of World War Two it is necessary to know a good deal about World War One. The events leading to World War One cannot be comprehended without a study of European history, particularly the political and economic history of the century preceding that world conflagration. Then our own country's policies and actions, from Washington's stand on foreign entanglements to the present day scene, must be known and carefully analyzed. With such a minimum of historical background, at least, the teacher will be much more likely to handle current events with discerning discretion, considerable accuracy and inspirational skill.

Third, the teacher must pursue a continuous reading program in the field of world and local happenings, supplemented by a reasonable amount of radio and TV offerings. It was pointed out with emphasis that the superficial reading of headlines in the newspapers will not qualify. Nor will even a faithful perusal of the best news digests be sufficient.

Perhaps the most extreme point of view was that expressed in a panel discussion participated in by Doctors Proctor, Welty and Cornish; a very stimulating set-to. In it some opinions were offered which were quite obviously intended to stir interest and provoke discussion. One assertion, with considerable logic to back it, was that

it takes a minimum of four hours of reading a day to keep up with world affairs. That led to the question, "Can current events be taught profitably in elementary and secondary schools?" Considering the expressed requirement, it almost looked as if the answer should be *no*.

Since most teachers must handle other subjects, it follows that something considerably less than four hours a day can be devoted to keeping up with the doings of the world. That allotment of time would imply that other duties would have to be neglected. This emphasized the need for the most careful selection of reading and listening material. A great deal of what is published in the field is not reliably prepared or discriminately edited. Reading regularly and intensively will accomplish wonders, however, when well directed. It is fortunate that such reading can become a source of recreation and enjoyment if the interest in it is keen.

This brings us to the fourth point: What constitutes a good reader? As outlined by Doctor Proctor, these are essentials:

- a. The readers must be well aware of immediate world events;
- b. Must be literate in current terminology;
- c. Sense comparative importance and relevancy of news;
- d. Make considered judgments about what is read.

Each event recorded in the news is related to some preceding or contemporaneous event. Without an awareness of what has gone before, the interpretation of today's news is difficult or impossible.

The reader will be "stumped" continually without having a fair knowledge of current terminology. We have, it was noted, just been in a period of negotiations between labor leaders and manufacturers regarding what the papers choose to call GAW. If one does not know that this means Guaranteed Annual Wage, it is more or less meaningless. And if one does not know pretty accurately what was asked and what was agreed upon, the reading soon becomes purposeless.

Turning to the daily papers for the most recent reports of world events, we see the headlines and their subheads. The reader must cultivate a technique of quick selection of what it may be profitable to pursue further and what may be discarded as, to use the legal phrase, "irrelevant, incompetent and immaterial."

To read and never reach conclusions, or at least well-considered opinions, leads to a form of mental indigestion which fails to assimilate and classify for further use the facts or statements read. Not every opinion thus reached will stand up in the light of later evi-

dence or thinking. An appeal to a higher court of information and reason—in other words to practice keeping an open mind for the reception of later or better evidence—must always be a part of the reader's procedure.

It is almost superfluous to add to the four essentials already listed that the more generously the reader is educated in the subjects embraced in a good liberal arts curriculum, the more meaningful will be the reading done.

III. By Way of Background, Information and Inspiration

From day to day our leaders, Dr. Alvin Proctor, Mr. T. R. Holland and Dr. J. Martin Klotzsch, brought to the Workshop talks which were helpful to teachers, either by way of background, information or inspiration. Sometimes they contained all three ingredients. While it is impossible to include their remarks in full, selections have been made and either summarized or quoted. These excerpts follow:

I. Proctor

Main Currents in the Twentieth Century.—Commenting on the probably justified charge that we Americans are a nation of optimists, the speaker indicated that we are a little too inclined to think we are entitled to a "place in the sun" and are a bit unstable to boot. "We have," he said, "a feeling of eventual superiority and a capacity to win in any sort of test of national or international sort." To offset, to an extent, this easy optimism, Senator Paul Douglas was quoted as saying that the United States is becoming increasingly unpopular abroad. And that in spite of thirty billions of dollars spent by us to aid other nations.

"Why should other people doubt our sincerity when we declare our purposes are peaceful?" he questioned. "Changes in power relationships are among the chief reasons," he thought. "Asia, in particular, is an area where we seem in danger of being misinterpreted and misunderstood, even though our intentions are of the very best. We may easily become exceedingly unpopular in Asia. There, America has lost much of its former appeal, when we were regarded as exponents of anti-colonialism. Asians are now afraid we may be getting ready to precipitate a war in the Formosan region.

"The peace we have in Asia has been described as a lukewarm peace. . . . said that America is not well prepared for a non-military conflict in Asia, indicating that aside from our military power and the pressure we can exert with it, we are not equipped to perform the delicate and vital diplomatic tasks which may face us there. . . . Perhaps the Government of the United States is not altogether to blame for this. Even teachers may be somewhat responsible for the situation by not having made the most effective use of their opportunities to awaken interest in how to deal with matters abroad. It is charged that although of the 2½ billion people

on the face of the globe, a vast majority of them live in Asia, 98% of the language offerings in our schools contribute nothing to bettering our relations with Asia. Is America too much concerned with military strategy, to the neglect of non-military opportunities for improving our international relations?"

There is a brighter side. "The Case for Hope," by Arthur Compton in *Saturday Review* for June 18, 1955, portrays a trend of world events and thinking which must appeal to all thoughtful readers.

"There was a time," Doctor Proctor continued, "when atom-bomb monopoly and atomic weapon superiority gave us a sense of safety. But not for long. Other nations sought to wrest this atomic leadership from America. To compete in this field a country needed vast territory and natural resources to draw upon. It needed a powerful industrial development. It needed trained personnel, scientists, skilled workers of all kinds, and wealth to pay the bills. China has many of these potentials but lacks the industrial capacity. India, playing a negative role, is becoming a powerful voice in world affairs. Brazil and Africa may well have important futures in world councils. They are potentially powerful. Watch them."

These remarks made it plain that atomic development is not the only phase of power leadership to be considered. We are aware that Russia is our greatest rival in that field, but there are other developments of critical import to us and to future world affairs. "Significantly," the talk continued, "at the recent Bandung conference only Asiatics were present. Not a white nation was represented." We face a tremendously challenging and vital opportunity there for non-military diplomacy of the highest quality. "The diplomats of the future are in our classes today. Let us hope that the lid will not blow off before enlightened study and effort can be brought to bear."

As previously noted, "there was a shift in world power after 1914. We in America were then just on the edge of world power. The situation of that day was shattered by World War One. Russia was awakened. Japan had held delusions of grandeur which were later made obsolete. In Russia a powerful Communist government emerged. Democracy, which had seemed to have such a rosy future, began to be viewed with serious questionings. Was it destined to grow and spread as we had previously assumed? Out of the two great wars that have been fought since 1914 have come conditions that profoundly affect world prospects. India, Pakistan, Ceylon, Indonesia, Burma, Thailand, the Philippines—these and others have thrown off colonialism as practiced for centuries to their economic and other disadvantages.

That shift in world power, plus the emergence of the non-white peoples into world affairs and the growth of international concepts and plans for world co-operation, may be labeled the three main world currents of the twentieth century. A long road lies ahead. The speaker quoted an old Chinese saying, "A journey of a thousand miles begins by taking the first step," and continued: "The first step, which proved a somewhat faltering one, was taken with the formation of the old League of Nations. Contrary to the thinking of many, it was not an entire failure. We learned much from it and actually accomplished some good things. Now we are taking the second step, The United Nations. . . .

"The development of mass warfare is a further indicator of the trend of world events in the twentieth century. Europe faces a new world. The development of tremendous new ways by which man kills and destroys has changed the method of fighting from individual action to mass procedure and weapons. Gigantic new bombs—from blockbusters to the latest guided missiles and jet-propelled bombers—have robbed war of whatever glamour and romance it may have once had and made of it an entirely new and grim, ghastly wholesale destruction of life and property. The civilian back of the lines is no longer comparatively safe in his occupation. He has been brought into the conduct of war to an extent never before known. Production and distribution of the material of war has grown to be vitally essential and a very real part of fighting technique. No longer can the civilian hope to escape the dangers of the front line. Practically speaking, there is no front line.

"World War One broke Europe into a large number of small splinters of nations which made no economic sense. They began to put up trade walls, another form of warfare exceedingly serious in its consequences. Such tariff walls cramped and crippled any attempt to attain economic stability. Some of these small nations had no outlet to the sea. The resulting situation made fertile ground for growing a crop of dictators. They gained ascendancy by promising relief—by promising almost anything and everything they achieved a ruinous leadership.

"Germany, formerly surrounded by nations as effective and capable of fighting as herself, perhaps, was now left in the midst of these futile little countries which were an enticing invitation to invasion by a powerful aggressor. Germany had not been physically devastated in World War One, as were portions of other countries. Suspicion and failure to co-operate by the several countries in the face

of danger gave a little paperhanger with a funny mustache the opportunity his fantastic dreams conceived.

"The second World War weakened western Europe still further and left Russia in a masterful position. Russia, although now gone Communistic, would have been in any case a sore spot in Europe. Don't let anyone fool you about that. All would not have been peace and light and harmony, even if Russia had not embraced Communism. And don't believe that Russia had never been an aggressor in her pre-Communist days. Ask any educated Turk or Pole. The great problem would still have remained. Another sore spot in Europe, although apparently salved for the moment, is the antagonism between France and Germany."

Turning to another troubled area, the discussion was briefly centered about Japan. "Japan Reconsiders," in a recent issue of *Let's Talk About*, is extremely thought-provoking and somewhat disturbing. It would appear that any complacency we may have felt about Japan's attitude and future good will for the United States may be badly shocked if the opinion of Lily Abegg, the author, is well founded.

Japan, she indicates, has been hypocritical in professing so much regard for American direction during the occupation of that country. Even their professed love for General MacArthur was not based so much upon what he did for them as the ingrained regard they have for authority, she thinks. Now that they are being put upon their own they will most likely revert to their old customs and ideas of government, education, religion, etc., or may fall a victim to Communist persuasion.

"The next great world problem we face," resumed Doctor Proctor, "is the attitude of the Asiatics. They do not all think alike. They do not like each other. The Chinese do not like the Japanese, nor do the Japanese like the Chinese." Other antagonisms exist on this mighty continent, occupied by so many racial strains, with so many opposing types of religion and with barriers of unlike aspirations and social customs.

