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THE
EDUCATIONAL
LEADER

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APRIL, 1958
VOLUME XXI
NUMBER 4

THE EDUCATIONAL LEADER

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REBECCA PATTERSON • Editor

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TENTH ANNUAL WORKSHOP
on
International Understanding

Kansas State Teachers College
Pittsburg, Kansas

DR. LEONARD H. AXE, *President*

July 1 to July 12, 1957

THEME—A Study of the Middle-East

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Suggested Workshop Activities:

For Group or Individual Work, Make Your Own Choice.

Book Report or Reports.

Unit of Work.

Paper on Middle-East.

or

Other activities to be approved by the Directors.

THE EDUCATIONAL LEADER

VOLUME XXI • NUMBER 4

Dr. Axe's Comments to Workshop on Gifted Children, July, 1957

First off, let me on behalf of K. S. T. C. express our very real and sincere appreciation to you for joining with us in this worthwhile project. Next, I want to express both the official college as well as my personal appreciation to Doctor Black and to Doctor Carroll for initiating and supervising the program.

It has recently been said, and properly so, that the future is probably more dependent upon our *intellectual* than upon our *natural resources*. As one of my colleagues said: "This is the age in which man with increasing vigor and success puts his questions to nature, gets his answers and with great rapidity translates them into benefits for men."

One of the biggest problems in the educational world today is creating a system of secondary schools which will meet the needs of all the young people who will serve in hundreds of different pursuits: agriculture, engineering, business, teaching, medicine, just to name a few. Europe has tried to solve the problem chiefly through the segregation of pupils in different schools. Many educators are of the opinion, segregation of the *intellectually gifted* is too easy a solution. St. Paul, Minnesota, I understand, set up a program segregating the gifted. I have been told the program failed because the people who were to be taught to be leaders were separated from the people they were to lead, and thus one of the important ingredients of democracy was omitted, namely, the feeling of responsibility to and for their fellow man.

This problem isn't restricted to the classroom. It is much wider in scope as illustrated by an article that appeared in the February 3, 1957, *Kansas City Star*. It tells of the story of a five-year old boy, whose IQ brought surprise to school men. He measured above the minimum requirements for the rating of a genius. As a result

of tests, he was transferred to a private school and enrolled in a class of twenty boys from one to two years older. His teacher was quoted as saying, "Although he is happier now than at any time since he began formal education, children in his neighborhood already have been calling him 'smarty'." The article went on to say friends of the family say he should be on a TV Quiz Program. Can the boy and others like him ignore the jibes of his associates, or more important can these associates be persuaded to accept him as a fortunate member of society with whom they are privileged to play and study and upon whom they can look with pride? Until we as a community can look with respect upon the favorably endowed scholar and not consider him a freak, a square, a brain, etc. with derision, I fear many of these potential scholars will fall back to the easy way of mediocrity and we and the world will lose the richness of their potentiality.

The gifted must be challenged. But from the point of view of our own culture, how should and how can it be done? This is your challenge. You are dealing with a challenging subject and one in which you cannot permit to falter. The momentum must be maintained.

Message to the Workshop

REES H. HUGHES

The United States, through a combination of rapidly occurring circumstances, has been placed in the position of leadership among free nations of the world. The impact is without precedent—both for the nation and for the people. Someone has well stated that world citizenship has become the newest responsibility of our citizens; you and I are involved.

In order to fulfill our obligations, we must become informed of the important political, social, economic developments and situations throughout the world. Easy communication makes it possible.

Advances in transportation have made the world into a neighborhood when measured by accessibility and time. We must endeavor as neighbors to get acquainted and associate with citizens of other countries. The opportunities are many. Sixty-five thousand college students studied outside their home countries last year. Thirty-six thousand of them were in the United States. The exchange programs for scholars, scientists, political leaders, professional people, representatives of labor and agriculture, and many others are expanding each year.

We should become acquainted with the United Nations and its program and its activities. We should recognize it and understand it as an international agency for peace and the only place where leaders of the world meet together to discuss their problems. The United Nations is endeavoring to promote peace on the basis of acquaintance, understanding, and co-operation between the peoples. Its programs go far beyond the assignments of a few diplomats and a few elected officers. It is a peoples' program, yours and mine and all of our neighbors.

So, this Workshop on International Relations for teachers is appropriate and timely. The schools should give an important place in their schedules for study and promotion of international acquaintance and understanding. Students should be stimulated to become informed in world affairs. They should be encouraged to express intelligent opinions and to exert influence in international matters. This is the American way. It can be an important factor in the promotion of international co-operation and permanent peace.

Class Roll for Workshop on International Relations, July, 1957

Name	Home address	Teaching position and address
Barr, Dorothy	Cedar Vale, Kan.	Grade 4, Junction City, Kan.
Bennett, June	Chanute, Kan.	Grade 6, Chanute, Kan.
Bond, Ethel Downing	Galena, Kan.	Grade 5, Galena, Kan.
Brady, Irene	Noel, Mo.	Grades 1 to 7, Tiff City, Mo.
Burnette, Ethyl	Coffeyville, Kan.	Grade 2, Coffeyville, Kan.
Burnett, Virginia Dent	Edna, Kan.	Supervisor of Music, Rural Schools, Labette Co., Kan.
Cleland, Lucy	Galena, Kan.	Grades 5 to 8, Galena, Kan.
Click, Willie Munday	Joplin, Mo.	Junior High Social Studies, Joplin, Mo.
Cole, Juanita	Parsons, Kan.	Grades 5 and 6, Parsons, Kan.
Collings, Josie	Diamond, Mo.	Special Education, Webb City, Mo.
Gaston, Ruth H.	Asbury, Mo.	Grades 1 and 2, Waco, Mo.
Graham, Margery Springer	Stark City, Mo.	Grade 3, Wheaton, Mo.
Hibbs, Dorothy	Chanute, Kan.	Grade 2, Chanute, Kan.
Jackson, Lois	Drexel, Mo.	Grades 1 to 8, Louisburg, Kan.
Jones, Mintha	Chetopa, Kan.	Grade 4, Las Vegas, Nev.
Jones, Twylet	Girard, Kan.	Grades 1 to 8, Girard, Kan.
King, Emma	Louisburg, Kan.	Grade 1, Louisburg, Kan.
Kinion, Mary Ann	Baxter Springs, Kan.	Grades 1 and 2, Newton Co., Mo.
Landers, Lucile H.	Fort Scott, Kan.	Grade 1, Fort Scott, Kan.
Lanyon, Helen D.	Pittsburg, Kan.	Civics, Health, Phys. Ed., Pitts- burg, Kan., Jr. High School
Millard, Paul A.	McCune, Kan.	High School Principal, Social Science, McCune, Kan.
Morgan, Freda	Commerce, Okla.	Grade 3, Commerce, Okla.
Moros, Mary Louise	Carthage, Mo.	Grade 5, Carthage, Mo.
Neil, Evelyn W.	Joplin, Mo.	Grades 3, 4, and 5, Newton Co., Mo.
Ruggles, Irene	Girard, Kan.	Junior High, Girard, Kan.
Schilling, Anna	Mulberry, Kan.	High School English, Arma, Kan.
Sorenson, Lucille	Wichita, Kan.	Grade 5, Wichita, Kan.
Taylor, Lena M.	Altamont, Kan.	Grades 1 to 8, Labette Co., Kan.
Von Holten, Violet	Parsons, Kan.	Grades 4 and 5, English School, Parsons, Kan.
Wallace, Clara	Stark City, Mo.	Elementary Supervisor, Wheaton, Mo.
Whisman, Luraine	Thayer, Kan.	High School Mathematics, Hoisington, Kan.

I. Theme—A Study of the Middle East

In addition to able speakers and leaders, the Workshop on Education for International Understanding was provided with numerous reference books, maps, bulletins and magazines for consultation. For a brief and comprehensive view and analysis of the situation in the Near and Middle East, Hanson W. Baldwin's "Middle East in Turmoil" (May-June Headline Series, 1957, Foreign Policy Association) was recent and particularly helpful. *Turmoil* is perhaps the best single word to describe it. For more detailed information and comments the speakers and leaders were a constant source of information.

While there is no assurance that, before this publication can be made available, there may be marked changes, it is nevertheless expedient that we assemble, in condensed form, what now seems to be a worthwhile synopsis of pertinent facts and ideas. Then, having assembled it, what use shall be made of it? What do we hope to accomplish?

Thirty-one teachers from a tri-state area (Kansas, Missouri, Oklahoma) in which there are thousands of others may not be an impressive "peace army," but the thought was expressed that there is a leaven at work which can and should permeate and help shape public opinion in this field of international relations. While the thousands of others will not be so directly challenged as our group here, the sentiment is usually receptive and favorable. Each helpful idea advanced by writers, speakers and teachers contributes to that somewhat intangible objective—a sound and functional public opinion. If the leaven of good will and understanding does not permeate effectively, other leavens will. They may cultivate misunderstanding and ill-will, or simply indifference, all extremely harmful to true democracy.

We believe that an overwhelming majority of American citizens are opposed to war as a means of attempting the solution of international disputes. It is war we fear in the Near and Middle East. Anything we aspire to do, however visionary it may seem to be, which tends to lessen the chance of war adds definitely to the strength of the sentiment for peaceful negotiations between nations. To teach that war is obsolete does not imply that war will not occur. But to disseminate and emphasize the knowledge that it will be

monstrously destructive to all the world holds dear is, in popular phrase, a must.

The two great World Wars of the first half of the present century brought no real solutions to the political and economic problems that were matters of controversy. On the other hand, they sowed seeds which, if permitted to germinate and grow, will produce internecine strife immeasurably greater and far beyond the capacity of any artist or writer to depict. Radical shifts in power simply generated new fears, suspicions, hatreds, greeds—nothing solved, differences intensified.

What have we to propose other than generalities, long trite by repetition? First, to know more about the world situation in its many facets, thereby fitting ourselves to speak with more confidence, to merit a hearing. Second, to avoid mere propaganda and to exert an influence for better human relations by sincere, intelligent efforts. Third, to encourage and lead youth in a desire to understand and hence to like our neighbors. To help establish friendly contacts and fair procedures. Fourth, to throw whatever influence we may possess or hereafter acquire to the side of good understanding and just dealings. Fifth, to do all we can as patriotic, high-minded American citizens to abolish war as a way of approaching and persuading neighbor nations to bend to our will. Sixth, to support as we may be able to help our Government "help others to help themselves." Seventh, to persevere in these ideals in spite of occasional sneering references to "do-gooders."

The AP news service has just * given us a fine example of what we consider significant progress in the direction we envision. A Yale graduate of 1957, prominent athlete Ray Lamontagne, has turned down a possible bonus of \$50,000 to sign a professional baseball contract. This is so that he can go to Hong Kong to teach English to refugees flooding into that city. After intensive preparation in the Chinese language, he will fly to his assignment at New Asia College, an institution established by Yale-in-China and the Ford Foundation. Asked why, he replied simply, "To be doing something I think is more important."

"We'll enlarge our understanding, elevate the common man,
Through faith, and hope, and love, all three,
Have Brotherhood of Man."

—*From a Song of the United Nations.*

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* July 17, 1957.

II. Middle East Perspectives

As delimited by the National Geographic Society (see pp. 24-25 of April, 1953, "Educational Leader"), the Near East consists of Turkey, Cyprus, Syria, Lebanon, Israel, Jordan, Egypt, Iraq, Iran and the countries of the Arabian Peninsula. The Middle East includes India, Pakistan, Afghanistan, Nepal, Bhutan, Sikkim and Ceylon.

Hanson W. Baldwin, in "Middle East in Turmoil," says: "The Middle East is an inexact geographical expression. It can be stretched to include Afghanistan and Pakistan, but here we shall deal primarily with Israel and the Arab states—Egypt, Saudi Arabia (and its neighboring sheikdoms and British dependencies), Jordan, Syria, Lebanon and Iraq."

Actually, both of these, plus the nations of the Far East, are embraced in our Workshop study. They are so inter-related that what affects one is of consequence to the others.

Baldwin calls the area he defines as both a land bridge and a barrier. Its principal asset is oil. The desire and determination of other nations to exploit this asset to their own advantage is back of the greater part of the turmoil which plagues this part of the world. It is a land bridge connecting Europe, Asia, and Africa. It is a barrier against the invasion of Soviet Russia.

Mr. Clarence L. Miller, who spent several years with the Near East Foundation in this whole region as a Community Development Advisor, addressing the Workshop said: "The peoples of the Near and Middle East are restive and the yearnings of nationalism and independence are stirring. There is a strong movement for a 'United Islam States,' similar to our own United States of America."

Continuing, he stated: "The close of World War II found a power vacuum in the Near and Middle East. The native governments might have grown in power and wisdom to fill the vacuum if left alone. But the prizes of this area are too enormous for any world power to ignore, so they are playing the great international chess game.

"The mantle of responsibility in international affairs, formerly worn by Britain, has fallen heavily upon the United States. Whether we like it or not, *and many do not*, the destiny of the world is very

much in our hands. Are we ready for it? What do we know about even the geography of the earth, its peoples, their histories and their cultures?

