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# THE EDUCATIONAL LEADER



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KSTC WORKSHOP  
ON INTERNATIONAL  
UNDERSTANDING  
(Concluded)

APRIL 1, 1954  
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# THE EDUCATIONAL LEADER

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# THE EDUCATIONAL LEADER

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## Sweden

### Introduction

This paper is the result of a project for a two weeks' workshop on Education for International Understanding and Co-operation. The members of the group were senior and junior high-school teachers. The purpose is to present a study of Sweden as an example of the development of a unit in the study of the world using an individual country as the center.

Sweden was chosen for the study because of its relatively simple culture, its unique history of neutrality, its successful economic experiments, and its ties to the United States because of the large number of Swedes who migrated here.

The specific objectives are:

1. To show how the geography and climate of Sweden have affected the people; their history, their characteristics and their institutions.
2. To point out the outstanding features of the economic and political systems of the country.
3. To show briefly the close ties between the United States and Sweden.

LIONA FLETCHER.

ERMA M. BAUER.



## Background Material for the Teacher

### The Land and the People

Occupying the eastern side of the Scandinavian Peninsula, Sweden stretches north and south for a thousand miles along the Baltic Sea. It reaches from approximately 55° north latitude to beyond the Arctic Circle. The winters are long, the summers are short, but in spite of this fact the country has developed a way of life which is the wonder of students of the country. One writer has called Sweden "a perfectionist in living."<sup>1</sup> The position of Sweden, as of the other Scandinavian countries, has greatly affected its history and its developments. "Sore spots of Europe are seldom to be found anywhere in the north, for the people there have learned to hoe their own fields without lusting for their neighbors' better fields."<sup>2</sup>

The total area of Sweden is approximately 173,000 square miles. In this area live almost 7,000,000 people.

The country is divided into four principal areas. At the southern tip is Skane, the bread basket of Sweden, where the fertile soil was not scoured off by the retreating ice packs. This is the region of large population, of beech trees and of the chateaux of the old aristocracy. To the north of Skane there is a new landscape. Coniferous trees take the place of beech and the surface of the earth is strewn with rocks. From this unfriendly area came the largest portion of the Swedish immigrants to the United States. Northward again is a fertile area consisting largely of the deltas formed at the mouths of the northern rivers. Last comes the great timbered area which occupies the northern half of the country. This sparsely settled land also contains the great mineral resources of the country.

In Sweden land and sea complement each other. Man lives on the land, but draws sustenance from the sea. The rivers flowing southeast carry timbers to the mills at their mouths, and through the Baltic her ships carry the finished products to the countries of the world.

The Baltic has been called "a northern Mediterranean, providing pathways for travel and commerce and nurturing a common culture."<sup>3</sup> Vast forests and swamps lie between Scandinavia and the

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1. Sydney Clark, *All the Best in Scandinavia*, p. 17.

2. *Ibid.*, p. 18.

3. Franklin D. Scott, *The United States and Scandinavia*, p. 3.

inhabited parts of Russia. These were barriers which man could not cross. Therefore, because he could cross the sea the northern countries are oriented to the south and west. Their trade was with the British Isles and with Western Europe. Their Christianity came to them from the south—from Rome. Russia only a short distance away, but separated from them by the impenetrable forests was Christianized from Constantinople.<sup>4</sup>

Largely because of her location on the edge of the land and sea conflicts between the great powers, Sweden has been able to stay out of war since 1814. When four or six powers vied with one another for the balance of power and vied for the aid or neutrality of the Northern states, the Swedes were able to protect themselves. Power shifts outside Scandinavia, changes wrought by air transportation and the new technology have revolutionized Sweden's geography. Now there are two power centers in the world and Sweden lies directly under the air routes between the United States and Russia. Her strategic position has deteriorated politically as well as geographically.

It is a wonder that a highly industrialized civilization with large modern towns can flourish so far north. The Gulf Stream and the Atlantic Ocean provide the answer. The westerly winds blowing over the large expanse of salt water keep the Scandinavian Peninsula warm and watered. The climate is "stern but not capricious."<sup>5</sup> In Stockholm the winters are hardly more severe than in Boston. The long days of summer compensate for the long nights of winter giving the country a short, but intense growing season.

The climate dominates the sports of Sweden. Skiing, ski running, ski jumping, skating, skate sailing and ice yachting are all popular. As winter wanes the sports move north beyond the Arctic Circle.

The population of Sweden is one of the most homogeneous in the world. With the exception of some 7,000 Lapps in the northern part of the country the people are of the same racial stock. In religion they are Protestant, ninety-eight percent of the population being Lutherans.

The industrial population has within recent years grown out of the agricultural. As a result discrepancies and differences between the two are perhaps less pronounced than in many other countries. While the first stages of industrialization elsewhere have resulted in pauperization of a rapidly growing town population, this has not

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4. *Ibid.*, p. 6.

5. *Ibid.*, p. 4.

been the case in Sweden. One reason for this is that many industrial enterprises have been located in rural districts.

Education is almost a fetish with the people of Sweden. Adhesion to the Lutheran Church was of considerable significance in the early spread of education. Teachers' salaries in terms of cost and standard of living compare favorably with our own. Teachers' loads are lighter, classes smaller and children more uniform in background and behavior.<sup>6</sup>

Elementary education gives to the child instruction in a number of subjects formerly reserved for secondary schools. Since World War II English has replaced German as the second language. Even higher education is practically free. Recent years have seen the establishment of peoples' high schools for adult youth. The government goes to great effort to furnish teachers for the children of the Nomadic Lapps so that the tradition of no illiteracy will not be broken.

The people of Sweden have had to fight hard in order to profit from the best of their natural resources. The result is a sturdiness of character and independence of spirit not found in many other countries. From this small country of the far north have come many persons who have won world renown: Count Folke Bernadotte, a world figure whom the United Nations appointed to mediate peace between the Jews and the Arabs and who lost his life as a result; Selma Lagerlof, the first woman to be given a Nobel Prize; Dag Hammarskoeldt, the new Secretary-general of the United Nations, to mention only a few.

### Economic Life

Hunting, fishing, grazing and agriculture were the early bases of economic life in Sweden.<sup>1</sup>

From the forests of Sweden come the pitch, turpentine and tar which are large items in trade. During early history timber was sent to the continent and England for the building of boats; spruce was good for masts. By the seventeenth century the rivers were being used to float logs to the sawmills and here export trade developed.

Today forests furnish much of the wealth of Sweden; white birch, beech, oak, pine, and spruce. One-half of Sweden is forests.<sup>2</sup>

6. "We Can Learn from Scandinavia," *NEA Journal*, September, 1950.

1. Franklin D. Scott, *The United States and Scandinavia* (Cambridge, Mass.: Harvard University Press, 1950), p. 54.

2. Agnes Rothery, *Scandinavian Roundabout* (New York: Dodd-Mead and Company, 1950), p. 149.

Sweden makes more wood pulp than any other country except the United States and exports more paper than any other country except Canada.<sup>3</sup>

The manufacture of matches is one of the chief industries. Two out of every three people in the world use them. They are shipped to forty-three different countries. The factories, in Sweden, are scattered rather than gathered in a few large cities.<sup>4</sup>

The head office building of the match company is in Stockholm and is the most beautiful office building ever built anywhere. In this building is a "world clock." It has many hands pointing out what time it is in the principal cities all over the world. The face of the clock is a map, one side light and one side dark. As the map moves it shows the parts of the world that are in darkness and what places are in daylight. It also indicates just how many matches are being struck at any moment in Africa, Antarctica, America or any place where people may use matches.<sup>5</sup>

This shows how a small country, manufacturing a small article can build up one of the greatest businesses in the world. This also shows that factory towns need not be ugly, noisy and dark places.

Because of good management Sweden has plenty of wood to keep her factories going and to give work to her people.

The co-operative movement in industry has attracted much attention. It has grown very rapidly since 1925 and is now extending throughout the land.

If at any time a majority of the Swedish people decide that a particular form of business can be carried on better by the government than any other method, the government takes it over. The Swedes do not have the notion that it is wrong for the government to compete with private industry.<sup>6</sup>

Iron does not lie beneath the ground. At Kiruna is an iron mountain. The iron is taken by leveling off the top of the mountain. Most of the iron is sent to Germany. That is why Germany was determined to own and hold the port of Narvik. This iron is the best in the world.<sup>7</sup>

The average Swede lives as comfortably as the American. Telephones, for example; the number per hundred inhabitants is about the same in each country.

3. *Ibid.*, p. 150.

4. *Ibid.*, p. 150.

5. *Ibid.*, p. 153.

6. Frank Abbott Magruder, *National Governments and International Relations* (Chicago: Allyn and Bacon, 1950), p. 239.

7. Agnes Rothery, *op. cit.*, p. 158.

In radios Sweden ranks second in the world having one for every three inhabitants. In motor cars, Sweden comes far behind. Cars and gasoline are much more expensive. Swedes prefer boats, bicycles and summer cottages.<sup>8</sup>

The co-operatives operate 8,000 retail shops, ten regional wholesale houses and forty factories, producing everything from canned goods to shoes. The co-operatives have a network of schools, newspapers and housing projects.<sup>9</sup>

Through economic control Sweden has accomplished the following:

1. Reduced her unemployment to a small fraction of her population.
2. Increased her sales of radios, telephones, and automobiles.
3. Extended urban and rural electrification.
4. Balanced her budget.
5. Increased her timber trade.
6. Stabilized her currency.
7. Maintained a consistent low-tariff policy.
8. Reduced illiteracy to less than one-tenth of one percent through universal education.
9. Accepted a many-sided system of industrial control.<sup>10</sup>

The outstanding factors that have contributed to the success of these people may be summarized as follows:

1. Homogeneous population.
2. The Swedes are aware of the difficulties a small nation in the competitive world must face to survive.
3. For more than 100 years they have been at peace.
4. The people have been made strong, having for centuries fought their way to freedom.
5. Sweden is isolated, so can concentrate on internal development and growth.
6. The diversity of industries gives Sweden a desirable economic structure.
7. The country, being comparatively small makes united action fairly easy.
8. The country has a long coastline and hence has seafaring as an industry and a cheap form of transportation.<sup>11</sup>

The pension system is worked out much like that of the United

8. "Sweden," *The American Observer*, XXII (November 10, 1952), 3.

9. "Sweden: The Well Stocked Cellar," *Time*, LVIII (December 31, 1951), 21.

10. Frank Abbott Magruder, *National Governments and International Relations* (Chicago: Allyn and Bacon, 1950), p. 246.

11. *Ibid.*, p. 246-7.

States. Everyone over the age of sixteen is required to contribute in proportion to his income to a compulsory old age insurance system. Local communities are also required to contribute. At the age of sixty-seven regardless of his financial position he is entitled to a pension, the amount depending upon the size of his contribution through the years.<sup>12</sup>

### Government

Sweden has never been conquered or had its boundaries changed by foreign powers. Since the beginning of history home rule has prevailed among the people and has been defended and recognized as their right.

The government is a constitutional monarchy. The king is the head of the established church which is Lutheran.<sup>1</sup> Gustav VI is their king.

Sweden has the earliest of the existing written constitutions in the north. Here were embodied the principles of individual liberty, freedom of speech and the press and the limitations on the king which made possible the further development of constitutional monarchy.

The parishes have always controlled their own affairs. Their government has been in the hands of a board or council elected by the people, of which the pastor of the church is chairman.

The city of Stockholm is an independent jurisdiction like the District of Columbia, with a governor appointed by the king.

The governing body is Parliament which is known as the Riksdag, with an upper and lower chamber, and a cabinet presided over by a Prime Minister. The upper house is composed of one hundred and fifty members. The lower house is composed of two hundred and thirty members. The members of both house are elected by popular vote for a term of four years.<sup>2</sup> The Prime Minister is Tage Erlander.

With the exception of the British Parliament, Sweden has the oldest legislative body in the world.

The fundamental laws upon which the government rests consists (1) the Constitution of 1802; (2) the Law of Free Press of 1812; (3) the Law of Royal Succession of 1810. Swedish law is direct and simple and is codified into a single volume that is right up to

12. *Ibid.*, p. 241.

1. Franklin D. Scott, *The United States and Scandinavia* (Cambridge, Mass.: Harvard University Press, 1950), p. 50.

2. Frank Abbott Magroder, *National Government and International Relations* (Chicago: Allyn and Bacon, 1950), p. 239.



date. This volume is found along with the Bible, in the majority of homes.<sup>3</sup>

The courts are respected but are not as powerful as in the United States. Special courts are set up for special purposes.

### International Relations

Governmental relations between the Scandinavian countries and America have been long standing and friendly. In commercial relations, however, Sweden and the United States joined in a revolutionary attack on the Navigation Acts. The United States' first treaty with a nonbelligerent was with Sweden in 1783.

The Scandinavian governments were pleased with the Monroe Doctrine and with the way which Britain and the United States together blocked the reconquest of the Spanish-American Republics.<sup>1</sup>

The history of Sweden's kings has profoundly affected her foreign policy, domestic prosperity, architecture and everyday life. The succession of kings with strong personalities has been a vital factor in national unity.

Newsmen say that neutrality is the great Swedish superstition. Sweden has not been in war since 1814.

Her decision to stay out of the North Atlantic Treaty Alliance is almost unanimously accepted. Sweden feels that she is doing her neighbors, Norway and Denmark, a favor by not joining. The fact is that Swedes are glad to stay out of war. At the same time they are building up their defenses.

They have the best air force in Europe outside of Britain. They make their own jets, certainly no match for Russia's, but rated highly. They have a respectable navy and a military force of 50,000 men. They figure that in war they could mobilize 500,000 men in a matter of days.<sup>2</sup>

Though the Swedes strove to be neutral in government during the war, they were never neutral toward hunger and suffering. Sweden's help to war-ridden countries began in 1939.<sup>3</sup>

Since the war Sweden has been feeding children all over Europe. The children were the thing and, if the governments were willing to co-operate, Sweden was anxious to help them to the best of her

3. *Ibid.*, p. 239.

1. Franklin D. Scott, *The United States and Scandinavia* (Cambridge, Mass.: Harvard University Press, 1950), p. 75.

2. "Sweden: The Well Stocked Cellar," *Time*, LVIII (December 31, 1951), p. 21.

3. David Hinshaw, *Sweden: Champion of Peace* (New York: G. P. Putnam's Sons, 1949), p. 173.

ability, whether they were German, Russian, Czech, French or Greek.<sup>4</sup>

Today it is certain Sweden will face a more complex problem. The life of every nation now is related more closely than ever before to every other nation. Never again, with modern means of communication and transportation, will any nation be self-contained. The New York-Moscow great-circle air route is two hundred miles north of Stockholm.<sup>5</sup>

### The United States and Sweden

Between the Swedes and the Americans there has long existed a basic similarity of thought. The traditions of both center about the struggle for personal freedom and democratic equality. Hard work and the incessant struggle with nature have characterized both Scandinavian and American. The resultant likeness in thought has made easier all phases of cultural exchange, from religion to industry.

In 1638 a group of Swedes established a colony on the banks of the Delaware River. Incidentally, it was they who brought to America the log cabin which became a symbol of frontier life. The colony was soon overwhelmed by the Dutch, then by the English, but the people remained. Their pastors came direct from Sweden until the end of the eighteenth century.

Swedish interest in America was always high. The Swedish Crown Prince in 1768 advocated the reconstruction of the Swedish school system in accord with the principles laid down by Benjamin Franklin for Philadelphia.

Gradually more and more Swedes came to America and settled in the west—Wisconsin, the Dakotas, Nebraska and Kansas. The migration reached its greatest peak in the 1880's. They were drawn by the demands of the new society for brain and sinew, by a higher reward for their abilities than they could expect at home and by the principles of social equality in democratic America. They adjusted to the new environment more rapidly than most new-comer groups. While they have kept their old ideals and traditions, and many communities still have the Swedish imprint, they have become true Americans.

These immigrants from the North furnished thousands of the common men; the backbone of America who hewed the timber and

4. *Ibid.*, p. 176.

5. David Hinshaw, *Sweden: Champion of Peace* (New York: G. P. Putnam's Sons, 1949), p. 191.



mined the iron ore. Craftsmen and engineers brought their training and techniques in carpentry, glass making, interior decorating, metallurgy and the building of ships. They also furnished in increasing numbers men and women of distinction.

Among well known Americans of Swedish birth or origin are Greta Garbo, Charles Lindbergh, Victor F. Lawson of the *Chicago Daily News*, Carl Miller, and John Ericsson, the designer of the Monitor.