"When we understand a little of one," he declared, "it may not apply to the others. We must take into account (1) Their past experiences. There is an enormous race consciousness and race prejudice. They are particularly inflamed against the white race and white nations. Whites have conquered and humiliated them and have exploited them through many costly commercial concessions. They have been treated with such contempt and have been so degraded and injured in their pride that they are almost fanatical in

their detestation. They are suspicious even of kindness. (2) There is enormous poverty in Asia. It is absurd to think that peace can be achieved with them until basic causes of hatred are removed. There is too much premature optimism and wishful thinking as to our ability to conciliate and win them. There are appalling obstacles and we may as well admit it and conduct our relations with them in the light of the facts."

Closely tied in with the problems in Asia is the problem of the USSR, our chief rival for the good will of the Asiatics. "The German problem of a few years ago," said Doctor Proctor, "gives some clues to the Russian problem of today. . . . Let us start with the facts—the facts we are sure we have: Geographical facts are the best attested and most easily obtained. Russia cannot hide them, although it may seek to throw dust in our eyes. Yet we can discern much of the truth. How big is Russia? In population? In size? In vulnerability to attack?

Population, approximately 220 million against our 165.

Area, eight million square miles against our three million.

"In these we seem to be outclassed. As to vulnerability, 80% is west of the Ural mountains. Naturally the industrial development is largely here and would be a fairly easy target for bombing. But we too, are congested in certain areas and this factor might be a standoff. Moreover, Russia is trying to develop industrially east of the Urals so as to circumvent as much of the bombing threat as possible. But Russia has many population groups, some of which are not friendly to the Communist government. It is absurd to think that all people in a dictatorship are whole-heartedly for the dictator. Only about six million Russians are actually members of the Party. Many of the rest are held in line by fear or some other powerful motive. Ukrainia, the next largest language group, although Slavic in origin, does not like Russia proper. It has rebelled before and might again. Ukrainia has some 60 or 70 million people.

"One other point: Russia is both a European and Pacific power, just as we are both Atlantic and Pacific. It has a tremendously long border line and fewer seaports. It counts heavily on China and is courting other Asiatic peoples. She is now becoming a polar power. It is significant that Sweden has also entered the field of polar air navigation and has established a commercial line there. We are working in that area too.

"You have perhaps read 'A New Look at the Soviet's New Look,' which is one writer's interpretation of Russia's long-range intentions. This writer (Wolfe) does not think the new look is genuine. It is

a pretended objective, a tactic for the present phase of the battle and not a part of long-range strategy. The Russians have not relinquished their former ambitions; have only changed their form of attack to a more subtle approach. It is engineered largely by the same group that worked hand-in-glove with Stalin. It is not likely they have changed their basic thinking. As advisers to Stalin they set up certain long-range objectives and, no doubt, are still aiming at the same targets. Their motives have not changed. The present committee system under which Russia appears to be operated will not last. There is too much jealousy and suspicion among its members, each of whom would probably like to be Stalin's successor. And, finally, you cannot expect peace of a dictator. Dictation is the essence of the Soviet philosophy and procedure."

Opening the next discussion of world events, comment was offered regarding Adenauer's defeat recently in the Bundestag, when his proposals for the formation of a federal army were turned down. "Significantly on the ground that the proposals did not 'sufficiently put the control of the military in civilian hands.' That from Germany, if you please! Are they really in earnest about this?

"We must dig into a lot of background facts to begin to solve the puzzle of Germany. There are really two Germany's—German Federated Republic (west Germany) and the so-called German Democratic Republic (east Germany). West Germany has about 90,000 square miles and East Germany about 40,000. This is important because the population is about 75 million altogether, making it the largest group in Europe, aside from Russia. . . . The west outnumbers the east about four to one. France and Britain have about 50 million each and some of the other nations of Europe run from 10 to 40 million each. So Germany is important, extremely so, and it is in the very center of things. It is the crossroads of Europe. What happens here is vital to all the rest. What happens to the rest is vital to Germany. Acute questions are involved here. It is not hard to make a prophecy which is perhaps not inappropriate here: What happens in Germany in the next ten years will cause more headaches than even Russia. Germany is now about the most important country in Europe (unless we except Scandinavia and Switzerland). From the ruins and shambles of ten years ago Germany has made the most amazing recovery. German production is now the highest it has ever been—just ten years after the close of World War II. They are a wonderfully intelligent,

studious and industrious people. The work of about 75 German scientists brought to America, chased out by the Nazis, has done marvelous things for us. Many have become American citizens. We have been greatly aided by them in scientific study and advancement. Thus our country owes them much credit and the whole world feels the impact of their work. To appreciate the importance of the future progress of Germany, we must keep in mind a number of things, as: The Germans have been accustomed to following a leader (witness Hitler). We are not sure they may not revert and succumb to some such propaganda as we saw in the film "Triumph des Willens." We are not entirely sure they will continue to be democratic, as they now seem inclined. Will they really forsake the militarism which was once so strongly entrenched in their thinking? A genuine unification of Germany, which every real German hopes for, involves tremendous consequences. If not accomplished immediately, it surely will be one day, no one knows when or how. Germany lost much territory as a result of her wars and she cannot forget, nor will she ever cease to hope for their eventually being recovered, we can readily believe.

"The forthcoming disarmament talks (in Geneva) will be, at least we hope so, to try to remove the causes of this sinister program. Someone has indicated that if Russia would enter in an honest-to-goodness agreement to set up a *workable and safely guarded* program of disarmament we would be willing to turn over half the money that would save us and use it in rebuilding the economies of nations which have suffered war devastation. Some of our people might object at first, but it should be possible to convince them that this would be a good bargain. What kind of disarmament would Russia like to see? Would they be willing to extend the rule to apply to masses of soldiers and sailors, to submarines, to air forces, fields in which they would be left superior or exceedingly dangerous?

"We should be foolishly naive to eschew nuclear forms of warfare without such *iron-clad assurances*. It does not look too hopeful and we should be gullible indeed if we are caught in any such maneuver. All these gigantic preparations make for terrific tensions and international jitters. Geneva will have to talk about these things. Russia and the Communists generally believe in world revolution. They say it is coming—sure to come. Any agreement they make will likely be made with this in the back of their minds."

The final discussion of this series was devoted to a Perspective

of the United Nations. "You will have to measure the United Nations by at least four yardsticks:

1. Its aims and objectives (stated in beginning of Charter);
2. The kind of organization it provides;
3. Its record of accomplishment;
4. The kind of people working in and for it.

"Its primary aim is to unite our strength to secure and maintain peace. It is not and never was intended to be a war-making organization. Its purposes may be further stated under these headings:

1. To promote the conditions of peace. Conditions must favor peace before it can be realized;
2. To establish democratic government throughout the world;
3. To adjust to altered conditions.

"It is a voluntary organization. You could not have a civil war about one member's seceding from it. It cannot stop any group from leaving or quitting. It has taken significant steps to restrain war and promote peace. It did this in Kashmir; in Israel; in Egypt, and in a half dozen other places has stopped incipient wars."

As to the above, a summary from "The UN Today," by Lodge, is here included:

The threat of war in Iran in 1946, due to pressure of Russian troops, was moderated and gradually extinguished.

The initiative was taken, with substantial American backing, to prevent Communist encroachments on Greece in 1947.

Working with the Netherlands and the Indonesians, full independence was given to the 75 million people inhabiting Indonesia.

The Kremlin has a real headache in the United Nations; they cannot break it up; they dare not leave it.

"Next Month (July, 1955)," continued Doctor Proctor, "we'll meet in Geneva and study how to stop aggression and other world-disturbing actions. How to get rid of surpluses is a major headache. It may take action through international organization to find the cure. It works better that way. No country likes to be put in the position of accepting plainly labeled charity from another. Any taint of imperialism may thus be avoided.

"The UN is a great forum," he continued, and proceeded to outline the ways in which it can be and is beneficial to have a central body of a permanent nature in which opinions can be expressed and grievances aired. Thus public opinion is created. Even the Communists dread incurring too much criticism (from their point of view) when it is directed against them."

Lodge, in his volume from which we have quoted, puts it this

way: "Public opinion is developed—and public opinion does make things happen in spite of the iron curtain. . . . We can see what the Communists are doing. . . . Without it we could not see nearly so much."

Speaking of the ability of the UN to adjust to altered conditions, Doctor Proctor called attention to the rise in power and prestige of the General Assembly, "whereas the Security Council has become almost useless." Demaree Bess, in the February 22, 1955, *Saturday Evening Post*, devotes considerable space to developing this "extraordinary aptitude for transforming itself to meet unforeseen conditions . . . has developed along lines which few people anticipated. A much more hopeful picture of the United Nations has thus emerged."

At one point in the series of discussions, a student made the pointed distinction between "one-worldism" and "one-world-governmentism," which is supported by Lodge's book in these words:

What the United Nations is Not:

It is not a world government

It cannot impose a tax of any kind

It cannot draft a single soldier

It does not threaten the destruction of our Constitution

In conclusion we are reminded that our Supreme Court has said, "The treaty making power does not extend as far as to authorize what the Constitution forbids."

2. Holland

Much appreciated and enjoyed were the addresses by Mr. Holland (he disclaims such titles as Doctor and Professor). At home in England he is employed as a lecturer in education in the University of London. The fact that he has visited or worked in several of the countries described gave his descriptions added interest. We summarize first a broad outline of the topics he was to develop more fully in later talks and in films.

The British Commonwealth.—"Looking at a globe in 1930, particularly a globe used in England, with all areas flying the British flag tinted to distinguish them, we should see the British Empire in its former proud spread of world power. Now we can no longer call ourselves the 'Empire,' but substitute the word Commonwealth. Now our possessions of that day have a different status. Now the dominions have equal authority with Great Britain, but have found it to mutual advantage to co-operate in many fields. Often they follow the lead of England and have aligned themselves with her, as in the World Wars."

In speaking of Montreal, Canada, he reminded us that it is the second largest French speaking city in the world, second only to Paris. Describing Australia, he said: "Australia has the second largest desert in the world. This accounts in part for its having but 10 million inhabitants, since it is not inviting to many who might have taken up their abode there. Contrary to misinformed ideas, they are not all, only a small part of them in fact, descended from criminals." Humorously he quoted a Scotchman there who said "There are lots of us Scots here, but the rabbits are the greatest pest."