"A few points will suffice to show the necessity of studying our world neighbors to gain a fuller comprehension of the mighty tasks we are asked to assume. In 1844, the Russian Czar wrote of the Ottoman (Turkish) Empire, 'We have a sick man on our hands. It would be a grave misfortune if we were not to provide beforehand for the contingencies of his death. . . .' The Suez Canal was completed in 1869, and France staked out her claims for expansion in the Near East. The Ottoman Empire was declining fast and England came in to pick up the pieces. In 1880 England got control of the Suez Canal. Egypt and Sudan fell to England in 1898. In 1901 England won a concession to develop Iranian oil until 1961—giving high Iranian officials 6 percent of the proceeds. Throughout the earlier part of the 20th century England, France, and Russia rivaled for control of Persia and Persian oil. In 1916 the Picot Treaty divided Persia into three respective zones for exploitation. . . . In 1920 Britain, France, and Italy divided the spoils of the Ottoman Empire, leaving Russia out. The European powers began a new land grab in the Middle East. . . . The ruthless invaders have cut away the forests, depleted the soil and left only bleak, eroded hillsides and sparse vegetation for the hungry goats and people. Now they have discovered vast mineral resources. The natives are poor, hungry and illiterate. They are not to blame for their plight. It remains to be seen if they will benefit from their great oil fields and strategic location."

In quick review, the speaker commented on several of the countries he had visited, outlining some of their chief characteristics. Iran (Persia) came in for rather more extensive treatment for, as he noted, the division between Iran and Iraq, in particular, is more political than otherwise significant. Similar difficulties are encountered in all.

Persia in Brief.—"The whole socio-economic and political pattern is medieval. The landlord is lord and master of his village and its domain. Public offices such as mayors, backshstars and ostendars are for sale to the highest bidder. They proceed to extort and exploit revenues and political plums are passed out to friends by those in power. Political services and forms are seldom effected without 'bakshish.' The contractor generally is awarded his contract for public buildings on the same basis.

"Distrust, intrigue and insecurity are prevalent throughout the land. The landlord fears the despoiling of his wealth and affluence; he fears being cheated; he's afraid of discontented peasants.

"The government official, inadequately paid, seeks and resorts to other means to supplement his income (by means fair or foul). He's afraid of starvation or afraid of being dismissed. The peasant fears poverty and expulsion. He fears disease. He fears the wrath of the landlord and his gendarmes.

"There is a relatively large sum of money at the disposal of a privileged class who will do everything possible to retain its privileges, monopolies and pre-eminence. The peasant is so preoccupied with problems of day-to-day existence that he has little energy or time left for socio-political thought or activity. Centuries of oppression have left him stunned and resigned to his situation. Truly he is the epitome of Markham's 'man with the hoe.' The peasant pays through indirect taxation a large portion of the country's revenue. There is no tradition of public service nor a civil service with a high standard of integrity. Riza Shah did much to corrupt public office by aggrandizing his office to enrich himself and his friends. During an election in his reign (1937), students were directed to proceed en masse to the polling place. There each of them was provided with a folded slip of paper and told to drop it in the ballot box. One student started to unfold his ballot but was warned by the police not to do so. 'This is a secret ballot,' the officer explained.

"Both the peasants and the landlords are impractical in the art of co-operation and mutual endeavor. Over-taxation, corruption and the tendency of government officials to extort from those below them puts the burden unequally on the peasant class.

"Iran's great oil wells mean little or nothing to the people. The profits and benefits do not trickle down to them. Again, exploitation is the villain. However, our way of living, our competitive system of conducting business, our democratic practices, could not readily be made to fit these peoples and would not flourish in that part of the world—not until Christian ideals prevail. Too often the boys are sold into army service and the girls married off."

Asked how old the girls were at marriage, the answer was "very young." The husband might be 45 to 50 years old. Economic conditions do not permit men to marry younger.

"You ask Americans for aid," the speaker had once said to a business man in Iran, "and yet your banks send your money out

of the country to banks abroad. Why do you not, instead, invest your money at home and develop your own economic life?" He concluded that if Iran could do this, it might solve the most of its own problems.

In further elaboration of the great extent of Iran's oil resources, one of the staff of our State Geological Survey (Hornbaker) added statistical tables to reinforce the opinion: "It is largely oil that constitutes the threatening problem of the Near and Middle East."

Pointing out the relationship of the Middle East to the economy of the world, Mr. Hornbaker remarked: "The size of the oil potential of the Middle East is so staggering as to be almost fantastic." A significant statistic was given to hold in mind during the talk—"200 billion barrels of crude oil reserves in the world in 1956." Ten years previously the United States, The Middle East, and the rest of the world had shared in the reserves in the ratio of about one-third each. In 1956, the United States had fallen to one-seventh of all the reserves, the great change being in favor of the Middle East, which showed an enormous advance. To illustrate a thing which has been happening to create such a change, he threw upon a screen a picture of a wildcat well, located 200 miles out of the usual oil district. Shown too were great lakes of oil caught in hastily improvised earth containers. A production of roughly 100,000 barrels a day! Crude oil was there priced at about 45¢ a barrel; at another point in the Middle East, 74¢. In the United States a barrel of oil was worth \$3.00. This makes it certain that the Middle East will be the world's "hot spot" for many years to come. The vast reserves being discovered and added shoot the world's total to almost unbelievable quantities. No wonder the Middle East has become the "oil man's Paradise."

Iraq.—As previously noted, much that has been said of Iran will apply to Iraq. "Everywhere in the Middle East the same pattern of exploitation by the money lenders prevails. The city 'shopkeeper,' being better educated than the poor farmer, writes the terms on which he will buy his produce, lend him money, sell him merchandise or render him professional service. What he has to sell is of little value and what he must buy is very dear. Agricultural products in all these countries are comparatively cheap, but manufactured or store articles are high." The speaker, Mr. Miller, then illustrated:

A tractor costs \$3,600.00; gasoline 50¢ a gallon; Grapes bring 3¢ a pound; a pair of shoes costs \$15.00; A sheep sells for 11¢ a pound; costs 25¢ in the market.

He added that a loan placed against land usually results in the loss of the land.

As in Iran, oil is the most important natural resource. There are three main fields; (1) near the Persian Gulf; (2) in the central part near Mosul; and (3) in the east central part. Considerable deposits of minerals have been located, principally iron, gold, lead, copper, silver, platinum and zinc.

Probably 10 percent of the land is under cultivation. Another 10 percent could be so utilized if properly encouraged and developed. Wheat, barley and dates are the main crops. Raising livestock is also important. Sheep, goats, cattle, donkeys and camels are among the most important. Fine Arab horses are likewise bred.

Long known as Mesopotamia, Iraq has a most interesting history which, for the most part, must be but casually mentioned here. Under Turkish rule for several centuries, modern Iraq emerged only to pass for a time under British military control during World War I. The British and the Germans had been rivals in the commercial development of the area. In 1920 the British, yielding to the new spirit of nationalism, drew up a plan for a provisional government of the new state. By 1932 Iraq had won a place in the League of Nations as an independent government.

Petroleum companies, internationally owned, became active and extensive pipe lines were constructed. Thus Iraq became inextricably involved in the great "chess game" for the wealth of "black gold" which aroused the cupidity and greed of rival nations.

Hanson W. Baldwin makes the comment that the richest of the Middle East oil fields are in the arc which surrounds the Persian Gulf, hence Iraq shares in this area which contains "an estimated two-third to three-quarters of the free world's known oil reserves."

Jordan.—Jordan's position is described as a precarious one and it cannot be predicted with any certainty what its fate may be. Young King Hussein seems to be holding control with a very tenuous grasp. He has been trying to check the drift toward communism. The removal of former Prime Minister Nabulsi was one of the steps taken in that direction. His army, largely made up of tough Bedouin nomads, has supported him loyally. It is noted for its efficiency, rated by many as the best fighting force, man for man, in the Arab world. But it is small and weak in many departments. To bolster the situation, the United States has promised a limited amount of aid.

Jordan is not one of the oil-rich countries, but is a distinct feature in the highly complex and controversial Middle East picture.

Its terrain is mostly plateau, with much arid land. The capital and chief city is Amman. Aqaba is the only seaport. It is in the extreme southwest part of the country, adjoining Israel. Agriculture is quite limited, hence it is predominantly a pastoral region. Mr. Miller, one of our Workshop leaders, reports that the best farming is done by some of the displaced people from Palestine, who do a much better job than the native owners and tenants.

"While making the Rural Village Survey in Jordan," he stated, "the Bedouins learned of the American aid program. Their sheiks came down out of the hills to their provincial centers to ask for aid. There had been a series of crop failures and there was much suffering and want. The Bedouins of Jordan are only partial nomads. They live in poorly defined villages in which nondescript houses and tents are scattered about with no pattern or plan. Each landholder may plant a few dumuns in wheat, millet or lentils, or lease it out. These scattered, irregular patches of sterile soil, with scanty rainfall, are not very productive. The land is plowed with a crooked stick, pulled by oxen or camels, and the seed is sown broadcast. With their natural aversion to farming, they welcome the coming of refugees to rent the land. The share of the crops received from the Palestinian refugees is generally much greater than they would have produced for themselves.

"I. C. A. and the Near East Foundation are attempting educational programs for the Tribes. Somehow the 'little red school-house' of America should find its homologue in the 'little black tent.' The Ford Foundation is lending its assistance in many fields and projects."

This raised the question as to what could be done for such people as the Bedouins and other native Tribes, since it seems inadvisable to try to change or greatly modify their tribal and racial characteristics. The answer was that among the immediate things which can best be undertaken are to teach matters of sanitation, care of children, how to aid in alleviating the troublesome eye diseases, and in many other ways improve their capacity to live in greater comfort and satisfaction. Experience will have to point the way to any further progress.

At another time, speaking further of the Bedouins in general, Mr. Miller pointed out that those in Jordan are but a small segment of the whole Bedouin population of the Middle East. Iran and the

surrounding countries have six such tribal groups, and—commenting: “I saw a lot of them and wondered where they were going, but I soon found out they were not going anywhere—just going. Nomadic life is a firmly fixed institution in these lands. (Although it is true that it is somewhat modified in Jordan.) They are led by their sheiks who are almost comparable to petty kings. Surprisingly a good many of them were educated in Europe and returned to their native land to rule their respective groups. Informed persons assert that it would be suicide for us to try to destroy this tribal allegiance and mode of life. It seems to be the one best adapted to people of their characteristics.

“They are wild and fierce, but they will not kill one with whom they have broken bread. For this reason it is unwise ever to decline any opportunity to sup or eat with them, even if you have to make a pretense of enjoying it. . . . They dislike braggadocio and will respect you more if you act with humility. The leaders, as stated, are frequently men of good education and respected judgment. It is not unusual for them to be called in on questions of government policy.”

Syria.—According to Baldwin,* “Political control in Syria rests with the Army. Lieutenant Colonel Serraj is described as probably the most important single power source there. He does not, however, hold absolute power and he cannot be classed as a dictator. Like Nasser, he is more and more influenced by left-wingers and extremists. His position is by no means a stable one and a change could occur quickly. As of now (1957), Soviet-type weapons are still being delivered. Jordan looks upon Syria with apprehension and suspicion, but was recently considerably relieved when a Syrian brigade was withdrawn from its territory.

As will be noted on the accompanying map of the Newly Independent nations of the Middle East, Syria is not an adherent to the Bagdad Pact, nor is Jordan. Nevertheless, Jordan is regarded as distinctly pro-West, while Syria is not. Syria, therefore, is sympathetic to Soviet aspirations. Russia feels she was cheated, especially in the Caspian area, and lies in wait.

Mr. Miller's account of his trip through this region gives us a more intimate view of this ancient land. “Our most interesting travel experience was an overland trip via Hamedan, Kermanshah, Babylon, Bagdad, across the great Syrian desert to Jordan. Bagdad is perhaps the epitome of a Middle-Eastern metropolis. We stopped

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* Hanson W. Baldwin, in *Headline Series*, Foreign Policy Association, New York.

MIDDLE EAST : NEWLY INDEPENDENT NATIONS



Reproduced from *Headline Series*, Foreign Policy Association, "Middle East in Turmoil," by Hanson W. Baldwin, by permission.

at the Sinbad hotel, on the banks of the Tigris river. The city was just recovering from last year's terrible flood and at the time of our visit there was a deluge of people attending the British Trade Fair, which was in progress.

"Old Damascus, the oldest continuous city in the world, is unique in many ways. Here are the very ancient and the ultra-modern, side by side. The street called Straight, the beautiful Turkish Mosque . . . the Oriental hotel, the International cafe. The new, wide streets with their fine and modern buildings represent the new Damascus. The great bazaar brings together the trade of the old world and the new."

Lebanon.—Speaking of Lebanon, Mr. Miller continued, "Lebanon is the most scenic country of this area, with its beautiful Lebanon mountains overlooking the Mediterranean sea. The Lebanon and anti-Lebanon chains form many beautiful valleys and basins which have given protection for centuries to clandestine religious communities now living throughout the area. Tripoli, by the sea, is the terminus for the British pipe line and quite a commercial city. High above and beyond Tripoli is the famous ski range and the home of the Lebanon Cedars.

"Beirut is a great Mediterranean seaport and beach resort, characterized by luxuriant hotels and cosmopolitan atmosphere. The American University of Beirut is perhaps the most beautiful campus in the world. In Jordan, we were stationed at Amman and Jerusalem while I was engaged in making an agricultural survey of Jordan. This gave us the opportunity of actually living in the Holy Land"—reminiscent of so much Bible history.

It should be added that Lebanon is not much of a factor, militarily, in the Middle East situation. Here the Muslims are a minority, but a very active and potent group. Here the usual Arab nationalism is much in evidence, but the government is regarded as pro-Western.

