

University of New Mexico

## UNM Digital Repository

---

Teacher Education, Educational Leadership &  
Policy ETDs

Education ETDs

---

8-8-1953

### Implementing the United Nations Educational, Scientific and Cultural Organization Program for World Understanding in the Upper Elementary Grades

Arthur A. Erickson Jr.

Follow this and additional works at: [https://digitalrepository.unm.edu/educ\\_teelp\\_etds](https://digitalrepository.unm.edu/educ_teelp_etds)



Part of the [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#), and the [Teacher Education and Professional Development Commons](#)

---

#### Recommended Citation

Erickson, Arthur A. Jr.. "Implementing the United Nations Educational, Scientific and Cultural Organization Program for World Understanding in the Upper Elementary Grades." (1953).  
[https://digitalrepository.unm.edu/educ\\_teelp\\_etds/90](https://digitalrepository.unm.edu/educ_teelp_etds/90)

This Thesis is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Teacher Education, Educational Leadership & Policy ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact [disc@unm.edu](mailto:disc@unm.edu).



UNIVERSITY OF NEW MEXICO-UNIVERSITY LIBRARIES



A14429 083882

378.789

Un 3 Oe

1954

cop. 2





THE LIBRARY  
UNIVERSITY OF NEW MEXICO



Call No.

Accession  
Number

378.789

Un30e

1954

cop.2

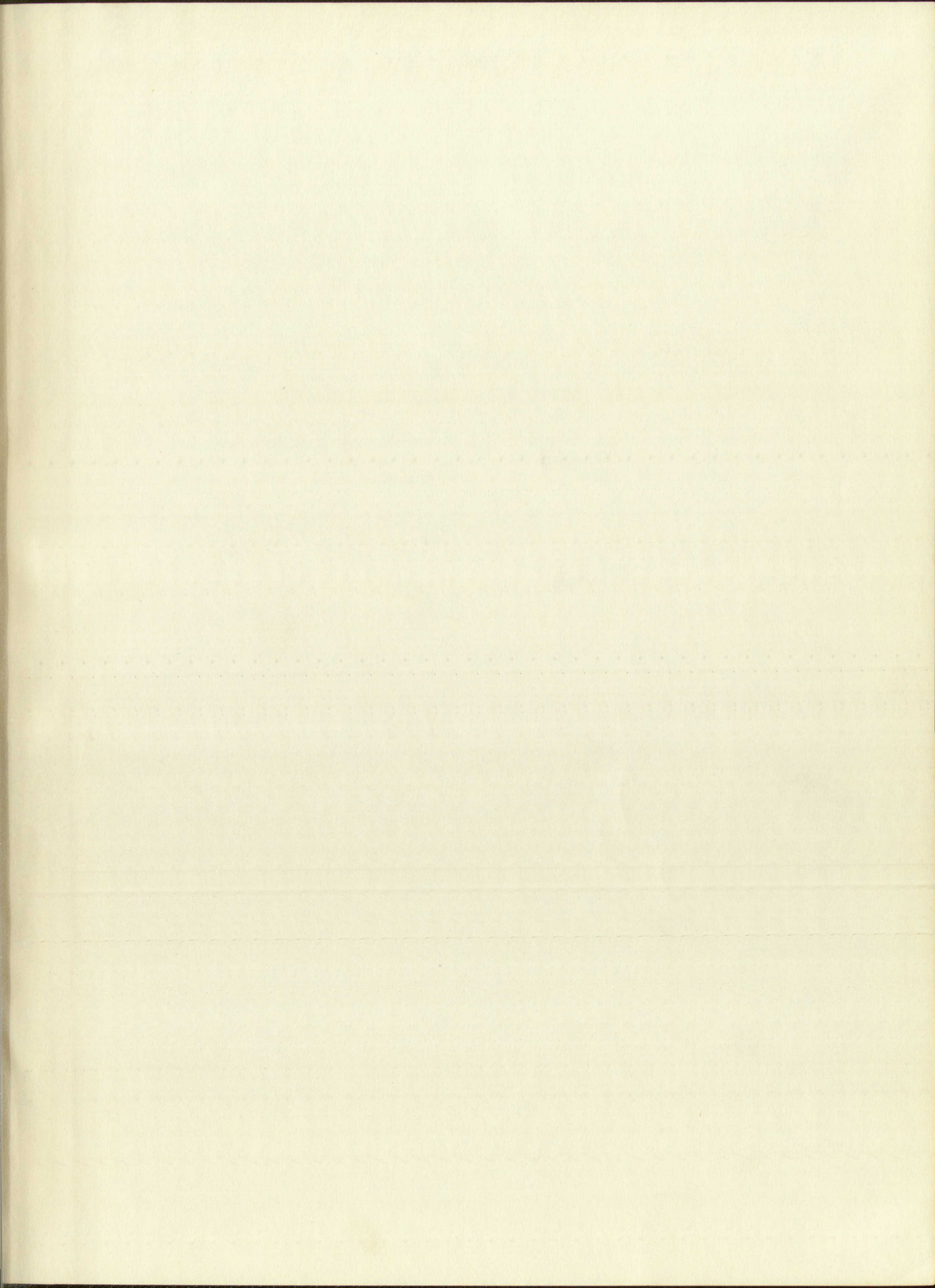
190260



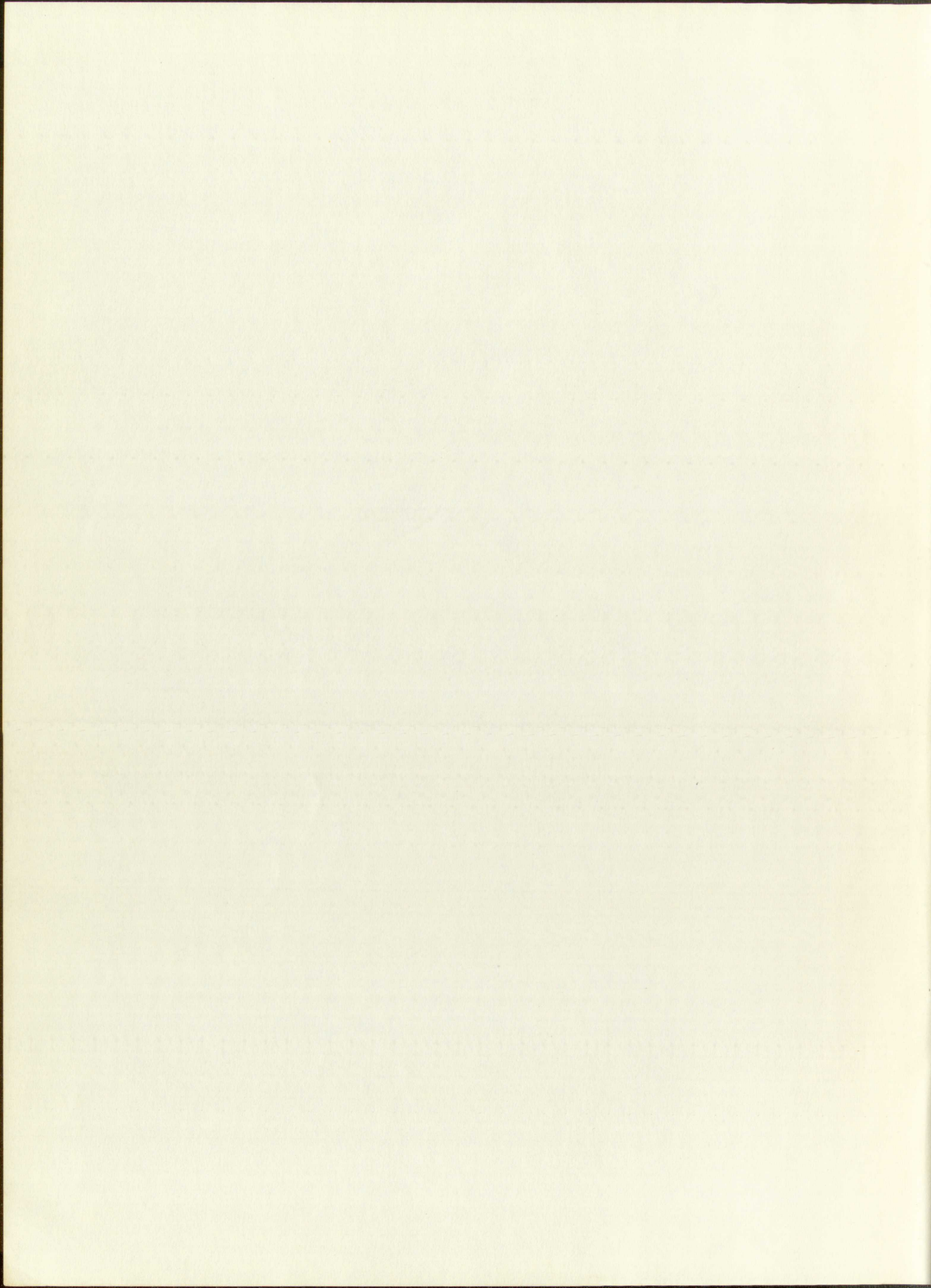


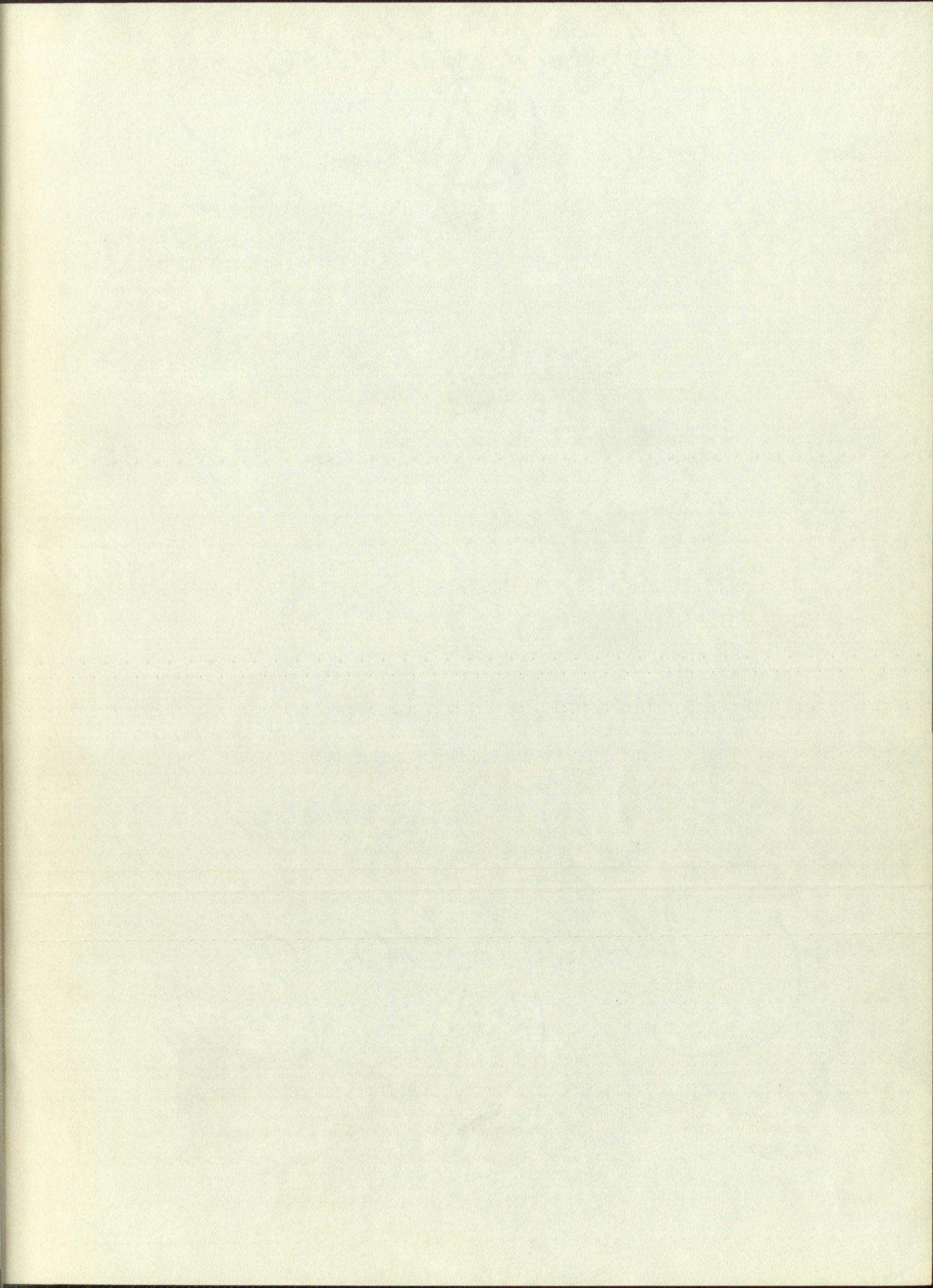














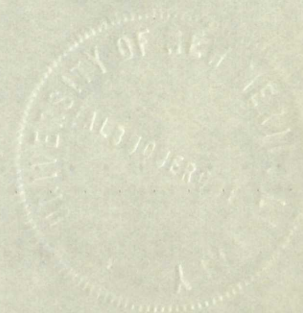




IMPLEMENTING THE UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION PROGRAM  
FOR WORLD UNDERSTANDING IN THE UPPER ELEMENTARY GRADES

By

Arthur A. Erickson, Jr.



A Thesis

In partial fulfillment of the  
Requirements for the Degree of  
Master of Arts in Education

The University of New Mexico  
1953



IMPLEMENTING THE UNITED NATIONS CONVENTION  
SCIENTIFIC AND CULTURAL COOPERATION  
FOR WORLD UNDERSTANDING IN THE FUTURE

BY

ARTHUR A. BISHOP, JR.



EFFICIENCY

A Study

ERASE BOMB

AS CONTENT

The University of California  
1955



This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

E. Castetter  
DEAN

DATE

9/8/53

Thesis committee

Kathleen McConnell

CHAIRMAN

Ira H. Young  
Robert F. Allen



This thesis directed and approved by the candidate's committee, has been accepted by the Graduate Council of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTERS OF ARTS

*[Signature]*

THESIS

9/18/33

DATE

BOND

Thesis committee

*[Signature]*

CHAIRMAN

*[Signature]*



378.789  
Un30e  
1954  
cop. 2

## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED. . . .	1
Introduction . . . . .	1
The problem. . . . .	3
Statement of the problem . . . . .	3
Delimitation of the study. . . . .	3
Importance of the study. . . . .	3
Definition of terms used . . . . .	5
Implementation . . . . .	5
United Nations Educational, Scientific and Cultural Organization. . . . .	5
Program. . . . .	6
World understanding. . . . .	6
Upper elementary grades. . . . .	6
Organization of remainder of the thesis. . . .	6
II. REVIEW OF RELATED LITERATURE . . . . .	8
Literature related to the general topic of teaching world understanding . . . . .	9
Literature specifically referring to UNESCO and the schools. . . . .	14
III. UNESCO AND WORLD UNDERSTANDING . . . . .	19
Criticism of UNESCO . . . . .	20
American educators support UNESCO. . . . .	22
UNESCO activities to promote world understanding. . . . .	25



I. THE PROBLEM AND DEFINITION OF TERMS USED	1
Introduction	1
The problem	2
Statement of the problem	3
Definition of the study	3
Importance of the study	3
Definition of terms used	3
Implementation	3
United Nations Educational, Scientific and Cultural Organization	3
Program	3
World understanding	3
Upper elementary grades	3
Organization of members of the Institute	3
II. REVIEW OF RELATED LITERATURE	3
Literature related to the general topic of	3
teaching world understanding	3
Literature specifically relating to UNESCO	3
and the schools	3
III. UNESCO AND WORLD UNDERSTANDING	3
Origins of UNESCO	3
American educators support UNESCO	3
UNESCO activities to promote world	3
understanding	3



CHAPTER	PAGE
IV. IMPLEMENTING THE UNESCO PROGRAM. . . . .	36
Trends and present activities in teaching world understanding. . . . .	36
Intercultural and interracial education. . .	43
Implementing the UNESCO program. . . . .	44
The UNESCO oriented class. . . . .	50
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . .	59
Summary. . . . .	59
Conclusions. . . . .	60
Recommendations. . . . .	61
BIBLIOGRAPHY . . . . .	64
APPENDICES . . . . .	70
Appendix A . . . . .	71
Appendix B . . . . .	74
Appendix C . . . . .	89



IV. IMPLEMENTING THE UNITED PROGRAM

Technical and scientific activities in the field	12
World laboratories	13
International and intergovernmental cooperation	14
Implementing the United Program	15
The United Nations Office	16

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary	17
Conclusions	18
Recommendations	19

APPENDICES

Appendix A	20
Appendix B	21
Appendix C	22



## CHAPTER I

### INTRODUCTION

. . . Upon this gifted age, in its dark hour,  
Rains from the sky a meteoric shower  
Of facts . . . they lie unquestioned, uncombined.  
Wisdom enough to leech us of our ill  
Is daily spun, but there exists no loom  
To weave it into fabric. . . .<sup>1</sup>

Teaching world understanding is not a new activity in the schools of America. The intensity of world strife and misunderstanding is now so formidable, however, that it is imperative that educational facilities the world over be used to promote goodwill and understanding. This would seem to be an immediate and demanding challenge if any form of civilized society is to endure.

Great strides have been made in the study of human psychology and human relations. Knowledge enough now exists in the sciences combined with the humanities to make peaceful world understanding possible. Such knowledge gives hope that political associations such as the United Nations are a means by which governments in concert can achieve world peace. Cultural and educational associations such as The United Nations Educational, Scientific and Cultural Organization are a hope that peoples in concert can achieve such a degree of mutual understanding that political agreements

---

<sup>1</sup> Edna St. Vincent Millay, Huntsman, What Quarry? (New York: Harper and Brothers Publishers, 1939), p. 92.







can become matters of course and the arts and sciences of all peoples can become a common world heritage.

Formal education has always been the loom upon which any society has woven the fabric of its purposes. Accordingly, the purposes of education are determinant of the result. As Leland has stated, education can be "turned into a great force for evil and unreasoning hatred can be promoted by educational processes quite as easily as mutual understanding and respect."<sup>2</sup> The battle for the hearts and minds of men foreruns the battles in Berlin or China. The battles in Berlin or China can be ended only when world understanding becomes more than "pompous syllables."<sup>3</sup>

Today it is more vital than ever to separate teaching from political or national passions and prejudices, and to promote a spirit of tolerance and of mutual understanding, founded not on blissful pacifism or timid resignation, but on a clear-sighted view of present day realities and on the will to contribute something, however small, to the achievement of world peace.<sup>4</sup>

As communication and travel make nations increasingly contiguous one with another, teachers must accept greater responsibility for bringing human beings into understanding relations with one another. Every possible area of school

---

<sup>2</sup> Waldo Gifford Leland, "The Background of UNESCO," The Harvard Educational Review, 20:130, Summer, 1950.

<sup>3</sup> Ruth Emily McMurry, and Muna Lee, The Cultural Approach (Chapel Hill: The University of North Carolina Press, 1947), p. v.

<sup>4</sup> Louis Francois, "Teaching World Understanding in the Geography Class," Courier, 5:4, December, 1952.



can become masters of science and the arts and sciences of  
 all peoples can become a common world heritage.  
 Formal education has always been the basis upon which  
 any society has woven the fabric of its progress. Accordingly,  
 the purpose of education is the betterment of the world. As  
 Ireland has stated, education can be "turned into a great force  
 for evil and unreasoning hatred can be promoted by educational  
 processes quite as easily as mutual understanding and respect."  
 The battle for the hearts and minds of men between the forces  
 in Berlin or China. The battle in Berlin or China can be  
 ended only when world understanding becomes more than "empty  
 syllables."

Today it is more vital than ever to create teaching  
 from political or national loyalties and prejudices, and  
 to promote a spirit of tolerance and mutual understanding  
 standing founded not on political expediency or expedi-  
 entism, but on a clear-sighted view of present and  
 realities and on the will to contribute something, how-  
 ever small, to the betterment of world peace.  
 As communication and travel make nations increasingly  
 contiguous one with another, teachers must accept greater  
 responsibility for bringing human beings into understanding  
 relations with one another. Every possible step of school

1. Waldo Gifford Ireland, "The Betterment of Mankind,"  
The Harvard Educational Review, 20:130, Summer, 1950.
2. Ruth Emily Conarty and Maura Lee, The Bulletin  
Abolished (Chapel Hill: The University of North Carolina  
Press, 1957), p. v.
3. Louis Brandeis, "Teaching World Understanding in the  
Geography Class," Courier, 2:4, December, 1952.



life must be exploited for this purpose. Education for world understanding is far too often mere meretricious window dressing. In a world of rapid change we can no longer "muddle through." The setting of the world drama is very much the setting of child life. Conventional and elocutionary teaching cannot prepare him adequately for his role.

## I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to present an overview of current practices in the teaching of world understanding in the upper elementary grades; (2) to examine the role of The United Nations Educational, Scientific and Cultural Organization in the area of world understanding; and (3) to recommend methods of implementing this role at the grade levels indicated.

Delimitations of the study. World understanding may be taught at all grade levels. This study is focused upon the fifth and sixth grades of the elementary school. At this grade level increased reading skill, growing group consciousness, a sense of individual responsibility and the developing ability to think in abstractions, make it possible to more formally appreciate the concepts involved in world understanding.

Importance of the study. The importance of the study



life must be exploited for this purpose. Education for  
world understanding is far too often mere mentalism  
window dressing. In a world of rapid change we can no longer  
"muddle through." The setting of the world drama is very  
much the setting of child life. Conventional and authoritarian  
teaching cannot operate the adequately for this role.

## I. THE PROBLEM

Statement of the problem. It is the purpose of this  
study (1) to present an overview of current research in the  
teaching of world understanding in the upper elementary  
grades; (2) to examine the role of the United Nations Educa-  
tional, Scientific and Cultural Organization in the area of  
world understanding; and (3) to recommend methods of imple-  
menting this role in the grade levels indicated.

Delimitations of the study. World understanding may  
be taught at all grade levels. This study is focused upon  
the fifth and sixth grades of the elementary school. At  
this grade level increased reading skill, growing group  
consciousness, a sense of individual responsibility and the  
developing ability to make an effective use of resources  
to more fully appreciate the concepts involved in world  
understanding.

Importance of the study. The importance of the study



would appear self-evident were it not for the fact that indications are that teaching in this area is still largely tentative.

In spite of the great professional and public interest in international relations as a subject for attention in the elementary and secondary schools, the international aspects of American education have not been fully explored. Most studies show that the teaching now going forward in this area is tentative, spotty, and experimental. There is much concern with transient details; little attention to enduring issues and principles. Teachers who received most of their training in the first half of the twentieth century were not well equipped with either the information or the attitudes needed to do this job well. Other serious handicaps are national indifference, in some instances antagonism, and a lack of readily usable materials.<sup>5</sup>

At the United Nations Educational, Scientific and Cultural Organization Seminar at Adelphi College in 1948 it was agreed that "In the opinion of the writers of this report, we educators do not commonly know as much of the facts of world affairs as we should; nor have we given them enough thought."<sup>6</sup>

What our schools are doing or not doing, then, needs increased emphasis.

World leaders are agreed on one thing. If world peace and security are to be established and maintained, understanding of world conditions by the peoples of all nations is basic and fundamental. Understanding, likewise, is dependent upon education of the peoples of the

---

<sup>5</sup> Robert H. Reid, "The School's Role in the Search for Peace," Educational Leadership, 9:142, December, 1951.

<sup>6</sup> Bryn J. Hovde, "Education for International Understanding (as defined by UNESCO)," The Harvard Educational Review, 20:190, Summer, 1950.



would appear self-evident were it not for the fact that in-  
stitutions are that teaching is done in still fairly narrow

live.

In spite of the great professional and public interest  
in international relations as a subject for education in  
the elementary and secondary schools, the international  
aspects of American education have not been fully ex-  
plored. Most studies show that the teaching of world  
history in this area is defective, scanty, and ex-  
tremely superficial. There is much concern with present details; little  
attention to broader issues and principles. Teachers  
who received most of their training in the first half of  
the twentieth century were not well equipped with either  
the information or the attitudes needed to do this job  
well. Other serious problems are national indifference  
in some instances, antagonism, and a lack of readily  
usable materials.

At the United Nations Educational, Scientific and  
Cultural Organization Center in Mexico City in 1948 it  
was agreed that "in the opinion of the writers of this report  
we educators do not commonly know as much of the facts of  
world affairs as we should; nor have we given them enough  
thought."

What our schools are doing or not doing, then, needs  
increased emphasis.

