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THE EDUCATIONAL LEADER



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NUMBER 3

KANSAS STATE TEACHERS COLLEGE • PITTSBURG

THE EDUCATIONAL LEADER

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VOLUME XX • NUMBER 3

NINTH ANNUAL WORKSHOP
on
International Understanding

Kansas State Teachers College
PITTSBURG, KANSAS

DR. REES H. HUGHES, *President*

June 18 to June 29, 1956

THEME:
Teaching International Education
Through Literature

CONSULTANTS

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Dean of Education
Kansas City University

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THE EDUCATIONAL LEADER

VOLUME XX • NUMBER 3

A Message From the President

WE IN the College in Pittsburg believe that we have an obligation to have a part in the promotion of international acquaintance and understanding in order to help form an acceptable basis for World peace and progress.

Our program provides for bringing a visiting instructor from another country to the College faculty each year, for encouraging attendance of students here from other countries, and, among other things, conducting each Summer Session a workshop on education for international understanding.

There follows in this bulletin a report of the workshop of the 1956 Summer Session.

REES H. HUGHES, *President.*

Foreword

Events throughout the world reveal the gravity of international relationships.

The key to peace is understandings. These understandings begin during childhood. The study of international relations in elementary and secondary schools is one step in society's efforts to reach these understandings that will help our nation to live peacefully with the world.

Kansas State Teachers College of Pittsburg is thus making a real contribution to international understandings. It is planting the seeds of better international relations through teacher education by its workshops and publications for teachers.

ADEL F. THROCKMORTON,
State Superintendent of Public Instruction.

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Membership of the Workshop

Name	Home address	Teaching Position and address
Olis Benita Amos	Carl Junction, Mo.	Second Grade, Riverton, Kan.
Gladys Marie Bequette	Baxter Springs, Kan.	Fifth Grade, Baxter Springs, Kan.
Roberta A. E. Burress	Purcell, Mo.	Second Grade, Webster School, Webb City, Mo.
Hazel I. Canfield	Oswego, Kan.	Second Grade, Oswego, Kan.
Lorene Elizabeth Ducroux	Wichita, Kan.	First Grade, Wichita, Kan.
Ernest J. Gold	Magma Hotel, Superior, Ariz.	Junior High School, Superior, Ariz.
Rolf J. Graves	28 Maryland, Topeka, Kan.	
Mildred C. Heller	Girard, Kan.	H. S. English, Girard, Kan.
Myrtle Allen Klice	Kansas City, Mo.	Sixth Grade, Kansas City, Mo.
Opal E. Ricketts	Hiattville, Kan.	Rural, Hiattville, Kan.
Mary H. Sampica	Columbus, Kan.	Fifth Grade, Galena, Kan.
Eva Marie Silcott	Altamont, Kan.	Fifth Grade, Altamont, Kan.
Martina D. K. Street	Uniontown, Kan.	Rural School, Bourbon County District 52
Marian Stromquist	K. S. T. C. Pittsburg, Kan.	
Olive Viola Walker	2601 Pearl, Joplin, Mo.	Fifth Grade, Washington School, Joplin, Mo.
Cecille Morris Weir	Carl Junction, Mo.	Second Grade, Riverton, Kan.

I. Examining the Theme

Understanding.—This Workshop on Education for International Understanding has for its specific theme this year Teaching International Education through Literature. Of all the avenues over which we may proceed toward that goal, *Understanding*, literature is one that promises immediate and tangible progress. It is the most widely available highway.

Perhaps we should first try to understand ourselves. Have we inherent or acquired prejudices and dislikes which keep us from facing facts—facts relative to races, customs, appearances, languages, intelligence, foods, clothing—which offend our preconceived notions? It may be the best way to gain a tolerant and sympathetic attitude is to examine our own background and ask how we became what we are—how we “got that way.”

By following this with a study of the findings of travelers, historians and scientists we may be compelled to revise our thinking, or lack of it. Note well and evaluate judiciously their testimony as to the intelligence, skills and cultures of others which mark them as different mainly in superficial respects. In this way we may learn to understand why ways that are strange to us are due to environment and circumstances. What would have been our own reactions if placed in similar positions?

Have we, with our supposedly superior civilization, contributed to the welfare of others as much as they have contributed to ours? Ask literature what we owe to China, Japan, India—all of Asia. What do we owe to Hebrews, Arabs, Italians, Slavs, Mexicans, North American Indians, Negroes, and all the rest? Those whom we have sometimes insulted with such epithets as Sheenies, Dagos, Bohunks, Wops, Greasers, Niggers? We have received much from them. When we understand and appreciate properly their accomplishments, we shall want to reciprocate generously.

The backward, the hungry, the underprivileged, we shall be eager to assist by helping them to help themselves. Dr. Frank Laubach has spent many years in such work. He has been *privileged*, as he puts it, to mingle with illiterates comprising three fifths of the world's population, principally in Asia and Africa. He has seen their eagerness to learn. He has taught them and has seen their boundless gratitude and the pathetic way they follow any leader who loves them.

Doctor Laubach, in his book *Wake Up or Blow Up* (Fleming H. Revell Co.), asserts: "We can prevent Communism from taking the rest of the world." Having spent much of his life in conducting his unique teaching mission, he has redeemed untold millions from darkest ignorance. He has reduced scores of primitive languages to written form and has developed simplified alphabets for them. In a marvelously short time the people, both children and adults, are reading. He has become the world's greatest champion of enlightenment. He shows his faith in the value of the written word by declaring: "Where we go with literacy, or medicine, or agriculture, they throng to us, love us, follow us, want our religion."

II. Following the Speakers

EDITOR'S NOTE: Capturing and recording what goes on in a workshop such as this is a pleasant task. But it is not one to be performed mechanically. Ten days were spent on the adopted theme. They were days of intense application spent in congenial surroundings with a wealth of source materials at hand. Leaders and students brought to the study fine ability and rare devotion. To attempt to reproduce it would require a large volume. Condensation was necessary. This selective process has been the work of the editor. He sincerely hopes that the abbreviated symposium herewith has retained much of the best and that it reflects something of the spirit of the participants. Likewise, he is hopeful that there has been a minimum of loss.

Understanding Other Nations.—"We need to understand our history much better than we have in the past," commented Dr. William A. Black on the opening day. "Nor can we understand our country's foreign policy without some understanding of peoples in those countries with whom we must live as close neighbors. Most of us are not going to be able to evaluate other nations and their policies. But we can understand at least enough about them to realize the problems and difficulties faced by our experts, the representatives of our government who do have to appraise another country. Then, too, we need to be able, in some measure, to be able to appraise the expert. We need and will continue to need a large number of experts who will be trained and able representatives of this country in dealing with foreign countries.

"We must understand geography better, because geography has determined not only the economic and social development of large parts of the world, but has also determined the political and educational growth. Understanding other peoples begins with ourselves and those around us. A feeling for other peoples begins with the feeling for our own. If we would understand other peoples' patriotism and nationalism, we must first be patriotic citizens ourselves.

"In all this literature plays a very significant part. I believe biography and the historical novel are among our most effective teachers. We must be discriminating in our selections. We must learn the importance of every individual getting the truth and trying to teach it patiently and persistently to others.

"There are other things that teachers can and should do: Learn more ourselves; think big; be optimistic and enthusiastic; be concerned for the attitude and expanding ideas of children and youth. These remain after everything else is forgotten."

Our Problem Today.—Dr. Ernest Mahan, in the following short address, pointedly emphasized our desperate need to win and hold

the friendship and allegiance of that portion of the world not yet aligned with either West or East. This vivid presentation serves well to highlight the motives which prompt us to seek the best means by which to accomplish our aim.

"Until recently sea power has been decisive in world history. The nation which had control of the seas might lose all other battles but the last one. Even in World War II Hitler was never able to cross twenty miles of English Channel because he could never immobilize the British fleet.

"We are now in a new and different age than any the world has ever known. It is an age of air power. The air ocean, so to speak, laps at every man's door. One bomber, even a fighter bomber, can carry as much nuclear explosive power on one trip as all the bombers of all the belligerents could carry on a mission in World War II. Moreover, we have the guided missile, even the inter-continental guided missile, to which to look forward.

"The greatest problem of our times, therefore, is one of security—national survival. In confronting this problem we should recognize that the world may be divided into three parts. One part is Soviet Russia and its satellites; another is the Western democracies, and the third part includes the peoples and nations which are not certainly and decisively aligned for the foreseeable future with either side; nations like India, Pakistan, Indonesia, and many more in a great semicircle around the Soviet Union and its block. Indeed, about sixty percent of the peoples of the world might be said to be in this group at the present moment, or likely to be in the years immediately ahead.

"Our problem of security, then, is the problem of winning and holding these peoples of the earth if we can do so. We need their friendship, we need their real estate for use in building and maintaining air bases. We need their industrial, technological, and even military potential on our side. Some fifty vital commodities from these countries of the world we are now importing. This third part of the world, this doubtful sixty percent, may be the decisive factor in the world of the future.

"The vulnerability of Russia is greatly increased if the Western democracies can maintain air bases on the real estate of this third part of the world. No point in the Soviet Union can be more than 1,500 miles from its borders. On the other hand, our vulnerability is much less than that of the Soviet Union. We have the great barrier of the polar ice cap and the Dominion of Canada with a radar screen across this territory to give us warning. Russia has

only the thin line of countries like Poland and Czechoslovakia in Eastern Europe separating it from potential attack.

"In this age of air power and nuclear explosives no sure and adequate defense is in sight. At the moment the greatest deterrent to war appears to be the threat of massive retaliation. Our threat to a potential enemy is much greater if we can win and hold this doubtful third part of the world. Economic aid has been our main persuasive force, often in the form of outright gift. One facet of this whole problem of our times, this problem of security for us and Western civilization, is our relationship with these peoples. Whether economic aid in the form that we have given it in the past is the most effective way may be a debatable question, but the importance of winning and holding them surely cannot be overemphasized and would not seem to be a debatable question."

Iceland.—So rapidly is history being written that before the words of one commentator can appear in print events may greatly affect the situation described. An excellent illustration of this is that, within a week after Doctor Mahan's remarks regarding the value of the polar region to our defense strategy, Iceland broke into the news. Current election results there show a decided effort is in the making to compel our government to relinquish a part or all of our defense base in their territory. In his daily summary of current events, Doctor Proctor had this to say on the subject:

"Iceland is increasingly important to America. It is now due to receive careful study in the Security Council, which is composed of about a dozen administrative officials, including the Secretary of State and the Secretary of Defense. The State Department, headed by Secretary Dulles, will study the questions involved and report to the President. Mr. Dulles has an exceedingly tough recommendation to make *re* recent election results and other anti-American manifestations. Iceland is virtually demanding that America shall give up its air base there and get out. Perhaps reasons of justice and international respect and courtesy could lead to a polite acquiescence. But, as the security of 165 million Americans may be adversely affected and NATO greatly crippled thereby, and since we are already in this tremendously vital spot, should he recommend that we give it up? It does not seem to be a matter to be compromised—no halfway proposal looks to be in sight. Shall we be polite and do the altruistic thing and thereby put millions in jeopardy, or shall we risk the charges of imperialism and abuse of power? Shall we act to safeguard 165 millions or comply with the

wishes of 90,000 Icelanders? Would you like to have the job Mr. Dulles faces?

"And Iceland is not all. Okinawa enters the picture in a similar way. We have in the past criticized Great Britain, France and others for holding the advantage in Hong Kong, India, Morocco, etc. Shall we risk their jibes and raised eyebrows? America has always maintained that government shall be with the consent of the governed. Shall we, too, be guilty of coercion? It's a tough question."

Asiatic Relationships.—Asia holds a vital "balance of power" in the pattern to be set for the conduct of world affairs. It has already been pointed out by the speakers heretofore quoted what this huge segment of our global population may mean to the free world, or to the disciples of Marx and Lenin, whichever way events may turn. A summary of the remarks of Doctor Proctor on this topic follows.

"Our relationship with Asiatic peoples may easily, in fact almost certainly will, determine the fate of the free world. Therefore Asia deserves much more of our time than our program here permits. We have but limited means of learning trends and events. Mid-western U. S. newspapers do not seem to carry as much in this field as do the eastern. The cost of such service discourages a wider coverage. We have, however, on our bulletin board a number of clippings from last night's *Kansas City Star*. Here we find headlines to the effect that the Russian leaders are being challenged in their own country and in their own press as to why those leaders did nothing to stop the excesses of Stalin. Krushchev and Bulganin may be much embarrassed and could conceivably be forced into retirement. We are in the midst of enormous changes in technical means of making war. Weapons certainly affect our diplomatic procedures. New types of foreign diplomacy are evolving.

"Looking at the situation in Asia, as contrasted with just a few years ago, a whole new vocabulary appears in the field of international relations. For example, in the literature of a few years ago the Indian constantly used the term *sahib* in addressing or speaking of his English rulers. It was a term which designated the Indian as inferior, one speaking of his master. It is not now used, and its elimination from the Indian vocabulary shows the changed relationship between the Hindus and the British. In China, the peasant or Chinese laborer no longer is content to remain a *coolie*. A similar trend here at home is the absence of words heretofore

mentioned, such as Dago, Wop, Bohunk, used as terms of contempt, implying extreme inferiority.

"Revolutions in our time contributing to a new evaluation of races and their governments are: (1) Overthrow of the old regime in Russia. (2) Scientific and industrial. (3) Revolt of the non-Western world against the West. (4) One not fully accomplished but hoped for is an American revolution which will bring about cultural and economic justice and a desire for a good neighbor era.

"Asiatics in particular have seen their rights contemptuously ignored, have been brutally forced into degrading and disadvantageous concessions and generally kicked about by Western nations. Now, to win their friendship calls for a new diplomacy, one worthy of a democracy that calls itself Christian. We may as well face it and begin with ourselves to develop genuine good will.

"There has been in Asia in very recent years a great upsurge for freedom. Colonialism is dead. More than a dozen new Asiatic governments have replaced former colonies of European powers. These include India, Pakistan, Iran, and others. Now we have to treat them with great respect and, to a great extent, on their own terms.

"Out of an estimated two and a half billions or more people in the world, approximately two-thirds are in Asia according to best estimates. Their rate of increase in population, too, is far in excess of our own. We are becoming more and more a minority race. We ought to approach any attempted adjustment to this new and potentially alarming situation in a spirit of very real (and penitent?) desire for equitable and kindly upbuilding of neighborliness in all its best sense. Merely a desire to placate and ease the antagonisms grown out of decades of unfair exactions and abuses will not suffice. We are not to be cringing suppliants for their favors, but give fair and upstanding recognition to their rights.

Among their greatest needs and ambitions we note: Hunger; desperate and horrible deficiencies in food. A demand for equality, social, cultural, diplomatic. As to Communism, they are not so afraid of it, never having known the blessings of a true democracy."

Iran—a Proving Ground for Ideologies.*—"Kipling was never so wrong as when he said, 'East is East, West is West, and never the twain shall meet.' The two are meeting in a number of hot spots today. In Iran they are meeting in a clash of ideologies in which two relatively new ways of life, Communism and democracy, are struggling to replace a very old way of life—Persian-Mohammedanism.

"The masses are stirring in Iran, as they are throughout Asia, in what some term a long-range world social revolution. In many places life has changed little in hundreds of years. But now the word is getting around . . . that better living is possible. People are hearing of medical service, educational opportunities, economic improvement and social betterment . . . are looking for something better.

"In Iran this great revolutionary movement is massing. Although an ancient country, Iran is currently in a rather adolescent stage of nationalism.

"Through diplomacy, Point Four, aid programs and educational assistance the Americans are trying to keep Iran free and hope to see a modernization similar to that which has taken place in Turkey. The Russians are trying to push the Iron Curtain beyond the borders of Iran. Fearing both East and West, the conservative and reactionary elements are preaching a back-to-religion program.