Other National Factors.—Turkey, Egypt, Israel, Saudi Arabia, and a number of other countries and sheikdoms might very appropriately be included in these necessarily brief glimpses of the oil "hot spots" of the world. Since the areas just mentioned were not considered in any detail during the two weeks of the Workshop, we can but touch on them lightly, however important they are or may yet be as component parts of the Middle East turmoil.

Turkey has received considerable attention in previous bulletins of this series. The Suez controversy, with its world-wide ramifica-

tions, has been and still is much in the press. We cannot undertake even to summarize here the most significant happenings in the long series of developments in Egypt and other interested nations.

Israel, it should be noted, is undoubtedly a powerful force in the shaping of policies and events in the Middle East, but is troubled and insecure. One of the greatest handicaps to Israel's effective progress is the problem of finding some adequate means of pacifying the Arab world. The Arabs are understandably indignant because nearly a million of former Palestinians have been driven from their homes. The greater part of them have been dumped on adjoining Jordan. The tensions arising from this are a constant threat to the peace of the world. Other sore spots exist.

Therefore, the whole world is watching with bated breath as it were, the trend of events there—and the outcome is extremely problematical.

Saudi Arabia's King Saud visited in the United States recently. He returned to his own land apparently very favorably impressed with our friendliness and desire to help quiet the unrest and stabilize conditions in his portion of the globe. We of the United States, and the whole Western world, are still greatly concerned lest Russia's espousal of Arab nationalism may open the gates to permit Communism to acquire greater influence over the already receptive minds of a multitude of Arabs.

So, perforce, we have taken a chair to participate in what one of our speakers called "the great international chess game."

A PERSIAN QUOTE

"The French, the English, the Russians, all came to Iran to lead us into their way of life—but no people have ever been so warmly received and welcomed and accepted as the Americans. Iranians welcome the Americans and like them. We're following the Americans in everything. Our professors go to America for study, our students all want to go to America. We want to be like Americans. We're following America, but where is America going?"—
DOCTOR HAJRI.

III. Sidelights and Related Topics

Europe and the Middle East.—Dr. Alvin H. Proctor, Head, Social Science Department of Kansas State Teachers College, kept the Workshop members in close touch with current events from day to day. Prefacing a discussion of Europe, he explained that it was quite logical to consider Europe in connection with the affairs of the Middle East. Europe is inextricably involved there. "Practically everything America is today," he remarked, "has been brought in from Europe, and often we find America repeating much the same patterns in government and in economic fields—perhaps a good many years later. We are essentially a part of the European nations and reflect Europe, modified by our own experiences.

"Colonization is almost at its end, with a wave of nationalism sweeping across lands heretofore governed as colonies. Africa is the last stronghold of that system, and there France is fighting to maintain her holdings. Even we in America may become involved. U. S. Senator Kennedy recently expressed the opinion that the time had arrived for France to get out of Africa.

"We have reason to be grateful for our intimate relationships with Europe and to our 'fatherlands' there. Had it not been for their active help in withstanding the onslaughts of ambitious Germany, we should probably now be living under conditions very hateful to our American pride and the inheritance of liberty which we so much prize (vocally at least). . . .

"From 1871 to 1914 had been roughly a half century of peace in Europe—comparative peace, that is. England was still holding India with the aid of a small contingent of British troops. Britain, France, and Germany had about all of Africa carved up and divided among them. And this without any overt acts of military might against each other.

"In 1914 the United States had but small voice in world affairs. Japan was beginning to assume an important status among the nations, due to having defeated Russia, which gave her great prestige in Asia. But England's was the dominant voice. England, too, was the leading power. Germany, France, Russia, and Austria-Hungary were also powers to be reckoned with. It was very simple to maintain peace in Europe at that time, or had been for many years. There had been, in fact, approximately a century of near-peace in Europe. Why should it not continue?

"But nationalism, hatreds, desire for revenge, economic pressures and the like had built up unnoticed by the superficial observer. This led to a break. An explosion in Austria-Hungary spread quickly over the continent and eventually brought in practically all the world—and we had World War I.

"At the close of that war, several smaller and weaker nations had been created around Germany, replacing the few quite powerful ones formerly hemming her in. It was not then generally foreseen, but the very logic of the situation was one that invited Germany to make another aggressive move toward world domination. The several splinter nations which took the place of former great governments made it almost inevitable, since Germany could no longer be contained by them."

Here a short discussion ensued as to why a good many teachers have preferred to use units of study about such places as Holland, Mexico, and others quite commonly used. Manifestly we should have been learning more about such countries as Germany. Some thought it might have led to parental opposition if a study of Germany had been introduced at any time shortly after the first World War. In similar fashion, we are now blaming many of our ills on Russia (including Middle East oil controversies) and a unit to teach about Russia might be highly unpopular. It seems we have a sort of blind spot and overlook seeing events in their true perspectives, neglecting to study the very things about which we ought to know more.

Out of the rivalries, both military and economic, which have developed in Europe have come the struggles for national advantage in the rich oil fields on the other side of the Mediterranean. Oil is the key to the successful prosecution of war, a repetition of which all fear, as well as an essential in industrial life. Competition for colonies has become competition for oil concessions. The competition of today is fraught with far more danger than that which erupted in the past. Certainly we need to look farther back than the Middle East for the causes.

An English Viewpoint.—Mr. Michael K. Newton, Information Officer of the British Consulate in Kansas City, was a guest of the Workshop and delivered his message on the international problems of the day in these words:

"The most alarming feature of the confused events in the Middle East last fall was the sight of the United States lined up in the United Nations and in the halls of world opinion in opposition to her principal allies, Britain and France.

"I say principal allies, for in the course of this twentieth century our countries have been allied in arms three times to fight a common aggressor. And even these military alliances do not do full justice to the importance of the bonds which unite us—for it is also true that in two of the wars which I mention, Russia too was our common ally. Our real unity comes from our mutual sharing of those values which yesterday on the 4th of July you symbolically celebrated.

"We all recognize that our governments should serve and not command the people: that they should submit to the electoral verdict of the people and that such government should be coupled with the rule of law and an independent judiciary. This represents the ideal of society in which we believe. It is the dynamic ideal with which we jointly face the outside world—sufficiently dynamic for the Hungarian people to believe in and to be ready to die to achieve it. The Communists themselves pay it the sincerest form of flattery by imitating it in their jargon about 'people's democracies.'

"Now, if we are agreed on matters of such importance, how can we in the future avoid falling out so nearly disastrously as we did last fall? To answer this question I would like to make three suggestions whose value I think can be backed by experience.

"Firstly, we must all recognize that though we are agreed on essential goals, we may quite legitimately disagree on the details of policy. We must recognize that because we are independent countries we will at times have different interests in certain areas of the world. For example, the name Korea will always evoke more bitter memories here than in Britain because so much more American than British blood was shed in the terrible war that was fought there. Obviously therefore Korea is a subject on which my people should listen to your voice with some deference. Equally you must remember that our stake in the Middle East is not a matter of trade as it is with you, but a matter of our economic life as a whole. Without oil from that part of the world the industry on which we as a trading nation must live would come to a grinding halt. Obviously then the ambitions of a dictator like Nasser affect us vitally—in the last resort they could decide whether we eat or go hungry.

"If we fail to recognize these differences of interest, our relationship can only be one of constant and increasing mutual irritation.

"My second suggestion is that we should refuse to see the disagreements which arise between us as being in some way immoral . . . an instance of disagreement recently is to be found in the British government decision to lift the ban on trading with China in those goods which are not embargoed for Russia. Here again

there was a difference of interest and opinion in the matter. Your government felt that such trade would help China speed up its war potential, while my government felt that the ban was largely meaningless anyway, since the Chinese could buy the embargoed goods from Russia if they did not get them from us. Many arguments can be put forward on either side, but it would be wrong, just because we disagree, to ascribe some monumental wickedness to either side.

"My third and last suggestion is this: There is a great danger that once a point of political disagreement has arisen between us, a score of witnesses will arise to testify to the faults which we see in each other. Such people will tell us for example that the British are anti-American or that the American people are concerned only for their own interests—and will speak in any number of generalizations such as these.

"There is a real danger that these voices of discord, because they so often by reason of their sensational message make the news headlines, may tend to fritter away the real good feeling that there is between our two peoples.

"From my own experience, having spent a generous amount of time on both sides of the Atlantic, let me say that I have found almost every generalization about the peoples of our two countries to be true. But since people are such complicated beings I have found the reverse also of every such generalization true as well. In short, people brought up in a similar culture have appeared much the same the world over."

An American Appraisal.—Apropos of the sentiments expressed by Mr. Newton above, it is interesting to note this comment, taken from the first lecture given before the Workshop by Mr. C. L. Miller: "For a long time, England, as Mistress of the Seas, and her great mercantile system, played the leading role in the market places of the world. Her shrewd diplomats participated effectively in the great conferences and capitals of the world where world policy was determined. Many criticize the British for the methods employed, but I suspect that a true appraisal will give the British credit for maintaining a high degree of order and stability in the world during the late eighteenth and early nineteenth centuries. . . . Queen Victoria carried the 'White Man's Burden' creditably and gave the people of her dominions many improvements and insights. But Queen Victoria is dying a hard death in the Middle East. Colonization is outmoded and England has lost much of her prestige and power."

ISRAEL SPEAKS.—Mr. I. D. Unna, Information Officer, Consulate General of Israel, Chicago, addressed the Workshop relative to the aims, difficulties and progress of his country. A condensed report of his remarks follows:

"This little land which, over the last 2,000 years, had been allowed to fall into neglect, is experiencing a renaissance of cultural, scientific, industrial and agrarian ventures of a kind unprecedented in the shifting and unstable lands of the Middle East. Young agricultural settlements are blossoming by the hundreds. New factories are turning out products which reach the markets of Scandinavia in the north, Japan in the East and the United States in the west.

"Two-thirds of the citizens of Israel, who last May took pride in celebrating the 9th anniversary of our independence, were homeless refugees eight or nine years ago. About 50 percent are Jewish refugees from the Arab countries. It is important to remember this when we discuss the tragic problems of the Arab refugees.

"It is frequently forgotten that this is not altogether a one-sided problem. While several hundred thousand Arabs left the area of Israel for Arab countries, on the other hand several hundred thousand Jews who had lived for generations, and in some cases for centuries in Arab lands, left their homes and property and came to Israel. Those who have come to Israel have been absorbed into all walks of life and they have become active and dignified members of a constructive community. Unfortunately, our Arab neighbors have not approached their refugee problem in the same spirit. On the contrary, the Arab host governments have built themselves a human monument of hatred out of the misery of the Arab refugees—a monument with which to confront the world, the United Nations, and especially a monument which will serve as a perpetual generator of hatred against the state of Israel.

"Israel has time and again declared her willingness to pay compensation to the Arabs for property left behind. We have even indicated that we are prepared to absorb a number of Arab refugees into Israel, provided that this is done within the framework of a regional absorption scheme designed to erase this ugly scar from the face of the Middle East. We have heard a lot from Arab spokesmen about the problem of the Arab refugee, the problem of borders and of Jerusalem, but I would suggest that all these are marginal problems which could quite easily be resolved around a conference table if the Arabs were willing to sit down with us.

"In order to understand this absurd rejection, we have to take a regional view of the Middle East. Here we have a vast area reach-

ing from the Taurus Mountains down to the Indian Ocean and across to the Atlantic which, forty years ago, languished under foreign domination and exploitation, where not one single subject could claim political independence. Yet, within these four decades, the impact of two World Wars set in motion a vast and triumphant liberation movement, the central place of which is taken by the spectacular pageant of liberated Arab nationhood. As a result of this the Arabs are today the masters of their own destiny in twelve sovereign Arab countries, over an area of four million square miles.

"One would assume that the atmosphere in the Arab world is one of jubilation and pride and that they would joyfully join hands with all other peoples of the Middle East in fighting our real enemies—poverty, illiteracy, disease. Instead of jubilation, however, we see the Arab leaders walk across the platform of public opinion and international institutions with an air of sullen resentment because alongside their lavish endowment of sovereignty, another people have experienced their national renaissance, a people who throughout the 2,000 years of exile have retained their ethnic, cultural and religious identity, sustained by the vision that the day would come when they would return to that small but hallowed land from where their forefathers had once made the most valuable contribution to the moral and spiritual course of human experience.

"The Arab world which had attained the height of creativeness during the golden era when Europe was still in turmoil, has been protected from the evolutionary and revolutionary events of the past five hundred years by a mantle of stagnation under which they have slumbered and dreamed of the days of past glory . . . by the momentous happenings of the twentieth century the Arab people have been thrust into an era of sovereignty, thus jumping a gap of several centuries. The East-West struggle now raging in the Middle East is really a competition between two world blocs to fill this gap, with Communism in the lead, because this flexible ideology has been able to exploit the vehicle of Arab nationalism for its own interests. On the other hand, the West has all too often been unable to articulate the values of democracy to the peoples of the Middle East.

"This infiltration of Communism is a threat to our national institutions and to our very national existence. The most immediate political effect of rampant Communism in the Middle East is the senseless infusion of great quantities of war material from behind

the Iron Curtain countries to the Arab countries of Egypt and Syria. It was this development which compelled Israel to take action last fall in the Sinai desert, to fight for her survival and to destroy this aggressive buildup. (An incidental result was the destruction of the legend of Colonel Nasser's invincibility and the superiority of Soviet arms).