World leaders are agreed on one thing. If world  
peace and security are to be established and maintained,  
understanding of world conditions by the peoples of all  
nations is basic and fundamental. Understanding, like  
wise, is dependent upon education of the peoples of the

---

Robert H. Reid, "The School's Role in the Search  
for Peace," Educational Leadership, 9:142, December, 1951.  
Elyse J. Novak, "Education for International Under-  
standing (as defined by UNESCO)," The Modern Educational  
Review, 20:190, Summer, 1953.



world. Education is the business of the schools. And so it is that the people of the world are coming at long last to recognize that the hopes of mankind rest upon the work of schools and especially on the teachers of the world.<sup>7</sup>

It is obvious that the schools cannot be the only agency for promoting world understanding, but

. . . whatever can be achieved in the schools is strengthened by the fact that it is needed sorely. The masses who fight the wars would not swallow murderous propaganda if they were not open to being misled. Here is where the education of even the very young is of immense importance, for one way to peace is through the minds of the little ones who will some day be old enough to follow peaceful or war-like pursuits.<sup>8</sup>

World understanding cannot depend upon stereotyped or incidental teaching. Rather, it calls for a new and dynamic emphasis at each level of maturity. The United Nations Educational, Scientific and Cultural Organization provides a core around which such teaching can be built.

## II. DEFINITION OF TERMS

Implementation. This term implies putting into operation or effect. Implementing in this study includes developing attitudes, establishing beliefs, enhancing appreciations, improving skills of analysis and technique of communication.

United Nations Educational, Scientific and Cultural Organization. The United Nations Educational, Scientific and Cultural Organization was organized in 1945. At present there are sixty-eight member nations. In the remainder of







the study the organization will be referred to as UNESCO.

Program. This term refers to the activities and recommendations of UNESCO relating to world understanding.

World understanding. The phrase world understanding is interpreted to mean a widening knowledge and appreciation of the history and culture of all nations. It means a growing sense of empathy with all people from the face-to-face contacts in the classroom to the vicarious contacts in the world community. It does not necessarily mean an approval of the activities of any given national group, but it does mean an awareness of forces which give rise to the activities. The phrase international understanding may be considered in this study as synonymous with world understanding. These terms do not indicate an absence of national loyalty.

Upper elementary grades. Reference is made here to the fifth and sixth grades of the American elementary schools.

### III. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II is concerned with a review of related material. In Chapter III there follows a statement of the activities of UNESCO within the compass of this study. Chapter IV is divided into two parts: Part one is a brief overview of current instructional activities in world understanding. Part two presents a discussion on implementing



the study the organization will be referred to as UNESCO.

Chapter I. This part deals with the background and

recommendations of UNESCO relating to world understanding.

World Understanding. The purpose of world understanding

is interpreted to mean a widespread knowledge and appreciation

of the history and culture of all nations. It seems a growing

sense of empathy with all people from the face-to-face contacts

in the classroom to the vastness of the world community.

It does not necessarily mean an approval of the activities

of any given national group, but it does mean an awareness

of forces which give rise to the activities. The purpose of

national understanding may be considered in this context as an

extension of world understanding. These terms do not

indicate an absence of national loyalty.

Upper elementary grades. Helpness is made more so

the fifth and sixth grades of the American elementary schools.

### III. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II is concerned with a review of related

material. In Chapter III there follows a statement of the

activities of UNESCO within the compass of this study.

Chapter IV is divided into two parts. Part one is a brief

overview of current international activities in world understanding.

Part two presents a classification of international



UNESCO's program in the upper elementary grades. The final chapter includes a summary, a conclusion, and recommendations for future study.



UNESCO's program in the upper elementary grades. The final chapter includes a summary, a conclusion, and recommendations for future study.

UNESCO  
EUGENE BOND  
RESEARCH



## CHAPTER II

### REVIEW OF RELATED LITERATURE

<sup>1</sup>  
As stated by Reid,<sup>1</sup> the relatively great professional and public interest in international affairs has not been reflected adequately in the life of the schools. Studies of the teaching of world understanding as a part of the curricular activities of the elementary and even the secondary schools are of fairly recent origin and are small in number.

Since the founding of UNESCO in 1945, several learned societies have devoted yearbook studies to its activities. Most educational periodicals also have included at least one article on the problem of implementing the UNESCO program in the public schools. Professional texts on the teaching of the social studies in the elementary school devote little space to instruction in world understanding or to the work of UNESCO. Numerous pamphlets, bulletins and reports published by UNESCO itself are as yet the best sources of information concerning its endeavors.

An overview of literature referred to above reveals that with few exceptions it is directed largely at the secondary school level. However, by implication and inference much of it is applicable to the elementary grades.

---

<sup>1</sup> Robert H. Reid, "The School's Role in the Search for Peace," Educational Leadership, 9:142, December, 1951.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

As stated by Held, the relatively great professional and public interest in international affairs has not been reflected adequately in the life of the schools. Studies of the teaching of world understanding as a part of the curriculum activities of the elementary and even the secondary schools are of fairly recent origin and are still in number. Since the founding of UNESCO in 1945, several learned societies have devoted yearbook studies to its activities. Most educational periodicals also have included at least one article on the problem of implementing the UNESCO program in the public schools. Professional texts on the teaching of the social studies in the elementary school carry little space to instruction in world understanding or to the work of UNESCO. Numerous pamphlets, bulletins and reports published by UNESCO itself are as yet the best sources of information concerning its endeavors.

An overview of literature referred to above reveals that with few exceptions it is directed largely at the secondary school level. However, by implication and inference much of it is applicable to the elementary grades.

---

1 Robert H. Held, "The School's Role in the Struggle for Peace," Educational Leadership, 9:142, December, 1951.



Specific reference to the fifth and sixth grades is made rarely.

Literature related to the general topic of teaching world understanding. The Yearbook of the National Society for the Study of Education, published in 1937, is a noteworthy pre-World War II study of the problem of world understanding from the standpoint of principles and objectives. Shotwell introduces this volume with the significant remark, "Properly considered, International Relations is not a subject that lies apart from the ordinary interests of daily life. . . . Viewed in this light, the subject we are dealing with is not a casual external item in the school curriculum."<sup>2</sup>

In the same volume Neumann<sup>3</sup> states that literature makes known to children living people in all lands. It widens child sympathy for life in other lands. It reveals differences and likenesses, gives perspective and reveals tolerance. The study of history must place emphasis on cultural heritage and reveal a changing world, according to Sutton,<sup>4</sup>

---

<sup>2</sup> James T. Shotwell, "International Understanding and International Interdependence," Thirty-Sixth Yearbook of the National Society for the Study of Education, Part II, 1937, p. 3.

<sup>3</sup> Henry Neumann, "English Literature in the Elementary School," Thirty-Sixth Yearbook of the National Society for the Study of Education, Part II, 1937, p. 58.

<sup>4</sup> K. Augusta Sutton, "History in the Elementary and the Junior High School," Thirty-Sixth Yearbook of the National Society for the Study of Education, Part II, 1937, p. 103.



Specific reference to the title and sixth grades is made  
rarely.

Literature related to the general topic of teaching  
world understanding. The Yearbook of the National Society

for the Study of Education, published in 1937, is a volume  
worthy pre-World War II study of the problem of world under-

standing from the standpoint of principles and objectives.

Shotwell introduces this volume with the significant remark,

"Properly considered, International Education is not a subject

that lies apart from the ordinary interests of daily life.

Viewed in this light, the subjects we are dealing with is not

a casual external item in the school curriculum."

In the same volume, Shotwell states that literature

makes known to children living people in all lands. It

widens child sympathy for life in other lands. It reveals

differences and likenesses, gives perspective and reveals

tolerance. The study of history must place emphasis on cul-

tural heritage and reveal a changing world, according to Shotwell.

James T. Shotwell, "International Understanding and  
International Interdependence," Thirty-Sixth Yearbook of the  
National Society for the Study of Education, Part II, 1937,  
p. 3.

Henry Hermann, "English Literature in the Elementary  
School," Thirty-Sixth Yearbook of the National Society for  
the Study of Education, Part II, 1937, p. 3.

A. Augusta Butler, "History in the Elementary and  
the Junior High School," Thirty-Sixth Yearbook of the National  
Society for the Study of Education, Part II, 1937, p. 103.



who provides four goals for teaching history in order to foster world understanding.

These four goals for history teaching are the foundations upon which international understanding may be built: the habit of searching for the truths of things wherever such action may lead; the development of interests that penetrate every land and clime; the cultivation of tastes that spur one to appreciate what is true, enduring, and beautiful the world around; and the belief in the power of mankind to achieve human progress, with courage to help in the task.<sup>5</sup>

Parker lists examples of the misunderstandings, contorted impressions and the unjust judgments resulting from incidental learning.

The science of elementary geography contributes without fail and in large measure to those understandings and attitudes that are the basis of just, harmonious relations between peoples of different countries.<sup>6</sup>

Craig<sup>7</sup> emphasizes that elementary school science can help to develop the scientific method of approaching international relationships. He notes evidence of critical thinking in elementary school children.

We are not apt to secure correct explanations of anything by guessing.  
Man can discover many things by doing experiments.  
We cannot depend upon opinions of people who have

---

<sup>5</sup> Loc. cit.

<sup>6</sup> Edith P. Parker, "Geography in the Elementary and the Junior High School," Thirty-Sixth Yearbook of the National Society for the Study of Education, Part II, 1937, p. 133.

<sup>7</sup> Gerald S. Craig, "Science in the Elementary School," Thirty-Sixth Yearbook of the National Society for the Study of Education, Part II, 1937, pp. 177-84.



who provides four goals for teaching history in order to

foster world understanding.

These four goals for history teaching are: the student  
first upon which international understanding may be  
built: the habit of searching for the causes of things  
wherever such action may lead; the development of inter-  
ests that penetrate every land and class; the cultivation  
of tastes that spur one to energetic work; and the belief  
in the power of mankind to achieve human progress, with  
courage to help in the task.

Parker lists examples of the misunderstanding, con-

verted impressions and the unjust judgments resulting from

incidental learning.

The science of elementary geography contributes  
without fail and in large measure to these understand-  
ings and attitudes that are the basis of just, fair-  
minded relations between peoples of different  
countries.

Graig emphasizes that elementary school science can  
help to develop the scientific method of reasoning, inter-  
national relationships. He notes evidence of critical think-  
ing in elementary school children.

We are not apt to require correct explanations of  
anything by guessing.  
Man can discover many things by doing experiments.  
We cannot depend upon opinions of people who have

2 loc. cit.

6 Edith P. Parker, "Geography in the Elementary and the  
Junior High School," Thirty-Sixth Yearbook of the National  
Society for the Study of Education, Part II, 1937, p. 132.  
7 Gerald S. Graig, "Science in the Elementary School,"  
Thirty-Sixth Yearbook of the National Society for the Study  
of Education, Part II, 1937, pp. 137-38.



not made a careful study of what they are talking about.

Many superstitions and prejudices that have no foundations in fact are passed down from generation to generation for hundreds of years.

Every now and then scientists find something new. Sometimes they find some of their ideas have been wrong. A true scientist<sup>8</sup> is willing to change his mind whenever it is necessary.

The role of music in helping world understanding is suggested by Earhart.<sup>9</sup> National and folk character is revealed in music. Like all fine arts it knows no national boundaries and is universally understood in some form or other.

The Thirty-Sixth Yearbook is in general addressed to the potentialities of subject matter for promoting world understanding. Classroom techniques for realizing these possibilities are not detailed.

The elementary school is specifically related to world understanding in the Twenty-Fifth Yearbook of the Department of Elementary School Principals. Classroom, school and community activities are described in detail. Desirable goals of world service are indicated for school administrators and teachers. Many of the contributors have interpreted world goodwill to mean happy intercultural relations in the classroom. Several chapters are reviewed here because of their

---

<sup>8</sup> Ibid., pp. 178-79.

<sup>9</sup> Will Earhart, "Music in the Elementary and the High School," Thirty-Sixth Yearbook of the National Society for the Study of Education, Part II, 1937, pp. 219-24.



not made a careful study of what they are talking about. Many suppositions and speculations have been advanced in fact are based upon no foundation of fact. Every now and then scientists find something new. Sometimes they find some of their ideas have been wrong. A true scientist is willing to change his mind whenever it is necessary.

The role of music in helping world understanding is suggested by Barnhart. National and this character is revealed in music. Like all things it knows no national boundaries and is universally understood in some form or other.

The Thirty-Sixth Yearbook is in general agreement to the potentialities of subject matter for promoting world understanding. Classroom techniques for realizing these possibilities are not detailed.

The elementary school is essentially related to world understanding in the Twenty-Fifth Yearbook of the National Association of Elementary School Principals. Classroom, school and community activities are described in detail. Desirable goals of world service are indicated for school administration and teachers. Many of the contributions have interpreted world goodwill to mean happy interpersonal relations in the classroom. Several chapters are reviewed here because of their

8  
Ibid., pp. 178-79.

9  
 Will Barnhart, "Music in the Elementary and the High School," Thirty-Sixth Yearbook of the National Association of Elementary School Principals, Part II, 1937, pp. 218-21.



immediate relevance to the present study.

Snyder<sup>10</sup> emphasizes the need to build attitudes of goodwill. Attitudes must grow from the diffuse and general to the differentiated and specific. The psychological nature of each age group determines in part the ability to create attitudes of goodwill. Caution is made against plunging the child into social problems beyond his comprehension. She concludes, "The contagion of the attitudes of the teacher is our greatest bulwark in the development of attitudes of world goodwill in children."<sup>11</sup>

Utilizing the classroom to build world understanding is the subject of Chapter IV of the Yearbook mentioned above. Individual teachers describe intercultural, interracial and international activities carried on in their classes. The focus is frequently on classroom problems due to the presence of Chinese, Mexican and Negro children. Mock meetings of the United Nations, correspondence clubs, gift exchanges and the study of foreign languages are portrayed as methods of building understanding.

To implement the classwork described above, Chapter VII includes a bibliography of books, films, recordings and miscellaneous materials.

---

<sup>10</sup> Agnes Snyder, "Attitudes of Goodwill Can Be Built in Elementary-School Living," Twenty-Fifth Yearbook of the Department of Elementary School Principals, 1946, pp. 12-22.

<sup>11</sup> Ibid., p. 22.



immediate relevance to the present study. Snyder<sup>10</sup> emphasizes the need to build attitudes of goodwill. Attitudes must grow from the diffuse and general to the differentiated and specific. The psychological nature of each age group determines in part the ability to create attitudes of goodwill. Goodwill is made against changing the child into social problems beyond his comprehension. One concludes, "The contagion of the attitudes of the teacher is our greatest bulwark in the development of attitudes of goodwill in children."<sup>11</sup>

Utilizing the classroom to build world understanding is the subject of Chapter IV of the Yearbook mentioned above. Individual teachers describe individual, intersocial and international activities carried on in their classes. The focus is frequently on classroom problems due to the presence of Chinese, Mexican and Negro children. Week meetings of the United Nations, correspondence clubs, gift exchanges and the study of foreign languages are portrayed as methods of building understanding.

To implement the classroom described above, Chapter VII includes a bibliography of books, films, recordings and miscellaneous materials.

---

<sup>10</sup> Agnes Snyder, "Attitudes of Goodwill Can Be Built in Elementary-School Living," Twenty-Fifth Yearbook of the Department of Elementary School Principals, 1946, pp. 12-22.



In concluding this volume, Carr refers to the United Nations Charter.

Even the closest scrutiny of the Charter reveals no mention of the elementary school; but the elementary school, your school, is there just as surely as if it were mentioned by name in bold-face type. The success or failure of all the brave plans for peace will ultimately rest with the people themselves, and the reactions will depend on the kind of basic education they have received.

The responsibilities of education for peace and goodwill fall heavily on the elementary school. Of all the levels of the educational system, the elementary school receives the individual least biased by racial, national, social, economic, and religious prejudices.<sup>12</sup>

In the 1949 Bulletin, "World Understanding Begins With Children," Goetz<sup>13</sup> stresses the challenge to teachers to use the classroom to promote world understanding. The "ought" and "should" argument predominates. Scant attention is paid to practical classroom activities. Goetz does make it clear, however, that world understanding is not necessarily the study of another country nor must it be an extra subject in the program. She stresses that the teacher need not be an expert in international relations.

. . . there's the teacher who never had a course in international relations in college. She may never miss it. For international understanding in the elementary grades is not a high-powered course in political science or international diplomacy designed to develop specialists

---

<sup>12</sup> William G. Carr, "Potentially Rich Territory," Twenty-Fifth Yearbook of the Department of Elementary School Principals, 1946, p. 272.

<sup>13</sup> Delia Goetz, "World Understanding Begins With Children," Bulletin 1949, No. 17, United States Office of Education, 1949, pp. 1-30.



In concluding this volume, I am grateful to the United

Nations Charter.

Even the closest scrutiny of the Charter reveals no mention of the elementary school, but the elementary school, your school, is there just as surely as it is. The school were mentioned by name in the Charter. The school of letters of all the brave plans for peace will still masterly rest with the people themselves, and the resolutions will depend on the kind of basic education they have received.

The responsibilities of education for peace and goodwill fall heavily on the elementary school. At the levels of the educational system, the elementary school receives the influence least biased by racial, national, social, economic, and religious prejudices.

In the 1942 Bulletin, "World Understanding Begins with

Children," Goetz<sup>13</sup> addresses the challenge to teachers to use

the classroom to promote world understanding. The "ought"

and "should" argument predominates. Goetz stresses the need

to practical classroom activities. Goetz does make it clear

however, that world understanding is not necessarily the

of another country nor must it be an entire subject in the pro-

gram. She stresses that the teacher need not be an expert in

international relations.

... there's the teacher who never has a course in international relations in college. The way never was it. For international understanding in the elementary school is not a high-powered course in political science or international diplomacy designed to develop specialists.

12. William G. East, "Potential: High Territory," Twenty-Fifth Yearbook of the Department of Elementary Education, Principals, 1946, p. 272.

13. Nellie Goetz, "World Understanding Begins with Children," Bulletin 1942, No. 12, United States Office of Education, 1-30, 1942, pp. 1-30.



in international relations. Neither is it a lot of sentimental sentences about the quaint customs and picturesque costumes of the Burmese or the Brazilians or any other people.

Finally, and most important of all, international understanding is helping children gain some idea of the imponderables--the way people of other countries feel about their problems, what they think about certain questions, and why they think and feel as they do.<sup>14</sup>

Literature specifically referring to UNESCO and the schools. In October of 1946 the School Executive prepared one of the first studies of UNESCO and the schools. This was done prior to the first sessions of UNESCO. Accordingly, the articles are largely suggestions of what UNESCO might do when fully organized. Nicholas<sup>15</sup> urges that elementary schools particularly should be represented at all national and international educational conferences. He recommends a teacher in-service training program and a devotion of the entire teaching staff to instruction for world understanding. Hope is expressed that UNESCO can help provide needed information.

The lack of authentic materials pitched at elementary grade levels has been a decided handicap to our program. Scattered bits of information about foreign children have been secured through "Loan Packets" from the United States Office of Education and from a few of the embassies located in this country.

We look to UNESCO to help us secure the needed information and material. We also look to UNESCO for the

---

<sup>14</sup> Ibid., p. 6.

<sup>15</sup> Ivan C. Nicholas, "Teaching World Understanding," The School Executive, 66:86-87, October, 1946.



in international relations. Whether it is a lot or  
sentimental sentences about the world and  
picturesque costumes of the houses or the buildings  
or any other people.

Finally, and most important of all, international  
understanding is helping children learn something of the  
importance of the world and of other countries. Let  
about their problems, what they think about certain  
questions, and why they think and feel as they do.

Literature especially relevant to UNESCO and the

schools. In October of 1946 the School Executive operated  
one of the first sessions of UNESCO and the schools. This was  
done prior to the first sessions of UNESCO. Accordingly, the  
articles are largely suggestive of what UNESCO might do when  
fully organized. Michaelis<sup>15</sup> gives a list of elementary concepts  
particularly should be recognized as all-around. In fact  
national educational conference. He recognized a teacher  
in-service training program and a devotion of the entire  
teaching staff to instruction for world understanding. Hope  
is expressed that UNESCO can help provide needed information.  
The lack of authentic materials needed at elementary  
grade levels has been a decided handicap to our program.  
Scattered bits of information about foreign children  
have been secured through "Open Texts" from the United  
States Office of Education and from a few of the embas-  
sies located in this country.

We look to UNESCO to help us secure the needed in-  
formation and material. We also look to UNESCO for the

<sup>14</sup> Ibid., p. 6.

<sup>15</sup> Ivan G. Michaelis, "Teaching World Understanding,"  
The School Executive, 66:55-57, October, 1946.



assurance that the schools of the world are using their tremendous power and influence to educate for peace rather than for war.<sup>16</sup>

In 1948 the Committee on International Relations of the National Education Association prepared a study on world understanding in the elementary and secondary school. Four questions are posed by the Committee:

1. Why should American schools be concerned with education for international understanding?
2. What schools and what teachers have the responsibility for educating children and youth for international understanding?
3. What should be the specific objectives of school programs for international understanding?
4. How can educational effort be most effectively focused on, and most efficiently expended in, the achievement of these agreed objectives?<sup>17</sup>

Answers to these questions in the form of what schools are doing together with suggestions for learning experiences comprise the bulk of this volume. American children are not to be expected to solve problems of the adult world but must be made aware of their new responsibilities to the rest of the world.<sup>18</sup> The Committee refers to persons aware of these obligations as "World-Minded Americans."<sup>19</sup> A large portion of the Yearbook is devoted to describing the marks of such

---

<sup>16</sup> Ibid., p. 87.

<sup>17</sup> Education for International Understanding in American Schools (Washington, D. C.: National Education Association of the United States, 1948), p. vi.

<sup>18</sup> Ibid., p. 11.

<sup>19</sup> Ibid., p. 12.



assurance that the schools of the world are using their tremendous power and influence to educate for peace rather than for war.

In 1948 the Committee on International Relations of

the National Education Association prepared a study on world

understanding in the elementary and secondary schools. Four

questions are posed by the Committee:

1. Why should American schools be concerned with education for international understanding?
2. What schools and what teachers have the capacity for educating children and youth for international understanding?
3. What should be the specific objectives of school programs for international understanding?
4. How can educational efforts be most effectively focused on, and most effectively expanded in, the achievement of these stated objectives?

Answers to these questions in the form of what schools

are doing together with suggestions for learning experiences

comprise the bulk of this volume. And local children are not

to be expected to solve problems of the adult world and need

be made aware of their own responsibilities to the rest of the

world.<sup>16</sup> The Committee refers to general awareness of these soli-

tations as "World-Minded Americans."<sup>17</sup> A large portion of

the Yearbook is devoted to describing the work of such

16

Idid., p. 37.

17

Education for International Understanding in World-  
Minded Schools (Washington, D. C.: National Education Association  
of the United States, 1953), p. vi.

18

Idid., p. 11.

19

Idid., p. 12.



world-mindedness.<sup>20</sup> Chapter IV<sup>21</sup> is devoted to planning for the development of world understanding in a school program. This section outlines the responsibilities of administrators, teachers and students and includes criteria for evaluation of the program.

The remainder of this report<sup>22</sup> is comprised of suggestions for learning experiences and units and a section on aids and sources. Actual units of work (some involving UNESCO) used in schools throughout the country are cited. The secondary school is given preponderant attention. Aids and sources listed are scanty and do not delineate between those useful for the elementary and secondary grades. As can be noted from this review, this volume is of greatest use for general background and broad suggestions. It represents the vital concern that many educators have for the problem of teaching for world understanding.

The Harvard Educational Review for the summer of 1950 is exclusively devoted to a study of UNESCO and education. This issue purports to be the "most comprehensive and systematic report on the 'E in UNESCO' which has yet been undertaken."<sup>23</sup> Criticism of the educational program proposals

---

<sup>20</sup> Ibid., pp. 15-82.

<sup>21</sup> Ibid., pp. 83-106.

<sup>22</sup> Ibid., pp. 107-236.

<sup>23</sup> Howard E. Wilson, Introduction to The Harvard Educational Review, 20:123, Summer, 1950.



world-mindedness. Chapter IV is devoted to planning for the development of world understanding in a school program. This section outlines the responsibilities of school directors, teachers and students and includes criteria for evaluation of the program.

The remainder of this report is composed of suggestions for learning experiences and materials for use in the classroom. Actual units of work are suggested. UNESCO used in schools throughout the country. The secondary school is given prominent attention. Aids and sources listed are ready and do not belabor the point. Those useful for the elementary and secondary schools can be noted from this review. This volume is of great use for general background and broad suggestions. It presents the vital concepts that every educator must have for the problem of teaching for world understanding.