With the disappearance of the frontier and the coming of more people from other parts of the world the immigration from Sweden as well as from the other northern countries declined. By the Quota Law of 1924 Sweden's quota was 3,314, but she has never filled her quota. In 1937 the number who came was only 303.<sup>1</sup> During World War II the number declined further. Since the end of the war there has been an increase with 2,433 coming in 1949.<sup>2</sup>

Although the tide of Swedish immigration is past, there is a constant exchange of ideas between the United States and Sweden, and the study of the country and its people should be given more attention in our public-school system.

## A Resource Unit

This unit contains suggestions for the development of a unit on Sweden to be used in the current events period of a high-school class in American history. Other countries may be treated similarly.

One day each week is devoted to the study of current events with *The American Observer* as the basic text. This unit is planned for the issue in which the article on foreign affairs is devoted to the Scandinavian countries, or to Sweden in particular.

*General Objectives.*—To secure information about Sweden which can serve as a background for further discussion.

*Specific Objectives.*—

1. To show how the geography and climate of Sweden have affected her people and her policies.
2. To point out the outstanding features of the economic and political life of the country.
3. To show the close ties between the United States and Sweden. How Sweden has contributed to U. S. development.

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1. *Encyclopedia Americana*, Vol. 14, p. 715.

2. *Americana Annual*, 1950, p. 692.

## Outline of the Unit

- I. The Land and the People.
  - A. Geographical features.
    1. Location.
    2. Topography.
    3. Principal divisions.
  - B. The people.
    1. Characteristics.
    2. Standard of living.
    3. Cultural development.
  - C. Effect of the geography of the county on the people and their history.
    1. Economic independence.
    2. Political isolation.
    3. Western influence.
- II. Economic life.
  - A. Resources.
    1. Forests.
    2. Minerals.
  - B. Industries.
    1. Agriculture.
    2. Lumbering.
    3. Manufacturing.
      - a. Matches.
      - b. Steel.
  - C. Economic experiments.
  - D. Results of government control of industry.
- III. The Government.
  - A. Fundamental laws.
    1. Constitution of 1802.
    2. Law of royal succession.
    3. Law of free press.
  - B. Machinery of government.
    1. Constitutional monarchy.
    2. Bicameral legislature.
- IV. International relations.
  - A. Relations with the United States.
  - B. Policy of neutrality.
    1. Reasons.
    2. Future possibilities.
- V. The United States and Sweden.

### Method of Development

- I. Preliminary discussion.
  - A. Students of Swedish ancestry.
  - B. Location of Sweden on the map and discussion of possible effects of its location and topography.
- II. Study by the class as a whole of the article on Sweden in *The American Observer*.
- III. Division of the class into groups to study further and to report on:
  - A. The shape and location of the country. Why it is possible for a high civilization to exist so far north. Effect of the climate on the lives of the people. Winter sports. Influence of the sea and forest on history and policies of the country. Probable changes with the coming of the air age.
  - B. The people, their origin, their ideals, manner of life. The Lapps of the far north.
  - C. The economic life of the country, resources, industries, economic experiments.
  - D. The government.
  - E. The similarity of ideals between the United States and Sweden. The importance of Swedish immigration to the United States. Prominent Americans of Swedish ancestry.

These groups will be organized on a voluntary basis, but if a student has no choice, the teacher will assign him to a particular group. The reports will be in the form of discussions, not formal speeches.
- IV. Extra activities.
  - A. Preparation of bulletin board materials.
  - B. Preparation of a map.
  - C. Choice of three students to report on Sweden through the remainder of the year, from either material in the *Observer* or from other magazines and newspapers.
- V. Summary.

Showing the film, *Sweden Looks Ahead* (March of Time, 18 minutes), depicting various phases of life in Sweden and touching upon almost all of the topics which have been discussed.

### Suggestions for Arousing Ninth-grade Student Interest in Sweden

1. Daily newspapers or current event papers.
2. Films and film strips.
3. Drawings and cartoons made by students.
4. Pictures of Sweden. Attractive bulletin boards.
5. Books—plays, fables, biographies, poetry, novels.
6. Art—music, pictures.

### Ways of Presentation

1. Teacher set the stage through pictures or stories.
2. Pupil-teacher planning.
3. Committee work.
4. Club project.
5. Map work.
6. Resource persons.

### Some Activities

1. Group discussion—debate.
2. Scrap book.
3. Pen friends.
4. Special reports.
5. Research.
6. Exhibits.
7. Dramatization.
8. Hobbies—collection of articles from Sweden.
9. Field trip—public exhibit.
10. Assembly program.
11. Recordings.

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*Encyclopedia Americana*, Americana Corporation, New York, 1947, Vol. 14, p. 714.

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Lindquist, Willis, "Life's Flavor on a Swedish Farm," *National Geographic Magazine*, Washington, D. C., Vol. LXVI (September, 1939), pp. 398-414.

Nelson, Elizabeth, "Rural Sweden Through American Eyes," *National Geographic Magazine*, Washington, D. C., Vol. LXVII, No. 6 (June, 1940), pp. 795-814.

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"Sweden, the Well Stocked Cellar," *Time*, LXVIII, No. 27, December 31, 1951, p. 21.

## FILMS AND FILMSTRIPS

### Films

*A Yank in Sweden*, Scandia Films, Inc., 1948. A sightseeing trip with former American soldiers.

*Bofors*, Scandia Films, Inc., 1948. This shows the iron mines of Sweden. *Midsummer in Sweden*, University of Kansas. 11 min. Black and white. It shows the physical geography and agricultural life of Scandinavia, its festivals and ancient customs.

*Scandinavia—Norway, Sweden, Denmark*, Encyclopedia Britannica, Wilmette, Ill. 1½ reels. Black and white. This depicts ways in which they make a living.

*Sweden*, Swank Motion Pictures, Inc., St. Louis, Mo., March of Time. 14 min. Black and white. This shows how Sweden has withstood the past world crisis.

*Sweden*, University of Chicago. 15 min. Black and white. This shows the iron mines, hydroelectric plants, lumber industry, agriculture, native costumes and customs.

*Sweden Looks Ahead*, University of Kansas. March of Time. 18 min. Black and white. Through her control of industries, Sweden has developed a way of life admired the world over.

*Swedes at Work and Play*, Swank Motion Pictures, Inc., St. Louis, Mo., Films of the Nations. 20 min. Black and white. It is a panorama of the Swedish people and their work.

*Swedish Industries*, Swank Motion Pictures, Inc., St. Louis, Mo., Films of the Nations. 21 min. Black and white. This film deals with the economic life of Sweden.

### Filmstrip

*We Visit Sweden*, Eyegate. A description of Sweden.

## A Study for the Teaching of International Understanding at the Primary Level

Learning to live in the world today is a complicated and interesting process. We live in a world made small by modern means of transportation and communication. Not many hours of air travel separate us from the farthest point on the globe.<sup>1</sup> There are many ways of promoting international understanding, one of which is the use of books. Books can and do play a very vital part in helping individuals to see themselves in a relation to life. The development of personal ideals and understanding should begin with the young child.

Books bring individual human beings to life and help us to share their thoughts and feelings and to look at the world through their eyes. In a story other people's problems seem real and we want to do something about them. The story puts humaneness and emotional urge into the situation. Above all, it is hoped that *World Understanding Begins with Children* will be useful to all teachers who have said, "I want to do something about international understanding."<sup>2</sup>

### The Use of Stories for International Understanding

The following study has been made and a bibliography compiled in an attempt to:

1. Develop a better understanding of children around the world through stories and reading experiences.
2. Make the child realize that he is similar to other children of the world and to see that there are more similarities than differences.
3. Help him to appreciate the fact that differences are caused by native environment and climatic conditions, and, therefore, all peoples are capable of making a unique contribution to the world.
4. Help the child to appreciate and live with members of his family, his school, and his community.
5. Help the teacher to have a better understanding of the children of her classroom.
6. Help the parents to appreciate the necessity for such a program.

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1. Delia Goetz, *World Understanding Begins with Children* (Office of Education Bulletin, 1949, No. 17, Foreword, Washington: Government Printing Office), p. V.

2. *Ibid.*

We have classified books on a primary level and factual material for teachers and parents which has been arranged according to countries around the world. We hope the following material will contribute toward these desirable goals.

A child needs books:

1. To help him understand and accept himself in relation to the world around him.

2. To interpret day-by-day experiences as a background for the world citizen of tomorrow.

A suggested procedure to attain these goals:

1. Parents and teachers should read stories to young children.

2. Children should read stories for themselves.

3. Children should read stories to other children.

4. Teachers should make use of film strips, films, posters, and pictures.

In this age in which we are living, teachers are realizing that much can be done in the primary grades to get the idea of international understanding across to little children around the world and that all parents love and care for their children regardless of race or color. We as teachers hope this study will prove to be a good resource for children, parents, and fellow teachers of our country as well as others in the field of education.

BESSIE BROWN.

FERN EPPERSON.

JULIA HAHN.

ALANE HESS.

ELEANOR KINGSBURY.

RACHEL LEIST.

KATHRYN MASSEY.

RUTH PHILLIPS.

GOLDIE WEDDLE.

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### *American Indian*

Abeita, Louise, *I Am a Pueblo Indian Girl*. Morrow, 1939. 125 pp.

The story is written by a young Indian girl in New Mexico. She describes things that are familiar and important to her. Each description is done by an Apache, Navajo, or Pueblo artist. Very good. Grades 4-5.

Beatty, Hetty B., *Little Owl Indian*. Houghton-Mifflin, 1952. 32 pp. \$2.25.

An easy to read book about Little Owl, the Indian boy, his pony, and his forest friends. Illustrated in color. Very good. Grades K-2.

Bleeker, Sonia, *The Crow Indians*. Morrow, 1953. 156 pp.

Excellent factual material told in story form.



- Brown, Paul, *War Paint, an Indian Pony*. Scribner, 1936. 96 pp. \$2.50.  
Story of a wild colt in the days when Indians were on the warpath. A story children will want to read. Besides being a fine animal story, it furnishes authentic information concerning Indian customs. Grades 3-5.
- Brock, Emma Lillian, *One Little Indian Boy* (U. S.), Knopf, 1932. 44 pp. \$2.  
This story has fine pictures of a little Taos Indian boy, his family, his friends, and the pueblo where he lives. Brock catches the atmosphere of the country which she draws. Grades 1-3 E.
- Clark, Ann N., *In My Mother's House*. Viking, 1941. \$2.50.  
Story of the day-to-day life of an Indian child. Written from the Indian point of view. Has great significance for white children. Lovely illustrations. Grades 1-5.
- *Little Navajo Bluebird*. Viking, 1943. \$2.50.  
Story of the simple life among the Navajos of today. Caring for sheep, weaving blankets, and making jewelry. Grades 3-6.
- Dearborn, Frances, *How the Indians Lived*. Ginn, 1927. 200 pp. \$1.60.  
Creates an interest in the actual ways of living among the American Indians of early times. Includes such topics as homes, tools, weapons, preparation of food, and weaving of baskets and blankets. Grades 3-4.
- Deming, Therese, *Indians in Winter Camp*. Whitman, 1951. 126 pp. \$1.50.  
Eagle goes with his tribe to winter camp. Much material concerning animals and wood lore is introduced. Colorful illustrations. Grades 2-3.
- Elting, Mary, *First Book of Indians*. Watts, 1950. 69 pp. \$1.50.  
A simplified presentation of Indian life yesterday and today. Very good. Grades 2-4.
- Kroll, Francis Lynde, *Young Sioux Warrior*. Lantern, 1952. \$2.50.  
An authentic, historically accurate picture of the real life of a boy in an Indian tribe makes absorbing, exciting reading. Grades 3-6.
- Lenski, Lois, *Bayou Suzette*. Lippincott, 1943. 207 pp.  
The friendship between Suzette, a little white girl, and Marteel, a little Indian girl, who she takes home to live with her, makes a lovely story. It relates many lively adventures of the little girls. Grades 4-5.
- Lewis, Alfred, *Treasure in the Andes*. Abingdon-Cokesbury, 1952. 128 pp.  
Pepito, a small Indian boy, who is very interested in drawing. Grade 3.
- Mason, Miriam, *Hominy and His Blunt Nosed Arrow* (Indian). Macmillan, 1950. 145 pp. \$1.75.  
A little Miami Indian boy has many adventures in his search for a special arrowhead to kill Bad Luck Bird. His skill won him a real reputation with the tribes and a beautiful silver arrow. He discovered popcorn! Grades 2-4.
- Walker, Hattie, *Shining Star, the Indian Boy*. Beckley-Cardy. 324 pp. \$1.80.  
The reader learns of the procuring of food, making of clothes, dishes and dwellings, the recreations and pastimes of this child's life, so very different from his own. Grades 2-3.

#### *Austrian Tyrol*

- Bemelmans, Ludwig, *Hansi*. Viking Press, 1934. 64 pp. \$3.  
Picture-story book, describing Hansi's Christmas holiday visit to his Uncle Herman in a village high up in the mountains of the Austrian Tyrol. Grades 1-4.



Brock, Emma Lillian, *Greedy Goat*. Knopf, 1931. 45 pp. \$2.

This is a picture-story book of a tan colored goat with a beard and a stumpy tail and her name was Anna. An amusing tale of the Austrian Tyrol for small children. Grades K-2.

### Canada

Agle, Nan and Cameron, Ellen, *Three Boys and a Lighthouse*. Scribner, 1951. 100 pp. \$2.

Three small boys spend an eventful summer in an island lighthouse, with their father the lighthouse keeper. Text and plot are simple. Print is large. An adventure story which little children can read themselves. Grades 2-4.

Aulaire, Ingri and Edgar D., *Children of the Northern Lights*. Viking Press, 1935. \$2.50.

Unusual information about the life and customs of the Lapps is woven into this story of Lise and Lasse. The author-illustrators used first-hand information learned on a long trip to the land of the midnight sun. To be used by parents and teachers. Grades 3-4.

Beim, Lorraine and Jerrold, *The Little Igloo*. Harcourt-Brace. \$2.50.

Tipou, a little Eskimo boy, learns to make an igloo and amuses his family and friends by building a separate little one for his dog. Oversize type. Picture book. Grades 1-3.

Bonner, Mary Graham, *Canada and Her Story*. Knopf, 1950. \$2.75.

An up-to-date information book about our neighbor to the north. Age 8.

——— *The Mysterious Caboose*. Knopf, 1949. \$2.50.

Two boys, rewarded for a daring rescue by a trip clear across Canada on a freight train, play important roles in the solution of a baffling mystery. Age 8.

Brock, Emma L., *The Pig with the Front Porch*. Knopf, 1937. \$2.

A story in words and pictures of two little pigs in the Gaspé country of Canada. Ages 4-7.

Creekmore, Raymond, *Lokoshi Learns to Hunt Seals*. Macmillan, 1946. \$2.

Brief, illustrated, and informative account of an Eskimo boy's first hunting expedition with his father. Grades 2-3.

De Angeli, Marguerite, *Petite Suzanne*. Doubleday, 1937. \$2.

Suzanne lives in the Gaspé country of Canada and her adventures reveal the home life, customs and holiday activities of the Canadian French. Illustrations in color. To be read by parents and teachers. Grades 4-6.

Johnson, Margaret S. and Helen L., *The Smallest Puppy*. Harcourt-Brace. 89 pp. \$2.

The story of an Eskimo puppy who was too small to be a member of a dog team. Oversize type. Picture book. Grades 1-3.

Kingman, Lee, *Pierre Pigeon*. Hale. \$1.62.

When a little boy who is seven years old, waiting to be eight, lives on the Gaspé in Canada and has a father who is a fisherman, he is sure to love boats more than anything else. He liked to build ship models, and liked to sail with his father. Pierre will easily become the friend of seven- and eight-year-olds. Grades 2-3.

Lange, Ann, *The Eskimo Store*. Whitman, 1948. \$1.50.

Bright illustrations and easy text make this an attractive picture-book introduction to Eskimo life. It tells of a trader's little girl and her companionship with an Eskimo child. Grades 1-3.

Lipland, William, *Boy with a Harpoon*. Harcourt.  
Grade 3 level.

Miller, *Little People of the Snow*. 72¢.

The life of Koohna, a little Eskimo boy, who works and plays in snow. He has several narrow escapes when the ice breaks away and floats out to sea, but is rescued. Read to children. Grades 3-4.

Stockum, Hilda Van, *Canadian Summer*. Viking Press. \$2.50.

Hilda Van Stockum's own children provide the material for her realistic stories. Now she has moved her family from Washington, D. C., to Canada. The Mitchells are about the most delightful family you'll ever meet. This story of their hilarious summer in the outskirts of Montreal is one that all readers are sure to enjoy.

True, Barbara and Henry, Marguerite, *Their First Igloo*. Whitman. \$1.25.  
Attractive picture-story book about two little Eskimos and how they built their first igloo when lost in a storm. Very good idea of Eskimo life is given here, and the story is simple enough for children six to eight. Ages 6-9.