"While the Arabs try to cover up their internal quarrels with the banner of united hatred against Israel, Israel is applying every available ounce of energy toward the realization of our dreams and hopes. Shipping in the Gulf of Aqaba has become an inviolate reality, and with this new outlet to Africa and the Far East, new visions of ties of friendship and commerce open up to us. Indeed, some of these have flourished over the last few years in an impressive manner and without political fanfare.

"Israel is fortunate in having a vast store of technological and scientific 'know-how,' and we are always happy to share our experience with the other young nations of Africa and Asia. It has been a source of particular satisfaction to us to know that we have been able to build bridges of friendship across the gulf of hostility which separates us from the rest of the continent and that we have been able to send out engineers, technicians, agrarian experts and teachers to Burma, to Ceylon, to Ethiopia and to Liberia. We are already discussing with the new state of Ghana ways and means in which they can benefit from our experience.

"We are looking forward to the day when the Arab peoples will become the true masters of their souls, when they will recognize that their enemy is not Israel, but poverty, corruption, disease and exploitation, and that we are holding out our hand in a spirit of neighborly co-operation in the hope that we can meet with them in a spirit of friendly regional co-operation and development for the benefit of all the peoples."

Teaching in India.—Miss Doris Trigg, a summer student at K. S. T. C., who spent five years as a teacher in India, told of her experiences there and made observations regarding the country, its customs and its people. Some time after her return an American teacher, having heard some of her reminiscences, crudely asked "Why don't you tell us where you took the dope cure after your return?" Miss Trigg indignantly denied that she had ever tasted, much less used, any form of dope. "You can't tell me," countered the inquisitor, "that any American or European teacher could live five years in that country and not acquire the dope habit. You

must have had medical treatment to throw off its grip." Miss Trigg, after relating the incident, remarked "Things are not really so bad in India that you must become a dope addict to live there."

Her school was located not far from New Delhi, well up on a mountainside, a protection from the severe heat prevalent on the plains below. A Point Four project was in operation in the same general area. American engineers were assisting in the building of a large dam near by. This and other factors resulted in a wide variety of racial elements in the student body—500 children from many different racial origins and sections.

Anecdotes of travel, with some hair-breadth escapes from disaster were related, all interesting, some thrilling. Certainly life in India did not lack excitement. But we must return to the school.

The government of India rather frowns upon schools sponsored by outside sources and as a condition of permitting one requires that a minimum of 15 percent of Indian children shall be enrolled. The school endeavored to keep above the minimum as an evidence of a real desire to be of service to the native peoples. In this connection she commented, "We have never gained their hearts. That is where we have failed most." This she also applied to the UN. "The worst enemies of the UN are those who are not willing to make others equal to themselves."

"Here is a thing," she continued, "not much noted in our home newspapers, but which made big headlines all over India: INDIAN AMBASSADOR ASKED TO LEAVE RESTAURANT. It happened in our country, because of his dark skin. Things like that are what hurt us most abroad."

"We are such egotists," she charged, and illustrated how it is developed in our children. Mike, her small nephew, took her for a sight-seeing tour of his home town. They saw the wide streets, the fine buildings, the lovely parks, the monuments and all the rest. Of all these the lad was very proud. Of course his city, to his mind, was superior to all others. She thought to change the subject by admiring the full moon, just appearing over the treetops. "Yes," agreed the boy enthusiastically, "that moon is ours too."

Pact of Bagdad.—One sentiment in common, aside from religion, pervades the Arab world, and that is nationalism. Nevertheless there is a split in these Islamic nations. Egypt aspires to lead a movement to form what has been termed a "United Islam States." Challenging Egypt's leadership are the Pact of Bagdad states, Iraq,

Pakistan, Turkey and Iran, aided by Britain, formed to resist aggression. The United States, although friendly to the idea (in fact proposed such a pact), has not formally joined it. Whether it can be effective without our active participation is a question much debated. So far the Pact nations form a barrier around the northern portion of the Arab world that seems to be holding the Russians in check.

Iran's Potentials.—Speaking of Iran's potential ability to forge ahead, Mr. Miller pointed out: "Iran has oil all under the place, yet she cannot produce it for export. Iran has immense mineral stores and millions of kilowatts of hydro-electric potential. It has much good soil and immense water possibilities for irrigation. To utilize these possibilities to the fullest extent would provide full employment for all Iranians and a huge importation of additional labor. It would make Iran a wealthy country with a high plane of living for all."

Illustrating the present industrial level there, the speaker showed an exquisitely designed and executed rug, hand-woven. "The colors will not fade and it will wear indefinitely," he said. "Washing actually improves them and makes them worth more. It may take a family a year to produce such a rug, but they receive very little for it. It is pitiful to think of the tiny, bony fingers which toil over the weaving with incredible skill and swiftness for a reward so meager that life can hardly be maintained on the proceeds.

"But there are signs of progress toward better homes and living conditions in the fact that a farmer may now own a piece of land and establish a permanent home. This was not possible until recent years. However, the comeback of the mullahs, priests of the Muslim religion, may have had an equally retarding effect.

"Basically the problem is to create a reservoir of honesty, integrity, confidence and stability within the country. This will attract capital from within and without to develop its rich potential. In addition, a sound business and industrial organization, and technical advisers in the numerous areas to supply the know-how for extraction and processing plants, are very essential.

"An important corollary to this economic setup is an educational system which will prepare the citizens for such an industrial economy." Where a village is under the control of a landlord, this will not be easy to attain, it may be judged from this remark by a typical local dictator: "We do not have any school at this village.

Even if a school is opened, nobody will attend, since every child has to earn his living as soon as he is 10 years old."

A Village Abenbar.—More encouraging is the story given us by an American Community Development specialist. A village council, in this instance, seems to be the factor which makes the difference.

"I first saw Toghan Village while on a reconnaissance survey," he relates. "Even though it was midafternoon of a hot summer day, several donkeys were bearing loads of cans and kuzehs into the village. We learned that these donkeys, plus the women, plodding their way across the bleak fields, carried the entire water supply for Toghan Village.

"We sat for two hours with the Village Council discussing their village. When we asked what they needed most, a chorus told us 'everything—roads, water reservoir, a bath house, a school, better houses to live in.' We took a walk around the village and came back to the car in full agreement with them. At the car, my Iranian co-worker requested a drink. Soon a boy brought a large glass of muddy, putrid water. No American would dare to drink it.

"We talked about the water problem. All agreed that the water supply was the most important need. . . . There was no water well in the area. Water was being brought from a jube (small stream) three kilometers away. We decided that the problem would require a large storage cistern (abenbar) with a capacity sufficient for three months supply. Before leaving we agreed to return the following week with plans. . . . The council agreed to call the villagers together and get their reaction. They were asked to contribute four days of labor each.

"We returned the next Monday with a promise from the landlord of 50,000 rials (a rial equals about 24¢) toward the construction. Mr. Beharam, a villager, gave a thousand rials. Villagers agreed to supply all required unskilled labor. A loan of 113,000 rials was made by the Iran-American Joint Fund for Agrarian Development. The Seven Year Plan Organization agreed to supply needed cement at factory prices.

"When bids were opened for contractors, the lowest bid was considerably above the available funds. The landlord gave an additional 5,000 rials and the low bidding contractor was persuaded to accept the job. Last week we filled the raw water reservoir from the jube and turned the valve admitting water through the sanitary filter. After an hour we attached the pump handle and pumped crystal clear water from the pure water well.

"It was a happy crowd there to witness Toghan's first sanitary water supply. Children were running after kuzehs to be filled. A donkey laden with mud brick standing near by saw the water running into a pool by the curb and came forward as the first beneficiary of the new project. Mr. Beharam's heart was filled with joy and his eyes were filled with tears as he came over to me and shook my hand. . . .

"He then gathered a dozen boys around him and brought them over. Through the interpreter he told me these boys had no school. 'We want a school for our children—won't you help us to get a school like we got the abenbar?' A crowd of villagers came forward, bowing in agreement as they said, '*Bali, bali madress*' (Yes, yes a school).

"Toghan Village has experienced a great thrill of reward through co-operative endeavor which we believe will spur them on to new achievements and a higher plane of living."

Russian Resentment.—Mr. Miller gave this explanation of one of the deep-seated causes of Russian determination to gain access to Middle East oil.

"During World War I, Iranian oil was the main source of fuel for the British navy. After the war British influence continued to be exerted strongly and her oil industry boomed there. Riza Shah, the late King, asked for a new contract giving Iran a larger royalty, which was negotiated. During the 'thirties, German technologists and engineers came to Iran to assist in building railroads, mines and industry. Iran was gravitating into the German orbit.

"When World War II came, Iran's sympathies were with Germany, but in 1941 Russia invaded from the north and England from the south, converging on Tehran. Riza Shah was captured and exiled to Africa. His son, Mamed Shah, became King, directing pro-British and Russian Council. Russia stood guard over all the Caspian area and the British military guarded south of Tehran.

"After the war, British and American soldiers were withdrawn, but British commercial agents increased in number. Russia asked for a contract to develop and exploit oil lands in the Caspian area. The Iranian minister agreed to negotiations if all Russian military contingents were withdrawn from Iran. He agreed to call an election for a Parliament which, it was thought, would without doubt approve such an agreement. The Russian soldiers were withdrawn and a Parliament was elected, but the Parliament refused to

approve the Russian development project. Thus Russia feels cheated and still has designs on the Caspian area."

In the Beginning.—There were two streams of early migrants which originated in the north of India. One stream of the wandering tribesmen proceeded along the northern grasslands of southern Russia and northern Iran to the Danube Valley. These were the Indo-Europeans. The other, the Semitic, branch made its way westward via the southern grasslands along the Persian Gulf, Babylonia, Phoenecia and the Hebrew kingdom to Carthage. Since then, climate, deserts, mountains, depleted soil, plus the tyrannies of history have made these widely differing peoples what they are.

"East Is East and West Is West—and Ne'er the Twain Shall Meet," wrote Rudyard Kipling in the late eighteenth century. "But,"—commented Mr. Miller, "they have met. The seas, the mountains, the deserts are no longer barriers to travel, trade or conquest . . . . Though they speak a different language, all peoples are neighbors. They have different cultures, different customs, traditions and values. Cruel history has made them suspicious and fearful of strangers. Colonial exploitation and feudal overlords have kept vast numbers in ignorance and poverty. Of the 300,000,000 in the area we have been studying, just a few over a million are above the brink of constant poverty and starvation. Millions are underfed and suffer from disease and malnutrition." Truly America must help others to help themselves.

This and That.—We talk much of understanding others. It would seem that others sometimes have trouble understanding us. Dr. Elena Castellanos, educator from Cuba, laughingly reminded us that we have on our menus such things as "chicken fried steak," but no chicken is served; "hamburgers" without any ham. (She might have reminded us of "hot dogs" too.)

She reminded us also that we are often so naive that we ask "Does your country belong to the United States?" A little understanding would remind us that it has been an independent republic for more than fifty years. But she was gracious enough to say that she liked us and that she hoped to return to the United States.

Very charmingly she told us many pertinent facts about Cuba, some illustrated by slides. We were particularly interested in her explanation of why marriage does not cause a lady to lose her family name, since she retains it as a part of her full appellation.

"Every country and every people has something to contribute," someone mentioned. Although we have much to share, we were cautioned to do so in a spirit of proper modesty and humility. "Democracy should have no great trouble in selling itself if we go about it practically. Experience and demonstration are great teachers. That which works is practical."

"If you want to feel at home in this land (Iran), the first thing you have to do is to remove the second hand from your watch. Here people have time . . . time for everything."

IV. The Teacher at Work

In addition to attending lectures, keeping notes, reading widely, arranging and viewing exhibits, mingling and getting acquainted, each teacher chose to work intensively in one or the other of two fields: 1. To read and appraise books selected to create interest in and to afford a better understanding of other children and peoples. 2. To develop units of study, chiefly adapted to social science classes, for use in classroom situations.

The objective of encouraging and acquiring better understandings and relationships among nations and peoples was kept constantly in view. The intention to make practical and early use of the reports and units here produced was the underlying motive, we believe, of all the participants.

It is not practicable to reproduce all of the commendable reports contributed by the first group. Nor would space permit including all of the suggested units in full.

1. ILLUSTRATIVE SELECTIONS

Swimming Hole, by Jerrold Beim—Report submitted by Lucile H. Landers.

I. Synopsis of story:

A. Setting: America (U. S. A.)

B. Characters:

Larry—a Negro boy;
Steve—a new white boy in town;
Larry's friends.

C. Plot: This story is developed simply and deals with the colored race problem here in the U. S. A. Steve, a new boy in town wouldn't swim and play with a colored boy. The kids told him to go home, but he wouldn't. Steve was not a good swimmer, so sat on the bank and got a lobster red sunburn. He was no longer white. The end of the story tells how Steve learned that color doesn't matter and how Larry and he became good friends.

II. Prejudices noted—Vocabulary:

A. Steve, "I don't want to play with anyone who is colored."

B. Larry, "I'm as good as you are."

C. Walt to Steve, "We don't want you here."

III. My plan for the use of this book: Simply for entertainment and to point up the need for friendliness to our classmates, no matter what color they are. In Fort Scott, Kansas, September, 1956, saw the end of segregation in the elementary schools. In each of the four first grade rooms we had three little colored people. There was a fine feeling among the children. They liked this story and there was no need to over-emphasize its significance.