"Of course the oil issue is foremost in the news and the most obvious bone of contention at the moment. It cannot be denied that this issue is of vital importance to the economy of Iran and may be the precipitating factor that decides this struggle and possibly the peace of the world. Hate of the British has become so intense as to approach a national paranoia. Therefore, the people

* **EDITOR'S NOTE:** In former years we have had wonderful opportunities to study in the Workshop at Pittsburg Teachers College firsthand reports from those who have worked and studied in many parts of the world. Among these, we have had fine contributions from India, Japan, China, Turkey, Africa and other trouble spots of the globe. This year, 1956, brought an equally great opportunity to learn about Iran. The following article is condensed from a report by Dr. Hugh W. Speer, Chairman of the Department of Education, University of Kansas City, Kansas City, Mo. Doctor Speer, with his wife and two daughters, spent thirteen months on a Fulbright scholarship in Iran. During this time Doctor Speer taught in the University of Iran, advised the Ministry of Education on a general revision of the public school curriculum, started the first demonstration school for the Ministry of Education, and directed a summer workshop for 200 of the leading educators of the country as a first step in implementing the new curriculum ideas. He also served as a consultant to the American Community School for English speaking children of thirty-two nationalities. During their year in Iran the Speers traveled to Tabriz, near the Russian border in the English territory of the northwest, the Caspian Sea ports, and south to the ancient cities of Shiraz and Ispahan.

are willing to endure severe privation rather than submit to any settlement that suggests a compromise or surrender. This attitude, of course, has been fanned by Russian propaganda.

"The British, and especially the Americans, want the issue settled in some co-operative way by which Iran will regain some semblance of economic and social stability and the West have access to the oil, particularly in event of war. The British, of course, are anxious to salvage as much of their investment in the Abadan refinery as possible, and probably even more anxious to avoid any show of weakness that may embarrass them in resisting national movements in other parts of the world. The Americans have apparently been permitting the British to take the lead in diplomacy and so are becoming increasingly associated with the British in Iranian public opinion.

"The Russian bears are naturally casting hungry eyes toward the large Iranian oil fields. They are fanning Iranian discontent, calling the British 'imperialists' and associating the Americans with them.

"Opposing both the East and the West is the Kashand return-to-religion movement, which would direct the nationalistic efforts backward rather than forward. The argument is that Iran can and should exist as it did before the discovery of oil; wants the government to get along without oil revenue and the resulting contact with the outside world. Kashand, the leader, would restore the power of the Church. His success is evidenced by the increasing number of women who are going back to wearing veils. There is also the fact that he was elected, at least temporarily, as leader of the Senate.

"All of this complex picture means that the revolutionary and nationalistic movement in Iran stands to be captured and guided either by the Church, the East, or the West. The struggles going on in other hot spots of the world, such as China and Indonesia, are very similar. This makes Iran an interesting and important proving ground which can better be studied under easier laboratory conditions. We shall now analyze very briefly the methods being used by each of the three ideological groups.

BACK TO RELIGION

"Kashand and the Church leaders have been trying to take Iran back to the good old days before oil wealth brought foreign influence. They can enlist some support from the wealthy landlords by defending the economic and social *status quo*. They muster all the power of religion to regiment the masses, especially influenced

by Kismet, or fatalism. This makes it easy to explain away poverty, poor health and hardship as the will of God. As one of my Iranian professor friends explained to me, 'These (the abjectly poor) people will not revolt. They believe it is the will of God that they should live this way.' To add fervor to the religious movement, a mob psychology has been stirred up on frequent occasions, resulting in riots in Teheran and other centers.

"The Iranian people will choose, maybe by compromise and adoption. Temporarily, religion is a bulwark against Communism, but if Kashand and his group overplay their hand, a reaction may come and there is danger of simply substituting one dogma for another, in this case Communism for the old religion.

COMMUNIST TACTICS

"The Communists are fighting their ideological battle very cleverly. The Tudah party, although small and unable to make much showing in the elections, is powerful and closely knit. It is made up mostly of the younger educated groups in Teheran. They have worked hard on the secondary school and university population. We ran into considerable evidence of it among the secondary school teachers and students.

"A universal Communist tactic is to fan discontent. It is relatively easy to make scapegoats out of the government and rival foreign influence, such as the British.

"A second tactic is to disrupt and divert constructive programs. Although the Ministry of Education tried to keep Communists out of our demonstration school and summer workshop, a few slipped in. They were very clever about getting the discussion off the track, trying to make the whole effort seem futile because of an indifferent bureaucracy, or simply arousing dissension and confusion. Similar tactics were used against Point Four in a number of centers.

"A third method is direct attack and belittling American programs. Much of our mimeographed material seemed to find its way to Communist newspaper offices. Sentences were distorted, taken out of context and used to show how Western 'imperialists and warmongers' were trying to poison the minds of children.

"A fourth tactic was to intimidate Iranians who were co-operating with American programs. The thirty professors and staff members in our workshop were under continuous attacks, but I think I can confidently say that only one was seriously worried by it.

THE AMERICAN EFFORT

"Throughout their propaganda the Russians are not above making charges against the West out of whole cloth, but they are more successful when they exaggerate something which has a semblance of truth or plausibility. I was in the United States Information Center when a group of young Communists gathered outside and threw rocks in protest against alleged germ warfare in Korea. I don't think this charge got very far, either in the minds of the people or even in the Communist press.

"On the positive side the Russians are promising a better way of life. The young educated Communist is exposed to the writings of Lenin and Stalin, but has never seen how Russian Communism operates. The Russians make many promises. Although they are empty promises, even empty promises are appealing to an empty life.

"The Americans have had and perhaps still have considerable advantage in the ideological struggle. In many ways the Iranians and Americans are similar and find it easy to like each other. Our missionary efforts during the past fifty years have done much.

"English is rapidly replacing French as the second language. One young Iranian was asked if he was going to Mecca when he had saved enough money. 'No,' he said, 'I am going to go to New York.' The Iranians cannot easily forget the reluctance with which the Russians withdrew their military forces under pressure from America following World War II. Except as we are associated with the exaggerated picture of British oil imperialism, our hands are relatively clean in the Iranian world.

"Against this background, the United States has built a new embassy, which is our third largest in the world. We have started a Point Four program with an ample budget. Through Fulbright grants and other programs, we have started educational aid. Unfortunately, to date, some Iranians feel that we have let their country down. In some respects our efforts may be said to be too little and too late. The Point Four program has been slow swinging into action. We are being blamed by many for supporting the British in the oil dispute.

"In spite of these difficulties and handicaps there is still abundant evidence that a constructive American assistance program can be of benefit to Iranians and the security of the world. There now seems little likelihood of an armed clash in Iran. Basically, the ad-

vantage is on our side. Our reputation is better and we have more real technological know-how to offer.

"Last summer the Ministry of Education requested that we conduct a workshop for 200 leading educators from all over the country to acquaint them with and secure their ideas for the general curriculum revision on which I had been advising the Ministry. I think this program was quite typical of the difficulties and possible successes that face any foreign aid program.

"The thirty members of the Iranian staff worked very hard in the heat that is typical of Teheran summer. They withstood the political pressures, the Communist attacks and, all in all turned in a performance that was satisfying both to them and the 200 teachers participating.

"Three general objectives were set up for the workshop. First, to study the principles of curriculum and instruction. Second, to help teachers and administrators develop specific plans which they could use in their own schools. And third, to study and practice co-operation, what we call the democratic method.

"Judging from the results of a questionnaire and our other evaluating means, considerable progress was made in the first two objectives, but the one which the teachers really expressed enthusiasm for was the third.

THE OUTLOOK

"The impasse of the oil controversy, the economic and social crisis and the Communist threat make the picture look dark for Iran. But there are also some fundamental reasons for optimism. One may be found in the character of the people. Practically all Americans who have worked closely with the Iranians find them bright and quick to catch on. This was definitely our experience in the demonstration school and the workshop. My students at the University compare very favorably with American students.

"Iran does not suffer from overpopulation, as is the case with much of Asia. The country is rich in oil, iron, copper and silver. Agriculture can prosper with irrigation. With development, Iran can become a wealthy country.

"Change is in the air and except for the Kashand-dominated reactionaries, most of the people are ready to accept new ideas and new methods. I never heard 'We have been teaching this way for years—why change?' I have frequently heard it in America. Taking both a short- and a long-range view, Iran has four distinct needs. First and most pressing, the oil controversy must be settled and the United States should continue all honorable means of promoting

this. Second, it will probably be necessary for us to make a substantial loan to the Iranian government or see that she obtains some advance on her oil revenue. Third, Iran badly needs technological help of the kind Point Four is designed to give. Fourth, Iran needs a continuation of educational guidance and assistance. A significant start has been made.

"During the reign of the late Reza-Shah, few leaders were developed. This means the majority of the statesmen are near seventy. The replacements will largely come from young men fresh out of high school and university. Hence it is very important that education be improved and safeguarded at these levels. We cannot help ourselves without helping them in a sincere and substantial way.

"Democracy still has the basic advantage. The intelligent Iranian is aware of the intellectual dishonesty, fanaticism and viciousness of the Russian Communist. If we effectively demonstrate democracy, we do not need to fear."

A Glimpse of the Congo.—Everywhere that there is poverty, unrest or ignorance is fertile ground for propagating and fanning discontent and antidemocratic sentiments. Africa, as a whole, has not yet been made the objective of Communist endeavor, but we shall do well to be on the alert and quick to act in behalf of the basic freedoms and opportunities we envision for all peoples and races.

Dr. Theodore Sperry, who spent some years in the Congo as a botanist with a Point Four project, under the auspices of the Belgian government, spoke to the workshop of his observations. He portrayed the need for such development in that, to us, little-known area. His talk was full of human interest. His set of slides, taken from the hundreds of photographs he had taken on the spot, revealed much of the character of the inhabitants of that far-off portion of the globe.

Of special interest was his report on the programs and accomplishments of the schools there, which are chiefly missionary establishments. The report was, in some respects, discouraging. As he presented his story, it became evident that not enough attention is given to education in meeting basic needs in the fields of their economic well-being and health conditions. Perhaps we can do something to encourage and enable our mission schools to supplement their efforts in these respects.

In South Africa.—"Apartheid (pronounced appropriately *apart-hate*) government in South Africa," remarked Doctor Proctor in referring to the collection of clippings on the bulletin board, "has

been modified somewhat to ease the labor situation. The labor situation has forced concessions to the Blacks, who are the principal source of labor and therefore highly essential." Reference was made to the attempted isolation of the Blacks and the assertion that they did not need houses, even, but that trees were good enough to live under.

Mr. T. R. Holland, a lecturer connected with the University of London, ably contributed to our knowledge of South Africa while with our workshop in Pittsburg last year. The January, 1956, *EDUCATIONAL LEADER*, published by Teachers College here, has a rather full account of his remarks. The interested reader is referred to that issue.

The Problem of Germany.—"What we customarily refer to as Germany's Problem is in reality five problems," commented Doctor Proctor in his discussion period. He proceeded to give a concise historical perspective of the German scene, displaying three maps of Germany in different eras.

"The German map of 1871 showed a strong, unified Germany, firmly occupying a strategic position in the heart of Europe. A year before, such a map did not exist. It came into existence June 28, 1871, and filled what had been a power vacuum waiting to be filled. There had once been as many as 300 little Germanys, mostly weak and ineffective, Prussia being the most outstanding exception. All that had held them together was a common language and some religious ties.

"Years earlier a young Corsican, Napoleon, conquered them and caused the 300 to be reduced to 100. This stirred the imaginations and aroused the aspirations of the Germans and led to a welding process whereby further unification reduced the number to thirty-eight, with Prussia equal in size to all the rest and therefore the dominant one. But there were still thirty-eight independent states. The first big plan for unification failed when, having set up quite a democratic and ambitious constitution, their proposed Austrian ruler failed them.

"Next a strong man, Bismarck, turned his great abilities to the object of Prussianizing all Germany. He freely displayed his contempt for the Liberal party which had tried to unify Germany on democratic lines. Early in the 1860's he accomplished his purpose and united them all under his leadership. And so there shortly came into being a new map of Germany. Then the map of Europe as shown here in 1871."

After discussing briefly the losses of territory, and the consequent map revisions, suffered by Germany in World Wars I-II, and pointing out the complexities entering into present world tensions, Doctor Proctor took up the question of how far we dare go in sanctioning and aiding German rearmament.

"Our National Security Council meets every Thursday. The morning papers are full of events which may become problems which will need its consideration, involving either national security or defense. The Council does not act directly but may make recommendations as to policy. For instance, it will undoubtedly have something to say about where the great highway just authorized by Congress will extend. Many questions are being raised as to the most effective means of national defense. There is fundamental disagreement.

"Germany and her problems are prominent on the front pages these days. The German problem is, first of all, a world problem, one vitally concerning us. Unless Germany has learned much from World Wars I-II, our relations with her may well engage the attention of our Security Council, for they may become as difficult as they now are with Russia.

"Germany became in about 1870 the largest single power, nationally, in Europe, increasing more rapidly than any other except Russia, and almost double the size of any other around her. From 1870 to 1890 was an era of comparative peace in Germany, but she was arming and making alliances. The great risk of making Germany a strong, unified country again is inherent in this question: Have the Germans learned that war does not pay?

"Will history repeat? In 1890 Bismarck, in anger, offered to resign and Wilhelm eagerly accepted, unwilling to play a waiting game much longer. He reached out for colonies—and got them. The second map we have of Germany shows her situation in Europe after the treaty of Versailles. And now, in the third map we see Germany further stripped of territory and power. A new Germany is arising. The new Germany, to realize its ambitions, ambitions it would be foolish for us to think have been eradicated, must have power for offense.

"We repeat, the German problem is five problems. The first three may be termed the three R's of German rehabilitation.

Reunification.—This is Germany's number one problem now. All real Germans believe they should become one government again; not, as now, West Germany and East Germany.

Recovery.—Germany strongly desires to recover lost German territory. Germans do not accept what are unnatural boundary lines, such as that which pushes Poland westward (where there was no Poland in 1871).

Rearmament.—Rearmament will again give Germany a commanding position in central Europe. This raises a doubt about what might again become Nazi. This doubt is emphasized by the newspaper stories current of the still-active Nazi sentiment being fanned by some twenty periodicals published by Nazi sponsors.

"The fourth problem involves Germany's future economic relations with the rest of Europe. The fifth problem, from our own point of view at least, is whether Germany and German psychology can be trusted to build the new Germany into a good citizen of the European group of free and democratically controlled nations."

Understanding Europeans.—"You have to be more than a tourist to understand a people and their country," declared Dr. Elizabeth Cochran in describing two years of "Experiences of an American Traveler in Europe." The first year was that of 1938-39, when the second great World War was "gathering the power and momentum for that enormous tragedy of human relations gone wrong." She added, "people were hardly in a normal state of mind. They were hungry to know more than they were being given by their newspapers or their regimes allowed them to know. Stress and strain were everywhere in evidence. It was a horrible thing to see human beings so terrified. The Italians, perhaps more naturally gay and carefree, were not so emotionally suppressed and upset as those under Nazi domination. And, in turn, the Nazis were somewhat less fearful than the Russians."

Doctor Cochran then spoke of instances of kindness and "a more acute concern for the welfare of visitors" shown during her second year, in 1951-1952. Asked about some of the anti-American sentiments recently reported, she replied that she did not encounter them. Her observations and comments were such as to convince her hearers more firmly of the need for sympathetic, understanding approaches to race, and in fact all foreign relationships, both here and abroad.

"Skill in the art of making and keeping friends can come only from human interest, a determined, sincere and practiced application of the Golden Rule."

Foreign Relations That Displease.—Dr. Hugh Speer's title for this talk was really "What We Do Not Like to Hear About Our Foreign Relations." Perhaps it might correctly indicate that displeasure may also come from others than ourselves.

"First, I would like to tell you a true story about the experience of the secretary in one of our leading embassies. In the morning, her boss, a high embassy official, using her as a confidante, expressed at some length a very positive and liberal attitude regarding what he thought our foreign policy should be. In the afternoon, he asked his secretary to take a dispatch to Washington in which he recommended quite the opposite policy. After the dictating was over his secretary, with considerable surprise and some disgust, threw down her notebook and asked, 'How come? This morning you indicated to me that you felt strongly one way. This afternoon you are telling Washington quite the opposite.' The diplomat replied, 'I have to tell Washington what Washington wants to hear. After all, I am a career diplomat with a family and must think about my future. I cannot afford to risk going out on a limb by deviating from what is generally acceptable policy in Washington.'

"As I indicated, this is a true story. It is not only a true incident from one of our embassies, but it has a great deal of general truth so far as American political thought and foreign policy go. It is very natural for all of us to find it much more comfortable to hear what we want to hear. On the other hand, we are somewhat prone to regard what we do not want to hear with mistrust, suspicion and probably disfavor. A bearer of good news is generally more popular than a bearer of bad news. A Pollyanna is generally more acceptable than a prophet.

"Let me tell you another true story. This one concerns the ambassador himself. A man in the United States Information Service, after considerable study and consultation with professional personnel from the States and representatives of the local government and educational organizations, wrote up a proposal for improving the co-operative working relations between the cultural representatives of the United States and the foreign countries. In doing so he naturally pointed out what he thought were some current weaknesses in the existing operation, with positive suggestions for their improvement.