The Harvard Educational Review for the summer of 1950 is exclusively devoted to a study of UNESCO and education. This issue purports to be the "most comprehensive and authoritative report on the UNESCO which has yet been undertaken." Criticism of the educational program proposed

---

20 Ibid., pp. 15-22.  
21 Ibid., pp. 83-106.  
22 Ibid., pp. 107-236.  
23 Howard E. Wilson, Introduction to The Harvard Educational Review, 30:122, Summer, 1950.



of UNESCO seemed to the Conference preparing the Review, "To be unduly diffuse, not clearly focused, illogically organized--a program of too many projects having too little consequence."<sup>24</sup> They further felt, "that the education of young children has been neglected. . . ." <sup>25</sup>

UNESCO's program of improving textbooks is considered at some length.<sup>26</sup> A report is made of the numerous seminars leading to the production of A Handbook for the Improvement of Textbooks and Teaching Materials. There follows a description of a sample history text prepared in France for the use of twelve year old children.

Bryn Hovde devotes critical attention to the problem of world understanding.

In the area of primary and secondary schools, UNESCO has, aside from the rather futile competition in essays and posters (1947-49) and the very good Podebrady seminar, devoted itself almost wholly to the project described by the General Assembly of the United Nations as the "Teaching of the Purposes and Principles, the Structure and Activities of the United Nations in the Schools of the Member States."<sup>27</sup>

The Review concludes with a chapter on the implementation

---

<sup>24</sup>

Loc cit.

<sup>25</sup>

Wilson, op. cit., p. 125.

<sup>26</sup>

I. James Quillen, "The Improvement of Textbooks and Teaching Materials," The Harvard Educational Review, 20:149-57, Summer, 1950.

<sup>27</sup>

Bryn J. Hovde, "Education for International Understanding," The Harvard Educational Review, 20:194, Summer, 1950.



of UNESCO seemed to the Conference regarding the Review.  
"To be mainly diffuse, not clearly focused, illogical  
organized--a program of too many projects having too little  
consequence." They further felt "that the situation of  
young children had been neglected."

UNESCO's program of improving textbooks is considered  
at some length. A report is made of the numerous seminars  
leading to the production of a handbook for the improvement of  
Textbooks and Teaching Materials. These follow a description  
of a sample history text prepared in France for the use of  
twelve year old children.

Bryn Hovde devotes special attention to the problem  
of world understanding.

In the area of primary and secondary education, UNESCO  
has, since 1945, been rather active in carrying out  
and posters (1947-48) and the very good secondary series  
has devoted itself almost wholly to the project described  
by the General Assembly of the United Nations as the  
"Teaching of the Purposes and Principles of the Charter  
and Activities of the United Nations in the Schools of  
the Member States."

The Review concludes with a chapter on the implementation

- 
- 24 Doc. off.
  - 25 Wilson, op. cit., p. 122.
  - 26 I. James Gullison, "The Improvement of Textbooks and  
Teaching Materials," The Harvard Educational Review, 20:144-52,  
Summer, 1950.
  - 27 Bryn J. Hovde, "Seminars for International Under-  
standing," The Harvard Educational Review, 20:129, Summer,  
1950.



of UNESCO activities.<sup>28</sup> It is emphasized that the plans of UNESCO are definitely not to be carried out by governments alone. A program of educational conferences sponsored by both private groups and government is recommended to facilitate the work of UNESCO. Actual implementation in the classroom is not discussed.

From this brief review of related material it is apparent that much study, research and experimentation remain to be done in both the elementary and secondary schools. The fact that learned societies and distinguished educators have turned attention to the challenge of teaching for world understanding and toward implementing the work of UNESCO, indicates that with time and the devotion of interested teachers an increasing abundance of materials and resources will become available.

Other related literature will be reviewed within the context of the remaining chapters. Related source material available to teachers is listed in Appendix A.

---

<sup>28</sup> Ruth E. McMurtry, "The Implementation of UNESCO Activities in the United States," The Harvard Educational Review, 20:233-42, Summer, 1950.



of UNESCO activities. It is emphasized that the plans of UNESCO are definitely not to be carried out by governments alone. A program of educational conferences sponsored by both private groups and government is recommended to facilitate the work of UNESCO. Actual implementation in the classroom is not discussed.

From this brief review of related material it is apparent that much study, research and experimentation remain to be done in both the elementary and secondary schools. The fact that learned societies and distinguished educators have turned attention to the challenge of teaching our world universities and toward implementing the work of UNESCO, indicates that with time and the devotion of interested teachers an increasing abundance of materials and resources will become available.

Other related literature will be reviewed within the context of the remaining chapters. Related source material available to teachers is listed in Appendix A.

28  
Harris, Henry, "The Implementation of UNESCO Activities in the United States," The Harvard Educational Review, 20:232-42, Summer, 1950.



## CHAPTER III

### UNESCO AND WORLD UNDERSTANDING

So pressing did the need for world understanding seem to educators, that during the years from 1942 to 1945 meetings of the Allied Ministers of Education were held in London to lay the foundations for the United Nations Educational, Scientific and Cultural Organization. Among the most earnest participants were educators from the United States. Within months after the founding of the United Nations in San Francisco in 1945, UNESCO was created as one of its specialized agencies.

National Commissions to facilitate the work of UNESCO were created by the governments of member nations. Permanent headquarters of this new international organization were established in Paris. Seven principal departments were created to carry on its work: Education, Natural Sciences, Social Sciences, Cultural Activities, Exchange of Persons, Mass Communication and Technical Assistance.

As the entire program of UNESCO is ultimately devoted to establishing a peaceful world, aiding any of the departments is a laudable project. UNESCO's educational activities are divided into three major critical areas. Since more than two-thirds of the world's population live behind the iron curtain of illiteracy, efforts to alleviate this condition are grouped under the title, Fundamental Education. The



## UNESCO AND WORLD UNDERSTANDING

So pressing did the need for world understanding seem to educators, that during the years from 1942 to 1945 meetings of the Allied Ministers of Education were held in London to lay the foundations for the United Nations Educational, Scientific and Cultural Organization. Among the first earnest participants were educators from the United States. Within months after the founding of the United Nations in San Francisco in 1945, UNESCO was created as one of its specialized agencies.

National Commissions to facilitate the work of UNESCO were created by the governments of member nations. Their headquarters of this new international organization were established in Paris. Seven technical departments were created to carry on the work: Education, Natural Sciences, Social Sciences, Cultural Activities, Exchange of Persons, Mass Communication and Technical Assistance.

As the entire program of UNESCO is intimately devoted to establishing a peaceful world, along any of the departments is a laudable project. UNESCO's educational activities are divided into three major cultural areas. These areas are two-thirds of the world's population live behind the iron curtain of illiteracy, efforts to alleviate this condition are grouped under the title, Fundamental Education. The



second division is called Continuing Service in Education and is designed to further the educational activities in countries where educational opportunities are already relatively great, and to act as a clearing-house for information. The third division is known as Education for International Understanding. The third division is the immediate concern of this study.

Criticism of UNESCO. Insistent and uninformed criticism of this latter activity of UNESCO has caused it to become a controversial issue in many sections of the United States.<sup>1</sup> As controversial issues unfortunately tend to be avoided in the public schools, it is necessary to state what the program of UNESCO is not, before detailing what it is.

The purpose of UNESCO, as set forth in Article I of its Constitution,

. . . is to contribute to peace and security by promoting collaboration among the nations through education, science, and culture in order to further universal respect for justice, for the rule of law, and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language, or religion, by the Charter of the United Nations.<sup>2</sup>

This purpose is amplified by the first Director-General, Julian Huxley.

Unesco--the United Nations Educational, Scientific

---

<sup>1</sup> J. Bainbridge, "Danger's Ahead In the Public Schools," McCall's, 80:56, October, 1952.

<sup>2</sup> Article I, Constitution of the United Nations Educational, Scientific and Cultural Organization, adopted November 16, 1945, London, England.



second division is called Continuing Service in Education and is designed to further the educational activities in countries where educational opportunities are already relatively high, and to act as a clearing-house for information. The third division is known as Education for International Understanding. The third division is the largest of the three.

### Criticism of UNESCO Insistent and Unfounded Criticism

of this latter activity of UNESCO has caused it to become a controversial issue in many sections of the United States. As controversial issues unfortunately tend to be avoided in

the public schools, it is necessary to state what the purpose of UNESCO is not, before detailing what it is.

The purpose of UNESCO, as set forth in Article I of its Constitution,

its Constitution,

is to contribute to peace and security by promoting collaboration among the nations through education, science, and culture in order to further universal peace and justice. For the rule of law, and for the human rights and fundamental freedoms which are essential for the peoples of the world, without distinction of race, sex, language, or religion, by the Charter of the United Nations.

This purpose is amplified by the first Director-

General, Julian Huxley.

Unesco--the United Nations Educational, Scientific

1

J. Reinhardt, "Danger's Lurked in the Public School", McCall's, 30:56, October, 1952.

2

Article I, Constitution of the United Nations Educational, Scientific and Cultural Organization, London, England, 1945.



and Cultural Organisation--is by its title committed to two sets of aims. In the first place, it is international, and must serve the ends and objects of the United Nations, which in the long perspective are world ends, ends for humanity as a whole. And secondly it must foster and promote all aspects of education, science, and culture, in the widest sense of those words.

Its Constitution defines these aims more fully. The preamble begins with Mr. Atlee's noble words--'since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed': it continues by stressing the dangers of ignorance--'ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war.'<sup>3</sup>

While UNESCO is designed to serve the ends and objectives of the United Nations it is not aimed at destroying national loyalties. So important in this regard are the remarks of Jaime Torres Bodet, until recently the Director-General of UNESCO, that they are quoted here at length.

Unesco's activities on behalf of education for living in a world community are in no sense subversive. What we are trying to do is to train citizens who will be faithful in their duty to their own country and who for that very reason will also be loyal to the international obligations which their country has assumed. The activities of Unesco are founded on texts that have been officially approved and are publicly regarded as the guarantee of peace and essential to the progress of the whole world.

.....

To teach young people about the obligations which arise out of the necessity of living in an international community, does not imply that we should hoodwink them with the promise of an immutable world order that can be established as if by magic. International laws, like national laws, always run the risk of being broken by the most powerful and the most cynical. But although

---

<sup>3</sup> Julian Huxley, UNESCO: Its Purpose and its Philosophy (Washington, D. C.: Public Affairs Press, 1947), p. 5.



and Cultural Organization--is by its title committed to two sets of aims. In the first place, it is international, and must serve the ends and objects of the United Nations, which in the long perspective are world ends, ends for humanity as a whole. And secondly it must foster and promote all aspects of education, science, and culture, in the widest sense of those words. Its Constitution defines these aims more fully. The preamble begins with Mr. Alfie's noble words--"since we begin in the minds of men, it is in the minds of men that the defense of peace must be constructed"; it continues by stressing the dangers of ignorance--"ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war."

While UNESCO is designed to serve the ends and objectives of the United Nations it is not aimed at destroying national loyalties. So important in this regard are the remarks of Jaime Torres Bodet, until recently the Director-General of UNESCO, that they are quoted here at length. UNESCO's activities on behalf of education for living in a world community are in no sense subversive. What we are trying to do is to train citizens who will be faithful in their duty to their own country and who for that very reason will also be loyal to the international obligations which their country has assumed. The activities of UNESCO are founded on texts that have been officially approved and are publicly regarded as the guarantee of peace and essential to the progress of the whole world.

To teach young people about the obligations which arise out of the necessity of living in an international community, does not imply that we should hoodwink them with the promise of an immutable world order that can be established as it by magic. International law, like national law, always runs the risk of being broken by the most powerful and the most cynical. But although



this danger exists in every country, education has nevertheless continued to include courses in civics. The more fragile the protection which the law offers us, the more necessary it is to train people to help insure that protection. To say that comprehensive teaching about the machinery, activities and problems of the United Nations would incite young people to forget the respect they owe their own country, amounts to saying that the country in which that teaching took place either did not belong to the United Nations system or else belonged to it only in appearance.

.....

I do not believe in virtues which lessen a man. He who, out of so-called love of his country, despises his native town, loves neither his town nor his country; and whoever, out of alleged devotion to some international order, repudiates his loyalty to his own country, does not really love his own country nor the international order he claims to admire.

.....

If governments cannot recommend that the children in their schools should be taught what their representatives publicly declare at the rostrum of the United Nations, whom are we to believe? The diplomat who makes speeches, or the teacher who keeps silence? History is no doubt full of these tragic discrepancies between the man who commands and the man who teaches. And that is one reason why history is bathed in tears and blood.<sup>4</sup>

American educators support UNESCO. Distinguished American educators and educational bodies have endorsed UNESCO and urged using its resources in the schools.

In 1946, Zook stated:

Throughout the discussion leading up to and succeeding the London conference in November, 1946, which formulated the Constitution of UNESCO, there has been complete unanimity among American educators as to the necessity for such an international organization as providing the only dependable basis for enduring international peace and good-will. American educational administrators and teachers are as a unit in their belief

---

<sup>4</sup> Jamie Torres Bodet, "The United Nations and National Loyalties," Courier, 6:3, October, 1952.



this danger exists in every country, education has nevertheless continued to include courses in civics. The more fragile the protection which the law offers us, the more necessary it is to train people to help insure that protection. To say that comprehensive training about the machinery, activities and problems of the United Nations would induce young people to forget the respect they owe their own country, amounts to saying that the country in which they are living is so good that they did not belong to the United Nations or else belonged to it only in appearance.

I do not believe in virtues which lessen a man. The who, out of so-called love of his country, sacrifice his native town, have neither his town nor his country, and whoever, out of alleged devotion to some international order, renounces his loyalty to his own country, does not really love his own country nor the international order he claims to admire.

If governments cannot recommend that the children in their schools should be taught that their neighbors' fathers publicly declared at the bottom of the United Nations, whom we believe, The United Nations makes speeches, or the teachers who have accepted this view no doubt full of these things, they are also teaching the man who commands and the man who teaches, and that is one reason why the world is becoming more and more divided.

### American educators support UNESCO

American educators and educational bodies have endorsed UNESCO and urged using its resources in the schools.

In 1946, Root stated:

Throughout the discussion leading up to and succeeding the London conference in November, 1946, which formulated the Constitution of UNESCO, there has been complete unanimity among American educators as to the necessity for such an international organization providing the only feasible basis for securing international peace and good-will. American educational administrators and teachers are as united in their belief

Jamie Forbes Baker, "The United Nations and National Loyalties," Country, 6:3, October, 1948.



that mutual understanding of world problems is as necessary for intelligent action in the international sphere as widespread education is to the solution of problems which are national, state and local in scope.<sup>5</sup>

At the annual convention of the American Association of School Administrators in 1950, it was resolved, "To justify our faith in the principles of UNESCO, we call upon all school systems to familiarize themselves with the UNESCO program and to do their utmost to give effect to it."<sup>6</sup>

As recently as February of 1953, the Educational Policies Commission of the National Education Association made a positive statement of policy on UNESCO and the schools.

Young Americans, as part of their education for citizenship, should have opportunities to learn in school why their country is following a policy of international cooperation, how that policy works and what it means to have their country a member of the UN and Unesco. Teaching about such things is an obligation resting upon all public schools in the United States.

.....

Young Americans need also to know the history of mankind's efforts to attain peace among nations and the history of the many failures and the limited successes of such efforts. They need to know how people in other parts of the world live, what they wish for, what they believe. They need to know how their own lives have been made safer and richer by the things that have been done by men and women in other parts of the world. They need to know what is happening around the world today. These things the schools of this nation have taught for many years. They must continue to teach them if they are to remain true to their trust.

To encourage the teaching of such matters is one

---

<sup>5</sup> George F. Zook, "Significance of UNESCO From Six Viewpoints," The School Executive, 66:76, October, 1946.

<sup>6</sup> National Education Association Journal, 39:243, April, 1950.



that mutual understanding of world problems is an urgent  
necessity for intelligent action in the international arena  
as widespread education is to the solution of problems  
which are national, state and local in scope.

At the annual convention of the American Association  
of School Administrators in 1950, it was resolved, "To fur-  
tify our faith in the philosophy of UNESCO, we call upon all  
school systems to facilitate themselves with the UNESCO  
program and to do their utmost to give effect to it."

As recently as February of 1955, the Executive  
Policy Commission of the National Education Association  
made a positive statement of policy on UNESCO and the schools.

Young Americans, as part of their education for  
citizenship, should have opportunities to learn in  
schools why their country is following a policy of in-  
ternational cooperation, why that policy works and  
what it means to have their country a member of the  
UN and UNESCO. Teaching about such things is an  
obligation resting upon all public schools in the United  
States.

Young Americans need also to know the history of  
mankind's efforts to attain peace among nations and the  
history of the many failures and the limited successes  
of such efforts. They need to know how people in other  
parts of the world live, what they wish for, what they  
believe. They need to know how their own lives have  
been made sadder and richer by things that have been  
done by men and women in other parts of the world. They  
need to know what is happening around the world today.  
These things the schools of this nation have fought for  
many years. They must continue to teach them if they  
are to remain true to their trust.  
To encourage the teaching of such matters in one

George F. Boal, "Significance of UNESCO from a  
Viewpoint," The School Executive, 56:75, October, 1955.  
National Education Association Journal, 35:245.  
April, 1956.



purpose of Unesco. The establishment of Unesco, however, did not change the basic character of American teaching about other nations. It did help to give American teachers and students access to more information about the rest of the world. And it has given other nations a better basis for teaching more fully and accurately about the United States. Such teaching is in harmony with Unesco's prime purpose--to enhance the world understanding of all peoples. This purpose should not be confused with the promotion of world government--a political goal which is supported by some well known voluntary organizations, but which, by its own constitution, Unesco is prohibited from promoting. It is important to understand the true purposes of Unesco. Failure to do so gives rise to apprehensions which, no matter how sincere, could lead the American people to defeat their own interests.<sup>7</sup>

UNESCO, then, is not a World Ministry of Education with arbitrary powers to require standard text books and teaching methods. Its policies are determined in international seminars of educators from all member countries. No country is required to accept the resolutions or recommendations of these groups. Furthermore, the National Commissions are largely responsible for any UNESCO activity to be carried on within a given country.

In the case of the United States, the Commission is composed of one hundred members, of whom sixty are named by sixty national organizations, the other forty are appointed by the Secretary of State and include representatives of federal, state and local governments. It is unlikely that such a heterogenous group would be subversive to the true interests of the United States.

---

<sup>7</sup> "The United Nations, Unesco, and American Schools," National Education Association Journal, 42:78, February, 1953.



purpose of UNESCO. The establishment of UNESCO, however, did not change the basic character of American teaching about other nations. It did help to give American teachers and students access to more information about the rest of the world. And it has given other nations a better basis for knowing more fully and accurately about the United States. Such teaching is in harmony with UNESCO's main purpose--to enhance the world understanding of all peoples. This purpose should not be confused with the promotion of world government--a political goal which is supported by some well known voluntary organizations, but which, by its own constitution, UNESCO is prohibited from promoting. It is important to understand the true purposes of UNESCO. Failure to do so gives rise to misconceptions which, no matter how sincere, could lead the American people to defeat their own interests.

UNESCO, then, is not a World Ministry of Education with arbitrary powers to require standard text books and teaching methods. Its policies are determined in international meetings of representatives from all member countries. No country is required to accept the resolutions or recommendations of these groups. Furthermore, the National Commissions are largely responsible for any UNESCO activity to be carried on within a given country. In the case of the United States, the Commission is composed of one hundred members, of whom sixty are named by sixty national organizations, the other forty are appointed by the Secretary of State and include representatives of federal, state and local governments. It is unlikely that such a heterogeneous group would be unresponsive to the true interests of the United States.



With the continued support of teachers and the general public, UNESCO will be maintained above the level of controversy. It is potentially a major adjunct for teaching world understanding.

UNESCO activities to promote world understanding. In the fullest sense, all UNESCO's efforts can be considered a program for world understanding. For the purpose of this study, twelve of its activities are particularly relevant. They are listed here from the more general to the more specific from the standpoint of classroom application.

1. Seminars
2. International Surveys and Study Centers
3. Clearing House
4. Textbook Revisions
5. Youth Organizations
6. International Theatre Month
7. Radio Programs and Scripts
8. Gift Coupons
9. CARE-UNESCO Book Program
10. Poster and Essay Contests
11. Human Rights Day
12. Publications

Not all these activities are planned for the immediate use of the upper grades of the elementary school. Many of them are directed primarily to the problem of teacher education



With the continued support of teachers and the general public, UNESCO will be maintained above the level of controversy. It is potentially a major adjunct for teaching world understanding.

UNESCO Activities to promote world understanding

In the fullest sense, all UNESCO's efforts can be considered a program for world understanding. For the purpose of this study, twelve of the activities are particularly relevant. They are listed here from the more general to the more specific from the standpoint of classroom application.

1. Seminars
2. International Surveys and Study Conferences
3. Clearing House
4. Textbook Revisions
5. Youth Organizations
6. International Theatre Month
7. Radio Programs and Series
8. Gift Coupons
9. CARE-UNESCO Book Program
10. Poster and Essay Contests
11. Human Rights Day
12. Publications

Not all these activities are planned for the immediate

use of the upper grades of the elementary school. Many of them are directed primarily to the problem of teacher education



and understanding of UNESCO's work. However, the alert and imaginative teacher can adapt some part of all of them for classroom use.

Conferences and seminars are a traditional means of bringing teachers into face-to-face contact for the exchange of ideas, methods and resources. While it is recognized that relatively few teachers can participate in national and international seminars, their influence in contacts, writings, reports and improved personal teaching is significant. The UNESCO seminar becomes "a true international community . . . a practical example of education for international understanding."<sup>8</sup> Reports and recommendations of these seminars are published or reviewed by the United States National Commission in both its UNESCO News and UNESCO Newsletter as well as in specially prepared bulletins and pamphlets.

Seminars in the area of world understanding were instituted in Sevres, France in 1947. Here an effort was made to determine what is meant by world understanding, what problems are involved, what programs of action can be followed. The following aims were agreed upon:

- Knowledge about other people and their needs;
- Elimination of international misunderstandings;
- Development of sympathy for and interest in others welfare;
- Personal responsibility;
- Ability to estimate relevant factors in a problem

---

<sup>8</sup> Karl W. Bigelow, "UNESCO Seminars," The Harvard Educational Review, Summer, 1950, p. 158.



and understanding of UNESCO's role. However, the limited and  
imaginative teacher can adapt some part of all of them for  
classroom use.

Conferences and seminars are a traditional means of  
bringing teachers into face-to-face contact for the exchange  
of ideas, methods and resources. While it is recognized  
that relatively few teachers can participate in regional and  
international seminars, their influence is considerable. Written  
reports and improved written reports is significant. The  
UNESCO seminar produced "A New International Community".

a practical example of education for international understanding.  
6. Reports and recommendations at these seminars  
are published or reviewed by the United States National  
Commission in both the UNESCO News and UNESCO Newsletter  
as well as in specially prepared bulletins and newsletters.  
Seminars in the area of world understanding were  
instituted in 1967, 1968 and 1969. There is effort to  
make to determine what is meant by world understanding, what  
problems are involved, what programs of action can be taken.

The following are some of the areas of concern:  
Knowledge about other people and their needs;  
Elimination of international misunderstandings;  
Development of sympathy for and interest in others;  
Well-being;  
Personal responsibility;  
Ability to estimate relevant factors in a problem.

8 Karl W. Bickel, "UNESCO Seminars: The Potential  
Educational Review, Summer, 1970, p. 152.



and to interpret facts in the light of criteria;  
 A spirituality that transcends a particular culture;  
 Respect for rights of next group or nation;  
 Self-criticism--eagerness to learn, and to change  
 ourselves.<sup>9</sup>

The seminar on childhood education which convened in 1948 at Podebrady, Czechoslovakia, was an effort to discover the psychological bases of the growth of world mindedness in children. The valuable publication, In the Classroom With Children Under Thirteen Years of Age, resulted from this seminar. Further reference to this work will be made in the following chapter and in Appendix C.

Principals interested in developing world understanding met in a seminar in Geneva in 1950 to consider administrative and curriculum difficulties attendant to implementing UNESCO's program.

The World Organization For Early Childhood Education (O.M.E.P.) held a Congress in Mexico City in the summer of 1952. Early childhood education and the shaping of a good society was the main consideration. The following ideas were considered as the basis of a healthy education for the formation of a better world:

1. self-respect
2. respect and love of Truth
3. respect and love of Justice

---

<sup>9</sup> Idabelle Yeiser, "An Educational Approach to Peace and Understanding," Education, 70:619, June, 1950.



and to interpret facts in the light of criteria;  
A spirituality that transcends a particular culture;  
Respect for rights of next group or nation;  
Self-criticism--eagerness to learn, and to change  
ourselves.

The seminar on childhood education which convened in  
1948 at Poděbrady, Czechoslovakia, was an effort to discover  
the psychological basis of the growth of world-mindedness in  
children. The valuable publication, In the Classroom With  
Children Under Thirteen Years of Age, resulted from this  
seminar. Further reference to this work will be made in the  
following chapter and in Appendix G.