Walker, Hattie A., *The Snow Children*. Beckley-Cardy. 144 pp. \$1.76.

Eskimo life during the four seasons. This story depicts the life of a Greenland Eskimo boy and his young sister during the four seasons in the Far North. Description of clothing, igloo building, hunting and fishing, and recreational activities provide excellent material for a sand-table project. Grades 1-2-3.

### England

Ardizzone, Edward, *Little Tim and the Brave Sea Captain*. Oxford University Press, 1936. 32 pp. \$2.50.

A large-size picture book of distinction in which a young English artist tells a circumstantial story of life at sea with a five-year-old boy as the hero. The water colors, first painted as a book for the artist's little son, are instinct with drama and realism. Grades K-2.

— *Tim to the Rescue*. Oxford University Press, 1949. 48 pp. \$2.50.

This is another story of Tim. This story revolves around Ginger, a boy who borrows the hair-restorer of the third mate. It works too well. Resourceful Tim comes to the rescue during an Atlantic gale. Grades K-2.

Barrie, J. M., *Peter Pan*. Scribner's. \$2.50.

This new edition of the classic story, hitherto officially known as Peter Pan and Wendy, uses the simpler title by which it is usually known—Peter Pan. Nora Unwin made the pictures because it was felt they should be by an English artist. She was going to visit in London, so she was able to make her sketches in the vicinity of Wendy's own house. Ages 7-11.

Brandeis, Madeline, *Little Tom of England*. A. Flanagan Co., 1936. 159 pp.

A story of two little boys, Bob, an American, and Tom of England. They were on a ship going to England. At first, they were not on friendly terms, but before the journey was over they were the best of friends.

Brown, Marcia Joan, *Dick Whittington and His Cat*. Scribner's, 1950. 32 pp. \$1.75.

The author, a storyteller in words and pictures, presents the famous tale in a book which children will enjoy especially, because there is a picture for each brief paragraph of text. Grades K-2.

Brown, M. J., *Johnny-Cake*. 1933. \$1.50.

A retelling of the English fairy tale about the johnny-cake which jumped out of the oven and rolled away. Emma Brock's drawings have a fine humor and vigor—vivid and lively, conveying the atmosphere of the tale, but free from confusing detail and always admirably drawn—and are ideal pictures for little children. Grades 2-3.

Comfort, Mildred, *Children of the Mayflower*. Beckley-Cardy. 192 pp. \$1.48. *Children of the Mayflower* takes three Pilgrim children from England to Massachusetts and follows their experiences until they are well established in a flourishing colony. Teacher to read to third grade.

Daw, Seward; McKee, Jessie; Aldredge, E. M., *Sharing Together*. Beckley-Cardy. 256 pp. \$1.60.

Stories stress sharing together in home and school, how people in the community and other parts of the world are dependent upon one another. Grade 3.

De Angeli, Marguerite, *Door in the Wall*. Doubleday, 1949. 111 pp. \$2.50. Set in the thirteenth century England, it tells the dramatic story of Robin, crippled son of a great lord, who overcomes his disabilities by craftsmanship and eventually wins his knighthood by a courageous act. Grade 3.

Edwards, Cecile Pepin, *Party for Suzanne*. Abingdon-Cokesbury, 1952. 192 pp. \$2.50.

When Suzanne's French Canadian family moved to a small Massachusetts town, the schoolboys called Suzanne "Canuck" and teased her. She made friends through two French Canadian cousins. With their help, Suzanne gained a new sense of values, a new pride in her family heritage, and best of all, happiness. Age 8.

*Encyclopaedia Britannica*, "Children on England's Canals." *Encyclopaedia Britannica Press*, 1947. 40 pp.

Judy had her home on a canal boat in England. The life on the boat and the environment is interesting for the third grade. Parents and teachers may read it.

Frost, Francis, *Legends of the United Nations*. Whittlesey House, McGraw-Hill. \$3.25.

The beautiful and strange tales culled from the folk history of our allies will help link young Americans in understanding with young people the world over. Grade 3.

Haywood, Carolyn, *Primrose Day*. Harcourt, 1942. 200 pp. \$2.50.

Merry Primrose Ramsay, an English girl of seven, comes to America. This is the story of her trip on the boat, of her new home with Aunt Helen and Jerry, and of school, where things are at first difficult. Children can read in grades 2-3.

Jacobs, Joseph, *English Fairy Tales*. 277 pp. \$2.

One of the most useful and popular collections. "As outstanding as the best collections of fairy tales of any country are those of the British Isles

made by Joseph Jacobs. In his rewriting of the stories, he has preserved their humor and dramatic power, and while simplifying dialect, has retained its full flavour. He intends his stories to be read aloud." Teacher read to third grade.

King, Marian, *It Happened in England*. Whitman & Co. \$2.

Young Anthony and Ann attend the Coronation of King George VI. A vivid, accurate and lively interpretation. Grades 2-3.

Pratt, Long, *Long Ago* (Chicken Little; Three Wishes; Queer Company). English folklore.

Sisson, Rosemary Ann, *Adventures of Ambroso*. Dutton, 1952. \$2.50.

This beautifully told story is about Ambroso, a little house mouse, and his friend Simon, a field mouse, who go to Buckingham Palace to visit Ambroso's Aunt Harriet and other relatives who live in the palace. Grades 3-5.

Walsh, Mary Regina, *Mullingar Heifer*. Knopf, 1946. 61 pp. \$2.

Story of a lonely little Irish lad who found a home with shy Maggie and her grandmother. When the little grandmother died, Kevin was able to repay his debt many-fold. Grades 3-6.

Watts, Mabel, *Dozens of Cousins*. Whittlesey House, McGraw-Hill, 1950. \$2.

The Boston Bingles visit their "dozens of cousins" in Europe and return to tell about the things they saw, the fun they had, and the presents for great grandma from all the cousins. They visited in England, France, Holland, and Switzerland. Grade 3.

#### France

Bazin, Rene, *Juniper Farm*. Macmillan, 1928. 180 pp.

Life on a farm in modern France through the eyes of four children. Grades 4-5.

Beim, Jerrold, *Lucky Pierre*. Harcourt, 1940. 61 pp.

Bishop, Claire, *Pancakes*. Viking Press, 1947. 62 pp. \$2.

A story of a French family, shaken but valiant, after years of disaster. A box of American pancake flour is given to ten-year-old Charles, who is head of his family. He then is sent to America for someone to translate the directions so he can have the pancakes as a surprise for his mother. Grades 3-6.

Brock, Emma Lillian, *Runaway Sardine*. Knopf, 1929. 42 pp. \$2.

This is a delightful story for children. It is about two old fisherfolk of Brittany who had a yellow cat, a black hen, and a sardine in a tub. The sardine's name is Zacharie. He ran away from his tub and had many adventures before he returned to his tub. Grades 1-3E.

Brunhoff, Jean, *Babar, the Little Elephant*. Random House, 1933.

Popular picture-book telling of a little elephant who runs away from the jungle to live with a lady. —. Grades 1-3.

Carlson, Natalie Savage, *Talking Cat (Other Stories)*. Harper, 1952. \$2.

Eight stories of a French Canadian village which give an insight into another way of life. Done with a light touch. Grades 3-6.

Cothren, Marian B., *Pictures of France by Her Children*. Oxford, 1950. 64 pp. \$1.50.

Reproductions of paintings by French school children—show various aspects of French life and customs. Interest in French art and French people as

these pictures are painted with love. Simple language explains the pictures. Grades 2-5.

Dauphin, Francine, *A French ABC*. Coward-McCann, 1947. 56 pp. \$2.

Large pictures with both French and English words describing it. Gay and childlike, it has a delightful flavor of French childhood. Grades K-2.

Hoffman, *Mischief in Fez*. Holiday, 1943. 109 pp. \$2.50.

Details of native life in French North Africa-Moroccan household. Well written original tale. Grades 3-6.

Hutton, Clarke, *Picture History of France*. Watts, 1951. \$3.

This large beautiful picture book recreates the life and culture of France through the ages. Grades 3-6.

Jones, Elizabeth, *Ragman of Paris and His Ragamuffins*. Oxford, 1937. 82 pp.

Tobey and Mich in Paris in the springtime. Colorful drawings. Grades 3-4.

Judson, Clara I., *They Came from France*. Houghton-Mifflin, 1943. 245 pp. \$2.75.

The Remy family came to America with one idea—to earn their fortune so they could return to their home in Paris. However, they liked their new home here and decided to stay. Grades 3-5.

Keech, Roy A., *Ruth Visits Margot*. Whitman & Co., 1934. 207 pp.

An American soldier takes his own little girl back to France to visit a little French girl.

Peck, Anne M., *Rene and Paton*. Whitman, 1938. 64 pp.

A little French boy named Rene finds a dog and receives a reward. Grades 2-3.

Rigby, Douglas, *Mustachio*. Harper, 1947. 31 pp.

A little dog saves a village from a wild boar.

Stirling, Monica, *Little Ballet Dancer*. Lothrop, 1952. \$2.50.

Jeanne liked to dance better than anything else in the world and enrolled in the ballet school of the Paris Opera. A warm feeling for French life. Grades 3-6.

Symonds, John, *The Magic Currant Bun*. Lippincott, 1952. \$2.

A charming, laughing story of a mischievous small boy named Pierre who led 27½ policemen on a merry chase across Paris. Grades 1-3.

### Chinese

Ageton, Arthur A., *Mary Jo and Little Liu*. McGraw-Hill. \$2.25.

Happy little story of a friendship between Mary Jo and Liu, a little Chinese boy, who lived next door to each other in China. Third grade can read it. Grades 2-3.

Bishop, Claire and Weise, Kurt, *Five Chinese Brothers*. Hale & Co. \$1.60.

The ancient tale of China and the amusing pictures by Mr. Weise will delight children in every land. Third grade can read it. Grades 3-4.

Bowen, Vernon and Weise, Kurt, *The Wonderful Adventures of Ting Ling*. David McKay Co. 48 pp.

Ting Ling, a poor juggler's assistant who possessed of nothing but a merry heart and a quick wit, performs several impossible tasks and thereby wins a lovely princess and a fabulous kingdom. Third grade can read it; second grade will enjoy story. Grades 1-2-3.

Buck, Pearl S., *The Water-Buffalo Children*. Day, 1943. 60 pp. \$1.52.

A story of farmer Ching's son and daughter riding on a water buffalo. Parents and teachers may read it to the children. Grades 3-4.

Flack, Marjorie and Weise, Kurt, *Story About Ping*. Viking, 1933. 32 pp. \$1.50.

A duck named Ping lived in China with his many brothers and sisters. The story describes his life along the river and the environment of his home. Third grade can read it; first and second will enjoy hearing the story and looking at the pictures. Grades 1-2-3.

Hahn, Emily, *Picture Story of China*. McKay Co., 1946. \$2.50.

A child's view of China which offers information on home life, school, food, holidays, recreation and history. Each page contains attractive pictures in color. Style of writing is only fair but material is excellent. To be used by parents and teachers. Grades 4-6.

——— *Picture Story of China*. Hale. 54 pp. \$1.71.

Deedee, or "Little Brother," was a fortunate Chinese boy because he lived in a big house with plenty of food and clothing and a kind and loving family. Through this story the author has presented a pleasant account of Chinese family life, education, customs, and religion. Parents and teachers may read it. Grade 3.

Hahn, Emily and Baer, Howard, *China A to Z*. McKay Co. \$1.50.

A lovable Chinese boy presented by a foremost writer and a distinguished artist brings China close to American children. Second and third grade can read it. Grades 1-2-3.

Hale, E. M., *Liang and Lo*. Hale, 1930. \$1.48.

A story about two little Chinese boys who start on the back of a water buffalo believing they can find a dragon. To be read by parents and teachers. Grades 2-3.

Lattimore, Eleanor Frances, *Bells for a Chinese Donkey*. Morrow, 1951. 127 pp. \$2.

Little Kwei-li, the youngest in a Chinese family, is the popular character in this story. It tells of her family life and environment. It tells of their pets especially the donkey. Primary children would enjoy hearing the story; third grade could read it. Grades 2-3.

——— *Three Little Chinese Girls*. Morrow. \$2.

An authentic tale of the daily doings of three little girls in old Peking. Third grade can read it; second grade will enjoy hearing it. Grades 2-3.

——— *Wu, the Gatekeeper's Son*. McClurg, 1953. \$2.

This little son of a Chinese gatekeeper will remind the readers of Miss Lattimore's story of Little Pear. Parents and teachers may read this. Grade 3.

——— *Little Pear*. Harcourt-Brace, 1931. \$2.25.

A solemn looking but mischievous five-year-old Chinese boy after a series of misadventures decides to be good. Followed by "Little Pear and His Friends." Third grade can read it. Grades 3-4.

Liang, Yen, *Dee Dee's Birthday*. McClurg, 1952. \$1.75.

Many pictures and simple text tell about Chinese boy's birthday. Grade 2 will enjoy the pictures; grade 3 can read it. Grades 2-3.



Oakes, Vanya, *The Bamboo Gate*. Macmillan. \$2.50.

Stories about Chinese children. Parents and teachers may read these. Children will enjoy hearing about the Chinese children. Grades 2-3.

Shellwell, *Ching Ling, the Chinese Cricket*. Macmillan, 1947. 48 pp. \$2.25.

In China, crickets are favorite pets. Cricket wrestling contests are popular sports. Little Mushroom's cricket became a champion. Lovely pictures for all grades; third grade can read it. Grade 3.

Sperry, Armstrong, *One Day with Manu*. Hale, 1933. \$1.48.

Daily life of a small boy living on an island on the South Seas, gathering coconuts and bananas, swimming and feasting. Vividly illustrated. Grades 3-5.

——— *Bamboo, the Grass Tree*. Macmillan, 1942. \$1.25.

The importance of bamboo and its many uses in Chinese life are told in the story about a little Chinese boy who lived on the Yangtze. Parents and teachers may use this book. Grades 3-5.

Ward, Marion B. and Sewell, Helen, *Boat Children of Canton*. McKay Co. 92 pp. \$2.

Both old and new China come into this story of life on a river boat. Parents and teachers can read this book to children. Grade 3.

Wiese, Kurt, *Fish in the Air*. Viking Press, 1948. 32 pp. \$2.

A tale of what Tai Fung, which means Big Wind, to change the ideas of the little Chinese Fish, who had persuaded his father, Honorable Fish, to buy the biggest fish-shaped kite he could find. Third grade level for reading; younger children will enjoy hearing the story. Grades K-3.

——— *You Can Write Chinese*. Viking Press, 1946. 50 pp. \$2.

This is a story of an American boy who went to China to live and attended a Chinese school with all Chinese children. He is the only one who has ever been in school. The teacher explains and draws the symbols for the Chinese language. Third grade would be very happy to read this and try to learn to write Chinese. Grade 3.

Wood, Esther, *Pepper Moon*. Hale. \$1.64.

A picture story book describing the trials of a small Chinese boy who longed for a dog as a pet and finally succeeded in getting it. Rich flavor of Chinese life and humor. Parents and teachers may read it to children. Grades 3-4-5.

#### Costa Rica

Clark, Ann N., *Magic Money*. Viking Press, 1950. 121 pp. \$2.50.

Tony is a Costa Rican boy and how his grandfather devised a way for Tony to earn money to buy two white oxen. He wanted to win a prize in the "annual cart parade." Pictures, characterization, and plot help make this book a "must." Grades 4-6.

#### Czechoslovakia

Bartusek, Libushka, *Happy Times in Czechoslovakia*. Knopf, 1940. 62 pp. \$2.75.

Folk customs and festivals are emphasized in this account of life of three Czechoslovakian village children. Grades 4-5.

Clark, Mary E. and Quigley, Margery C., *Poppy Seed Cakes*. Doubleday, 1929. 124 pp. \$2.50.

This story is about four-year-old Andrewshek, four-and-a-half-year-old Erminka, and good Aunt Katushka, who came from the old country with a bag full of presents. The gay pictures resemble those of Czechoslovakian and Russian picture books. Grades 2-4.

#### Denmark

Anderson, Hans Christian, *Fairy Tales from Danish* (translations by Jean Hersholt). Heritage, 1942. 297 pp. \$2.50.

A collection of twenty-five favorite Danish stories translated by Jean Hersholt, actor. Delightful illustrations. Provides excellent background of folklore. Grades 5-7.

Baily, *Little Greta of Denmark*. 75¢.

Little Greta lives on a farm in Denmark. Her family consists of her mother, father, and brother, Hans, and her little dog. When Anna, her friend, visits her, Greta shows her all the sights. An excellent view of the way people of Denmark live. Grades 3-5.

Collin, Hedvig, *Wind Island*. Viking Press, 1945. \$2.50.