"Burma chose to be independent (having been given her choice) rather than to have the status of a dominion. India and Ceylon have dominion status, as has Pakistan. Rhodesia is very near to acquiring dominion status. England still has colonies—Nigeria, Gold Coast, Kenya, Malaya, Malta. Malta might conceivably want to be attached as an integral part of England. New Zealand (a dominion) and England have a particular liking for each other. New Zealand furnished some of the finest soldiers, even according to opposition fighters, in the recent war. Nigeria is a large country, rather well developed in the north, but backward in the south. Great dissension prevails there, however, and the outcome is uncertain. Part of the trouble is a language difficulty, three main languages being employed. This complicates education. England also has mandates and protectorates. But all in all she has been stripped of much of her former glory and world dominion, when 'the sun never set on the British Empire.' The mandates are territories taken from Germany in World War One. Tanganyika is one that England took over."

Asked what it is that holds the Commonwealth together as a group of countries which in the main will fight for each other, what are the ties or influences that make this the case, he replied. "Tradition is strong; we are rather sentimental, too, with a mutual link. We like them and they seem to like us. They rather like to be with us. Certain trade arrangements, too, are mutually advantageous. Constant emigration from England to these countries has also contributed to the sentiment mentioned. Australia feels better working with England, although once very favorable to the United States and might have lined up there."

In the films following, many English and other scenes were shown. These and related topics were discussed. "England proper is small and overcrowded. England and Wales combined have approximately 58,000 square miles, which is about 24,000 less than Kansas.

Great Britain in all contains about 12,000 more than Kansas. The population is about 45 million. Physically the country is very diversified. We have the Scotch Highlands and a narrow lowland belt. In north England is the Pennine chain, with mountains in Cumberland and Wales. To the west and in the midlands are plains with fairly rich soil. In the south are the chalk hills, called downs.

"Several races are included in the population, the earliest of whom are the Celts, now represented by the Welsh, Irish, Scots and Cornish. Angles and Saxons, invaders from Germany, drove the Celts to the west. Germanic ideas of society came with them, following a king who would consult with his chief men when he felt their need. The chiefs knew the laws and customs and from this beginning the common law of England was developed (and later incorporated also into the legal structure of the United States).

"Christian influence began to be felt after 600 A. D. The country was unified under the Saxon kings at the time of the Danish invasions. Alfred was the foremost figure in early English history. His was a fascinating period, one which will always be worth reading. Another high point in early English history is the reign of Canute, the Dane who became king after a victorious campaign of invasion carried out by his father. He headed an empire consisting of Norway, Denmark and England. The empire did not last, but he did establish a strong and effective civil service which was maintained after 1066 by the Normans, the last successful invaders of England.

"A struggle for supreme power shortly arose between the king and the barons. Eventually the king called on the commons for help, especially financial. The king and the commons were for a time stronger than the barons. (One phase of this continuing struggle was the extorting by the barons of Magna Charta, a famous charter of liberties, in 1215.) In the Wars of the Roses most of the barons were wiped out. The Tudor monarchy came into power in the fifteenth century when Henry Tudor defeated Richard III on Bosworth field and reigned as Henry VII. His son and successor, Henry VIII, extended the authority of the British crown in a tyrannical and capricious manner. You probably remember him best for his matrimonial adventures and his subsequent quarrel with the Pope. An interesting theory is that he was motivated in this very greatly by his desire for a son and successor.

"The Stuarts followed Elizabeth Tudor and sought to rule under the theory of divine rights, resulting in many quarrels with Parliament. From these the House of Commons emerged as the leading legislative body. George III tried to reassert royal power but failed.

One of his chief failures was the loss of the United States. You will recall some of your early patriots made effective use of the slogan 'No taxation without representation,' and a group of them reacted to a tax on tea by staging a tea party. They were so enthusiastic, in fact, that they used the whole of Boston Harbor for a teapot."

Returning to a general discussion of the English people, he continued: "The English are sometimes misunderstood. They are marked by their reserve, a penchant for minding their own business. Some fenced in their lands and coined the phrase 'An Englishman's house is his castle.' They made provision in the law that there is no right of entry without a warrant. Perhaps their characteristics have been affected considerably by the weather. It is moderate, not extreme, often dull and gloomy. Perhaps that is why they do not see things as black and white—a compromise. They don't make concessions to the weather—they endure it. Their clothing and housing are not really suitable to meet heat and cold, but they put up with them.

"From the Anglo Saxons they have inherited suspicion of foreigners. Originally there was a tendency to live apart in small clearings in forests. Unlike the Celts, the Irish or the Scots, family ties are not so strong, the head of the family not so important. There is a tendency to move about and thus lose touch with the rest of the family.

"In religion, the tendency is to avoid extremes. The most of them are adherents to the Church of England officially, but not in practice. They, with the Roman Catholics, Baptists and Methodists, are the strongest. There are some other groups, but they are smaller than in the U. S. A. The services are more formal than here.

"English education, elementary and secondary, was of slow growth. The system was voluntary until 1870, when an act of Parliament required local school boards to provide elementary education up to the age of 12. Secondary education was not provided. At first there was a small fee for elementary education and it was not compulsory. By 1890 elementary education was compulsory to 12. In 1902 secondary education, partly free and partly supported by fees, was inaugurated for grammar and technical subjects. By 1918 the age was extended to 14.

"By 1926, the elementary school was divided at 11 into primary and senior departments, and in 1944 the secondary courses were:

Grammar, ages 11 to 16-18.

Technical, ages 11-16.

Modern, ages 11 to 15-16.

"The compulsory age is now 5-15. Teachers, as a rule, are free to decide syllabus, choose texts and methods of teaching. A teacher once certificated is not required to stand further examination for certification, or attend college for further credits."

In a sly bit of humor, the speaker remarked that "the English public schools are called public because they are not public." The term does not apply to the schools mentioned above. Actually they are supported by foundations independent of both State and Church, furnished by private benevolence or by royal endowment. It is to this characteristic that the term public applies. Tuition charges are made and they are quite high generally.

"There are two principal differences between government in the United Kingdom and in the U. S. A. (1) There is no written constitution in the United Kingdom. (2) There are no states with specified rights (except in North Ireland to a limited extent). In the United Kingdom all power resides in or derives from Parliament, which may delegate powers to other bodies. It can also revoke it if necessary. Due to the historic development of the government, there is a certain amount of suspicion of new ideas and philosophy. It employs a pragmatic, empiric approach. Compromise is a part of the program—not always logical, but it works.

"Tracing the development of the governmental structure we note: (1) The right of the king to consult with anyone whom he wishes. (2) The growth of the powers of Commons, which made a determined stand that there should be redress of grievances before the granting of moneys desired by the king. (3) Establishment of Commons as supreme, the only body which can originate taxes.

"The members of the House of Lords sit by virtue of a patent of nobility granted by the Crown. It descends to eldest sons only. . . . The total membership is about 800, of whom only 70 or 80 normally attend. Most of those are people who started in Commons and either succeeded to peerage (as Salisbury) or were ennobled as a reward for good service . . . Thus is created a repository of experience and wisdom. The debates in this House are of far higher quality than in Commons. Its members are more experienced and they are not influenced by the fear of failure to be re-elected. . . ."

Introducing the subject of British Foreign Policy, the speaker prefaced his discussion by saying: "This is not an expert view, but merely that of the man in the street. . . . The United Kingdom is dependent upon foreign trade. It must import much food and

must export industrially. There is fear of invasion and the channel ports, which were formerly so vital, are no longer the only source of threatened invasion. The most alarming threat is now air warfare. England has had a long and trying history of aggression from without. She has declined in power after two world wars and has lost investments overseas. Manpower has declined. With the parliamentary form of government, there is sometimes lack of continuity in foreign policy. Close ties with the dominions often influence the policy. This is especially true as to tariffs.

"At present our nation is a member of the UNO and not altogether happy about it in some respects. Experiences with mandated territories and colonies have not been satisfactory. The British resent charges of imperialism, exploitation and the like. These are often bandied about without any knowledge of the real situation. As a member of NATO, she fulfills her obligations but cannot provide very many troops. The standing army is not large and cannot pay the rates set by the United States, which would aid recruiting. Men are badly needed in industry. Some troops are in overseas territories—East Africa, Malaya, Gibraltar, Malta, Cyprus, Germany—very few at home. The Labor party, especially the left wing, want to reduce, not increase, which would involve withdrawing from abroad, especially from Germany.

"The British are not happy about hydrogen and atom bombs, but the general view is that it would be useless for us or the United States to abolish them. There is no guarantee that the Soviets would. In any event, the West could not match the U. S. S. R. and Chinese manpower. Feeling that left wing opposition to bombs is rather hysterical, the British don't worry much about the bomb. We've lived through two wars in recent years, and though the bomb will be much worse in the matter of power, there is reason to hope that neither side is ready to use it. It will mean utter devastation if they do. Similar considerations kept poison gas out of World War Two.

"As to Germany there is divided opinion, especially in the Labor party. The general feeling is that Germany is bound to rearm and we'd prefer on the whole to have at least one-half of Germany on our side rather than to have the whole swallowed up by Russia and be against us. But it is a choice of evils.

"We are doubtful about France since she has so many Communists and there seems to be a malaise of spirit in that country. My personal view is that the French have not really forgiven us for not

surrendering in 1940. The French have largely lost their self-respect, a result of 1914-1918 and a cause, perhaps, of the present unrest.

"We are definitely *not* ready to yield sovereignty to an all-European Assembly yet. Delegates are sent to attend conferences on the subject, but they have no power to bind the Government. We are not keen to have our policy decided for us by continentals. We are not really happy to have the Army under French command, as results in 1940 were pretty poor. Nor are we too keen on having a U. S. general as commander in chief of the NATO forces, believing that Montgomery is at least as good as Bradley.

"As to the U. S. A., we find your country a bit perplexing at times. We think you are even more amateurish than we are. One of your senators, for instance, recently did the United States tremendous damage in England and in Europe. We question your 'go-getter' tradition, making quick results so desirable. Your impatience seems a feature of the U. S. generally. We have learned by long experience that you can't hustle the East, India, Arabia, China, the USSR, not even European states. We wonder whether the United States will get exasperated and either 'go it alone (trigger happy)' or return to isolationism? There are our fears.

"Economically we must earn dollars to buy essential goods from the U. S. and Latin America. If high tariffs keep us from exporting to the U. S., how do we earn dollars to buy what you have in enormous surplus?"