"This dispatch happened to be passing through the embassy on its way to Washington on a day in which the ambassador had time to read the outgoing mail. He saw fit to intercept this proposal and return it to the writer with the explanation that this could not be allowed to go through lest the suggestions for improvement would imply that we were not then doing as well as we should. Again, even the ambassador was apparently afraid to tell Washington what Washington might not want to hear.

"With this introduction I am going to risk the probable unpopu-

larity of being somewhat negative, maybe a little pessimistic, but I hope realistic, in speaking of our foreign relations.

"I should like to list five things that may be somewhat painful and a little disturbing to any habitual smugness that we may have about our foreign relations.

"First, we still have a considerable degree of neo-isolationism in this country. Although we may have accepted the idea that the world is a very small planet in the jet age and that we are only a few hours from the most remote corner of the globe, we have not, I am afraid, grown up to accept the full significance of this fact. We may realize that we are quite interdependent economically, socially, politically and militarily, and that a famine, a local war, or an internal revolution in an isolated corner of Asia may be of concern to us, yet we have not learned effective and co-operative ways of dealing with these events. Some of our leading national heroes have openly advocated 'a go-it-alone policy.' This means that we concern ourselves, but that we do it unilaterally. We do not bother to consult freely and openly with our allies, the neutral nations, or even the UN on some occasions. We thus fail to enlist the co-operation of our friends and world public opinion. We even arouse the suspicions of potential friends and provide some grist for the Communist propaganda mill. Although built on half truths or less, the terms 'warmonger' and 'imperialist' are damaging terms and more potent against a 'go-it-alone' policy than they are against a co-operative one.

"Although we now probably firmly believe that we cannot 'build a sweet little nest in the West and let the rest of the world go by,' we have not yet matured into an effective over-all co-operative system of foreign operations.

"A second thing that we do not like to hear about our foreign policy is that we frequently do not accept the ways in which foreign peoples are different from us and operate in the context of the cultural, religious and socio-economic contexts of other parts of the world. It is very easy to assume without much question that what is good for us is good for everybody, that what operates in the American social context will operate successfully in some ancient culture; that what is good in modern industrial society in America can quickly be transplanted to a civilization that may not have changed much in the last 2,000 years. In some countries, for example Iran and China, people read from right to left. They put an opposite pitch on saw teeth and their nuts and bolts turn counter-clockwise. We are prone to call this backward and awkward, but what is the difference?

"Some peoples accept bargaining, even over the smallest purchase, as a sociable occasion. Not to do so is a mark of aloofness. Likewise, in some societies it is quite polite to ask what is paid for a prized possession. It is almost discourteous not to, lest you do not show a proper interest. Asking how one came out in a bargaining process is almost like asking what was the score of last night's game.

"Our own individual and collective insecurities seem to be responsible for our regarding what is different as *ipso facto* inferior and undesirable, even impolite and immoral sometimes. So much so, in fact, that we often feel impelled to change it.

"Third, we don't like to hear how much of our so-called foreign aid goes for strictly military purposes. With the launching of the Point Four program we have embarked on a very unique international policy, replacing the old notion of imperialism under which one nation bled another nation. We launched the idea of aiding the social, economic and cultural advances of other nations. It was a policy of enlightened self-interest. We realized that the world could not exist half hungry and half overfed, any more than America could exist half slave and half free. We realized that a weak economic system and a wobbly social system created a vacuum very attractive to Communist ideology. Therefore, we took a constructive attitude toward helping other nations to help themselves. We hope to make it possible for them to avoid some of our errors, to take short cuts in industrial development and to capitalize on the natural resources so as to strengthen the whole structure of their society to an extent that Communism would be unpalatable. This still seems to be a basically sound policy which is commendable in the eyes of all except the Communist leaders who know that their advances thrive on chaos.

"In operation, however, Point Four and its successor, the Foreign Operations Administration, have turned very largely in the direction of military aid. Congress repeatedly appropriated the lion's share of money for military purposes. Our legislators are more likely to trim the cultural aids than they are to cut the military from the President's budget.

"Being realistic, there may be necessity in military aid to certain key spots in the world. Helping other nations defend themselves in a world that has not agreed to abolish war may be very necessary. However, we must realize the limitations of this policy and even the dangers in it. We may be building up a military dominance, even military dictatorship, that in the long run actually

operates against the general welfare of the country. We may be creating new dictatorships and actually interfering with the normal development of democracy. We may even be creating the where-withal of aggression against small neighboring states as well as internal oppositions. Only indirectly and in minor ways can the money spent for military purposes dress down and help the general economic developemnt of a nation.

"Some of our potential foreign friends may also regard purely military aid as a kind of bribery, a means of buying allies.

"The fourth unpopular realization that we don't like to hear about is that we have something of a new form of dollar diplomacy. During the Coolidge administration, when we were accused of dollar diplomacy, the term meant a foreign policy catering to the selfish interests of private corporations such as oil, fruit, shipping, mining, and so forth. Now we need to redefine dollar diplomacy. The new meaning seems to be buying friendship. The world has long known that we cannot buy love, loyalty or respect. Yet, some of our foreign policies seem to be partially based on this assumption. I recall one instance in which foreign participants in a co-operative educational program objected to the personal expense allowances. Rather than lose friendship, the local administration felt obliged to increase these allowances. As might be expected, the next group, a few weeks later, heard about the success of the first group and made a similar request and had to be given a similar answer. From some speeches we hear in Congress, which are not necessarily representative, it is indicated that we should extend aid on condition that the foreign power cater rather definitely to our thinking and our policies. I am not advocating that we extend aid to iron curtain countries. However, we may need to exercise considerable caution in demanding definite political commitments in exchange for socio-economic aid.

"We should also recognize that displays of our superior wealth and higher living standards abroad may lead to envy rather than friendship.

"The fifth point that is rather disturbing and therefore something we don't like to hear is that we often lose on the propaganda front. Here, again, I am afraid that we do not consider the history, the culture, the general social context of foreign countries whom we are trying to help. In the past, most foreign activities have been imperialistic and even our best-intentioned aid programs may be regarded with suspicion. This is an easy handle for Communist propaganda to take hold of.

"Likewise, there is a strong nationalistic trend in most underdeveloped countries. Our efforts sometimes seem to be running counter to that, whereas the Russian strategy cleverly rides along with it. Our military aid is easily interpreted as a threat to the neighboring countries. Our establishment of air bases in Spain, in Africa, in the Middle East, whether under our own symbol or that of a likely ally, may make potential enemies think twice before launching an attack but may also give impetus to Communist propaganda which maintains that Americans are warmongers. From many reports from the East, it seems that large numbers of peoples are beginning to believe this.

"Also the Communist propaganda machine is perfectly capable and willing to make stories out of whole cloth, although they find it more effective to use some semblance of truth, perhaps half truth or a misinterpreted point of fact. The existence of warships, jet bombers and bases in remote parts of the world provide such points. Again, I think we have to recognize realistically that some of these extensions of our military power may be necessary in a world divided into two armed camps. But there may be a degree and a kind of such show of military force that we can avoid without weakening our basic position.

"In the time allowed we have not in any sense disposed of the five foregoing issues. Their solution is not easy and I am not wholly condemning them or even indicating that they can be readily avoided. What I am trying to say is that we should have open minds and a willingness to listen to the things we do not like to hear—a readiness to face up to the real issues, however unpleasant and however unpopular.

"Now, lest the foregoing points seem overly negative and unnecessarily pessimistic, let me merely suggest a few positive points that may seem more hopeful. First of all, we should realize that we are a rather immature nation when it comes to dealing with foreign relations. The British, for example, have been working at it much longer than we have. We have been pulled into the role of world leadership rather suddenly and reluctantly. Perhaps we are learning rapidly and will soon show greater wisdom in international affairs.

"Next, I would like to point out that most of our attempts at foreign aid are sincere attempts and that this can be made apparent to people.

"Lastly, our world conflicts are based very largely upon the struggle for men's minds and that in this struggle we must have

some faith in the ability of men's minds to determine the truth. We should regard the world as an open market place for ideas and have faith in the ultimate dominance of the better ideas if we properly present our ideologies and help keep the market place open."

An International "Incident."—One of the pleasant interludes sandwiched between more weighty matters was the interview of Mr. Aurel, a native of France newly arrived in this country. The interview was conducted by Doctor Proctor, with Dr. Vandau Peter Pierce acting as interpreter. Questions were asked and answers returned in French. It was an excellent illustration of how good will may be cultivated and international understanding given a chance to operate.

The conversation developed some very interesting particulars about Mr. Aurel and his wife. He had served with the French underground during the occupancy of Paris by the Germans in World War II. He described some narrow escapes why, some years after peace had been restored, he and his wife decided to come to the United States. This decision was reached partly because they had relatives in this country, although they had no idea of calling upon them for support. Mr. Aurel is an accomplished baker of French pastries, while Mrs. Aurel is a producer of charming pieces of needlework.

They had recently arrived in Pittsburg, knowing little of the city and having no acquaintances here. They spied what looked like a government building, which in fact it was—the post office. Stepping in to make some inquiries, they were fortunate enough to discover a postal worker who could converse with them in French, being, in fact, of French ancestry. The Aurels were assisted in finding suitable living quarters. He has already established a thriving little business in Pittsburg, baking and selling his pastries, and is negotiating for a location in nearby Joplin where he will branch out into a larger business.

Asked what he thought of America, Mr. Aurel commented that it is "a young and dynamic country." Another question, "Do you like it here?" was answered partly by a chuckle, and "If we didn't like it we wouldn't stay here." He volunteered the information that he planned to become a citizen of the United States and that they were planning to go to California on a visit to look up one of his brothers.

Following this exceedingly interesting visit, for that is what it developed into, the members of the workshop enjoyed a delightful sampling of the products of the Aurel bakery, plus the inevitable coffee.

III. Developing the Techniques

While literature has always been regarded as one of the most fruitful sources of inspiration and information in our annual workshops devoted to international understanding, this is the first year that the project has been built so closely around this theme.

In planning and implementing methods which promise the greatest returns, Mrs. Gagliardo, Miss Shepard and Miss Berg were most helpful and untiring in their efforts.

Book exhibits and tables of helpful reference material, plus maps and bulletin boards, were available for use. *And they were used.* Temperature, seating, lighting and surroundings in general were just about ideal. Hence in the commodious and lovely Twilight Lounge of the Student Center, the work could hardly be other than stimulating and challenging. It is to be devoutly hoped that the results will be commensurate with the opportunities.

Keynoting the Project.—A compact, well-selected bibliography by countries and areas follows. This was prepared and furnished by Mrs. Gagliardo, who presented the quotation herewith, an appropriate introduction to the study of international relations in literature.

I believe that the liberally educated person is one who is deeply interested in life and who enjoys it one way or another, a person who is sympathetic and generous in his attitude to other people, to other cultures and to other countries than his own, who accepts his world and himself as a growing, changing enterprise in whose advance he has a significant part to play, who is sensitive to the beautiful and the ugly in actions and objects, who believes in human rights and human freedom, who has a degree of knowledge and knows how to get the knowledge he doesn't have, and has at least a moderate amount of skill in the art of living.—HAROLD TAYLOR, *Human Nature and Education*.

Africa

- Davis. *Picken's Exciting Summer*. 1949. Oxford, \$2.00. 3-5.
Davis. *Picken's Treasure Hunt*. 1955. R. C., \$1.82. 3-5.
Mirsky. *Seven Grandmothers*. 1955. R. C., \$2.18. 5-7.
Mirsky. *Thirty-one Brothers and Sisters*. 1952. Follett, \$2.95. 5-7.
Rooke. *Twins in South Africa*. 1955. Houghton, \$2.00. 5-8.

Alaska

- Anauta. *Wild Like the Foxes*. 1956. Day, \$2.50. 6-8.
Beim and Beim. *The Little Igloo*. 1941. Harcourt, \$2.25. 1-3.
Lipkind. *Boy With a Harpoon*. 1952. Harcourt, \$2.25. 5-6.
Rapaport. *Reindeer Rescue*. 1955. Putnam, \$2.55. 4-6.
Schlein. *Oomi, the New Hunter*. 1955. R. C., \$1.82. 4-6.
Talboom. *The Shining Bird*. 1955. Aladdin, \$2.25. 3-5.

Australia

- Clark. *Boomer*. 1955. Viking, \$2.50. 5-8.
Collins (Fennimore, pseud.). *Bush Holiday*. 1949. Doubleday, \$2.50. 5-7.

Austria

- Kahl. *Away Went Wolfgang*. 1954. Scribner, \$2.00. K-3.
Kahl. *Maxie*. 1956. Scribner, \$2.50. K-3.

Bali

- Louden and Louden. *Far Into the Night*. 1955. Scribner, \$2.50. 3-5.

Belgium

- Hager. *Wonderful Ice Cream Cart*. 1955. Macmillan, \$2.50. 5-7.

Canada

- Kingman. *Pierre Pidgeon*. 1943. Houghton, \$2.00. 1-3.

China

- Bro. *Su-Mei's Golden Year*. 1950. Doubleday, \$2.50. 6-9.
Buck. *Chinese Children Next Door*. 1952. Day, \$2.50. 1-4.
Carmichael. *Lee Fong and His Toy Junk*. 1955. McKay, \$2.25. 1-3.
Evernden. *Runaway Apprentice*. 1949. Random, \$2.50. 4-7.
Handforth. *Mei Li*. 1938. Doubleday, \$2.50. 1-3.
Hawkes. *Ming's Pony*. 1953. Coward, \$2.00. 3-5.
Lattimore. *Little Pear*. 1931. Harcourt, \$2.25. 3-5.
Lattimore. *Willow Tree Village*. 1955. Morrow, \$2.25. 3-5.
Lewis. *Young Fu of the Upper Yangtze*. 1932. Winston, \$2.50. 7-9.
Liu. *Little Wu and the Watermelons*. 1954. R. C., \$1.85. 4-6.
Ritchie. *Treasure of Li-Po*. 1949. Harcourt, \$2.00. 4-7.
Rowland. *Jade Dragons*. 1954. Oxford, \$2.75. 4-6.
Treffinger. *Li Lun, Lad of Courage*. 1947. Abingdon, \$2.50. 4-8.
Urbahns. *Little Red Dragon*. 1947. Dutton, \$1.75. 4-6.
Wiese. *Fish in the Air*. 1948. \$2.00. K-3.

Czechoslovakia

- Pelzel. *Nanka of Old Bohemia*. 1941. Whitman, \$2.00. 4-6.
Seredy. *Philomena*. 1955. R. C., \$2.04. 4-6.

Denmark

- Collin. *The Good-luck Tree*. 1954. Viking, \$2.50. 4-6.

Ecuador

- Gill and Hoke. *Poco Goes to the Fair*. 1940. Holt, \$2.00. 3-5.

Egypt

- Coolidge. *Egyptian Adventures*. 1954. Houghton, \$3.00. 7-9.

England

- Beers. *Book of Hugh Flower*. (15th century.) 1952. Harper, \$2.50. 7-9.
Chute. *Wonderful Winter*. (16th century.) 1954. R. C., \$2.18. 5-9.

- deAngeli. *Door in the Wall*. (13th century.) 1949. Doubleday, \$2.50. 4-7.
Harnett. *Nicholas and the Wool-Pack*. (15th century.) 1953. Putnam, \$2.50. 7-9.
Ransome. *Swallows and Amazons*. 1931. Lippincott, \$3.00. 6-8.
Savery. *Welcome Santza*. (20th century.) 1956. Longmans, \$2.75. 4-7.
Streatfeild. *Family Shoes*. (20th century.) 1954. Random, \$2.00. 5-8.
Sutcliffe. *Brother Dusty-feet*. (16th century.) 1953. Oxford, \$2.50. 5-7.

Finland

- Kingman. *Mikko's Fortune*. 1955. R. C., \$1.94. 1-2.