Principals interested in developing world understanding  
met in a seminar in Geneva in 1950 to consider administrative  
and curriculum difficulties attendant to implementing UNESCO's  
program.

The World Organization For Early Childhood Education  
(O.M.E.P.) held a Congress in Mexico City in the summer of  
1952. Early childhood education and the shaping of a good  
society was the main consideration. The following ideas were  
considered as the basis of a healthy education for the forma-  
tion of a better world:

1. self-respect
2. respect and love of Truth
3. respect and love of Justice

---

2  
Isabelle Kiefer, "An Educational Approach to Peace  
and Understanding," Education, 70:619, June, 1953.



4. respect and love of Liberty
5. respect and love of the life and rights of our neighbor, based on the spiritual, racial and social developments of each people as constructive<sup>10</sup> elements for the child's healthy personality.

Specialized seminars have been organized to review on both elementary and secondary school levels the writing of textbooks, methods of teaching history and geography and teaching about human rights.

As stated above, these seminars can have little real effect unless their reports and recommendations are studied and implemented by administrators, teachers and interested laymen. It is hoped that the National Commission can make these reports more readily available to all school systems. It is hoped that future seminars can result in more practical results and fewer generalities.

The second activity, International Surveys and Study Centers is the least developed part of the program. The National Commissions have made surveys of education in order to find promising methods of teaching world understanding. As yet technical reports have not been compiled. International Study Centers are still on the agenda. Setting up centers with an international faculty for teachers of all grade levels is undoubtedly a desirable activity. Present world tensions and

---

<sup>10</sup> World Organization For Early Childhood Education,  
(O.M.E.P.) Resolutions, Mexico City, 1952, p. 3.



4. respect and love of liberty
5. respect and love of the life and rights of our neighbor, based on the spiritual, racial and social development of each people as a national-ity.

Specialized seminars have been organized to review on both elementary and secondary school levels the writing of textbooks, methods of teaching history and geography and teaching about human rights.

As stated above, these seminars have little real effect unless their reports and recommendations are studied and implemented by administrators, teachers and interested laymen. It is hoped that the National Commission can make these reports more readily available to all school systems. It is hoped that future seminars can result in more practical results and fewer generalities.

The second activity, international surveys and study Centers is the least developed part of the program. The National Commissions have made surveys of education in order to find promising methods of teaching world understanding. As yet technical reports have not been completed. International Study Centers are still on the agenda. Before we centers with an international faculty for teachers of all grade levels is undoubtedly a desirable activity. Present world tensions and



fear of setting up a "world ministry" will probably delay this part of the program.

The Educational Clearing House has a three-fold task to preserve, increase and disseminate knowledge. An international bibliography of the publications of UNESCO, UN and the other Specialized Agencies and The National Commission is maintained. Through its seminars, individuals and organizations can secure information on educational developments in any member country. A list of five hundred experts in various phases of education is available to those desiring specific help. Persons wishing to study abroad on international fellowships and scholarships can secure complete information from the Clearing House publication Study Abroad, International Handbook of Fellowships, Scholarships and Educational Exchange. Teachers and classes making a serious study of UNESCO would want to avail themselves of the services of the Clearing House.

Because the textbook is one of the principal sources of information, it is important that it should not be provocative of international misunderstanding. Work to improve textbooks at all grade levels with regard to international goodwill was first undertaken by the Committee on Intellectual Cooperation of the League of Nations at the end of World War I. UNESCO has assumed responsibility for continuing this effort. The seminar held in Brussels in 1950 was



test of setting up a "world organization" will probably appear as part of the program.

The Educational Organization has a three-fold task to preserve, increase and disseminate knowledge. As in the National Association of the Professions of Health, the other specialized Association and the National Commission is maintained. Through its members, individuals and organizations can secure information on educational developments in any member country. A list of five hundred experts in various phases of education is available to those requiring specific help. Persons wishing to study abroad or in national fellowships and scholarships can secure complete information from the clearing house organization, Study Abroad, International Handbook of Education, Organizations and Educational Exchanges. Teachers and classes seeking a national study of UNESCO would want to avail themselves of the services of the clearing house. Because the handbook is one of the principal sources of information, it is important that it should not be pre-occupied or international misunderstanding. Work to improve textbooks at all grade levels when regard to international goodwill was first undertaken by the Committee on Unpublished Cooperation of the League of Nations at the end of World War I. UNESCO has engaged responsibility for continuing this effort. The seminar held in Strasbourg in 1950 was



devoted to this subject. The National Commissions were requested to carry on examination of textbooks. In the United States the study is being continued by the United States Office of Education and the American Council on Education. The Rockefeller Foundation has been responsible for funds for this work. The effort to improve textbooks with emphasis on world understanding will depend in part on state boards of education and on publishers of school books.

The individual teacher still must be the final arbiter in the classroom. By interpretation and emphasis, by careful analysis and criticism, textbook information can be used to promote the goal of world understanding.

Youth organizations have received considerable attention from UNESCO and UNESCO has received an equally great consideration from youth organizations. This joint effort is described in the pamphlet, Youth and UNESCO, published with aid from the Carnegie Endowment for International Peace. UNESCO does not directly sponsor any youth organization. Rather it encourages and helps those interested in forming groups to further world understanding. The UNESCO Relations Staff in Washington is especially prepared to do this. Through its assistance, numerous high schools and community organizations have formed such groups. Here is a fertile field for exploitation in the upper elementary grades.

To promote world understanding through drama the



devoted to this subject. The National Commission was requested to carry on a series of studies. In the United States the study is being continued by the States Office of Education and the American Council on Education. The Rockefeller Foundation has been responsible for funds for this work. The study is in progress with emphasis on world understanding will be an important part of the study of education and in publication of school books. The individual teacher still must be the final authority in the classroom. By interpretation and analysis, by analysis and criticism, teacher information can be used to promote the goal of world understanding. Youth organizations have received considerable attention from UNESCO and UNESCO has received an equally great consideration from youth organizations. This joint effort is described in the annual report of the International Youth with aid from the Government for International Youth. UNESCO does not directly sponsor any youth organization. Rather it encourages and helps those interested in forming groups to further world understanding. The UNESCO Relations Staff in Washington is especially prepared to do this. Through its assistance, numerous high schools and secondary organizations have formed such groups. There is a definite trend for exploitation in the upper elementary grades. To promote world understanding through these groups.



United States National Commission and the American National Theatre and Academy began the sponsorship of International Theatre Month in 1950. By the close of 1952 there were over fifteen hundred productions by elementary and secondary school groups and community theaters. The plays were intended to emphasize themes of world peace and of life in other countries. One of the more ambitious efforts to foster world understanding among children was the production of "Simon Big-Ears" by the Children's Theatre of Washington in March, 1952. The cast included sixty children from the foreign Embassies in Washington. The proceeds were donated to Korean war orphans. Implications for creating world good will are obviously enormous. The National Commission is prepared to help classroom teachers participate in this program.

The classroom radio has become one of the teacher's valuable aids. UNESCO is exploring possibilities for a World Radio Network to popularize its program. In the meanwhile, a weekly fifteen minute script entitled "UNESCO World Review" is available through the National Commission in Washington. The scripts contain spot news on educational, scientific and cultural activities going on in the world. Local and college stations and the UN short-wave broadcast are the usual outlets for these programs. Edited scripts may well be used for classroom activity, or prepared for local broadcast. Other audio-visual aids which are part of UNESCO's program will be



United States National Commission and the American National Theatre and Academy began the sponsorship of International Theatre Month in 1950. By the close of 1952 there were over fifteen hundred productions by eleven city and a hundred school groups and community theaters. The plays were intended to emphasize themes of world peace and of life in other countries. One of the more ambitious efforts to foster world understanding among children was the production of "A Child's Guide to the Children's Theatre of Washington" in 1952. The book included sixty children from the United States in Washington. The proceeds were donated to United War Organism. It is a call for creating world good will and peaceful relations. The National Commission is expected to help classroom teachers participate in this program.

The classroom radio has become one of the teacher's valuable aids. UNESCO is exploring possibilities for a World Radio Network to provide the program. In the meantime, a weekly fifteen minute radio series entitled "UNESCO World Review" is available through the National Commission in Washington. The series contains short news on educational, scientific and cultural activities going on in the world. Local and college stations and the UN short-wave broadcast are the main outlets for these programs. Edited scripts may well be used for classroom activity, or adapted for local broadcast. Other audio-visual aids which are part of UNESCO's program will be



considered in the next chapter.

The Gift Coupon and Stamp Plan is possibly one of the most appealing opportunities to share advantages with children of other lands. Recipients of help are usually in war or disaster-ravaged areas. Gift Stamps are purchased for twenty-five cents. The Gift Coupons are worth ten dollars each. UNUM's (United Nations Units of Mondy) are each worth five dollars in United States currency. The Gift Coupons buy audio-visual equipment, books, art reproductions, scientific and vocational training equipment. Recipients of gifts are given the name of the donor. Gift Coupons are sold by the National Commission. Teachers in America have pledged themselves to buy \$53,000 worth of Gift Coupons in 1953.

American school children have long participated in the Junior Red Cross project of gift exchange boxes. The Gift Coupon or Stamp is an additional way for children to help directly their friends abroad.

The CARE-UNESCO Children's Book Program serves a similar purpose to that of the Gift Coupon plan. Over a two year period (1951-1952), more than 28,000 American children's books have gone to Asia and Europe. The Association for Childhood Education International has been most active in developing this program. It would be equally delightful to American children if children's books from abroad could be more generally available to them.



considered in the next chapter.

The Gift Coupon and Stamp Plan is possible one of the

most appealing opportunities to share resources with children

of other lands. Residents of help are usually in want of

disaster-ravaged areas. Gift Coupons are purchased for twenty-

five cents. The Gift Coupons are worth one dollar each.

UNUM's (United Nations United of Money) are each worth five

dollars in United States currency. The Gift Coupons pay

audio-visual equipment, books, and recreational materials

and vocational training equipment. Residents of gifts are

given the name of the donor. Gift Coupons are sold by the

National Commission. Teachers in America have placed them-

selves to buy \$23,000 worth of Gift Coupons in 1953.

American school children have been participating in

the Junior Red Cross project of gift exchange boxes. The

Gift Coupon or Stamp is an additional way for children to

help directly their friends abroad.

The CARE-UNESCO Children's Book Project serves a

similar purpose to that of the Gift Coupon plan. Over a

two year period (1951-1952), more than 25,000 American

children's books have gone to Asia and Europe. The associa-

tion for Childhood Education International has been most

active in developing this program. It would be equally ap-

plicable to American children if children's books from other

could be more generally available to them.



Poster and Essay Contests sponsored by UNESCO are principally for the secondary schools. A typical subject is "Together We Build a New World." Posters and children's other art work have been exchanged by the UNESCO Art Association of Japan and the National Commission. Possibilities in the area of poster and essay contests for upper elementary grade children are great and await the active sponsorship of educational associations.

The Universal Declaration of Human Rights adopted in 1948 has been given special publicity by UNESCO. The theme of International Theatre Month for 1953 is "Human Rights." December 10 is designated as Human Rights Day. The National Commission can provide pamphlets, posters, scripts, transcriptions and suggestions for all grade levels to help celebrate this day. Dorothy Canfield Fisher's book on the subject of human rights, A Fair World For All, is of value to elementary teachers. The book is a rewording of the text of the Declaration in the language of the fifth and sixth grade child.

Celebration of Human Rights Day has become general throughout the United States. Such a celebration can easily be the motivation and inspiration for on-going study for world understanding.

Publications of UNESCO are too numerous to be listed here. However, several of immediate use to the upper elementary grades are mentioned here. Others will be found listed



Poster and Essay Contests sponsored by UNICEF are

principally for the secondary schools. A typical subject

is "Together We Build a New World." Posters and essays

other art work have been exchanged by the UNESCO Art Association

of Japan and the National Commission. Possibilities in the

area of poster and essay contests for lower elementary grades

children are great and await the active sponsorship of school

national associations.

The Universal Declaration of Human Rights adopted in

1948 has been given special publicity by UNESCO. The theme

of International Theatre Month for 1953 is "Human Rights."

December 10 is designated as Human Rights Day. The National

Commission can provide pamphlets, posters, and other materials

descriptions and suggestions for all grade levels to help

celebrate this day. Dorothy Cantfield Fisher's book on the subject

text of human rights, A Fair World for All, is of value to

elementary teachers. The book is a rewording of the text of

the Declaration in the language of the fifth and sixth grade

child.

Celebration of Human Rights Day has become general

throughout the United States. When a celebration can easily

be the motivation and inspiration for on-going study for

world understanding.

Publications of UNESCO are too numerous to be listed

here. However, several of immediate use to the upper elementary

grades are mentioned here. Others will be found listed



in Appendix A.

The United States National Commission for UNESCO prints a four page Newsletter reporting on activities of schools and clubs implementing the work of UNESCO. Its monthly news contains longer articles on all phases of UNESCO's work and descriptions of work being done in schools and communities. It suggests programs, lists sources of material and reviews books and articles. Both of these publications are for general reading.

UNESCO publishes a monthly paper, Courier, available in the United States through the Columbia University Press. It is usually eighteen to twenty pages in length, profusely illustrated with photographs and containing articles on general activities in education, science and culture all over the world. It is ungraded but could be read by good readers in the upper elementary grades. However, the articles and pictures are of such interest that teachers could profitably adapt them for use in the classroom.

A series of pamphlets entitled Towards World Understanding is intended for teacher use. The titles include among others: In the Classroom, Some Suggestions On the Teaching of Geography, A Teacher's Guide to the Declaration of Human Rights and Some Suggestions On the Teaching of World History. These may be secured from The Columbia University Press.

Chapter III of the present study has indicated what



The United States National Commission for UNESCO prints a four-page Newsletter reporting on activities of schools and clubs implementing the work of UNESCO. This monthly news contains longer articles on all phases of UNESCO's work and descriptions of work being done in schools and communities. It suggests programs, lists sources of material and reviews books and articles. Both of these publications are for general reading.

UNESCO publishes a monthly paper, Monthly Bulletin, available in the United States through the Columbia University Press. It is usually eighteen to twenty pages in length, profusely illustrated with photographs and containing articles on general activities in education, science and culture all over the world. It is suggested that copies be sent to good readers in the upper elementary grades. However, the articles and pictures are of such interest that teachers would probably adapt them for use in the classroom.

A series of pamphlets entitled Towards World Understanding is intended for classroom use. The titles include among others: In the Classroom, Some Suggestions on the Teaching of Geography, A Teacher's Guide to the Teaching of Human Rights and Some Suggestions on the Teaching of History. These may be secured from the Columbia University Press.

Chapter III of the present study has indicated that



the nature of UNESCO's program for world understanding is.

It is not standardized, entirely specific or complete.

However, the program does provide for a core around which the upper elementary grades can strive to appreciate what is meant by world understanding, how world goodwill might be built and what American children and adults can do about it.



the nature of UNESCO's program for world understanding is  
It is not standardized, and is not specific or complete.  
However, the program does provide for a core area which  
the upper elementary grades can receive as appropriate which is  
meant by world understanding, how world geography might be  
built and what American children and adults can do about it.

UNESCO  
WORLD UNDERSTANDING  
PROGRAM



## CHAPTER IV

### IMPLEMENTING THE UNESCO PROGRAM

Promoting world understanding is not the exclusive property of any one of the typical subject-matter fields in the upper elementary grades. Art, music, literature and dancing can be taught to emphasize world mindedness. The social studies, however, offer the greatest opportunity for regular and unremitting development of international goodwill. Furthermore, the commonly used unit of organization in social studies includes activities in art, music and literature. The social studies, accordingly, provide the best frame of reference for implementing UNESCO's program for world understanding.

Trends and present activities in teaching world understanding. In a study of the typical content of the social studies program in the fifth and sixth grades, Wesley<sup>1</sup> found that American history, civics, general geography and geography of the United States were the principal headings. However, a compilation of the topics or units studied at these grade levels in various parts of the country revealed a wide range.

Grade V American history, early American history,  
later American history, local history, state  
history, current events, famous persons,

---

<sup>1</sup> Edgar Bruce Wesley, Teaching Social Studies in Elementary Schools (revised edition; Boston: D. C. Heath and Company, 1952), p. 46.



IMPLEMENTING THE UNKISS PROGRAM

Promoting world understanding is not the exclusive property of any one of the typical subject matter fields in the upper elementary grades. Art, music, literature and dancing can be taught to emphasize world-mindedness. The social studies, however, offer the greatest opportunity for regular and unremittent development of international goodwill. Furthermore, the commonly used unit of organization in social studies includes activities in art, music and literature. The social studies, accordingly, provide the best frame of reference for implementing UNKISS programs for world understanding.

Forms and present activities in social studies  
In a study of the typical content of the social studies program in the fifth and sixth grades, social studies that American history, civics, general geography and geography of the United States were the principal activities. However, a compilation of the topics or units included at these grade levels in various parts of the country revealed a wide range of Grade 5 American history, early American history, later American history, local history, state history, current events, famous persons.

1. Edgar Bruce Weiler, Reaching Social Studies in Elementary Schools (revised edition Boston: G. C. Heath and Company, 1952), p. 66.



exploration and discovery, European backgrounds, development of democracy, civics, community civics, economic life, safety, health, citizenship, transportation, interdependence, geography of United States, of North America, of Western Hemisphere, of Europe, of Asia and Africa, life in other lands, environment, lumbering, mining, fishing.

Grade VI American history, later American history, European backgrounds, local history, state history, ancient and medieval history, biographies, vocations, communication, transportation, interdependence, education, culture, commerce, migrations, industries, health and safety, recreation, democracy, civics, local government, state government, immigration, taxation, conservation, geography, world geography, geography of South America, of North 2 America, of Asia, Africa, Europe, and Canada.

The same study indicated that there is a growing trend to include the study of world organizations and world goodwill in social studies. This is particularly true where the social studies are regarded as flexible and elastic in content.

The obligation to teach for international understanding is widely recognized. This trend is predominantly one of purpose, one that leads to a variety of content and activities. Teachers recognize that good will among face-to-face groups is not automatically transferred to distant peoples and countries; hence teaching to effect this specific purpose seems to be necessary. In the primary grades the emphasis is upon the food, dress, and play of children in other lands; in the middle grades the exchange of products is stressed; and in the upper grades intercultural exchanges are described. All of these materials are used to develop the realization of interdependence and the desirability of reciprocal good will. The desire to maintain peace also plays a large part in this trend. In some schools the study of the United Nations, UNESCO, other United Nations agencies, and world citizenship are merged in the inclusive purpose of promoting international understanding. Racial and cultural differences

---

<sup>2</sup> Ibid., pp. 44-45.



exploration and discovery, European back-  
ground, development of democracy, civics,  
community civics, economic life, safety,  
health, citizenship, transportation, inter-  
dependence, Geography of United States, of  
North America, of Western Hemisphere, of  
Europe, of Asia and Africa, life in other lands,  
environment, farming, mining, fishing.

Grade VI American history, later American history,  
European background, local history, state  
history, ancient and medieval history, big-  
raphies, vocations, communication, transpor-  
tation, interdependence, education, culture,  
commerce, migration, industries, health and  
safety, recreation, democracy, civics, local  
government, state government, immigration,  
taxation, conservation, Geography, world Geo-  
graphy, Geography of South America, of North  
America, of Asia, Africa, Europe, and Canada.

The same study indicated that there is a growing trend  
to include the study of world organizations and world goodwill  
in social studies. This is particularly true where the social  
studies are regarded as flexible and elastic in content.

The obligation to teach for international under-  
standing is widely recognized. This trend is gradua-  
lly one of purpose, one that leads to a variety of  
content and activities. Teachers recognize that good  
will among face-to-face groups is not automatically  
transferred to distant peoples and countries; hence  
teaching to effect this specific purpose seems to be  
necessary. In the primary grades the emphasis is upon  
the food, dress, and play of children in other lands;  
in the middle grades the exchange of products is stress-  
ed; and in the upper grades international exchanges  
are described. All of these materials are used to  
develop the realization of interdependence and the  
desirability of reciprocal good will. The desire to  
maintain peace also plays a large part in this trend.  
In some schools the study of the United Nations, UNESCO,  
other United Nations agencies, and world citizenship  
are merged in the inclusive purpose of promoting inter-  
national understanding. Racial and cultural differences



are presented as resources rather than as causes for friction. This trend seems to be gaining momentum.<sup>3</sup>

As Wesley implies, the need is to organize the social studies to the specific purpose of teaching reciprocal goodwill. Teaching about world history or world geography, or the customs of other peoples, does not necessarily develop either understanding or goodwill. The concept of world mindedness cannot be developed if the classroom experiences are not directly and repeatedly related to it.

World geography can be presented in terms of names and places and still be devoid of human meaning. World history can be learned as facts in a book and have no relationship to real human beings. Children can be dressed beautifully in Chinese costumes but still think China is somewhere east of Ohio and filled with doll-like people. If enough old National Geographic magazines are around, it is easy to visualize Africa as a completely primitive land in which lions chase "natives" and vice versa. Children can take "peeps at many lands" and come to regard "foreigners" as quaint, cute and naive. The excellent purpose of the Junior Red Cross Gift Box can degenerate into sending "unfortunate, poverty stricken children" enormous supplies of soap, washclothes, toothbrushes and needles; in truth, bearing the "white man's burden."

---

<sup>3</sup> Ibid., pp. 37-38.



are presented as "progressive" rather than as "conservative". This trend seems to be gaining momentum.

As Wesley implies, the need is to organize the social studies for the specific purpose of teaching "progressive" geography. Teaching about world history or world geography, or the customs of other peoples, does not necessarily develop either understanding or goodwill. The concepts of world-mindedness cannot be developed if the classroom experiences are not directly and repeatedly related to it.

World geography can be presented in terms of areas and places and still be devoid of human meaning. World history can be learned as facts in a book without any relation ship to real human beings. Children can be dressed beautifully in Chinese costumes but still think China is somewhere east of Ohio and filled with doll-like people. If enough old National Geographic magazines are found, it is easy to visualize Africa as a completely primitive land in which lions chase "natives" and vice versa. Children can take "peeps at many lands" and come to regard "foreigners" as quaint, cute and naive. The excellent purpose of the Junior Red Cross Gift Box can degenerate into sending "unfortunate, poverty stricken children" an ironic symbol of soap, washclothes, toothbrushes and needles; in time, bearing the "white man's burden".



Abraham satirizes this type of activity in the story of the imaginary Dr. Zoocar.

Asking their school superintendents how Myopian schools teach for international understanding, Zoocar was told that the children are exhorted and admonished in set speeches at the end of each school year to have an international outlook. They also occasionally engage in a form of amateur theatrical with children impersonating citizens of other lands, about which they make some laudatory remarks. But this is extracurricular activity.

In the curriculum, one per cent of the time of history and literature classes is devoted to stories of other lands. The remaining ninety-nine per cent belong to Myopia.<sup>4</sup>

Obviously, this is an extreme interpretation of what may go on under the praiseworthy goal of learning about the world. Nonetheless, spotty and transient attempts to develop world understanding through exhortation or through the traditional methods of teaching history and geography will continue to fail.

Many school systems and individual teachers aware of the dangers of stereotyped ideas and the need for world understanding, have begun to plan organized experiences for children around this concept of world neighborliness. A brief overview of some of these activities is necessary. In most cases there is emphasis on the work of the United Nations, UNESCO, and the other Specialized Agencies.

One of the most extensive programs was carried on in

---

<sup>4</sup> Herbert J. Abraham, "Teaching World Understanding," The School Executive, 66:90, October, 1946.



Abraham criticized this type of activity in the

story of the imaginary Dr. Ezzar.

Asking their school superintendents how they  
schools teach for international understanding, Ezzar  
was told that the children are excited and educated  
in and around the end of each school year to have  
an international outlook. They also occasionally en-  
gage in a form of mass theater with children  
improvising different of other lands, about which they  
make some laboratory research. But this is a very  
other activity.

In the curriculum, one can find of the time of his-  
tory and literature classes is devoted to stories of  
other lands. The remaining minutes per cent belong  
to "Myopia".

Obviously, this is an extreme interpretation of what

may go on under the present-day goal of learning about the

world. Nonetheless, a very and brilliant attempt to do

velop world understanding through education or learning

traditional methods of teaching history and geography will

continue to fail.

Many school systems and individual teachers aware of

the danger of stereotyped ideas and the need for world under-

standing, have begun to plan organized experiences for

children around this concept of world relationships. A great

overview of some of these activities is necessary. In most

cases there is emphasis on the work of the United Nations,

UNESCO, and the other specialized agencies.

One of the most extensive programs was carried on in

---

Herbert J. Abraham, "Teaching World Understanding,"  
The School Executive, October, 1956.



