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THE EDUCATIONAL LEADER



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VOLUME XVI • NUMBER 1

THE EDUCATIONAL LEADER

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Message from the President

THE PURPOSES of the annual Workshop on International Understanding and Co-operation in the Summer Session of the Kansas State Teachers College in Pittsburg are clearly defined.

We believe teachers in the public schools can be very effective agents in the program for expansion of international understanding as a means of establishing permanent peace among the peoples of the world.

It is intended that the Workshop will first serve to increase the interest and desire for greater international acquaintance and understanding among the participants themselves. It will also provide for study of methods and plans and facilities for the promotion of education for international understanding through the program and activities of the schools.

REES H. HUGHES,
President.

FOURTH ANNUAL WORKSHOP ON INTERNATIONAL UNDERSTANDING

Kansas State Teachers College, Pittsburg, Kansas

July 2 to July 13, 1951

Theme: Human Rights, the Task Before Us

DR. JANE M. CARROLL, *Conference Director*

DR. W. A. BLACK, *Conference Sponsor*

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Kansas State Department of Public Instruction, Topeka

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LEADERS AND CONSULTANTS

Out-of-State Leaders

DR. FRANK E. SORENSON, Chairman of the Department of Education and Professor of Education, University of Nebraska, Lincoln, July 5 and 6.

MR. JOSEPH F. KAUFFMAN, Anti-Defamation League of B'Nai B'Rith, Omaha, Neb., July 2 to July 6, inclusive.

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Consultants Representing Other Countries

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MRS. ULF OESTERGAARD, Denmark.

MR. EARNEST A. WITTE, Germany.

MR. WILLY W. WOLFER, Germany.

MR. PASCAL LUGINBUHL, Switzerland.

Director

DR. JANE M. CARROLL, Professor of Education, Advisor for Students from Abroad, Kansas State Teachers College, Pittsburg.

PARTICIPANTS IN WORKSHOP

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

<i>Name and Teaching Address</i>	<i>Teaching Position</i>	<i>Home Address</i>
MARIE A. ESCH Pittsburg	Junior High School	Pittsburg
MILDRED YOUNG Pittsburg	Sixth Grade	Pittsburg
LUCILE PARKER Fort Scott	Second Grade	Fort Scott
ETHEL FORBES Cherryvale	Junior High School	Cherryvale
PAULINE YORK Coffeyville	Fourth Grade	Coffeyville
ANN OLINA BROWNE Quindaro	Second Grade	Kansas City
MARY ELEANOR BELL	_____	Pittsburg
BESSIE VAN HORN Carthage, Mo.	Fifth Grade	Carthage, Mo.
FRANCES E. CRANSTON Winfield	Elementary Principal	Winfield
LORENE RIDINGS Winfield	Third Grade	Winfield
ABE E. HUBERT Garden City	Principal, Junior High	Garden City
I. C. HOLLINGSWORTH Fredonia	Elementary Principal	Fredonia
RALPH M. BATEMAN Fredonia	Junior High Principal and Elementary Principal	Fredonia
HAROLD M. JONES Picher, Okla.	Elementary Principal	Scammon
LAWRENCE CHAPLIN Arkansas City	Junior High Industrial Arts	Arkansas City
MILDRED CARPENTER Arkansas City	Second Grade	Thayer
MABLE VENTERS Nowata, Okla.	Elementary Teacher	Vinita, Okla.
BIRDIE STROUD Centralia, Okla.	Elementary Teacher	Centralia, Okla.
PEARL SMITH Baxter Springs	History, 7-11 Grades	Baxter Springs
RUBY NATHAN Baxter Springs	Elementary School	Baxter Springs
CLYDE SEALS Osawatomie	Junior High School	Osawatomie
FRANK ALBRIGHT Fort Scott	Elementary Teacher	Fort Scott
DONALD GUINNEE	_____	Joplin, Mo.

<i>Name and Teaching Address</i>	<i>Teaching Position</i>	<i>Home Address</i>
HOWARD GEORGE Piedmont	High-school Principal	Oswego
FAY McCARN (MRS.) Gould, Okla.	Junior High	Eureka Springs, Okla.
BERTIE C. McCUNE Joplin, Mo.	Elementary Teacher	Joplin, Mo.
LEONA EWING Joplin, Mo.	First Grade	Joplin, Mo.
MINNIE WOLFE Joplin, Mo.	First and Second Grades	Diamond, Mo.
JANIE FRA CISCO Joplin, Mo.	Second Grade	Joplin, Mo.
HARLAN ISAAC Iola	Principal, Junior High	Iola
DELANE PATRICK Iola	Fifth Grade	Iola
FLOSSIE SHEPARD Topeka	State Department	St. Paul
HAZEL DANIELS Galesburg	Junior High	Parsons
MARGARET LONG Parsons	Second Grade	Parsons
RUTH HEGER Carthage, Mo.	Third Grade	Carthage, Mo.
RUBY LOUDENSLAGER Carthage, Mo.	Primary	Carthage, Mo.
OLVA PHILLIPS	_____	Pittsburg
VIRGINIA IRWIN Carthage, Mo.	Senior High Teacher	Carthage, Mo.
FLORENCE MILLER Iola	Kindergarten	Iola
WAUNETTA EADS Pittsburg	Second Grade	Mulberry
LEONA FLETCHER Carthage, Mo.	Senior High Teacher	Carthage, Mo.
JUANITA COLE Parsons	Fifth and Sixth Grades	Parsons
FLORENCE HEWITT Parsons	Rural, 1-8 Grades	Parsons
LUCILLE ANDERSON Chanute	Fourth Grade	Chanute
MAYME ELIZABETH NELSON Fort Scott	Grades 1 and 2	Fort Scott
ETHELLE M. IRETON Arkansas City	Junior High Social Studies	Arkansas City
MARY MARGARET WILLIAMS Arkansas City	Senior High English	Arkansas City
JAMES A. SKAHAN Hutchinson	Fourth Grade	Columbus
GWENDEL NELSON Student	_____	College Unit

THE PRESENTATION

LECTURES, films, recordings, discussions and conferences followed each other daily in rapid succession. In order to secure greater continuity of thought upon vital topics, the material in this report has been organized in areas. This, it is believed, will make its presentation more interesting and effective than it could be made in the form of a daily log of the workshop activities.

Some liberty has been taken, therefore particularly in dealing with some of the very excellent addresses, by extracting certain pertinent portions to high-light the area under consideration.

President Hughes, in his welcoming talk, made one statement which seems to keynote the entire study, as it later developed: "There can be no international understanding without international acquaintance."

"This is an unique workshop," commented Dr. Sorenson, "due to the fact that this is your fourth on this subject and that you are one of the three or four States which have undertaken such studies."

We hope that we may stimulate wider study in a most vital field of investigation, and that this may be climaxed by appropriate action.

C. E. BIRCH, *Editor.*

I—Perspective. The World About Us

America in World Affairs.—In the opening Workshop address, Dr. Proctor said in part: "Although President Truman has made many statements with which diverse Americans have disagreed, in one of his recent speeches he said graphically and accurately that the United States has moved from the edge of world affairs in 1900 to the center in 1950. While this movement was steadily under way during the first half of the century, psychologically the new sense of world power and responsibility has been rather abruptly thrust upon us. The American people face a bewildering series of crises in which American power and influence is a significant factor.

"The morning radio (July 2) brought us news of armistice negotiations in Korea. The same radio brought news of the Anglo-Iranian oil dispute. We Americans are prone to simplify the issues involved. In the first instance, most of us assume that it is a rather simply defined conflict between Communism and the capitalistic world. In the Iranian question, many Americans are likely to assume that British imperialism is at fault. The truth would seem to be that these important disputes, as well as problems like that of a peace treaty for Japan and another for Germany, are but symptoms of the impact of great ideas, forces and movements which are active in the twentieth century.

"No American foreign policy can be successful unless we are aware of these factors in world affairs. The United States cannot hope to exert its influence and power successfully for the achievement of world peace unless it understands the deeper issues of the twentieth century. I should like to discuss briefly four of the significant facts about the contemporary world which the United States must recognize and deal with rationally if we are to achieve the great objective of freedom, peace and justice for all in this country.

"First of all, we Americans must realize that World Wars I and II shattered European mastery of the world and that as a result we have great tasks thrust upon us. European mastery in world affairs had been maintained for over a century and reached its high point in 1914. The nations of Europe had planted their flags around the globe, establishing military, political and economic mastery almost everywhere.

"The primary condition for maintaining this mastery was that the great powers of Europe should not make war upon each other. They did not meet this condition, but engaged in two blood-letting

operations in this century. The result was that European power over the rest of the world was shattered and European unity with it.

"Now nature doesn't like a political vacuum any more than it likes a physical vacuum, and the result was that when western European power ebbed from places where it had been for decades, it was inevitable that other political and military power should flow in and become either the new master or the manager. One of the significant factors of our time, therefore, has been the temporary polarization of world power in the U. S. S. R. and the United States. I should like to underline that word *temporary*.

"Political, military and economic power moved outward from western Europe in two directions into two great land-mass countries—the Soviet Union and the United States. As a consequence, for the next decade or two, the affairs of every other nation of the world must be based upon a triangulation of power. Two corners of the triangle are the U. S. S. R. and the United States, with the other given country as the third point of the triangle. Everything they do in international politics must be conditioned upon the existence of this triangle. Their policies must be based upon consideration of the reaction which they will get from the United States and Soviet Russia. The dreadful importance of this is at once apparent when one considers these two great power points are engaged in a cold war whose end cannot be foreseen. . . .

"A second fact of tremendous importance in this century is the emergence of the Asiatic peoples as significant partners in world affairs. Until 1900, the Asiatics, with the exception of Japan, were colored peoples. They were dominated and frequently exploited by the European states (and in some instances by the American) which had achieved world mastery. However, because of revolutions in Japan and China, because of the constant export of Anglo-American political and social ideas, and because of the dreadful consequences of World War II, the Asiatic peoples have thrown off the white chains which have bound them, demanding an increasing voice as equal partners in world affairs.

"Because of this, India, Pakistan and Ceylon have achieved independence and equality within the Commonwealth of Nations. Because of this, the Chinese today do not view the Korean war with the same perspective that we do. The Asiatics have warned the Anglo-Americans that the decade or score of years may have come in which we may have our last chance to join the human race on the basis of equality. . . . In a great meeting of 17 Eastern nations in New Delhi, India, recently, Prime Minister Nehru

said that the day had passed when the white man could invade Asia. . . .

"In the third place, the United States must accept the fact that urban-industrial-scientific warfare has destroyed more than the traditional physical immunity of continental United States from war. Now our cities and countryside can be subjected to the same merciless destruction as were other nations in the last two great conflicts.

"Another reason is the fact that for civilization as a whole, the cost of war has become intolerable, in terms of sheer physical destruction and the immediate cost in lives and money. According to the estimates of the League of Nations, World War I cost about three hundred billion dollars in capital expenditures and in the destruction of property. The great powers involved suffered approximately five million casualties. According to a recent estimate of the United Nations, World War II cost one trillion, one hundred ten billion dollars in money and physical destruction, plus twenty million soldier casualties. Civilian casualties cannot even be estimated.

"With demoniac efficiency we have perfected psychological weapons and have destroyed moral principles which mankind has possessed for centuries. We have even developed great crimes; for example, that of genocide. The Nazis in Germany destroyed an estimated six million Jews, for which 17 Nazis were hanged in 1946. The concentration camps of Germany have become a pattern for every other totalitarian state. The immediate costs of world war have indeed become intolerable.

"I believe, however, that actual war is not the most serious threat to democratic life and perhaps even to civilization. The *threat of war* has become an intolerable evil — one which will continue to strain the survival resources of mankind as long as the modern world does not restrain unfettered, ruthless sovereign nations.

"Have you ever considered well the tragic fact that this year the United States is spending seventy billion dollars to pay for past wars and to prepare for the next one? We have committed one-fourth of our total resources and production this year to destructive purposes. One-fourth of the nation's income which might be used to produce houses, food, automobiles, etc., must go into guns, tanks and planes. The food which might relieve starvation in India is not sent because of our fears of Communism, thus showing how the threat of war stifles our Christian impulse. We thus can see a

tremendous change for the worse in American economic and moral life. . . .

"Under the threat of war we have steadily whittled away, one by one, some of the rights of free speech, free press, free minds—those liberties which have been the real source of American strength. Now we must sign loyalty oaths to prove that we are Americans; now we must have loyalty committees which smear and slander men of good reputation before our national Congress without any adequate recourse by those who are maligned. If the present world situation continues and America must more and more assume the characteristics of a garrison state, it seems likely that we will become like those whom we seek to resist, that we will destroy democracy in the act of attempting to save it. . . .