The Problem of Africa.—Discussing this topic, Mr. Holland stated: "It is not one problem but many. There are these natural problems:

- A. *Size.* Eleven million square miles, roughly 5,300 miles from north to south; 4,900 miles from east to west.
- B. *Terrain.* Much desert; tableland; mountains near coast; few harbors.
- C. *Climate.* From tropical rains to aridity.
- D. *Vegetation.* Dense jungles; vast savannahs; deserts.
- E. *Disease.* Malaria, fevers, insects, etc.

"Under Human Problems may be listed:

- A. *Backward and Sick* natives; often under-nourished; superstitious; poor.
- B. *Dominant Whites*, occupying the best land.
- C. *Immigrant Asians*, neither black nor white.
- D. *Small Vocal Class* of educated Africans clamoring for independence.
- E. *Expanding Population*; static agriculture; slow industrialization.
- F. *Education*: What should it be? At what should it aim? Who shall pay for it?

"Africa has two great deserts, one in the north the greatest in

the world, with scant vegetation at any place. In the center are enormous jungles and rank vegetation. Disease is rampant. Rain-fall is varied, or almost non-existent, as in Egypt. The streams are polluted, not safe to bathe in sometimes, much less to drink without boiling. There is a very large native population, varying in size from the diminutive pygmies to the giant Zulus."

He spoke more specifically of British Somaliland where he had spent some time. "It is small, smaller than Kansas, located in the east near the entrance to the Red Sea with its easy access to Suez Canal. Strategically it is very important on account of the canal and England watches it jealously. Its population is only a half million. Much of it is semi-desert. It is a pastoral country, noted for its warriors. The dominant religion is Moslem. There was general distrust of education until 1943. Its mineral resources are small. The people, as in all parts of Asia and Africa, are bent on independence. It is now a drain on United Kingdom taxpayers. Christian missions are prohibited, which is a retarding exclusion."

Kenya, another of England's colonies, presents many troublesome problems for solution. "It is several times the size of British Somaliland, also on the east coast of Africa. The terrain consists of coastal plains, tableland, Rift Valley, highlands, Lake Victoria basin. The situation when the whites arrived at the end of the nineteenth century was:

- a. Warfare was chronic between the several tribes.
- b. Disease was epidemic and life expectancy low.
- c. Had a vicious slavery trade, particularly with Arabia.
- d. Natives believed in witchcraft; fearful of evil spirits.
- e. Complex tribal society; rule by elders, etc.

"The white entry was three-fold: Missionaries with the gospel; traders with trumpery, guns and whisky; settlers, some good and some bad. The situation was complicated by Indians brought in as laborers, who then remained mainly as traders. They now control 90 percent of the Kenya trade. Many of the Africans are in debt to them.

"There are some schools, mostly under Moscow trained teachers. The situation is ripe for trouble. Either Whites, Indians and Africans must work out some agreement, or the Whites may attempt to rule by brute force. If the Whites should evacuate, the Africans will wipe out the Indians. In such an event, India might invade Kenya. Nehru already has his eye on the region as an area suitable for colonization by some of India's surplus population, and the USSR may be interested."

South Africa.—"This is one of the world's worst trouble centers," declared the speaker in introducing the subject of South Africa. "The situation is one that causes much comment and criticism. The reasons for the troubled conditions are historical and very complex. A very brief statement only can be given:

"The first Europeans to visit South Africa were Portuguese on their way to India. Their reception was not hospitable and they made no effort to colonize the region. Nor did the British as yet. The Dutch did, early in the seventeenth century. They found the native Hottentots of rather fair skin and as the invaders were mostly men, they intermarried with them. Others were made slaves and servants. Malays were brought in, some as slaves, some landing from Dutch ships. More intermarriage occurred. The mixed-blood offspring became known as 'Colored.' It is not used to designate the Blacks.

"The Dutch were Calvinists, and from Old Testament authority, approved slavery on religious grounds. In time more Dutch settlers came, this time with more women, and mixed marriages tended to be looked upon with disfavor.

"During the Napoleonic wars the Cape was twice occupied by the British, who finally decided to keep it. English was made the official language. Dutch pastors were replaced by Scots Calvinists, who soon began to learn and preach in Dutch. During the anti-slavery crusade in the United Kingdom, the slavery trade was abolished, as was slavery itself in all British lands in 1833. The owners were compensated by Parliament. The Dutch resented the British rule and there was a great trek to find new homes to the north, away from interference by the British. These Dutch were known as the Boers.

"At the same time warlike Bantu tribes, pressing down from the north, met the advancing Boers and savage local wars followed. The Bantu tribes, of which there were seven, when not engaged in killing Boers fought one another. As a tribal organization they developed a highly efficient military machine and practically wiped out the Hottentots.

"These wars continued until the 1870's. The Boers, being better equipped with war materiel, won out, but the British had to come to their rescue several times. They suffered some disasters before they finally defeated the Zulus (Baden-Powell). Until this time, Boer farms were under constant threat of extermination.

"Two Dutch republics were established—Transvaal and Orange Free State. Other colonies, Cape and Natal, were established under the British. Natal had very few Dutch. It was suitable for the

production of sugar but too hot for white labor. The Blacks wouldn't work, so an immigration scheme for Indians was adopted. The Indians who came were not accepted socially by any other group. Having by their financial ability become rather wealthy, they still regard themselves as Indians and are so regarded by the Indian government. Actually they are South African citizens who have no desire or intention of returning to India. Nor are they desired by the Indian government. This might, however, make a good excuse for India to interfere. It was in this country that Ghandi started his career as a lawyer, defending the rights of Indians living in that part of the world.

"The next serious complication was the discovery of gold on the Rand in Transvaal. The Boers were not interested in mining gold but there was a huge influx of uitlanders. The Transvaal government, under Kruger, decided to tax them and were met with the reply "No taxation without representation." The treatment of the uitlanders was so bad that a four-year war ensued, in which the Boers were finally beaten.

"In 1910 Britain, showing a wise and generous policy toward the conquered Boers, by act of Parliament gave them self-government similar to that enjoyed by Canada and Australia. Whites, Coloreds and Indians were granted suffrage. Blacks were to have special White representatives. Certain important provisions were made which could only be amended by a two-thirds majority in a joint sitting of the two legislative houses. A supreme court was established, similar to that of the United States. English was made the official language, with certain concessions to the Afrikaans. This worked well, even though in 1914 there was a rebellion by a small group of anti-British, pro-German Boers. In the 1930's Afrikaaner Nationalist party emerged. It was anti-British, wanting Boer supremacy, abolition of any tie with the United Kingdom. The leader was Dr. David Malan, preacher, who bitterly hated the English for their part in the Boer War (in which he did not take part). In 1939 there was a split over the war. Prime Minister Hertzog, opposed to war, was defeated by Smuts, who then became Prime Minister and declared war. The Nationalists openly wanted Hitler to win. When Smuts died there was no one to take his place as leader of the United party, which was defeated. The accession of the Malan party to power precipitated great controversy over suffrage rights . . . It took steps to maintain the supremacy of the Whites and to segregate the Blacks. The first step was an attempt to remove the Coloreds from the joint voting list. Although lacking

a proper majority, the law was passed, but the supreme court ruled it invalid.

"Segregation in housing has been adopted, some areas having been declared White only and all Blacks excluded. No Black is allowed to own land or house. The new housing provided is far better than the old, but the Blacks know they cannot be owners. The Coloreds and Indians are given a sort of second-class citizenship, with restrictions on travel, etc. There are approximately 10 million Blacks to three million of the others. The Blacks are far below the Whites in standards of living and economic resources. Indians and Coloreds, too, have much better living conditions than the Blacks, but they are interested only in improving their own status. Practically, it seems impossible to devise a plan to correct the condition, since the country is capable of furnishing only about one-sixth of what is needed for a decent standard of living for the Blacks. Hence the situation is full of danger."

A Final Word.—In conclusion Mr. Holland suggested two things for us:

- "1. Beware of a 'Holier than thou' attitude. What would you do with the problem in their place?
- "2. Restrain any impulse to make public comments bitterly hostile to the present government, obviously biased and based on incomplete knowledge. That only makes Afrikaaners more determined to have their own way. It encourages the Blacks hopelessly. It irritates the Whites, who see that these criticisms only make matters worse. And, remember, the United Kingdom has no more control over South Africa than the United States has over Argentina."

3. Klotsche

The addresses of Doctor Klotsche were highly informative and entertaining. In fact, all three of our lecturers brought us so much valuable thinking (and stimulating challenges *for us to think* as well) that it is with regret we abbreviate their talks. With this further word of appreciation, the summaries continue.

Historical Imperatives of American Foreign Policy.—"Certain basic concepts of foreign policy have been so deeply inscribed into the pages of our history that no responsible leader and no political party can ignore them or brush them aside as irrelevant. What are the facts and conditions which the policy makers cannot ignore?

"To begin with it is necessary to state again the proposition which has been restated many times that world affairs are our affairs. The fact that this statement has now become so obvious is in itself significant, for self evidence reflects a common acceptance of a concept

that runs contrary to the traditional beliefs held by Americans in the past. In spite of the loose use of such phrases as 'isolationism' there is actually no responsible spokesman who today is suggesting complete withdrawal from world affairs as was the case in the 1920's. There are those who would limit our obligations and responsibilities, but a proposal for complete isolation is now for all practical purposes academic.

"We have also discovered as we have become mature in foreign affairs that international crises are not isolated events but a part of a continuum extending over a long period of time. We are discovering that international relations represent a struggle for power, with each solved problem giving rise to new ones in an almost never ending procession. Because of this we have been forced to conclude that a sustained, calm effort covering a long period of time is a basic requirement of foreign policy.

"Another concept that is becoming more and more a part of our thinking is that we need the support and co-operation of others. No country, regardless of its power, can any longer assume the sole burden of maintaining the peace of the world. We are beginning to realize the importance of supporting co-operative action to collectively organize ourselves against aggression.

"Finally we are beginning to appreciate the fact that foreign policy to be soundly conceived must be total in purpose and design. Military considerations are important but there are millions of people all over the world who are more interested in their misery than in their security. There still is a tendency for us to measure success of policy in terms of the atom bomb and physical superiority. These are vital but in the long run it is important that we also identify ourselves with the hopes, aspirations, needs and requirements of the peoples of the world, for history has proven time and time again that ideas too can be weapons."