Los Angeles.<sup>5</sup> The Curriculum Division prepared a ninety-six page bulletin, The "E" In UNESCO. This was the result of more than a year's work by teachers and supervisors. It outlines classroom activities, discussion techniques and sources of material. A monthly mimeographed UNESCO Bulletin was prepared for supervisors and administrators. An instructional guide, Human Relations In the Elementary Schools also was published. In addition, the cooperation of community groups was secured to implement the program.

Similar but less ambitious projects are carried on in New York City, St. Paul, Minnesota, Bay City, Michigan, Detroit, Michigan, and Boulder, Colorado. In all of these cities particular attention is devoted to the elementary school curriculum.

Committees of teachers in Santa Clara County, California, have outlined a series of units for each of the elementary grades.<sup>6</sup> Using the theme of widening horizons, the first grade studied "People Beyond Our Borders," while the sixth grade unit was entirely concerned with the United Nations.

Activities carried on in specific classes well may be cited. The sixth grade class of Tuttle School in

---

<sup>5</sup> Helen Dwight Reid, "What Our Schools Are Doing About UN and UNESCO," School Life, 34:52, January, 1952.

<sup>6</sup> Ibid., p. 62.



Los Angeles. The Curriculum Division prepared a thirty-  
six page bulletin, "The 'E' in UESBO." This was the result  
of more than a year's work by teachers and supervisors. It  
outlined classroom activities, classroom management and  
sources of material. A monthly mimeographed UESBO Bulletin  
was prepared for supervisors and administrators. An internal  
guide, Human Relations in the Elementary Schools also  
was published. In addition, the cooperation of community  
groups was secured to implement the program.

Similar but less ambitious projects are carried on in  
New York City, St. Paul, Minnesota, Oak Grove, Michigan,  
Detroit, Michigan, and San Jose, California. In all of these  
cities particular attention is devoted to the elementary  
school curriculum.

Committees of teachers in Santa Clara County, California,  
have outlined a series of units for each of the  
elementary grades. Using the theme of widening horizons,  
the first grade studied "People Beyond Our Borders," while  
the sixth grade unit was entirely concerned with the United  
Nations.

Activities carried on in special classes will not  
be cited. The sixth grade class of Lucile School in

---

<sup>5</sup> Helen Dwight Bates, "What Our Schools Are Doing  
About It and UESBO," School Lane, 3:52, January, 1952.  
<sup>6</sup> Id., 7: 65.



Minneapolis, presents programs for the lower grades on the structure of the United Nations.<sup>7</sup> In Vanport City, Oregon, one sixth grade class prepared an all-school bulletin board on the theme "Don't Fence U.S. In."<sup>8</sup> The display toured other schools in the city.

The Sutro School, San Francisco, California, built units around the general theme "World Democracy."<sup>9</sup> The specific themes for three years were: "Our Foreign Origins--Contributions to America by Various Immigrant Peoples," "Our Neighbors to the South" and "Individual and Community Participation in World Interrelations." The sixth grade of the Morningside School, Atlanta, Georgia,<sup>10</sup> wrote a unit, "The United Nations Meet in the Sixth Grade." Through dramatization, the work of the General Assembly and the Security Council was made more apparent and meaningful.

The course of study for the fifth and particularly the sixth grades of Philadelphia is potentially rich in

---

<sup>7</sup> Ibid., p. 52

<sup>8</sup> Bearnice Skeen, Madeline Daugherty, and Dana Canfield, "Vanport City Finds Unity in Diversity," Twenty-fifth Yearbook of the Department of Elementary School Principals, 1946, p. 103.

<sup>9</sup> Mary H. Supple, "World Democracy," Twenty-fifth Yearbook of the Department of Elementary School Principals, 1946, p. 118.

<sup>10</sup> Olive Rives, "United Nations Meet in the Sixth Grade," Twenty-fifth Yearbook of the Department of Elementary School Principals, 1946, p. 140.



Minneapolis, presents programs for the four grades of the  
structure of the United Nations. In Vermont City, Oregon,  
one sixth grade class presented an all-school bulletin board  
on the theme "Don't Fence Us In". The display toured other  
schools in the city.

The Supt. School, San Francisco, California, built  
units around the general theme "World Democracy". The  
specific themes for these units were: "Our Foreign Relations",  
Contributions to America by Various Immigrant Peoples, "Our  
Neighbors to the South", and "Individual and Community Service".  
The sixth grade of the  
Morningstar School, Atlanta, Georgia, wrote a play, "The  
United Nations Meet in the Sixth Grade". Through dramatiza-  
tion, the work of the General Assembly and the Security  
Council was made more apparent and understandable.  
The course of study for the fifth and sixth grades  
the sixth grades of Philadelphia is especially rich in

- 
7. Ida, p. 32
  8. Beatrice Egan, "Building Democracy, and Jane Can-  
field, "Vermont City Wins Unity in Diversity", Twenty-  
fifth Yearbook of the Department of Elementary School Educa-  
tion, 1945, p. 103.
  9. Mary H. Snodgrass, "World Democracy", Twenty-fifth  
Yearbook of the Department of Elementary School Education,  
1945, p. 118.
  10. Olive Rives, "United Nations Meet in the Sixth  
Grade", Twenty-fifth Yearbook of the Department of Ele-  
mentary School Education, 1945, p. 140.



opportunities to teach world understanding.

Grade V Life in our state and nation

1. People in Pennsylvania live in big cities, in small towns, and on farms
2. Pennsylvania today and in colonial times
3. How inventions have changed American life
4. The United States---a nation of neighbors from all parts of the world
5. The sections of our nation are interdependent
6. Life in American river valleys
7. Let's make democracy work
8. Spending a vacation in the United States
9. Our nation's natural resources help the world

Grade VI Living in the world

1. Nations exchange goods and ideas
2. People need houses the world over
3. The United Nations builds its first home
4. Are we good world neighbors?
5. The airplane brings people closer together
6. Protecting and sharing the world's treasures
7. We are a world family
8. Our debt to the past
9. People everywhere celebrate holidays<sup>11</sup>

The projects mentioned above are by no means exhaustive of the efforts being made in elementary schools over the nation to create world goodwill. In some form or other recognition of special days such as Human Rights Day, United Nations Day and Pan-American Day, is widespread. The daily or weekly current events period is used to study the problems and cultures of other peoples. Christmas-Around-The-World is an ancient device to establish the universality of man's religious life. The Junior Red Cross is a familiar organization

---

<sup>11</sup> Wesley, op. cit., pp. 58-59.



# opportunities to teach world understanding.

## Grade V Life in our state and nation

1. People in Pennsylvania live in the cities, in small towns, and on farms.
2. Pennsylvania today and in colonial times.
3. How Pennsylvania has changed American life.
4. The United States--a nation of neighbors.
5. From all parts of the world.
6. The sections of our nation are interdependent.
7. Life in American river valleys.
8. Let's make democracy work.
9. Spending a year in the United States.
10. Our nation's natural resources help the world.

## Grade VI Living in the world

1. Nations exchange goods and ideas.
2. People need homes the world over.
3. The United Nations builds the world home.
4. Let's give good world citizenship.
5. The airplane brings people closer together.
6. Protecting and saving the world's trees.
7. We are a world family.
8. Our goal is the best.
9. People everywhere celebrate holidays.

The projects mentioned above are by no means exhaustive of the efforts being made in elementary schools over the nation to create world goodwill. In more form or other recognition of special days such as Human Rights Day, United Nations Day and Pan-American Day, is widespread. The daily or weekly current events period is used to study the problems and cultures of other peoples. Classroom-around-the-world is an ancient device to establish the universality of man's religious life. The Junior Red Cross is a familiar organization



in most schools, and through its periodical, gift box, and correspondence projects does excellent work to establish international bonds.

Intercultural and interracial education. Without being so labelled, efforts to promote intercultural and interracial relations can serve to build world understanding. In fact, in many areas such efforts would of necessity come prior to or concurrent with expanding world horizons. It would be fatuous to discuss world goodwill in schools where a clash of races or nationality groups existed. Study on Mexico or South America take on new meaning when the Good Neighbor Policy is implemented in a mixed class of Spanish-American and Anglo-American children. In many cities, notably Albuquerque, New Mexico, elementary Spanish is taught in the fifth and sixth grades to help create appreciation of a neighbor culture.

Interracial understanding involves even more careful work. The ten to twelve-year-old child has absorbed to some extent the stereotyped economic and social prejudices of parents or other adults. He is at an age when very decided prejudices or understandings can be established.

Large industrial centers like New York, Chicago, Pittsburgh, Detroit and San Francisco must use every possible curricular activity to foster group goodwill. To repeat, intercultural and interracial understandings and goodwill are essential in all American schools if proper education is to proceed at all.



in most schools, and through the personal, gift box, and correspondence projects does excellent work in establishing international bonds.

### Intercultural and International Education

as labelled, efforts to promote international and intercultural relations can serve to build world understanding. In fact, in many areas such efforts would of necessity come prior to or concurrent with extending world horizons. It would be fatuous to discuss world goodwill in schools where a chain of races or nationally conscious groups existed. Study of Mexico or South America takes on new meaning when the Good Neighbor Policy is implemented in a study of Mexican-American and Anglo-American children. In many cities, notably Albuquerque, New Mexico, elementary Spanish is taught in the fifth and sixth grades to help create appreciation of a neighbor culture. Intercultural understanding involves even more than work. The ten to twelve-year-old child has responded to some extent the stereotyped economic and social prejudices of parents or other adults. Before it is too late, very detailed prejudices or understandings can be established. Large industrial centers like New York, Chicago, Pittsburgh, Detroit and San Francisco must use every possible curricular activity to foster group goodwill. To repeat, intercultural and international understandings and goodwill are essential in all American schools if proper education is to proceed at all.



It is not difficult to visualize the world community as an enlargement of the school community. If it is necessary for races and cultures to exchange ideas and values in the classroom, then it is equally essential that the same dynamic processes be at work in the world community. Recognizing all nations as neighbors is an early step in shaping world understanding. To the extent that elementary schools lay the bases of this recognition, they are building world goodwill.

Extensive examination of educational periodicals and yearbooks indicates that the availability of materials, courses of study directed to world understanding, and teacher preparation are as yet insufficient at the elementary school level. Similar examination reveals that attempts to implement the program of UNESCO with consistent, regular activity are almost negligible.

Implementing the UNESCO program. The task now remains to suggest ways of combining UNESCO's program with activities already in progress in the upper elementary grades or to re-write completely the courses of study with UNESCO as the core or focal point. The task of making suggestions will be less difficult than the task of utilizing them. The classroom teacher aware of the developmental needs of pupils will determine to what extent the UNESCO program can help them toward world understanding.



It is not difficult to visualize the world community as an enlargement of the school community. If it is necessary for peace and culture to exchange ideas and values in the classroom, then it is equally essential that the same dynamic processes be at work in the world community. Recognizing all nations as neighbors is an early step in reaching world understanding. To the extent that elementary schools lay the basis of this recognition, they are building world goodwill.

Extensive examination of educational curricula and yearbooks indicates that the availability of materials courses of study directed to world understanding, and teacher preparation are as yet insufficient as the elementary school level. Similar examination reveals that attempts to implement the program of UNESCO with consistency regular activity are almost negligible.

Implementing the UNESCO Program. The task now remains to suggest ways of combining UNESCO's program with activities already in progress in the upper elementary grades or to rewrite completely the courses of study with UNESCO as the core or focal point. The task of making suggestions will be less difficult than the task of utilizing them. The classroom teacher aware of the developmental needs of pupils will determine to what extent the UNESCO program can help them toward world understanding.



The very terms United Nations, United Nations Educational, Scientific and Cultural Organization and Universal Declaration of Human Rights may cause the upper grade teacher to say, "I could never get that across." So bitter are present day world relations, so strong is nationalism, so pitifully weak seems the United Nations, that it is equally easy to say, "What's the use of it all? Furthermore, I don't believe in teaching that other people's ways of life are as good as our own."

The terms can be reduced to understandable concepts. Conflicts in the world make the challenge to foster goodwill all the more vital.

In a study of the concepts of sixth grade children, Merritt concludes that "As long as social conflicts can be translated into direct accounts of men and their activities, . . . sixth graders can understand them."<sup>12</sup>

The presence of international problems for which the best minds seek solutions must not discourage the classroom teacher. It is obvious that the war in Korea will not be ended by a truce signed in the sixth grade. Panmunjon is in Korea, but the people who may prevent a future Panmunjon are in the sixth grade. This means that it is the responsibility of the teacher to help children to form such understandings

---

<sup>12</sup> James W. Merritt, "Children Can Understand Social Conflicts," Educational Leadership, February, 1953, p. 301.



The very terms United Nations, United Nations School, National, Scientific and Cultural Organization and Universal Declaration of Human Rights very much suggest the word teacher to say, "I would never get that across." In other words, are present day world relations, so strong in nationalism, so pitifully weak among the United Nations, that it is equally easy to say, "What's the use of it all?" Further more, I don't believe in teaching that other people's ways of life are as good as our own. The terms can be reduced to understandable concepts. Conflicts in the world make the challenge to foster goodwill all the more vital.

In a study of the concepts of sixth grade children, Merritt concludes that "As long as social conflicts can be translated into direct experience of men and their activities, sixth graders can understand them." The presence of international problems for which the best minds seek solutions must not discourage the classroom teacher. It is obvious that the war in Korea will not be ended by a truce signed in the sixth grade. Banishment is in Korea, but the people who may prevent a future Banishment are in the sixth grade. This means that it is the responsibility of the teacher to help children to form such understandings

is James W. Merritt, "United Nations and Social Conflicts," Educational Leadership, February, 1953, p. 201.



and principles that perhaps a new generation can bring a fresh approach to international problems. This does not mean that world problems do not enter the classroom in many ways, but the causes behind them are the important things to understand. Beard puts this effectively when he says, "Burning questions of the hour may be ashes tomorrow."<sup>13</sup>

As for other people's ways of life:

Education for international understanding doesn't even mean saying that other people's opinions or ways of life are as good as your own. They may not be. It means only admitting that they have as much right to their opinions and their ways of life as you have to yours. It means mutual respect and mutual help--being good neighbours.<sup>14</sup>

This point is so critical in preparing to implement UNESCO's program, that it seems pertinent to quote an UNESCO publication.

Professor Andre Rey, in one of his lectures, made a point of great importance: 'We must be on our guard,' he said, 'against forcing the child's sympathy for certain kinds of behaviour in other lands which differ from those of his own people.' The feelings of hostility which we might for the time being repress are liable, in later life, to break out in most unpleasant forms. The best we can expect is that the child will be tolerant of ways of living different from those he knows in his own land--beginning, perhaps, with a tolerance for the many possible ways of holding a knife and fork, or eating a melon.<sup>15</sup>

---

<sup>13</sup> Charles A. Beard, A Charter For the Social Sciences In the Schools (New York: Charles Scribner's Sons, 1932), p. 42.

<sup>14</sup> Lionel Elvin, "UNESCO and Education for International Understanding," Courier, 6:2, May, 1953.

<sup>15</sup> In the Classroom With Children Under Thirteen Years of Age (Paris, UNESCO, 1952), p. 14.



and principles that serve as a new generation can bring a  
fresh approach to international problems. This does not mean  
that world problems are not enter the classroom in many ways,  
but the causes behind them are the important things to understand.  
Bard puts this effectively when he says, "Understanding  
questions of the world may be easier tomorrow."<sup>13</sup>

As for other people's ways of life:

Education for international understanding doesn't  
even mean saying that other people's opinions or ways  
of life are as good as your own. They may not be.  
It means only admitting that they have as much right  
to their opinions and their ways of life as you have  
to yours. It means mutual respect and mutual help  
being good neighbours.

This point is central in preparing to implement

UNESCO's program, that it seems pertinent to mention in this  
publication.

Professor André Rey, in one of his lectures, made  
a point of great importance: "We must be on our guard,"  
he said, "against forcing the child's attention for  
certain kind of behaviour in other people which differs  
from those of his own people." The feelings of host-  
ility which we must find time to bring to the fore-  
front, in later life, to deal out in most unpleasant  
forms. The best we can expect is that the child will  
be tolerant of ways of living different from those he  
knows in his own land--beginning, perhaps, with a  
tolerance for the many possible ways of holding a knife  
and fork, or eating a meal."

<sup>13</sup> Charles A. Bard, A Charter for the Social Sciences  
in the Schools (New York: Charles Scribner's Sons, 1952),  
p. 42.

<sup>14</sup> Lionel Kipin, "UNESCO and Education for Interna-  
tional Understanding," Education, 5:2, 27, 1952.

<sup>15</sup> In the Classroom With Children Under Thirteen  
Years of Age (Paris: UNESCO, 1952), p. 12.



Once having determined to implement the program of UNESCO, the next step is to determine objectives. They are simply stated: (1) to develop the concept of world mindedness, and (2) to put it into action. In other words, to afford the rich experiences necessary to realize the concept, and to provide buttressing activities which use the concept. This is the mortise and tennon joint of world understanding.

What do upper elementary school children need to know and believe about their world neighbors? They need to know and believe that:

1. Everyone is part of the human family.
2. Everyone has mothers and fathers.
3. Everyone must have shelter.
4. Everyone must eat and sleep.
5. Everyone has religious beliefs.
6. Everyone has beliefs about right and wrong.
7. Everyone lives under laws.
8. Everyone loves and hates, laughs and grieves.
9. Everyone can be hurt or can be made happy.
10. Everyone has rights.
11. Everyone has responsibilities.
12. Everyone has curiosity, wants to learn.
13. Everyone has problems and seeks solutions.
14. Everyone has loyalties.



Once having determined to implement the program of UNESCO, the next step is to determine objectives. They are simply stated: (1) to develop the concept of world citizenship, and (2) to put it into action. In other words, to afford the rich experience necessary to realize the concept, and to provide pertinent activities which use the concept. This is the motive and common joint of world understanding.

What do upper elementary school children need to know and believe about their world neighbors? They need to know and believe that:

1. Everyone is part of the human family.
2. Everyone has rights and responsibilities.
3. Everyone must have shelter.
4. Everyone must eat and sleep.
5. Everyone has religious beliefs.
6. Everyone has beliefs about right and wrong.
7. Everyone lives under laws.
8. Everyone loves and hates, laughs and grieves.
9. Everyone can be hurt or can be made happy.
10. Everyone has talents.
11. Everyone has responsibilities.
12. Everyone has curiosity, wants to learn.
13. Everyone has problems and seeks solutions.
14. Everyone has joy.



In essence this long list is identifying the self with others. It is establishing relationships. In the language of the psychologist, it is feeling empathy. When this identification is found, "We stop being an outsider and become an insider."<sup>16</sup> UNESCO can help the child become an insider. When he has come to understand Everyone more, he is the more world minded.

That everyone is a member of the human family may appear quite obvious to the upper elementary grade child, but that all of us are brothers may be far less obvious. Stereotyped ideas of other people or actual prejudices are not too likely to be strong in the child under fourteen. Hence, the all important need to establish a real kinship with the unseen brothers before the forces of hate and prejudice can move in.<sup>17</sup> Fortunate is the classroom where children of different racial and national origin groups happily work and play together.

History and geography commonly combined under the title social studies comprise the customary area in which world kinship is studied. (In Appendix C, some interesting recommendations of the Podebrady Seminar for teaching history and geography are noted.)

---

<sup>16</sup> Henry A. Overstreet, The Mature Mind (New York: W. W. Norton and Company, 1949), p. 65.

<sup>17</sup> Ruth Watt, "World Mindedness In the Youngest," Educational Leadership, December, 1951, p. 170.



In essence this long life is justifying the self with others. It is establishing relationships. In the language of the psychologist, it is feeling empathy. When this identification is found, "we stop seeing an outsider and become an insider." <sup>16</sup> UNESCO can help the child become an insider. When he has come to understand everyone here, he is the new world minded.

That everyone is a member of the human family may seem quite obvious to the upper elementary grade child, but that all of us are brothers may be far less obvious. Stereotyped ideas of other people or actual prejudices are not too likely to be strong in the child's mind. Hence, the all important need to establish a true identity with his brothers before the forces of hate and prejudice can move in. <sup>17</sup> Fortunate is the classroom that offers a different racial and national origin groups happily work and play together.

History and geography commonly combine under the title social studies courses and customarily even in which world kinship is studied. (In Appendix C, some interesting recommendations of the Geography Institute for Social Studies and Geography are noted.)

---

<sup>16</sup> Henry A. Overstreet, The Nature Kind (New York: W. W. Norton and Company, 1948), p. 32.

<sup>17</sup> Ruth Watt, "World Mindedness in the Youngest," Educational Leadership, December, 1951, p. 170.



To vivify the sense of brotherhood many audio-visual aids are available. Excellent films and film strips concerning life in all lands have been produced. Equally fine films about the destructive nature of prejudice can be secured. (See Appendix B for titles and descriptions of all films mentioned in this study.) The typical film, however, is apt to place stress on differences rather than similarities between peoples. As children are quickly interested by the exotic, the film may lead far from the goal of creating empathy. The teacher can immediately make the similarities as pointed as the differences.

The teacher can go further and draw attention to the fact that, just as the child is amazed or shocked by peculiarities in the life of other peoples, there are certain things in the life of his own country that are amazing or shocking to foreigners. . . . All this will help in the long run to develop certain attitudes which we have recognized as components or conditions of the spirit of international understanding.

In answering his pupils' questions about the life of other peoples the teacher will find ample opportunity to make them understand that men satisfy their common needs by different but equivalent means. He can show how nomads in their tents, Greenlanders in their igloos, and Arabs in houses with all windows opening on interior courtyards, have only devised different means to the same end of protecting themselves against the weather. Also, the palanquin, rickshaw, elephant, camel, horse, and covered wagon are simply different means of transport. These are merely alternative solutions to the same problem.<sup>18</sup>

"Alternative solutions to the same problem" under different environmental conditions, can be a key understanding

---

<sup>18</sup> In the Classroom With Children Under Thirteen Years of Age (Paris, UNESCO, 1952), pp. 40-41.



To vivify the sense of brotherhood very early films are available. Excellent films and film strips concerning life in all lands have been produced. Equally fine films about the distinctive nature of religious and political (See Appendix B for titles and descriptions of films mentioned in this study.) The typical film, however, is not so placed as to show differences rather than similarities between peoples. As children are naturally interested by the exotic, the film may lead far from the goal of creating unity. The teacher can immediately make the child's attention pointed at the differences.

The teacher can go further and draw attention to the fact that, just as the child is asked to check by observation in the life of other peoples, there are certain things in the life of his own country that are amazing or shocking to foreigners. . . . All this will help in the long run to develop certain attitudes which we have recognized as fundamental or common to the spirit of international understanding. In answering his social questions about the life of other peoples the teacher will find ample opportunity to make clear understandings that man really has common needs by different but equivalent means. He can show how houses in their forms, construction, their floors, and stairs in houses with all windows opening on interior courtyards, have only served different means to the same end of protecting themselves against the weather. . . . the different, risk, snow, elephant, camel, horse, and covered ways, are simply different means of transport. These are merely alternative solutions to the same problem.

"Alternative solutions to the same problem" under

different environmental conditions, can be a very understanding



which opens the door to world goodwill. "Alternative solutions" is another way of defining what is meant by different cultures. The lesson film can help the child to see common denominators.

The teacher, naturally, has not concluded the lesson with visual aids. The children turn to books about other lands. They draw pictures and sing songs. They prepare scrapbooks and write original stories. A multitude of related activities are exploited by the imaginative instructor. Out of all of this effort, it is hoped that the child has felt some sense of man's kinship. It is hoped that many of the other beliefs about Everyone have been established. UNESCO can be put to work developing and confirming these beliefs.

The UNESCO oriented class. From the standpoint of this present study, the ideal fifth and sixth grade classes have stamped the trademark UNESCO on the hub of the curricular wheel. There may be other wheels turning in the classroom, but this is the biggest, and all of the others are geared to it.

It is the trademark UNESCO that is unique about these "ideal" classes. The teacher and pupils may be busy with the traditional three "R's", geography and history but they have a world perspective. Or, the class may be pursuing units of work similar to that noted in Philadelphia (p. 44).







In either case, they are UNESCO-oriented. This means that UNESCO materials are being used; that the UNESCO Club is preparing plays, meetings, radio programs or planning a drive to sell UNESCO stamps; that audio-visual aids are emphasizing world goodwill.

This class has decided it wants to know more about other people, and to have some neighborly contacts. The children want to know in what ways peoples are getting together. They want to know what is being done about the health and education problems of other countries and what they can do to help. What resources does the teacher have?

Correspondence schemes immediately suggest themselves. The International Federation of Organizations for Scholastic Correspondence (address National Commission) will arrange names and addresses. Hundreds of thousands of children are already exchanging letters in forty-five countries. Consider the effect of receiving a letter which begins "Dear friend." Austria thinks so highly of this activity, that it has issued special stamps for use of school children.