France

- Ayme. *The Wonderful Farm*. 1951. Harper, \$2.50. 3-6.
Baumann. *Caves of the Great Hunters*. 1954. Pantheon, \$3.00. 6-9.
Bemelmans. *Madeline*. 1939. Simon & Schuster, \$2.50. 1-3.
Bemelmans. *Madeline's Rescue*. 1953. Viking, \$3.00. 1-3.
Booz. *A Treat in a Trout*. 1955. Houghton, \$3.00. 3-5.
Carlson. *Wings Against the Wind*. 1955. R. C., \$1.85. 5-7.
Davis. *That Girl of Pierre's*. 1948. Holiday, \$2.50. 7-9.
Diska. *Andy Says . . . Bonjour!* 1954. Vanguard, \$2.50. K-3.
Fisher (Teilhet). *Avion My Uncle Flew*. 1946. Appleton, \$2.50. 7-9.
Francoise (Seignobose). *Jeanne-Marie in Gay Paris*. 1956. Scribner, \$2.75. K-1.
Francoise (Seignobose). *Springtime for Jeanne-Marie*. 1955. Scribner, \$2.50. K-1.
Stewart. *Bibs, the Baker's Horse*. 1942. Lippincott, \$2.00. 4-6.

Germany

- Benary-Isbert. *Rowan Farm*. 1954. Harcourt, \$2.50. 7-9.
Kastner. *Emil and the Detectives*. 1930. Doubleday, \$2.50. 4-6.
Schieker. *House at the City Wall*. 1955. Follett, \$2.50. 4-6.
Tor. *Getting to Know Germany*. 1954. Coward, \$2.50. 4-6.

Greenland

- Freuchen. *Eskimo Boy*. 1951. Lothrop, \$2.00. 4-7.
Vaygouny. *Greenland Waters*. 1954. Macmillan, \$2.00. 5-7.

Guatemala

- Buff. *Magic Maize*. 1953. Houghton, \$3.00. 4-6.
Clark. *Santiago*. 1955. Viking, \$2.75. 8-12.

Hawaii

- Lipkind. *Boy of the Islands*. 1954. Harcourt, \$2.50. 3-5.

Holland

- deJong. *Wheel on the School*. 1954. Harper, \$2.75. 4-7.
Seymour. *Kaatje and the Christmas Compass*. 1954. Follett, \$2.50. 4-6.

Hungary

- Petersham. *Miki*. 1929. Cadmus, \$1.08. 1-3.
Seredy. *The Good Master*. 1935. Viking, \$2.75. 5-7.

Iceland

Arason. *Golden Hair*. 1945. Macmillan, \$2.00. 6-8.

India

Batchelor. *A Cap for Mulchand*. 1950. Harcourt, \$2.00. 2-4.

Bothwell. *Little Flute Players*. 1949. Morrow, \$2.00. 4-6.

deGolish. *Mamba-Kau*. 1954. Day, \$2.25. 1-3.

Louden and Louden. *Rain in the Winds*. 1953. Scribner, \$2.50. 3-5.

Sengh and Lownsbey. *Gift of the Forest*. 1942. Longmans, \$2.50. 5-8.

Ireland

Cormack. *Animal Tales from Ireland*. R. C., \$1.76. 4-7.

Seymour. *Top O' Christmas Morning*. 1955. R. C., \$1.86. 4-6.

Stone. *Secret of the Bog*. 1948. Holiday, \$2.25. 4-6.

VanStockum. *Cottage at Bantry Bay*. 1938. Viking, \$2.50. 5-7.

Italy

Gillen. *Tony's Good Luck*. 1955. Whittlesey, \$2.00. 3-5.

Politi. *Little Leo*. 1951. Scribner, \$2.00. K-3.

Japan

Coatsworth. *Cat Who Went to Heaven*. 1948. Macmillan, \$3.00. 4-7.

Crockett. *Teru*. 1950. Holt, \$2.50. 5-7.

Edelman. *Japan in Story and Pictures*. 1953. Harcourt, \$2.25. 4-7.

Hawkes. *Tami's New House*. 1955. R. C., \$1.40. 3-4.

Kakuyu. *Animal Frolic*. 1954. Putnam, \$2.75. K-2.

Uchida. *Magic Listening Cap*. 1955. Harcourt, \$2.50. 3-6.

Yashima. *Crow Boy*. 1955. Viking, \$2.75. 1-4.

Yashima. *Village Tree*. 1953. Viking, \$2.50. K-2.

Korea

Norris and Lumm. *Kim of Korea*. 1955. Messner, \$2.75. 5-7.

Tor. *Getting to Know Korea*. 1953. Coward, \$2.25. 4-6.

Young and Carroll. *Korean Boy*. 1955. Lothrop, \$2.50. 7-10.

Lapland

Knoop. *Lars and the Luck Stone*. 1950. Harcourt, \$2.50. 5-7.

Lide and Johansen. *Lapland Drum*. 1955. Abingdon, \$1.50. 3-5.

Lebanon

Rugh. *Crystal Mountain*. 1955. Houghton, \$2.75. 5-8.

Mexico

Bannon. *Manuela's Birthday*. 1950. Whitman, \$2.50. 2-4.

Flora. *The Fabulous Firework Family*. 1955. Harcourt, \$2.75. 1-3.

Garst. *The Golden Bird*. 1956. Houghton, \$2.25. 5-8.

Good. *Panchito*. 1955. Coward, \$2.50. 4-6.

Hader and Hader. *The Story of Pancho*. 1942. Macmillan, \$2.50. K-2.

McNeer and Ward. *The Mexican Story*. 1953. Farrar, \$3.95. 6-9.

Reed. *The New Tuba*. 1955. R. C., \$1.82. 4-6.

Tyman. *Julio*. 1955. Abelard, \$2.50. 3-5.

Norway

- d'Aulaire and d'Aulaire. *Ola*. 1932. Doubleday, \$2.50. 1-4.
White. *On Your Own Two Feet*. 1955. Farrar, \$2.75. 4-6.

Peru

- Clark. *Secret of the Andes*. 1952. Viking, \$2.50. 4-7.

Puerto Rico

- Belpre. *The Tiger and the Rabbit*. 1946. Houghton, \$2.00. 3-6.
Tor. *Getting to Know Puerto Rico*. 1955. R. C., \$1.75. 4-6.

Russia

- Reyher. *My Mother Is the Most Beautiful Woman in the World*. 1945.
Lothrop, \$1.50. 2-4.
Stall. *Chukchi Hunter*. 1946. Morrow, \$2.00. 4-6.

Scotland

- Kyle. *House of the Pelican*. 1955. Nelson, \$2.50. 6-8.

Switzerland

- Spyri. *Heidi*. 1948. Lippincott, \$2.50. 4-6.
Ullman. *Banner in the Sky*. 1954. R. C., \$1.93. 7-9.

Tibet

- Rankin. *Daughter of the Mountains*. 1948. Viking, \$2.50. 5-8.

Trinidad

- Anderson. *Hippolyte-Crab King*. 1956. Harcourt. \$2.25. 3-5.

Wales

- Banning. *Pit Pony*. 1947. Knopf, \$2.00. 4-7.

Yucatan

- Rhoads. *The Corn Grows Ripe*. 1956. Viking, \$2.75. 4-6.

Securing Children's Interest.—"To create and foster children's interest in reading," advised Miss Berg, "be enthusiastic yourself. You can't do that unless you read and enjoy their books yourself." She then displayed and made pertinent comments on a score of books. These were then left in the room for teachers to examine. She stressed further that, when possible, children should have library cards and use them freely, thus forming useful life habits.

"Teachers should have access to the best guidance lists," she continued, "and familiarize themselves with them." The Newberry selections were highly recommended as the type likely to contain inspirational and beneficial material for children's reading. "Children can be led to become 'world-minded' and to have a broad and sympathetic understanding of many of our world neighbors and their problems."

Asked about the encroachment of TV and other distractions which interfere with the reading time of children, Miss Berg expressed the thought that many children were not so immersed in these as may be supposed. She quoted a little girl who said, "I just like to go off by myself a part of the time to get away from the noise so I can read."

"Attractive formats help to create interest," was one comment, "and of course illustrations should be in harmony with the reading matter in order to add effectively to the interest and meaning. One good test of a book, and a highly significant one, is *has the book been read again and again?*"

"Then, it is of great importance to encourage ownership of a few good books which may form the nucleus of a personal library," added Miss Berg. The idea that every child should start a library, one that will be prized and treasured and added to throughout life was emphasized. Soon children will be turning to these old friends fondly and lovingly for recreation, counsel and guidance.

"Some children operate informally what might be termed a book exchange. This may do a lot for children, too," thought Miss Berg. A boy who had in this way picked up one of the classical comics said he was so interested in it that he got the book from the library and read it.

Another of Miss Berg's excellent suggestions was: "Teachers and children should study the book reviews. In this way they may learn to pick books for their readability and for their positive contribution to some useful aim."

"Books enable children to live over, by proxy as it were, great events in the lives of persons they have come to admire and love," was a vital point advanced by Mrs. Gagliardo. "To experience vividly in this way the feelings, trials, struggles and achievements of pioneers, inventors, scientists, artists, writers, teachers, missionaries, workers in agriculture and industry, and hosts of other great souls who have contributed to the world's betterment may spark ambition and set talent to work." By the same token, "They may come to abhor acts which are plainly not worthy or admirable." In this way books may become extremely important factors in building character and setting life patterns.

"Books are a magic carpet upon which they embark to travel abroad, meet and come to know and to have fellowship with a wonderful lot of new friends. Someone has said 'if we all had imaginative sympathy, there would be no hungry persons in the world.' Too many of our ideas come ready made. How reading

and intelligent application of imagination might help! It is this imaginative sympathy which prepares and conditions the minds of children to appreciate and understand others' needs, a fundamental step in bringing about international understanding."

"Children are seldom conscious of the many inherent values in good reading. They like to read 'for fun' (and they may find this fun in the most surprising ways), and not purposively to understand themselves or others. But such understanding may readily become an unconscious by-product," declared Mrs. Gagliardo, adding: "In some ways (as favorably developing the imagination) reading is superior to movies or TV."

That children who have learned to enjoy books themselves will be much interested in the CARE program for distributing children's books abroad was brought out in the speaker's further remarks. "Meeting this need of children in other lands is almost as vital from the standpoint of enriching lives as is bread," she asserted with conviction.

"He is happy who has a window," was the reaction of a little Italian girl under circumstances related by Mrs. Gagliardo. "This girl had been removed from an underground hideout after the ravages of war began to be remedied. She had now the privilege of living in a drab little shack which possessed a window—just one window. To her it was a wonderful world which she viewed from that entrancing vantage point. In a very real sense, books, too, are windows."

Substantiating very effectively the statements of the two speakers just quoted, Miss Shepard pointed out that "In a very large degree, education for international understanding must be accomplished through an appropriate course of reading. Good library books are far more valuable for this purpose than a plethora of supplementary readers. As a rule the latter do not add much to either vocabulary range or power and do nothing to create new interest or expand understanding." Recognizing that too frequently requiring written reports about books read becomes a mere drudgery assignment to the children, she won a good round of applause when she advised: "Don't ruin a good social studies course by requiring too many written reports."

"Maps, maps and more maps," declared Miss Shepard, "are another *must*. There must be maps of many kinds, old and modern, and also globes, in the room. These must be ready for almost instant reference and use while the interest is high. If it becomes necessary to wait until a map is sent for, the white heat of attention

and interest is quenched." As an illustration of this technique, she referred to Doctor Proctor's use of three maps of Germany in discussing the disturbed situation in central Europe.

In approaching and introducing a needed field of inquiry and study, Miss Shepard advised the following three steps:

1. Find out what the children know about it;
2. Find out what they would like to know;
3. Plan with them co-operatively to arouse and stimulate a stronger desire to know.

In a series of human-relations experiences which she had while serving abroad, Miss Shepard illustrated how Americans in New Guinea and other islands of the Pacific exerted a remarkable influence. Children will be interested to learn "how unhappy they were when we left," she related.

From the numerous illustrations given, the conviction grew that American military personnel possessed and exercised the capacity to make friends in almost any situation. "What," she inquired, "if in a peacetime effort to influence other peoples to learn and practice democracy, we really put our great natural resources and friend-making capacities to work vigorously and with careful planning? The conquest for worldwide understanding and co-operation would receive tremendous impetus."

As the beginning of a practical application of this idea, the speaker cited our exchange of teachers and students. "The only drawback encountered," she remarked, "is that so many of our visiting teachers want to remain here rather than to carry home the benefits received and transmit them to others."

IV. Contributions by Students in Workshop

Each workshop student prepared individually (or assisted in a group project) a report on books analyzed and found suitable for use in teaching international understanding.

A few of these are given here in complete form. Extracts have been taken from a few others. Space does not permit the inclusion of more, although excellent material was submitted on Mexico, Alaska, Africa and other similar topics. Having previously published a considerable number of such units, it was thought best to confine this bulletin to those most directly related to the Workshop theme.

BOOK REPORTS—SECONDARY LEVEL

Submitted by MILDRED HELLER

Santiago, by Ann Nolan Clark

I. Synopsis of story:

A. Setting: Guatemala.

B. Characters:

1. Tia Alicia who was a Guatemalan lady, descendant of a proud family of Spain.
2. Santiago, her foster son who was an Indian child of the lovely Maria who for ten years had been the courage and strength of Alicia's Pension.
3. Jim, his mother and father North American plantation owners and friends of Santiago.
4. The "Old one," an old clansman who took Santiago back to his people to live the life of the burden bearers.

C. Plot:

1. Santiago knew nothing of the ways of his own people until his twelfth birthday.
2. He was taken by an old clansman of his father to live the primitive life of the burden bearers.
3. He hated it, although he tried to be a good burden bearer.
4. "Old one" finally agreed it was boy's place to follow ways of his ancestors. He was free to search and find in his own way what he wanted to be.
5. After days of work on a coffee plantation, fear in the city, work with chicle gatherers, he learned about himself and his country.
6. He learned the satisfaction of work well done, and after five years came back to his friends.
7. He decided to become a teacher of his people.

II. Prejudice noted:

A. Vocabulary:

1. Americans were called gringos by the Guatemalan Indians.
2. The Indian was always a burden bearer.
3. Indian of Guatemala who becomes something other than Indian becomes a Ladino.

B. Ideas:

1. An Indian in Guatemala could not call a white woman by her name.
2. Indians sometimes could pass for whites.
3. When a nightingale is caged it loses its song—when one gives it freedom it returns with sweeter singing.

- III. Contributions toward understanding and liking for other people:
 - A. Complete love and understanding between the American family in Guatemala and the Indian boy.
 - B. The great love Alicia the Spanish woman had for the Indian boy.
 - C. Santiago's endeavor to be "a good Indian in today's world."
- IV. My plan for using the book: I plan to use this book to encourage my ninth grade students to read more books about foreign nations and foreign peoples.

Korean Boy, by Pak Jong Yong, with Jock Carroll

- I. Synopsis of story:
 - A. Setting: Korea, 1952.
 - B. Characters:
 - 1. Pak Jong, a teen-age Korean boy who is forced by the war to abandon his village home in North Korea.
 - 2. Jong Hea, the high school girl friend of Pak Jong.
 - 3. Pak Jong's mother, father and four brothers and sisters.
 - 4. Other people loved by Pak Jong, his young school friends, a teacher, a bicycle shop owner.
 - C. Plot—biography:
 - 1. Pak Jong Yong, a real Korean boy is forced to abandon his village home with his father leaving his mother and four brothers and sisters in the hills.
 - 2. The war is in the background.
 - 3. Pak Yong's story is of the people he loved, his family, his girl friend, his school friends, a teacher, a bicycle shop owner.
 - 4. Story is about what it means to be separated from one's family in time of war.
 - 5. It is filled with hardships and heartbreaks.
 - 6. Three months after the separation of the family there is a full moon.
 - 7. A full moon is a happy moon and the family is reunited.
 - 8. The family is together on the banks of the Musim River and the tolling of the bells from the Buddhist Temple brings rest and peace to everyone.
- II. Prejudices noted:
 - A. Vocabulary:
 - 1. "The Communists" is used over and over.
 - 2. "New moon" always meant happiness because of pleasant associations.
 - 3. "North Korean" was a word of hate and fear.
 - 4. "Puppet" Syngman Rhee.
 - B. Ideas:
 - 1. Pak Jong's dog means as much to him as a human being.
 - 2. A mother has to work every day for a pocket full of rice to feed her family.
 - 3. A small Korean boy made himself important enough to sell a gold watch to group of cynical soldiers and got the price he wanted.
 - 4. Pak Jong's friends thought they could make use of the idea of strikes and petitions in getting what they wanted in school.
- III. Contributions toward understanding and liking for other people found in the story:
 - A. Love and devotion shown among members of the Korean family.
 - B. Younger members of Korean families show respect for their parents.
 - C. Korean boys and girls have fun and enjoyment together as do American boys.
 - D. Great loyalty and patriotism is shown among the South Koreans.

- IV. My plan for use of the book: This book would be good outside reading for older students who have a low reading level.