Balance Sheet of American Foreign Policy.—"It is easy to take a pessimistic view of the world if we do not view events in their perspective. Actually in the light of events of the past ten years we have not done too badly. We probably would do some things differently, but there are things which must be recorded on the credit side.

"There has been no major victory for Communism in Europe since 1948. Between 1945-48 because of our underestimation of Communist intentions we lost ground rapidly but in the past eight years have recovered some lost ground and made some decided gains. Through Marshall aid we have assisted in the rebuilding of western Europe

and have strengthened it in its resistance to Communism. Through NATO and the more recent rearmament of Germany we have started to organize a collective defense system designed to check aggression. And while we have been creating situations of strength in Europe the Communists have shown colossal weaknesses. The struggle within the Kremlin for power is likely to continue for some time and thus prevent Soviet leadership from undertaking risky foreign adventures. The Soviet economic system, especially in agriculture, has also shown basic weaknesses that have produced soft spots in the economy. Peaceful co-existence as it has been developed by the Soviets has in many regards been a reflection of domestic weaknesses.

"Even in the Far East where our successes have not been nearly as spectacular as in Europe we have shown some gains. Resistance to aggression in Korea was necessary and while truce terms were in some regards unsatisfactory at least we have ended for the time being the shooting war there. In like manner we have disengaged ourselves in Indo-China, although only the naive could conclude that all our problems were solved in that part of the world. Even in the Formosan straits where several months ago it seemed quite likely that we might engage in war with the Chinese Communists tension has now been momentarily reduced. We are beginning to organize our positions of strength in Asia. SEATO represents a modest effort to organize a collective security system in Asia while the position of the Administration of giving expanded economic aid to the free arc of Asia should in time assist the Asiatic peoples in improving their standard of living and making them feel that there are gains in identifying themselves with us in the struggle against Communism.

"The events of the past ten years have demonstrated that we can achieve success in foreign policy. Peace cannot be won on any one front but must be waged simultaneously on many fronts and calls for continuous vigilance and patience on our part."

*Is America Capable of World Leadership?*²—"The fact of America's world involvement is long past the point of debate. We are deeply involved in the affairs of the world, not because we wanted to meddle in other people's business but because world affairs are our affairs. And in many respects we have measured up to these new responsibilities. Certainly the success with which we have organized our power has at least momentarily stemmed the tide of Communism in both Europe and Asia.

"Yet when one reflects on the understanding and insights required

of a world power we have not always shown the maturity expected of us. There is in evidence in this country today a neo-isolationism which manifests distrust of our membership in the UN and reflects a kind of arrogance and contempt for others. Many Americans still view the world as did Mark Twain in his 'Innocents Abroad,' published in 1867, who galloped through the Louvre and were generally disdainful of the sights of Europe. There are people today who offer answers to profound questions which are as superficial as those of Mark Twain.

"In one area of the world we have shown understanding and maturity. This is in our relations with our neighbor to the north—Canada. Here is an unparalleled instance of a large nation voluntarily limiting its power and respecting the rights of others without insistence that another nation be built according to its own image. In world affairs it is important that we get over the illusion of omnipotence and realize that we cannot always get what we want even though we are possessed of power.

"One of the best instruments for achieving understanding is the cultural exchange program. This gives others an opportunity to observe us first hand and in turn gives Americans the chance to evaluate the culture of other peoples. A bridge of understanding is basic in the maintenance of peace, for decisions are no longer based upon the views of the policy makers. We are living in a world where peoples are speaking to peoples and understanding sympathy and appreciation for others has become a basic requirement of foreign policy."

The Teacher's Responsibility for Intergroup and International Relations.—"The basic problem of human existence is a human relationship problem. Stated very simply it is the problem of how people who are different can learn to respect their differences and live together in peace and harmony. This is the problem when we think in terms of our personal family living, our professional life, or project it to the state, national and world levels. Yet it is frightening that in an era when man seems capable of accomplishing almost anything in the physical and scientific he has not yet learned how to conquer himself. For while technically we are superb, humanistically we are still illiterate.

"There is a conflict in today's world over this fundamental human relations problem. For we in the free world view man's relationship to his fellowmen in quite a different way than is done in the countries east of the iron curtain. In the free world man is possessed of dignity and worth and each individual is treated in the

context of his own capabilities even though they be quite different from others. We cherish variety and consider diversity our greatest asset. In the totalitarian world, however, the individual is submerged and is forced to conform to the pattern prescribed for him by others. It is this difference between dogma and diversity that distinguishes us from our adversaries.

"This belief in man is fundamental to our way of living and has throughout our history been a part of our way of life. More recently an idea which is so fundamental to our way of living has been reinforced by the knowledge of the scholar. For the anthropologist, cultural historian, biologist, psychologist and others have given body and content to our basic belief in the dignity and worth of man.

"However, what may appear to be self-evident truths are not always self explanatory and self operating. It is the responsibility of the teacher to seize the idea in our possession—the dignity and worth of the individual—apply modern knowledge to its understanding and then make an effort in our every day personal, professional and community living to narrow the gap between our profession and our practice so that our ideas are not meaningless and mere verbalism. Our record in human relations at the community level can become a major issue in world politics, for with science and technology having accomplished instantaneous communication what we say and do in our own communities can have repercussions all over the world. It is therefore a major responsibility of teachers to put into operation ideas in which we believe and thereby contribute to a solution of a major problem of modern man—that of learning to live harmoniously with others."

The Re-education of Germany.—"My first contact with German education was in the fall of 1914 when because of a vacation prolonged by the outbreak of European War I, I as a boy, was placed in a German elementary school for a period of one year. Subsequently on three different occasions I visited Nazi Germany and thus had an opportunity to see first hand what a small group of willful men could do in manipulating the minds of millions of young people. I returned to Germany after the war's end, first in 1948, then again in 1949 and a third time at the invitation of the Ministry of Education for the State of Hesse in 1953 . . .

"Let us state the conditions which existed with the collapse of Nazi Germany. Begin with the tremendous impact which the Nazis had made upon the German mind. The systematic corruption of German children and youth is now a matter of record. It was recorded in its most dramatic form by George Ziemer, former head

of the American school in Berlin, in a book entitled 'Education for Death.' Mr. Ziemer concluded that the primary purpose of education under the Nazis was to teach children respect for authority and obedience while preparing boys to die as soldiers and girls to bear more soldiers . . .

"There is no way of measuring the loss of intellectual leadership in Germany due to the fact that thousands . . . left . . . or were put in concentration camps. Certainly some of the best minds were sacrificed . . .

"German education prior to Hitler's rise to power was of such a nature that it easily became an instrument which could be used by him. The Nazi doctrine that the individual must be sacrificed for the good of the state was not alien to a people conditioned to unquestioning obedience to authority . . .

"One must understand the 'two-track' system of education which had long been prevalent in Germany. From the age of six to the age of 10, German children had a common schooling. At the end of that four-year period a very important decision was made. About 85 percent continued for four more years in the elementary school. Then at the age of 14, they started a three-year part-time vocational education, attending from four to eight hours a week and devoting the remainder of their time as apprentices in German factories, farms and homes. The remaining 15 percent began a rigid academic program preparatory to university education and a professional career. The ability of the child, the wishes of the parents and the financial ability determined whether a child would follow the vocational or the academic track. Once a child started on a vocational track it was extremely difficult to shift over . . .

"Thus at the age of 10, a very basic decision had been made which could determine what his future profession or vocation would be. It created a small intellectually elite class that bordered on the caste system . . .

"There was little opportunity for citizens on the local level to participate in matters affecting the schools. Educational authority was concentrated at the state and not the local level. Democratic participation was an idea completely foreign. School was the teacher's responsibility, home the responsibility of the parents . . .

"Subject matter was always considered more important than the child and very little attention was given to individual differences. There was little relationship between home and school. Thus the traditional system of German education was an important factor. Patterned on an order giving and order taking basis, with a strong

inclination to ignore personal responsibility and to refer decisions to others, children were drilled to follow and obey.

[These] "were conditions which confronted us as we faced the task of German re-education in 1945. Those schools which had escaped destruction were requisitioned for other purposes. There were few books available since the majority of the textbooks were unemployable because so polluted with Nazism. In like manner many teachers were unemployable. The student-teacher ratio was high. Classrooms of 80 were not at all rare . . .

"The prevailing American mood was one of bitterness. Germany would have to be subjected to rigid external controls, otherwise there could be no guarantee that she would not again emerge to threaten the peace of the world. There were several fallacies in this position. It presumed a long period of occupation—a generation or even more. Americans temperamentally were not prepared to accept the responsibilities of a long occupation . . . The Soviet Union as a rising power so changed the international situation that it became necessary for us once again to cultivate Germany as a potential ally . . .

"A second fallacy was the punitive point of view which presumed collective guilt on the part of all Germans. Actually there were innumerable examples of heroism, sacrifice and martyrdom to contradict it. Fortunately a more moderate view soon prevailed. There was a growing realization that we could never impose a system of education upon Germany. It was clear that if we insisted, Germans would abandon the plan as soon as we pulled out. Such ideas gave way to a policy which assumed that our primary responsibility was in an advisory and consultative capacity. We discovered that reform of German education involved more than the elimination of Nazism, something more than the restoration of the pre-Hitler system. The real difficulty was that the whole philosophy was inconsistent with democratic principles and with the findings of modern educational psychology.

"We realized that the possibility of our influencing German education from without was relatively slight. Yet we also realized that the Germans by themselves were not in a position to find their way out. Germany needed to be helped without being pushed . . .

"How was such a change to be accomplished? Of the many possible approaches was the growing conviction that one of the most useful aids was to give the Germans an opportunity to observe educational practices in the United States, to study American educa-

tional philosophy and progress. There was strong hope that some would be moved to apply what they had seen here. Thus there began late in 1947 the exchange program. By the end of 1952 8,000 Germans from all walks of life had been brought over. I had many opportunities to talk to German teachers who had returned favorably impressed. They expressed surprise and pleasure that the average American feels free to get up in a public meeting and speak his mind. They liked the way in which children in our schools were encouraged to develop independence and self-confidence. They were impressed with the active participation by many people in the affairs of the community and the schools. Scores of German teachers were convinced that they can apply some of their new knowledge. But they are not always free to experiment as they would like. The force of German tradition is still strong. Yet numerous examples can be cited of progressive and advanced ideas of education having been introduced. I came away from Germany convinced that the exchange program is one of the most substantial, if not the best, contribution we have made to the re-education of Germany.