Well illustrated book of everyday life on a small island out in the North Sea and of three children of a fisherman who make an amber necklace for their mother on her birthday. Grades 4-6.

Hatch, Mary C., *Thirteen Danish Tales Retold*. Harcourt, 1947. 169 pp. \$2.50. Folk tales. Grades 3-5.

——— *More Danish Tales*. Harcourt, 1949. 237 pp. \$2.50. Folk tales. Grades 3-5.

O'Neill, Hester, *Picture Story of Denmark*. McKay, 1948. 50 pp. \$2.50.

Denmark, "the lovely land," is portrayed in lively text and vivid pictures by Ursula Koering. Grades 4-6.

Owen, Ruth Bryan, *Picture Tales from Scandinavia*. Lippincott, 1939. 109 pp. \$1.75. Grades 3-5.

#### Germany

Berner, Elsa R., *Germany*. Holiday House, 1951. 24 pp. \$1.25.

Simple account of Germany's nationhood, her failures, and contributions. Good, brief description of the German land, resources, history, and life. Includes a little on contemporary Germany. Map and brief chronology. Colorful illustrations around the textual material. Grades 5-8.

Bonsels, Waldemar, *Adventures of Maya the Bee*. Pellegrini and Cudahy. 192 pp. \$3.

Published first in Germany fifty years ago. The story is about a bee who went to find out about the world. A charming story; appeals to children of almost any age.

Brandeis, Mrs. Madeline, *Mitz and Fritz of Germany*. Grossett. 72¢.

This story gives a good picture of Germany's country and city life, ancient legends, and famous men and women. It is a tale of Mitz and Fritz, who are always hungry, and their dog, Frankfurter. Grades 3-5.

Feuchter, Clyde, *Germany*. Merrill, 1948. 32 pp. 20¢.

Accents life in contemporary Germany. Many illustrations. In the World Geography Readers series. Grades 4-6.



Grimm, Jacob Ludvig Karl and Grim, Wilhelm Karl, *Household Stories* (collection of children's classics). Macmillan. 225 pp. \$1.50.

Grades 4-6.

Hoffman-Donner, Heinrich, *Slovenly Peter* (or, Cheerful Stories and Funny Pictures for Good Little Folks). Winston. 90 pp. \$2.

Pictures crude and too highly colored. Popular with children. Grades 1-3.

Johnson, Siddle Joe, *A Month of Christmases*. Longmans-Green. 132 pp. \$2.50.

Milla and John go to Fredricksburg, Texas, for a visit with Uncle Karl and Aunt Katrin. There is a wonderful sense of family continuity here, and the children know what Uncle Karl means when he tells how their family, who came from old Germany a hundred years ago, kept the best they had to add to the best Texas had. A good holiday story. Grades 3-6.

Jones, Viola M., *Peter and Gretchen of Old Nuremberg*. 1935. 96 pp.

Relates the life of Peter, Gretchen, and their parents. Shows how their living and what they do is like ours in many ways.

#### Haiti

Rodman, Maia, *Market Day for Ti Ardré*. Viking Press, 1952. \$2.

A small Haitian boy's first trip from his mountain village to the market in Port-au-Prince. Vivid drawings by a native artist makes his experiences very real. Grades 3-5.

#### Holland

Bailey, Alice Cooper, *The Skating Gander*. Wise-Parslow, 1927. 93 pp.

A delightful, homey story of two children of Holland, Jan and Katrina and a pet goose who knew how to skate. The little girl went to Amsterdam to become a lady and that same day Jan and the gander disappeared. A lively tale of adventure follows until all are safely home again.

DeJong, Dola, *Picture Story of Holland*. Reynal & Hitchcock, 1946. 15 pp.

Factual information for teacher background. Historical growth from early years to modern times. Good account of school life, holidays, food, and customs. Pictures too small and sketchy to be of value for child's use.

DeLong, Dola, *Return to the Level Land*. Scribner, 1947. 164 pp. \$2.50.

The story of a Dutch doctor's family, their everyday life, special days, and their warm family affection. The war and its effect on this peaceful group. To be read to children. Grades 5-6-7.

Hay, Ella H., *Happy Days in Holland*. Beckley-Cardy, 1937. 201 pp.

This is a story of two little American children going on a vacation trip to Holland, where they met their Dutch cousins, who showed them the many sights of their country. They visited The Hague, Dutch schools, bulb fields, and many canals. Easy reading for third grade. Grade 3.

Olmstead, Emma, *Ned and Nan in Holland*. Row, Peterson. 128 pp.

Furnishes attractive, authentic material that will give children a sympathetic understanding for people different from themselves. Does not stress the spectacular or give a distorted view. An excellent book to promote international understanding. Grades 2-3.

Perkins, Lucy Fitch, *Dutch Twins*. Houghton-Mifflin. 190 pp.

The story of life, home, and adventures of Kit and Kat, twins, who live in Holland.

Spencer, Cornelia, *Low Countries*. Holiday House, 1949. 24 pp.

Factual information. Good material for teacher background and reference.

#### Hungary

Sawyer, Ruth, *Christmas Anna Angel*. Viking Press, 1944. 48 pp. \$2.  
Grades 3-5.

#### India

Batchelor, Julie F., *Cap for Mulchand*. Harcourt-Brace, 1950. 56 pp. \$2.  
Eleven-year-old Mulchand needed a cap to go to Bombay to visit his uncle. He worked hard, suffered setbacks before he earned his cap. Third grade will enjoy hearing the story. Grades 3-4.

Bothwell, Jean, *River Boy of Kashmir*. Morrow. 246 pp. \$2.

Sequel to *Little Boat Boy*. Hafiz, boy of India, who goes to the English school as did his older brother before him. To be read to grade 3. Grades 3-5.

— *The Empty Tower*. Morrow. 160 pp. \$2.50.

Nine-year-old Premi and her classmates run a fair to buy a bell for their beloved school in Northern India. Parents and teachers may read it. Grade 3.

— *Little Boat Boy*. Harcourt-Brace. 252 pp. \$2.50.

A story of India and a small boy who lived in a houseboat on a lake in the Himalayas. A distinguished book. Parents and teachers may read it to children. Grades 4-6.

Creekmore, Raymond, *Ali's Elephant*. Macmillan, 1949. 40 pp. \$2.

Ali, who lived in India, was the only person who could handle the baby elephant his father had captured for the Maharajah, so the animal became his special charge. One day Ali and the baby elephant followed the tiger hunt and proved their bravery. This is an easy book. Grades 1-3.

#### Italy

Angelo, Valenti, *Nino*. Viking Press, 1938. 244 pp. \$2.55.

True-to-life story of a little boy who lived in a village in Tuscany. Written from the author's memories.

Botsford, Florence Hudson T., *Picture Tales from the Italian*. Lippincott, 1921. 106 pp. \$1.75.

Collection of nineteen folktales, one from each of the provinces of Italy, some of which are variants of nursery tales of other countries. Directness and humor. Interspersed are short rhymes, sayings, and riddles. Simple illustrations. Read to children. Grades 3-5.

Brandeis, Mrs. Madeline (Frank), *Little Tony of Italy*. Grossett and Dunlap, 1934. 160 pp.  
Read to children.

Capuana, Luigi, *Nimble Legs: A Story for Boys*. Longmans, Green, 1928. 192 pp.

A story for boys.

Davis, M. G., *Truce of the Wolf and Other Tales of Old Italy*. Harcourt-Brace, 1951. 125 pp.

Tales and legends retold for children. Truce of the Wolf included. Grades 4-6.

Ehrlich, Bettina, *Cocolo*. Harper and Brothers, 1948. 32 pp. \$2.50.

Cocolo is a little donkey who lived with a poor fisherman and his family on a small island in Italy. The story tells of Cocolo's brief experience as a pet of a little rich girl. He later runs away to his island home and has many adventures. Grades K-3.

——— *Cocolo Comes to America*. Harper and Brothers, 1949. 32 pp. \$2.50. Sequel to "Cocolo." Cocolo, the little donkey, and Lucio, his master, leave their home on a tiny Mediterranean Island near Italy and come to America where they share many experiences in searching for a new home. Enchanting illustrations. Grades K-3.

——— *Cocolo's Home*. Harpers & Brothers, 1950. 32 pp. \$2.50. Tells how Cocolo, who came to America with his master, Lucio, became homesick for his native Italy. He and his master return there. Later Cocolo returns to his American home. The water color and drawings are enchanting. Grades K-2.

Hall, Dorothy, *Italy*. Merrill, 1948. 32 pp. 20¢.

Extremely good material on Italy, including the land, people, their ways of earning a living, etc. Well illustrated with pictures. Grades 4-6.

Lockwood, Myna, *Macaroni, an American Tune*. Oxford University Press, 1939. From: "Told Under the Stars and Stripes," p. 196-217.

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

Lorenzini, Carlo, *Adventures of Pinocchio*. Macmillan, 1951. 206 pp. \$2. Italian classic for children. Adventures of a puppet. Grade 4.

O'Donnell, Mabel, *Italian Children*. Row, Peterson, 1951. 36 pp.

The simple text is well illustrated with glossary and maps. Grades 3-5.

Olcott, Virginia, *Anton and Trini*. Silver Burdette, 1940. 146 pp.

Adventures of Anton and Trini, who live in the Alpland. They are interested in things that interest us: Helping at home, surprises, stories, music, taking care of pets and animals, school, etc. Read to children.

Perkins, Lucy Fitch, *Italian Twins*. Houghton-Mifflin, 1920. 144 pp. Read to children.

Politi, Leo, *Boat for Peppé*. Scribner's, 1950. 32 pp. \$2.

A story about Peppé, Sicilian boy, who lives in old Monterey in California. Peppé wanted a boat of his own. There is a festival and Peppé is presented with a lovely toy boat. Grade 3.

——— *Little Leo*. Scribner's, 1951. 28 pp.

Based on the author's experience. A small California boy, Leo, goes to Italy and decides to take an Indian Chief suit (his prize possession). He teaches the Italian children to play "Indians." A joyous child-like atmosphere in this picture book. Should make American and Italian boys and girls mutually friendly. Grades K-4.

Wells, Rhea, *Beppo, the Donkey*. Doubleday, 1930. 135 pp. Grades 2-4.

Wilson, Eleanor Hubbard, *About Ricco*. Whitman, 1937. 123 pp.

This story is about a boy who was born with one leg too short. The story abounds in good nature, strength, and neighborliness of Italian and Irish families. Read to children.

Winwar, *Land of Italian People*. Lippincott, 1951. 128 pp.

Author describes the terrain of Italy from the Alps to the toe of the boot. The coastline, the hill country, the volcanoes. Also a résumé of Italian history. Read to children.

### Japan

Buck, Pearl S., *One Bright Day*. Day, 1950. 60 pp.

This gives an account of prewar Japanese life. Grades 3-6.

Barnard, Winifred E. and Jacobs, *A Little Girl of Japan*. Friendship Press, 1948. 60 pp. Grades 1-3.

*Britannica Junior*, "Yukiko and a Japanese Carnival." Encyclopedia Britannica Press, 1947. 40 pp. 50¢.

Pictures give a good description of the happenings for a day in a Japanese home and an evening spent at the carnival. Grades K-3.

Coatsworth, Elizabeth, *The Cat Who Went to Heaven*. Macmillan, 1930. \$2.50.

A young artist breaks all traditions by including his cat in the picture he is drawing for the temple of Buddha (Newbery award, 1931). Grades 5-6.

Coatsworth, E. J., *Cricket and the Emperor's Son*. Macmillan, 1932. 112 pp. \$2.

Cricket, a Japanese boy, treasured every scrap of paper he found on the streets of Tokyo. One piece proved to be real magic, as it unrolled story after story, and these thrilling tales Cricket told to the emperor's little ailing son. Grades 4-6.

Creekmore, R., *Fujio*. Macmillan, 1951. \$2.

The Japanese boy, Fujio, lived near the great volcano, Fujiyama. He longed to climb the famous mountain with his father, and one day found that he could boast of standing at the very top watching the sunrise. Grades 1-3.

Crockett, Lucy H., *Teru: A Tale of Yokohama*. Holt, 1950. 213 pp. \$2.50.

The story of a 12-year-old Japanese girl and their many adventures and experiences in a small Yokohama suburb after V-J Day. Grades 5-7.

Dilts, Marion May, *Pageant of Japanese History*. Longmans, Green, 1947. \$4.

Japanese history with emphasis on the culture, customs, and religious and political beliefs of the people. Grades 7-8.

Gaines, R., *Treasure Flower, A Child of Japan*. Dutton. \$2.

Entertaining story describing the everyday life of a little Japanese girl, the strange customs of her country, her friendship with an American child, and finally her discovery that she is a real princess. Introduces many quaint legends and folk tales. Grades 5-7.

Hearn, Lafcadio, *Japanese Fairy Tales*. Liveright Publishing, 1924. 132 pp.

Some of the stories may be used for telling, after slight revision, but the book will probably be of most use by the teacher.

Halladay, Ann N., Toshio and Tama. *Children of the New Japan*. Friendship Press, 1949. 128 pp. Grades 1-3.

Hedrick, Elinor and VanNoy, Kathryn, *Kites and Kimonos*. Macmillan, 1936. 255 pp.

An interesting story of two Japanese children and their way of life, including their school, play, and amusements.

Perkins, Lucy Fitch, *Japanese Twins*. Houghton-Mifflin, 1922. 178 pp. \$1.75.  
The twins are just five years old and they live in a dear little house in a queer little town in the middle of the Happy Islands. Two holidays, the festival of dolls and the feast of flags are described. Grades 3-4.

Rowe, Dorothy, *Begging Deer and Other Stories of Japanese Children*. Macmillan, 1928. 109 pp. \$2.

The stories are pleasant little pictures of Japanese childlife, but are of no absorbing interest. Best suited for telling. Grades 4-6.

Spencer, Cornelia, *Japan*. Holiday, 1944. \$1.25.

Factors in history and environment which have shaped the character and ambitions of the Japanese people. Grade 6+.

Sugimoto, E. I. and Austen, N. V., *With Taro and Hana in Japan*. Stokes, 1946. 126 pp.

The normal life of modern Japanese children and customs and legends so different from our own are simply told. Grades 3-5.

Uchida, Yoshiko, *The Dancing Kettle and Other Japanese Folk Tales*. Harcourt, 1949. 174 pp. \$2.50.

A delightful collection of folk tales retold with a simplicity of language and variety of plot that makes them perfect material for the story hour. Grades 3-5.

Vaughan, Josephine Budd, *The Land and People of Japan*. Lippincott, 1952. 126 pp.

Current information on the crowded conditions of the islands, the struggle for food, the life of the Japanese, and the beginning of the occupation of Japan by the Allied Armies. Valuable for teacher or parent. Some parts suitable to be read to children. Grades 4-6.

Williston, T. P., *Japanese Fairy Tales Retold*. Rand-McNally, 1904-11. 82 pp. \$1.

These stories have been treasured through hundreds of years by the little ones in Japan. Grades 3-5.

Wood, Esther, *Great Sweeping Day*. Longmans, Green, 1936. 150 pp. \$2.

A Japanese boy ran away from home to avoid the labours of "Great Sweeping Day," as housecleaning time in Japan is called. He had many experiences that furnish a picture of typical Japanese life. Grade 3.

Yankey, Grace, *Japan*. Holiday House, 1948. \$1.75.

A book surveying briefly the history, geography, economics, and culture of Japan. Grades 5-7.

#### Periodical Articles

Fisher, George H., Jr., "Journey to Japan," *Grade Teacher*, 46 (May, 1953), 101-103.

This is a story of an American boy who went to Japan with his family, his father being ordered there on Air Force duty. Real experiences in a Japanese home are related.

Applegate, Beth, "The Black Bullock," *Grade Teacher*, 41 (May, 1953).

This is a story of a Japanese boy who forgot his duties to his parents when tempted by playmates, but he remembered just in time.

Hashimoto, Sachiko, "Akiko Goes to School," *Grade Teacher*, 42-43 (May, 1953), 101.

Mrs. Sachiko Hashimoto, assistant national director of the Japanese Red Cross, wrote this true story about her niece. She thought it very important for the boys and girls of our world to know and appreciate each other.

#### Lapland

Auliare, I. M., *Children of the Northlights*. 1935.

Story of children of Lapland. Grades 3-5.

Jannes, Elly, *Elle Kari*. Macmillan, 1952. \$2.

A photographic picture-book about a little girl in Lapland, her family, her pets, and how she lives. Grades 3-4.

#### Mexico

Arner, Laura Adams, *Forest Pool*. Longmans, Green, 1938. 40 pp. \$2.50.