The Wonderful Winter, by Marchette Chute

I. Synopsis of the story:

- A. Setting: London between the autumn of 1596 and the spring of 1597 during the reign of Queen Elizabeth the First.

B. Characters:

1. Young Sir Robert (Robin) Wakefield, badgered by his spinster aunts and disagreeable tutor.
2. John Heminges, a great Shakesperean actor, who took Robin to his home and made him feel one of the family.
3. Mrs. Heminges and the children who loved Robin from the start.
4. Other actors of the stage including Dick Burbage, Thomas Pope, William Kempe and William Shakespeare.

C. Plot:

1. The strictness of the aunts caused Robin to run away to London with his dog, Ruff.
2. Robin found himself milling around the Theatre where one of Mr. Shakespeare's plays was being presented.
3. The great actor, John Heminges, took Robin home with him, where he was made one of the family.
4. Robin learned to play small parts and made himself useful around the theatre.
5. He learned to know great personages of the stage such as Dick Burbage and William Shakespeare.
6. After a wonderful winter Robin returned home where his aunts welcomed him.
7. He promised the aunts a trip to London soon.

II. Prejudices noted:

A. Vocabulary:

1. The aunt would *dispose* of the dog.
2. Towns didn't like labor coming into it from *outside*.
3. The theatres were "sinks of iniquity and dens of sin."
4. The theatres were the haunts of actors, thieves and vagrants.
5. Cats were said to be dangerous bearers of pestilence and companions of witches.

B. Ideas:

1. Robin believed all old people were cross because his grandmother was.
2. "Anything in the world is worth loving—birds, or horseshoes, or theatres, or even pigs."
3. London, a true city of dreams stood enchanted.
4. Lion in the cage reminded Robin of his home in Suffolk.

III. Pictures and maps:

- A. Map in front of book gives names of many places famous in London.
- B. Illustrations in book give ideas of costumes of people worn during 1596-'97.

IV. Contributions toward understanding and liking for other people:

- A. Most of the people in the city were kind to Robin.
- B. He was frightened by only one person.
- C. The people of the theatre were all very kind to Robin.
- D. Robin learned much from the great men that he met.
- E. Safety rules were practiced in the theatre.

- V. Plan for use of the book: This book would be excellent for class reading as an introduction to the study of Shakespeare.

Banner in the Sky, by James Ramsey Ullman

- I. Synopsis of the story:
 - A. Setting: Switzerland Alps.
 - B. Characters:
 1. Rudi Matt, a sixteen year old boy who dared dream of challenging the Citadel Mountain where his father, a guide, had lost his life fifteen years before.
 2. Rudi's mother, who was afraid of the evil spirits she thought guarded the mountain.
 3. Rudi's uncle, who tries to keep Rudi from becoming a guide.
 4. Teo Zurbruggen, himself crippled on the Citadel, alone understands and tries to help.
 5. Captain Winter, who also believed the Citadel could be conquered is Rudi's friend.
 6. Emil Saxo, a rival guide from the village of Saxo—he is very selfish and a show-off.
 7. Other guides from Kurtol.
 - C. Plot:
 1. Rudi Matt's father had lost his life fifteen years before trying to climb the Citadel.
 2. Rudi's mother was training Rudi to become a hotel operator so that his life might be spared.
 3. In a fateful encounter on the Blue Glacier Rudi met the Englishman who also believed that the Citadel could be conquered.
 4. Rudi joined the Englishman's party in spite of his mother, in spite of his uncle, in spite of the jeers of the hated guide Emil Saxo from the rival town of Broli.
 5. The day came when Rudi joined the party making the great assault and planted on the summit of the Citadel the red shirt his father had worn on his last climb.
- II. Prejudices noted:
 - A. Vocabulary:
 1. "I am not going to climb with any Kurtalers or any *foreigners*."
 2. "Lansbribe" meant inexperienced mountain climber.
 3. The *show-off*, the big mouth boaster of Brolic.
 4. "Gurss Gotl"—God's Greeting, ancient salutation of the Alps.
 5. He is a *trespasser*.
 - B. Ideas:
 1. The Citadel Mountain was guarded by ghosts, demons, and evil spirits that took the lives of those who tried to climb it.
 2. "The trouble with young ones is that when they have learned a little they think they know it all."
 3. A boy of sixteen who worked in a kitchen was presuming to give his opinions to one of the greatest mountain climbers in the world.
 4. "You cannot battle the wind."
 5. What could a boy do in the mountains where there are real responsibilities?
- III. Contributions toward understanding and liking for other people:
 - A. "Let's go after these mountains not as an Englishman, and a Swiss, not as a man from Broli and a man from Kurtol, but as guides, as human beings working together."
 - B. Together they made the strongest team ever to climb the Alps. They reached the top of the Citadel together.
- IV. Plan for use of the book: I plan to use this book in addition to the class reading of James Ramsey Ullman's essay "Mountains and Men."

Thirty-one Brothers and Sisters, by Reba Paeff Mirsky

I. Synopsis of story:

A. Setting: South African veld among the Zulu people.

B. Characters:

1. Nomusa is a warm hearted, generous and affectionate little Zulu girl who loves all her little brothers and sisters.
2. Nomusa's father, Chief Zitu.
3. Nomusa's mother, Makanya.
4. Nomusa's little brothers, sisters and friends.

C. Plot:

1. Nomusa's actions are that of a good helpful little Zulu girl who enjoys helping around the house and caring for her little brothers and sisters.
2. She is strong, brave and daring too; and feels that boys' work is much more exciting and much more fun than girls'.
3. Nomusa wants to go on elephant hunt but knows this is impossible.
4. After Nomusa's adventure with a fierce wild boar, her father, Chief Zitu, rewards her for her bravery.
5. In a final climax, Nomusa realizes that being a girl has its own rewards.

II. Prejudices noted:

A. Vocabulary:

1. *Dreaded* snakes.
2. Snakes were full of *evil* spirits.
3. She looks as if she would be *worth* five cows.
4. Zitu would *belch* to show he enjoyed his food.
5. Every Zulu hated this *vicious* beast.

B. Ideas:

1. Nomusa loved the children of all her father's wives.
2. The mothers were as servants to the father.
3. The food of the Zulu is very strange.
4. Professor Caluza, a Zulu, head of the Music Department at Adams College in Natal, South Africa, has vouched for the accuracy of this book.

III. Pictures:

- A. Illustrations add much to the story.
- B. Many customs are illustrated.
- C. Illustrations are lithographed.

IV. Contributions toward understanding and liking for others:

- A. Happy family life.
- B. Zulu children have parties.
- C. Nomusa is a heroine whom girls will envy and boys will admire.
- D. Zulu children have responsibilities.

V. Plan for use of the book: I plan to use this book for outside reading for the slow ninth-grade readers. I think it would be attractive to them.

Secret of the Andes, by Ann Nolan Clark

I. Synopsis:

A. Setting: High in the Andes Mountains in Peru.

B. Characters:

1. Cusi, the Indian boy who lives in a beautiful mountain valley hidden away from the rest of the world.
2. Chuto, the old Inca llama herder helps him guard his precious flocks.

C. Plot:

1. Cusi lives high up in the Andes in a beautiful mountain valley hidden away from the rest of the world.
2. He and the old Inca llama herder work and live together.
3. The walls of the llama corral are part of a ruined temple left from the days of old when the Incas ruled Peru.
4. Cusi's own special pet of the llamas is black Misti.
5. Cusi with Misti leaves the valley and goes down to the world of people, the Spanish world, to search for his heart's desire.
6. Chuto tells him to "grieve not if your searching circles."
7. Cusi in time learns the meaning of these words.
8. He finds his mother in his searches but learns that he has been selected as the one trained to carry on the ancient customs and traditions of the Inca people.
9. His mother is lost in a landslide shortly after Cusi finds her and Cusi returns to Chuto to finish his training as a leader of his people.

II. Prejudices noted:

A. Vocabulary:

1. Cusi, an Inca name.
2. Proud look of a giant *condor* circling a cliff.
3. Grace of the *puma* waiting to spring upon its prey.
4. Llama.
5. Inca days.

B. Ideas:

1. The stranger remains not a stranger when words that he already knows are spoken.
2. If you do not know how to listen people are Spanish not Indian.
3. In Inca days the black llama was first to be sacrificed to the sun.
4. Songs of minstrels were always that the Spanish killed the Indians.
5. A silver llama brings health and luck and peace and happiness to its master.
6. One cannot stay time or alter the pattern of the ancients.

III. Contributions toward understanding and liking for other people.

- A. The story not only sings of the grandeur of the mountains, the wild canyons, the gorges, the lonely pastures, wild flowers and crystal pools but of the Incas themselves: their grace and pride and dignity, the greatness that was never defeated but lives on, sacred within their hearts.
- B. The families and the gift llamas make the cord that ties the past of the Incas to their future that never ends.

IV. Plan for use of the book: I will probably use this book in a list for outside reading in ninth-grade literature.

Su-Mei's Golden Year, by Marguerite Harmon Bro

I. Synopsis of story:

A. Setting: China.

B. Characters:

1. Su-Mei, a little Chinese girl who with her friends help to preserve the wheat crop and save their village from famine.
2. Dwan Tei the twisted one who is crippled is Su-Mei's father. He does not believe in old Chinese superstitions.
3. Nuan, Su-Mei's mother, is very beautiful but always manages to make her husband feel that he is superior even though he is crippled.
4. Grandma Ko reveals the old customs and superstitions of China to the reader.
5. Su-Mei's Chinese friends and her special friend Mary, who is the daughter of an American doctor.

C. Plot.

1. In Su-Mei's village, the enemy had taken away all the men to fight except the old ones and Su-Mei's crippled father.
2. The wheat harvest was the one hope of the village.
3. The Black Devils in reality was, a blight which usually destroyed the crop before harvest.
4. Su-Mei's father puts into practice what he learns in the Great School of the foreigners.
5. Su Mei and a neighbor boy are successful in one patch of experimental wheat.
6. Story of Chinese village and family life.

II. Prejudices noted:

A. Vocabulary:

1. Americans are foreigners.
2. Black devils destroyed the wheat crop.
3. New government.
4. Twisted one.
5. Glass eye—microscope.

B. Ideas:

1. Americans have funny costumes.
2. American books are written backward.
3. Americans greet others by pumping hands.
4. American women wear white for marriage.
5. A foreign foot has twelve inches instead of ten.

III. Contributions toward understanding and liking for other people:

- A. American girl and Chinese girl become good friends. Each learns customs of the other.
- B. "The people of the earth have many strange customs but their hearts are much alike."
- C. "There are people in the world who know the answers. Some of these are foreigners and some are Chinese, just as we are."
- D. The race people belong to makes no difference and the language they speak makes no difference, because the questions are everywhere the same and the answers are the same.
- E. "Children of England and America ask the same questions we ask. The answers all come from wise people, wise books and from trying things out for ourselves."

IV. Plan for use of the book: This book would be interesting to any student for outside reading.

Daughter of the Mountains, by Louise Rankin

I. Synopsis of story:

A. Setting: India in the last years under British rule.

B. Characters:

1. Momo, a little girl who lived in a village in Tibet and who prayed for a very special kind of dog—a red gold one from Lhasa.
2. Nema, her brother, her father and her mother all try to help Momo get her dog.
3. Pempa, the red gold dog from Lhasa, which Momo finally gets.

C. Plot:

1. Momo had prayed for a special little dog for as long as she could remember.
2. Her prayers were answered but her joy was soon dashed when the dog was stolen by a wool-trader traveling through her village in the Jelep La Pass of Tibet, on his way to Calcutta.
3. Momo made the long journey, alone, from her wild mountain to the steaming coast of India in search of Pempa.

4. The small Tibetan girl traveled down the difficult mountain way, among people who did not speak her language, and through varied landscapes and climates between the land of the lamas and the "land of the turquoise plain."
 5. Momo found friends all along the way who helped her to finally find Pempa.
- II. Prejudices noted:
- A. Vocabulary:
 1. A horde of demons came rushing out into the court.
 2. Black beast (automobile) whizzed past.
 3. "As angry as a red tiger devil."
 - B. Ideas:
 1. Momo had never seen people carry things like this before.
 2. She was fascinated by the Indian bankers.
 3. The sunset was the time for prayer.
 4. His hand snatched the scarf.
 5. The Chinese turned and smiled at her.
- III. Pictures: The illustrator, Kurt Wiese has been able to give intimate illustrations of the mountain pass because he has lived there.
- IV. Contributions toward understanding and liking for other people:
- A. The story shows that the wise men of India have believed in leaving people free to live and think as they please.
 - B. Momo found friends among people who did not speak her language and who lived by different customs.
- V. Plan for use of the book: I would suggest this book to those students who want to read only dog stories. It is about a dog but at the same time teaches a great deal about international understanding of the many kinds of people in India.

Shuttered Windows, by Florence Crannell Means

- I. Synopsis of story:
- A. Setting: An island off the coast of North Carolina.
 - B. Characters:
 1. Harriet Freeman, a sixteen-year-old Negro girl who is a musician and accustomed to the luxuries of a Minneapolis high school.
 2. Harriet's grandmother who lives on an island off the coast of North Carolina.
 3. A young Negro boy on the island with whom Harriet falls in love.
 - C. Plot:
 1. Harriet has always lived in Minneapolis where she attends an integrated high school and is interested in music.
 2. Duty causes her to go to an island off the coast of North Carolina to live with a mysterious great-grandmother.
 3. Harriet is at first shocked by the poverty and ignorance of the people there and thinks she cannot stay.
 4. She later falls in love with a young Negro boy who is intelligent and is trying to get an education so that he can help his people.
 5. Harriet learns to understand and love her people and sacrifices a music career in order to help them.
 6. The story is about all Negro people.
- II. Prejudices noted:
- A. Vocabulary:
 1. Illiterate language of the people of the island.
 2. Negro expressions.

B. Ideas:

1. Customs and superstitions of the illiterate Negroes are revealed.
2. Poor housing.
3. Poor schools.
4. Extreme poverty.
5. Illiteracy.

III. Contributions toward understanding and liking for other people:

- A. Strong racial appeal.
- B. Strong humanitarian appeal.
- C. Negro youth have same emotions as white youth.
- D. Education improves a race.
- E. An adolescent is able to help her race.

IV. My plan for use of the book: This book would appeal to high school students because it is about the people their own age, their problems and experiences. I would use this for outside reading in literature.

The Avion My Uncle Flew, by Cyrus Fisher

I. Synopsis of story:

A. Setting: France,

B. Characters:

1. John Littlehorn, an American boy who has become very spoiled and selfish because of an injured leg.
2. John's mother who was born in France but is now an American citizen.
3. John's father who was injured in World War II in Germany but is now stationed in Paris.
4. John's Uncle Paul who is French.
5. Suzanne and Charles who are French friends of John.

C. Plot:

1. John's father had been away from the ranch for three years during World War II.
2. He had been injured and was stationed in Paris at the close of the war.
3. John injured his leg in a fall from a horse and became very spoiled and selfish.
4. John and his mother fly back to France with his father where he is helped but not cured by a great bone specialist. John must help himself.
5. John is to go to the small French village of St. Chamant where his Uncle Paul is building an Avion and stay while his parents are in England.
6. Before he goes a man with a crooked beard indicates all is not well in the French village in the south of France.
7. John has an exciting time with his Uncle who is building the Avion.
8. He learns to speak French.
9. There is the finding of the pistol in a loaf of bread, the affair of the pig and the mayor and the midnight walk of the blind peddler.
10. Uncle Paul's glider is flown in a desperate cause by all people John, himself.

II. Prejudices noted:

A. Vocabulary:

1. The man with the crooked beard.
2. Foreigners.
3. German spies.
4. Nazis.

- B. Ideas.
 - 1. Finding a pistol in a loaf of bread.
 - 2. Family mansion destroyed by the Germans.
 - 3. John thought he could not learn the French language because it was different.
- III. Contributions toward understanding and liking for other people.
 - A. The kindness of the Frenchmen gave John a warm feeling.
 - B. John learned that he could make friends with children who spoke another language.
 - C. People who speak a language all their own are people after all.
 - D. The book stimulates a desire to study the French language.
 - E. Many French words are actually taught in the story.
- IV. Plan for use of the book: I would encourage all of my ninth and tenth grade students to read this book. It is a book that has everything—fun and trouble and mystery and surprise. But is also a book that gives a wonderful understanding of the peoples of another nation and another language. I would use this for outside reading in literature.