"Therefore, I submit to you as my fourth point that the great task of the United States is to support the growth of the United Nations with every resource that we have. Great Americans were the co-authors not only of the United Nations, but also of the League of Nations. We have participated in every other important step toward international amity. Moreover, the ideals of democracy are completely compatible with the concept of the United Nations. The United Nations is the extension of American concepts of law and order through democratic action from national to international areas. Finally, we must support the United Nations because there is no working alternative."

The World as It Appears Today.—"I came to study with you the problems of understanding and to try to stimulate thinking. I approach the subject as a geographer and not as an authority in the field of international understanding. I shall try to make suggestions that will be of help." With these words Dr. Sorenson introduced his remarks on the topic above.

"Geography is like a tree. It has a trunk, a top, and roots. The roots may be divided into two sciences—natural and social. If all the roots grow long and deep, both sides will be nourished and it will grow into a symmetrical tree. The natural science roots remain fairly constant, but the social side is subject to changes. I mention two of those changes, which may seem unrelated, but which upon closer examination will prove to be very much interwoven: (1) The airplane, and (2) UNESCO." Our space forbids a fuller examination of this relationship. The implications are rather plain that the airplane profoundly affected warfare and commercial developments, hence made necessary such attempts to solve human relations problems as UNESCO typifies.

"As I look over the world it seems to me that I see two kinds of people: (1) Those who are building fences and (2) those who are engaged in lowering and removing fences. I am reminded of a New England farmer. He wanted to be a good neighbor and to keep his stock from trespassing on the property of others. Also he was much interested in protecting his own fields and crops. He stopped all the holes and strengthened potential openings. His fences grew higher and higher, until at last he discovered that he had effectively fenced himself in. He had been neglecting his crops, the weeds were rampant, he had lost touch with the latest agricultural practices and developments. He was no longer on friendly terms with his neighbors. His farming operations had become unprofitable. How like this story may be the experience of a state or country which by high tariff walls, by unwillingness to participate in neighborhood (international) affairs, when it becomes misunderstood and universally disliked."

Continuing, Dr. Sorenson commented: "Our iron is being depleted so rapidly that it is causing deep concern. We must seek new supply fields at home and abroad and cultivate those countries which can supply us. Rubber scarcity sends us to the Dutch East Indies, the Amazon country, and others. Nature has so scattered resources that the whole world tends to become more interdependent and world trade becomes more and more essential. . . . What is it that makes Iran important—this small nation seldom heard of previously in these days? Oil. Fences have proved futile. England attempted to keep Iran satisfied with small oil royalties, while taking big profits and benefits for herself. Iran resented this for some time and finally resisted, attempting to take over the industry, flouting all previous agreements and disregarding world opinion. We may have a certain degree of sympathy with Iran's point of view, but can we afford to stand aloof when one member of the family of nations tries to settle matters without consultation with or regard for the interests of others?"

"And so trouble spots arise at different places, geographical trouble spots for the most part. In northern Korea and Manchuria, power facilities were the source of friction and war. America and others of the United Nations decided that the aggression which resulted must stop.

"We know that in order to keep aggression in check, we in America must produce tremendously. We are now determined to produce, and so long as we can keep our production ahead of Russia, we can perhaps head off a spread of armed conflict. So we

continue to make more of this and more of that, to pile up war materials, to produce more automobiles, more wheat, more corn. Often we build up surpluses, and that is good. The world has need of our surpluses. Nearly all other countries, too, have surpluses of one sort or another. Nearly all produce things which we need. And what others have is not necessarily materials and goods. It may be ideas. Perhaps we need them and can use them. Spiritual impulses of striking value may evolve from the exchange of ideas."

Quoting the recent words of a great American, "If we have to, we can go it alone," Dr. Sorenson thought "Perhaps we might secure a few bilateral compacts with friendly countries—Canada, Brazil, etc. We might become a member of a group, as we did in the Atlantic Pact. We might work up a Pacific Pact. But we may as well make up our minds to it—isolationism is dead. It just can't be made a success. We are too interdependent. . . . What is known as 'Point Four' is doing a good work in many places. We are sending technicians abroad to help. Helping in power installations and management, agriculture, etc. It is winning friends for us and we have the satisfaction which comes from doing a neighborly deed."

Speaking of the present situation, Dr. Sorenson said: "The United Nations must be kept strong. It is the greatest organization ever created. But its success depends on people like ourselves, here and in all the rest of the world. . . . There must be an international police force to restrain aggression. It must be preserved and its influence and powers enhanced. Corrections will have to be made and these made openly before the world, with all the nations participating. Its greatest need now is strong leadership at the top. Our country is beginning to develop some real leadership although it has not always done so in U. N. affairs. We should start at the grass roots and produce, through education, a strong group of leaders. Other nations will be working along the same lines with us. You must not think of yourselves as insignificant. You, as teachers, are a most important force."

II—Challenges. Education for International Understanding

The Need.—Dr. W. A. Black introduced this area of our Workshop studies by commenting on the tendency of a considerable portion of the public to be critical of the introduction of new material into the public school curriculum. Usually it takes the form of deprecating an alleged neglect of the time-honored “three r’s.” “I would always begin,” commented Dr. Black, “with the traditional skills and explain how well we are doing with them, because we are doing a good job. . . . I would also emphasize them, for all of us know that the pupil’s progress will be meager in further learning if he has not done well with the traditional skills of reading, writing and arithmetic, for they are the tools of further learning. But, in our eagerness to explain the new things we are doing and which we believe to be equally important, we may, and often do, fail entirely to mention the older skills which constituted pretty largely the whole curriculum of the older school.

“We now know that we must teach a host of other things in addition to the traditional skills and, at the same time, do a better job with the older skills than was ever done before.

“Many of the newer skills are more difficult to teach and we do not have a very satisfactory theory of learning to assist us. With the older skills we used very successfully the theory of the connectionists, emphasizing drill or practice, repetition, reward and punishment, goals, and so forth.

“Now when we are concerned with tastes, prejudices, attitudes, the necessity for problem solving in a variety of situations, social insight, sensitivity and the development of a common set of values, we have only the Gestalt and organismic psychological theories for assistance. These, however, are helpful and support the experience unit as a method for curriculum organization because they emphasize learning in a total situation—learning does not come separately, etc.

“We know very little about how attitudes, tastes and prejudices are formed, but we do know that we must learn how to get them formed. We have the responsibility of achieving the objectives of Education for International Understanding.

“These objectives, if I interpret them correctly, are:

1. To teach our own and other peoples to respect human personality; to encourage freedom of thought and expression.
2. To increase the feeling of responsibility among our own and other

peoples; responsibility for one's own actions and responsibility in governmental and social affairs.

3. To aid our own and other peoples in their efforts to direct their own activities toward the attainment of self-government and the development of an enduring set of values.
4. To aid our own and other peoples in developing an appreciation for the cultural attainments of others.
5. To aid our own and other peoples in developing a set of democratic attitudes, tastes and prejudices expressed in everyday action.
6. To aid our own and other peoples in attaining knowledge of the United Nations and placing confidence in it as the means for providing legal machinery in dealing with wars and the threat of war.

"If we are to have peace within a framework of law in our time, we must believe in the pronouncements of the United Nations and in its charter:"

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

- to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
- to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- to promote social progress and better standards of life in larger freedom;

AND FOR THESE ENDS

- to practice tolerance and live together in peace with one another as good neighbors, and
- to unite our strength to maintain international peace and security, and
- to insure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS.

- Accordingly, our respective Governments, through representatives assembled in the city of San Francisco who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

"It is not reasonable for us to continue to be beset with wars and not do something about them.

"The barest minimum costs of World War II are appalling:

The World War, all told, cost—apart from 30 million lives—400 billion dollars. With that money we could have built a \$2,500 house, furnished

it with 1,000 worth of furniture, placed it on five acres of land worth \$100 an acre and given this home to each and every family in the United States, Canada, Australia, England, Wales, Ireland, Scotland, France, Belgium, Germany and Russia. We could have given to each city of 20,000 inhabitants and over, in each country named, a five-million-dollar library and a ten-million-dollar university. Out of what was left, we could have set aside a sum at five percent that would provide a \$1,000 yearly salary for an army of 125,000 teachers and a like salary for another army of 125,000 nurses.

"Other peoples are not like us in many respects and they are not necessarily wrong because of this. But the peoples of the world are alike in many respects.

"People everywhere would like good food, good clothing, good housing and a better opportunity for their children. It is reasonable to believe people everywhere would want to live without war if given a chance.

"We cannot predict what kind of world the children we teach will live in, but we know they will be living in the year 2000, and we know that things will be different. We know that ours is the last earth-bound generation. Coming generations will take to the air as easily as my generation took to the automobile.

"What is the need for Education for International Understanding? It is a need for the peoples of the world to understand and appreciate each other or be engaged in wars more deadly and more costly. *It is a need for survival.* This year alone we are spending more on the war effort than the total national income amounted to in some of the depression years.

"This is a field in which everybody can contribute something, because it begins with understanding, appreciating and co-operating with the people around us. It begins with taking the broad view rather than the narrow. It begins with taking the long view instead of the short view. It begins with getting informed. It begins with acting on a basis of reason rather than on prejudice solely. It begins in a thousand ways — at home — at work — at school. . . .

"Are you sorry for the plight of the world? If you are, you want to do something about it, *and you can.* How sorry are you? It must be translated into action."

Tremendously Important Problems.—"The American people today face two problems of tremendous importance: the first is the problem of how to achieve and maintain international peace; the second is the problem of understanding the meaning and implications of an urban-industrial-scientific society. Unless these two great problems can be solved, there is little prospect for inter-

national peace or social stability during this century." This is the challenge of our times, as defined by Dr. Proctor. To this he added:

"Although these two great problems are so closely related that one cannot be solved unless the other is also, it is the problem of international relations that confronts us." An analysis of this task, as it is viewed by Dr. Proctor, has been given in the opening area, "The World About Us."

Human Rights.—"It is almost natural," said Mr. Joseph Kauffman, "that we become partially blinded to the problems of the world in the current struggle between the U. S. and the U. S. S. R. While it is vital that we oppose tyranny and aggression such as is being currently practiced by the U. S. S. R., this is not the only problem. If Russia were to collapse tomorrow, there would still be vast problems to be solved, including problems of human rights."

"There are over two billion people in the world and comparatively few of these are either Russians or Americans. Learning these peoples' problems and *understanding* them is a prerequisite for intelligent action."

"The increase in the speed of travel and communication, coupled with the technological advances and the need for foreign markets, forces us to cope with other peoples of the World. We have no choice but to deal with them, whether we fight them or co-operate with them."

"Our task here is to concern ourselves with the subject of Human Rights—to educate for the understanding of human needs and human differences—to learn how we may promote respect for the personality of each individual, regardless of his race, religion or national origin. More important, we are concerned, or should be, with practicing these basic human rights and ideals in our daily lives, at home, school, and in our communities. . . ."

"In approaching this subject, with only two weeks for its study, bear in mind its complexity. There are no easy answers, no panaceas. An attitude of pessimism would be tragic. An attitude of optimism might not be altogether realistic. I do think we can adopt an attitude that we, in our own jobs and lives, *can do something* to make this a better world in which to live."

(The film, "Of Human Rights," was then shown.)

Struggle for the Minds of Men.—Russia's persistent and often unscrupulous propaganda efforts serve to remind us that we must meet the challenge offered. Nor is Russia the only country attempting to win unfair advantages by such methods. Dr. Sorenson assured us "There is a world-wide struggle on to capture the opinions of the peoples of all nations. We as teachers may want to

teach our ideas of democracy. We may seek to do this by contrasting our ways with those of others. You, as a teacher may decide which way is best and present the facts as you understand them. So, in a way, you enter the struggle by seeking to influence or capture the minds of children. Newspapers seek to control thinking. Just this morning a writer living in Paris gives out the idea that 'Only Employees Gain by UNESCO.' It is an unfair and prejudiced report, based on hearsay and not upon facts assembled by careful investigation. Of course there are criticisms of UNESCO which are true, but this one is intended to create a bias against it. Of course UNESCO has faults and it has made mistakes. It is a new organization, a mere babe among recent world movements. The babe is learning to walk. . . . The only way we have to counteract such harmful reports is to give school children a chance to learn both sides of a question and then to make well founded evaluations. . . . Yes, the struggle is on. Newspapers are too often interested in presenting but one point of view, praising one side and creating dislike for the other. . . . I have listened to the Russian leaders. They are clever. They had me fooled, almost, as I sat and heard their propaganda lines. But their actions later belied their pleas and promises. There is no iron curtain in the United Nations deliberations. It is well to let them talk. Better to know what they are thinking than to have them silent. They use the radio extensively to implant their thinking. They are being heard. People listen, especially the 'have nots' who are very unhappy and dissatisfied. . . . What is being done to offset this influence? We don't know how effective our 'Voice of America' is. We know we have made some mistakes, but we are learning; we have made a beginning. We are doing better now. We are bringing to our programs people of the nationality addressed, people who know and will testify to the truth as they have observed it in America. . . . I think at first we bragged too much about ourselves. Our technique is better now. Literature and films are being employed with greater effect. We must reach the Asiatic peoples. We have some good material printed for distribution in the Philippines. We need to reach other Asiatics. . . . I think we are going to find that America will be making special efforts to carry the story around the world."