This book grew out of Mrs. Arner's long visit to Mexico. Two little Mexican boys, Diego and Popo, seek the ancient tree-lizard that lives in a deep pool in the green forest. The illustrations are pictures of native life, of flora and fauna, the marginal sketches are of aboriginal art.

Bannon, L. M., *Watchdog*. Whitman, 1948. 48 pp. \$2.50.

A Mexican town is celebrating its Day of Freedom when everyone buys a caged bird to set free. In a cage among the caged birds in a small sidewalk shop, Alberto discovers a tiny puppy, which he longs to own. Appealing story and gay colorful pictures. Grades 2-3.

— *Manuela's Birthday in Old Mexico*. Whitman, 1939. 46 pp. \$2.

Manuela, a little Mexican girl, had plenty of dark-complexioned dolls, but she wished for a blue-eyed doll with flaxen hair. The story is of her fifth birthday when her wish came true. Grades 1-3.

— *Gregorio and the White Llama*. Whitman, 1948. \$2.50.

Gregorio finally proves to his father that he is not too young to drive the Llama train. A humorous and colorful picture of Peru. Parents and teachers may read this book. Grades 3-5.

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

Twenty-four simply told tales from Mexico which reflect the good humor, tolerance, and earthiness of the people. Grades 1-3.

Carden, Prisella, *Vanilla Village*. The Junior Literary Guild, 1952. 58 pp. \$2.

In the remote mountains of Mexico a little Indian boy has a tremendous adventure. Authentic story and really different. Grades 1-3.

Crist, Eda and Richard, *Chico*. Westminster Press, 1951. 150 pp.

The story of a little Mexican boy who finds that ancient "rain gods" are worthless and that only one true God can make it rain. Teaches the idea of one God to small children; may be used by Protestant, Catholic, and Jew alike. Grades 1-4.

Credle, Ellis, *My Pet Peepelo*. Oxford University Press, 1948. 62 pp.

A Mexican boy raises a baby turkey to take to market but when the time comes he cannot bear to part with his pet, not for any of the five things in the market. Illustrated with photographs taken in Mexico with a Mexican cast. Grades 1-3.



- Duplaix, Lily, *Pedro, Nina and Perrito*. Harper & Brothers, 1939. 48 pp.  
An informative entertaining story of a small boy, his sister, and dog. Tells of homework to be done in order to get ready to go to the Fiesta to celebrate San Francisco Day. Large colorful pictures.
- Durfee, Burr, and McMorris, Helen and John, *Mateo and Lolita*. Encyclopaedia Britannica, World's Children's Series, Book 1, 1939. p. 38.  
Mateo and Lolita is a true story with real pictures of a boy and girl in Mexico. Full-page pictures; very appealing. Grades K-3.
- Eberle, Irmengarde, *The Very Good Neighbors*. Lippincott, 1945. 96 pp.  
Describes the life of a Mexican family living in Texas. They tried to make a living and constructed a home from materials they found around the town. It describes their food, animals, home, and work, and how they wished to be good citizens. Grades 1-3.
- Emblen, Dorold Lewis, *The Palomino Boy*. Viking Press, 1948. 189 pp. \$2.  
How Juan, an orphan of Mexican parents, faced his problem of belonging to a minority group in California and how he eventually came to understand himself. Grades 4-6.
- Felton-Meighen-Pratt, *Today and Tomorrow*. Winston, 1948.  
"Mexico Our Southern Neighbor," p. 139, 149, 155, 164, 177, 178, 182. Grades 1-3.
- Fergusson, Erna, *Fiesta in Mexico*. Knopf, 1934.  
A collection of folk dances with historic comment and authentic description of dance steps.
- Garrett, Helen, *Angelo the Naughty One*. Viking Press, 1944. 40 pp. \$2.  
A tale of a Mexican boy whose aversion to taking a bath led to an adventure which brought its own cure. A colorful picture book with a Mexican village background. Grades 1-3.
- Grade Teacher* (May, 1950). "David and Manuel Become Friends."  
A story of a little Mexican boy in our own schoolroom and his experience in becoming a friend to the other children, especially David.
- Henry, Marguerite, *Mexico*. Whitman, 1941. 28 pp.  
A pictured geography of Mexico in story and pictures.
- Hoffman, *Primitivo and His Dog*. Dutton, 1949. 47 pp. \$2.50.  
Large photographs and simple text tell the story of a Mexican boy, Primitivo, and his beloved dog. Grades 1-3.
- Hogner, Dorothy Childs, *Children of Mexico*. Heath, 1942. 64 pp.  
This is a story of the life of Mexican children. It describes the country, homes, food, animals, pets, and amusements. Very interesting and can be read and understood by third grade children. Grades 1-3.
- Lanks, Herbert C., *Nancy Goes to Mexico*. McKay, 1938. pp. 39.  
The many facts of Mexico are given in story form told by an American child visiting in Mexico with her parents. Grades 1-3.
- Morrow, Elizabeth, *Painted Pig*. Knopf, 1930. 32 pp. \$2.  
A Mexican picture book, illustrated by Rene d'Harnoncourt. Pita and her little brother, Pedro, lived in Mexico. Pita had the most fascinating painted China pig, with roses on his back and a tiny rosebud on his tail. The story tells what happened when Pedro wanted that pig or one just exactly like it. Gay, distinctive, illustrations by an artist who knows and loves the toys and children of Mexico. Grades 2-3.

Pan American Airways, *Wealth of Other Americas*. Mexico—Next Door Neighbor.

This is a small pamphlet giving some very good information about Mexico. This material must be used by the teacher.

Politi, Leo, *Pedro, the Angel of Olvera Street*. Scribner's, 1946. 32 pp. \$1.74. A Christmas story about the famous Mexican Christmas celebration on Olvera Street in Los Angeles. Pedro was a little boy who played the part of an angel. The subdued colors in which the book is printed are in harmony with this true Christmas story which the artist himself had experienced when he lived on Olvera Street. Includes words and music of two carols. Grades 1-3.

——— *Juanita*. Scribner's, 1948. 31 pp. \$2.

Juanita's mother made her a rose-colored dress for her fifth birthday, and her father gave her a white dove. In gay pictures Politi tells the story of the birthday party and of the even more important Easter blessing of the animals. Grades K-3.

Tarshis, Elizabeth Kent, *The Village that Learned to Read*. Houghton-Mifflin, 1941.

It takes co-operation of a whole Mexican village to convince Pedro, whose goal is to become a Bull Fighter, that he too should learn to read.

*World's Children Series*, Book I. "Mateo and the Mexican Fair," Encyclopaedia Britannica, 40 pp. (Also film—Mexican Children—go with this story.)

Factual information on Mexico in story form. Large pictures and minimum amount of reading. To be read to first, second, and third grades. Advanced third grade could read with some help.

Yomen, Ben, *Roberto*. Whitman, 1947. 32 pp.

Roberto's father becomes ill so Roberto must take his father's hand-made pottery to market. Appealing, with simple text and bold, colorful pictures.

### Negro

Beim, Lorraine and Jerrold, *Two Is a Team*. Harcourt-Brace, 1945. \$2.

This is a book showing friendship between a colored and a white boy. It is of oversize type and many pictures are in full color. Third grade can read it. First and second will enjoy hearing it. Grades 1-2-3.

Bontemps, Arna W., *You Can't Get a Possum*. Morrow, 1934. 120 pp. \$2. Grades 3-4.

Bryant, Sara Cone, *Epaminondas and His Auntie*. Houghton-Mifflin, 1938. 16 pp. \$1.50.

Epaminondas visits his auntie and she always give him something to take home, but he had difficulties in getting it there. Grades 2 and 3 can read it. Grades 2-3.

Credle, Ellis, *Little Jeemes Henry*. Nelson & Sons, 1936. 44 pp. \$2.

The story of the life of a little colored boy. The home and family life are described. He attends a circus and enjoys all the attractions. Second grade will enjoy hearing the story. Third grade can read it. Grades 2-3.

Evans, Eva, *Araminta*. Putnam & Sons, 1935. \$2.25.

Araminta, a little Negro girl from the city, visits her grandmother in Alabama and learns many surprising things about country life. Grades 3-4.



——— *Jerome Anthony. Hale. \$1.32.*

A little Negro boy went to Atlanta to visit. He discovers how very different city life is from country life. He meets Araminta, who shows how nice city life can be. Parents and teachers may read it. Grades 3-4-5.

Faulkner, Georgene, and Becker, John, *Melindy's Medal. Messner, 1945. \$2.25.*

Two wonderful things happened to Melindy, a little Negro girl. First, the family moved from shabby quarters to a fine new housing project and next, she was a heroine when there was a fire at school. Parents and teachers may read it to the children. Grades 4-5.

Garrard, Phyllis, *Banana Tree House. Hale. \$1.92.*

This is a gay story of Little Sukey, a Negro girl who lives in Bermuda. Her pets, her teasing brothers, and her unusual adventures make a lively story. Parents and teachers may read it. Grades 3-4.

Gerber, Will, *Gooseberry Jones. Putnam's, 1947. 96 pp.*

Gooseberry Jones, a colored boy, longs for a dog of his own but his mother refused. The story tells many amusing and pathetic things he did to cause his mother to repent and allow him to have one. Teachers and parents may use this book. Grade 3.

Hader, Berta and Elmer, *Jamaica Johnny. Macmillan, 1951. 90 pp. \$2.50.*

This story reflects the foreign scene and life. Illustrations add to the typical backgrounds of the story. Jamaica Johnny helps his uncle on his mountain farm. He was a good worker but did not like to go to school. This story tells how he changed his mind. Read to children. Grades 4-5.

Hogan, Inez, *Nicodemus and His Little Sister. Dutton, 1932. 30 pp.*

This describes the adventures of two little colored children. Third grade will enjoy reading it. First and second will enjoy hearing it read. Grades 2-3.

Lattimore, Eleanor Frances, *Bayou Boy. Morrow, 1946. 128 pp. \$2.*

This is a story of a little colored boy who lived in the state of Louisiana with his family, near the bayous. He had many exciting and amusing adventures which will be enjoyed by children of grade three and makes an excellent book to be read by parents and teachers. Grade 3.

Sharpe, Stella Gentry, *Tobe. University of North Carolina, Press, 1939. \$2.*

The story of an appealing little colored boy and his family and pets on a Carolina farm. It is attractively illustrated and will be an enjoyable book for use in grades 2 and 3. Third grade will be able to read it. Grade 3.

Tarry, Ellen, *Hezekiah Horton. Hale. \$1.64.*

Hezekiah, a little Negro boy, just loves automobiles. What happens on the most exciting day in his life makes this story. Third grade can read it; first and second will enjoy hearing it. Grades 2-3-4.

#### Norway

D'Aulaire, Ingri, *Lief the Lucky. Doubleday, 1941. \$2.50.*

Picture story of Leif the Lucky of Norway, who sailed to Greenland and from there ventured to unknown waters until he reached America. Illustrated in color. Grades 4-6.

——— *Nils. Doubleday, 1948. \$2.50.*

A little American boy of Norwegian parentage overcomes his shame and

learns to be proud of a beautiful pair of long stockings knitted for him by his grandmother in the old country. Shows differences in clothing and customs. Grades 3-5.

— *Ola*. Doubleday, 1932. \$2.50.

Large child-like picture story about Ola and the varied kinds of life he sees as he travels about Norway. Grades 2-4.

D'Aulaire, Ingri, and Parin, Edgar, *Wings for Per*. Doubleday, 1944.

Story of a boy who escaped to Canada when Norway was invaded and earned his wings. Grades 3-5.

Perkins, Lucy F., *Norwegian Twins*. Houghton-Mifflin.

Story of life and customs in Norway.

Thorne-Thomsen-Gudrun, *East o' the Sun and West o' the Moon and Other Norwegian Folk Tales*. Row Peterson, 1946. \$1.28.

Excellent edition of Norwegian folklore. Grades 4-6.

Undset, Sigrid, *True and Untrue and Other Norse Tales*. Knopf, 1945. \$2.50.

Collection of Norse stories based on original sources, some true. Grades 5-7.

#### *Porto Rico*

Belgpre, Pura, *Perez and Martina*. Warne, 1932. 79 pp. \$2.

Senorita Martina, a Spanish cockroach, turns away many suitors but finally marries Perez, the gallant mouse, and they were very happy until Perez came to grief. Authentic background for this droll nonsense tale. Grades 2-4.

#### *Portugal*

Atwater, Claire Nelson, *Manoel*. Longmans, Green, 1940. 67 pp. \$2.

Manoel lives in a small fishing village with his father and is taken to stay in Lisbon with his aunt while his father goes with a fleet to fish at the Newfoundland Banks. He finds Lisbon very exciting; his dog is responsible for many of his adventures. Grades 4-5.

Coleman, Elizabeth, *Wharf of Europe*. Scribner's, 1944. \$1.75.

Up-to-date introduction to the history, background, and industry of Portugal. Grade 6+.

Fuller-Harvey, *Manuel Goes to Sea*. Whittlesey, 1948. \$2.

Fast-moving tale of a young orphan who joins the Portuguese fishermen of Gloucester on a trip to the Northern banks. Grades 4-6.

Hewes, A. D., *Spice and the Devil's Cave*. Knopf, 1930. 331 pp. \$2.75.

The plot of the story centers upon the discovery of the ways of the spices by an expedition under the leadership of Vasco da Gama. Grades 7-9.

#### *Russia*

Charushin, Erogenii Ivanovich, *Baby Bears*. Macmillan, 1944. \$1.25.

Picture and story book about the escapades of two mischievous baby bears who have been captured in the forest and made pets. Grades 2-4.

Grishina, Gwan, *Peter Pea*. Lippincott, 1926. 95 pp. \$1.75.

Russian folklore. Grades 3-4.

Kingman, Lee, *Ilenka*. Houghton-Mifflin. \$2.

A friendly picture of a little Russian girl who cannot make up her mind. Each time she decides on a vocation something unsettling happens. Vividly illustrated. Grade 3 can read it. Grades 2-4.

Reyher, Rebecca H., *My Mother Is the Most Beautiful Woman in the World*. Lothrop, 1945. 39 pp. \$1.50.

Varya, a six-year-old-girl, who lives in the Ukraine, has adventures in the wheat fields. Charming Russian folklore. Grades 2-4.

#### Spain

Boggs, Ralph Steele, *Three Golden Oranges, and Other Spanish Folk Tales*. Longmans, Green, 1936. \$2.25.

Ten Spanish folk tales, rich in color and flashing with frequent humor. Grades 3-5.

#### Sweden

Beskow, Elsa, *Aunt Green, Aunt Brown, Aunt Lavender*. Harper, 1938.

A Swedish picture story book. Grades 2-4.

——— *Pelle's New Suit*. Harper (Cadmus Books), 1929, \$1.75.

Picture book with brief text telling how Pelle's suit was made—from shearing the woolly lamb to the carding, spinning, dyeing, and tailoring. Grades K-3.

——— *Tale of the Wee Little Old Woman*. Harper, 1930-1951.

A Swedish folk tale of an old woman and her cat. Highly colored, amusing pictures. Grade K.

Burglon, Nora, *Children of the Soil*. Doubleday, 1932. \$2.25.

A Scandinavian story of how the elf man of Malmostrand and the industry and thrift of two children turn a poor little farm into a real garden. A picture of lives and customs of people of Sweden. Grades 4-6.

Lindman, Maj Jan, *Snipp, Snapp, and Snurr and the Gingerbread*. Whitman, 1932. \$1.25.

Three little boys from Sweden who visited a bakery and the kind old baker let them help make the gingerbread. They fell into the batter and on the way home were met by the Princess who took them home with her to dinner. Clever pictures. To be read to children. Grades K-4.

——— Snipp, Snapp, and Snurr Series. Whitman. Grades K-4.

——— Flicka, Ricka, and Dicka Series. Whitman. Grades 1-3.

Adventures of three little Swedish girls.

Streeter, Edward, *Skoal Scandinavia*. 1952. 236 pp.

A delightful, colorful description of a motor trip through Norway, Sweden and Denmark. Actual account of events, scenery, recreation spots, cafes and food and interesting people. Excellent background material.

#### Switzerland

Brandeis, Mrs. Madeline, *Little Swiss Wood Carver*. Grossett. 72¢.

Natural beauty of Switzerland, the manners and customs of its people, and its industries are revealed through this interesting story of Sippi, a boy who became a skillful woodcarver. Grades 2-4.

Buff, Mary and Conrad, *The Apple and the Arrow*. Houghton-Mifflin, 1951. 75 pp.

A story of William and Walter Tell, the great bowman of Uri (as told from one generation to the next). A story of one man's revolt against tyranny. It's just as true now as in the old days of the thirteenth century. Told through eleven-year-old Walter, son of William. Pictures with honesty and

strength, and the simplicity and great integrity of Swiss mountaineers. Grades 3-7.