Perhaps the class would like to follow a ship through correspondence. In England alone, over one thousand ships and eight hundred schools are sharing experiences through letters. Ship Adoption Societies are well organized in Europe. Geography can take on a new excitement as children follow the course of "their ship" from harbor to harbor. Children lucky enough to live in harbor towns can visit



In either case, they are UNESCO-oriented. This means that UNESCO materials are being used; that the UNESCO Club is preparing plays, meetings, radio programs or planning a drive to sell UNESCO stamps; that audio-visual aids are emphasizing

world goodwill.

This class has decided it wants to know more about other people, and to have some neighborly contacts. The children want to know in what ways people are getting together. They want to know what is being done about the health and education problems of other countries and what they can do to help. What resources does the teacher have?

Correspondence schemes immediately suggest themselves. The International Federation of Organizations for Scholarship Correspondence (address National Commission) will arrange names and addresses. Hundreds of thousands of children are already exchanging letters in forty-five countries. Consider the effect of receiving a letter which begins "Dear friend." Austria thinks so highly of this activity, that it has issued special stamps for use of school children.

Perhaps the class would like to follow a ship through correspondence. In England alone, over one thousand ships and eight hundred agencies are sharing experiences through letters. Ship Adoption Societies are well organized in Europe. Geography can take on a new excitement as children follow the course of "their ship" from harbor to harbor. Children lucky enough to live in harbor towns can visit



their ship and ship's officers visit the classroom.<sup>19</sup>  
 American teachers could probably secure the cooperation of  
 any American steamship line.

The work of WHO (World Health Organization) and UNICEF (United Nations International Children's Emergency Fund) lends itself easily to study of the problems of children in lands less materially blessed than the United States. Both organizations can provide a fund of materials for study. UNICEF is supported by voluntary funds. One of its money-making efforts is the sale of Christmas cards picturing children in various parts of the world. The class UNESCO Club could take on the project of selling these cards in the community as a means of identifying themselves with the well-being of other children.

Another outlet for sharing with world neighbors is through UNESCO's Gift Coupon and Stamp sales. The dimes and nickels collected here join the pennies, francs, pfennigs and centavos collected in other lands to help schools in need. This is a most practical way to help UNESCO promote world understanding. People the world over were horrified with the destruction that swept Holland in the recent floods. UNESCO Gift Coupon Project, No. 100<sup>20</sup> was a practical antidote

---

<sup>19</sup> "My School Has 'Adopted' A Ship," Courier, 5:5, December, 1952.

<sup>20</sup> "Children Help Children of Other Lands," Courier, 6:12, May, 1953.



their ship and ship's officers visit the classroom.<sup>19</sup>  
American teachers could probably secure the cooperation of  
any American steamship line.  
The work of WHO (World Health Organization) and UNESCO  
(United Nations Educational, Scientific and Cultural Organization)  
itself easily to study the problems of children in Latin  
America. Materially assisted from the United States, Latin American  
nations can provide a fund of material to study. UNESCO is  
supported by voluntary donors. One of the many-making  
efforts is the sale of Christmas cards depicting children in  
various parts of the world. The class UNESCO class could  
on the project of selling these cards in the community as a  
means of identifying themselves with the well-being of poor  
children.

Another outlet for selling the world children is  
through UNESCO's Gift Donor and class sales. The class  
and nickels collected have been the teacher, friends, parents,  
and "centavos collected in other lands to help schools in  
need. This is a most practical way to help UNESCO promote  
world understanding. People the world over have responded  
with the enthusiasm that never falters in the recent flood  
UNESCO Gift Donor Project, No. 100, was a practical answer

---

<sup>19</sup> "My Special Day Assistant," UNESCO, 1953.  
December, 1953.  
<sup>20</sup> "Children Help Children of Other Lands," UNESCO,  
6:12, May, 1953.



for horror. Thousands of American and European children bought stamps and coupons to help their Dutch friends.

One of the important activities of The UNESCO Reconstruction Service is its interest in children's villages.<sup>21</sup> These villages for the care of homeless children are found all over Europe. Such villages as the Children's Republic at Moulin-Vieux, France and the Pestalozzi Village at Trogen, Switzerland need regular assistance. Gift Coupons and Stamps help. Correspondence inevitably results from this kind of sharing. World goodwill does also.

Perhaps a visitor or an exhibition would add to the knowledge and understanding of the class. Nearly every community includes someone willing to tell about visits to other countries. If an expert is desired, The American Association For The United Nations can send someone from its local branch or the National Commission can contact its state representative to provide a speech or an exhibition.

Current news about UNESCO can come to the class every week through the weekly radio program prepared in Paris and made available by the National Commission. Where television is available, meetings of the United Nations can be observed daily while it is in session. Capable pupils can prepare digests of the news from the UNESCO Newsletter, UNESCO News and the Courier. The bulletin board can be filled with

---

<sup>21</sup> Youth and Unesco (New York: Manhattan Printing Company, n.d.), p. 22.



for better. Thousands of American and European children tonight  
are and continue to be in their friends.  
One of the important activities of the UNRRA is the  
tion service is the interest in children's villages.  
villages for the care of homeless children and for the  
Europe. Such villages are the children's Republics of  
France, France and the Netherlands. The children's  
land need regular assistance. The children's  
UNRRA's interest in children's villages is of course  
world goodwill does also.  
Through a visitor or an exhibition would add to the  
knowledge and understanding of the child. Nearly every com-  
munity includes someone willing to tell about visits to  
other countries. It is an expert in child care. The American as-  
sociation for the United Nations can send someone from its  
local branch or the National Committee can suggest the  
state representative to provide a person or an exhibition.  
Current news about UNRRA can come to the child every  
week through the weekly radio program broadcast in Paris and  
made available by the National Committee. Where television  
is available, movies of the United Nations can be observed  
daily while it is in session. Child's English can progress  
digests of the news from the UNRRA Newsletter, UNRRA News  
and the Courier. The Bulletin Board can be filled with



pictures from Courier and teachers and children alike will find its coverage of life in other lands fascinating and contemporary.

Many schools have Annual Book Fairs. The teacher makes use of this popular affair to encourage the purchase of good books about world neighbors. Publishers are happy to supply suggested books and can provide lists of books about other countries. Childrens' personal libraries begin to take on a world outlook.

In communities where many national origins are represented, an International Food Fair may be sponsored by the UNESCO Club with the help of parents or the P.T.A. Foods and candies popular in other lands are sold in booths properly decorated to represent each country. This may involve the study and the making of flags or typical motifs. National dress may appropriately be worn. Here is an opportunity to study national folk costumes.

Breaking bread together has universally been a symbol of friendship. The Stevens School, Stanford, Connecticut used its cafeteria facilities as part of a program to develop a world outlook.

Beginning in January the mimeographed menu sheet issued on Monday was supplemented by an extra sheet giving a little essay on the country being recognized that week, including methods of cookery, favorite dishes, and the recipe for the dish to be served on Thursday. The countries recognized included: Africa, tomato brades; The Netherlands, hutspot met klapstuk; Ireland, Irish stew; Scandinavia, surkaal; Hungary, burgonyaleves, and majoram tokany; Czechoslovakia,







rotkohl; Belgium, carbonnades flamandes; Scotland, Scotch broth; Italy, risotto alla Milanese; Mexico, chili con carne; and Portugal, balas de carne.

Each Thursday's menu, with the individual teacher's help, was an adventure that brought effective education in friendly attitudes toward nationals of other lands. Our objective was to provide the yeast of goodwill and generous understanding toward all nations that may<sup>22</sup> leaven the outlook of the citizens of Stevens School.

Such an experiment can be adapted for use in all schools.

The Universal Declaration of Human Rights poses a difficult problem for the upper elementary grade teacher. Yet, of all of the identifications the child is making as he grows toward world understanding, none is perhaps more important than the belief that Everyone has rights. Translating the abstractions of the Declaration into associational experiences in the child's life is the key to the problem. An ingenious teacher may use class activities to illustrate the Articles of the Declaration. In 1951 the Courier published a simplified version in preparation for Human Rights Day, December 10. Parts of it are repeated below.

Knowledge and understanding of the principles of the Universal Declaration of Human Rights and their practical application must begin during childhood. Efforts to make known the rights and duties they imply will never be fully effective unless schools in all countries make teaching about the Declaration a regular part of the curriculum. One of the countries

---

<sup>22</sup> John C. Reilly, "Cafeteria With a World Outlook," Twenty-fifth Yearbook of the Department of Elementary School Principals, 1946, p. 122.



leaves the outlook of the citizens of Stevens School. Generous understanding toward all nations that may help, was an advantage that brought effective education in friendly attitudes toward nationals of other lands. Each Thursday's menu, with the individual teacher's social study, Italy, Mexico, and Portugal, was a course.

Such an experiment can be adapted for use in all

schools.

The Universal Declaration of Human Rights poses a difficult problem for the upper elementary grade teacher. Yet, of all of the identifications the child is making as he grows toward world understanding, none is perhaps more important than the belief that everyone has rights. Translating the abstractions of the Declaration into essential personal experience in the child's life is the key to the problem. An ingenious teacher may use class activities to illustrate the articles of the Declaration. In 1951 the Quarter published a simplified version in preparation for Human Rights Day, December 10. Parts of it are repeated below.

Knowledge and understanding of the principles of the Universal Declaration of Human Rights and their practical application must begin during childhood. Efforts to make known the rights and duties they imply will never be fully effective unless schools in all countries make teaching about the Declaration a regular part of the curriculum. One of the countries

John O. Kelly, "Characteristics With a World Outlook," Twenty-fifth Yearbook of the Department of Elementary School Principals, 1946, p. 122.



where such action has been taken is the Republic of the Philippines whose Education Department has prepared a simplified version of the Articles of the Declaration, for use in schools. This children's version, which we publish below, is written in easily understood terms and shows the place of the rights in every-day life.

- ARTICLE 1. In this world, all persons are like brothers and sisters in a family; so you should be kind, friendly and polite to others.
- ARTICLE 4. No one can make you a slave.
- ARTICLE 5. You cannot be hurt or punished in any shameful way.
- ARTICLE 18. You are free to think, to choose your own religion or to change it, and to tell what you think of it.
- ARTICLE 26. You have the right to study in free elementary schools and to continue studying in higher schools if you can do the work.
- ARTICLE 28. You have the right to live in a quiet, happy world where all these rights can be had.
- ARTICLE 29. You must do your own duty to society, but in doing so, be sure you do not step on the rights of others.<sup>23</sup>

Dorothy Canfield Fisher in A Fair World For All has restated the Articles in the language of a ten year old child. Each Article is illustrated by the everyday activities of children. Article 17 treats of the ownership of property. The author refers to it, in part, in this manner:

At school there are also things that you own "in association with others" like a swing or a place to play ball. If you push a schoolmate out of the swing, if you never give him a chance to throw his ball on the playground, you're taking away from him something he has as much right to as to his own pencil or his special book or his jacket or his shoes.

It's only quite small children who haven't learned that it's not fair to snatch away from others what belongs to them. Older children don't always do

---

<sup>23</sup> Courier, 4:16, December, 1951.



where such action has been taken in the Republic of the Philippines under the provisions of the Constitution, the period a simplified version of the articles of the Declaration, for use in schools, this simplified version, which we believe will be widely distributed, understood and shows the place of the rights in every-day life.

ARTICLE 11 In this world all persons are free and equal in rights and dignity. They should be treated as individuals and not as members of a race or a class.

ARTICLE 12 No one can make you a slave. No one can be kept or owned by another.

ARTICLE 13 You are free to think, to choose your own religion or to change it, and to tell what you think of it.

ARTICLE 14 You have the right to marry the one you love. Men and women are equal in the eyes of the law.

ARTICLE 15 You have the right to live in a peaceful family with your wife and children.

ARTICLE 16 You must do your own duty to society, but in doing so, be sure you do not take away the rights of others.

Dorothy Gendreau writes in A Fair World for All:

repeated the Articles in the language of a ten-year-old child. Each Article is illustrated by the everyday activities of children. Article 11 speaks of the declaration of property. The author refers to it, in part, as follows:

At school, there are also things that you own. In association with others, like a club, you have a place to play ball. If you own a basketball, one of the things if you never give him a chance to touch his ball on the playground, you're taking away from him something he has an equal right to. As the girl would say, he has an equal right to his basket or his shoes. It's only fair, really, children who haven't learned that it's not fair to snatch away from others what belongs to them. Other children don't always do



what's fair, nor grownups either. People, as well as children, sometimes snatch, sometimes push to keep others out of what belongs to everybody. But we all know better. We know we shouldn't, and this Article 17 is meant to remind us clearly of what everybody with ordinary sense knows already.<sup>24</sup>

Translations like the above make respect for human rights seem as natural as respect for the rules of a playground game. The millenium will not arrive in the classroom for knowing the rules, but there may be less tendency to break them. The child who knows why he cooperates freely and equally with his fellow classmates has taken a long step toward cooperating freely and equally with his world neighbors.

Numerous other activities might be described. This lengthy account of a few of them, must certainly indicate the rich possibilities for developing world understanding that exist in UNESCO sponsored projects. No doubt, world understanding is achieved by students and teachers who have no knowledge of UNESCO, UN and the other Specialized Agencies. However, by constantly relating the child to an international organization directly concerned with world goodwill, a sense of world unity is more likely to be achieved. It is fine to learn about UNESCO and its functions. It has been the purpose of this study to indicate some ways to establish through and with UNESCO the beliefs about Everyone which undergird world understanding.

---

<sup>24</sup> Dorothy Canfield Fisher, A Fair World For All (New York: McGraw-Hill Book Company, Inc., 1952), p. 98.



what's fair, nor grows either. People, as well as children, sometimes forget, sometimes turn to pass others out of what belongs to everybody. But we all know better. We know we shouldn't, and this Article is meant to remind us of what everybody with ordinary sense knows already.

Translations like the above make respect for human

rights seem as natural as respect for the rules of a chess-ground game. The children will not arrive in the classroom for knowing the rules, but there may be less tendency to break them. The child who knows why he cooperates freely and equally with his fellow classmates has taken a long step toward cooperating freely and equally with his world neighbors.

Numerous other activities might be described. This lengthy account of a few of them, must certainly indicate the rich possibilities for developing world understanding that exist in UNESCO sponsored projects. We don't, world understanding is achieved by students and teachers who have no knowledge of UNESCO, UN and the other specialized agencies. However, by constantly relating the child to an international organization directly concerned with world goodwill, a sense of world unity is more likely to be achieved. It is time to learn about UNESCO and its functions. It has been the purpose of this study to indicate some ways to establish contact and with UNESCO the beliefs about everyone which underlie world understanding.



## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### SUMMARY

To promote world understanding is one of the major responsibilities of educational institutions. This is a particularly necessary effort as international tension and strife show few signs of abating despite two catastrophic world wars. Misinformation, mistaken beliefs and contorted impressions prevent world understanding. By helping children and youth to feel identity with and empathy toward people of other nations, the school can be one of the most effective instruments for developing world goodwill.

Building self-respect and respect for others begins early in the child's life. The feeling of empathy and goodwill which he forms for members of his own community widen to include similar attitudes toward members of the world community. Children in the fifth and sixth grades have acquired the tools of learning necessary for intellectualizing concepts that have been forming through the years. Eleven and twelve-year-olds have developed a relatively high degree of altruism and group spirit. With individuals of this age a sense of responsibility is more marked. The forces of prejudice have not yet made serious inroads. Accordingly, the child's beliefs concerning the values of friendly relationships can be transferred to the level of world understanding.



CHAPTER V  
BUTLAND, JOURNAL OF AN INDIAN MISSION

To promote world understanding is one of the major responsibilities of educational institutions. There is a particularly necessary effort in international education and culture to know the spirit of teaching through the educational world view. Misinformation, mistaken beliefs and concepts, impressions prevent world understanding. By helping children and youth to feel identity with and understanding people of other nations, the school can be one of the most effective instruments for developing world goodwill.

Building self-respect and respect for others begins early in the child's life. The feeling of one who is good will which he forms for himself or his own community, which to include himself, extends toward members of the community. Children in the United States and other countries acquired the habit of feeling respect for the individualizing concepts that have been forming through the years. Eleven and twelve-year-olds have developed a relatively high degree of altruism and group spirit. With this maturity this age a sense of responsibility is more marked. The concept of prejudice have not yet made serious inroads. Accordingly, the child's selfish concepts and values are steadily replaced by a sense of responsibility to the larger world.



Study indicates that in most cases at both the elementary and secondary levels, education for international understanding is transient, incidental, sentimental and exhortatory. However, there is a growing trend to include subject-matter and activities in the school curriculum which promotes world mindedness. Classroom study concerning the structure of international organizations such as UN and UNESCO is increasing but there appears to be a minimum use of the facilities of these organizations to promote world mindedness. This is due to such factors as public disinterest or objection, lack of easily available materials, inadequate publicity, and insufficient teacher training.

A study of the program for world understanding of UNESCO reveals many potential uses of its facilities in the sixth and seventh grades. These include among others, publications, audio-visual aids, The Gift Coupon plan, correspondence schemes, materials for celebration of special days and the sponsorship of dramatic events and contests. The regular and unremitting use of these aids can develop in the child the experience, the knowledge, the empathy necessary to develop world goodwill. Placing UNESCO at the core of curricular activities tends to strengthen not only world mindedness, but also the idea of world cooperation through organization.

The present study is an attempt to indicate how UNESCO's program can be implemented in the upper elementary



study indicates that in the past, primary and secondary levels, education for industrial understanding is essential, technical, and vocational. However, there is a growing trend to the use of subject-matter and activities in the school curriculum which promoted world-mindedness. Classroom work concerning the structure of international organization, and the role of UNESCO is increasing and there appears to be a shift in the facilities of these organizations to promote world-mindedness. This is due to such factors as public opinion, cost or objection, lack of easily available materials, inadequate publicity, and insufficient teacher training.

A study of the progress to date in understanding of UNESCO reveals many potential uses of its facilities in the sixth and seventh grades. These include group projects, publications, audio-visual aids, the life-action plan, cooperative learning, materials for development of special days and the sponsorship of group projects and contests. The regular curriculum can be used to develop in the child the experience, the knowledge, the energy necessary to develop world-mindedness. During UNESCO week the core of curriculum activities leads to enrichment activities only world-mindedness, but also the idea of world cooperation through organization.

The present study is an attempt to indicate how UNESCO's program can be implemented in the upper elementary



grades, particularly in the social studies area. As the case demands, this may require a new approach to teaching world understanding, or simply utilizing the UNESCO program in current activities. Numerous examples of this program in action in the classroom are described. The vital role of the teacher is indicated.

### CONCLUSIONS

The following general conclusions were drawn from this study.

1. World understanding is necessary.
2. World understanding begins with attitudes of general goodwill in the classroom.
3. Teaching world understanding is a major responsibility of the schools.
4. This responsibility is not being adequately discharged.
5. Apathy on the part of the public and on the part of educators, lack of information, and the relative dearth of easily available material account for failure to discharge the responsibility.
6. Sufficient knowledge and experiences have been acquired by the average upper elementary grades child to permit direct teaching of world understanding.
7. The resources of UNESCO are not generally known.
8. The resources of UNESCO constitute a program for



grades, particularly in the social studies area. As the case demands, this may require a new approach to teaching world understanding, or simply utilizing the UNESCO program in current activities. Numerous examples of this program in action in the classroom are described. The vital role of the teacher is indicated.

### CONCLUSIONS

- The following general conclusions were drawn from this study.
1. World understanding is necessary.
  2. World understanding begins with attitudes of general goodwill in the classroom.
  3. Teaching world understanding is a major responsibility of the schools.
  4. This responsibility is not being adequately discharged.
  5. Agency on the part of the schools and on the part of educators, lack of information, and the relative dearth of easily available material account for failure to discharge the responsibility.
  6. Sufficient knowledge and experience have been acquired by the average upper elementary grades child to permit direct teaching of world understanding.
  7. The resources of UNESCO are not generally known.
  8. The resources of UNESCO constitute a program for



building world mindedness.

9. This program can be implemented in the upper elementary grades.

### RECOMMENDATIONS

The following recommendations are made:

1. An UNESCO publication similar to Courier should be prepared for elementary school use. Packets of information for the elementary school could be produced.

2. The United States Commission should devote more effort to publicizing the work of UNESCO. Its publications should devote more space to elementary school activities.

3. Educational associations and learned societies need to do more than use influence to promote UNESCO. Portions of the periodicals of the organizations mentioned above should be regularly devoted to suggestions and resources for implementing UNESCO activities in the schools.

4. The National Association of Educational Broadcasters might make more generally available to schools the radio broadcast, "UNESCO World Review."

5. Seminars or workshops for elementary teachers relative to teaching world understanding should be developed by colleges and universities. Teacher-training institutions should include such work in the regular curriculum.

6. It is suggested that the weekly current events papers regularly include news about UNESCO.



building world-mindedness. This program can be implemented in the elementary grades.

### RECOMMENDATIONS

The following recommendations are made:

1. An UNESCO publication similar to Journal of International Education should be prepared for elementary school use. A series of instructions for the elementary school could be developed.
2. The United States Commission should devote a more effort to publicizing the work of UNESCO. The publication should devote more space to elementary school activities.
3. Educational associations and learned societies need to do more than one reference to UNESCO. Portions of the periodicals of the organizations mentioned above should be regularly devoted to education and resources for implementing UNESCO activities in the schools.
4. The National Association of Educational Broadcasters might make more regular use of UNESCO materials in its radio program, "UNESCO World Review".
5. Seminars or workshops for elementary teachers relative to teaching world understanding should be developed by colleges and universities. Teacher-training institutions should include such work in the regular curriculum.
6. It is suggested that the weekly current events papers regularly include news about UNESCO.



7. An in-service teacher training program devoted to promoting world understanding might well be instituted by school systems.

8. State Associations should emphasize UNESCO in the annual meetings.

9. School administrators should appoint at least one teacher or a committee of teachers in the school system to assume responsibility for securing UNESCO materials and co-ordinating programs. In-school time should be provided for this function.

10. Greater community interest in UNESCO might be encouraged by the National Congress of Parents and Teachers, the Rotary International and by other interested civic groups.



7. An in-service teacher training program devoted to promoting world understanding might well be instituted by school systems.

8. State Associations should emphasize UNESCO in the annual meetings.

9. School administrators should appoint at least one teacher or a committee of teachers in the school system to assume responsibility for securing UNESCO materials and coordinating programs. In-school time should be provided for this function.

10. Greater community interest in UNESCO might be encouraged by the National Congress of Parents and Teachers, the Rotary International and by other interested civic groups.

ENCY

E BOMB

NOT



EFFICIENCY  
ERASE BOLD  
BAGGAGE  
BIBLIOGRAPHY



EFFICIENT  
ERASE BOND  
6-6-66  
BIBLIOGRAPHY



## BIBLIOGRAPHY

### A. BOOKS

- Beard, Charles A., A Charter for the Social Sciences. New York: Charles Scribner's Sons, 1932. 122 pp.
- Education for International Understanding in American Schools. Washington, D.C.: National Education Association of the United States, 1948. 241 pp.
- Fisher, Dorothy Canfield, A Fair World For All. New York: McGraw-Hill Book Company, Inc., 1952. 159 pp.
- Huxley, Julian, UNESCO: Its Purpose and Its Philosophy. Washington, D.C.: Public Affairs Press, 1947. 62 pp.
- McKeen, Richard, editor, Democracy in a World of Tensions, A Symposium Prepared by UNESCO. Chicago: The University of Chicago Press, 1951. 540 pp.
- McMurray, Ruth Emily, and Muna Lee, The Cultural Approach. Chapel Hill: The University of North Carolina Press, 1947. 280 pp.
- Millay, Edna St. Vincent, Huntsman, What Quarry? New York: Harper and Brothers Publishers, 1939. 94 pp.
- Moffatt, Maurice P., and Hazel W. Howell, Elementary Social Studies Instruction. New York: Longmans, Green and Company, 1952. 486 pp.
- Overstreet, Harry A., The Mature Mind. New York: W. W. Norton and Company, 1949. 292 pp.
- Wesley, Edgar Bruce, Teaching Social Studies in Elementary Schools. Revised edition; Boston: D. C. Heath and Company, 1952. 466 pp.

### B. PERIODICAL ARTICLES AND PAMPHLETS

- Abraham, Herbert J., "Teaching World Understanding," The School Executive, 66:86-92, October, 1946.
- Bainbridge, J., "Danger's Ahead in the Public Schools," McCalls, 80:56, October, 1952.