In the succeeding section, the area showing *Response* made to the various challenges facing us, we shall learn more of the means now being employed and of other potential means to implement in the world the ideas and principles which we sincerely believe are best calculated to promote justice and good will everywhere.

III—Responses. Approaches to the Problems

Schools and International Understanding.—Superintendent Klotz introduced this topic by quoting from a statement by William G. Carr, of the National Education Association, relative to the work which our schools must do: "International understanding can mean merely the possession of knowledge about other nations and peoples, or it can be interpreted as a general desire to live at peace with the rest of the world. International understanding can also mean a knowledge of the tensions and rivalries which exist in the world today, and of the machinery now available to ease or remove these points of friction. . . ."

"To teach children about the consequences of the last war and the threat of another is not easy. But it would be as wrong for teachers to ignore the problem as it would be for a physician to cover a gangrenous wound with a bandage. Hiding it does not cure it . . . we must give the children the facts as soon as they can take them. . . ."

"One of the greatest tasks of education is to combat prejudice. We are not born with prejudices; they are thrust upon us. We develop oversimplified pictures of other peoples; all Scots are thrifty, all Frenchmen are excitable, no Mexicans are wide awake, all Russians are crafty, Italians cheat you, Norwegians are clumsy, Dutchmen are stolid, and no Englishman can see the point of a joke. If we stop to think about it, we find no basis for these generalizations. A cross-section of any nation will reveal infinite variations of good and bad traits. We can teach children to appraise each person as an individual."

Developing the theme further, Mr. Klotz continued: "Schools are pretty largely what the community or society wants. The philosophy developed and taught seldom if ever wanders far from the accepted or the dominant social trends of the current generation.

"Therefore, ever since the United Nations became a reality in 1941, schools have begun to teach the principles of the United Nations and auxiliary organizations. Briefly they are as follows:

"First, that the world can be spared from devastating wars.

"Second, that the prosperity of any nation depends upon world prosperity.

"Third, that the wealth, leadership, and industrial development of the world be shared so that the living standards of all peoples will be raised.

"Fourth, that the enslavement of any people or nation by an aggressor will be looked on with disfavor by other nations.

"Fifth, that the sovereignty of any nation should be respected and protected.

"Sixth, that through scientific research, education and cultural development all peoples of the earth can expect enduring peace.

"Seventh, that through co-operation and mutual discussions that disagreements between nations can be resolved.

"These are not all the principles involved, but they exemplify what we Americans believe. In essence, the beliefs so expressed are the basic safeguards that have made democracy work in America, and are to be found in the philosophies of the Christian and the Jewish religions.

"Now I want to analyze briefly the dilemma of the teacher:

In 1941—The Germans and the Japanese were our hated enemies. The Russians were our allies—tried and trusted.

Today—The West Germans are becoming our allies; Japan is fast becoming an outpost of democratic strength. The Russians represent everything that we abhor, that we wish to destroy.

"The question for the teacher becomes one of facing about in just about one decade—realigning her philosophy, her teaching units—discarding books and clipping files that today are not in harmony with our changing international picture, and teaching a new generation that it is expedient that we now accept new international neighbors and allies. . . .

"These changing realignments pose some big problems for the schools. We can't shift gears, so to speak, quickly or easily. We are of an older school. Our former concepts tend to persist . . . the shifting of a position comes slowly, though inevitably. . . . As opposed to hate, there must be taught understanding. Amid all the chaos and conflicting isms the job of the teacher is extremely difficult. . . . International understanding is a *process* that needs interpretation for every generation in the light of current trends. . . .

"Centuries ago the Egyptians wrote the negative confessions—the first step toward moral law and the ultimate responsibility of man one with the other. Much later Moses promulgated the ten commandments. No clearer pronouncement of man's personal responsibilities to one another has ever been written. Then came more wars and the dark ages. From Asia Minor, man's next step forward came out of England, known as the Magna Carta. The

dignity of man and the rights of society received another forward thrust.

"Generations later the Bill of Rights was written into the Constitution of the United States, guaranteeing freedoms that no other people had ever possessed. . . . Since that time the world has been shocked by wars more devastating and more world-wide.

"Finally, just three years ago, some fifty nations of the world adopted the 'Universal Declaration of Human Rights.' True, Russia and her satellites have not signed the declaration, nor have Red China and Spain given it their adherence. But world understanding is on the march. . . .

"From the press and radio of the Russian politburo come statements that they want peace—they want to make the world better for the common man. They insist that their ideology is right. They call us aggressors, war mongers and imperialists.

"We counter these attacks and ideologies by clear-cut statements of our intentions that cannot be refuted. Subterfuge and wild haranguing has not stampeded the members of the United Nations into acceptance of the Russian philosophy and invective. We counter these accusations by citing our past, the treatment of the Philippines, by pointing out how we have shared our resources with our less fortunate neighbors. . . .

"Out of these conflicting ideologies the teacher must create an atmosphere of world understanding. . . . In creating this, the teacher's job becomes one of developing educational experiences which will essentially modify human behavior."

Here, again, the words of William G. Carr are very apropos: "The dismal chant that 'you can't change human nature' has been raised against every progressive tendency in history. It was used to defend slavery, to oppose free schools, to prove with exquisite logic that men could never rule themselves. But slavery is gone, public education is routine, and government by the people has not perished from the earth. The gloomy prophets were wrong before; they are wrong today."

"Briefly, the schools concern themselves first with objectives; second, with instruction and modification; third, with experimentation; and fourth with checking and evaluating the process. . . .

"In summary, teachers can and are taking four steps in attempting to teach the fundamentals of international understanding.

1. Clear defining of goals—the attributes essential in human beings if they are to resolve national and international problems peacefully.
2. Identification of the observable evidence that individuals are at various stages of progress toward the attainment of these attributes.

3. Preparation of evaluative instruments with which to measure progress toward such attainment.
4. Setting up educative experiences designed to yield progress in the development of essential attributes, and objective measurements of the effectiveness of such experiences.

"To this end the schools have dedicated themselves. And through Unesco, schools in all the United Nations (with exceptions already noted) are moving forward toward a sound program of community, national and international understanding and good will."

UNESCO in Action.—Apparently UNESCO was recognized by all members of the Workshop as one of the most significant and hopeful of the responses to the challenges of our times. Consequently, some remarks by Doctor Sorenson as to one way in which it has recently functioned will be of interest here: "The greatest experience which I have ever had as a geography teacher came in the summer of 1950. This was probably true for more than fifty other geography teachers who were privileged to participate in the UNESCO seminar on the teaching of geography for international understanding. . . .

"It was evident at the outset that there were two points of view regarding the responsibilities of the seminar. The first, expressed with considerable feeling by the French leader, pictured geography as a subject through which students search for the truth about man and his environment. The assumption of those supporting this point of view was: teach geography well and international understanding will result. . . .

"The second point of view, championed by others (including myself), insisted that geography must have a well-defined emphasis if it is to make its maximum contribution to international understanding. In other words, the teacher would select from the vast body of subject matter the content that would contribute most directly to the desired goal. . . . Some would not hold geography responsible for any direct teaching about the United Nations and its work. In contrast, others insisted that many of the problems and issues before the United Nations were suitable for study in a geography classroom."

This seminar, which was held in Montreal, July 12-August 23, 1950, was attended by thirty-seven participants from twenty-three countries. All the participants were trained geographers from universities, colleges, secondary and elementary schools. Thus all levels of geographic instruction were represented.

"How did I come to be selected for this most important assignment? There were other geographers in our country I feel were

more worthy. I guess I was just lucky." So commented Dr. Sorenson.

"World leadership has been forced upon us. We are going to do, I think, a great deal in the next five years to convince the peoples of the world that we have something most worth while in the program of the United Nations and UNESCO. We shall show that the schools really contribute much to the total effort. America is seeking in all sorts of ways to co-operate. It is important to push education in the most effective ways we can find. . . .

"The languages used were English and French. Many spoke both. I could use only English, but learned to get on very well with the aid of others. Differences of opinion were to be expected, and we had them. Although there were many difficulties at first, the conference in a short time became a harmonious working group and we were able to combine our ideas happily and effectively. The program was so planned that we couldn't help getting to know and to like the other members.

"Among the questions frequently asked were, 'How do you teach this?' 'How do you teach that? In Holland? In France?' We had an exhibit of children's productions from all parts of the world. Wonderful examples of the outcomes of fine teaching!"

Space forbids making other excerpts from this address, timely and illuminating though they would be. The listener could not escape the conviction that here, in action, was one of the finest illustrations possible of the way in which acquaintanceship ripens into understanding and co-operation.

How Other Countries Respond.—A cartoon film, shown by Mr. Kauffman, aroused considerable interest and discussion. In the film, entitled "Brotherhood of Man," a man awakes to find that the world has moved into his back yard. He hails this as the arrival of a golden age in which all barriers of race, nationality and creed are removed. But green imps of opposition and jealousy soon make an appearance and he discovers that brotherhood is in for some rough treatment.

In the discussion which followed, it was brought out that there is no biological difference between the blood constituency of the different races and that the Red Cross has discontinued labeling blood plasma in its blood banks by any racial designation. A member of the group thought the response from this film might be good if shown at Parent-Teacher gatherings.

"What are other countries doing to understand us?" Is the fault entirely with us, or have we a right to expect more co-operation

from abroad? This seemed to be a question demanding an answer. This one naturally followed: "How do Europeans regard the Marshall Plan?" This, of course, was not completely disposed of at the time. During the course of the Workshop a number of opportunities were afforded for raising the question with visitors from abroad. Dr. Carroll, who had recently toured Western Europe, thought the response was good, although there was evident some skepticism of our sincerity. A few thought of Americans as being wealthy and that our extending aid by means of the Marshall Plan was something like putting pennies in the church or Sunday school collection fund. They were not aware that Americans were taxed to carry out this and similar aid plans.

Pascal Luginbuhl, an exchange student from Switzerland, then in Kansas studying agriculture, was of the opinion that Europeans generally were well impressed with the plan and believed that it was winning friends for America. Similar expressions were brought out at another time as the considered judgment of the two teachers from Germany who were taking part in the Workshop as official observers under a plan sponsored by UNESCO. Mr. Earnest A. Witte, a secondary school teacher from Berlin, reported a wholesome regard for the plan among those with whom he had come in contact. Mr. Willy W. Wolfer, a teacher of elementary grades in the south of Germany, was likewise very favorably impressed with the value of this aid and thought there was a fine appreciation of it among most of his people. Professor and Mrs. Ulf Oestergaard, of Denmark, brought similar testimony from their country.

"Is setting up the new nation, Israeli, accomplishing what was expected?" was another question growing out of this discussion. "Yes," responds the leader, Mr. Kauffman immediately. "The great bulk of the Jews of the world, especially those of America, hail and approve the accomplishment. They are eager and very generous in supporting it. It has made a sanctuary for a great number of displaced persons. It has given them a place where they can be free and give their allegiance to a land from which it can expect opportunities and privileges long denied them." Some discussion ensued as to whether this had been accomplished at the expense of the Arabs. Majority opinion in this group of teachers was undoubtedly favorable to the new nation.

"Are the Germans showing an interest in the work of the United Nations, and are they studying it as we are here?" was asked of Mr. Witte at another session. His answer was, "They do observe United Nations day, which calls their attention to it, but the pro-

gram is under the direction of the minister of education. New things come into use slowly. But it is beginning to receive attention and is gradually being recognized. But no special curricular provision has yet been made. The feeling toward it is friendly. We feel that the United Nations is much superior to the old League of Nations." He then, in commenting on our own professions regarding race equality, remarked: "At first I was shocked. I thought your claims had been mere propaganda. But, now, after a longer visit and more observation, I am convinced that if I came back fifty years from now I should find no evidence of racial discrimination."