- *Kobi, A Boy of Switzerland*. Viking Press, 1936. 128 pp. \$2.50.  
Based upon experiences—well-known to author—beautiful picture of Swiss life as it still is today in many of the cantons. Kobi becomes a herder, earned his herder's suit, and goes into the high Alpine meadows. Music of the cowbells and singing and yodeling of the herders blend into the picture of joyous living. Grades 4-6.

Chonz, Selina, *Bell for Ursli*. Oxford University Press, 1950. 44 pp. \$2.50.  
Ursli lives in a tiny village in the Engadine mountains. He is a helpful small boy. He helps father look after the animals and helps his mother in the kitchen. When the spring festival comes, he has adventures. A picture book of life in the mountains of Switzerland. Grades K-2.

Duroisin, R. A., *Three Sneezes and Other Swiss Tales*. Knopf, 1941. 244 pp. \$2.50.

All the tales have a hearty peasant flavor—simple, dramatic, and full of humor. They will appeal to children. Mr. Duvoisin was brought up in Switzerland. Humor is apparent in his drawings. Grades 4-6.

Gaggin, Mrs. Eva R., *An Ear for Uncle Emil*. Viking Press, 1939. 238 pp.  
A story of a little Swiss girl and her herdsman doll called Uncle Emil. Delightful story of Swiss Alps. Grade 5.

Károlyi, Erna M., *Summer to Remember*. Whittlesey House, 1949. 128 pp. \$2.  
Marghitka, a little Hungarian girl, goes to Switzerland for a delightful summer full of surprises. Good characterization, plausible plot, and a child's point of view of postwar Hungary and Switzerland. Grades 4-6.

Perkins, Nancy Fitch, *The Swiss Twins*. Houghton-Mifflin, 1922. 132 pp.  
The primary children will be interested in: How the goats get their food; how father earns a living for the family; how Bello the dog helps the family; why the Swiss mountain tops are covered with snow and ice; why the avalanches start. Grades 3-4.

Spyri, Johanna, *Heidi* (junior version). Lippincott, 1948. 337 pp. \$2.50.  
The story of a girl's affection for her pet goats, for Peter, and her grandfather, and her mountain home. This book finds a responsive chord in every young heart. Grades 1-3.

*World's Children Series*, "Hans of the Swiss Alps." Encyclopaedia Britannica, 1947. 50¢.

Pictures and slight text telling of life of a family and especially of their climb to the summer pasture to take food to the father and older brother. Grades 3-5.

#### Miscellaneous

Atwood, W. W. and Thomas, H. G., *Home Life in Faraway Lands*. Ginn, 1933. 206 pp.

Teachers' reference.

——— *The Earth and Its People*. Ginn, 1934. 528 pp.

Teachers' reference.

Batchelder, Marjorie, list of useful puppet books. Ohio State University. 25¢.

Brown, Rose, *The Land and People of Brazil*. Lippincott, 1946.

History, geography, and information about the people and their customs both in the remote areas and cities of Brazil. Grades 6-8.

- Busoni, Rafaello, *Mexico and the Inca Lands*. Holiday House, 1942. p. 27.  
A history of Mexico and the Inca lands which could only be used as a source of information by the teacher in grades 1-3.
- Clark, Ann Nolan, *Looking for Something: Stray Burro*. Viking Press, 1952.  
A wistful burro wanders up and down mountains and through valleys of Ecuador to find what he's looking for, a home with a small boy. Grades 2-4.
- Eagleish, Alice, *Christmas*. Scribner's, 1950. 232 pp. \$3.  
Thirty stories and poems from many lands. Ages 7-12.
- Dratz, Eva M., "Aids to World Understanding for Elementary School Children," Minneapolis Public School, 1950. 47 pp. 50¢.
- Encyclopaedia Britannica*, "Pedro Picks Coffee in Brazil." 1947 World Series, p. 50.  
Taken from the film Brazil (People of the Plantations). Pictures of a small boy living on a coffee plantation and his work with the berries in his play and his school. Grades 1-3.
- Fisher, Lois, *You and the United Nations*. Children Press, 1947. 38 pp.  
Excellent reading and illustrations to promote international understanding. Grades 3-5.
- Guide to Parents and Teachers*. American Friends Service Committee. Free with subscription to Newsletter for Boys and Girls.
- Henius, Frank, *Stories from Americas*. Scribner's, 1944.  
Representative tales from twenty of the American republics from Mexico through Central and South America. Grades 4-6.
- Howard, Alice, *Sokar and the Crocodile*. Macmillan, 1928. \$2.50.  
A fanciful story about a potter's son of ancient Egypt who lived first in a hut on the banks of the Nile and then through magic, in a palace. To be read by parents and teachers. Grades 4-5.
- Kenworthy, Leonard S., "Developing World-Minded Children: For Elementary School Teachers." Brooklyn College, 1951. 44 pp. 30¢.
- Kim, David C. H., "Korean Life," Industrial Arts Cooperative Service. 75¢.  
Life and customs of Korea. Grades 1-3.
- Kusch, Monica H., *Milk Around the World*. National Dairy Council, 1945. 21 pp. Free.  
Pastures, milking, carrying milk, bottling, home delivery, drinking milk in other lands. Textbook for teachers.
- Leaf, Munro, *Geography Can Be Fun*. Lippincott, 1951. 63 pp. \$2.  
This book tells the story of man's place on our ball of earth and the relationship of what he does to where he lives. Parents will be amazed at the simple clarity with which Mr. Leaf presents facts that puzzled them in their school days. The drawings are delightful, amusing, and to the point. Grades 2-4.
- *Fair Play*. Lippincott. \$1.50.  
Amusing pictures and good advice. Mr. Leaf explains to very young readers why and what they must do to get along happily with other people.
- Malkus, Alida, *Along the Inca Highways*. Heath, 1941. 54 pp.  
This story gives a picture of strength and endurance of the original Indian inhabitants of Peru which is the more important element of its population.

A brief picture of both Indian and Spanish people out of which the Peru of today has grown.

Metzger, Duff, *Picture Tales from India*. Lippincott, 1942. 87 pp. \$1.75. Grades 3-5.

Metzger, Berta, *Picture Tales from the Chinese*. Lippincott, 1934. 106 pp. \$1.75. Grades 3-5.

McSpadden, Joseph W., *Book of Holidays*. Crowell, 1940. 461 pp.

Teacher reference. Pages 370 to 376 on German holidays. Grades 5-8.

Millen, Nina, *Children's Games from Many Lands*. Friendship Press, 1951. 214 pp.

Teacher reference volume.

*Newsletter for Boys and Girls*. American Friends Service Committee. See issues of January-February, 1951; October, 1951; November, 1951; December, 1951; March, 1952; and April, 1952.

Single copy free; yearly subscription 50 cents for seven issues. These issues of "Newsletter" contain articles on boys and girls in Germany.

Rothery, Agnes E., *South America Roundabout*. Dodd-Meade, 1940.

An information travelogue through the Panama Canal and from one republic to the next in geographic order, emphasizing in particular the sights tourists would see. Grades 5-8.

*An Index to 500 Favorite Poems for Elementary Grades*. Compiled by Poetry Committee of the Madison Public Schools, 1942-'43. Madison, Wis.

*Child Life in Other Lands*. Rand, 1918. 232 pp.

Teachers' reference.

*Children's Reading Service* (records—five 10-inch by Tom Glazer for \$1.24).

Words and music about imaginative and exciting means of travel—by camel, elephant, ocean liner, dog sled, etc. Grades K-3.

— (Records—Little Pedro by David Pfeffer.)

Authentic Latin-American folk songs, lively and colorful, with catchy English lyrics. Full of rhythm and introducing some Spanish words. It's one big game. Grades K-3.

*Prose and Poetry*, 7th Basic Text.

Stories of Arabian, Italian, Cuban, and Hungarian children.



## The Use of Textbooks for International Understanding

It is generally agreed that the social studies curriculum of the primary grades begins with the here and now. We should start the child from where he is and what he knows now. Experiences of school and home life naturally extend into the neighborhood and into the community with incidental national and world contacts as a pupil's life provides them.<sup>1</sup>

In discussing problem-questions with children, there are endless possibilities for developing understandings and appreciations which are related to the ways in which people live and work together and how they are dependent upon others. The teacher encourages the children to begin to observe and read to find out why and how we need other peoples to help us live more comfortably. The textbook is a source to which children may turn for information.

The best teaching is probably the kind that stimulates children to set up problems and formulate questions and then search for answers. The textbook may be a first source to turn to in finding answers or it may be used later to pull together, organize, and summarize the findings. The textbook is only one source of learning material and one which must be used with insight into the values and the problems it presents. Sometimes textbooks suggest or outline for the child a distant place or a period of time that can be filled in by library books which make these suggested times or places come to life.<sup>2</sup>

"The textbook is a source of information, in many instances practically the only source easily available either to the teacher or to the children. The textbook is a tool, and an instrument which should help children obtain certain knowledge and information, acquire certain skills, and develop certain appreciations valuable to them both in their present and in their future lives. The textbook is not the end to be sought; it is simply one means which helps some ends to be obtained."<sup>3</sup>

The use of the textbook should be explained when necessary. There must be a reason and a purpose for using this tool. The

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1. Throckmorton, Adel F., *Studies in Social Living, A Handbook for Teachers*, State of Kansas, Kansas Printer: 1950.

2. Strickland, Ruth G., *The Language Arts in the Elementary Schools* (Boston: Heath & Co., 1950).

3. Price, R. Holleman, *How to Use a Textbook*, Bulletin No. 4 (Alabama: State Board of Education, 1948).



principle applies to textbooks, reference books, reference materials, maps, globes, and any book the child is going to use. In selecting textbooks, one must remember the "Dangers to Avoid" given by Dr. Leonard Kenworthy, Brooklyn, N. Y.:

1. Bizarre approach.
2. Uncritical good-will.
3. Superficial geography.
4. Judging other countries by the United States standards.
5. Stereotype.
6. Lack of up-to-date information.

In examining textbooks (for this workshop) for grades one, two and three, it is generally agreed by the group that most books for grades one, two and three deal mostly with happenings of the home, school and the community, with the exception that some books for grade two but mostly for grade three branch out to some stories of countries in far away places.

The supplementary readers and regular social studies textbooks were found to contain the stories to prepare the primary children with a readiness for international understanding.

Several textbooks have been listed and annotated for use to help pave the way for children to become "citizens of the world" rather than "citizens in their own community."

The following are textbooks to accompany the filmstrip of Row, Peterson and Company, Evanston, Ill., written by Mabel O'Donnell: *Chinese Children*, 36 pages, grade 3.

This book tells of the life and work of the Chinese people. An interesting account is given of the Chinese school.

*Italian Children.*

An interesting account of the olive harvest in Italy. Also an account of celebration after olive harvest.

*Japanese Children.*

Japan, "The Land of the Rising Sun," made up of many islands. Tells of the life and customs. Details of cherry blossom festival.

*Norwegian Children*, 36 pages, grade 3.

Tells of life on the mountain pastures during summer with the return to home to the fjords for winter.

*Spanish Children*, 36 pages, grade 3.

This is a letter to boys and girls from a Spanish boy. He tells of market life, life in the city, and Luisa's Happy Birthday.

The following are written and published by the same people with Elizabeth Bloss as co-author:

*English Children.*

Tells of Frank's life with his family—and of holiday at the seaside.

*French Children.*

Story of farm life, market day and work of the French people.

*Swiss Children.*

Vacation land of beauty. Land of tourists. Gives account of mountain pastures during summer.

This bibliography contains a selection of textbooks to be used in grades one, two and three to acquaint little people with the idea that there are people living in far away places who are just a little different from themselves, yet some are needed to help make life in America more comfortable.

### Bibliography

Beaty, John Y., *Story Pictures of Our Neighbors*, Chicago: Beckley-Cardy.

Contains one story about Japan.

Edell Illus., Fax, *Present from Rosita*, Chicago: Julian Messner, 1952.

Little Puerto Rican girl adapts to United States.

Edmonds, Kennell, Kosambi, Chao, *Globe Community Books*, Boston: D. C. Heath and Co.

*Down Under in Australia*, Edmonds.

*Factory Train in Soviet Asia*, Kennell.

*Growing Up in India*, Kosambi.

*Young Citizen of China*, Chao.

Harris, Julia A., *Making Visits*, Chicago: Houghton-Mifflin Co., 1949, pp. 130-152.

Interesting stories of French and Scotch children.

Hay, Ella H., and Dudley, Dessalee Ryan, *Our Home and Our World*, Chicago: Beckley-Cardy, grade 3.

Hildreth, Gertrude, *Far Away Ports*, Chicago: Winston.

Tells of toys and pets in other lands.

McKee, Paul, Harrison, McCowen, Lehr, *Come Along*, Houghton-Mifflin Co., Chicago, pp. 153-178.

Contains one story of five Chinese brothers.

Neurath, Lauwrys, *How the World Was Explored*, Chicago: Lothrop, Lee and Shepherd, pp 36.

Remarkably condensed little book that covers the entire story of exploration from Columbus to Kon-Tiki.

Nolan, *Luck and Pluck*, Boston: D. C. Heath and Co.

Stories from Mexico, Iraq, Liberia.

Ochida, Illus., Sugimoto, *New Friends for Susan*, Chicago: Scribner's Sons, 1951, 185 pp.

The story of how a little Japanese-American girl goes to a new school and how she makes new friends.

O'Donnell, Mabel, *The New if I Were Going*, Evanston: Row, Peterson and Company, grade 3.

Stories of many countries.

Polkinghorne, Ada R., *Our Food*, Chicago: National Dairy Council.

For primary people. Beautifully illustrated. Bananas and pineapples are grown far away. Other stories are of foods of our country.

Quilan, Myrtle Banks, *Busy World*, Chicago: Allyn and Bacon, third grade, pp. 95-154.

Has many stories of other countries. Very good.

Rojankovsky, *Great Big Wild Animal Book*, Chicago: Simon & Schuster, Inc., 1951, pp. 36.

Spectacularly beautiful pictures in gleaming colors of wild animals around the world.

Russell, David H. and Wulfin, Gretchen, *Friends Far and Near*, Chicago: Ginn and Company, grade 3, pp. 170-215.

Stories of children everywhere.

Smedley, Eva A., and Olsen, Martha C., *Second Reader*, Chicago: Hall & McCreary, 1928, pp. 28-45; 149-158; 173.

This Second Reader contains stories of people of Holland, China, the brown boy, and Africa. Too stereotyped.

Smith, Nila Banton, *Near and Far*, Chicago: Silver Burdett Co., grade 3.

Has stories of the Netherlands, desert lands and Japan.

Smith, Nila Banton, *From Sea to Sea*, Chicago: Silver Burdett Co., 1945.

Stories of the Southlands are in this book.

Spencer and Fritschler, *Exploring New Trails Series*, Chicago: Lyons and Carnahan.

Many books in series to cover our adjoining neighbors.

Storm, Grace E., *Friends About Us*, Chicago: Lyons and Carnahan, grade 2.

Tells of Mexico and the Eskimo.

Suzzallo, Freeland, McLaughlin, Skinner, *Fact and Story Reader*, Chicago: American Book Co., 1930. Book 2.

Stories in the book about countries across the sea.

United Nations, *Garden We Planted Together*, Brooklyn, N. Y.: Whittlesey House, 1952, pp. 48.

Dramatic presentation of the idea of co-operation leading to a simple explanation of the working principle of the United Nations.

Vannest, Charles Garrett, *Social Studies for Lower Grades*, St. Louis: Webster Publishing Co., 1930.

This book has chapters on lives of primitive peoples.

Yoakam, Veverks and Abney, *From Every Land*, Chicago: Laidlaw Brothers.

Interesting stories of many lands.

### Directory of Publishers

Abingdon-Cokesbury, Abingdon-Cokesbury Press Headquarters, 810 Broadway, Nashville 2, Tenn.

Allyn and Bacon, 11 E. Thirty-sixth, New York 16, N. Y.

American Book Company, 55 Fifth Avenue, New York 5, N. Y.

Beckley-Cardy Company, 1632 Indiana, Chicago 16, Ill.

Children's Press, Inc., Throop and Monroe, Chicago 7, Ill.

Coward-McCann, Inc., 210 Madison Avenue, New York 16, N. Y.

The Thomas Y. Crowell Company, 432 Fourth Avenue, New York 16, N. Y.

John Day Company, Inc., 210 Madison Avenue, New York 16, N. Y.

Doubleday and Company, Inc., 575 Madison Avenue, New York 22, N. Y.

E. P. Dutton and Company, Inc., 286-302 Fourth Avenue, New York 10, N. Y.

Encyclopaedia Britannica, Inc., 20 N. Wacker Drive, Chicago 6, Ill.