My Mother Is the Most Beautiful Woman in the World, by Becky Reyher—Report submitted by Ethyl Burnette.

I. Synopsis of story:

A. Setting: Russia.

B. Characters:

1. Marfa, the wife, helps in the wheat field;
2. Ivsn, Marfa's husband, works in the wheat field until sundown;
3. Varya, their youngest girl, six years old;
4. Tolya, the village leader, played the accordion.

C. Plot:

1. Harvest season in Ukraine had come again and the villagers were all busy cutting and gathering wheat.
2. Varya went with her mother and father to the field to help. She knew just what she must do.
3. Day after day they went to the field until all the wheat was cut and stacked and none was left growing.
4. When harvest was over everyone in the village prepared for a feast, which took place after church in the very heart of the village. They looked forward to this day.
5. On the last day for gathering the wheat, Varya slipped away and went to sleep in a cool place, thinking she would rest only a minute.
6. When she awakened she couldn't find her mother. It became almost dark and many of the villagers tried to help her find her mother.
7. Varya was too unhappy to speak or even tell her name. Finally she sobbed out, "My mother is the most beautiful woman in the world."
8. Her mother was really homely, but beautiful to Varya because of Marfa's great love for her little girl. Marfa found Varya just as one of the villagers was about to take the lost child to his home for the night.

II. Prejudices noted:

A. Vocabulary:

1. The Russian sun shines with a warm glow that makes Russia's wheat the most nourishing in the world, and her fruit and vegetables the most delicious.
2. Varya helped bake little cakes of plaited flat dough, stuffed with meat or cabbage, called piroghki.
3. The grandmothers, whom Russians called Baboushka, always wear a gay handkerchief tied below the chin.

B. Ideas:

1. The villagers worked tirelessly throughout the summer.
2. When harvest was over all prepared for a feast day.
3. This was long ago, before telephones and cars.
4. An old Russian proverb: "We do not love people because they are beautiful, but because they seem beautiful to us because we love them."

III. Contributions toward understanding and liking for other people:

A. The villagers were all friendly and good-hearted.

B. Varya was eager to be useful and to obey her parents.

IV. My plan for using the book: I plan to use this book to help students to learn more about love for others. To see with their hearts as well as with their eyes.

Getting to Know Korea, by Regina Tor—Report submitted by Emma King.

I. Synopsis of story:

A. Setting: Korea.

B. Characters: The story has no characters.

C. Plot:

1. A story of Korea, a beautiful country where rivers are the cross-roads. At the market you bargain for a live chicken and carry it home. There, mixed with meats, vegetables, fruits and rice, you find other products for sale—flowers, kites, etc. It is a place for buying, selling and gossiping.
2. In this land food is scarce in times of war. The people have to live on fish when the fields are not cared for. In good years they live well. These people have suffered much.
3. Korean children play games, laugh and giggle (as do American children). On some days they give their teacher a bad time. (American children too?) Evenings they listen to their fathers tell stories of long ago when there were no radios, trains or buses. Children are proud of their country and of the work their fathers do: digging ditches for irrigating fields of rice and vegetables, laying of roads, building railroads, factories and schools. They are confident their work will bring happiness to Korea.

II. Prejudices: No prejudices were noted.

III. Vocabulary:

- A. Hwanggap, a feast given for an old man or his wife when they reach the age of sixty years.
- B. Jinrickshas, small hooded carriages pulled by men.
- C. Sedans, chairs with roofs and no legs, fastened to two poles and carried on the shoulders of men.
- D. Toques, brown crocks.

IV. Ideas:

1. In the market place they spread out their wares and squat before them, gossiping and tending their wares.
2. Women wash clothes by scrubbing them over rocks by river banks. Ironing is done by beating the clothing with sticks.
3. Men over 65 wear black hats.

V. Contributions toward understanding and liking other peoples.

- A. Throughout the book the likenesses of Koreans and Americans have been brought out. Here friendly people live and work together much as we do in America.
- B. Children take pride in the work of their fathers.

VI. How I plan to use this book: Use it when studying people of other lands. It will have to be read to my children and discussed with them.

Plenty to Watch, by Mitsu and Taro Yashima—Report submitted by Mintha Jones.

I. Synopsis of story:

A. Setting: An island south of Japan.

B. Characters: Taro and the village children.

C. The Plot:

1. Taro Yashima was a little boy who lived on an island far to the south of Japan. Every day after school the children trotted past the shops and farms where each neighbor was busy with his work. The many smells and sounds called the children to come—look!
2. As the children take you through the busy, peaceful village, you will find that they are as natural and inquisitive as children in any village, in any country.

- II. Prejudices: None.
- III. Pictures: Native Japanese dress and scenes.
- IV. Contributions: The story presents a contrast between life in Japan and life in America.
- V. How I plan to use the book: In social studies, to compare the Japanese village with our local surroundings.

Magic Maize, by Mary and Conrad Buff—Report submitted by June Bennett.

- I. Synopsis of the story:
  - A. Setting: Guatemala.
  - B. Characters:
    - 1. Fabian, an Indian boy;
    - 2. Father and Mother;
    - 3. Quin, Fabian's brother;
    - 4. Senor Johnson and Senor Gomez, gringos, who came to dig in the ancient Maya ruins.
  - C. Plot:
    - 1. Fabian's brother, Quin, was rescued from danger by the two gringos, Senor Johnson and Senor Gomez. To show their good will and friendship, they gave Quin 20 grains of maize. Quin, in turn, gave it to his brother Fabian, to plant in a secret place.
    - 2. Quin invited the gringos to dig for treasures in the City Up Yonder. Fabian was asked to go to help them.
    - 3. The men found a jade earplug which was a mate to one Fabian had. The men gave Fabian's family some silver for the earplug. This money would help the family and pay for sending Fabian to school.
    - 4. Fabian showed his growing maize to his father, who agreed that it was wonderful magic. His father then was convinced that gringos could be trusted.
- II. Prejudices—Vocabulary: "At the word 'gringos,' Fabian felt like throwing the seed to the pigs. He knew his father would never let him plant any maize that came from gringos, the 'white people.' They were foreigners and not to be trusted."
- III. Pictures: The beautiful color pictures in this book are especially appealing.
- IV. Contributions: The courteous and helpful manners of Senor Johnson and Senor Gomez did much to create a better understanding between this Indian family and the white foreigners.
- V. How I plan to use this book: Use it as an interesting and practical illustration of how to cultivate better international understanding.

The First Book of Israel, by Nora Benjamin Kubie—Report submitted by Lucille Sorenson.

- I. Synopsis of story:
  - A. Setting: Israel.
  - B. Characters:
    - 1. David, a little Jewish boy in Israel;
    - 2. Susan, an American girl visiting in Israel;
    - 3. Reuben, David's little brother;
    - 4. Deborah, a girl soldier of Israel;
    - 5. Nehemiah, a little boy who lives in the children's village;
    - 6. Dana, a little girl who lives in a collective village;
    - 7. Salim, an Arab boy who lives in Nazareth.
  - C. Plot:
    - 1. Susan visits in Israel. Her father and David's father were associates in business. The two families got together and David showed Susan many places of interest.

2. David tells Susan about many of the customs and facts about his country that link the past to the present.
  3. David's father took Susan and David to see Esther, a young friend who lived with her parents in a "Ma'abara." This is a temporary village in which newcomers live until permanent homes can be built for them.
  4. They visit the Negev, Jerusalem, and many other of the most interesting parts of Israel.
- II. Prejudices:
- A. Vocabulary:
    1. Zionists.
    2. Promised Land.
    3. The Children of Israel.
  - B. Ideas:
    1. The Arabs' sheep have nibbled the grass down to the bare rocks.
    2. Salim is an Arab boy who lives in Nazareth, the town where Jesus lived as a boy. Salim's parents are Moslems.
    3. Israel is a part of Canaan—the promised land.
- III. Pictures: The pictures very beautifully illustrate the different parts of Israel. The language, the holidays and the important statesmen are shown in an effective manner.
- IV. Contributions: This book certainly contributes much to the understanding of the new Israel. It links the past of Biblical days to the present and modern Israel. It describes thoughtfully the experiment of trying to show how peoples of common, but often conflicting interests, can learn to live together in peace.

Flight of the Silver Bird, by Ruth and Latrobe Carroll—Report submitted by Lois Jackson.

- I. Synopsis of story:
- A. Setting: Clipper ship flying across the Pacific Ocean from San Francisco to Hong Kong.
  - B. Characters:
    1. Jane, an eight-year-old girl who at first was afraid of flying;
    2. Peter, Jane's older brother who was very brave from the beginning of the trip;
    3. Dan, a flight steward;
    4. Mr. and Mrs. Beebles, a couple who became staunch friends of Jane and Peter;
    5. Mister-Pokey, Jane and Peter's stowaway turtle;
    6. Amanda, Jane's doll.
  - C. Plot:
    1. Peter and Jane had been staying with their aunt and uncle while their mother had gone to Hong Kong to help nurse their father back to health. Their father, an explorer, had become ill while on an exploring trip. The children left San Francisco for Hong Kong. Stops were made at Honolulu, Midway Island, Wake Island, Guam, Manila, Macao and Hong Kong.
    2. This story is about the fun and excitement the children, usually accompanied by Mr. and Mrs. Beebles, Mister-Pokey and Amanda, had aboard the clipper and at each stop. Mister-Pokey plays a big part.
- II. Prejudices noted: No prejudices noted.
- A. Vocabulary:
    1. Dogdog tree, a tall tree with large shiny leaves, with many branches that bend so low that the tree looks like a bush. Used for making canoes in Guam.
    2. Sampan, an open skiff with a curved roof of straw thatch.

B. Ideas:

1. The passing of a trunk full of lumber with long boards sticking out behind. Bright red flowers were tied to ends of boards, as they were in Honolulu.
2. All the strange birds that were found on Midway.
3. Water buffalo having to have a bath every day, or it will go and lie down in nearest water or mud when it should be working.
4. Anting-Anting, which was a string of small sea shells hanging by the window in the Philippine home. Its purpose was to make noise and scare illness and evil spirits away.
5. Rag doll hanging in another window for the purpose of catching the diseases that might wiggle in.
6. Chinese boys thought to be more important than girls, therefore the boys on the boats had buoys tied around their waists. Girls were tied to the middle of the boat by cords around their ankles, a tinkling bell attached to a cord.

III. Contributions:

- A. Children have heard and read of the "stepping stones" in the Pacific; the story makes the reason plain.
- B. Seeing the pictures and reading about the customs in the Islands helps create an understanding of people.
- C. Peter did not like the lei around his neck until he saw men wearing them too. Then he realized it was a way of showing he was welcome.

IV. My plan for using this book: I plan to use it in the study of the Pacific Islands. It will also make good reading for the story hour.

Space does not permit including several dozen other quite worthwhile book reports. Those reproduced here are not necessarily the best from a literary standpoint. They do, however, cover wide and varied fields of interest and information and correlate well with the general theme of the 1957 Workshop on Education for International Understanding.

2. STUDY UNITS

Those teachers who chose to develop study units selected, for the most part, subjects which tie in well with the theme—A Study of the Middle East. Four of these are given in full. Two are briefly summarized.

Clothes We Wear

(A Social Studies Unit for Primary Grades)

By MARY ANN KINION, DOROTHY HIBBS, EVELYN NEIL and RUTH GASTON

FOREWORD

As teachers of the primary grades we have planned this unit with emphasis upon those things which are closest to the child's experience and interest. In learning how peoples live and work in their own and in neighboring communities and in attempting to understand relationships of peoples to each other, pupils gain information, skills, understandings and attitudes.

Out of the experiences which children have in their communities come the meanings and concepts that lead to broader interests and other significant areas of experience. The world citizen of tomorrow is first the community citizen of today.

INTRODUCTION

This unit could be introduced by stimulating the children to ask questions. This may be done by asking the children to notice the clothing of themselves and other children in the room.

The teacher may need the following guide in order to present needed details.

1. What clothing materials come from plants?
  - a. Cotton.
  - b. Linen
  - c. Rubber
  - d. Straw.
  - e. How are each produced and made into cloth?
2. What materials come from animals?
  - a. Wool.
  - b. Fur.
  - c. Leather.
  - d. Felt.
  - e. Silk.
3. What materials are synthetic?
  - a. What does the word mean?
  - b. Rayon.
  - c. Nylon.
  - d. Plastic.
  - e. Dacron.
4. What other materials are used to make clothing wearable?
  - a. Shells (buttons).
  - b. Plastics (buttons, buckles).
  - c. Metals (fasteners, zippers, buckles, buttons).
  - d. Dyes.
  - e. Wood (buttons, buckles).

5. What tools and machines are used?
  - a. Cotton picking machine.
  - b. Cotton gins.
  - c. Scales.
  - d. Shears.
  - e. Electric clippers.
  - f. Yardsticks.
  - g. Tape measure.
  - h. Scissors and needles.
  - i. Spinning machine.
  - j. Looms.

GENERAL OBJECTIVES

1. To help each child to become a democratic person, guided by democratic values in human relationships and appreciative of the sacrifices made for democracy in its evolution here and throughout the world.
2. To develop social attitudes consistent with democratic values such as co-operation, open-mindedness, social concern, self respect, creativeness.
3. To develop democratic group-action skills and social competency in inter-group situations.
4. To gain skill in critical thinking and problem-solving as these skills function in human relationships.
5. To gain appreciation and understanding of the contributions of cultures, groups and individuals to the advancement of civilization.
6. To develop an enduring interest in human problems coupled with a sense of responsibility to act courageously and with integrity in ways conducive to social progress.
7. To acquire functional information, concepts and basic understandings of how man interacts with his physical and social environment in the satisfaction of human needs.