"Are the Germans race conscious; have they class prejudices?" Mr. Witte was asked. "Yes, no doubt about it. I want to add that I like what I am finding in America; all speak so freely and kindly." At this point someone mentioned an article which recently appeared in some of our newspapers, based on a letter originally published in the *Christian Science Monitor*. The writer, who had been in America six years, was going back to his native land of Java. He was, he claimed, disillusioned by America's sham and pretense. We are not, he charged, living up to our high ideals and fine promises. We are too often guilty of the very things we so freely condemn. Food for thought!

Workshop Member Responses.—Members of the Workshop prepared many fine studies which reflect their reactions to the many questions raised and techniques discussed. It is impossible to reproduce these in any extended form, but the sentiments expressed are of exceptional interest because of the fine understanding and attitudes shown. A few quotations will be made here. Additional ones will be given under the heading of *Techniques*.

Some Student Reactions.—Student members of the Workshop, although well informed and sympathetic at the outset, were gripped by the challenges presented from day to day. A few excerpts from the material they presented will serve best to illustrate this. (See list of participants.)

"Before the world can be made secure for future peace and harmony among nations, the destruction of material and human resources caused by recent war must be repaired as far as this is possible. To this task UNESCO dedicates its services. . . . Teachers in the United States should take pride in UNESCO, for without the efforts of these teachers there would not be a UNESCO today. . . . The growth of this organization in the United States offers convincing evidence that Americans want to understand and co-operate with other nations, and this fact contributes to a better understanding of the United States itself in other parts of the

world. Through the constant aid, encouragement and example set by UNESCO, individuals and nations alike are joining forces in projects of permanent value for the enrichment of all mankind."—*Mary Eleanor Bell*.

"The lives of all peoples are interwoven through trade, travel and communication. Every group depends on other groups for food, raw materials for manufacture, and a market for goods. All should share the benefits of new discoveries in science and technology, the thinking of great men and women of every nation, and the art, music and literature of the whole world.

"Human and natural resources everywhere can yield better living for all peoples; their wise and effective use is the concern of all. The welfare of any one group—its health, vitality, prosperity and peace—affects the welfare of all.

"This interdependence increased rapidly during the past few years as new methods of transportation and communication have brought peoples closer together. Growing industrialization has made nations more interdependent, for industrial groups are more dependent on others than are the agricultural.

"Because this change has been so recent and rapid, the world is not yet a good community. Many problems remain to be solved. The world is often divided by these problems, to the grave danger of the peace. Such agencies as the Pan American Union and the United Nations, with their machinery for international co-operation and international attack on common problems, help to build and to strengthen the world community."—*Abe E. Hubert*.

"Sound educators recognize that the schools, along with social actions, legislation and economic changes can help to develop human beings whose influence will be aligned beside other forces working for good human relationships which ultimately will improve international understanding, which will prove to the world that 'war is not an ultimate and inextricable fact in the life of humanity.' . . .

"The objective of international co-operation in education is to eliminate the kind of education that can lead only to war, and substitute for it the kind that will lead to peace. The leaders recognize that the role of education at a peace table is vital because they agree that preparations for war and preparations for peace are deeply rooted in the education systems of the world.

"Many nations, organizations and individuals have conceived the idea that the fate of mankind rests upon the education of the youth of today."—*Flossie M. Shepard*.

IV—Techniques. Accomplishing the Task Before Us

It has not been easy to differentiate between areas in this record. There must, of necessity, be some overlapping. Some of the ideas and expressions stimulated by the panels, for instance, could well be included under other headings. However, because the panels conducted at the Workshop were, in themselves, excellent illustrations of a technique which may be used in practically all grades and in scores of situations, brief accounts of several are here presented.

Conditions in Germany.—Under the leadership of Doctor Proctor, two German teachers were introduced and participated in a discussion of conditions in Germany, particularly in the field of education, but branching out into many phases of German life. The first introduced was Earnest A. Witte, who teaches high-school English, German and Sports in Berlin. The second, Willy W. Wolfer, elementary teacher, Harthausen, Germany. These men were here as a part of a program instituted by the United States as a means of promoting better and fuller acquaintance and incidentally a finer personal appreciation of German and American teachers for each other.

The discussion began very informally, Dr. Proctor remarking that it was the intention to attempt to find out what Germans are like, since many of us may have ideas that are no more than folklore, largely erroneous, as to the people of Germany.

Mr. Witte told us he was from the Western Zone, occupied by the United States at this time. He outlined his education, which included elementary, high school and university. He was brought up, he said, in the Bismarckian tradition. He had the usual antipathy toward Jews until he became better acquainted with some of them. Jokingly, he was asked as to his marital state and confessed that he was a bachelor, even though there is a preponderance of women in Germany. He felt that the responsibilities entailed by a family made it better that he remain single. Jobs and opportunities are not numerous and tenure is precarious. During the rise of the Hitler regime, he resisted pressures to become a party man and it was something of a relief to be called into the army. His service was in central Europe, in Germany, Poland and Russia, including some time in the navy. He was taken a prisoner of war and acted as an interpreter. Eventually, after the close of the fighting, he was employed as a secondary teacher in Berlin.

Mr. Wolfer gave a similar résumé of his career, much shorter since his age is considerably less. His birthplace he gave as Stuttgart, well to the southwestern part of Germany, not a great distance from France and Switzerland. To attend high school he rode a bicycle eight miles twice a day. Before he had quite completed the secondary school he was called into the army at the age of seventeen. He attended an officer-training school in Czechoslovakia for a time during the war, and later was able to complete his high-school work and to get some training for teaching. Owing to the great need for teachers, considerable leniency was shown in the matter of his preparation. He was given a teaching appointment where he had about seventy pupils in the fifth and sixth grades.

Dr. Proctor asked, "What are the characteristics which distinguish the German people today?" Mr. Witte replied, "All German people speak German, but the north and south have different dialects, so that all sections do not readily understand those of another part of the country." This, Mr. Wolfer thought, "is not so much due to geographical differences as to inherent differences in the people themselves. Germany is divided into many small parts or states, each with different rulers and different governments within the larger structure. South Germany is hilly, while there are level plains in the north, however." Mr. Witte pointed out, "Berlin belongs to the north part. North Germany is mostly agricultural," and Mr. Wolfer remarked that "distances are not so great as here."

"What about Prussia?" was asked. "Are they still militaristic?" Mr. Witte explained "There is no special difference in their mentality. This was once a colonial part of Germany. Many of the Prussians became officers, and an officer's uniform made a great appeal to the imaginations of many Prussians. They 'fell for it,' as you put it." Then he added, "It is no more like that. The military mind is over."

"Explain, as you understand it, how the German people were led into following Hitler, who was not even a German?" "Although Hitler was an Austrian," Mr. Witte answered, "the Austrians were regarded as Germans, so there was no prejudice against him on that score. Hitler was an opportunist and appealed to the discontented; took advantage of the conditions; appealed to those who wanted changes; made use of the wide unemployment; promised all sorts of things; and he kept his word for a time."

Mr. Wolfer, in answer to queries about religion in Germany, said there were two main divisions. "All others were small and

not very influential. Catholics and Lutherans are the two principal groups. When questioning one another as to religious matters, the query is likely to be "Are you Catholic or Lutheran?" Mr. Witte added, "There is a sharp line drawn between them, but no conflict, even though there seems to be no way to get them together. The differences are not so great as to cause severe controversy." Asked as to the effect of religion on politics, Mr. Witte thought that religion was not the major factor in their differences, but mentioned that the Christian Democratic party was composed mostly of church members.

"Who prepares the textbooks for the school, and what are they like?" a student asked. Mr. Wolfer said, "For the south they were prepared under government auspices, while in the north and Berlin, the American occupation forces furnish them. I think the American textbooks are much superior to those prepared in Germany. They are written on the level of understanding of the children for whom they are intended. They are more interesting, better illustrated."

"Have you religious schools?" another student inquired. "Oh, yes, many Lutheran and Catholic," replied Mr. Wolfer. "In Bavaria, especially, the Catholic. They want special schools for their people. The State pays the teachers in the south, mostly, but not the other expenses."

"Are boys and girls segregated in the schools?" Mr. Witte answered, "Boys and girls are pretty much separated, but in Berlin there are co-educational classes, but generally quite lopsided one way or the other. As, for example, forty boys and three girls, or the reverse."

"Since Hitler, have women been given greater opportunities?" Mr. Witte said, "Yes, they may enter almost any profession or occupation they wish."

What is Being Done the World Over.—A panel of seven members discussed this theme, led by Professor Vaudau P. Pierce, representing Brazil and Portugal. Other members were:

Professor Ulf Oestergaard and Mrs. Oestergaard, representing Denmark;
Mr. Earnest A. Witte and Mr. Willy W. Wolfer, representing Germany;
Professor Ralph William Wright, representing Canada;
Miss Gladys Rinehart, representing other South American countries.

"We cannot be isolationist any more," said Professor Pierce. "The desire is widespread for better understanding. It is not confined to our own country." Miss Rinehart, who had traveled and observed extensively in South America, has been doing much in the Horace Mann Laboratory School on the Pittsburg campus to foster

and encourage a desire to know our South American neighbors. "Children of the upper elementary grades are taught Spanish. With the knowledge of the language there is taught much of historical and geographical interest, particularly about the countries where Spanish is spoken." Asked as to the effect of this teaching, she reported: "The children are interested and many express the wish to travel and see the countries studied—a step toward understanding and good will. It made the children more lenient in their thinking about those who come to this country with little or no knowledge of English. They understood better the speech difficulties encountered."

Professor Wright gave a brief account of the work being done by the International House, a group at the Kansas State Teachers College, Pittsburg. Members of this international group appear before clubs and organizations. "They go before conventions, try to explain their own background and to answer questions. They have been very effective in making it clear what UNESCO means and how it operates."

"As yet," Mr. Witte said, "the Germans do not talk much about the better relations for which UNESCO works, but do try to live them. We can and do learn much from the mistakes of the past, as well as from what is going on now. At first they were very much disappointed with the conditions imposed upon them after the war, but a better understanding now prevails." Asked how the American soldiers affected these relationships, he replied: "American soldiers helped very much by supplying equipment for games and teaching games. Later, many things came from America for our use, such as writing materials, books, and other things to make our schools function better. And we shall never forget! What skepticism there was is pretty much gone. Once we thought that the Americans were interested only in making money and that their presence was an entirely selfish action. After seeing the air lift, and how our people were helped at great risk and expense, we changed our minds. We saw in this a truly great desire to be of benefit to us, with no thought of commercial gain."

Professor Oestergaard described how not only America, but Britain and France, were doing much in his country to create and foster good understanding. "Much is done through the granting of fellowships, exchange of teachers, etc., and many countries are now participating in activities in the nature of cultural foundations." He noted that American libraries established there were quite helpful. Asked "Do our diplomatic representatives there speak English only,

or do they speak Danish?" Mrs. Oestergaard commented that our present head of the diplomatic staff really knows the language and is very popular. "Others spend years there," she admitted, "but do not take the trouble to learn the language of the country." The information was added that this summer there will be an international boys' camp. Boys from various countries will attend and much good will be done among these teen-agers to promote the better understanding desired. Also, this year ten American students will attend school in Denmark. The Fulbright Act was praised as a "wonderful idea."

Mr. Wolfer was asked as to the effectiveness of our "Voice of America" broadcasts and said that they were sometimes hard to understand, but that he thought them a good thing. "Is there too much propaganda?" he was asked. He said that he thought it very worth-while. "Most people there regard it as a sign of friendship," was his diplomatic rejoinder.

Going back to South America, Miss Rinehart remarked that the people there were wonderfully kind, courteous and hospitable, but that travelers could never become very intimately acquainted without being able to speak the language of the country visited. "I found there were provided in those countries excellent institutes for teaching Spanish and English. A good omen, I think, for our future relations is that the South Americans are learning to like us. They support these institutes for the teaching of English mainly by dues paid by themselves individually. English is also a required study in many of the schools. We would do well to follow their example and teach other languages so as to be able better to understand and appreciate our world neighbors." In Santiago, Chile, she saw presented in the schools a pageant depicting United States history. George and Martha Washington were introduced in costume, as were other North American characters. "We could profitably do similar things in our schools in a reciprocal way."

"Mr. Witte, what do German schools do that is comparable with our schools here?" someone wanted to know. "I came to this country with certain fixed ideas which I found not true. I notice that you like to specialize more than we do—sciences, languages, mathematics, art, music, industry, commerce and the like." He indicated that the German idea is to adhere to what we would term general education. "What we do in the way of teaching international understanding is," he said, "mostly done in the regular history classes. It comes in quite naturally in answer to 'What is going on in the world?' We are a little language crazy, also, and

learn about the people who speak a language as we study it. The Americans there are doing a lot for us in that direction." An example of teaching about others was that afforded by a display of French tapestries, opening up avenues of information about the French.