A. Flanagan Company, 320 W. Ohio, Chicago 10, Ill.

- Friendship Press, 156 Fifth Avenue, New York 10, N. Y.  
Garden City Publishing Company, Inc., Garden City, N. Y.  
Ginn and Company (Athenaeum Press), Statler Building, Park Square, Boston 17, Mass.  
Grosset and Dunlap, Inc., 1107 Broadway, New York 10, N. Y.  
E. M. Hale and Company, Publishers, 320 S. Barstow, Eau Claire, Wis. (Now handling Cadmus Books.)  
Harcourt, Brace and Company, Inc., 383 Madison Avenue, New York 17, N. Y.  
Harper and Brothers (Pleiad Press Imprint), 49 E. Thirty-third, New York 16, N. Y.  
D. C. Heath and Company, 285 Columbus, Boston 16, Mass.  
Heritage Press, 595 Madison Avenue, New York 22, N. Y.  
Holiday House, Inc., 8 W. Thirteenth, New York 11, N. Y.  
Henry Holt and Company, Inc., 257 Fourth Avenue, New York 10, N. Y.  
Houghton-Mifflin Company (Riverside Press, Cambridge), 2 Park, Boston 7, Mass.  
Junior Literary Guild and Ariel Books, New York, N. Y.  
Alfred A. Knopf, Inc., 501 Madison Avenue, New York 22, N. Y.  
J. B. Lippincott Company, 227-231 S. Sixth, Philadelphia 5, Pa.  
Liveright Publishing Corporation, 386 Fourth Avenue, New York 16, N. Y.  
Longmans-Green and Company, Inc., 55 Fifth Avenue, New York 3, N. Y.  
Lothrop, Lee and Shephard Company, Inc., 419 Fourth Avenue, New York 16, N. Y.  
Lyons and Carnahan, 2500 Prairie, Chicago 16, Ill.  
A. C. McClurg and Company, 333 E. Ontario, Chicago 11, Ill.  
McGraw-Hill Book Company, Inc., 330 W. Forty-second, New York 18, N. Y.  
David McKay Company, 225 Park Avenue, New York 17, N. Y.  
The Macmillan Company, 60 Fifth Avenue, New York 11, N. Y.  
Charles Merrill Company, Inc., 400 S. Front, Columbus 15, Ohio.  
Julian Messner, Inc., Publishers, 8 W. Fortieth, New York 18, N. Y.  
William Morrow and Company, Inc., 425 Fourth Avenue, New York 16, N. Y.  
Thomas Nelson and Sons, 19 E. Forty-seventh, New York 17, N. Y.  
Oxford University Press, 114 Fifth Avenue, New York 11, N. Y.  
G. P. Putnam's Sons, 210 Madison Avenue, New York 16, N. Y.  
Rand-McNally and Company, 536 S. Clark, Chicago 5, Ill.  
Random House, Inc., 457 Madison Avenue, New York 22, N. Y.  
Reynal and Hitchcock, 383 Madison Avenue, New York 17, N. Y.  
Row, Peterson and Company, 1911 Ridge, Evanston, Ill.  
Scott Publications, Inc., 1 W. Forty-seventh, New York 19, N. Y.  
Charles Scribner's Sons, 579-599 Fifth Avenue, New York 17, N. Y.  
Silver Burdett Company, Everett Building, 45 E. Seventeenth, New York 3, N. Y.  
Simon and Schuster, Inc., 1230 Avenue of the Americas, New York 20, N. Y.  
Frederick A. Stokes Company, Philadelphia, Pa. (See Lippincott.)  
University of North Carolina Press, Box 510, Chapel Hill, N. C.  
The Viking Press, Inc., 18 E. Forty-eighth, New York 17, N. Y.  
Frederick Warne and Company, Inc., 79 Madison Avenue, New York 16, N. Y.  
Franklin Watts, Inc., 119 W. Fifty-seventh, New York 19, N. Y.  
Webster Publishing Company, 1800-08 Washington, St. Louis 3, Mo.  
Westminster Press, Witherspoon Building, Philadelphia 7, Pa.  
Albert Whitman and Company, 560 W. Lake, Chicago 6, Ill.  
John C. Winston Company, 1006-1020 Arch, Philadelphia 7, Pa.

## Audio-visual Aid Suggestions

In thousands of schools today large groups of students are traveling to the farthest corners of the earth in the course of a single classroom period through the means of pictures. These pictures are brought before the class by textbooks, opaque projectors, stereographs, slides, filmstrips, silent and sound pictures. Also still films are good for younger children whose reading ability is limited. They are also fine for introducing and motivating a study of other countries.

The great value of this type of teaching in the classroom is in supplementing the traditional methods of instruction. The teachers' use of films is not intended to do away with the teacher or the textbook, but to make their instruction more efficient. Films are great time savers because the material is compact and explanations are concise.

The films listed in the bibliography are accompanied by lesson guides, so the teacher can know in advance what points the film stresses and can anticipate the discussion which will arise in the class.

The following suggestions may prove helpful for the teacher who has had limited experience in using films:

1. Select a film in the grade level for which it will be used. The suggested grade level for use of a film is given in the description.
2. Preview the film before using it. Check to be sure the film portrayal is authentic. Be sure the film company shipping schedule is arranged so that a film will arrive one day before the date of use.
3. Familiarize yourself with all films you use, note taking at the preview, a study of the film guides, and references to notes taken during previews will prove helpful.
4. Set up with the class the purposes for seeing the film, before it is projected. Help the class to relate the film to the work at hand, indicating its limitations and strength. Give title and running time and describe points in the film to which students should give particular attention.
5. Show the film through without interruption the first time. On repeated showings you may want to run only portions of the film and then stop for discussion.
6. When appropriate, cover questions related to the film in examinations. This will help to dispel the idea that educational film showing are times for relaxation.<sup>1</sup>

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1. Kansas University Bulletin, Audio Visual Aids, Kansas University, Lawrence, Kansas.

## Stillfilms, Silent and Sound Motion Pictures

## I. Stillfilms

A. Opaque Projector. The opaque projector enables the teacher to flash upon the screen almost any picture that is considered useful to the presented subject matter.<sup>2</sup> Postcards, pictorial clippings from newspapers and magazines, as well as pictures from books, can be used. For example:

## 1. Postcards and Flat Pictures

- a. Millen, "Children at Play Around the World." N. Y. Friendship Press, 8 pictures in a set; larger size, \$1. Pictures children of Alaska, Africa, China, India, Korea, Puerto Rico, Syria, and the U. S. S. R.
- b. Friendship Press, "Around the World" Series. Good for small children.
  1. Children at Play Around the World.
  2. Children and Their Toys Around the World.
  3. Children and Homes Around the World.
  4. Children and Their Pets Around the World.
  5. Children at Worship Around the World.
  6. Babies Around the World. Six pictures each, postcard size, 25¢; 10" x 12", \$1.
- c. Miller, Bruce, "Sources of Free Inexpensive Pictures for Use in the Classroom." (1951 edition) 50¢ each.

## 2. Magazines

- a. National Geographic Magazine Cumulative Index, 1899-1949, National Geographic Society. \$2.50.
- b. National Geographic Magazine Cumulative Index, 1947-1949, National Geographic Society. \$2.50.
- c. Travel Magazine Holiday.
- d. Pictures in the Local Library.
- e. Pictures from Travel Bureau (do not depend too much on these as they are likely to stress the exotic and colorful): Flat pictures and magazines should be mounted on cardboard.

## B. Stereograph and View Masters

The stereograph and view master reels are other means of helping our children to become world minded.

1. Stereograph (not mentioned in supply catalogs at the present time).
2. View Master Reels, 35¢ each or 3 for \$1, purchased at most all book stores.
  - a. New Adventures of Sam Sawyer.
    1. Sam-4-Sam in Darkest Africa.
    2. Sam-5-Sam in the Land of Ice.
  - b. Mexico.
    1. Mexico City, 501.
    2. Costumes and Dances of Mexico, 524.
  - c. Central America.
    1. Panama City, Panama, 530.
    2. Guatamala City, Guatamala, 524.
  - d. West Indies.

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2. Dale, Edgar, *Audio Methods in Teaching* (Dryden Press, 1946).

- e. South America.
- f. South Pacific.
- g. Philippine Islands.
- h. Africa.
- i. Asia.
- j. Egypt.
- k. Europe.
  - 1. England.
  - 2. France.
  - 3. Vatican State.
  - 4. Italy.
  - 5. Switzerland.
  - 6. Ireland.
- l. Hawaïi.
- m. Canada.

#### C. Slides.

1. Photographic. Authentic photographs brought back or sent home by servicemen or civilian travelers could be sent to any film company for processing. They will be returned to you mounted in cardboard in the 2" x 2" size or 3¼" x 4" and ready for projection.
2. Handmade. Handmade slides consist of several types: Etched glass, cellophane, and special transparencies.
  - a. Etched glass slides. Has two different surfaces: Smooth, the other resembling a frosted electric bulb. This is the surface for applying ink or crayon.
  - b. Clear glass slides. Must be properly surfaced to give the best results. You can coat one side with lacquer or gelatine. Ordinary dessert gelatin will do. Mix about ¼ teaspoon to a cup of hot water in a container large enough to cover a slide. Hold the slide by the edges and dip one surface into the solution. It will dry in a few minutes. If you use lacquer, mix one part of the clear lacquer thinner, and apply with a small brush. Third-grade children might like to draw with pencil flags of other nations on these slides. Further suggestions and materials for preparing etched glass, clear glass, cellophane, and special transparencies can be obtained from the Keystone View Co. Catalogue gives free and extensive listings of 3¼" x 4" slides; materials and directions for slide making.

#### Slides for Primary Children

*Children of Belgium and the Netherlands*, Society for Visual Education, Inc., color, 10 slides, \$5.

*Children in Many Lands*, Society for Visual Education, Inc., 14 slides, \$7.

Children in Germany, Italy, Norway, Ireland, China, India, Japan, Peru, Hawaii, Alaska, Yugoslavia, with special emphasis on their way of dress.

*Children of Mexico*, Society for Visual Education, Inc., 10 slides, \$5.

Shows Indian and mestizo children at work and play, in colorful fiesta costumes and everyday clothing.

*Czechoslovakian Children*, Society for Visual Education, Inc., 10 slides, \$5, grades 3 plus.



*Europe's Displaced Children*, Society for Visual Education, Inc., 10 slides, \$5, grades 3 plus.

*German Children at Play*, Society for Visual Education, Inc., 10 slides, \$5, grades 1-6.

*German Children at Their Daily Tasks*, Society for Visual Education, Inc., 10 slides, \$5.

Simple tasks which children must do in the large job of rebuilding the family.

*Lapp Settlement in Summer*, Society for Visual Education, Inc., 5 slides, \$3, grades 1-6.

View of a Laplander's garden patch and temporary summer shelter.

*People in Many Lands*, Society for Visual Education, Inc., 15 slides, \$7.25.

Costumes, customs, and ways of working in Sweden, Morocco, Egypt, China, Japan, Norway, Yugoslavia, Peru, Java, Hawaii, and Mexico.

*Ranching in Australia*, Society for Visual Education, Inc., 5 slides, \$3, grades 1-6.

Herding and corralling sheep and cattle.

*Swiss Children*, Society for Visual Education, Inc., 5 slides, \$3, grades 1-6.

Portrays activities of children at home and school.

*Scandinavian Children*, Society for Visual Education, Inc., 10 slides, \$5, grades 1-6.

Pictures of children which typify the inherent characteristics and activities of Scandinavians.

### Film Strips

*Ahmed*, Stillfilms, K-4, black and white, 15 frames, \$1.50, color, 30 frames, \$3.85.

The life of an Arab boy.

\**Animals Around the World*, Mosser-Wolf Co., color, 44 frames, grades 3-5, individual strip \$6.

Animals around world reproduced fine, original paintings. Teaches correct identification of animals, meanings of protective coloration, and ways in which animals are useful to man.

\**Chang*, Stillfilms, K-4, black and white, 15 frames, \$1.50, color, 30 frames, \$3.85.

The life of a boy in the jungle of Siam.

\**Chinese Children*, Stillfilms, K-4, color, 30 frames, \$3.85, black and white, \$1.50.

*Children of the Orient Series*, Young America, Mosser-Wolf, Inc., grades 1-6, set of 6 filmstrips, \$30, 40 frames.

Shows the way of life in other lands, each an original story about children of the Orient.

1. Koko of the Philippines, \$6.
2. Selim of Egypt, \$6.
3. Ming Li of China, \$6.
4. Ali of Saudi Arabia, \$6.
5. Ramesh of India, \$6.
6. Gulen of Turkey, \$6.

- \**Christmas*, Young America Films, Inc., 28 frames.

This filmstrip is devoted almost entirely to the story of our Christmas customs—the origin of the Christmas tree, Santa Claus (or St. Nick), the yule log, and others. Considerable attention is given to interesting Christmas customs in other lands.

- \**English Children*, Stillfilms, K-4, black and white, \$1.50, 15 frames, color, 30 frames, \$3.85.

- \**Eskimo Boys of Neewak*, Stillfilms, K-4, color, 34 frames, \$3.85.

- \**Eskimo of Alaska*, Superior School Supply Co., grades 2-5.

Four films on daily life in a typical Eskimo village. Emphasis on contrast of summer and winter activities—hunter, fishing, transportation, school, etc.

- \**A Garden We Planted Together*, Kansas State Teachers College.

A film on the United Nations for small children.

- \**German Children*, Stillfilms, K-2, black and white, \$1.50, 15 frames.

- \**Flicka, Ricka, Dicka Stories*, Hoover Bros., 6 filmstrips in color, \$19.50, grades 1-3.

Filmstrip versions of Major Lindman's well-known stories of the adventures of three lovable Swedish girls. Aids in developing the concept that children of foreign lands experience similar adventures, pleasures and desires to those of American children. Other social concepts are also stressed.

- \**Hansel and Gretel*, Young America Films, 52 frames, \$6 each.

- \**Hilda, Dutch Fishing Village*, also

*Hilda, Dutch Market*, K-2, black and white, \$1.50.

- \**Italian Children*, Stillfilms, K-2, black and white, 15 frames, \$1.50.

- \**Japanese Children*, Stillfilms, K-2, black and white, 15 frames, \$1.50.

*Jiro and Hanako of Japan—Work and Play*, Visual Education Service, 1950, 39 frames, elementary and junior high.

Chores, games, and holidays in the life of a typical Japanese boy and girl.

- \**Jack, the Piper—Scotland*, Stillfilms, K-2, black and white, 15 frames, \$1.50.

*Kofi, an African Boy*, Young America Films, Mosser-Wolf, Inc., \$6.

*Let's Visit an Ocean Liner*, Mosser-Wolf Co., 40 frames, black and white, \$3, grades 2-4.

Pupils through pictures actually visit a great modern luxury liner. They are taken on a guided tour over the ship seeing decks, salons, cabins, and bridges.

- \**Little Jeanne—France*, Stillfilms, K-2, black and white, 15 frames, \$1.50.

- \**Maria, the Potter (A & B)*, Stillfilms, K-2, \$1.50, 15 frames, black and white.

- \**Mexican Children*, Stillfilms, K-4, 30 frames, color, \$3.85, black and white, \$1.50, 15 frames.

#### *People Are People Series:*

Part I—The Twelve Families; How They Farm; Their Food (44 frames).

Part II—How They Shop; Their Kitchens (30 frames).

Part III—How They Bathe; At Bedtime (30 frames).

Part IV—How They Play; Their Laundry (30 frames).

Part V—How They Get Around; How They Worship (30 frames).

Part VI—How They Study; At Home (30 frames).

Price: Set of 6 filmstrips, \$16.50, each; filmstrip, \$3.50, teachers' guide included.

These filmstrips based on a series of picture-stories prepared by Ladies Home Journal. The filmstrips follow the daily lives of twelve rural families—England, Africa, China, Mexico, Japan, Pakistan, Egypt, Czechoslovakia, France, Germany and Italy—and are organized around the themes of Food, Shelter, Education, etc., as shown in the titles.

*Peter and the Dike*, Encyclopedia Britannica Film Co., in color, with captions, 45 frames, grades 1-6.

Famous Dutch story vividly told with original color drawings.

\**Snipp, Snapp, and Snurr Stories*, Hoover Bros., grades 1-3, \$22.50.

Filmstrip versions of Major Undman's book of the same title. Three Swedish brothers whose many interesting experiences have value for primary grades.

\**Swiss Children*, Stillfilms, K-2, black and white, 14 frames, \$1.50.

\**Tunyo, Drummer of Taos (A & B)*, Stillfilms, K-2, black and white, 15 frames, \$1.50.