FOR USE IN ELEMENTARY GRADES

Reports prepared by HAZEL CANFIELD

Ning's Pony

Jeanne-Marie

Mambi-Kan

Grow Boy

Mikka's Fortune

Madeline's Rescue

Andy Says Bonjour

Getting to Know Korea

The Little Igloo

Maxie

Reports Prepared by LORENE DUCROUX

Lee Fong and His Toy Junk

Tony's Good Luck

Willow Tree Village

Spring Time for Jeanne-Marie

Philomena

Pancho

Little Pear

Tami's New House

My Mother is the Most Beautiful

Woman in the World

Fish in the Air

Ning's Pony, by Hester Hawks

- I. Synopsis of the story:
 - A. Setting: China.
 - B. Characters: Ning; Bo Lo, Ning's pony; Ning's father; Uncle Wong.
 - C. Plot:
 - 1. Ning is a small Chinese boy whose uncle gives him a pony. The pony has a bad habit which is really more of a fear.
 - 2. Ning's father is a poor farmer who needs the horse to work for him, but when he comes to a river he will not cross. They work very hard trying to get the horse to cross the bridge but he just refuses. The father becomes cross and says they will have to sell the horse, which makes Ning very unhappy.
 - 3. Finally, through Ning's constant effort, he succeeds in finding a way to overcome the fear of bridges for the horse. His father lets him keep the horse and all ends happily.
- II. Prejudices:
 - A. Vocabulary: Ning's father said the horse was useless and would have to be sold. Ning was determined to help the pony so he might keep him.

- III. Pictures were in native Chinese dress.
- IV. Contributions: Ning's love for his pony that he kept trying to help him.
- V. How I plan to use this book next year: I would use this for story time and for unit work on people of other lands.

Jeanne-Marie in Gay Paris, by Francoise

- I. Synopsis of the story:
 - A. Setting: Paris, France.
 - B. Characters: Jeanne-Marie, Aunt Rose, Jean-Pierre, Patapon, Madelon.
 - C. Plot: Jeanne-Marie is a little girl who lives on a farm. Her Aunt Rose invited her to Paris for a visit. She has a wonderful time, but misses her little friends back home very much. She decides to buy a present for her special friend, but finds it is hard to find something he will like. Finally, she decided to buy two flags, one for Jean-Pierre and one for Patapon.
- II. Prejudices: There are no prejudices in this story.
- III. Pictures: Drawings gay in color that will fascinate any child.
- IV. Contributions: Contributes to understanding and liking of other people. While Jeanne-Marie was in Paris having a wonderful time, she kept thinking of her friends back home.
- V. How I plan to use this book next year: If I should have this book in my school, I would use it for story time.

Mambi-Kan, by Vetold de Golish

- I. Synopsis of the story:
 - A. Setting: India.
 - B. Characters: Mambi-Kan, a little elephant; Velu.
 - C. Plot:
 - 1. Mambi-Kan is a baby elephant who didn't mind his mother. One day he ran out into the jungle and was captured by people of the village. They put chains on his legs so he could not run away.
 - 2. Velu, a little Indian boy, came along and made friends with Mambi-Kan. They played in the forest together. One day they came upon some wild elephants. Velu knew that Mambi felt sad and would like to go with the other elephants, so Velu took off his chains and they said good-bye. It was a sad and happy ending for both.
- II. Prejudices: There are no prejudices in the story. The story is told in forty photographs taken in India not long ago.
- III. Contributions: This showed the kindness and sympathy of the little Indian toward animals.
- IV. How I plan to use this book next year: I think I would use this book in teaching a circus unit.

Grow Boy, by Taro Yashima

- I. Synopsis of the story:
 - A. Setting: Japan.
 - B. Characters: Chibi, a lonely little boy; Mr. Isobe, a new teacher.
 - C. Plot:
 - 1. This story is about a shy little boy in a village school who was ignored by his classmates. They called him "Chibi" which means—tiny boy. He had a long walk to and from school and on these walks he learned much about nature.

2. He could not learn in school and was left alone most of the time when the children went out to play. This story tells how, at last, when a new teacher comes to the school and discovers Chibi's interest and talents that he has of nature and the world about him. The children discover that he has much to give them, and they see how wrong they have been.

II. Prejudices:

- A. Vocabulary: The children called the little boy "Chibi."
- B. Ideas: The children of the school felt that Chibi was different from them and they did not try to make friends with him. He seemed to live in a little world all of his own.

III. Contributions:

- A. Little Chibi was having a very unhappy life until a new teacher came into the school and discovered his interests. The teacher was a very understanding person and wanted to help Chibi.
- B. After Chibi had a chance to express himself, the other children realized that they had not treated him right. They became good friends when they became acquainted with him and his background of experiences.

- IV. How I plan to use this book next year: I would use this book for story telling time. It would be good to discuss how children can help other boys and girls who are new in school to become better acquainted and to feel at home in a new environment.

Mikko's Fortune, by Lee Kingman

I. Synopsis of the story:

- A. Setting: Finland.
- B. Characters: Mikko, a little Finnish boy; his mother; the farmer and his wife; the children from the city visiting the farm.
- C. Plot:

1. This is a story about a little Finnish boy named Mikko. His father was away at war and he and his mother were living alone. They were very poor with little to eat and no money. His mother wanted a cow so Mikko went in search for one in the deep snow and pine forest. He took with him the three articles his father had given him: a hand-knitted scarf and a lantern.
2. On the way he saves the lives of three children who were out on the lake in a blinding snowstorm. When he takes the children safely home, the father gives him a cow as a reward for saving his children. Mikko and his mother were very happy. It was such good fortune for them, that he said his cow deserved a special name. Her name is Fortune.

II. Prejudices:

- A. Vocabulary: When Mikko was disappointed in the gifts his father had left for him.
- B. Ideas:
 1. He decided he would take the gifts and try to trade them for a cow.
 2. The story is told in picture form—colorful and entertaining.

III. Contributions:

- A. Contributions toward understanding and liking for other people. Mikko's interest in helping his mother by getting a cow for her.
- B. Mikko's bravery in saving the lives of the children who were on the lake.
- C. The farmer showing his appreciation for the saving of his children's lives gave Mikko a cow to take home to his mother.

- IV. How I plan to use this book next year: I would use this book in studying a unit on people of other lands.

Madeline's Rescue, by Ludwig Bemelmans

- I. Synopsis of story:
 - A. Setting: Paris, France.
 - B. Characters:
 1. Madeline, a little girl.
 2. Miss Clovel, the nursemaid.
 3. Miss Genevieve, the little dog who saved Madeline's life.
 4. Lord Cucuface, one of the trustees of the boarding school.
 - C. Plot: This story is about a little dog who saved the life of Madeline, a little girl in boarding school, who fell over a bridge into the river. After the rescue the little girl took Miss Genevieve, the dog, home with her. Lord Cucuface thought it was a disgrace for a dog to be in the school, so he turned him out. The girls were so unhappy and so was Miss Clovel. They looked and looked but they could not find Genevieve. After they had gone home and went to bed, Miss Clovel heard a noise. She got up and turned on the street light and there was the little lost dog. She was fed and put to bed and everyone was happy again.
- II. Prejudices:
 - A. In vocabulary: When Lord Cucuface said it was a disgrace for little girls to have a dog.
 - B. In ideas: Miss Clovel said they would get ready and go out to find Genevieve.
- III. Pictures: The pictures are drawings of the story which make it very entertaining.
- IV. Contributions toward understanding and liking for other people. Madeline's and the little girl's love for the dog was evidence of their kindness to animals. Lord Cucuface did not seem to understand the love children have for animals.
- V. I would use this book for storytelling time.

Andy Says Bonjour, by Pat Diska and Chris Jenkyns

- I. Synopsis of story:
 - A. Setting: Paris, France.
 - B. Characters: Andy, a little American boy; Minou, a cat.
 - C. Plot: Andy, a little American boy, went across the ocean to live with his parents in Paris, France. He lived where there were lots of children, but he could not understand them. Finally, Minou, a friendly cat, came along and helped Andy to feel at home in Paris. He learned to talk with his French friends and they with him.
- II. There are no prejudices.
- III. Pictures: Sketches of things found in France.
- IV. Andy learned to speak French by playing with the little French children and they, in turn, learned to say some words in English. I think this story will help children to understand people of foreign lands.
- V. I would use this book in a unit on people of other lands.

Getting to Know Korea, by Regina Tor

This is a book about real people. In it you will find many answers to the questions about Korean people and the things boys and girls are interested in.

The first page shows a map. Then in bright pictures and a simple text comes a description of the country and its people. The weather, the moun-

tains in the north and crops growing in the south. It tells of rivers carrying daily cargoes to the towns.

The description of the kitchen and how the mother prepares a meal and how they shop in the markets for their food is all very interesting.

A synopsis of the story: A history of Korea written in easy and simple sentences that any child would enjoy and from it gain a resourceful knowledge of this small country. The pictures are simple drawings that describe the people and their mode of living. At the beginning is a map of the country which shows very clearly her position and the countries and seas around her.

The Little Igloo, by Lorraine and Jerrald Beim

- I. Synopsis of the story:
 - A. Setting: Alaska.
 - B. Characters:
 1. Tipou, a little Eskimo boy.
 2. His mother and father.
 3. Kivi, a little dog.
 - C. Plot:
 1. A little Eskimo boy living away up north with his parents was given a dog by his father. The dog was not allowed to sleep in the igloo with the family so Tipou decided to make his dog a little igloo of his own. At the time all the neighbors laughed at Tipou about his dog's igloo.
 2. One day Tipou decided his little dog was big enough to be hitched to a sled and take him hunting. The dog was very happy to do this. They went far away from home. Finally, it started snowing. Soon the snow was so high and so deep Kivi couldn't pull the sled any more. Tipou decided to build an igloo for himself and Kivi. After the igloo was finished they crawled inside so tired they both went to sleep. Then they heard what sounded like another dog barking. They all ran where the bark seemed to come from and sniffed in the snow. Then they began to dig in the snow. When the snow was cleared away there was a little igloo. Out came Kivi and Tipou safe and sound.
 3. Tipou's parents were very happy he knew how to build an igloo that saved his life.
- II. Prejudices: Vocabulary: The people laughed at Tipou for building an igloo for his dog.
- III. Pictures were very interesting and play an important part in describing the story.
- IV. Contributions: The story contributes toward understanding liking other people. The people were all helpful in helping Tipou's parents find him. Everyone gave their time and effort in finding Tipou.
- V. How I plan to use this book next year: I would use this book in teaching a unit on the Eskimos.

Maxie, by Scribner

- I. Synopsis of the story:
 - A. Setting: Austria.
 - B. Characters:
 1. Maxie, a little dachshund.
 2. The baron.
 3. Elfie, a little yellow cat.

C. Plot:

1. The baron in the little Austrian village was looking for a dog that was *big*, *fierce*, and *fast* to live with him in his castle on top of the hill. In order to find this dog he was going to have a contest for all the dogs in the village.
2. Maxie belonged to an old lady and an old man. They would like for Maxie to have a good home, but Maxie wasn't any of the things the Baron wanted. He was little and gentle, and not even very fast. The best friend he had was a scrawny yellow cat named Elfie. Maxie felt very sad but he decided he could never win if he didn't try. So Maxie tried. All the dogs were much larger than he so he stood on his hind legs leaning against a tree. This made Maxie taller than all the other dogs. So the Baron let him enter the contest. He has many exciting experiences in the contest and children will be thrilled at the way Maxie becomes the winner and gets to live on top of the hill with the Baron.

II. Prejudices: There are no prejudices in this story.

III. Pictures are colorful and eye-appealing to children. The story is told in picture form.

IV. Contributions: The old man and old lady loved their dog so much they were willing for him to leave for a better home.

V. How I plan to use this book next year: If I should have this book I would plan to use it for story time as it is very entertaining and exciting.

Lee Fong and His Toy Junk, by William Carmichael

I. Synopsis of the story:

A. Setting: China.

B. Main characters:

- | | |
|------------------------|-----------------|
| 1. Lee Fong. | 3. Fishermen. |
| 2. Father of Lee Fong. | 4. A stray cat. |

C. Plot: Lee Fong was a small Chinese boy who had a big wish. He lived in China near the sea and wanted more than anything to become the best fisherman in the village. He makes his wish come true with the help of a toy junk, a boat, a great deal of imagination and an understanding father.

II. Prejudices:

A. Vocabulary: No outstanding prejudices of any kind.

B. Ideas: The people of China differ in some respects from American people. The fishermen are superstitious for they will not fish in the waters unless they paint bright eyes on the bow of their boats to help them see where they are going.

III. Contributions toward understanding and liking for other people which is found in the story: The Chinese children play and have many good times just as our children do. They have a great deal of imagination in games.

IV. Plans for use of book:

A. This book will be one small children will enjoy because of the imagination of the little boy, Lee Fong.

B. Children will enjoy relating their imaginary games they like to play.

Tony's Good Luck, by Michael Gillen

I. Synopsis of the story:

A. Setting: Italy.

B. Main characters:

- | | |
|-------------------------|---------------------------|
| 1. Tony Marconi. | 6. Carpenter. |
| 2. Gino, Tony's father. | 7. Signora Peroni |
| 3. Priest. | 8. Signor Capitana. |
| 4. Storekeepers. | 9. Farmer. |
| 5. Donkey man. | 10. Maria, Tony's mother. |

C. Plot: Tony Marconi and his father, Gino, hurried down the gangplank of a ferryboat, Benvenuto. Tony and his father had things to sell and something very important to buy. They had saved all year to buy it. Tony's mother had counted the money and today there would be enough. Tony and Gino sold their products and rushed down many streets past tempting shop windows, through an arch into a courtyard. There it was—a donkey, with a stripe running from the tip of his nose to the tip of his tail. They paid all their money for him. They hauled lumber, helped a farmer, delivered oil barrels and many other things which brought about gain for them. When they were ready to return home they not only had a little donkey but a cart, a barrel of oil, a piglet and a silk scarf as well.

II. Vocabulary:

- A. "We'll never get there," Tony wailed. Tony, an important little boy, did not want to take care of a friend's baby.
- B. "Oh, Papa, let's not stop for anything now. Let's hurry and buy him."
- C. "I am going to call him 'Bells,' because he is so handsome," said Tony.
- D. "Could clap you in irons for that," the captain scowled. "Trying to buy your way out, eh?"

III. Ideas: The priest praised them for thrift and patience and was happy at their good fortune in being able to purchase the desired thing they wanted.

IV. Contributions toward understanding: Throughout the story the thoughtfulness of everyone for each other was very marked. They were friendly, neighborly people with good work habits and a wholesome outlook on life.

V. Plans for using the book next year: This book could be used as a story for pure enjoyment; however it could be used to develop the idea of working and saving and the rewards involved. *Tony's Good Luck* is a story everyone will enjoy for the warm relationship this family shared would promote better family relations.

Willow Tree Village, by Eleanor Lattimore

I. Synopsis of the story:

A. Setting: China.

B. Characters:

- | | |
|-------------------------------------|----------------------------|
| 1. Mimosa. | 6. Amah, nurse for Mimosa. |
| 2. Sunflower, her nurse's daughter. | 7. Fu, the juggler. |
| 3. Mr. Huang, father of Mimosa. | 8. Plum. |
| 4. Aunt Tall. | 9. Tang. |
| 5. Aunt Small. | |

C. Plot: Far away in China lived a little girl named Mimosa, whose eyes were shaped like almonds and whose hair was like black silk. Her father was a rich merchant. His greatest wish was for Mimosa to grow up wise and good, but Mimosa was tired of all the things she was told to do in the big house with fine courtyards. One day, she quietly exchanged her silk jacket and trousers for the cotton garments of Sunflower's, her nurse's daughter and slipped out of the gate. She

thought it fun to roam the busy streets, but soon she was lost and the city became a strange, unfriendly place. Even a juggler's monkey frightened her and fleeing from him she found herself on the Willow Tree Village and adventure she had not bargained for. Mimosa was taken to Willow Tree Village by a farmer's son on the back of a mule. Mimosa arrived at the home of Sunflower's grandmother. The grandmother and aunt were surprised. They sent a letter to Mr. Huang and explained her arrival at their home. Mr. Huang did not receive the letter but he traced Mimosa from one place to another until he found her shoe on Willow Tree Highway and then guessed that she might be at Willow Tree Village. Mimosa was so happy to return home where it was safe and sound. She continued to be a happy obedient child.

II. Prejudices:

- A. No outstanding prejudices used in the vocabulary.
- B. Ideas: Mimosa was never allowed to go into the city alone because the city was full of common people. Mimosa wished she could be an ordinary girl so she could wear a cotton jacket and trousers instead of silk ones.