Mr. Wright said that he had been away from Canada for some years, but was fully convinced that Canadians were doing much to foster friendships with other lands and peoples. He mentioned Red Cross Junior, which is similar to our own Junior Red Cross, and the fine things it is doing among the younger citizens. There, they exchange not only teachers but children of high-school age, who live in well-selected homes and attend school.

Denmark has much activity on the teen-age level. Material is written by the teachers and circulated by radio, which is operated by the government. No advertising is permitted. Similar radio controls are exercised in Canada. These and similar bits of information were brought out in lively, informal exchanges of ideas.

"Are the Germans race conscious; have they class prejudices?" Mr. Witte was asked. "Yes, no doubt about it," was the immediate response. Then the closing note, "I like what I see in America; all speak so freely and kindly."

In a later discussion, Mr. Wolfer expressed the opinion that our textbooks are better for the children than are those of Germany. To which Mr. Witte added that as far as he had observed, American textbooks which mentioned Germany were quite fair and accurate.

A further contribution to our understanding of other peoples was made by Pascal Luginbuhl, a Swiss exchange student, from Geneva, who was introduced and spoke briefly. Although a little handicapped when expressing himself in English, he made a very favorable impression. He was spending a few weeks in Cowley county, studying farm operations. He will return to his native country at the conclusion of his stay in America. His purpose here is to get a better knowledge of farming methods, as he will soon have the management of a farm of 350 acres near Geneva.

He showed two films illustrating Swiss scenery, agriculture and folk customs. Questions were invited and many asked. As, "Do you think the peoples of Europe, outside the Iron Curtain, are tending toward or away from Communism?" His answer was that where living conditions were hard there was a tendency to ally themselves with the Communists. Otherwise, the trend was altogether anti-Communitic.

When some reference was made to the "Swiss language," he ex-

plained there is no Swiss language, as such, but that the inhabitants speak either French, Italian or German—sometimes all three. He had been taught each, together with four or five years of English. His appearance before the Workshop served to emphasize the worth and the attractiveness that may be found elsewhere in the world family of nations and to discredit any idea of one race having a marked superiority over others.

Films Facilitate Teaching.—Throughout the activities of the Workshop, films were used to advantage to stimulate thinking and to impart information. "Boundary Lines" had just been shown. It depicted vividly, if somewhat garishly, disagreements and conflicts which arise from a false division, some artificially drawn line—race, economic condition, clothing, home, parentage, occupation, religion, party, type of school attended, home life—which cause dissension and ill will, if not actual violence and crime.

A member of the group questioned, "How do children react to this film?" Mr. Kauffman, the leader, replied, "It is not recommended for pupils under secondary school level. It is a bit too gruesome. It is not best to show it without explanation and discussion leading to a proper interpretation of its meaning. It would seem too hopeless as it stands."

A member: "The idea underlying it might be presented without the picture." Leader: "Yes, for visual aids must always be used with discretion lest wrong concepts be gotten."

Members: "These artificial lines are the cause of disagreements and wars. The problem is to erase the lines and remove the prejudices they typify." Another: "It all seems to grow out of fear."

Mr. Kauffman then pointed out that "while we all have capacities for fear and hate, these emotions come into play by our experience and learning. Also *what* we hate or fear is usually learned. Fear, hate and conflict are not necessarily negative factors, but may also have a positive function, depending upon what we fear or dislike and what forces are in conflict. This is where value judgments, based upon morals and ethics, enter the picture."

A member: "We must learn to use fear properly; fear is implanted in us for a good purpose, but it can get out of hand. We must learn to use fear; learn to recognize the fear that is harmful and avoid it. We must learn from history what is to be feared and take steps to prevent the bad effects its repetition could bring."

Leader: "True—even conflicts play a very important part in progress. We do not want to wipe it out entirely, but to control it as intelligently as possible. Even hate may have its useful aspects.

We could all name some things we should hate. Fear, hate and conflict are a part of human existence, but they need to be guided. That is what education is for."

"*The Challenge*," another teaching film, was shown. Questions evoked by this and previous conferences were written by those participating. Some of these will be noted later. "*The Challenge*" proved to be a dramatic treatment of civil rights. It illustrated types of events which bring a blush of shame to those Americans who aspire to see human rights exhibited in actions as well as spoken in words. One phrase exhibited a farcical trial of a white man who was unquestionably guilty of killing a Negro, but who was freed by a prejudiced white jury. Then there was the case of "Joe," whose parents were from a foreign country and of a race often ostracized by some who like to consider themselves the elite class of America. Joe was unable to obtain employment in keeping with his training and ability. A genius as a mechanic, he was compelled to accept employment of a menial character. And there was the young Jew who was refused admission to a medical college, although brilliantly qualified. What a waste of human ability and talent!

Questions: "What can I do to induce the white students to become more friendly to the one Negro in their class?" This question was typical of several others, all of which were considered together. Taking note of the film just shown and its recommendations, Mr. Kauffman pointed out that the solution lies not in *either* education *or* legislation—but in combining both. Legislation outlaws the committing of an immoral *act*. "It is also educational in that it provides for altered patterns of behavior which become 'natural' through practice. Consequently, education should accompany legislation in controversial fields."

"Some alleviation of the problems has been found in the passage of fair employment practices laws and other civil rights statutes. . . . In addition to programs of intercultural and intergroup education in the classroom and with adult education groups, the formation of local Mayor's Committees on Human Relations and Councils of Unity have proved of value. By and large these 'answers' treat only the symptoms and we must still strive for healthy, well-adjusted individuals."

Speaking more specifically of progress in race relations, he indicated that there had been considerable progress since World War II, but that there remained much to be done. . . . "School systems in many parts of the country have programs in intergroup

education. A number of major universities are engaged in research in this field of teaching and practicing human relations."

In further answer, the film, "To Live Together," was shown. It portrays an attempt made in Chicago to demonstrate that children of different races, in this case white and Negro, may be led to know, to understand and to like each other. Two settlement houses, one for white children, the other for Negro, are situated in close proximity, with only one street forming the border line between them. Children from these settlement groups were taken to a summer camp and were given the experience of living together for some weeks. "If we are to learn democracy, we must have a chance to live it," was the theory practiced. In large measure it was productive of the attitudes sought, but it does not indicate a complete eradication of the problems inherent in such a program.

The discussion then centered around a number of questions having to do with the treatment in the schools of Mexican, Negro and other groups, among them children of certain religious sects, as Jehovah's Witnesses, Jewish, etc. Mr. Kauffman indicated that there were two major sources of prejudice evidenced from the considerable amount of research in this field. They are (1) cultural learning and (2) frustration. "By cultural learning," he stated, "we mean the indoctrination, adult values and *status quo* with which we come in contact. By frustration we mean that tensions and insecurities are very often translated into expressions of hostility toward minority or 'out-groups.'

"Five major approaches to developing democratic human relations in the schools are:

- (1) The creation of a democratic atmosphere designed to reduce the personal insecurities and tensions of children.
- (2) The encouragement of broadening intergroup contacts in situations involving co-operation.
- (3) The provision of opportunities for enhanced emotional sensitization to other intercultural groups.
- (4) The promotion of situations in which individuals may be exposed to the inconsistency or invalidity of some of their existing attitudes.
- (5) Strengthening the 'social supports' of democratic behavior.

"These five major approaches," Mr. Kauffman stated, "are taken from recent research by William Van Til and George W. Denmark."

Following the discussion, Mr. Kauffman furnished a list of pamphlets, research informations and reprints of articles in the human relations field. He stated that all of the films utilized in this Workshop (in addition to many others) could be obtained from the Anti-

Defamation League, either from the Chicago or the Omaha office. In addition to films there are film strips, records, transcriptions and posters available from this and other agencies. The following is a list of agencies in the human relations and intergroup relations field:

Anti-Defamation League of B'nai B'rith, 338 Securities Building, Omaha, Nebraska, or 327 South LaSalle, Street, Chicago, Illinois.

The Urban League

National Association for the Advancement of Colored Peoples

American Council on Race Relations

National Association of Intergroup Relations Officials

National Conference of Christians and Jews, 381 Fourth Avenue, New York, N. Y.

American Jewish Committee, 386 Fourth Avenue, New York, N. Y.

American Council of Education, 744 Jackson Place, Washington, D. C.

College Study in Intergroup Relations, Wayne University, Detroit, Mich.

Bureau for Intercultural Education, 157 West 13th St., New York, N. Y.

Center for Human Relations Studies, New York University.

For a listing of materials used and available, see the area, *Materials*.

"In Defence of Peace," a film shown by Dr. Sorenson, gives a résumé of events leading up to the present conflict in Korea. In answer to the question, "Why was the picture made?" Dr. Sorenson stated that it was a recent production and intended to furnish information of a vivid and factual nature that schools and other groups might see and understand more clearly the events and the issues involved.

He called attention, also, to a very recent publication, "The United Nations Blueprint for Peace," published by Winston, saying "It is an excellent statement. It is good subject material for every teacher. If I were a county superintendent I should want to send it to every teacher in the county. It has a section on 'Human Rights,' which is your Workshop theme."

He continued with a description of the location and the practical workings of the United Nations headquarters. The next meeting of the General Assembly, he noted, will be held in Paris and may be the last one held away from headquarters. Subordinate groups may meet in other places, and some of them have their principal offices in other cities, Paris, Rome, Geneva, etc. Discussing the work of the General Assembly and of the Security Council, he said that at first delegates took Russian statements as true and gave credence to them. It was not long until they discovered that they were apt to say one thing and mean another. Thus they had about forty-five vetoes of proposals which the majority of the Security Council favored. It became irritating, although other national representatives were exceedingly tolerant. But they could not operate under

this plan and make any progress. Accordingly, after the Russian representative quit the sessions in a rage, the other representatives perfected plans for throwing questions into the larger group, the General Assembly, where the veto did not apply.

Speaking further of the means by which international understanding can best be promoted, he said: "Exchange of teachers is one of the best ways yet devised, as we see it now. It will be stepped up greatly. Next year 190 teachers from Germany are coming and will be scattered all over the country to make acquaintances and to observe. This is a great opportunity to create good will. We want them to see that we are sincere (just as our two visitors from Germany declared at their appearance with us today)!"

"We must be entirely fair and give both sides of current problems. Let us take Iran as an example. We should know and recognize all the salient facts available. . . . The struggle in Korea is largely one of ideas. We are fighting for an idea. If we can continue to uphold ideas which are honorable and humanitarian, we shall be more likely to gain friends for our point of view."

A film was then shown ("_____"), which had been prepared to offset in Europe certain propaganda lines put out by the Soviet, which were designed to undermine General Eisenhower in the estimation of European peoples. It is said that this film did much to discount and minimize the effect of the adverse Russian propaganda. Dr. Sorenson then asserted, "This picture should make Americans proud. The story emphasizes political aspects of General Eisenhower's invitation to the Senate Foreign Relations Committee to send a delegation to observe the progress being made toward arming Europe for defense. We need a balanced approach to these problems, to study them sensibly, endeavoring sincerely to arrive at proper solutions.

"It seems to me that we as teachers are justified in throwing our full support back of this organization (United Nations) and work diligently for understanding and harmonious relations. I think the more you study UN the more you will become supporters of it. And you will learn to love UNESCO."

Members Suggest Methods.—"In the field of education, use is made of schools, libraries, films, radio and the press to help the peoples of all nations to free their minds of suspicion, hate and prejudice; to spread the truth that peoples of all races and creeds are of one blood, and that all have the right to freedom and justice. Since the United Nations Charter points out that security and well-being are imperative if friendly and peaceful relations are to be

created among nations, the goal of UNESCO is to wipe out the present educational inequality between nations as a danger to peace and unity of the world if half of it remains illiterate.

"This program of wiping out illiteracy will include new forms of education especially for adults in such fields as health, citizenship and agriculture. All facilities for this education will be provided, including books, films, radio, pictures, etc. . . .

"UNESCO has undertaken the project of translating many of the great books—scientific, literary and philosophic—as part of the program. Much aid has been given to libraries toward restoring books lost in the war, supplying many different kinds of books badly needed in the areas. . . .

"In the field of science the fact is recognized that the problem of preservation of knowledge must be solved—including the replacement of technical and scientific apparatus, especially in devastated areas. It is also proposed to sponsor the interchange of scientists and to administer fellowship grants made available. . . . It will encourage and help to finance, whenever possible, meetings of scientific organizations. Traveling panels of scientists will be available to countries desiring their assistance . . . part of a broad exchange of personnel and encouragement of international conferences."—*Mary Eleanor Bell*.

"Prejudices are examples of attitudes which have become fixed in a community and characterize the adult population. These prejudices, in turn, are handed down from the adults to the children from generation to generation.