SPECIFIC OBJECTIVES

1. To guide the children in the study of the following materials: Wool, cotton, silk, rayon, linen, nylon.
  - a. To learn from where these materials come.
  - b. To learn to identify them.
  - c. To learn how thread is carded, woven and spun into cloth.
2. To lead the children to see how climate and other physical conditions determine the kind of clothing we wear.
3. To introduce articles of clothing from other countries and through these articles to enable the children to get some knowledge, understanding and appreciation of these countries.
4. To demonstrate that we depend upon countries other than our own to supply products to make our clothing.
  - a. Oil to run machines.
  - b. Dyes.
  - c. Some wool.
  - d. Silk and rubber.

PROCEDURE

It may be suggested to the children that they bring samples of cloth to school, as well as pieces of yarn, balls of cotton, the cocoon of the silkworm, or discarded nylon hose. As these are brought in, they may be identified, and placed on the bulletin board under the proper label, wool, cotton, silk, rayon, linen, nylon or dacron.

Articles of clothing from other countries may be collected also; many children have uncles or fathers who have served in foreign countries and have brought or sent such clothing to them. This will create interest among the parents as well as an attractive and instructive display.

The children may become interested in weaving and looms may be brought to school, or made with plywood and nails. Rugs and mats could be for the individual needs, or a group project could be to weave a mat for chairs or tables in the room.

Stories may be read about sheep and wool, or other available stories about cloth, in our science or library books.

In language read "Lazy Sheep, Pray Tell Me Why" and talk about other wool-bearing animals.

In arithmetic think about and work problems about cost of clothing, yards of cloth, and how much material it takes to make different garments.

In science we learn how weather and climate affect the raising of sheep, the production of cotton, and why some states raise cotton while we raise other products.

In music we could use "Mountain Pasture," or the "Weaving Song," or other songs available in our school songbook.

In art as a group project, we may make a mural showing in pictures the process of making cloth from wool.

Culminating Activities

A short skit suggested by the children themselves, using the costumes of different countries.

An exhibit of all we have collected, with invitations written to the parents.

The children may have good ideas along this line, and may offer something more in keeping than we have thought of suggesting.

PROBABLE QUESTIONS COMING FROM THE CHILDREN

1. Where do we get cotton?
2. Where does cotton grow?
3. Can we grow cotton on our farms?
4. Does cotton grow on trees or plants?
5. Is wool all we get from sheep?
6. How do we get different colors in cloth?
7. What are buttons made out of?
8. What does synthetic mean?
9. If fur and leather come from animals, how do we get one and not the other? How is leather made?
10. Why can't we grow trees and make our own rubber?

11. Why do we have to send over to other countries for some of the things to make cloth?
12. Do we send anything over to other countries?
13. Why do the Japanese make more real silk than we do?

ADDITIONAL ACTIVITIES WHICH MAY BE USED

1. Plant cotton seeds.
2. Dye cloth using bark or berries.
3. Dye cloth using commercial dyes.
4. Visit a museum to see spinning wheels and looms.
5. If a garment factory is near, plan a field trip.
6. Make a chart showing materials that are made from different fabrics.
7. Classify our clothing as to source.
8. Analyze clothing worn during different seasons.
9. Read stories to find steps in preparation of raw materials for our clothing.
10. Make a booklet of the story of each type of material.
11. Dress dolls in various materials.
12. Dress dolls in the dress of foreign lands.
13. Make puppets and give a play.
14. Show films and slides about clothing.
15. Display materials about clothing on bulletin board.
16. Make posters showing uniforms worn by persons in all kinds of work, services or professions.
17. Make designs which could be used for textiles.
18. Invite the mothers to a tea so they may see the things the children have made and hear them tell about their different projects.

EVALUATION

Children's growth in attitudes, interests, concepts and group action skill can be noted in group planning, discussion, sharing, reporting and evaluation. The ways in which children use materials, share materials with others, take and give suggestions, accept newcomers and work together are of especial importance.

Self-evaluation by the children should be provided. Through self-evaluation, children gain increasing ability in analyzing their own skills, attitudes, behavior, strengths, needs and success in achieving purposes.

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The United Nations

(A Unit for Junior High School)

By WILLIE M. CLICK

FOREWORD

During the workshop on "Education for International Understanding," our directors approved a unit on United Nations. An interest in finding and being able to use materials on this subject was chosen for two reasons: First, since the failure of the League of Nations, it is the second great step to peaceful internationalism. Second, because it is a unit of study in our citizenship classes in junior high school.

INTRODUCTION

The tremendous advance of the new industrial revolution in the twentieth century has made nations to become neighbors in the true sense of the word. Speed in travel and communication by means of airplanes, radios, and jets have broken down the physical barriers of deserts, jungles, rivers, oceans, and mountains. Teachers and historians who know the necessity of co-operation among nations and governments have the opportunity of helping to break down the human barriers of fear, ignorance, prejudice and misunderstanding. Learning more about foreign people, their backgrounds of history and geography, the economic and social problems that relate to their existence, will help students to have a greater sympathetic understanding for these people. It is the privilege and duty of teachers to seize all opportunities in guiding young citizens in becoming good neighbors and in following the Golden Rule.

Doctor Proctor, in one of his lectures, pointed out to us that the act of one person may have a great deal to do with the tide of world affairs. The example which Doctor Proctor gave us was that of a stupid conductor who put Mohandas Gandhi off the train because he had dark skin. By reason of this, Mohandas Gandhi chose to retaliate against the British, the nation that ruled India. So it is that the act of one person may influence a nation.

Men have tried to settle their differences by war and later saw the horrible results. It has been about a century since battles have

been fought on the soil of the forty-eight states but there is hardly a family in our land that has not suffered in some way as a result of World Wars.

Since peace is the hope of most of the world, a United Nations unit is timely and interesting to junior high school pupils. The unit can be given any time during the school year. October is a desirable month, however, as October 24 is the anniversary date of the United Nations.

In learning about the origin of the United Nations we may review briefly: Atlantic Charter, Dumbarton Oaks, Yalta, and San Francisco Conference. Two documents to be studied are The United Nations Charter and Universal Declaration of Human Rights. We should know facts about the six main organs of the U. N. which are: General Assembly, Security Council, International Court of Justice, the Economic and Social Council, Trusteeship Council and Secretariat.

Attention should be given to the specialized agencies. It is important to know that: "Each agency has one job. The Food and Agriculture Agency aims to increase the world's food supply. The World Meteorological Organization arranges for the nations to exchange weather information."¹

It is interesting to read about the work of the Agencies. Listing them below, with the dates on which they formally came into being, they are:

- Universal Postal Union (UPU), 1875.
- International Labor Organization (ILO), 1919.
- International Telecommunication Union (ITU), 1932.
- Food and Agricultural Organization (FAO), 1945.
- International Bank for Reconstruction and Development (Bank), 1945.
- United Nations Educational, Scientific and Cultural Organization (UNESCO), 1946.
- International Monetary Fund (Fund), 1945.
- International Civil Aviation Organization (ICAO), 1947.
- World Health Organization (WHO), 1950.
- World Meteorological Organization (WMO), 1950.²

The pupils need to know and respect the tremendous work of the United Nations. In order to understand world problems and

1. Sturges F. Cary, "Your Key to the United Nations," *Junior Scholastic*, XXXVII, (Sept., 1955), 13.

2. Graham Beckel, *Workshops for the World*, Preface, XXI.

events, past achievements should be understood. To consider one case, there was in 1948, a problem in Kashmir. India claimed Pakistan was assisting tribal invaders. The dispute was brought to the Security Council.

A Commission for India and Pakistan was created and a resolution calling for ceasefire. The truce agreement ordered the withdrawal of Indian and Pakistani forces, with the recommendation that a plebiscite be held to give the people of Kashmir the right to select their government.³

Knowing which nations are members and which ones are non-members is valuable. At present there are eighty-one members. The eighty-first member nation, Ghana, in Africa, was admitted on March 7, 1957.⁴

OBJECTIVES

- I. Teacher's:
  - A. To develop a respect for other peoples and cultures.
  - B. To foster an attitude for the rights of other peoples.
  - C. To develop a knowledge of the background of the U. N.
  - D. To help pupils to understand the complex organization of the United Nations and to gain an appreciation of its many problems.
  - E. To show how the main organs and the specialized agencies of the U. N. are workshops for the world.
- II. Children's:
  - A. To learn that the duty of each of us is to spread good will among countries.
  - B. To understand better the member countries.
  - C. To learn how it is possible for the people of many countries to work co-operatively.
  - D. To understand the need for a means of peaceful settlement of world problems.
  - E. To gain a knowledge of facts about the United Nations.

PROCEDURE

- I. Orientation:
  - A. Display U. N. flag, charter, pictures, and books.
  - B. Show a film or filmstrip about the U. N.
  - C. Listen to radio broadcasts about the U. N. meetings.
- II. Teacher-pupil planning:
  - A. Lead pupils to state ways in which nations are closer together now than they were a hundred and fifty years ago.
  - B. Ask pupils what they already know about the U. N.
  - C. Ask what we need to know about the United Nations and why we need to know about it.
  - D. Plan with the children how we can go about it.
  - E. After each student chooses one of the six organs to study, plan committees.
  - F. Each committee may plan to make a report by panel discussion.

3. Stephen S. Fenickell and Phillip Andrews, *The United Nations—Blueprint for Peace*, 95.

4. Editor, "General Assembly's Swift Action in Ghana," *United Nations Review*, III, (April, 1957), 30.

SUGGESTED ACTIVITIES

- I. Study the materials.
- II. Dramatization:
  - A. Dramatize a session of the General Assembly or one of the other main groups, presenting problems.
  - B. Work out a pageant of the nations, showing what each has contributed or is contributing to civilization.
  - C. Plan a program to celebrate steps toward peace in the world.
  - D. Prepare a program of folk songs and folk dances.
- III. Maps and Charts:
  - A. Make charts showing the organization of the U. N.
  - B. On a world outline map, shade in the member countries, leaving the nonmember countries white. (A list of the member countries may be found in the latest World Almanac. See the index.)
- IV. Reports and Committee Work:
  - A. Give reports on countries.
  - B. Make brief reports on what the U. N. achieved in working out problems in Korea, Kashmir, Indonesia, Palestine, Greece, Berlin, Iran, Syria, Lebanon, Israel.
  - C. Report on the Charter and Declaration of Human Rights.
  - D. A radio committee may prepare a list of radio programs dealing with U. N. activities. If you cannot hear U. N. broadcasts in your city, please suggest to the program director of your local station that he communicate about these free programs to:
Miss Ethel Frank
U. S. Relations Assistant
United Nations Radio
Room 859
United Nations, New York
  - E. Narrations of how Woodrow Wilson, Winston Churchill, Franklin D. Roosevelt, and Trygve Lie helped to develop the United Nations may be written.
- V. Invite a speaker from a foreign land.

INTEGRATION OF SUBJECT MATTER

- I. Music:
  - A. National anthems.
  - B. Folk songs.
  - C. Folk dances.
  - D. Records.
- II. Arithmetic:
  - A. Statistics of areas and populations.
  - B. Comparisons of sizes.
- III. Language Arts:
  - A. Descriptions and reports.
  - B. Stories and plays.
  - C. Poems.
- IV. Science:
  - A. List scientists.
  - B. Relate benefits to people from science.
- V. Art:
  - A. Posters showing friendship of nations.
  - B. Posters of the flags of several of the leading nations.
  - C. "World Fair" or exhibit souvenirs from foreign lands.

EVALUATION

- I. Observation:
  - A. Attitudes.
    1. Spirit of brotherly love.
    2. Showing of prejudice.
  - B. Understandings:
    1. Pupil understands world problems.
    2. Pupil can discuss world events.
- II. Conversation:
  - A. Ask questions on the U. N. charter.
    1. Purposes of charter.
    2. Ideals.
    3. Hopes for world peace.
  - B. Other questions:
    1. When and how was the U. N. organization started?
    2. Who belongs to it?
    3. What nations do not belong?
    4. Where does it meet?
    5. Describe the U. N. meeting place.
    6. Why was this place chosen?
    7. How is the U. N. combatting mass hunger, mass disease, and mass ignorance throughout the world?
    8. Who regulates the flow of communication by mail, telephone, telegraph, and radio from our land to the far corners of the globe?
    9. How is it possible for the airlines of eleven different countries to use one airport safely and efficiently?
    10. Where does a national government go to borrow funds for projects that will raise the living standards of its citizens?
    11. What is the importance of co-operation between countries?
    12. How are nations interdependent?
    13. What are the strengths and weaknesses of the U. N.?
    14. Do you realize the need for the U. N.?
    15. Do you think it would be better to follow the policy of isolationism?
    16. Do you believe that each of us has a responsibility for world peace?
  - C. Questions on the nations:
    1. What is the country like?
      - a. location, mountains, rivers, seacoast.
      - b. climate and products.
      - c. neighbors.
      - d. cities.
      - e. government.
    2. What is the cultural background of the country?
      - a. language and customs.
      - b. dances, music, and art.
      - c. great men and women.
      - d. contributions to science.
    3. What continent has the most nonmembers of the U. N.?
    4. What is the reason for this?
- III. Tests.
- IV. Culminating activities:
  - A. Assembly program.
  - B. United Nations Day celebration.
  - C. Classroom museum showing scrapbooks, posters, and souvenirs from other countries.