\**Young Kellys of Ireland*, Stillfilms, K-2, black and white, 15 frames, \$1.50.

*Whittington, Dick*, Hoover Bros., 45 frames, in color, with captions, grades 1-6.

Famous English story vividly told with original color drawings.

*World Friendship Kit*, Hoover Bros., kit \$38.50.

The five Sing a Song of Friendship filmstrips, the album of four Teach-O-Disc recordings of the songs and the fully illustrated Irving Caesar book of the music and words of the songs. The filmstrips and records are synchronized for joint presentation.

### Silent and Sound Motion Pictures

*Child Life in Foreign Lands*, Society for Visual Education, Inc.

TA236S—Living in Other Lands Series (primary and intermediate).

TA236-1—Denmark—Hilda of Denmark.

TA236-2—Finland—Helvi of Finland.

TA236-3—Iceland—Einar of Iceland.

TA236-4—Norway—Ingrid of Norway.

TA236-5—Sweden—Greta of Sweden.

Each filmstrip with substitutes, \$3.

TA236S—Complete set of 5 filmstrips, \$13.75.

*Children of China*, Encyclopedia Britannica Film, 1940, Eastin Pictures Co., rental \$1.95, 10 minutes.

Shows a day in the lives of a Chinese farmer and his family. We see the farmers and their wives at their toil, the villagers at some of their activities, and the children at their lessons and games. Thus we learn many things about the food, clothing, conversation, habits, work and home life of our Chinese friends.

*Children of Holland*, Encyclopedia Britannica Film, 1939, grades 1-6, Eastin Pictures Co., school work, rental \$1.95.

Shows everyday life and activities, customs, and apparel are faithfully portrayed.

*Children of the Nile*, Ideal Pictures, 1950, price \$3.75.

From Encyclopedia Britannica book by the same name.

*Children of Russia*, Ideal Pictures, 1950, price, \$2.20.

From Encyclopedia Britannica book by the same name.

*Children of Switzerland*, Encyclopedia Britannica Film, Eastin Pictures Co. (1950), rental \$1.95.

From Encyclopedia Britannica book by the same name.

*Chinook's Children*, Audio-Visual Bulletin, Kansas University, Lawrence, Kansas, 10 minutes, sound, grades 1-8, week rental \$2.

Intelligent, friendly and fierce. The Husky is indeed the work dog of the Arctic. Training begins at one year. Skilled men and women drivers participate in racing.

\**Eskimo Children*, Encyclopedia Britannica Film, Eastin Pictures Co., 1941, week rental \$1.95, 10 minutes.

We spend a day, in this picture, with a little Eskimo girl and her small sister at their home in the Far North. We learn that life is hard in this cold, barren part of the world. The men must spend most of their time hunting and fishing, while the women are kept busy making warm clothes for the long severe winter. The film shows the way of life still followed by most Eskimos, and depicts typical houses, clothing, food, conversation, amusements and work.

\**French Children*, Encyclopedia Britannica Film, Eastin Pictures Co., rental \$1.95, 10 minutes, black and white, 96 frames, silent, with captions, 1950.

Here we visit a farm family living in Brittany in Western France. The work of each member of the family and family customs and traditions are shown. We go with two of the children to their school, and with the children and their mother to the neighboring town on market day. There are glimpses of the French countryside and an old castle.

*For All the World's Children*, Audio Visual Center, Indiana University, Bloomington, Ind., 29 minutes, sound, black and white, CS-518, \$4.75 (Warner Pathe News with UNICEF).

Portrays the world-wide activities of UNICEF (United Nations International Children's Emergency Fund), including the distributions of supplies from one part of the world to eventual feeding operation in another.

\**If I Were Going to France*, Society for Visual Education, 1951, 48 frames, silent with captions, black and white, \$3.

A general picture of France for children in grades 2-3.

\**Janet Visits France*, Curriculum Films, 1951, 26 frames, silent with captions, color, price \$3.95.

Janet sees how people live in fishing and farming areas.

*Mystic Siam*, Teaching Film Custodians, 10 minutes, sound, elementary, junior and senior high.

Siam's importance in world affairs.

*Spanish Children*, Encyclopedia Britannica Film, 1948, Eastin Pictures Co., 10 minutes, rental \$1.95.

Visit with a rural family of Southern Spain. See both town and country life. Emphasizes activities of the children in the family.

*Tina, a Girl of Mexico*, Firth Film, 1946, Eastin Pictures Co., week rental, \$5.95, 16 minutes.

Tina is a teen-age Mexican girl in the small but beautiful city of Taxo, and this full length film tells us the story of her everyday life. Tina goes

marketing with her mother, helps care for her small brother, plays with friends, watches the daily tasks of neighbors, and finally goes to a fiesta with her father. We become familiar with her home, her household duties, her parents, and her friends and in this way we learn much about the way of life of a middle class Mexican family.

#### Audio-visual Source Material for the Teacher

1. Opaque Projection, a New Frontier in Teaching, by J. Y. Taylor, Buffalo, N. Y.; American Optical Co., 1941. Free. Suggestions and directions for use of opaque projection on various age levels and in various learning areas.
2. Simple Directions for Making Visual Aids, by L. Hethershaw, Lawrence, Kan., Department of Visual Instruction, National Education Association, 1912 Illinois, 25¢, practical suggestions; easy to follow.
3. Sources of Visual Aids for Instruction in the Schools. Washington, D. C., Federal Security Agency, U. S. Office of Education, Pamphlet No. 80, revised 1941, 15¢.
4. S. V. E. Ed. Motion Picture Catalogue. Chicago: Society for Visual Ed. Inc., 327 S. LaSalle, free. Brief descriptions of ed. films, filmstrips, and 2" x 2" slides under topical headings.
5. Educational Film Guide, N. Y., H. W. Wilson Co., 1950, \$4. Lists almost all available films in U. S., with brief annotation on the age level and content.
6. Hartley, William H., *A Guide to Audio-Visual Materials for Elementary School Social Studies*. The Rambler Press (50 Court, Brooklyn 2, N. Y.), 1950, 192 pp., \$3.85.
7. International Understanding: Catalogue of 16 mm. films dealing with the U. N., its member states and related subjects, 1950 edition, 63 pp., 25¢. Available from the Committee of International Relations, National Ed. Asso., 1201 Sixteenth, N. W., Washington, D. C. Unfortunately does not give any indication of age levels of films.
8. Guide to Free Slide Films, 1950 Educators Progressive Service, Randolph, Wis.
9. Slide Company—Society for Visual Ed., 100 E. Ohio, Chicago, Ill.
10. SVE Speed-i-o-slides, packaged 25 in a box and in bulk pack of 100 slides. Package of 25, \$2.95. SVE Speed-i-o-slides are especially treated glass slides in standard SVE binders. Words, signs, numbers, forms, shapes, dates, etc., can be penciled on the slide surfaces for projection on the classroom screen. Their many applications extend the range of 2" x 2" slides for classroom use. With them a teacher can develop and strengthen subject matter skills in practically every curriculum area. Excellent for use in tachistoscopic (flash recognition) training. Speed-i-o-slides are easily read—there is no glare—2" x 2" size fit all 2" x 2" slide projectors.

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\* Have been previewed by this committee.

## Film Distributors

Teach-O-Filmstrips, Mosser-Wolf Company, 1107 Massachusetts, Lawrence, Kan.

Stillfilms, 35 S. Raymond, Pasadena, Cal.

Young America, Mosser-Wolf, Inc., 1107 Massachusetts, Lawrence, Kan.

Audio-Visual Division, Popular Science Publishing Co., 353 Fourth Ave., New York 10, N. Y.

Hoover Brothers, 1020 Oak, Kansas City 6, Mo.

Kansas State Teachers College Film Library, Kansas State Teachers College, Pittsburg, Kan.

Encyclopedia Britannica, 1150 Wilmette, Wilmette, Ill.

Society for Visual Education, Inc., 345 W. Diversey Parkway Inc., Chicago 14, Ill.

Audio Visual Center, Indiana University, Bloomington, Ind.

Teaching Film Custodians, 25 W. Forty-third, New York 18, N. Y.

Eastin Pictures Co., Davenport, Iowa.

Audio Visual Center, Kansas University, Lawrence, Kan.

Modern Sound Pictures, Inc. (Encyclopedia Britannica Films), Omaha 2, Neb.

Ideal Pictures, 58 E. Water, Chicago 1, Ill.

## Some Comments and Conclusions

Surveying the outcome of the Workshop activities, one cannot escape the conviction that education must play a tremendously important role in world affairs in the years immediately ahead. Some ideas and proposals for improving education for human understanding have been presented. Other comments and conclusions of importance, not bearing so directly on this theme, were expressed. From these a few extracts are appended to make the record more comprehensive and to pass along a few thought-provoking statements.

*Doctor Kenworthy.*—By way of a brief answer to those who denounce the UN as “not accomplishing anything,” Doctor Kenworthy recommended a fair-minded appraisal of things already accomplished and under way. A summary of these may be found in a publication of the U. S. Mission to the United Nations entitled “Some Accomplishments of the United Nations” (which has recently been brought up to date). We have space for the mention of but a few, as follows:

- Secured the withdrawal of Soviet troops from Iran;
- Assisted in mediation between Israel and Arab neighbors;
- Assisted Greek government to end fighting and to turn to constructive programs;
- Through on-the-spot efforts, helped bring about conciliation in Kashmir;
- Assisted to bring about the independence of Indonesia;
- Was instrumental in securing independence for Libya, promise of independence for Somaliland, and making Eritrea an autonomous state;
- Over nineteen million people live in United Nations Trust territory and many significant improvements have been recommended and secured for them;
- Engaged in building strength for peace-loving peoples by international action against hunger, disease and ignorance;
- The pooling of skills made possible under the UN Technical Assistance Program provided over 700 technical experts to assist in under-developed areas of the world.

These are but a few of many, many beneficial activities and services sponsored and carried on by the UN. There are enough, however, to indicate that one who decries the UN may have failed to learn and evaluate the events which are a matter of record.



*Professor Richmond.*—Discussing "What Makes a Good Teacher?" Professor Richmond said in part: "I could trot out all the attributes which your educational texts have given you. Unfortunately, we can't make it quite as simple as that. Nearly 2,000 years ago Quintilian said in effect 'A good teacher is a good man, skilled in the art of speaking.' He did not tell us what makes a good man, nor how to become a good speaker. I think we must go farther than Quintilian.

"I am sometimes appalled, though, by the lists of things which are asked of teachers, the standards are set so high. I started to appraise myself by one of the lists, which first required a love for children; I must reflect (and practice) high ideals of life; I must be emotionally stable and mature (I don't think my wife would pass me on that one!); I must be fair-minded on controversial matters; must show professional growth, and so on. I got tired and stopped, for the list went on for another page or so.

"The books say a good teacher must have a liking for children. I venture the most of you will agree and may be horribly shocked if I tell you I don't wholly believe that, perhaps not at all. John Wesley has been quoted widely as a spiritual teacher, and of children he said 'break their wills betimes.' I must confess I am of two minds—neither has the entire truth. I have known teachers who detested certain children at first, but shed a tear or two after they moved on. (Apropos, he remarked in another talk that John Knox had caused him a good deal of trouble. Some teachers under Richmond's supervision took John Knox too literally, for it is said that he believed children are born with Satan in them and that it was the teacher's business to 'knock the hell' out of them.)

"And we are told that a teacher must 'know his stuff'—be a specialist in his field. That is very, very true. Nothing demands respect so much as to be considered 'somebody that knows.' But merely knowing will not make you a good teacher. You can't get by simply on content, although I agree that it is an essential.

"A teacher must be trained in the techniques. Most people don't believe in the 'born' teacher. They say he is a very rare bird. It is generally agreed in education that the teacher must be trained, must have the ability to 'put it across.'

"And the writers stress human qualities—patience, sympathy, sense of humor. Well, we can't all be funny. If that is a must, I am a poor teacher. Command of language? Many teachers are glib talkers and like to hear themselves. There is danger in it. Rousseau said that teachers babble too much.

"I repeat, I don't believe love of children is first, but rather the first is a belief in the worth-whileness of people as people. A near-idiot should be treated by the teacher as courteously and considerately as one with an IQ of 160. I suppose in my administrative duties I have seen tens of thousands of teachers in action. I am puzzled to know what it is that makes some teachers good. I have seen one whose discipline was poor, but whose results were highly commendable. I have seen some who did not 'know their stuff' very well, but were still good teachers.

"So, I am puzzled to know just exactly what it is that makes a good teacher. But I can at least sum it up in one word—*personality*. Who were the two greatest teachers in history? Who stood out head and shoulders over all others? They were Jesus Christ and Socrates. Blasphemy to couple them together in the same breath as similarly endowed? I do not regard it so. Both taught great truths in their own unique ways. But the common denominator, as I view it, was that both took life seriously—very, very seriously.

"This I do know—to be a good teacher requires some sort of religious interpretation of life. If you want to be a good teacher you must 'think on these things' and 'let your light shine.'"

*Doctor Rufi*.—"Some Convictions Growing Out of My Experience and Long Study and Observation" was the title Doctor Rufi gave his final talk before the Workshop.

"First, let me begin by calling attention to something all of us know but do not grasp the significance of. We don't think very much about it. It has come so very rapidly—speed of transportation. Man, many thousands of years ago, discovered how to save labor by making a rolling log or stone perform part of his work of transportation. Then, perhaps many thousands of years later, he learned to cut off a section of log and employ it as a wheel, giving rise to the development of an axle. The use of the wheel started a wonderful series of developments in mechanical operations.

"We read that the wheel was first developed in Mesopotamia. Then it took a thousand years to make its way to the Nile valley. Transportation was still incapable of much speed. Some fifty years ago two young Americans, without much technical training, made a working airplane. About twenty-five years ago another young American sped across the Atlantic almost overnight. How startling is the shrinking of the world since then, when hundreds of thousands fly the ocean in a year now. In Shanghai I asked how soon I could get home to Columbia, Missouri. I was told that if I had

the money to pay the bill I could be home in about twenty-five hours.

"We have lost two of our greatest protective allies, namely the Atlantic and the Pacific. Modern flying has made us vulnerable where formerly we were safe from invasion. Because of our strategic position, I was taught, we were some sort of favorite nation in the sight of God. We were not afraid. Neither was ancient Babylon. Egypt had its place in the sun. Syria. Rome. They all fell. It could happen here.

"Now I am appalled at people who say, 'Let's get out of the UN.' They say it does nothing but get us into difficulties. That it is too expensive to maintain. I say *nonsense!* We have the UN. It has weaknesses. Let us strengthen it, refine it sympathetically, study it and make it the beneficent force it ought to be. The cost of maintaining it, I am told, was about sixteen cents for each American citizen last year—the price of a package of cigarettes! Is that too much to maintain the only world organization that offers any hope of international understanding? We ought to understand it. Let us eradicate its weaknesses.

"I believe with all my heart in Point Four. I have seen magnificent results from its operation. Sharing our techniques has done and can do a tremendous lot of good and win for us gratitude, in spite of apparent disappointments in some places. Oh, yes, a few persons were sent abroad under this program who should never have gone. I met a few first-class jackasses who were doing harm abroad, but by and large they are doing a fine work. The most of our representatives on this mission are trying desperately to accomplish that which they were sent to do. I asked in many places 'What do you think of the Americans?' I heard 'They are good to us' or 'They have helped us.' Of course some of them who go over on construction jobs are no pantywaists; they are pretty crude.

"Think of India and its diseases. Many of these are caused by polluted water. Yet sixty feet down is water, plenty of water, but they have no equipment to get to it. Think what it would mean to spot wells all over India at needed places. But preserving health is not the only problem. Some form of population control must be worked out eventually—a touchy subject, but vital. Point Four, comparatively, costs so little and can mean so much.

"We have corruption in our own country. Let's clean it up. If we don't have the kind of government we want, it's our own fault. Our judicial system can be improved. We can solve Negro diffi-

culties. We are making progress. The day is past when we can be contented with a mere provincial patriotism. There is too much complacent and boastful praising of our country, waving the flag, calling ourselves great, assuming we are the only people worthwhile in the world. Other countries have their virtues too. We must get out of the notion of racial and national super-excellence. Yes, let us love our country. But other peoples have that right too. We can learn something from Asia, from the Near East and Middle East. I would rather be an American, but I can appreciate and understand others.

"In the last place, we can never solve our problems without education. I am glad I am an American. It should be our aim to provide always better education on every level and in every place. I am glad I am a teacher. But we are as a people going to have to practice Christianity more than we have ever done before. Our brother's welfare is tied up with ourselves. What happens in Iran, in Indo-China, in Japan, affects us. If for no other reason than self-interest, we must achieve world understanding and co-operation, but we shall do better if we approach it with a genuine regard for others."

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