"The development of the intellect will not erase prejudices. The school curriculum, therefore, must be directed towards new attitudes in lives, which will in turn develop a democratic way of living. The test of the curriculum will reflect in behavior—sensing and understanding the common elements of cultural heritage and working co-operatively for 'the betterment of mankind through an awareness of group relationships in social interaction.'"—*Flossie M. Shepard*.

"The little events that take place in school, whether in pupil-pupil relationship or in a child's experience with nature, are important to children and are typical of the larger personal, community and world problems that must be faced in later life.

"International understanding can be developed most effectively wherever it fits naturally into the child's needs in his daily life. Kindergarten, first- and second-grade children lay the foundation of international relations by learning to understand their immediate environment.

"Primary children can gain an insight into greater relationships by learning of their own community, the habits and work of the people that make up the community. How these people live, work and play together for the good of the community. These same concepts apply to our state, country and nation."—*Mildred Carpenter*.

"Music has long been called the universal language. It is a medium through which one soul speaks to another of joy, sorrow, fear or peace. Just as the music of one person reflects his emotions and thought, so does the folk music of a people, handed down through the ages from generation to the next, reflect the deep feelings of a group of people.

"Art is a graphic expression of man's ideas of conditions as they are, or as he would like them to be. It is creation as expressed by the individual. It not only expresses conditions but gives emotional release to those who have inadequate skill of expression in language form.

"Creative dramatics tends to integrate all the arts. Children who identify themselves with a character experience vicarious learnings more vividly. It will be necessary to select work with care and introduce it well. Community and world affairs may influence selections. Current affairs should be related to the cultural heritage at every opportunity.

"The attempt to bring about better understanding through these media is an act of faith. Preventing war through understanding is an act of faith, however, and we must use everything in our attempts to erase prejudice and influence attitudes."—*Berte C. McCune*.

"Children are interested in stories about other children. It is in this way that they are able to share each other's experiences. It is in this way that they begin to form wholesome ideas which can go far toward bringing about a feeling of international understanding and appreciation for unseen neighbors. . . .

"It has also been proven beyond doubt that one learns more quickly and retention is greater when visual aids are used in the teaching process. When the teacher has been trained in the proper use of films they become a valuable technique which will lighten the teacher's load and create a desire within the child to see and learn more about that subject. . . .

"Since motion pictures play such an important part in the modern school's curriculum, their use may well be adopted to teach international understanding. The primary grades are excellent starting points to begin the process of modifying or erasing altogether some of the harsh lines of prejudice and misunderstanding stamped on child minds by intolerant and misinformed adults."—*Harold W. Jones.*

"The importance of the Air Age and the effect of the entrance of the airplane upon the human scene has made it imperative that adequate provision be made for a unit to be organized to help pupils grow in a knowledge and a realization of the human values involved in this phase of the changing social structure.

"The far-reaching changes in the social, economic and political structures of nations and peoples will be accelerated as the possibilities of the airplane are developed. The Air Age has stepped up the tempo of life all over the world. Steamships still carry freight and passengers across oceans. Railroads will still serve trade and commerce within the continent. Automobiles, trucks and buses will continue to link together every town and city. Yet the possibilities of the airplane for transport, business and pleasure, and as a means of breaking down natural and national barriers are only beginning to be realized. The Air Age must be a constant and continuing source of critical study. It becomes increasingly hard to think of the world in terms of anything but a great global family of nations bound together by a universal air highway."—*Iroin C. Hollingsworth.*

"I know that evaluation of any unit must always be done in terms of the child. I have learned also that school can be a friendly place, a satisfying, or a lonely place. I have faith in the fact that school can help children to grow, to gain confidence, to get along with others. It can intensify feelings of anxiety, inadequacy and failure. To help children begin to accept themselves and each other—that is a fundamental step in building intercultural attitudes.

"Therefore, at the conclusion of a unit, I must ask myself the soul-searching question, have I led these children in experiences which have aided them to gain a rewarding growth, both as individuals and as members of the group?

"Finally, have I taught parents to ask of their children at the close of a day, 'What did you *do* today?' instead of the age-old question, 'What did you *learn* today?'"—*Janie Fra Cisco*.

V—Demonstration. An Experiment in Grade Six with the Core Curriculum

Setting Up the Program.—During a curriculum conference held in Iola, early in the fall of 1949, the writer, Mrs. Hazel Green, and one of her teachers of a sixth grade, Mrs. Howard Leavitt, became enthusiastic about the core program as suggested by the Kansas State Department of Education. Mrs. Green decided to ask the permission of her superintendent to try such a program in the sixth grade the following year. Such permission was granted, and the co-operation of the elementary supervisor, as well as that of the art and music supervisors was promised.

The next problem was to gain a background of knowledge concerning the core curriculum. This was accomplished by wide reading by both the writer and the teacher who was to carry out the experiment. The writer also enrolled in a summer workshop in social studies. She was fortunate in being able to observe the core curriculum in operation in the Horace Mann Laboratory School, Kansas State Teachers College, Pittsburg, Kan. The sixth-grade teacher had just completed a course in guidance, which gave her a background of knowledge for studying the needs of her pupils and planning activities to meet those needs.

"During the first two weeks of school, the teacher spent much time in learning to know the thirty-seven pupils in her class. She studied their permanent record cards in order to familiarize herself with such items as their intelligence quotients, their reading levels, their physical defects (if any), and a little of their family histories. During the first week in October the class was given the Metropolitan Achievement Test, Form R, to further add to the teacher's knowledge of her pupils. By observation and by a simple socio-gram where the children were given an opportunity to choose with whom they would most like to work, the teacher learned which children were and which were not accepted by the group. She began to plan how to help these children, and, in this connection, started an anecdotal record file and a series of personal interviews. In setting up the program we decided to use only one-half day for the core and one-half day for teaching the skill aspects of arithmetic, reading, English, and spelling. The writer had found this to be the recommendation of many experts.

As has been suggested, the core curriculum is usually based on a unit of work. We followed a general outline, often called a re-

source unit, for our first experiment with the core curriculum. This general outline on Korea had been prepared during the summer in the workshop which the writer attended. This unit was given to the sixth-grade teacher to use if she felt it would fit the needs of her group. Since the area for study for the sixth grade as outlined by the Kansas Social Studies Guide is World Neighbors, a unit on Korea, we felt, would fit nicely into the category.

Suggestions and Techniques for Use. The selection of a unit of work is the first important step in launching a core program. We hoped that the selection would come from the children but were prepared to guide their selection if necessary. Therefore, we were very happy when, during a map study, a boy said, "Well, show me where Korea is, I hear so much about it, and I don't even know where it is." Many other children expressed the same wish and *thus they chose their first unit.*

The second step in carrying forward a unit is to develop a purpose with the children for solving the problem. Stimulated by the teacher, the pupils set as their immediate purpose to be able to talk with their parents about Korea, and to enjoy listening to the newscasts. They also set as their ultimate purpose a culminating activity which would be a *demonstration* for their parents of what they had learned. This latter purpose fitted into the plans made by the writer and the teacher. We felt that as early as possible the parents should be invited to see and hear about the experiment we were attempting.

In the development of the unit, which was the third step, the teacher used the following plan:

1. Teacher-pupil planning for ways to solve the problem.
2. Division of the class into groups to find answers to the questions raised by the pupils, and for carrying on the various creative and constructive activities.
3. Daily conference or evaluation periods by the class as a whole.
4. Summary reports by each group of the work accomplished.
5. Summarization of the unit through the program for the parents.

During the pupil-teacher planning periods the children developed the following set of questions for which they wished answers.³³

1. How big is it?
2. How about the war?
3. Do many people live there?

33. This set of questions is listed in the order and in the language in which they were given by the children.

4. What language do they use?
5. What do the people look like?
6. Why are we fighting?
7. How do the people live?
8. What is the land in Korea like?
9. What about the climate?
10. What are the schools like?
11. How do you get to Korea?
12. What is their religion like?
13. Do they have factories?
14. What is their kind of government?
15. Where is Korea?
16. How do the people dress?
17. What are their homes like?
18. Do they eat the same kind of food as we do?

A room chairman was chosen to assist the teacher in appointing groups, and to act as leader for discussion by the class as a whole. With each responsible for a certain part of the problem, seven groups were appointed. These groups were:

Group I: Reports and Stories About Korea.

Group II: Bulletin Board Display, Scrap Book, and Strip Film.

Group III: Maps.

Group IV: Murals.

Group V: Miniature Korean Village.

Group VI: Miniature Korean Family and Home.

Group VII: Charts.

Each group had an outline or guide for their use as they searched for information or did constructive or creative work.

The first experience in group work for this class who had worked with a very traditional teacher in the fifth grade was not successful. An evaluation period followed the first period of group work in which the class decided:

1. There was too much noise and confusion.
2. They didn't know where or how to look for material.
3. They needed help in the use of reference books.
4. They needed to learn to be more polite to each other.
5. Some pupils wasted time.
6. Groups I, IV, and V were making progress.

Following this evaluation period the teacher conducted a lesson on the use of reference books. The class wrote rules for group conduct. A committee was sent to the public library to bring back books that would help in giving information to solve their prob-

lems. The class as a committee of the whole set the following guides for their group work:

1. Know what is expected of you.
2. Take part on your own.
3. Do your share.
4. Let others have a share.
5. Help each other get started.
6. Work quietly, talking only when necessary.
7. Stick to the subject.
8. Ask for help if you need it.
9. Take another person's suggestions if they are better.
10. Feel free to offer suggestions.
11. If something won't work find another way of doing it.
12. Ask each other, "Do we need to read for more information?"
13. Give people credit for what they do.
14. Take turns at help from the teacher.

In another evaluation period the class found that they did not know how to read material and from this material prepare a written or oral report. They decided to refer to their English texts and study the section of oral and written reports. The whole class worked several periods on short reports about things read in the *Junior Scholastic*. Finally, the group responsible for reports began their work. Each report was given the teacher for correction. The class discussed the reports and offered suggestions. Then the reports were rewritten and an outline was made from each to guide in giving an oral report.

In an evaluation period following a report of the group making maps the class developed these criteria for judging the maps:

1. Do they show clearly the things we need to know?
2. Is the printing easy to read?
3. Are the words spelled correctly?
4. Are the maps neat?
5. If colored, does the color add to the map's attractiveness?
6. Did the group explain the map in such a way that they (the class) learned from it?

Following the report of the mural committee an evaluation period was held in which it was found that the group was having difficulty with perspective. It was decided to ask the assistance of the art supervisor. He taught a lesson on the mechanics of perspective, and, as a result, the group was able to improve the appearance of their mural.

Following the report of each group the class evaluated the progress and gave suggestions. Whenever the need arose, the teacher conducted an English lesson, a spelling lesson, a music lesson, or an arithmetic lesson. As the unit advanced, many of the earlier difficulties were overcome. Groups worked much more smoothly. The evaluation periods became worthwhile. More pupils were seeing their own need for improvement. All but three pupils became good members of their respective groups. Only one of these three was a very serious problem. The teacher used personal conferences with this boy, and an appeal to the class to help him in becoming a better group member. In order to help him the children suggested the following techniques:

1. Choose him.
2. Visit with him and be interested in the things he says.
3. Compliment his good qualities, ignore his bad ones.
4. Ask to sit by him.
5. Ask him to sing a solo (the boy has a very fine voice).
6. Try not to notice his unusual mannerisms.
7. Teach him to catch a ball (he is very poor in sports), and cheer if he is successful.
8. Play with him.
9. Honestly try to like him.
10. Don't tattle on him.

As the groups worked near their ultimate goal (the visitation of their parents), behavior was much improved. Each group began to get their material well in hand. An occasion arose in which the class had an opportunity to hear a missionary speak who had recently returned from Korea. A new student, whose brother was in Korea, entered the class, and she was able to add much to the class discussions. A final evaluation period was held in which the original questions that the children had set out to answer were discussed one-by-one to see if a satisfactory answer had been found. Since all agreed they had, the pupils were ready to write invitations to their parents, but in this project they found a need for a lesson in letter writing. A committee was chosen to decorate the classroom. An outstanding student was chosen to be the narrator. A girl volunteered to compile the bibliography and put it on a chart. All was ready for the culminating activity.

During the class program for the parents they learned the children had had experiences in the following:

1. Reading (informational and recreational).
2. English (oral and written reports, use of reference books,

writing of invitations, making an outline, use of dictionary, and making a bibliography).

3. Geography (map location and study of life in Korea today).
4. History (study of life in the past in Korea).
5. Arithmetic (measurement).
6. Music (study of Korean musical instruments).
7. Art (drawing of Korean woman for a blackboard border from an authentic model, making a mural, dressing dolls, making clay figures, making scrapbook, and making strip film for use in opaque projector).
8. Health (study of health conditions in Korea and comparison with our own).