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AUDIO VISUAL AND OTHER MATERIALS

I. Films:

Clearing the Way. 20 min., rent \$4. U. N. Film Distribution Unit, 405 E. 42d St., New York, N. Y.

Defense of the Peace. 12 min., rent \$2.50. U. N. Film Distribution Unit.
For All the World's Children. 30 min., \$5.00. U. N. Film Distribution Unit.

Pattern for Peace—Charter of the U. N. 15 min., rent \$2.50. British Information Service, 30 Rockefeller Plaza, N. Y. 20.

The U. N. in World Disputes. 21 min., rent \$2.50. U. S. Dept. of the Army, 1020 Oak Street, Kansas City 6, Mo.

II. Filmstrips:

Better World Neighbors. 50 frames, rent \$3.50. Filmstrip House, 25 Broad St., N. Y. 4.

Design for World Living. 50 frames, rent \$3.50. Filmstrip House, N. Y.
For Lasting Peace. 35 frames, rent \$2.50. Shows the work of the specialized agencies. McGraw-Hill, 330 W. 42d St., New York 36.

International Co-operation at Work. 63 frames, \$3.00. McGraw-Hill.
Structure for Peace. 78 frames, \$3.00. McGraw-Hill.

United Nations Around the World. 34 frames, \$3.00. A story of two children and imaginary airplane trip. McGraw-Hill.

United Nations Exhibit. 54 frames, \$1.00. Nebraska U. Bureau of Audio-Visual Instruction, Extension Div., Lincoln 8, Neb.

III. Free Films:

United Nations Counter Attack. (Activities in Korea.) 16 mm. sound, 17 min. Dept. of the Army, 1660 E. Hyde Park Boulevard, Chicago, Ill. (Address request to Commanding General, Attention of the Signal Officer.)

United Nations Forces Consolidate. 16 mm. sound, 20 min. Address same as above.

United Nations Forces Cross the 38th Parallel. 19 min. Address same as above.

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Two other excellent units were submitted from which much additional material of value for a study of the United Nations could be obtained. One of these, by Mildred Irene Ruggles (Junior High School, Girard, Kansas), is in the form of a Y-Teen program for seventh and eighth grades. It could well be given as a special United Nations program. It is timed at 40 minutes. A Compilation of Folk Dances which could be used to enliven any United Nations study or program was prepared by Helen D. Lanyon (Junior High School, Pittsburg, Kansas). We regret that these cannot be made a part of this bulletin.

A Study of India (For the Upper Grades)

By ETHEL BOND, LUCY CLELAND, and MARY LOUISE MOROS

FOREWORD

In July, 1957, during a workshop on "Education for International Understanding," we decided to work out a unit on India.

India has great aspirations and a desire to become a world power. India has an enormous population, an ancient culture and extremely intelligent minds. While the basic premise—our need to be good neighbors to all—should motivate our desire to know India and Indians better, expediency and self-interest, also dictate that we should become much more aware of trends and potentialities in the Middle and Far East. As needed background to this understanding, and as one way to encourage appropriate attitudes toward India and her peoples, this study is undertaken.

INTRODUCTION

India, the "Pearl of the East," was famous for its riches long before the time of Columbus. After the discovery of the water route to India, the Portuguese, Dutch, French, and English all became rivals for the trade with this far land. No single ruler held all of India so European traders had to deal with many different ones in carrying on trade.

In 1600 a group of English merchants organized the English East India Company and were granted a charter by Queen Elizabeth. This company built trading settlements along the coast of India and employed trained troops to defend them against unfriendly Indian princes and European rivals and pirates. From these settlements they extended their holdings and control inland until of 1857 they ruled over half of this large land, which was as large as our country east of the Mississippi river.

Then trouble arose. Indian troops employed by the company mutinied and there was much fighting before peace was restored. This led the English government to dissolve the company and assume direct rule in 1858. In 1877, Queen Victoria was proclaimed "Empress of India," and all English kings after that held the title, "Emperor of India."

The sections of India ruled directly by the English were known as "British India." The rest was divided into over five hundred

states. Hyderabad and Kashmir were as large as Kansas, but others were no larger than some of the larger farms in our country. The British controlled their foreign relations but did not govern in local affairs.

After World War II, the British Government continued with plans made before the war to grant dominion status to India. This meant self-rule and the same freedom as that enjoyed by Canada and other members of the British Commonwealth of Nations. But the two powerful groups who had led in the demand for freedom, the Moslems, who are followers of Mohammed, and the Congress party representing the Hindus, could not agree on a single, central government. Finally, an agreement was reached to divide British India into two dominions, the Dominion of India to be ruled by the Hindus, and the Dominion of Pakistan to be ruled by the Moslems.

When India won its freedom in 1947, the young nation had many advantages and many problems. It had a vast, fertile, and often beautiful land; about a sixth of the world's population; a proud, ancient civilization. Hunger, disease, and ignorance, however, were the lot of the mass of its people. The leaders knew many time-worn customs had to give way to new methods before the republic could prosper and grow great.

I. Objectives:

A. Teacher's objectives.

1. To increase our skill in building human relationships through understanding common problems of the people of India.
2. To understand the historic and geographic reasons for the behavior of their people.
3. To develop social effectiveness through an understanding and appreciation of individual differences and similarities.
4. To develop respect for the boys and girls of India and to teach they are individuals experiencing the same emotions that American children might experience.
5. To build the understanding that a loyal American must also feel a responsibility as a member of the world community.
6. To develop an understanding that the elemental needs of food, clothing, and shelter are common to all people no matter where they live.
7. To develop various skills.
  - a. Locating and organizing materials.
  - b. Evaluating information.
  - c. Sharing information.
8. To build an understanding of India as a land of contrasts, rich resources, and that it needs understanding and help to improve the living conditions of its people.

B. Pupils' objectives:

1. To learn how the people of India live.
2. What kind of clothing the people of India wear.
3. What the people of India eat.
4. About the customs of India.
5. What kind of homes the people of India have.
6. The mode of transportation.

7. The occupations of the people of India.
8. Kind of government India has.
9. Kind of schools India has.
10. How the people of India communicate.
11. Kinds of religion the Indians have.
12. How the people of India carry on trade.
13. Kinds of recreation the people of India have.
14. What the people of India look like.
15. To understand better and to appreciate more this great nation.

II. Suggested Approach to the Unit:

A. Approach.

1. Display pictures and map of India.
2. Show a film on Indian life.
3. Have a class discussion of what is known about India.

B. Teacher-pupil planning.

1. Lead pupils to discuss what things they need to find out about India.
2. List questions or problems given by them on chalk board.
3. Discuss how and where they can obtain this information.
4. Organize the class into committees and help each committee to outline the committee's work.

III. Committee Work:

- A. Size, location, population, and comparison of India with Kansas and the United States.
- B. Historical background, government, international relations.
- C. Races, language, religion. Why India was divided into two countries.
- D. Agriculture and natural resources.
- E. Educational system.
- F. Industries and occupations.
- G. Trade with other countries.
- H. India's greatest problem.

IV. Integration of Subject Matter:

A. Language arts.

1. Reading stories about the life of children in India.
2. Presenting a mock radio broadcast on foreign news.
3. Writing letters to travel agencies requesting information about region.
4. Increased vocabulary.
5. Reports (individual and group)

B. Arithmetic.

1. Comparing the number of telephones or cars with number in the United States.
2. Constructing a graph showing imports and exports.
3. Make a chart to show distance in air miles from the United States.
4. Computing the length of time necessary to travel to India from our country.
5. Compare area and population of India and the United States.

C. Art.

1. Make a mural depicting major occupational activities of people.
2. Dress dolls in native costumes.
3. Observe native designs in handcraft.

D. Health and physical education.

1. Plan a menu of typical meal in India.
2. Make a chart comparing the foods of India with a typical meal in the United States.

E. Music.

1. Sing songs from suggested list.
2. Play records available of songs of India.

F. Science.

1. Become acquainted with the animals and plants native to the region.

2. Analyze the changes which have taken place due to modern farming methods.
3. Realize the importance of conservation of resources to the economic progress.

V. Evaluation:

As a result of this study did the children learn:

A. The size and location of India.

B. About the people.

1. Population density 297 per square mile.
2. Different races.
3. Many religions.
4. Costumes.
5. Living conditions.
  - a. Caste system.
  - b. Wealth.
  - c. Housing—palaces for rich, huts for poor.
  - d. Health.
    1. Average age 27-30 years.
    2. High infant death rate.
    3. Lack of food.
    4. Religious idea on food, mainly meat.
    5. Superstition.

C. About industry.

1. Farming—farms very small because of inheritance laws.
  - a. Tea, peanuts, rice, cotton, sugarcane are main crops.
2. About manufacturing.
  - a. Rope, cotton cloth, ivory, some steel products are main things manufactured.
  - b. More progress could be made with training and more manufacturing plants.

D. About the government.

1. Free member of the British family of nations.
2. Members of the United Nations.
3. Hindered by conflicting ideas of nations.

E. Important cities.

F. Have children developed?

1. An appreciation for ancient civilization.
2. An understanding and respect for people who live differently from themselves.
3. An interest that carries over into other outside reading.

G. Give class a written check such as:

1. True-false.
2. Work completion.
3. Multiple choice.

H. Culminating activities.

1. Exhibit all collected or created work.
2. Talk given by citizen from India or a visitor. Invite parents in to hear speaker and discuss speakers' ideas.
3. Committee reports given and the rest of the pupils evaluate whether questions were reliably answered.

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Breaking International Barriers

Through Planned Imaginary Trips to Foreign Countries

By PAUL A. MILLARD, ANNA SCHILLING, and LURAINÉ WHISMAN

INTRODUCTION

We are living in an air-age. But who knows—tomorrow may launch an age of space travel. Because of this rapid means of transportation distances are no longer barriers. We are broadening our horizons. A greater interest in far-away places is mounting every day. The people of these countries are fast becoming our international neighbors. Will they be our friends or will they be our enemies? We think the answer lies primarily in how we educate our youth of today.

World War II, the Korean conflict, and the many uprisings of the last few years and months have brought into sharp focus for these young people the absolute necessity of world peace. They know, only too well, that money alone cannot buy international understanding, friendship, and peace. Therefore, a new approach must be made if we are to solve successfully the tremendous problems facing the whole world today.

Where could a better start be made to achieve this goal of international understanding and peace than in our classrooms? Every teacher can help motivate a sincere desire on the part of her students to become more world-minded. To help them develop an understanding of the similarities and the differences of other peoples to ourselves. We must also help them develop an appreciation of the contributions to society which the people of different nationalities have made. To point out to our students that countries have their quarrels but countries, like people, are trying today to learn to live together. And above all, to help them realize and respect the fact that all people are human.

In a unit of work such as we propose for our project, we believe we can help our students to visualize the stepping stones and the stumbling blocks we must travel over to achieve a permanent world peace.

As Dave Garroway says in closing his Wide, Wide World television program:

"The World stands out on either side
No wider than the heart is wide;
Above the World is stretched the sky,
No higher than the soul is high."

—EDNA ST. VINCENT MILLAY.

- I. General objectives:
  - A. To become more world-minded.
  - B. Realization that all people should be concerned with human problems.
  - C. To observe and respect conventions of people.
  - D. To be able to observe a situation in its entirety.
  - E. Realization that people of other countries are human beings too.
  - F. To be more appreciative of rights, privileges, and opportunities of our own country.
  - G. Realization that to have understanding one must be aware of different ways of life.
  - H. To instill a desire to travel and become ambassadors of good will.
  - I. To develop an understanding and appreciation of the contributions made by other peoples to our civilization.
- II. Suggested approach to the unit:
  - A. Exploratory and orientation period.
    1. Find what the students know.
      - a. Question and answer period.
      - b. Study of maps and the globe.
      - c. Have students find out from what countries their parents and ancestors came.
      - d. Find out if any students can speak a foreign language.
      - e. Find out if any students have traveled or lived in a foreign country.
      - f. If they have had pen pals.
      - g. If their fathers or brothers have served in the military forces abroad.
      - h. Find out what subjects they have studied which would give them a better knowledge of world history and foreign affairs.
    2. Find what children wish to know.
      - a. What countries they would prefer to study. To help them decide on this, films of foreign countries could be shown. Local citizens who have traveled or lived abroad could be invited to talk and to show pictures if they have them.
      - b. What particular phases of foreign people are they interested in most, such as:
        1. Government.
        2. Music.
        3. Religion.
        4. Customs and conventions.
        5. Transportation.
          - a. Airplanes.
          - b. Automobiles.
          - c. Ships.
          - d. Trains.
        6. Architectural styles.
        7. Agriculture.
        8. Foods.
        9. Fashions of clothing.
        10. Industry.
        11. Teen-agers.
        12. Sports.
      - c. Means of transportation to foreign countries—questions asked:
        1. Could they go by plane?
        2. Would they have to go by boat?
        3. Could they go part way by plane, and the rest of the way by boat?
      - d. Would there be island stop-overs enroute?
      - e. Cost of the trip.
      - f. Suitable clothing to take.
      - g. How to secure passports and visas.
      - h. Historic places of interest.
      - i. Lodging and tips.
      - j. Foreign foods and the best eating places.