III. Contributions toward understanding and liking of other people: The people of China differ in many ways from American people. The book, *Willow Tree Village*, tells many fascinating facts about the ways of her people. Many delightful happenings and bits of colorful information about the Chinese children at play are given, that children would enjoy.

IV. How I plan to use this book next year: I plan to read this book at a story hour. The children will enjoy Mimosa's adventure and how she was helped by the Chinese people along the way.

Springtime for Jeanne-Marie, by Francoise

I. Synopsis of the story:

- A. Setting: France.
- B. Characters:

1. Jeanne-Marie.	4. Postman.
2. Madelon, a white duck.	5. Children.
3. Patapon, the white sheep.	

II. Prejudices:

- A. Vocabulary: No prejudices in the vocabulary.
- B. Ideas: The children in France play and have many good times just as our children do. The people and their manners were shown throughout the story. They were eager to help the little girl find her lost pet and their search follows a repetitive pattern little children love. In the end, Madelon, the white duck, brings them a new friend.

III. Contributions: The picture book, *Springtime for Jeanne-Marie* is perfect for children for the pictures are distinctive and colorful. The childlike text has just enough happening to make them delightful for small children.

IV. How I plan to use this book next year: This will be a nice book to read to children about people in France. The beautiful pictures of spring will be one they will enjoy hearing and seeing during the early signs of the spring season. This could be used to compare spring in France and spring in Kansas.

Philomena, by Kate Seredy

I. Synopsis of the story:

- A. Setting: Prague.
- B. Characters: Philomena, a little girl; Babuska, grandmother of Philomena.

- C. Plot: Philomena lost her parents at an early age and has been raised by her grandmother, Babuska. In the village the people live a simple, happy life. When Philomena's grandmother dies, she is directed to go to Prague and find her aunt. Philomena has many adventures in Prague trying to find her aunt.
- II. Prejudices:
- A. Vocabulary: No outstanding prejudices in vocabulary.
- B. Ideas:
1. Girls of the village feel they secure training by working in better homes.
 2. Feeling of prejudice in the village against life in the city.
- III. Contributions: Understanding and liking between the people of the village and their priest. Their friendliness toward each other and enjoyment of simple pleasures make them likable.
- IV. How I plan to use this book next year: The story could be used in studying people of other lands in comparison with our own. Numerous pictures add to the understanding of the story and ideas of how these people live. Children would enjoy dramatizing parts of the story.

Pancho, by Berta and Elmer Hader

- I. Synopsis of the story:
- A. Setting: Mexico.
- B. Characters:
1. Pancho, small Mexican boy.
 2. Don Fernando, a rich man.
 3. Cowboys.
 4. A wild bull with a crooked tail.
- C. Plot: A gay picture book which tells the story of a small Mexican boy who quite unexpectedly became a hero. Don Fernando was a very rich man in the village, who was angry because a wild bull with a crooked tail was coaxing away the best cattle in his herd. Don Fernando offered a purse of gold and silver-trimmed saddle and a big new hat for the capture. All the cowboys and riders from far and near came to try and win the prize. Don Fernando grew angrier and angrier when everyone failed to catch the bull. Little Pancho wanted to win the prize, for he was a very poor boy, the son of a potter. The exciting story of the capture of the roaring bull makes the story interesting for little readers. Little Pancho did not have a swift horse or a fine lasso. He had only a burro.
- II. Prejudices:
- A. Vocabulary: No prejudices in the story.
- B. Ideas:
1. The differences in classes was outstanding throughout the story. The very rich and the poor who wished for many things.
 2. The desires of a little boy to win the reward helped not only Pancho but his family as well.
 3. The mayor proclaimed a holiday in honor of the occasion. The villagers joined in the fun and were very happy because Pancho won the reward.
- III. Contributions: This story of Mexico and the Mexican children will be enjoyed by children. The cowboys, the bull and the bright colored pictures will be enjoyed by our children for they are interested in cowboys, prizes, etc. They will have a warm feeling toward the children in this book.
- IV. How I plan to use this book next year: This can be used to motivate a mural on Mexico.

Little Pear, by Eleanor Frances Lattimore

I. Synopsis of the story:

A. Setting: China.

B. Characters:

1. Little Pear, a Chinese boy.
2. His father and mother.
3. Mr. Huang.
4. Dagū and Ergu, his sisters.
5. Little Pear's friends.

C. Plot: Little Pear was a five-year-old boy who lived in a Chinese village. His eyes were like black apple seeds and his hair was shaved except for one pigtail which was tied with bright colored string and was standing straight up on the top of his head. Little Pear was a curious little boy and this led him into many adventures. He visited the city and caused his family to worry. Sometimes he was a good little boy and was sorry he frightened his family so. This happened time and time again in the story until he had such a frightening experience, he was very glad to be home.

II. Prejudices:

A. Vocabulary: No prejudices throughout the story.

B. Ideas:

1. The love each member of the family had for Little Pear was shown throughout the story, for he was a very mischievous little boy.
2. The little Chinese sisters of Little Pear dressed a great deal like boys but could be distinguished because they wore earrings and their jackets buttoned down the side.
3. Inside their homes little furniture was used. In cold weather they put a small table with short legs on top of the bed and gathered there for meals.
4. Tang-hulurs were Little Pear's favorite candy. They were eight or ten red fruit all covered with candied syrup.
5. In China they celebrate New Year's for two whole weeks and during that time everybody has a holiday.
6. Little Pear wore a good luck chain because his mother thought it would help keep him from harm.

III. Contributions: It tells the American children about the strange and different world of China and it also conveys with simplicity and conviction the spirit of childhood which is the same everywhere.

IV. How I plan to use this book: Plans for using this book during a story hour period would be successful. This story may be used to picture the way Chinese children live, what they eat, what they wear, and the toys they play with. There are more than 100 illustrations showing Little Pear, his family and his friends.

Tami's New House, by Hester Hawkes

I. Synopsis of the story:

A. Setting: Japan.

B. Characters:

1. Tami.
2. Tami's father.
3. Sensei, the teacher.
4. Judges.
5. Michi, friend of Tami.

C. Plot:

1. Tami knew his father liked pictures of animals so he decided to draw a horse for his father. But instead, he drew a fine shed for a horse, with only a squeezed-in horse beside it. Tami wanted to please his father and his art teacher by drawing pictures of animals and birds and flowers and mountains. He loved to draw and tried very hard, but pictures of buildings kept com-

ing into his mind. When he began to paint cherry blossoms, somehow he ended by drawing a beautiful house.

2. The art school contest came and Tami wanted to win. Surely he would not draw a building this time.
3. Tami made his father proud of him at the contest. The boy's struggle to be himself and the strong desire to win approval is a delightful introduction to Japan for young Americans.

II. Prejudices:

A. Vocabulary: No outstanding prejudices used.

B. Ideas:

1. Tradition was outstanding throughout the story.
2. The little Japanese boy desired to be an artist like his father and grandfather.
3. Tami was disappointed when his father disapproved his pictures. He wanted his father to like his pictures. His father believed that nature and living things were the most important pictures to draw.
4. Tami was taught that it was an honor to follow our fathers and grandfathers and great-grandfathers.
5. Tami's struggle between the need to be himself and the strong desire to win approval is a delightful story.
6. The way his particular kind of art was discovered and how it proved to be useful. He was then happy because he knew his father was pleased with him.

III. Contributions: This is a delightful story of a little Japanese boy who loved to paint houses. The kind way his father continued to encourage him to try and paint pictures of nature and his desire to do the things his father approved, proves good family relations.

IV. How I plan to use this book: This book will be useful in preparation for printing lesson in art during a unit on the home.

My Mother Is the Most Beautiful Woman in the World,

by Becky Reyber

I. Synopsis of the story:

A. Setting: Russia.

B. Characters:

1. Varya, a little Russian girl.
2. Marfa, Varya's mother.
3. Ivan, Varya's father.
4. Villagers.

C. Plot: Varya, a little Russian girl, helped in the fields gathering wheat during the harvest season. Day after day they worked in the fields until all the wheat was cut and stacked. The villagers prepared a big feast every season after a good harvest. They were very happy when there would be enough wheat for everybody. The mother brought "bline" to the feast. These are flat, rolled, browned little pancakes, filled almost to bursting, with jelly or cheese. Varya had to take her turn rolling dough for the peroghki. This was one of the housewifely lessons she had to master. Varya was an impatient little girl. Varya could hardly wait for the feast day to begin. The last day in the fields seemed the longest she had ever lived. Varya was so hot and tired she found a cool place to rest and soon was fast asleep. When Varya woke up she jumped up and started calling her mother. She ran and ran but nowhere could she see her mother. Varya cut through the wheat fields. She came upon a group of villagers but they were strangers. Everyone looked at Varya and she burst into tears. The women tried to find out the name of her mother, but Varya was too unhappy to speak. She sobbed out, "My mother is the most beautiful woman in the world!" The village boys ran to village homes to bring back the most beautiful women. The villagers

were really worried when they could not find her mother. "One of us will have to take the little one home for the night. Tomorrow may bring fresh wisdom to guide us!" The breathless, excited woman came puffing up to the crowd. A big, homely girl but Varya thought her mother the most beautiful woman in the world. The group of friends and neighbors repeated the proverb which little Varya had just proved, "We do not love people because they are beautiful, but they seem beautiful to us because we love them."

II. Prejudices:

A. Vocabulary: No outstanding prejudices in vocabulary.

B. Ideas:

1. The children were expected to work in the fields along with their parents.
2. The little girls were prepared for housewifely lessons at an early age.
3. The feast was prepared for celebrating the good wheat harvest.
4. The villagers were kind to Varya and tried to help her find her mother.
5. The proverb, "We do not love people because they are beautiful, but they seem beautiful to us because we love them."

III. Contributions: This is a Russian story which will be remembered by children about the good relationship between mother and daughter. These were hard-working people, with good work habits, but eager for a friendly village feast and dance.

IV. How I plan to use this book next year: This book can be used along with a character building unit.

Fish in the Air, by Kurt Wiese

I. Synopsis of the story:

A. Setting: China.

B. Characters:

- | | |
|--------------------------------|-----------------|
| 1. Chinese boy named Fish. | 3. Lo, old man. |
| 2. Honorable Fish, his father. | 4. Peasants. |

C. Plot: *Fish in the Air* is a Chinese story about a little boy who persuaded his father to buy the biggest fish-shaped kite he could find. Tai-Fung, which means Big Wind, changed Fish's ideas about buying the largest fish-shaped kite he could find.

II. Prejudices:

A. Vocabulary: No outstanding prejudices in vocabulary in the story.

B. Ideas: No prejudices in ideas about the Chinese. The story has almost fairy-tale quality and children will enjoy it very much. The pictures are very bright and colorful, which will add a great deal of pleasure for children as they hear the story.

III. Contributions toward understanding and liking for other people: The children will enjoy the book *Fish in the Air*, for many experiences of the little children here are similar to the things they have experienced. All children enjoy birthdays, festivals, new clothes and special gifts. They will especially enjoy the kite season the Chinese boys observe and the colorful display of kites shown in the book.

IV. How I plan to use this book next year: This would be a very good book to use during kite season and carry on a project of making kites after its discussion.

OUTSIDE READING

ROBERTA BURRESS, MARIAN STROMQUIST, VIOLA WALKER

We would choose, in teaching international understanding, books which deal with common problems of human experiences such as: community and family living, growing up, experiences of acceptance and rejection, economic differences, and adjusting to new places and situations. Since these are universal experiences of mankind, reading of how they are dealt with by children of other countries will encourage understanding of each other. The teacher who is teaching international understanding would be wise in choosing books depicting modern-day backgrounds and environments.

We are not implying that complete understanding would lead to love of the other person, as Dr. Speer so aptly pointed out, but again the careful teacher may encourage tolerance and respect. As stated by Heaton and Lewis in *Reading Ladders for Human Relations* "When books are related to these basic patterns, they not only add to our sense of belonging to the world of men but also develop the concepts important in understanding a multi-group society."

After all the teacher who is aware of the individual differences of her students and encourages good human relations for them in her classroom is teaching international understanding. Day by day living gives actual experiences to the student in trying out their moral values. A good reading program gives them vicarious experiences in international understanding.

The Fabulous Firework Family, by Flora

- I. Synopsis: This family consisted of mama, papa, a boy, a girl, a donkey (named Adorable) a parrot, and a dog. They were called the Fabulous Firework Family because they made the finest fireworks. The city officials ask papa to make the finest firework castle ever built to celebrate the birthday of Santiago, their beloved patron saint. The whole family set about working together to make the castle. The day of the celebration came at last. Many types of entertainment were planned with the firework castle for the grand finale.
- II. Contributions toward better understanding:
 - A. The people of Mexico are a fun-loving people who work hard for the preparation of their festivals.
 - B. The children would have trouble understanding the fireworks if they had never seen an elaborate display.
 - C. The family worked hard together.
 - D. The trade of making fireworks was passed on from father to son.

Kaatje and the Christmas Compass, by Seymour

- I. Synopsis: In the spring the children of Holland dress in native costume and dance in the spring festival. Kaatje falls in the canal and is helped out by a boy who lives on a barge. The two families become good friends. Summer vacation brings picnics and sailing. Fall brings school, then the ice holiday, then Sinterklass, a name for St. Nicholas Eve, a festival of fun and gift giving on December 5, and then Christmas a more solemn occasion.
- II. Contributions toward better understanding:
 - A. Electricity is used now instead of some of the windmills.
 - B. They wear clothing like ours and use the old Dutch costumes on special occasions.

- C. The cleanliness of the people was often mentioned.
 - D. Some of the occupations were growing beautiful bulbs for export, making cheese, and working on canal barges.
 - E. The family joined together for picnics, skating, sailing and parties.
- III. This book could be used to better understand the life of the people of Holland at anytime and it would be especially interesting at Christmas time.

The Chinese Children Next Door, by Pearl Buck

- I. Synopsis: The mother telling the story had grown up in China. She had played with the Chinese children next door. Now she was telling her own children about her childhood in China. This Chinese family she was telling about had six little girls, the seventh baby was a boy much to the joy of everyone.
- II. Contributions toward better understanding:
 - A. As the mother told the story she explained the differences in Chinese and American customs.
 - B. The mother explained that ways that are different from ours seem funny to us and our ways seem funny to other countries.
 - C. Chinese parents love their children just as much as American parents love their children.
- III. A very good book to use when studying children of other countries.

Madeline, by Bemelmans

- I. Synopsis: The story of Madeline is of a little girl who lived in a boarding school in Paris. She had an appendectomy and all the little girls wished they could have an operation.
- II. Contributions toward better understanding:
 - A. The little girls lived happily together and did many of the same things American girls do.
 - B. Some of the pictures are sketches of actual places in Paris.
- III. This book might help children overcome the fear of an operation.

Madeline's Rescue, by Bemelmans

- I. Synopsis: The twelve little girls living together in Paris were out walking one day when Madeline fell into the river and was rescued by a dog. They took the dog home with them. The school officials said the dog must leave, much to the sorrow of the little girls. When the dog returned the little girls had a fight to see who the dog was going to sleep with. When the dog had puppies there was enough dogs to go around.
- II. Contributions toward better understanding:
 - A. Children of France love their pets as American children.
 - B. The little girls live happily together in their school.
 - C. The pictures in the book are sketches of actual places in Paris.
 - D. These books would help children understand life in a boarding school.

Ola, by d'Aulaire and d'Aulaire

- I. Synopsis: A story of Norway, it vividly describes the snows, arctic lights, mountains, forests, huge trolls, red capped gnomes, and alluring Hulder-maidens. Ola peered out through the tangle of forest from his window and decided to put on his clothes and go out to see what strange adventures await him. His adventure takes him through much of Norway and describes many of their occupations and customs.

- II. Contributions toward better understanding: The story tells of the topography of the country of Norway and this explains the customs of the people.

Mei Li, by Handforth

- I. Synopsis: Mei Li goes to the New Year's Fair in the city (Peiping) with her brother San Yu, their little white dog Igo and San Yu's thrush. She spends her three lucky pennies and three lucky marbles. The last marble buys from the fortune-telling priest the prediction that she will be a princess. When they get home late at night she learns that she is a princess in her own home, where she is loved by her family.
- II. Contributions toward better understanding:
 - A. The story tells of the customs of the Chinese people in North China.
 - B. Their dress was portrayed in the pictures.
 - C. They have a New Year's Fair and prepare a feast for the kitchen god who comes on New Year's Eve to tell the family what they must do during the coming year.
 - D. In the city with the great wall the gate was closed at evening and would not open until morning. The little beggar Lidza held the gate open with her feet so Mei Li could go home and not miss the feast of the kitchen god.
- III. This book could be used at New Year's. The inside cover of the book has a sketch of the walled city and the countryside.