Objective tests had been given as the unit progressed and at the close. These indicated that the children had gained a great deal of information. We were more interested, however, in seeing how nearly we had met the needs of the children and achieved the objectives we had set forth at the beginning of the unit. These needs and objectives were as follows:

1. Need: get along with others.
Objective: to develop a respect for the rights and opinions of others.
2. Need: to have the ability to co-operate, to be able to lead and to follow.
Objective: to help pupils to get along with individuals and the group.
3. Need: skill in attacking problems.
Objective: to develop in pupils the use of skills which include securing, sifting, evaluating, organizing, and using information.
4. Need: to assume responsibility which includes the need to make decisions, and to work independently.
Objective: to develop independence in assuming social and civic responsibility and in exercising critical judgment.
5. Need: recognition or status in the group.
Objective: to become a happy member of a home, school, community, or larger society group.
6. Need: success of accomplishment.
Objective: to develop pupils in the ability of contributing their share to the accomplishments of the group.
7. Need: orientation.
Objective: to develop in pupils the ability to make an intelligent adjustment to change.

8. Need: resources to take care of leisure time.
Objective: to develop the desire for worthy use of vocational activities and opportunities.
9. Need: to have aesthetic appreciation and creative ability.
Objective: to develop a liking for the artistic in everyday living and an inclination to create.
10. Need: physical, mental, and spiritual well being.
Objective: to develop right attitudes, habits, and knowledge of safety rules, a sympathetic understanding of others, and to understand the brotherhood of man and the fatherhood of God.

We felt that a great many of our objectives had been attained since our evaluations indicated that the pupils had gained as a result of their experiences in the following ways:

1. Showing more self-direction in planning, completing, and evaluating new undertakings.
2. Holding sustained interest throughout the study.
3. Possessing a feeling of satisfaction in their accomplishment and a desire for further study and activity.
4. Showing increased ability to use vocabulary.
5. Showing increased ability in using informational type materials.
6. Demonstrating increased ability in expressing themselves orally and in writing.
7. Demonstrating growth in ability to work in groups.
8. Demonstrating growth in ability to locate materials.
9. Demonstrating growth in creative experiences.
10. Demonstrating growth in ability to interpret illustrative materials in order to secure information.
11. Showing increased interest in world news through use of magazines, newspapers, and radio.

After this unit was completed, other units, in the area suggested by the State, were developed by the teacher and pupils working together. Similar problems were met and were overcome in ways determined by the group in the evaluation periods. The same needs and objectives were held as the guiding criteria to maintain worth-while educational outcomes.

Evaluation of the Program. It has been shown that evaluation was taking place throughout the program.³⁴ Teacher and pupils together evaluated each phase of the work carried on to see if they

34. *Supra*, pp. 23-4.

were solving their problems. Their problem consisted of both those set up for the unit of study and, also, the problems of classroom living.

The teacher evaluated the work while it was in progress and at its conclusion in terms of the development of the class as a whole and in terms of the individual development of each child. She evaluated the ability of the group as a whole to plan purposively and to carry out their plans successfully. She evaluated each child in the extent to which he progressed in his relationship to other children, his attitude toward himself, his attitude toward adults, his work habits and procedures, and his functional knowledge and understandings.

By Use of the Control Group. We were of the opinion that the greatest values coming from the core type of program could not be measured by a formal testing program. However, we wished to see if a group using this type of program for a half day would make as much progress in academic subjects as a group using the formal type of curriculum for a whole day. Therefore, we used another sixth grade in our system as a control group. There were thirty-six students in this group whose chronological ages ranged from ten years to fifteen years, five months, and whose mental ages ranged from seven years, seven months to fifteen years. This gave a median mental age of eleven years, five months, as determined by the Henmon-Helson Tests of Mental Ability, Form S, which were administered to both groups.

The experimental sixth grade included thirty-five pupils ranging in chronological age from ten years, nine months to fifteen years, eight months, and in mental age from eight years, eleven months to seventeen years, four months. This was a median mental age of thirteen years, four months.

In September each group was given the Metropolitan Achievement Test, Form R, and in January Form S, of the same test was given. The tables on the following page show the progress made by each of the groups at the end of the four month period which brought the experiment to a close. Results are expressed in terms of grade equivalents.

TABLE I
RESULTS OF FORM R AND S—METROPOLITAN ACHIEVEMENT TEST
GRADE 6—EXPERIMENTAL GROUP

Test	Standard Grade Score	I Read.	II Voc.	Ave. Read.	III Arith. Fund.	IV Arith. Prob.	Ave. Arith.	V Eng.	VI Lit.	VII Hist.	VIII Geog.	Ave. Soc. Stud.	IX Science	X Spell.	Ave. Achiev.
Form R.....	6.1	6.6	7.1	7.3	5.5	5.6	5.6	6.1	5.8	5.8	6.1	6.4	6.3	6.4	6.4
Form S.....	6.4	7.6	7.7	7.6	6.1	6.0	6.0	8.1	8.0	7.2	6.5	7.0	7.3	6.3	7.2
Progress.....	.....	1.0	0.6	0.3	0.6	0.4	0.4	2.0	2.2	1.4	0.4	0.6	1.0	—1	0.8

TABLE II
RESULTS OF FORM R AND S—METROPOLITAN ACHIEVEMENT TEST
GRADE 6—CONTROL GROUP

Test	Standard Grade Score	I Read.	II Voc.	Ave. Read.	III Arith. Fund.	IV Arith. Prob.	Ave. Arith.	V Eng.	VI Lit.	VII Hist.	VIII Geog.	Ave. Soc. Stud.	IX Science	X Spell.	Ave. Achiev.
Form R.....	6.1	5.3	5.5	5.4	5.3	5.1	5.3	5.3	5.3	5.3	5.3	5.6	5.7	5.6	5.2
Form S.....	6.4	5.6	5.5	5.8	5.4	5.8	5.7	6.0	5.5	5.1	5.7	5.3	5.9	5.4	5.5
Progress.....	.....	.3	.0	.7	.1	.7	.4	.7	.2	—2	.4	—3	.2	—2	0.3

A study of Table I reveals:

1. That the experimental group made progress in all subjects tested except spelling in which there was a loss.
2. That in literature and English the progress was equivalent to two grades or more.
3. That in reading, history, and science the progress was equivalent to at least one grade.
4. That the progress in average achievement was equal to at least eight months.

A study of Table II reveals:

1. That this group made normal progress on only six of the ten subjects tested, and that this group also showed a loss in spelling.
2. That this group showed a loss in history and only a small gain in literature and science, but that this group also made a gain equivalent to several months in English.
3. That the progress in average achievement for all subjects tested was equal to three months.

In the light of this data it can be concluded that the experimental group made more progress in their work than the control group. The writer does not assume this progress was due entirely to the core type of program since one half of the day was given to traditional work in the skill subjects. The median intelligence quotient of this group, 117.5, shows also that this was a group above average, and thus capable of progressing more in a given length of time than the control group with a median intelligence quotient of 96.67. However the results show that there was no academic loss due to the program since the control group also showed a loss in spelling.

By Use of Standard Norms. The standard grade placement for grade six at the time Form R of the Metropolitan Achievement Test was given was 6.1, or sixth grade, one month. Examination of Table I shows:

1. That the experimental group were at or above grade norm in all subjects except arithmetic, literature, and history.
2. That they were equivalent to a year above the grade norm in vocabulary.
3. That the group was equivalent to three months above the grade norm in average achievement in all subjects covered by the test.

When Form S of the test was given the standard grade placement for grade six was 6.4, or grade six, four months. Further examination of Table I shows:

1. That the group was below grade norm in arithmetic and spelling.

2. That they were equivalent to a year or more above grade norm in reading, English, and literature.

3. That the average achievement for all subjects covered by the test was equivalent to eight months above the grade norm.

By Use of Subjective Means. The writer has indicated that we felt that the greatest values of the core program could not be measured objectively, since the emphasis was upon pupil growth rather than acquisition of factual material.

The testimony of the classroom teacher, the physical education directors for both girls and boys, the principal of the building, and the parents was sought to determine whether the pupils engaged in the core program had made growth in the following:

1. Development of personal integrity, including trustworthiness and dependability.

2. Respect for human personality, including appreciation of the rights and achievements of others and respect for authority.

3. Development of constructive participation in group living such as sacrificing personal desires for the good of the group, and assuming leadership when competent, and only when competent.

4. Development of the best in personal relationships including desirable friendships.

5. Development of initiative, and of independence in work and play.

The teacher's anecdotal record kept for a number of the children who seemed to present problems of extreme shyness, over-aggressiveness, non-acceptance by the group, and lack of dependence, show evidence that the children developed constructively, in even such a short period of time as the four months over which the experiment extended. Here are some quotations from her record:

"Billy is a different boy. How he takes responsibility. He *loves* patrol duty. He seems to be growing every week." "Jim asked to sit by Victor today because he wanted to show him that he didn't 'hate' him so much."

Both physical education teachers reported that pupils showed more respect for the rights of others, were more courteous, and more willingly accepted decisions.

The principal found that there was never a lack of volunteers from the group for school service such as patrol duty, errand duty, and nursery duty (during Parent Teacher Association Meetings).

Reports from parents indicated that they noticed improvement in acceptance of responsibility at home, and that pupils showed more consideration and independence.

Again, the writer does not assume that all of this development and growth was due to the core program. The teacher of this group

has a reputation for doing outstanding work in guidance of pupils whether using a core or traditional type program. However, it seems fair to assume that part at least of this growth in attitudes was due to the program.

Conclusion. In *Education for All American Children* three goals for the elementary school are stated thus:

1. A good elementary school—will help to develop those basic skills and sturdy independence and initiative which will enable our citizens to attack the problems that face them and to press toward ever-improving solutions.

2. A good elementary school—strives for the discovery and full development of all the humane and constructive talents of each individual.

3. A good elementary school—emphasizes social responsibility and the co-operative skills necessary to the progressive improvement of social institutions.³⁵

The writer and those who assisted her in the experiment carried on with the core program subscribe to those goals. Our conclusions concerning the program are based on evidence resulting from the experiment which indicate how well these goals can be achieved by the core type of program.

We feel that if certain conditions are met the purposes of the modern elementary school can be more nearly achieved through the core type program than through the traditional type. These conditions include:

1. The teachers must believe in the program, wholeheartedly.

2. Teachers must be able to think in terms of the needs, growth, and development of each child rather than in terms of a certain amount of subject matter to be covered.

3. The teachers should have a background of some training in guidance techniques.

4. The teachers should have natural ability in handling children in groups or a background of information concerning group dynamics.

5. The class load should not exceed thirty, and a group of twenty-five would be best for carrying out a core type of program.

6. Parents should be made familiar with the program, and be in sympathy with the undertaking for best results.

7. There should be a sizable percent of the school day given to specific instruction and drill in the skill subjects.

When these conditions are met, the core type program offers

35. Educational Policies Commission, *Education for All American Children*, passim, p. 2-4.

an excellent means for developing competent citizens who have learned how to live better with themselves and their fellows.

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VI—Materials. These Contribute to the International Understanding

Mr. Joseph Kauffman, in his lectures, recommended the following lists of pamphlets and books as especially well fitted for use by teachers in the study and teaching of human rights and human relations.

Pamphlets

ABC's of Scapegoating, Gordon W. Alport, Freedom Pamphlet Series, New York; Anti-Defamation League of B'nai B'rith.

How Do You Think about People?, Irving J. Lee, Freedom Pamphlet Series, New York; Anti-Defamation League.

Group Dynamics and Social Action, Kenneth D. Barnes, Leland P. Bradford and Ronald Lippitt, Freedom Pamphlet Series, New York; Anti-Defamation League.

Shall Children, Too, Be Free?, Howard A. Lane, Freedom Pamphlet Series.

UNESCO in Focus, James L. Henderson, Freedom Pamphlet Series.

Modern Education and Better Human Relations, William H. Kilpatrick, Freedom Pamphlet Series.

American Education under Fire, Ernest O. Melby, Freedom Pamphlet Series.

Books

All about Us, Eva Knox Evans, New York; Capitol Publishing Company, 1947. Entertaining cultural anthropology for 8-12 year old.

One God; The Ways We Worship Him, Florence M. Fitch, New York; Lothrop, Lee and Shepard Co., 1944.

Elementary Curriculum in Intergroup Relations: Case Studies in Instruction, Washington; American Council on Education, 1950.

Curriculum in Intergroup Relations: Case Studies in Instruction for Secondary Schools, Washington; American Council on Education, 1949.

Democracy Demands It: A Resource Unit for Intercultural Education in the High School, Bureau for Intercultural Education Series, New York; Harper and Brothers.