III. Suggested activities:

- A. Field trips. Each particular school will find within its range for traveling many places of interest. We suggest for this area a visit to the following:
  - 1. Nelson Art Gallery.
  - 2. Truman Memorial Library.
  - 3. Restaurants specializing in native food.
  - 4. Other historic places which may be within the school's immediate locality.
- B. Interviews. There are usually within any given community people who have traveled. Invite them to visit the class and to tell of their experiences. Suggested visitors are:
  - 1. Exchange students.
  - 2. Visiting teachers.
  - 3. GI's who have been in foreign lands.
  - 4. Citizens within the community who have emigrated from foreign countries.
  - 5. Students who may have traveled abroad.
- C. Reading. Most School libraries will have source material for international understanding such as:
  - 1. Books.
  - 2. Magazines.
  - 3. Newspapers.
  - 4. Encyclopedias.
  - 5. World almanacs.
  - 6. Pamphlets.
  - 7. Travel literature furnished by transportation companies.
- D. Reports. Reports prepared by students and shared with their classmates will provide much knowledge of other people. The information should contain:
  - 1. History of the area and of the people.
  - 2. Description of the people.
  - 3. Customs of the people.
  - 4. Religion of the people.
  - 5. Industry of the country or source of the people's income.
  - 6. Costumes and native dances.
  - 7. Celebrations typical of the country.
- E. Pen Pals. Lasting friendships are often the result of pen pals. The exchange of letters also provides much information and leads to a better understanding of the pal's country and his people.
  - 1. Names may be obtained through churches, clubs, and sometimes from individuals.
- F. Travelogues. Each student prepares a travelogue for presentation to his class. The student selects the country to be visited. He provides:
  - 1. Location.
  - 2. Distance traveled.
  - 3. Means of transportation.
  - 4. Cost of trip.
  - 5. Specific places visited as:
    - a. Cities.
    - b. Temples and shrines.
    - c. Monuments.
- G. Panels. Panels provide for interesting group participation. These panels could feature the government of the country being studied.
- H. TV programs. TV offers an excellent source of material for international understanding. Consult local program listings. Suggested programs are:
  - 1. Wide Wide World.
  - 2. Meet the press and similar types of interview programs.
  - 3. Accounts given by world travelers.
  - 4. Disneyland.

- I. Demonstrations and hobby shows. Activities of this type can use the resources within the community and the students own collections as:
  - 1. Clothing.
  - 2. Money.
  - 3. Articles showing skills and crafts of other people.
  - 4. Objects of arts.
  - 5. Music.
- J. Maps and globes.
  - 1. Location of places.
  - 2. Making of specific maps and learning their relationship to other specified places.
- K. Reporter interview activity. This activity requires the students to have much detailed and specific information:
  - 1. One student acts as a reporter gathering ideas and opinions held by the person interviewed.
  - 2. One student acts as a guest from a specified country.
- L. Film.
  - 1. Those shown at school.
  - 2. Those appearing at local theaters.
- M. Recordings.
  - 1. Poetry.
  - 2. Songs.
  - 3. Dramas.
- N. Students own art reproduction as done in:
  - 1. Clay.
  - 2. Wood.
  - 3. Drawings.
- O. Numismatics. The study of coins of the world could provide an interesting and lasting hobby.
- P. Drama.
  - 1. Students write and present dramas.
  - 2. Present selected dramas.
- Q. Bulletin boards. The material available for bulletin board display is unlimited. It could feature interesting and unusual people, places, and things.
- R. Files.
  - 1. Pictures of people in the world's news.
  - 2. Pertinent facts concerning the people featured in the picture file. A "This Is Your Life" activity could result.
- IV. Integration of subject matter:
  - A. Mathematics.
    - 1. Study the metric system.
    - 2. Learn to read and understand transportation schedules and time tables.
    - 3. Study the different time zones.
    - 4. Learn the latitude and the longitude of different countries in order to know what the climate would be like at a particular time of year.
    - 5. Study the monetary system of different countries and the exchange value of United States money.
    - 6. Study distances to foreign countries.
    - 7. Travelers insurance.
  - B. Science.
    - 1. Water supply.
    - 2. Inoculations.
    - 3. Climate.
    - 4. Contents of a complete medical kit for traveling.
    - 5. First aid.
    - 6. Archeology.
  - C. Music.
    - 1. Recordings.
    - 2. Special numbers.

3. Television programs.
4. Community concert association.
- D. Language arts.
  1. Reading.
  2. Vocabulary. Spelling.
    - a. Places.
    - b. Peoples' names.
  3. Written activity.
    - a. Letters.
    - b. Reports.
    - c. Use of library is taught.
    - d. Use of library's factual material is taught.
  4. Speech activity.
    - a. Participating in panels.
    - b. Introducing guests.
    - c. Presenting reports to the class.
  5. Use of special tools. In searching for material to present activities as suggested, a student must use certain tools as:
    - a. Readers' guide.
    - b. Almanac.
    - c. Atlases.
    - d. Books of facts.
  6. Special words. This activity places emphasis upon words requiring special study. The word "propaganda" could be studied for:
    - a. Its full meaning.
    - b. Guises under which it appears as:
      1. Name calling, using labels instead of discussing facts.
      2. Glittering generalities that promise much.
      3. Transfer of symbols, applying a set of symbols to a purpose for which they were not intended.
      4. Testimonials from prominent people.
      5. Plain folks, pretending to be one of them.
      6. Bandwagon urging.
      7. Card stacking, presenting only the parts or facts that favor one side.
- V. Evaluation:
  - A. Methods.
    1. Check progress through individual and group conferences.
    2. Subjective and objective tests (written and oral).
  - B. Observation.
    1. Have students through action or behavior become more world-minded?
    2. Have students learned that problems may be solved through individual or group activity?
    3. Have students developed a sense of tolerance and respect of others, their customs, conventions, etc.?
    4. Have students learned to better see a situation in its entirety as well as in part?
    5. Have students shown a greater interest in the rights and privileges of their own country?
    6. Have students discovered that other people though different in race, culture, customs, etc., are also human beings?
    7. Have students learned that basic needs of people the world over are essentially the same?
    8. Have students become more conscious of other people and have a desire to become ambassadors of good will?
    9. Have students sensed the total contribution of the various people to our present civilization?

10. And finally, have students gained knowledge that they will insist on a world of peace?
- C. Culminating activities.
  1. A completed scrapbook.
    - a. Individual.
    - b. Group.
  2. A bulletin board representative of the unit as a whole.
  3. Display or exhibit appropriate for school night during Education Week or some similar event.
  4. Social event. Party in native costume of area studied.

CONCLUSION

This unit or problem has been developed with the idea in mind of breaking international barriers among nations. This will facilitate mutual understanding and promote peace in the world. The study will present our students with the opportunity to be more appreciative of our own country, uphold its ideals and become ambassadors of good will wherever they go.

Since the theme of this workshop has been international understanding in the Middle East, this unit or problem has been planned for this particular area. However the unit or problem may be applied or used in the study of other such areas.

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- FINNEGAN, JACK. *Light from the Ancient Past*. Princeton: University Press, 1951.
- LAWRENCE, T. E. *Seven Pillars of Wisdom*. Garden City: Doubleday Doran and Company Inc., 1937.
- LENCZOWSKI, GEORGE. *The Middle East in World Affairs*. Ithaca: Cornell University Press, 1952.
- MORTON, H. U. *In the Steps of the Master*. London: Methuen and Company, Ltd., 1953.
- SORENSEN, CLARENCE WOODROW. *A World View*. New York: Silver Burdett, 1950.

PAMPHLET

- BALDWIN, HANSON W. "Middle East in Turmoil." New York: Foreign Policy Association.

OTHER SOURCES

- A. Reference books from school library.
- B. Current magazines.
- C. A good daily newspaper.

BOOKS FOR STUDENTS IN SENIOR HIGH SCHOOLS

- BAKER, RACHEL. *Chaim Weizmann: Builder of a Nation*. New York: Julian Messenger, Inc., 1950.
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- BUSHAKRA, MARY W. *I Married an Arab*. New York: Doubleday and Company, Inc., 1951.
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- DOUGLAS, WILLIAM O. *Strange Lands and Friendly People*. New York: Harper and Brothers, 1951.
- EATON, JEANETTE. *Gandhi, Fighter Without a Sword*. New York: William Morrow and Company, 1950.
- EKREM, SELMA. *Turkey, Old and New*. New York: Charles Scribner's Sons, 1947.
- HOFFMAN, GAIL. *Land and People of Israel*. Philadelphia: J. B. Lippincott, 1955.
- MCGRAW, ELOISE. *Mara, Daughter of the Nile*. New York: Coward-McCann, Inc., 1953.
- RAMA RAU, SANTHA. *This Is India*. New York: Harper and Brothers, 1954.
- TAYLOR, ALICE. *Iran*. New York: Holiday House, 1955.
- TREASE, GEOFFREY. *Young Traveler in India and Pakistan*. New York: E. P. Dutton and Company, 1956.

FILMS AND FILMSTRIPS

- Ancient Egypt*, 11 minutes, \$1.50. University of Kansas. Egyptian contribution to western civilization.
- Ancient World Inheritance*, 10 minutes, \$1.50. University of Kansas. Ancient civilization giving us our money, alphabet, etc.
- Make Mine Freedom*, color, 10 minutes, \$2.00. University of Kansas. Rejection of "Iams" for blessings under constitution.
- Man in 20th Century*, 17 minutes, \$3.00. University of Kansas. Progress of man toward peace.
- Our Shrinking World*, 11 minutes, \$1.50. University of Kansas. Geographical barriers keeping man apart in ancient times.
- Palestine*, 10 minutes, \$1.50. University of Kansas. Travelogue: Haifa, Road to Galilee, Nazareth, etc.
- Who Are the People of America*, 11 minutes, \$1.50. University of Kansas. The people of America are the people of the world.
- Modern Talking Picture Service, 3718 Main St., Kansas City 11, Mo., provides films free except for transportation charges. Some of the films available:
- In the Beginning*. 28 minutes, sound, color.
- Jets Over Turkey*. 16 minutes, sound, color.
- Midwest Holiday*. 25 minutes, sound, color.
- Piercing the Unknown*. 22 minutes, sound, color.
- Wheels Across Africa*. 30 minutes, sound, color.

Pictorial Events, 597 Fifth Avenue, New York, N. Y., provides worthwhile filmstrips at a reasonable price. Some filmstrips available:

Age of Feudalism. 77 frames, price \$3.50.

The Ten Commandments. 124 frames, price \$3.50.

Thief of Bagdad. 105 frames, price \$3.50.

Other Sources: Check your own school film library and the film library of a near-by college.

Footprints Around the World

By VIOLET VON HOLTEN and JUANITA COLE

This unit is unique and intriguing. It supplements ideally, for older pupils, the unit on clothing developed for primary grades. As will readily be surmised, it deals with shoes. A study of the footwear of the world, from caveman to now, will tell us much of the character, the occupations and the state of civilization achieved by a particular people. Original poems by the authors of this unit add color and spice to a very cleverly conceived and well executed study. The appearance of a new pair of shoes in the classroom may prove the spark to set aflame the irrepressible curiosity of children to know what sort of shoes the boys and girls of the romantic past liked best. Or it may be the Christmas customs of children in Holland, or in Mexico, will touch off the study. Opportunities will not be lacking.

Bedouins of the Desert

By the following committee members:

IRENE BRADY, *Chairman*
VIRGINIA BURNETT
MARGERY GRAHAM
FREDA MORGAN
CLARA WALLACE

DOROTHY BARR
JOSIE COLLINGS
TWYLET JONES
LENA TAYLOR

Since many of the lecturers dealing with the Middle East made frequent references to the Bedouins, this unit is an appropriate sequel. The procedure is carefully planned to take advantage of many interesting parallels to be found in life on our continent. American young people, as a rule, delight in portrayals of the deeds of Plains Indians, Texas Rangers, Mounted Police, buffalo hunters, Army scouts and cowboys. In the Bedouins of Iran, Iraq and Jordan they may find the Middle-East counterpart of America's heroic plainsmen.

The background affords, too, a challenging opportunity to explore in an entertaining way the origins of three great religious movements—Judaism, Christianity and Mohammedanism. References to these desert people in the press will ever after mean much more to students who know something of their origins, their fierce valor, their pride, all seemingly unchanged and unchangeable through the long centuries since Abraham made his trek around the fertile crescent.

Summary—Education for International Understanding

Workshop 201e

EVALUATION

You can help us in planning future workshops by evaluating this two weeks Workshop on Education for International Understanding. We should like you to score the several points covered in the following manner:

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

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

Features	Questions	1	2	3	4	5
<i>Lectures</i>						
1.	Were the lectures interesting?	29	2			
2.	Did they make you want to learn more about this area?	30	1			
3.	Were they helpful?	31				
<i>Research</i>						
1.	Do you think you will continue to read in this field?	30	1			
2.	Were the materials adequate and well selected?	29	2			
3.	Have you become a wiser and more thoughtful reader?	25	5	1		
<i>Personal Reactions</i>						
1.	I have altered my point of view	17	3	9		2
2.	I have gained knowledge that will make me a better teacher	29	2			
3.	I feel that I have a better understanding of some of the world problems we face	29	2			
4.	I was challenged to plan my teaching procedures in order that children may have a better understanding of the peoples of the world, and their problems	30	1			