"It is of course not easy to evaluate. Eight years is not a long time in measuring the success of a program. One could evaluate it in terms of the objectives which we set for ourselves:

- (1) Equality of educational opportunity for all;
- (2) Free tuition, textbooks and materials for children of compulsory school age;
- (3) Compulsory school attendance for ages 6-15 and part-time to 18;
- (4) Elimination of two-track system;
- (5) Education for civic responsibility in the democratic way;
- (6) Education for international understanding;
- (7) Education and vocational guidance for all;
- (8) Health education for all;
- (9) Improved program of teacher education at university level;
- (10) Participation by people at local level in administration and conduct of schools.

"Such objectives presumed fundamental changes in the structure of German education. They implied a good deal more than the eradication of Nazism. Measured in terms of the above stated objectives one would be forced to conclude that we still have a long way to go. Yet some progress can be noted. In some states schools are now tuition-free up to and through the university level. In others the period of common schooling has been extended through the fifth and in some cases the sixth year. Parent-Teacher associations have been organized in some communities. The pupil-teacher

ratio has been reduced since the early days of the occupation. Some progress has been made in upgrading the qualifications for elementary teachers. An in-service training program has had marked success in some German communities, with increasing interest on the part of German educators in the whole field of educational research.

"One of the most unique and important efforts took me to Germany in the spring of 1953. At the invitation of the Minister of Education for the State of Hesse, I was asked to serve in a consultative capacity in the first major effort to establish a consolidated school. In the project to which I was assigned an effort is being made to overcome some of the traditional concepts of German education. Instead of being divided into separate types of schools students will be able to receive in one educational center all of the instruction required by German law. This as a general rule has not been possible heretofore.

"At the new school on the Bergstrasse children will be able to qualify for entrance to a German university, higher technical school or teachers college. If they take the other track peculiar to the German system they may finish their schooling at the age of 14, when they become apprentices, attend vocational school one day a week for two or three more years. For a German school to provide all these opportunities in one center is very unusual. It will serve as a demonstration school for the teachers college less than a mile away. There are many Germans who are convinced that this project will be widely copied throughout Germany and make educational history.

"Re-education must be undertaken by the Germans themselves. No educational reform imposed from the outside will be effective in the long run. But if German education is to meet the requirements of a democratic society it must consider: (1) More serious effort to provide equality of opportunity for all and abandon the two-track system. (2) Review the objectives; place less emphasis upon the imparting of knowledge and more upon citizenship. (3) Curricula must be enriched to realize the child's individual potentialities and responsibilities. (4) Methods must be changed to give all children opportunity to work harmoniously and in a democratic way. (5) Encouragement must be given to educational research. (6) There must be developed a grass-roots interest in the schools.

"Such changes will require a long period of time and can only be accomplished if the Germans themselves desire it."

IV. Making the Application

1. *Current Events in the Elementary School.*—Informative, stimulating and suggestive was the panel discussion of this topic. It was participated in by Miss Gladys Rinehart and Miss Velda Williams of the Horace Mann Laboratory School, Pittsburg State Teachers College. Their comments have been summarized as a suitable introduction to this section.

Attention was given principally to answering three questions which had been propounded:

- a. What does current events mean to children?
- b. Should we teach current events in elementary grades? Why?
- c. What are some ways of using current events?

To the child, current events are things which have happened recently. They are things with which he comes in contact directly or vicariously. They may be subjects of conversation in the home or elsewhere. They may be in the form of pictures shown in any of the various media available to children. Interest and curiosity have been aroused. The world is being brought right into the home and school. The situations are live and real.

Children want to be able to find out more about what they see and hear, a very strong incentive to learn to read. They want to know what pictures say and why. Awareness of the world and its affairs and the inter-relationships of peoples will soon engage attention. Perhaps the children have heard something about the price of coffee, a topic right from the breakfast table to the classroom. A child says he heard that there had been a frost in Brazil (where and what is Brazil?) and that made the price go up. Later another found out that the government of Brazil had something to do with increasing prices.

Critical judgments are often an outgrowth of something said in the class. The children had been talking about the flight of the China Clipper. One said, "See—I have a little plane (exhibiting a small model) that is just like the China Clipper." Not all of the children accepted the statement. A search for a picture of the China Clipper began. When the picture was located, it was seen that the questioners were right. The Clipper was different. Differences were pointed out with zest and keen perception.

Current events encourage more and better reading for those who are older. In their group gatherings they can be trained to be good listeners, to ask pertinent questions, to enter into discussions. They

are thereby better prepared for good citizenship. They enjoy following a series of events from day to day, to locate places where things have happened. (Too bad the Geneva Conference of the Big Four didn't come in some school month!) This is, of course, sure to cause a freer use of maps and globes.

Bulletin boards carrying clippings brought by class members, frequently discarding the old and adding new, stimulate active participation. Parents are drawn into the activities in a helpful way. Out of these grow many helpful contacts between home and school.

A period is set aside, with some it is the start of the day, for free discussion. During this time the children are given the opportunity to contribute all sorts of information, to make comments and to ask questions. It can be made to generate keen interest in many worthwhile topics. Out of this exchange of information and ideas may grow the need for a small school news sheet—(It can be issued on the school's duplicator). Writing, spelling, English, reading—all come in. In fact it correlates with about everything taught in elementary schools.

Sometimes there is found an incentive to learn something of another language in order better to understand another country or its people. Corresponding with children in other countries, making and receiving samples of school work, may become an important part of social studies.

Election time affords opportunities to teach some elementary facts about our methods of self-government. Learning how voting is done excites much interest. A game can be devised and an election carried out quite realistically, avoiding partisan complications. Always strike while the iron is hot and follow some particularly appealing event as it develops in the papers and on the radio and TV. As to the value of the latter some reservations were expressed, but was agreed that it *could be* of considerable value.

Observing United Nations Week

Contributions by groups from the Workshop on Education for
International Understanding

1955

(47)

I

Homes Around the World

First Grade

FOREWORD

During the workshop on "Education for International Understanding and Co-operation," we first grade teachers wanted to make a study of "Homes Around the World" to follow the unit study, "The Child and his Own Home." United Nations Week offered an excellent opportunity to develop this study.

We felt the child would like the experience of living, in thought, with a child in a home very different from his own. We chose three distinct countries for our children to visit. How to transport our children in thought to these countries provided one of our first problems. Since "United Nations Day" is so near the first of the school year, we decided our mode of transportation should be something familiar. We called on "Tinker Bell" from Walt Disney's production of *Peter Pan* for help.

The preface is written as a suggestion on how the adventure to a different land might be accomplished. An introduction, covering the items we found so very interesting about each country, follows the preface.

Submitted by Committee—

BETTY SWINSON,
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ELIZABETH STEELE,
LORENE BROWN,
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LOUISE WAYLAND,
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TEACHERS' OBJECTIVES

1. To learn to appreciate and respect the individual wherever he is and to co-operate with each other.
2. To know people of other countries as human beings.
3. To find out the kind of homes they live in, what they eat, what they wear, how they work and play.
4. To learn something about the traditional songs and dances they use.
5. To help the children see the similarities and the differences in people's lives and customs, and the reasons for the differences.
6. To help the children realize how the lives of these people are all interwoven with our own.

CHILDREN'S OBJECTIVES

1. To play some of the games the Chinese, the African, and the Alaskan children play.
2. To learn about the food the Chinese, the African, and the Alaskan children eat.
3. To obtain views of the homes in which the Chinese, the African, and the Alaskan children live.
4. To find songs and dances of these countries.
5. To study the likeness and the differences in people and understand why we have these likenesses and differences.

POSSIBLE APPROACHES TO THE STUDY

1. Through a story or stories read by the teacher.
2. Through pictures displayed.
3. Through songs sung to children.
4. Through games played.
5. Through dances enjoyed.
6. Through a display of articles from other lands.
7. Through the showing of a filmstrip.
8. Through current events seen on a bulletin board.

DEVELOPING THE STORY

I

Would you like to take a trip this morning to Adventure Land with Tinker Bell? We shall go far, far away. —How far away is far? As far as Grandmothers? No-no, let us go farther away than that. "I know—as far away as Texas!" We shall see! As Tinker Bell

sprinkles us all with silver dust and provides each of us with a pair of magic wings, let us close our eyes and with faith, hope and love in our hearts we shall fly with Tinker Bell far, far away to visit the home of our friend Ting Ling, a Chinese girl—just your size.

Shall we go!!—close your eyes now—here comes Tinker Bell—Are you ready?

China

China is a land of many, many people, and though it is a very large country, every foot of farming land is needed, to help feed their people. They terrace and farm hillsides where other people would find it impossible. Even the roadsides are cultivated.

Chinese Farms. Many of the Chinese are farmers. They are allowed to cultivate only a part of an acre each. Their methods are very unscientific and crude. They are not a progressive race. They still have customs that they had centuries ago. They farm with very crude, awkward instruments, instead of taking advantage of the many new machines that make farming easy now. They do not seem to care; labor is cheap, there is plenty of time, so they plod along patiently. The following are some Chinese appliances:

A Chinese threshing machine—some slats of wood upon which the grain is whipped. A Chinese wagon—a man carrying two baskets which are suspended from the ends of a bamboo pole which rest upon his shoulder. Chinese flour mill—two small pieces of stone operated by hand. Chinese plow—two pieces of wood and a triangular piece of iron. It makes a furrow about the width of the hand. Chinese tea roller—a Chinese man with a small log of wood.

The main crops of the Chinese people are rice, millet, and wheat. Their vegetables are beans, peas, sweet potatoes, cucumbers, cabbages, beets, tomatoes, and onions.

Let us talk over what we have learned:

1. What do the Chinese people do for a living?
2. What kind of farm machinery do they have?
3. What do they raise?

Homes. The Chinese homes are poorly built, often they are small huts with mud covered walls and thatched roofs. The windows are often made of wooden frames covered with brown paper, because glass is so expensive. The houses are not heated, so the people wear clothes made of quilted, padded materials. They wear several of these at one time, according to temperature. Brick platforms are used for beds.

The rivers are crowded with house boats. The sampan is a one-

room house boat with sail and oars. Some house boats have as many as three rooms. One room may be built downstairs, or under the water. This may be used as the kitchen. The children wear life preservers so they will not drown if they fall overboard.

1. What kind of homes do the Chinese people live in? Why?
2. How are our houses like theirs?
3. How are our houses unlike theirs?