# BIBLIOGRAPHY

## A. BOOKS

- Beard, Charles A., A Charter for the Social Sciences. New York: Charles Scribner's Sons, 1932. 122 pp.
- Education for International Understanding in American Schools. Washington, D.C.: National Education Association of the United States, 1948. 241 pp.
- Fisher, Dorothy Gentile, A Fair World for All. New York: McGraw-Hill Book Company, Inc., 1952. 159 pp.
- Huxley, Julian, Utopia: Its Purpose and Its Philosophy. Washington, D.C.: Public Affairs Press, 1947. 62 pp.
- McKen, Richard, editor, Democracy in a World of Tensions. A symposium prepared by UNESCO. Chicago: The University of Chicago Press, 1951. 240 pp.
- McMurry, Ruth Emily, and Nina Lee, The Cultural Approach. Chapel Hill: The University of North Carolina Press, 1947. 280 pp.
- Miller, Edna St. Vincent, What Quality. New York: Harper and Brothers Publishers, 1939. 94 pp.
- Mottet, Maurice P., and Harold W. Howell, Elementary Social Studies Instruction. New York: Longmans, Green and Company, 1952. 488 pp.
- Overstreet, Mary A., The Mature Mind. New York: W. W. Norton and Company, 1949. 292 pp.
- Wesley, Edgar Bruce, Technical Social Studies in Elementary Schools. Revised edition. Boston: G. C. Heath and Company, 1952. 466 pp.

## B. PERIODICAL ARTICLES AND PAMPHLETS

- Adrian, Herbert J., "Teaching World Understanding," The School Executive, 66:86-92, October, 1946.
- Reinhardt, J., "Dewey's Aims in the Public Schools," McCall's, 80:56, October, 1952.



- Bennett, A. LeRoy, "Education for International Understanding--Challenge to Unesco," School and Society, 75:308-10, Saturday, May 17, 1952.
- Bodet, Jaime Torres, "The United Nations and National Loyalties," Courier, 6:3-14, October, 1952.
- Cocking, Walter C., "The Schools and UNESCO," The School Executive, 66:5, October, 1946.
- Cormack, Margaret, "A Four-Way Approach to the World Today," Childhood Education, 29:303-306, March, 1953.
- De Young, Chris A., "This World," Educational Leadership, 9:176-78, December, 1951.
- Eisenhower, Milton S., "Education for World Understanding," National Education Association Journal, 38:253-54, April, 1949.
- Elvin, Lionel, "UNESCO and Education for International Understanding," Courier, 6:2-3, May, 1953.
- Francois, Louis, "Teaching World Understanding In the Geography Class," Courier, 5:4, December, 1952.
- Goetz, Delia, "World Understanding Begins With Children," United States Office of Education Bulletin, No. 17. Washington, D.C.: United States Government Printing Office, 1949. 30 pp.
- Henry, N. B., "Cultural Values in UNESCO," Elementary School Journal, 50:254-55, January, 1950.
- In the Classroom With Children Under Thirteen Years of Age. Paris: UNESCO, 1952. 63 pp.
- Kandel, I. L., "Education Today," The School Executive, 66:52-60, October, 1946.
- Leland, Waldo Gifford, UNESCO and the Defenses of Peace. Stanford, California: Stanford University Press, 1948. 36 pp.
- Merritt, James W., "Children Can Understand Social Conflicts," Educational Leadership, 11:301, February, 1953.
- "My School Has Adopted A Ship," Courier, 5:5-6, December, 1952.
- National Education Association Journal, 19:243, April, 1950.



- Kennedy, A. Henry, "Education for International Understanding - Challenge to Schools, Society", UNESCO Bulletin, May 17, 1952.
- Robert, Jaime Torres, "The United Nations and National Loyalties", Courier, 6:3-14, October, 1952.
- Gooding, Walter C., "The Schools and UNESCO", The School Executive, 66:5, October, 1946.
- Gormack, Margaret, "A Four-Way Approach to the World Today", Childhood Education, 29:303-306, March, 1953.
- De Young, Chris A., "This World's Educational Leadership", UNESCO Bulletin, December, 1951.
- Eisenhower, Milton S., "Education for World Understanding", National Education Association Journal, 38:253-254, April, 1949.
- Rivin, Michel, "UNESCO and Education for International Understanding", Courier, 6:2-3, May, 1952.
- Francis, Louis, "The World Understanding in the Geography Class", Courier, 5:4, December, 1952.
- Goetz, Dolis, "World Understanding Begins with Children", United States Office of Education Bulletin, No. 12, Washington, D.C.: United States Government Printing Office, 1949. 30 pp.
- Henry, H. B., "Cultural Values in UNESCO", Elementary School Journal, 58:254-255, January, 1950.
- In the Classroom with Children Under Thirteen Years of Age, UNESCO, 1952. 62 pp.
- Kandel, I. L., "Education Today", The School Executive, 66:52-60, October, 1946.
- Leland, Waldo Gilroy, UNESCO and the Defense of Peace, Stanford, California: Stanford University Press, 1948. 36 pp.
- Herritt, James W., "Children Gap Understand Social Cooperation", National Education Association Journal, 38:253-254, February, 1953.
- "My School Has Adopted A Plan", Courier, 5:5-6, December, 1952.
- National Education Association Journal, 38:253, April, 1950.



Newman, Winifred H., "Teaching World Understanding," The School Executive, 66:86-92, October, 1946.

Nicholas, Ivan C., "Teaching World Understanding," The School Executive, 66:86-92, October, 1946.

Rehage, K. J., "Notes on UNESCO Activities," Elementary School Journal, 51:246-48, January, 1951.

Reid, Helen Dwight, "What Our Schools Are Doing About UN and UNESCO," School Life, 34:51-63, January, 1952.

Reid, Robert H., "The School's Role in the Search for Peace," Educational Leadership, 9:142, December, 1951.

The Right to Education. Paris: UNESCO, 1952. 56 pp.

Stoddard, G. D., "There's a You in UNESCO," National Education Association Journal, 41:23-5, January, 1952.

\_\_\_\_\_, "UNESCO, Is It Going Our Way?" School Life, 32:49-51, January, 1950.

"Teaching World Understanding," The School Executive, 66:86-92, October, 1946.

"UNESCO and the Improvement of Education," The School Executive, 66:7, October, 1946.

"The UNESCO Gift Coupon Scheme," Courier, 5:19-20, August-September, 1952.

"The United Nations, UNESCO, and American Schools," National Education Association Journal, 42:77-78, February, 1953.

Watt, Ruth, "World Mindedness In the Youngest," Educational Leadership, 9:170, December, 1951.

Yeiser, Idabelle, "An Educational Approach to Peace and Understanding," Education, 70:619-22, June, 1950.

"You Have the Right," Courier, 4:16, December, 1951.

Youth and UNESCO. New York: Manhattan Printing Company, (n.d.). 71 pp.

Zook, George F., "Significance of UNESCO From Six Viewpoints," The School Executive, 66:75-76, October, 1946.



Newman, Mirfield H., "Teaching World Understanding," The School Executive, 66:86-92, October, 1946.

Nicholas, Ivan C., "Teaching World Understanding," The School Executive, 66:86-92, October, 1946.

Rehage, E. J., "Notes on UNESCO Activities," Elementary School Journal, 51:245-48, January, 1951.

Reid, Helen Dwight, "What Our Schools Are Doing About UN and UNESCO," School Life, 34:51-63, January, 1952.

Reid, Robert H., "The School's Role in the Search for Peace," Educational Leadership, 9:145, December, 1951.

The Right to Education. Paris: UNESCO, 1953. 56 pp.

Stoddard, G. D., "There's a You in UNESCO," National Education Association Journal, 41:23-5, January, 1952.

"UNESCO, Is It Going Our Way?" School Life, 35:49-51, January, 1950.

"Teaching World Understanding," The School Executive, 66:86-92, October, 1946.

"UNESCO and the Improvement of Education," The School Executive, 66:7, October, 1946.

"The UNESCO Gift Coupon Scheme," Courier, 5:19-20, August-September, 1952.

"The United Nations, UNESCO, and American Schools," National Education Association Journal, 42:77-79, February, 1953.

Watt, Ruth, "World Minutiae in the Loudest," Educational Leadership, 9:170, December, 1951.

Weiser, Isabelle, "An Educational Approach to Peace and Understanding," Education, 70:619-22, June, 1950.

"You Have the Right," Courier, 4:16, December, 1951.

Youth and UNESCO. New York: Manhattan Printing Company, (n.d.). vi pp.

Zook, George F., "Significance of UNESCO from Six Viewpoints," The School Executive, 66:75-76, October, 1946.



## C. PUBLICATIONS OF LEARNED ORGANIZATIONS

- Bigelow, Karl W., "UNESCO Seminars," The Harvard Educational Review, Summer, 1950. Pp. 158-168.
- Garr, William G., "Potentially Rich Territory," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. Pp. 271-74.
- Craig, Gerald S., "Science in the Elementary School," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 177-84.
- Earhart, Will, "Music In the Elementary and the High School," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 219-24.
- Ginsburg, Ruth R., "A Large City Teaches Spanish in the Elementary Schools," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. Pp. 200-203.
- Hovde, Bryn J., "Education for International Understanding (as defined by UNESCO)," The Harvard Educational Review, Summer, 1950. Pp. 190-96.
- Leland, Waldo Gifford, "The Background of UNESCO," The Harvard Educational Review, Summer, 1950. Pp. 126-32.
- McCafferty, Ruth, "Teachers Plan an Intercultural Relations Program," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. Pp. 27-32.
- McMurry, Ruth E., "The Implementation of UNESCO Activities in the United States," The Harvard Educational Review, Summer, 1950. Pp. 233-42.
- Meador, Inez, "And Justice For All," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. Pp. 143-46.
- Meighen, Mary, "Selecting Books That Build Goodwill," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946, Pp. 208-16.



C. PUBLICATIONS OF LEARNED ORGANIZATIONS

Bisler, Earl W., "UNESCO Yearbook," The Harvard Educational Review, Summer, 1950, pp. 158-163.

Garr, William G., "Potentially," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1946, pp. 271-74.

Graig, Gerald S., "Science in the Elementary School," Twenty-fifth Yearbook of the National Society for the Study of Education, Part II, Bloomington, Illinois: Public School Publishing Company, 1950, pp. 177-84.

Barhart, Will, "Music in the Elementary and the High School," Twenty-fifth Yearbook of the National Society for the Study of Education, Part II, Bloomington, Illinois: Public School Publishing Company, 1950, pp. 219-24.

Ginsburg, Ruth R., "A Large City Teacher's Struggle in the Elementary School," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1946, pp. 206-20.

Howe, Bryn J., "Education for International Understanding," (as defined by UNESCO), The Harvard Educational Review, Summer, 1950, pp. 190-95.

Leid, Waldo Gifford, "The Background of UNESCO," The Harvard Educational Review, Summer, 1950, pp. 126-32.

McGaffery, Ruth, "Teachers Plan an International Relations Program," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1946, pp. 22-25.

Monrrey, Ruth E., "The Implementation of UNESCO Activities in the United States," The Harvard Educational Review, Summer, 1950, pp. 233-38.

Reader, Inez, "and Justice for All," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1946, pp. 143-46.

Reichen, Mary, "Selected Books in World Geography," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1946, pp. 2-16.



- Monroe, Paul, "Nationalism, Patriotism, Informed Citizenship and International Understanding," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 13-24.
- Neumann, Henry, "English Literature in the Elementary School," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 55-61.
- Parker, Edith P., "Geography in the Elementary and the Junior High School," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 127-34.
- Pogue, Grace C., "Let's Live Together in Goodwill," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. Pp. 130-134.
- Quillen, I. James, "The Improvement of Textbooks and Teaching Materials," The Harvard Educational Review, Summer, 1950. Pp. 149-57.
- Reilly, John C., "Cafeteria With a World Outlook," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. P. 122.
- Rives, Olive, "United Nations Meet In the Sixth Grade," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. P. 140.
- Shotwell, James T., "International Understanding and International Interdependence," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 3-12.
- Skeen, Bearnice, Madeline Daugherty, and Dana Canfield, "Vanport City Finds Unity in Diversity," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. Pp. 98-104.
- Snyder, Agnes, "Attitudes of Goodwill Can Be Built in Elementary-School Living," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. Pp. 12-22.



Monroe, Paul, "Nationalism, Patriotism, Informed Citizenship and International Understanding," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II, Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 13-24.

Newman, Henry, "English Literature in the Elementary School," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II, Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 52-61.

Parker, Edith F., "Geography in the Elementary and the Junior High School," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II, Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 127-34.

Pogue, Grace G., "Let's Live Together in Goodwill," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1946. Pp. 130-134.

Quillen, I. James, "The Improvement of Textbooks and Teaching Materials," The Harvard Educational Review, Summer, 1950. Pp. 149-57.

Relly, John G., "Celestia With a World Outlook," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1946. P. 122.

River, Olive, "United Nations Meet in the Sixth Grade," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1946. P. 140.

Stowell, James T., "International Understanding and International Interdependence," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II, Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 3-12.

Steen, Bernice, Madeline Daugherty, and Dana Gantfield, "Vanderbilt City Finds Unity in Diversity," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1946. Pp. 98-104.

Snyder, Agnes, "Attitudes of Goodwill Can Be Built in Elementary-School Living," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1946. Pp. 12-22.



Stephens, Mary Gaines, "Letters Make Friends Across the Ocean," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. Pp. 151-54.

Supple, Mary H., "World Democracy," Twenty-fifth Yearbook of the Department of Elementary School Principals. Washington, D.C.: National Education Association, 1946. p. 118.

Sutton, K. Augusta, "History in the Elementary and the Junior High School," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 101-108.

Wilson, Howard E., Introduction to The Harvard Educational Review, Summer, 1950. Pp. 123-35.

#### D. DOCUMENTS

Conference for the Establishment of the United Nations Educational, Scientific and Cultural Organization. London: The Frederick Printing Company, Ltd., 1946. 155 pp.

The Constitution of UNESCO, adopted November 16, 1945, London, England.

World Organization For Early Childhood Education (O.M.E.P.) Resolutions, Mexico City, 1952.

Report on Mountain-Plains Regional Conference on UNESCO, United States National Commission for UNESCO. Denver: May, 1947.



Stephens, Mary Gailen, "Letters Make Friends Across the Ocean," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C., National Education Association, 1945. Pp. 151-52.

Supple, Mary H., "World Democracy," Twenty-fifth Yearbook of the Department of Elementary School Principals, Washington, D.C., National Education Association, 1945. P. 118.

Sutton, K. Augusta, "History in the Elementary and the Junior High School," Thirty-sixth Yearbook of the National Society for the Study of Education, Part II, Bloomington, Illinois: Public School Publishing Company, 1937. Pp. 101-108.

Wilson, Howard E., Introduction to The Harvard Educational Review, Summer, 1950. Pp. 123-25.

### DO DOCUMENTS

Conference for the Establishment of the United Nations Educational, Scientific and Cultural Organization. London: The Frederick Young Company, Ltd., 1946. 152 pp.

The Constitution of UNESCO, adopted November 16, 1945. London, England.

World Organization for Early Childhood Education (O.W.E.C.E.). Resolutions, Mexico City, 1952.

Report on Mountain-Plateau Regional Conference on UNESCO. United States National Committee for UNESCO. New York, 1957.



## APPENDICES

EXPERIMENTAL  
PROCEDURES  
AND  
RESULTS



APPENDICES

EFFICIENCY  
ERASE BOND  
RAS CONTENT



71

## APPENDIX A

### SOURCE MATERIAL FOR TEACHERS

#### General Information

American Association For the United Nations, 45 East Sixty-first Street.

United Nations Department of Public Information, New York, New York.

United Nations Educational, Scientific and Cultural Organization, 19, Avenue Kleber, Paris 16, France.

United States National Commission For UNESCO, Department of State, Washington 25, D.C.

#### Audio-Visual Aids

The United Nations Films. Films Division, United Nations New York, New York.

Encyclopaedia Britannica Films for International Understanding. Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.

Films for International Understanding. Curriculum Service Bureau for International Studies, Inc., 433 West One Hundred and Twenty-third Street, New York 27, New York.

Films for International Understanding (25 cents) Educational Film Library Association, 1600 Broadway, New York, New York.

Guide to 101 Outstanding Films on World Affairs (25 cents). Minnesota World Affairs Center, Fifteenth and Washington Avenues, SE., Minneapolis, Minnesota.

International Understanding (25 cents). Compiled by Carnegie Endowment and National Education Association. Purchase through Committee on International Relations, National Education Association.

World Affairs and the United Nations (10 cents). American Association for the United Nations.



APPENDIX A

SOURCE MATERIAL FOR TEACHERS

General Information

American Association for the United Nations, 45 East  
Sixty-first Street.

United Nations Department of Public Information, New  
York, New York.

United Nations Educational, Scientific and Cultural  
Organization, 19 Avenue Kléber, Paris 16, France.

United States National Commission for UNESCO, Depart-  
ment of State, Washington 25, D.C.

Audio-Visual Aids

The United Nations Film  
New York, New York.

Encyclopaedia Britannica Film for International Under-  
standing. Encyclopaedia Britannica Film, Inc.,  
Winnetka, Illinois.

Film for International Understanding. Commission  
Service Bureau for International Studies, Inc., 437  
West One Hundred and Twenty-third Street, New York 23,  
New York.

Film for International Understanding (25 cents) Educ-  
tional Film Library Association, 200 Broadway, New  
York, New York.

Guide to 101 Outstanding Films on World Affairs (25  
cents). Minnesota World Affairs Center, Minneapolis and  
Washington Avenue, 35, Minneapolis, Minnesota.

International Understanding (25 cents). Compiled by  
Carnegie Endowment and National Education Association.  
Purchase through Committee on International Relations,  
National Education Association.

World Affairs and the United Nations (10 cents). Amer-  
ican Association for the United Nations.



### Charts and Posters

American Association For United Nations

United States National Commission For UNESCO

### Flags

American Association For the United Nations (paper flags of all nations \$1.00 a set).

Annin and Company, 85 Fifth Avenue, New York, New York.

### Publications

A Fair World For All, Dorothy Canfield Fisher, McGraw-Hill Book Company, Inc., 1952.

Towards World Understanding, a series of UNESCO publications for teachers.

- I. Some Suggestions on Teaching about the United Nations and Its Specialized Agencies, 1949.
- II. The Education and Training of Teachers, 1949.
- III. Selected Bibliography, 1949.
- IV. The United Nations and World Citizenship.
- V. In the Classroom With Children Under Thirteen Years of Age.
- VI. The Influence of Home and Community on Children Under Thirteen Years of Age, 1949.
- VII. Some Suggestions on the Teaching of Geography, 1949.
- VIII. A Teachers' Guide to the Declaration of Human Rights. In preparation.
- IX. Some Suggestions on the Teaching of World History. In preparation.
- X. A Handbook of Suggestions on the Teaching of Geography, 1951.

Understanding UNESCO Through Books, Music, Films, Mary Miller Smiser, Central Missouri State College, 1950. Warrensburg, Missouri. 50 cents.



Quarto and Quarto

American Association for United Nations

United States National Commission for UNESCO

Plans

American Association for the United Nations (copy)  
 Plans of all nations (1.00 a set)

Annis and Company, 85 Fifth Avenue, New York, New York

Publications

A Fair World for All, Dorothy Gantfield Fisher, New York: Book Company, Inc., 1952.

Towards World Understanding, a series of UNESCO publications for teachers.

I. Some suggestions on teaching about the United Nations and its specialized agencies, 1949.

II. The Education and Training of Teachers, 1949.

III. Selected Bibliography, 1949.

IV. The United Nations and World Citizenship.

V. In the Classroom with Children Under Thirteen Years of Age.

VI. The Influence of Home and Community on Children Under Thirteen Years of Age, 1949.

VII. Some suggestions on the teaching of geography, 1949.

VIII. A Teacher's Guide to the Declaration of Human Rights, in preparation.

IX. Some suggestions on the teaching of World History, in preparation.

X. A Handbook of suggestions on the teaching of Geography, 1951.

Understanding UNESCO Through Books, World Film, 1951.  
 After Smith, Central Missouri State College, 1952.  
 Warrensburg, Missouri, 50 cents.



UNESCO OFFICIAL BULLETIN (bi-monthly) UNESCO, Paris. \$1.00.

UNESCO Courier (monthly), Columbia University Press, 2960  
Broadway, New York, New York. \$2.00.

United States National Commission For UNESCO News (monthly),  
United States Government Printing Office, Washington  
25, D.C. \$1.00.

United States National Commission For UNESCO Newsletter  
(bi-weekly), United States Government Printing Office,  
Washington 25, D.C. \$1.00.



UNESCO OFFICIAL BULLETIN (bi-monthly) UNESCO, Paris. \$1.00.

UNESCO Courier (monthly). Columbia University Press, 2960 Broadway, New York, New York. \$2.00.

United States National Commission for UNESCO News (monthly).  
United States Government Printing Office, Washington  
\$2, D.C. \$1.00.

United States National Commission for UNESCO Newsletter  
(bi-weekly). United States Government Printing Office,  
Washington 25, D.C. \$1.00.



74

## APPENDIX B

### MOTION PICTURES AND FILM STRIPS

MOTION PICTURES (annotations are those of producer)

Contemporary Films, Inc., 13 East 37th Street, New York 16,  
New York.

#### Feature Documentaries

Adventures of Chico 58 minutes Rental \$15.00

Photographed and directed with amazing beauty and charm, this is a story, suitable for all ages, about a young Mexican peon boy, whose only companions are the animals around him, and about how an orphaned bird repays him by saving his life in a highly dramatic struggle with a rattlesnake.

The Edge of the World 70 minutes Rental \$25.00

A classic of the documentary school. Life among the fishermen on a Scottish island in the Shetland group. The story concerns the rugged people who constantly battle the sea and the rocky land for the very necessary things of life; and how they must abandon their island when the fuel and food give out. Spectacular photography and a powerful story of man against the natural forces makes this a dramatic, inspiring experience.

The Forgotten Village 67 minutes Rental \$17.50

Superbly photographed and narrated, this is a profoundly moving and beautiful account of how young Juan Diego, a Mexican peasant in an out-of-the-way village, fought against the "witch woman" and the age-old superstitions in his village to save the young children from dying needlessly. Based on the book by John Steinbeck, it has an excellent script and musical score.

Land of the Long Day (Color) 38 minutes Rental \$12.00

This 1952 Robert Flaherty Award Winner is a poetic and impressionistic account of Eskimo life on Baffin Island during the short Arctic summer. A sensitive evocation of primitive life, accompanied by Eskimo songs.



# APPENDIX B

## NOTION PICTURES AND FILM STRIPS

NOTION PICTURES (Annotations are those of producer)

Contemporary Films, Inc., 13 East 57th Street, New York 16, New York

### Feature Documentaries

Adventures of Chico 38 minutes Rental \$12.00

Photographed and directed with amazing beauty and clarity. This is a story, suitable for all eyes, about a young Mexican boy, whose only companions are the animals around him, and about how an orphaned bird rears him by saving his life in a highly dramatic struggle with a rattlesnake.

The Saga of the World 70 minutes Rental \$25.00

A classic of the documentary school. Life among the fishermen on a Scottish island in the Shetland group. The story concerns the rugged people who constantly battle the sea and the rocky land for the very necessary fish of life; and how they must abandon their island when the food and food give out. Spectacular photography and a powerful story of man against the natural forces make this a masterpiece, inspiring experience.

The Forgotten Village 67 minutes Rental \$12.50

Superbly photographed and narrated, this is a profoundly moving and beautiful account of how young Juan Diego, a Mexican peasant in an out-of-the-way village, fought against the "witch women" and the age-old superstitions in his village to save the young children from dying needlessly. Based on the book by John Steinbeck, it has an excellent script and musical score.

Land of the Long Day (Color) 36 minutes Rental \$12.00

This 1952 Robert Flaherty Award Winner is a poetic and impressionistic account of Eskimo life on Baffin Island during the short Arctic summer. A sensitive evocation of primitive life, accompanied by Eskimo songs.



Nanook of the North 55 minutes Rental \$25.00

Robert Flaherty's epic feature film demonstrates the grim struggle for survival against menacing nature which Nanook and his family undergo in the Hudson Bay country.

Song of Ceylon 45 minutes Rental \$10.00

Famed for its lyrical beauty, stunning photography, the unique wedding of sight and sound, this film, in four parts, examines the religious, commercial and social life of the Ceylonese people

Indonesia Calling 20 minutes Rental \$5.00

A superb documentary, produced by the world-famed documentarist, Joris Ivens.

Seeds of Destiny 18 minutes Rental \$4.00

Produced by the U. S. Army Signal Corps for UNRRA, this is a graphic and deeply moving portrayal of the effects upon the children abroad of famine and disease left as the backwash of the war.