Crow Boy, by Yashima

- I. Synopsis: The story of a small Japanese boy who was not accepted by the other boys and girls in his class because he was very shy. They were almost cruel to him until they learned the many things he knew and could share with them.
- II. Contributions toward better understanding:
 - A. Small children will think it unkind of the Japanese children and teacher to leave the little boy so alone.
 - B. Everyone has something they can do well if given a chance.

Eskimo Boy, by Pipaluk Freuchen

- I. Story synopsis: The story is of a young boy who becomes the sole support of his family after the death of his father. He measures up to what is expected of him by killing a polar bear which will provide food and clothing for the family for a long time to come.
- II. Prejudices noted: Everything I have ever read about Eskimo children always charms me—they seem so carefully trained to be grown up in such transparent stereotype ways! This book tells of the Eskimo's pride, courage, customs in such a way that the reality of life in Greenland for Eskimos is well understood.
- III. Contribution toward international understanding: If Alaska is going to become either State 49 or 50 of the United States, our students might well need a good picture of the life and customs of the Eskimo.
- IV. Pictures: Illustrations are good in that they are pictures of tools, of igloos, and of equipment used by these people.

Heidi, by Johanna Spyri

- I. Story synopsis: Heidi, a little orphan, is taken by her aunt to live with her grandfather high up in the Swiss Alps. Here she (and the reader) learn a love for the mountains, for the sound of wind in the fir trees, for

cheese, for warm goat's milk that never leaves her. The charm of her childhood never leaves her even though she knows that she is grown up when she returns after schooling down below.

- II. Prejudices noted: If there are prejudices, then many a student of my generation has a prejudice of Switzerland straight out of Heidi! I, for one, would hate to have it changed by any dull facts that Switzerland is now a country of Olympic games, tourists, and neutrality, for I love it as I know it from the pages of HEIDI and could ask for no better picture!
- III. Contribution toward international understanding: Heidi loves her country: the reader loves Heidi.

Su-mei's Golden Year, by Margueritte Harmon Bro

- I. Story synopsis: A modern-day story of China showing life in a wheat-growing village during a war. It is carefully explained that it isn't a communistic war, but rather a revolution of a village because of agrarian reforms. Su-Mei's father learns at a university that wheat which has rust in it may be identified before it is planted, and thus, he can assure the village farmers that there need be no crop failures from wheat rust.
- II. Prejudices noted: The reader certainly gets a graphic picture of China's extreme poverty, of their great respect for ancestors, for age, for traditional wisdom. The slowness with which they accept new ideas is perhaps the most outstanding picture gained as a by-product in reading this story.
- III. Contribution toward international understanding: The characters are warm and friendly, and there is a nice feeling for family loyalty and for their customs and beliefs. I'm not sure, however, that the American high school reader might not feel impatience at the reluctance with which new ideas are greeted by the so called village leaders.

Kim of Korea, by Faith Morris and Peter Lum

- I. Story synopsis: This is a story of an orphaned Korean boy who was ultimately adopted by an American soldier and taken to the United States. The story is a travel story in that Kim, the boy, travels over his country hunting his American friend.
- II. Prejudices noted: There is good descriptive material on the effects of the war on Korea, and its children. Kim lived alone in a bombed out house for over two years during his 8th and 9th years. Not many American children would find this experience real enough that they could truly be able to accept it. They would even envy Kim.
- III. Contribution to international understanding: The good maps on the fly leaf and in the book itself make it easy for the readers to get a simple understanding of the country of Korea and its geography.
- IV. The illustrations by Kurt Wiese are very good.

House of the Pelican, by Elizabeth Kyle

- I. Story synopsis: This is a mystery story in which several children solve a mystery that leads to the finding of a valuable antique. The Scotland background seems to be genuine, and the reader is impressed with the familiarity of the modern-day Scotland, but still aware of its ancient background.
- II. Prejudices noted: Older students might well be impressed with the fact that the clothes worn, methods of travel, slang used by the characters, financial status of landed gentry, etc., stressed common problems and would make life in the two countries similar. Another touch which should draw American high school students closer to the Scotch characters might be found in their similar problems with household chores, fingernail

polish and younger siblings. The Scottish fishwife of the story sounds like good local color that might be compared to the shrimp vendor of Charleston's Porgy and Bess days.

- III. Contribution toward international understanding: If understanding is gained through shared experiences then any American student would feel much at home in this Scotland as described by Elizabeth Kyle.

The Avion My Uncle Flew, by Cyrus Fisher

- I. Story synopsis: John goes to France for a summer while his father is in the Army of Occupation. While there, John learns to walk on an injured leg and learns enough French to be able to write a story.
- II. Prejudices noted: This is a lovely story of the French village, and as the experiences are told by the somewhat skeptical youngster any boy of the same age reading it would probably be led into pleasure by this summer in France also. I was charmed by the book for it was the first time I had seen this method of teaching a foreign language used. I would like to see it tested, for it certainly seems as if it might be a logical approach.
- III. Contribution toward international understanding: It does make the learning of French seem easy, important, sensible and worth the effort to the student doing the reading.

The Wheel on the School, by Meindert DeLong

- I. Story synopsis: Children in the Holland village of Shora led by Lina, succeed in bringing storks to live on every roof of the village. The storks wouldn't come to this village because the roofs were too steep!
- II. Prejudices noted: Children everywhere must be just alike but their equipment is different. The school class described in this book seems very different from the Dutch schooling as described by Henrich Von Loon! It is nice to know, however, that according to this author wooden shoes are still worn in Holland.
- III. Contributions to international understanding: The children involved in this project are all very different, and yet each makes some kind of a contribution to the end-result. It is a good story about belonging to groups.
- IV. The illustrations are lovely.

Welcome Santza, by Constance Savery

- I. Story synopsis: This is a story of Santza, a little Greek war orphan who was sent to England along with her charges. Here she finds a place for herself and is loved, adopted and presented with twins by her foster parents!
- II. Prejudices noted: The difficulty of changing from one culture to another is well illustrated in this book. It would be interesting to students to follow, as told in this book, the process of learning to live in another country. Also, the little girl who had felt completely rejected ("little frozen heart") finds a place for herself in this new English world.

Secret of the Bog: The story of an old-time Irish village, by Eugenia Stone

- I. Characters:
 - A. Michael O'Sullivan:
 1. Middle-sized, helpful lad who lived with Aunt Mary and grandfather.
 2. Whole village of Killieslaw depended on him.

- B. Clon: Big boy whose body grew, but mind remained childish.
- C. Timothy: Last able-bodied man to be taken by the King's soldiers.
- D. Helpers: Sheila, Terry, Father Tom, Timmy, Mrs. Kane, and the villagers.
- II. Strange happenings:
 - A. Soldiers came.
 - B. Micky and Sheila sell eggs for Mrs. O'Connor.
 - C. A letter comes from America.
 - D. The children watch from the swinging tree for soldiers.
 - E. The queer fowl—a duck.
 - F. Clancy, the fiddler comes to town.
 - G. The mystery of the great bog.
 - H. Timothy escapes from the navy and escapes home.
 - I. Micky finds the ancient city of Gar. Names it Timothy Hill.
- III. The whole village of Killieslaw moves to Gar Hill.
- IV. Prejudices:
 - A. Mrs. O'Toole showed she disliked the king's soldiers by screaming loudly when she saw them. It was shrill enough to frighten all of Killieslaw.
 - B. Timothy's wife loved him and wanted to protect him when she said, "Get Timothy to the hills, quick."
 - C. "Did you notice how much bigger he was than the redcoats?" shows prejudice for Timothy.
 - D. Micky was very fond of his aunt who was always fair with him as well as kind.
 - E. "Take it from me. The two of ye have showed politeness fine enough for a nobleman to ould Terry of the Crooked Back." Terry was grateful to Sheila and Micky for giving him a ride.
 - F. "America is a grand place but I'm longing to see you all and the green hills of old Ireland." Larry wrote this to his wife.
 - G. "Larry is a good lad, a very good lad," grandpa said.
 - H. "The ship is about ready and they're taking us to fight against America." Tim liked America and didn't want to see this happen.
- V. Contributes toward understanding and liking for other people:
 - A. The only thing Micky could be sure of was that in Killieslaw everybody worked together, come what may. Everyone shared each other's joys, sorrows, and happiness.
 - B. Michael was quick to bandage Clon's arm. Clon had cut his arm rather badly.
 - C. Father Tom managed to scrape together from far and near in the parish and bring to them from time to time.
 - D. "Terry had his fancies but he uses them to teach kindness, and if that ain't wisdom I don't know what is," said grandpa.
- VI. How I plan to use this book next year: If I can obtain this book next year I would like to use it to acquaint the children with the good old Irish expressions as well as to show them the jolliest, best-hearted people anyone could wish to meet. This book shows how people can solve problems, both great and small, if they will only work together in the spirit of love, understanding, and unselfishness.

Mikko's Fortune, by Lee Kingman

I. Synopsis:

A. Mikko:

1. Finnish boy.
2. Lived with mother.
3. Father was away at war.

B. Mikko's home environment:

1. Very little money and food.
2. Lived in small cabin at edge of lake.

C. Mikko's gifts from father:

1. Scarf.
2. Lantern.
3. Book—Mikko was disappointed.

D. Mother wishes for a cow.

1. Mikko takes gifts and starts for cow.
2. Encounters snowstorm.
 - a. Lights lantern.
 - b. Leads children in boat to safety and home through storm.

E. The best gift: Mr. Pelt gave Mikko a cow for bringing the children home.

II. Prejudices:

- A. Mikko loved his mother very much because he was willing to sell his gifts his father gave him in order to buy a cow which she wanted very much.
- B. Mikko was a happy boy and spent many hours talking and singing with the forest animals.
- C. Mikko was disappointed in the gifts his father left but his mother said, "Don't scorn your father's gifts, for there may be magic in them for you." This showed that Mikko's mother had great faith and honor for her husband's judgment.
- D. Mikko's mother loved her son and was very understanding. This is noticed in, "Don't feel so badly. You were brave and grown up to go and talk to him."

III. Contributes toward understanding and liking for other people.

- A. Mikko, a Finnish boy, loved and respected his mother very much and obeyed her because she worked hard and wished for little. Since his father had gone to war he felt as if he should help his mother. This might cause children to be more considerate of their mother and the amount of work she has to do. It also shows how even small children have a part in family life. Mikko admired the strong, handsome man on the scarf his father gave him. This led him to also want to be strong, handsome and brave.
- B. Mikko liked other children but they didn't always return his friendliness. In time of trouble, though, Mikko was ready to help anyone he could forgetting how they had treated him in the past.

IV. How I plan to use this book next year: This book gives the children an understanding of the Finnish people. It depicts them as courageous and brave and that they could endure hardships. It might cause children to appreciate the comforts of their own homes. This book could be used to help children accept and respect parents' actions and ideas. Children can learn that it pays to help those in need. I would like to read parts of this book to the class.

Magic Maize, by Mary and Conrod Buff

I. Synopsis:

A. Fabian:

1. Little Indian boy who lived with family in Guatemala.
2. Had two sisters, two brothers, mother, and father.

B. Burning the field:

1. Family spends all night before burning field praying to gods of nature.
2. Took hot mush to wind gods and gods of field.

C. The magic maize:

1. Mother and father go to cave before planting to pray for good crops.
2. Other children left at home to shell maize. Big kernels kept for planting.
3. Children are paid a visit by Quin, an older brother who is a peddler. Quin gave Fabian white corn (magic maize) which he got from feared Gringos (white men). Fabian doesn't tell father about Quin's visit.

D. Planting:

1. Family prayed all night before.
2. Take mush for rain gods and guardian of field.
3. Fabian and Augustin make plans to plant magic maize.
4. Fabian finds earplug of ancients.

E. The market: The entire family spends a day buying and selling at market.

F. The city up yonder:

1. On slopes of volcano where lays ruins of old Mayan City.
2. Fabian and Augustin secretly plant corn one night. Father would throw white corn away because it was given by white men.

G. Gringos—white men:

1. Fabian takes them to volcano when father is away.
2. Finds earplug to match Fabian's. Fabian gives his earplug to gringos. Gringo pays for it and makes friends with Fabian's parents.
3. Gringos arrange for Fabian's education.

II. Prejudices:

- A. Fabian gets the idea that they must pray to the gods before the fields are burned and crops planted by watching his folks do it and hearing them tell of the ancient's customs.
- B. Fabian's father tells him the god of the underworld only sleeps and will awaken someday to shake the village to pieces.
- C. Father always thought he was right. Fabian wondered if there were not other ways to be right.
- D. There was the idea that a man's prayers would not be answered if his wife did not pray with him—custom.
- E. Fabian, too, believed because of Quin's story that the gringos were not all bad. His father was prejudiced against them. The gringos had helped Quin when he had fallen.
- F. The boys were afraid of the evil spirits and beat the drums and played the bells to frighten them away.
- G. Fabian's father hated the gringos very much. They were foreigners—not to be trusted.
- H. Fabian liked school very much because Augustin had told him many wonderful things about school.

- III. Contributes toward understanding and liking for other people. The white people tried to understand the ways of the Indians and by their generosity, kindness, and patience, Fabian's father was convinced that the old and the new can live in peace.
- IV. How I plan to use this book. When we study about Guatemala I will relate this story or read parts of it to children. It will be interesting for them to know that the Indians still live in this manner.

Rain in the Winds: A story of India, by Claire and George Loudon

- I. Synopsis:
 - A. Arun Krishna lives in India with his family and his village.
 - B. People:
 - 1. Followed old traditions.
 - 2. Dependent on rains of wet season and life-giving monsoons.
 - C. Forward look:
 - 1. Shows future control of India's vital water supply.
 - 2. Also shows way children can understand breaks with age-old traditions.
- II. Prejudices:
 - A. "I must take this charm to Moti," thought Arun. If any harm should come to his beloved elephant, his heart would break.
 - B. Sacred cows fed eagerly on the first-cooked chapatis.
 - C. The women would eat when the men had finished.
 - D. Arun decided that he would not follow all the old customs. He would choose his own life work.
- III. Contributes toward understanding and liking for other people. Arun liked the American engineer very much and was pleased when the engineer offered him a job. By talking to the engineer Arun saw the need for the development of their country and decided he would like to be an engineer, too, and do important work.
- IV. How I intend to use this book next year: This book would be a good example of family tradition in India. It shows them to be a patient and kind group. I probably will not use this directly in my teaching, but think it would be a good recreatory book.

Golden Hair, by Steingrímur Arason

- I. Characters: Signy, Hulda, Fru, Sjera Brand, Grim, Joi, Ketil, and Finna.
- II. Plot:
 - A. Signy, a little American girl, visited relatives in Iceland for a year. Had heard many stories about Iceland from grandmother.
 - B. Signy found three Icелands in one:
 - 1. Hulda's Iceland, with hero of folk lore.
 - 2. At Strand, her uncle's Iceland.
 - 3. The promise of tomorrow's Iceland, brought near to United States by airplanes.
- III. Synopsis:
 - A. Signy was glad it was the Jonssons who happened to be making a visit home that summer, for she liked them both very much.
 - B. Signy loved everything at Dal but this inconvenient room where Fru Thordis had spent most of her grown-up life.
 - C. "The new Iceland sounds very interesting," she whispered, "but this Iceland of yours is the Iceland I shall always love best."

- D. "That's what it looks like," Hulda said, with the flattering air of taking the boys into her confidence, "but when you know my aunt and uncle you'll see what angels they are. There's no other word for them."
 - E. Loa was very angry with her cousin Signy for being nice to the neighbor's children. "And now father hates me and blames me for everything, and it's all your fault."
 - F. Everyone was slapping Grim on the back and calling him a hero. He had saved two English fliers after they had baled out into the icy waters.
- IV. Contributes toward liking and understanding of other people:
- A. Sjera Brand, a part-time minister and farmer, was always very even-tempered and tried to understand everyone. He was a great inspiration to the whole community and spent his time helping others. He spread co-operation, kindness, and good-will among all.
 - B. Many Icelanders thought they would like America and their people by the impression Signy gave them. Without realizing it she was a good-will ambassador for America.
- V. Plans for using this book next year: Reading this book has given me a better insight to Iceland. I will be more capable of leading an interesting discussion on this country. A great number of the class would enjoy reading the book.