Education. The Chinese think it is a waste of time and money to educate girls, so they are kept at home. They think that if the women are educated, they would not obey their husbands and fathers. A little boy may start to school when he is six.

The Chinese language has no alphabet, but is made up of pictures called characters. They are written in columns instead of across the page. The pupils do not have books, so the master reads a few lines and the children repeat after him. They are sent to their seats to memorize the words. They are taught to shout their lessons as they study them, so the teacher can tell if they are working.

1. Do Chinese children go to school as we do?
2. How do they study?
3. Do they write like us?

Customs. The Chinese have customs that are different than ours. It seems they do some things just opposite from the way we do them. The Chinese compass points South, instead of North. The spoken language is not written, and the written language is not spoken. The Chinese shake their own hand instead of the hand of the person they wish to greet. Some begin their dinner with dessert and end with soup and fish.

Transportation. The people have made many canals through their country. The Great Imperial Canal is 600 miles long. Farmers often have branch canals running to their farms, and the farm boat takes the place of the farm wagon in other countries. They have poor roads, few railroads and fewer automobiles, therefore the canal is the great highway of commerce.

1. Can you name some things that the Chinese do that might seem odd to us?
2. Can you name some things that we do that might seem odd to the Chinese?

II

Do you remember where Tinker Bell took us yesterday? What fun we had at the home of Ting Ling, our Chinese friend. We decided that we would like to live with Ting Ling for "just" a little while on her boat and see who could catch the "biggest" fish.

I wonder where Tinker Bell will take us today. I'm sure it's far away again—as far away as yesterday? Oh, yes, maybe even farther. It will be very hot in this far away place, so would you like to wear a helmet like "Remar's" in his jungle program. Maybe we should pretend we are putting on our sun glasses while Tinker Bell comes by with the silver dust. Are you ready to visit the home of Timbu, a little African boy?

Africa

Africa is called "The Dark Continent" because little is known about it. It is a wonderful land filled with strange animals and some white and many dark people. It contains the oldest monuments, the greatest desert, and the richest diamond mines in the world. Here is a map of Africa. Can you find it on the globe?

1. Why is Africa called "The Dark Continent"?
2. What interesting things does it have?

Education. The native people of Africa know very little about civilized ways and customs. A very small percentage of the population have heard of books and schools or can even tell their age.

1. Do the native boy and girl go to school like we do? Why?
2. What does "civilized" mean?

Housing. Their home is a low hut made of clay, thatched with palm leaves. There is not a single window and only one narrow door, but then the family uses it only at night and for shelter when it rains. There is a small porch roofed with palm grass and strewn with soft mats. It is a fine place to live and dream while the mid-day sun shines fiercely down.

1. What kind of homes do these people have?
2. Are they like ours?
3. Are they different from ours? How? Why?

Clothing. The children of Africa wear very little clothing; none at all most of the time. Their skins are soft and shiny, like black satin. Every morning they take a bath in the river, and lie upon the bank until they are dry. They have thick, red lips, and their eyes are very round and bright and black. Their teeth are white as pearls, many have them filed wedge-shaped like the grownups in their clans.

1. What kind of clothing do the Africans wear?
2. Do they look different from us?

Food. African mothers are very good cooks. An African feast is cooked outdoors by the women of the tribe, where all of their

cooking is done. They may have turtle soup, roast elephant, roast monkey, broiled buffalo steak, or broiled crocodile. Some queer side dishes are of frizzled caterpillars, paste of mashed ants, toasted crickets, and snake stew. Manioc bread is made from a bulb which looks something like our potato. There are no knives, spoons, or plates. Everyone eats with his fingers. Cups are made of coconuts.

1. Do you think you would like to eat in Africa some time?
2. Why do they have such foods?
3. Would an African like our food?

Recreation. The African child loves his pets just as we do ours. He takes good care of them and sees that they have plenty of food and water.

The African boy has many happy adventures in hunting. He is taught hand-to-hand fighting with panthers and gorillas. Africa is the home of the lion, the leopard, the elephant, the rhinoceros, the buffalo, the giraffe, the hippopotamus, and the monkey family. Each native child must know how to protect himself from wild animals.

Another pleasure which the black boy has is his love of boats and water. A flat bottomed boat is made from a tree. It has beautifully carved paddles. The sail is made of woven grass.

The natives love to sing and dance. The sound of the tom-tom brings the happy blacks together laughing, shouting, singing and dancing in and out under the trees.

1. What does the African boy love to do that we can do too?
2. Why are they taught to be hunters?
3. What singing and dancing games do we like? Would an African boy like the games?

III

How many liked our visit to Timbu in Africa yesterday? I wish I could play that huge drum of Timbu's father—don't you? What was Timbu's house made of? Yes, wasn't that quite a different kind of house? Do you think that would be a good house for us to live in?

I wonder if Tinker Bell has another surprise for us today? Doesn't she know of the best places to go? Today we'll need our overshoes, ear muffs, and mittens for this is a cold, cold place. Let's put our hands over our eyes and think—Oh! Let's think hard of something very cold—cold as a refrigerator? an ice cube?—"I know, as cold as Mother's deep freeze." Tinker Bell is ready, so shall we go on a visit to the home of Amak, our Eskimo friend.

Alaska

Housing. Eskimo land is a place of ice and snow, so they often use this material to build homes. An Eskimo home is a round topped hut called an igloo. A dark tunnel leads into the igloo. To build a snow igloo the father cuts big blocks of ice with his knife. Then he draws a circle in the snow, and piles blocks of ice around this circle. Higher and higher they go until it is a big igloo with a window on top and a doorway in front. The last block of ice is pulled in so it shuts just like a door. Heat from the fire thaws enough of the snow that when it refreezes it forms a very snug home.

1. What is an Eskimo's home called?
2. What material is used? Why?
3. How does he begin to build his home?
4. What helps make the igloo a snug little home?
5. What makes our home a snug house?

Furniture. Eskimos have very little furniture. Beds and chairs are snow benches, covered with warm bear skins. A small stone lamp is used for the stove, light and heat. It looks like a three-legged-pan which is always full of seal oil and several little wicks set along one side of it.

1. What kind of bed does the Eskimo sleep on?
2. What fuel is used?
3. What do we use for covering on our bed?

Clothing. Seal skin is used for summer clothes and deer or bear skin for winter clothes. Eskimo women dress the furs and then design them and make them into garments. These garments are trimmed with contrasting furs or fringes or beads obtained from the white trader. The women have an apronlike flap in front and a longer flap in back. The man's jacket is shorter because of his hunting activities. He carries the harpoon. In very cold weather the inner jacket is worn with the fur on the inside by both men and women. Fur or feather socks are also worn. Earrings and necklaces made of walrus teeth are worn by the women and girls.

1. What material is used for clothing?
2. What kind of jewelry do they wear? Why?
3. Who makes the clothes? Who makes yours?

Food. The main food of the Eskimo is frozen fish and meat of deer, bear, walrus, whale and caribou. The Eskimo places seawater (for its salt), seal blood, and meat in the kettle to simmer all day. When the hungry hunters return in the evening, the family will have a hot meal. After dinner they will cut up the game and give meat

to unfortunate people in the tribe. The parts of the animal not used for human food will be fed to the dogs. The evening meal is the only hot one eaten by the Eskimo. The hunter has a breakfast of raw meat and cold water before he leaves for his strenuous day in the open. He says it gives him more strength than cooked food. Scientists have found that raw meat and raw fish furnish vitamins that help to keep the Eskimo healthy.

1. Where does the Eskimo get his salt?
2. Why does he eat raw meat in the morning?
3. How does the Eskimo share?

SUGGESTED ACTIVITIES

1. Current events put on bulletin board.
2. Scrapbook of different homes.
3. Exhibits of homes made by children from sugar cubes, grasses, and bamboo.
4. Visit a doll collection.
5. Make and design drums.
6. Experience stories read by teacher or by an older child.
7. Make puppets and give play.
8. Choral reading saying Mother Goose rhymes from different countries.
9. Learn and sing songs in another language.
10. Write a few words in other languages.
11. Play games of other countries, such as Chinese Checkers.
12. Fill Christmas gift boxes for Friendship Among Children and Youth Around the World (FACAY).
13. Instead of "Trick or Treat," collect coins so that needy children all over the world can have milk to drink and receive protection against disease through UNICEF.
14. Sing and dramatize songs.
15. Use of rhythm instruments in song, "The Hunting Song."
16. Show suitable films and slides.
17. Each child bring an article from another country and tell about it in the sharing period.
18. Do some folk dances of different countries.
19. Make up stories of home life.
20. Invite foreign students from College to tell about homes in their country.
21. One day have the lunchroom supervisor serve a foreign dish, such as chop suey.¹
22. Assembly Program. The children in costume, sing songs and do folk dances of selected countries.
23. Invite the mothers to tea on the last day of the project so they may see the things the children have been doing and hear them tell about their different projects.

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B. People of the Congo

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Filmstrip House, 25 Broad Street, New York 4, N. Y.

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III. SONGS

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Silver Burdett Co.

B. The Happy Eskimo

The Music Hour, Book I
Silver Burdett Co.

C. The Eskimo Hunter

The American Singer, Book I
American Book Co.

D. The Little Eskimo

New Music Horizons, Book II
Silver Burdett Co.

E. Chinese Temple Dance

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- F. China Boy Walks One, Two, Three
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II

World Brotherhood

A United Nations' Assembly Program

(May be used also for TV presentation)

By LOIS LANDRUM O'CONNELL

CHIMES: Do, mi, so, do.

CURTAINS open. (Stage represents a TV screen.)

NARRATOR appears on screen. A chorus of sixth graders, in the background hum: "Brotherhood."¹

NARRATOR: "You hear our singers who are about to embark on a world tour humming 'Brotherhood,' a beautiful hymn, the music of which was written by Beethoven, one of the music masters of all time, a composer about whom this group has been studying."

MUSIC: Chorus sings "Brotherhood." (Chorus remains in background while pupils of Grade II present a flag drill.) Sixteen children, each carrying a flag of some country of the U. N. enter. Piano music for flag drill "There are many Flags in many Lands."²

NARRATOR: "Their second grade friends create atmosphere by displaying United Nations flags while our tourists are assembled for leaving."

NARRATOR: (After flag drill.) "The travelers are waving good-bye to you as they prepare to board a chartered bus for New York City." (First grade folk dancers appear on screen.)