Intercultural Attitudes in the Making, edited by William H. Kilpatrick and William Van Til, Harper and Brothers.

Literature for Human Understanding, Washington; American Council on Education, 1948.

Reading Ladders for Human Relations, Washington; American Council on Education, 1949 (revised).

People Are Important, Eva Knox Evans, New York; Capitol Publishing Company, 1951.

The following visual aids were also recommended. They may be obtained at a nominal rental by addressing: Joseph Kauffman, Director, Anti-Defamation League of B'nai B'rith, 338 Securities Building, Omaha, Neb.

MOTION PICTURES (16 mm. Sound)

These films are provided at a nominal service charge of \$1, plus mailing costs.

Americans All, 16 minutes

A March of Time production, showing racial and religious antagonisms in the United States with suggestions for meeting the problem.

Boundary Lines, 11 minutes

An animated cartoon in color, showing that a line is only what we make it—it is an idea. Calls attention to the imaginary lines dividing people from one another.

Brotherhood of Man, 11 minutes

Cartoon film in color giving the scientific facts of the common origins of all people. Based on Races of Mankind Pamphlet.

Make Way for Youth, 22 minutes

Narrated by Melvyn Douglas. A community, startled into action by a tragedy, takes action on its youth problems. Shows a Youth Council in action.

One People, 12 minutes

Animated cartoon in color, about the diversity of national groups settling in America. Narrated by Ralph Bellamy.

Of These Our People, 15 minutes

Exposes the divisive and un-American slanders used by anti-Semitic propagandists.

To Live Together, 32 minutes

The actual story of an experiment in interracial relations at a Summer camp. Suggests that the antidote to the poison of dislike and prejudice is in knowing more about ourselves and about each other.

The Challenge

Based upon the Report of the President's Committee on Civil Rights. This is the newest film in this field. Shows that civil rights represents a continuing challenge to all of us.

Picture in Your Mind, 16 minutes

A dynamic presentation on the subject of prejudice. Effective combination of color, animation and music. Walter Abel is narrator. Film is sponsored by United Nations Film Board.

Sons of Liberty, 21 minutes

A forceful and rousing story of a Jewish patriot, Haym Solomon, who helped establish our country's independence.

Sing a Song of Friendship, (Two parts) 10 minutes each

Animated cartoons in color, using Irving Caesar's catchy melodies and lyrics. A community sing with the "bouncing ball" technique. These are vital messages to promote good human relations.

The House I Live in, 10 minutes

Starring Frank Sinatra, it points out that America has grown strong through combination of all groups. A powerful plea for the democratic way of life.

One God, 37 minutes

Based on book of same title, it presents the three major religious faiths.

**Your Neighbor Celebrates the Jewish Holidays*, 22 minutes

A full color film explaining forms of Jewish worship and interpreting the meaning of Jewish Holy Days.

*This film may be obtained from the Religious Film Association or this office. The rental fee is \$6.50 for color; \$4.00 for black-white.

FILM STRIPS (35 mm.)

(There is no service or mail charge for film-strips.)

None So Blind

Color cartoon, silent with script. Discusses origins of prejudice. Discussion guide also available.

Man—One Family

Black and white, silent, with script. Science proves the truth of democratic ideas about equality of all men.

About People

Color cartoon available with script. Based on book, "All About Us," by Eva Knox Evans. Tells the story of the origins of different people. (Eight-page comic book of the cartoons available, also.)

Rumor Clinic

A technique for studying the spread of rumors. Excellent for workshops and audience participation. Developed by Gordon Allport of Harvard University. Instruction manual available.

We Are All Brothers

Pictorialization of the famous pamphlet, "Races of Mankind." Vivid and dramatic.

Culture and Creed

Silent, with script. The story of two American religious groups that are frequently misunderstood. Religious discrimination against Catholics and Jews in America.

Free to be Different

Silent, with script. How Americans differ in national and cultural origins—and how we all benefit. Based on book by Alexander Alland.

How to be Happy and Free

Silent, with script. How to treat our neighbors to insure our own personal happiness and retain our national heritage of democracy.

Little Songs on Big Subjects

The words to the famous album. May be used in conjunction with records for community sing.

The House of God

Silent, with script. How Americans of three major faiths are free to worship God in different ways. Promotes respect for differences without altering personal religious convictions.

American Religious Holidays

Silent, with script. Shows religious festivals and holy days of the three major faiths in U. S.

The Nature of Democracy

A series of seven Curriculum film-strips for use in Junior and Senior High Schools. Available separately or entire series, with Teachers' Manual.

Film-Strips on Israel

Set of 12, available separately, or together as series.

United Nations Film-Strips

Set of six strips on U. N.

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Basis for Peace in the Far East, Nathaniel Peffer, New York; Harper and Brothers, 1942. For historical background.

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Understanding the Japanese, Cornelia Spencer, New York; Aladdin Books, 1949. The why of Japanese philosophy and actions.

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Mao Tse-Tung: Ruler of Red China, Robert Payne, New York; Henry Schurman, 1950. A critical but sympathetic biography.

An Experiment in Friendship, David Hinshaw, New York; G. P. Putnam's Sons, 1947. Describes the work of the Quakers in Finland.

Crusade in Europe, Dwight D. Eisenhower, Garden City, N. Y.; Doubleday and Company, 1948. Both sides told frankly and modestly—portrays the whole gigantic drama of World War II.

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We, the American People, Marguerite Ann Stewart, New York: The John Day Company, 1951. Tracing the origins and the influence of the American people.

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Magazines which Contribute to International Understanding

- American Political Science Review* (bimonthly), Menasha, Wis., \$6.60.
- Annals of the American Academy of Political and Social Science* (bimonthly), American Academy of Political and Social Science, Prince and Lemon streets, Lancaster, Pa.
- Current History* (monthly), Events Publishing Company, Inc., 108-10 Walnut street, Philadelphia 6, Pa., \$4.
- Educational Record* (quarterly), American Council on Education, 744 Jackson Place, Washington 6, D. C., \$3.
- Foreign Affairs* (quarterly), Concord, N. H., \$5.
- Foreign Agriculture* (monthly), Office of Foreign Agriculture Relations of the United States, Department of Agriculture, Washington, D. C., \$1.50.
- Foreign Policy Reports* (semimonthly), Foreign Policy Association, Inc., Nidson House, 22 E. Thirty-eighth, New York 16, N. Y., \$5.
- Fortnightly* (monthly), The Fortnightly Review, 4, 5 and 6, Soho Square, London W1, \$8.50.
- Forum* (monthly), Events Publishing Company, Inc., 108-10 Walnut, Philadelphia 6, Pa., \$5.
- International Conciliation* (monthly), Carnegie Endowment Fund for International Peace, 45 W. One Hundred and Seventeenth, New York 27, N. Y., \$0.75 a year or \$2 for 3 years.
- New York Times Magazine* (weekly), Section 6 of the Sunday issue of the *New York Times*.
- Newsweek* (weekly), Weekly Publications, Inc., Dennison Avenue, Dayton 1, Ohio, \$6.50.
- Soviet Russia*, S. R. T. Publishers, Inc., 114 E. Thirty-second, New York 16, N. Y. \$1.50.
- Time* (weekly), Time Inc., 540 N. Michigan Avenue.
- Travel* (monthly), Travel Magazine, Inc., 123 Market Place, Baltimore 2, Md., \$4.50.
- UNESCO Courier* (monthly), United Nations Educational, Social and Cultural Organization, \$0.10 a copy.
- United States News* (weekly), United States News Building, Twenty-fourth and N St., N. W., Washington 7, D. C., \$5 for one year or \$8 for 2 years.
- United Nations World* (monthly), United Nations World, Inc., 510 Madison Avenue, New York 22, N. Y., \$4.

VII—Evaluation of Workshop. International Education

First become thoroughly acquainted with the way you are to answer every question. Your answer is to be a number—1, 2, 3, 4, or 5. Get very clear in your mind the meaning of each number and in each column, write one number in answer to each question. Here are the definitions of the numbers.

1. Decidedly yes. Strongly yes, Yes without any hesitation or question. An emphatic YES.
2. Yes, but a cautious yes, a hesitant yes, a slowly spoken yes.
3. A—a—a—. It's hard to know. To some extent yes—to some extent no. I really can't say one way or the other, or I'm not sure just now.
4. No, I suppose not.
5. Absolutely no. NO!

All right now, go ahead. Keep these categories clearly in mind and write a number in each column after each question.

EVALUATION OF INTERNATIONAL UNDERSTANDING WORKSHOP

1. Use the first page as it is, but adapt it to our workshop. (Suggest either that they check it in the correct column, or make one column in which they will write a number.)
2. Title of record page should be—*Evaluating the Activities of International Understanding Workshop*.

Set the page up as follows:

<i>Lectures</i>	1	2	3	4	5
-----------------	---	---	---	---	---

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. Were the lectures interesting? | ..... | ..... | ..... | ..... | ..... |
| 2. Did they make you want to learn more about this area? | ..... | ..... | ..... | ..... | ..... |
| 3. Were they helpful? | ..... | ..... | ..... | ..... | ..... |

Audio-visual

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. Were you challenged by the films? | ..... | ..... | ..... | ..... | ..... |
| 2. Were the platters helpful and educational? | ..... | ..... | ..... | ..... | ..... |
| 3. Did you develop a desire to use audio-visual materials? | ..... | ..... | ..... | ..... | ..... |

Research

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. Do you think you will continue to read in this field? | ..... | ..... | ..... | ..... | ..... |
| 2. Were the materials adequate and well selected? | ..... | ..... | ..... | ..... | ..... |
| 3. Have you become a wiser and more thoughtful reader? | ..... | ..... | ..... | ..... | ..... |

Evaluation

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. Do you feel the time well spent for group evaluation? | ..... | ..... | ..... | ..... | ..... |
| 2. Did you understand the problems faced by other school groups? | ..... | ..... | ..... | ..... | ..... |
| 3. Is it your belief that International Relations should be presented to all age-grade levels? | ..... | ..... | ..... | ..... | ..... |

General

- | | | | | | |
|--------------------------------------|-------|-------|-------|-------|-------|
| 1. Were the consultants helpful? | ..... | ..... | ..... | ..... | ..... |
| 2. Was the workshop well planned? | ..... | ..... | ..... | ..... | ..... |
| 3. Were the requirements reasonable? | ..... | ..... | ..... | ..... | ..... |
| 4. Shall this workshop be continued? | ..... | ..... | ..... | ..... | ..... |

Personal Reactions

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. I have altered my point of view. | ..... | ..... | ..... | ..... | ..... |
| 2. I have gained knowledge that will make me a better teacher | ..... | ..... | ..... | ..... | ..... |
| 3. I feel that I understand the area of International Understanding as never before. | ..... | ..... | ..... | ..... | ..... |

What other suggestions have you for improving the workshop next year?

EVALUATION OF INTERNATIONAL UNDERSTANDING WORKSHOP

1. Use the first page as it is, but adapt it to our workshop. (Suggest either that they check it in the correct column, or make one column in which they will write a number.)
2. Title of record page should be—*Evaluating the Activities of International Understanding Workshop*.

Set the page up as follows:

	1	2	3	4	5
<i>Lectures</i>					
1. Were the lectures interesting?	34	3	2	...	...
2. Did they make you want to learn more about this area?	32	6	1	...	...
3. Were they helpful?	32	7	...	...	...
<i>Audio-visual</i>					
1. Were you challenged by the films?	23	12	2	1	1
2. Were the platters helpful and educational?	30	7	1	...	1
3. Did you develop a desire to use audio-visual materials?	25	11	2	...	1
<i>Research</i>					
1. Do you think you will continue to read in this field?	30	7	1	1	...
2. Were the materials adequate and well selected?	19	11	5	2	2
3. Have you become a wiser and more thoughtful reader?	24	13	2	...	...
<i>Evaluation</i>					
1. Do you feel the time well spent for group evaluation?	19	12	4	2	2
2. Did you understand the problems faced by other school groups?	18	16	3	1	1
3. Is it your belief that International Relations should be presented to all age-grade levels? ..	30	5	4	...	...
<i>General</i>					
1. Were the consultants helpful?	34	4	1	...	...
2. Was the workshop well planned?	26	10	3	...	...
3. Were the requirements reasonable?	11	16	6	3	3
4. Shall this workshop be continued?	34	4	1	...	...
<i>Personal Reactions</i>					
1. I have altered my point of view.	14	16	4	4	1
2. I have gained knowledge that will make me a better teacher	29	8	3	...	...
3. I feel that I understand the area of International Understanding as never before.	33	4	2
What other suggestions have you for improving the workshop next year?					

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