NARRATOR: "While they await their bus they watch their first grade friends doing folk dances on their own school playground." (Folk Dancers sing and dance a folk dance: "Rig-a-gig-gig.")³

NARRATOR: "This song and dance, as you see is very appropriate as a send-off for a joyful journey." (Music fades out.)

NARRATOR: "You are now seeing our voyagers in England. They have completed a pleasant airplane trip and are hearing a school choir singing."

MUSIC: "God Save the King" sung by a white robed choir.

NARRATOR: "The tourists, you noticed, listened carefully to their

1. McConathy, Morgan, Mursell, Bartholomew, Bray, Meissner, Burge, *New Music Horizons*, Book 6. (Chicago, Silver Burdett Co., 1953), p. 31.

2. *Ibid.*, Book 3, p. 6.

3. D. G. DeWitt, *Fun in Sharing Fun the Co-op Way*, (Consumers' Co-operative Assn. Press, Kansas City, Mo.), p. 36.

own 'America' with different words and are reminded that this is Great Britain's National Hymn. We travel with them again, this time to France."

MUSIC: Chorus sings "The Marseillaise."⁴

NARRATOR: "Here is a festival in progress. Young people from various countries are dancing and singing their own folk songs."

NARRATOR: "French Music." A song "Are You Sleeping, Brother John?"⁵ (A Fifth Grade.) French words are: "Frere Jaques, Frere Jacques, dormez vous dormez vous? Sonnez les matines, sonnez les matines, Bim bim Bom, bim, bim, bom." Folk dances.⁶ "The Bridge of Avignon." (Grade 3.) "Chimes of Dunkirk."⁷ (Grade 5.)

NARRATOR: "Music from Switzerland." Song "From Lucerne to Weggis."⁸ Schottische. (Grade 5.)

NARRATOR: "Czecho-Slovakian Music." Czech Singing Folk Dance.⁹ (Grade 4.)

Song "John's Beautiful Horse."¹⁰ Waltz and clap rhythm.

NARRATOR: "Music from England." A 3rd grade song—"As Tommy was Walking," an English Folk Song.¹¹ Song and Dance "Santy Maloney," English. (Grade 3.)¹²

NARRATOR: "Music from Norway and Sweden." Folk Dance "Gustaf's Toast." (Grade 2.)¹³

Song and Game "I See You."¹⁴ (Grade 2.) (Game directions in Book Two Accompaniment and Interpretation New Music Horizons.)

Song and Dance "Looby Loo."¹⁵ (Grade 1.)

NARRATOR: "The time has come for traveling on a non-stop flight to Hawaii." Song "My Little Grass Shack in Kealakekua, Hawaii."

4. McConathy, Morgan, Mursell, *New Music Horizons*, Book 6. (Chicago, Silver Burdett Company, 1953), p. 136.

5. *Ibid.*, Book 5, p. 202.

6. *Ibid.*, Book 3, p. 72.

7. D. G. DeWitt, *Fun in Sharing Fun the Co-op Way*. (Consumers Co-operative Assn. Press Kansas City, Mo.), p. 38.

8. McConathy, Morgan, Mursell, *New Music Horizons*, Book 5. (Chicago, Silver Burdett Company, 1953), p. 38.

9. *Ibid.*, Book 4, p. 16.

10. *Ibid.*, Book 4, p. 26.

11. *Ibid.*, Book 3, p. 22.

12. *Ibid.*, Book 3, p. 63.

13. D. G. DeWitt, *Fun in Sharing Fun the Co-op Way*. (Consumers Co-operative Assn. Press, Kansas City, Mo.), p. 38.

14. McConathy, Morgan, Mursell, *New Music Horizons*, Book 2. (Chicago, Silver Burdett Company, 1953), p. 125.

15. *Ibid.*, Book 1, p. 1.

(Grade 6, sheet music.) Danced by eight barefooted girls dressed in green crepe paper skirts over green shorts, orange boleros with leis around necks and ankles. Original dance. Song "Aloha Oe" (Farewell to Thee.)¹⁶

NARRATOR: "The trip has been completed. Let's all join in singing 'I Want to Live in a Friendly World,' 'It Could be a Wonderful World' and 'Song of United Nations' for our finale."

LIST OF SONGS

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- "Are You Sleeping," New Music Horizons, Book 5, p. 202.
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- "From Lucerne to Weggis," New Music Horizons, Book 5, p. 8.
- "Czech Singing Folk Game," New Music Horizons, Book 4, p. 16.
- "John's Beautiful Horse," New Music Horizons, Book 4, p. 26.
- "The Bridge of Avignon," New Music Horizons, Book 3, p. 72.
- "As Tommy Was Walking," New Music Horizons, Book 3, p. 22.
- "Santy Maloney," New Music Horizons, Book 3, p. 63.
- "Gustaf's Toast," Co-op.
- "I See You," New Music Horizons, Book 2, p. 125.
- "Looby Loo" (Swedish.) New Music Horizons, Book 1, p. 50.
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- "Aloha Oe," New Music Horizons, Book 6, p. 200.
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- "It Could Be a Wonderful World," records.
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III

A United Nations Program

Rural School Education Committee:

MYRTLE E. RIDENOUR A. L. BAILEY

IMELDA ADELGREN

OZZ J. LEWIS

MINNIE MURPHY

Our schools are trying to provide an opportunity to help children understand people in other parts of the world through activities such as: helping foreign students who attend our schools to become a part of the group; through studying people in other countries; through writing to other children; and through studying the United Nations.

By doing this we can help people in other countries to see that democracy can be real for them as well as for us.

One of the purposes of the United Nations is to secure and maintain international peace and security. This group, accepting and agreeing with this purpose, thinks it is feasible to teach our boys and girls the aims and objectives of the United Nations. To invite the parents in on various discussions is significant. One way of getting started, the group believes, is to provide effective programs. Programs that will include all upper grade students, interested parents, and community leaders. Feeling that the United Nations Tenth Anniversary is worthwhile to many people here and abroad, the group planned the following program which they felt might be appropriate to present during United Nations Week.

HONORING OUR UNITED NATIONS FLAG

Several sixth and seventh grade pupils, with two or three flags of member nations of United Nations, are seated on the platform at a table. A large United Nations flag is ready to be displayed by this group of students.

Dramatization

HUGH—Today we are celebrating the birthday of the United Nations. We shall sing, "United Nations."

HUGH—Birthdays call for presents; but this time the presents came to us. (Barbara and Julia unfold a large United Nations flag and hold it up.)

BARBARA—This is our United Nations flag. It is the one adopted by the General Assembly on October 20, 1947.

JULIA—Each part has a special meaning. The blue represents the clear sky above all nations. The white stands for the light of truth that will bring peace to the world. The map of the world shows all the lands where people live. The olive branches are symbols of peace. (Girls pin flag to back curtain.)

HUGH—Our committee will give its report on United Nations. Alan, will you tell what countries make up the United Nations?

ALAN—My report is one you see as well as hear, and sixty pupils will have a part in it. See this center section? Each person sitting there represents one member of the United Nations. As I call the roll, each nation's representative will stand and hold the flag of his country for you to see.

ALAN—Then, I'll ask them to remain standing until we can see all the flags flying together. (Calls roll and pupils respond by standing.) Each nation is proud of its own flag, just as we are of ours. The United Nations flag stands for all sixty nations united for peace.

Afghanistan	Denmark	Lebanon	Thailand
Argentina	Dominican Republic	Liberia	Turkey
Australia	Ecuador	Luxembourg	Ukrainian S. S. R.
Belgium	Egypt	Mexico	Union of South Africa
Bolivia	France	Netherlands	U. S. S. R.
Brazil	Greece	New Zealand	United Kingdom
Burma	Guatemala	Nicaragua	United States
Byelorussian S. S. R.	Haiti	Norway	Uruguay
Canada	Honduras	Paraguay	Venezuela
Chile	Iceland	Peru	Yemen
China	India	Philippines	Yugoslavia
Colombia	Indonesia	Poland	El Salvador
Costa Rica	Iran	Saudi Arabia	Pakistan
Cuba	Iraq	Sweden	Ethiopia
Czechoslovakia	Israel	Syria	Panama

HUGH—If we are going to display our United Nations flag, it must have a meaning for every boy and girl in our school. Alice, what should we think about as we look at this flag?

ALICE—The purpose of the United Nations is to help all the people of the earth to live in peace. It is a little like our school where hundreds of children learn how to get along with each other. Happy people don't want to fight, so the United Nations works to make the world a happier, better place in which to live. It also works to help nations understand each other. I think we could pledge our allegiance to this flag and to the peace and friendship for which it stands. I heard someone say that the United Nations is our best hope for peace.

HUGH—Thank you, Alice. Bob Hope said, "All the nations want to rub out war and the United Nations is the only eraser we have." Charlotte will tell us some of the good that it has done.

CHARLOTTE—Being a girl, I was interested to learn that the General Assembly voted to give equal political rights to men and women and then elected a woman, Madam Pandit, sister of Nehru, the Indian Premier, to be the president for the year of 1954. And, being a pupil in the elementary school, I was glad to know that the United Nations had established an International Children's Emergency Fund, to help unfortunate children in war-torn countries. The "Cup of Milk" program has made life better for many. There are many good things that the United Nations is doing to improve health and provide education. We don't think enough about these things; we just keep asking when the United Nations is going to stop all wars. It is not a world government. All must work together.

HUGH—Glynne, are you ready to tell us where you think we should keep our flag?

GLYNNE—Well, it's like the United Nations; it isn't storm-proof yet. So we can't let it fly outside with our "Old Glory," but we can keep it in our entrance hall. We will have to get a staff just as tall as the ones that hold our country's flag and our state flag there, since the United Nations flag is not supposed to be any lower or any smaller than any other flag that is displayed with it. The entrance hall will be a good place, because seeing the flag as we come in will remind us that the world and the school will be better if we learn to get along together.

HUGH—And the hall belongs to us all, just as our new United Nations flag does. William, you are the song leader on our committee. Do you have a closing number for us?

WILLIAM—Yes, "Let's Make the World of Tomorrow Today." (He repeats the words and leads the group in singing the song.) This stanza I had to make up myself. (He sings):

The flag of the UN, to you and me,
Speaks of a world that is happy and free.
And we all can help if we just try
To learn all the fine things it stands for, and why.
The flag of the UN is so blue and so white
Tells us the friendly ways are right,
So let's keep it where we can see it each day,
And help it bring peace and good will here to stay.

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