### Musical Arts

Eternal Song 20 minutes Rental \$4.00

A romantic and beautifully photographed medley of folk songs and dances, made in 1941 by a young ethnologist among the peoples of Bohemia.

Hymn of the Nations 28 minutes Rental \$5.00

The famous Arturo Toscanini short, with Jan Peerce and the Westminster Choir, featuring the famous Verdi Hymn of the Nations.

Pacific 231 11 minutes Rental \$3.00

A visualization of the journey of a locomotive across the French countryside. Based on the symphonic composition of the same title by the French composer, Arthur Honegger.

La Poulette Grise (Color) 6 minutes Rental \$3.00

A lullaby on film. Anna Malenfant sings the traditional French-Canadian song about the little grey hen who nests



Hook of the North 25 minutes Rental \$25.00

Robert Flaherty's early feature film demonstrates the grim struggle for survival against menacing nature which men and his family undergo in the Hudson Bay country.

Song of Ceylon 25 minutes Rental \$10.00

Famed for its lyrical beauty, stunning photography, the unique wedding of sight and sound, this film, in four parts, examines the religious, commercial and social life of the Ceylonese people.

Indonesian Calling 20 minutes Rental \$5.00

A superb documentary, produced by the world-famed documentarist, Joris Ivens.

Seeds of Destiny 15 minutes Rental \$4.00

Produced by the U. S. Army Signal Corps for UNRRA, this is a gripping and deeply moving portrayal of the effects upon the children abroad of famine and disease left in the wake of the war.

# Special Arts

Eternal Song 20 minutes Rental \$4.00

A romantic and beautifully photographed melody of folk songs and dances, made in 1941 by a young ethnologist among the peoples of Bohemia.

Man of the Nations 28 minutes Rental \$5.00

The famous Arturo Toscanini, with his baton and the Westminster Choir, leading the famous Verdi Man of the Nations.

Beatie 231 11 minutes Rental \$3.00

A visualization of the journey of a locomotive across the French countryside. Based on the symphonic composition of the same title by the French composer, Arthur Honegger.

La Petite Grise (Color) 6 minutes Rental \$3.00

A lullaby on film. An excellent study of the traditional French-Canadian song about the little grey hen who hatches



in the church, the little brown hen who nests in the moon, while animated forms appear and disappear on the screen.

Ukranian Dance (Color) 17 minutes Rental \$6.00

Traditional music and dances performed by the Ukrainian-Canadians. In national costume, the dancers do a bird dance, swing in the "Catherina," a Cossack dance, and whirl in the "Kolamaka."

### Anti-Discrimination

Americans All 16 minutes Rental \$4.00

A study of the famous "Springfield Plan," in which the schools of Springfield, Mass. incorporated into their curriculum, as an essential part, the discussion of many cultures and religions. Also a survey of what other communities and organizations are doing in the fight against discrimination.

Born Equal 11 minutes Rental \$2.50

A visualization of the meaning of the Declaration of Human Rights as stated in the charter of the United Nations.

Brotherhood of Man (Color) 10 minutes Rental \$3.00

This famous animated color cartoon cleverly explodes false race theories with scientific facts.

Don't Be a Sucker 20 minutes Rental \$4.00

The famous actor, Paul Lukas, as a refugee from Nazism who draws on his own experience to explain to a young American the meaning of the fascist technique of "divide and conquer," and thereby effectively exposes a fascist "rabble-rouser" here.

The House I Live In 10 minutes Rental \$2.00

The well-known short, with Frank Sinatra acting and singing. In a simple, human way Sinatra teaches some youngsters the meaning of tolerance.

One People (Color) 12 minutes Rental \$2.00

Written for the Anti-Defamation League by Owen Dodson, and narrated by Ralph Bellamy, this is an animated color film showing America as a land of different peoples, standing together for their own mutual welfare and growth.



in the church, the little brown men who nests in the moon  
while animated forms appear and disappear on the screen.

Ukrainian Dance (Color) 15 minutes Rental \$3.00

Traditional music and dances performed by the Ukrainians.  
Gentle. In national costume, the dancers do a folk  
dance, swing in the "Gathering," a Cossack dance, and whirl  
in the "Kolomojka."

Anti-Discrimination

Americans All 15 minutes Rental \$3.00

A study of the famous "Springfield Plan," in which the  
schools of Springfield, Mass., incorporated into their cur-  
riculum, as an essential part, the discussion of many civil-  
rights and religious. Also a survey of what order commu-  
nity and organizations are doing in the fight against dis-  
crimination.

Born Equal 11 minutes Rental \$2.50

A visualization of the meaning of the Declaration of Human  
Rights as stated in the charter of the United Nations.

Brotherhood of Man (Color) 10 minutes Rental \$3.00

This famous animated color cartoon cleverly exposes false  
race theories with scientific facts.

Don't Be a Snob 10 minutes Rental \$3.00

The famous actor, Paul Lukas, as a teacher from Naples who  
draws on his own experience to explain to a young American  
the meaning of the famous technique of "little and often,"  
and thereby effectively exposes a typical "snob-teacher"  
here.

The House I Live In 10 minutes Rental \$3.00

The well-known short, with Frank Sinatra acting and singing.  
In a simple, human way Sinatra teaches some youngsters the  
meaning of tolerance.

One People (Color) 12 minutes Rental \$3.00

Written for the Anti-Discrimination League by Owen Dodson, and  
narrated by Ralph Bellamy, this is an animated color film  
showing America as a land of different peoples, standing  
together for their own mutual welfare and growth.



The Toymaker (Color) 15 minutes Rental \$10.00

Surface differences lead two puppets in conflict, until they realize what they have in common.

### International Relations

Defense of the Peace 12 minutes Rental \$3.00

Produced by the UN Department of Public Information, this is a simple and concise explanation of the structure of the UN, especially suitable for younger audiences.

Now The Peace 20 minutes Rental \$3.00

The structure of the UN, described through actual scenes and diagrams, showing the international agencies at work.

One World or None 10 minutes Rental \$2.00

Produced in 1947 for the National Committee on Atomic Information, with narration by Raymond Gram Swing, this is an authoritative discussion of the problem of atomic energy, combining live action with unusual animation, to bring home the message of the need for world control.

Pattern For Peace 16 minutes Rental \$3.00

A British Information Service Film, analyzing the meaning of the UN Charter, and its implications for the future.

Peace Builders 10 minutes Rental \$2.00

A stirring documentary film, showing the major conferences held during the war itself, which helped lay the foundations for international organization.

People's Charter 19 minutes Rental \$3.00

Produced by the UN Department of Public Information, this deals with the founding and early development of the UN, with special emphasis on the first General Assembly in 1946.

Same Old Story 20 minutes Rental \$5.00

A brilliant satire, produced in France, tracing the evolution of weapons and warfare from primitive man to the atomic bomb, and calling for utilization of our resources for human welfare instead of for destruction.



The Toy Maker (Color) 12 minutes Rental \$10.00  
 Surface differences lead two groups in conflict, until they realize what they have in common.

# International Relations

Defense of the Peace 12 minutes Rental \$3.00  
 Produced by the UN Department of Public Information, this is a simple and concise explanation of the structure of the UN, especially suitable for younger audiences.

How The Peace 30 minutes Rental \$3.00  
 The structure of the UN, described through actual scenes and diagrams, showing the international agencies at work.

One World or None 10 minutes Rental \$3.00  
 Produced in 1947 for the National Committee on Atomic Information, with narration by Raymond Gram Scully, this is an authoritative discussion of the problem of atomic energy, combining live action with unusual animation, to bring home the message of the need for world control.

Pattern For Peace 10 minutes Rental \$3.00  
 A British Information Service film, analyzing the meaning of the UN Charter, and its implications for the future.

Peace Builders 12 minutes Rental \$2.00  
 A stirring documentary film, showing the major contributions made during the war itself, which helped lay the foundations for international organization.

People's Charter 12 minutes Rental \$3.00  
 Produced by the UN Department of Public Information, this deals with the founding and early development of the UN, with special emphasis on the first General Assembly in 1945.

Same Old Story 20 minutes Rental \$3.00  
 A brilliant satire, produced in France, tracing the evolution of weapons and warfare from primitive man to the atomic bomb, and calling for abolition of our resources for human welfare instead of for destruction.



Searchlight on the Nations                      17 minutes              Rental \$4.00

A dramatic account of the role played in international affairs by the processes of communication.

UN At Work    17 minutes              Rental \$4.00

Produced by the UN Department of Information, this is a dramatic depiction of the working of the International Children's Emergency Fund, especially suitable for younger audiences.

We The Peoples                                      8 minutes              Rental \$2.00

The story of the UN Charter, and how the organization was first set in motion.

### Peoples of the World

India    12 minutes              Rental \$4.00

Made during the 1940's, this is a story of the complex background of present-day affairs in India, showing the grave social and political problems that have faced her peoples.

Japan and Democracy                              18 minutes              Rental \$4.00

One of the first documentations of the United States in the role of re-educating an entire nation to democratic ways, this film gives an account of life in occupied Japan, and of the U. S. administration there.

Children of Holland                              10 minutes              Rental \$2.00

A country boy and girl are shown in their picturesque home life, with typical games and sports and a trip to a Dutch town.

Crisis In Iran                                      18 minutes              Rental \$4.00

A background report on Iran contrasting modern cities and primitive nomadic tribesmen. It outlines the peculiar economic and political conditions that have brought on the present crisis.

Israel In Action                                      10 minutes              Rental \$3.50

A dramatic story of the early months in Israel, and of the victory achieved in the establishment of the new state.



Searchlight on the Nations 17 minutes Rental \$4.00

A dramatic account of the role played in international affairs by the processes of communication.

UN At Work 17 minutes Rental \$4.00

Produced by the UN Department of Information, this is a dramatic depiction of the working of the International Children's Emergency Fund, especially suitable for younger audiences.

We The Peoples 8 minutes Rental \$2.50

The story of the UN Charter, and how the organization was first set in motion.

### Peoples of the World

India 12 minutes Rental \$4.00

Made during the 1940's, this is a story of the complex background of present-day affairs in India, showing the grave social and political problems that have faced her peoples.

Japan and Democracy 18 minutes Rental \$4.00

One of the first documentaries of the United States in the role of re-educating an entire nation to democratic ways, this film gives an account of life in occupied Japan, and of the U. S. administration there.

Children of Holland 10 minutes Rental \$2.50

A country boy and girl are shown in their picturesque home life, with typical names and sports and a trip to a Dutch town.

Crisis in Iran 18 minutes Rental \$4.00

A background report on Iran contrasting modern oil and primitive nomadic tribesmen. It outlines the peculiar economic and political conditions that have brought on the present crisis.

Terror in Action 10 minutes Rental \$2.50

A dramatic story of the early months in Israel, and of the victory achieved in the establishment of the new state.



Tomorrow Is a Wonderful Day                      40 minutes                      Rental \$5.00

An absorbing and beautifully executed story of the emotional rehabilitation of a young Jewish boy, who has lived through the concentration camps, and is slowly freed of his suspicions and terrors in a children's village in Palestine. Several sequences deal with Jewish customs and festivals, brilliantly portrayed.

Bread and Wine    16 minutes                      Rental \$4.00

Photographed by Julien Bryan during the winter of 1946-47, this is a very interesting study of the social and economic conditions in Italy, today, with main emphasis on the agricultural situation, and its sharp contrasts between peasant and landlord.

The Amazon Awakens    35 minutes                      Rental \$4.00

A Walt Disney color-film, telling the story of the Amazon River Basin, its history and industrial progress, and the possibilities for the future.

Americans All    20 minutes                      Rental \$4.00

Produced by Julien Bryan, this is an excellent introduction to the countries of Latin America, viewed through the life and activities of their young people.

Peru    20 minutes                      Rental \$4.00

An interesting study of the modern social and economic problems in Peru, and of the efforts made to tackle such questions as poverty, race relations and health.

Tomorrow's Mexico    18 minutes                      Rental \$4.00

A historical study, beginning with the great revolution of 1910, and carrying the story through to the election of Aleman in 1946. Emphasis is placed on the role played by education in the development of Mexican democracy, and on the steps taken during this period to fight illiteracy.

Tito--Our Ally    18 minutes                      Rental \$4.00

A picture of life inside Yugoslavia as it exists today for her 16,000,000 culturally divergent people.



Tomorrow is a Wonderful Day 15 minutes Rental \$4.00

An absorbing and heart-breaking story of the emotional rehabilitation of a young woman who has been through the concentration camps, and is slowly freed of her physical scars and terror by a dedicated staff in California. Several sequences deal with Jewish refugees and the Jewish problem in Germany.

Bread and Wine 15 minutes Rental \$4.00

Photographed by Julius Ryman during the winter of 1935-36, this is a very interesting study of the social and economic conditions in Italy. It tells the story of the Italian agricultural situation, and the social conditions between peasant and landlord.

The Amazon Awakens 15 minutes Rental \$4.00

A Walt Disney color film, telling the story of the Amazon River Basin, its history and industrial progress, and the possibilities for the future.

Americans All 15 minutes Rental \$4.00

Produced by Julius Ryman, this is an excellent introduction to the countries of Latin America, viewed through the life and activities of their young people.

Pero 15 minutes Rental \$4.00

An interesting study of the social, political and economic problems in Peru, and of the efforts made to solve these questions as they relate to education and health.

Tomorrow's Mexico 15 minutes Rental \$4.00

A historical study, dealing with the great revolution of 1910, and carrying the story through to the election of Ataturk in 1940. Chapters are placed on the role played by education in the development of Mexico's economy, and in the steps taken during this period to bring about progress.

Tito--Our Ally 15 minutes Rental \$4.00

A picture of life in the Yugoslav Republic as it exists today for over 10,000,000 citizens, divergent people.



Encyclopaedia Britannica Films, Inc., Wilmette, Illinois

### Argentina

Considers one South American metropolis in its role as hub of a nation's commercial, industrial, and agricultural activities. Depicts also the vast pampas region as the source of Argentina's agricultural wealth.

### Arts and Crafts of Mexico

Against a colorful background of Old Mexico, this film portrays native craftsmen at work in their homes and shops. Serape weaving, basket-making, glass blowing, and pottery-making are described in detail.

### Australia

A comprehensive and authentic survey of the geographic, economic, and social factors characterizing Australia today.

### Backward Civilization

Presents a significant study of economic and social conditions of the Berbers of northern Africa who are isolated from the rest of the world by almost impenetrable natural barriers.

### Brazil

Surveys overall geographic characteristics of Brazil; depicts agricultural and commercial activity in central and coastal uplands; and discloses aspects of family life on the coffee plantations.

### British Isles

Provides a comprehensive, graphic survey of the area including England, Ireland, Scotland, and Wales. Surveys representative aspects of British life and explains how the region has developed as one of the world's most important industrial and commercial centers.

### Central America

Describes physical characteristics of Central America, its political organization into independent states, its major industrial and agricultural pursuits, and the nature and heritage of a people still reflecting an ancient Indian culture.



Encyclopedia Britannica, Inc., Wilmette, Illinois

## Argentina

Considers one South American metropolis in its role as hub of a nation's commercial, industrial, and agricultural activities. Highlights also the vast pampas region as the source of Argentina's agricultural wealth.

## Arts and Crafts of Mexico

Against a colorful background of Old Mexico, this book traces native craftsmen at work in their homes and shops. Serape weaving, basket-making, glass blowing, and pottery-making are described in detail.

## Australia

A comprehensive and authentic survey of the geographic, economic, and social factors characterizing Australia today.

## Backward Civilization

Presents a significant study of economic and social conditions of the Barbours of northern Africa who are isolated from the rest of the world by almost impenetrable natural barriers.

## Brazil

Surveys overall geographic characteristics of Brazil; details agricultural and commercial activity in central and coastal regions; and discusses aspects of family life on the coffee plantations.

## Britain Today

Provides a comprehensive, factual survey of the area including England, Ireland, Scotland, and Wales. Surveys representative aspects of British life and explains how the region has developed as one of the world's most important industrial and commercial centers.

## Central America

Describes physical characteristics of Central America; the political organization into independent states; the major industrial and agricultural products; and the nature and heritage of a people still reflecting an ancient Indian culture.



### Children of China

Portrays home and village life in Western China, emphasizing the domestic, school, and recreational activities of Chinese children.

### Children of Holland

Describes the daily life of a farm boy and girl near the city of Middelburg on the island of Walcheren.

### Children of Japan

Portrays Japanese domestic life, emphasizing the activities of the children in a typical urban, middle-class family. Calls attention to several Western innovations which have become a part of Japanese daily life.

### Children of Switzerland

Reveals characteristic activities of a boy and girl living in the Swiss Alps.

### Chile

Portrays overall geographical characteristics and natural resources of Chile and calls particular attention to life on the agricultural estates of the Central Valley.

### Colombia and Venezuela

Traces discovery, exploration, and settlement of the region; depicts its geographical characteristics; and describes the people, natural resources, and economy of modern Colombia and Venezuela.

### English Children

Delightfully portrays typical English family life in the city of York, stressing daily activities of the children.

### Eskimo Children

Presents an interesting picture of Eskimo life on an island off the Alaskan Coast. Presents such phases of Eskimo life as handicraft, work, household duties, hunting, drying fish, visiting the trader's store, gathering driftwood, playing games, and telling stories.



Children of China

Portrays home and village life in Western China, showing the domestic, social, and recreational activities of Chinese children.

Children of Holland

Describes the daily life of a fair boy and girl near the city of Middelburg on the island of Walcheren.

Children of Japan

Portrays Japanese domestic life, emphasizing the activities of the children in a typical urban, middle-class family. Calls attention to several Japanese innovations which have become a part of Japanese daily life.

Children of Switzerland

Reveals characteristic activities of a boy and girl living in the Swiss Alps.

Chile

Portrays overall geographical characteristics and natural resources of Chile and calls attention to life on the agricultural slopes of the Central Valley.

Colombia and Venezuela

Traces discovery, exploitation, and settlement of the region; depicts the geographical characteristics; and describes the people, natural resources, and economic activity of Colombia and Venezuela.

English Children

Definitely portrays typical English family life in the city of York, stressing daily activities of the children.

Esquimo Children

Presents an interesting picture of Eskimo life on an island off the Alaskan coast. Shows such phases of Eskimo life as hunting, war, household duties, hunting, living, visiting the trader's store, gathering driftwood, playing games, and telling stories.



### French-Canadian Children

Describes the daily life of a French-Canadian family in rural Quebec, emphasizing the activities of the children.

### French Children

Provides an interesting and enjoyable visit with a farm family living in Brittany in Western France.

### Giant People

Reveals activities, customs, and traditions of the Watussi, an African people characterized by their advanced native culture.

### Hawaiian Native Life

Reveals location and physical features of the Hawaiian Islands; depicts wide variety of immigrant and native workers busy at large scale production and harvesting of sugar cane and pineapples; and discloses home-life, work, and customs of the native Hawaiian.

### Iberian Peninsula

Provides a significant overview of modern Spain and Portugal. Emphasizes especially the Peninsula's limited industrialization and the age-old agricultural technique generally employed in the region.

### Irish Children

Charmingly reveals some of the characteristic activities of a typical Irish farm family.

### Italian Children

Charmingly depicts activities in the daily life of farm children in the province of Umbria.

### Land of Mexico

Reviews geographic and economic aspects of modern Mexico. Portrays, with animated maps, the physical characteristics of the country and its strategic geographical relation to the United States.

### Mexican Children

Tells a simple, captivating story of two Mexican children, depicting their experiences at school, at home, and at play.



French-Canadian Children

Describes the daily life of a French-Canadian family in rural Quebec, emphasizing the activities of the children.

French Children

Provides an interesting and enjoyable visit with a French family living in Brittany in Western France.

Giant People

Reveals activities, customs, and traditions of the Hattians, an African people characterized by their advanced native culture.

Hawaiian Native Life

Reveals location and physical features of the Hawaiian Islands; depicts wide variety of important native life; shows busy life of native people in production and harvesting of sugar cane and pineapples; and discusses home life, work, and customs of the native Hawaiian.

Iberian Peninsula

Provides a significant overview of modern Spain and Portugal. Emphasizes especially the Peninsula's United States relationship and the age-old geographical features generally employed in the region.

Irish Children

Characteristically reveals some of the characteristics of a typical Irish farm family.

Italian Children

Characteristically depicts activities in the daily life of Italian children in the province of Umbria.

Land of Mexico

Reviews geographic and economic aspects of modern Mexico. Portrays, with statistical data, the physical characteristics of the country and its strategic geographical position to the United States.

Mexican Children

Tells a simple, fascinating story of two Mexican children depicting their experiences at school, at home, and at play.



### Navajo Indians

Portrays the Navajos in their native environment, engaged in such activities as building a home, tilling the soil, tending sheep, carding the wool, and weaving it into colorful blankets. The story centers around Taska and Alnaba, a young Navajo couple who are betrothed.

### Norwegian Children

Provides an interesting visit with a farm family living on a fiord in western Norway.

### People of Mexico

Characterizes the working man of Mexico, who may be of either pure Spanish or pure Indian blood, or a mixture of both, and who is influenced by modern Mexican culture as well as by ancient tradition.

### People of the Congo

Provides an opportunity for studying a primitive people of relatively advanced culture. Reveals activities and traditions of the Mangbetu, an African tribe clinging to such primitive customs as head-binding and facial tatooing, but having appreciation for neat, well-built homes and carefully prepared food.

### People of Western China

Portrays characteristic aspects of life today in the valley of Western China, where habits and customs of past centuries exist side by side with such modern innovations as hydro-electric plants, telephones, and air transportation.

### Peru

Contrasts Lima, Peru's modern capital city, with the ruins of the ancient Inca empire and with Cuzco, contemporary Indian city which was once the Inca capital.

### Pygmies of Africa

Permits an interesting study of an extremely primitive society. Depicts the pygmy in his native habitat, performing tasks mainly concerned with securing food.

### Spanish children

Provides a delightful visit with a rural family of southern



# Navajo Indians

Portrays the Navajos in their native environment, engaged in such activities as building a home, tilling the soil, herding sheep, carding the wool, and weaving its into robes. The story centers around Tanka and Alibab, a young Navajo couple who are betrothed.

## Norwegian Children

Provides an interesting visit with a farm family living on a fjord in western Norway.

## People of Mexico

Characterizes the working men of Mexico, who may be of either pure Spanish or pure Indian blood, or a mixture of both, and who are influenced by modern Mexican culture as well as by ancient tradition.

## People of the Congo

Provides an opportunity for studying a primitive people of relatively advanced culture. Reveals activities and traditions of the Kongo, an African tribe clinging to such primitive customs as head-bumping and facial tattooing, but having appreciation for neat, well-built houses and carefully prepared food.

## People of Western China

Portrays characteristic aspects of life today in the valley of Western China, where habits and customs of past centuries exist side by side with such modern innovations as radio, electric lights, telephones, and air transportation.

## Peru

Contrasts Lima, Peru's modern capital city, with the ruins of the ancient Inca empire and with Cuzco, contemporary Indian city which was once the Inca capital.

## Pygmies of Africa

Provides an interesting study of an extremely primitive society. Depicts the pygmy in his native habitat, performing tasks mainly concerned with securing food.

## Spanish children

Provides a delightful visit with a rural family of southern



Spain. Concludes with scenes of an enjoyable evening at home celebrating the little daughter's birthday.

#### West Indies

Surveys the history of the Caribbean region; describes geographical features of the West Indies; and portrays natural resources, principal industries, and characteristics of the region's people.

The United Nations Department of Public Information, United Nations, New York.

#### Clearing the Way

Shows the human story behind planning and clearing the site for the new UN Headquarters in New York.

#### First Steps

Sensitively handled, it deals with training of crippled children.

#### Men of Good Will

The human story of the job done at Lake Success by "international civil servants" to translate the aims of the UN into action.

#### Tomorrow Begins Today

Graphically shows the United Nations at work on its legacy of problems--despite political disagreement among the Big Powers.

#### UN At Work

Depicts dramatically, with unusual techniques, the birth and workings of the International Children's Emergency Fund.

Young America Films, Inc., 18 East 41st Street, New York 17, New York.

#### How to Build an Igloo

A demonstration of igloo-building in the far North, showing how the site is selected and how the blocks of snow are fitted together by the Eskimos to make a snug shelter against the Arctic cold.



Spain. Continued with scenes of an angry crowd  
home celebrating the little dancer's birthday.

West Indies

Survey the history of the Caribbean region; describe  
geographical features of the West Indies; and describe  
natural resources, principal industries, and characteris-  
tics of the region's people.

The United Nations Department of Public Information, United  
Nations, New York.

Clearing the Way

Shows the human story behind planning and clearing the site  
for the new UN Headquarters in New York.

First Steps

Sensitively handled, it deals with training of orphaned  
children.

Men of Good Will

The human story of the job done at Lake Success by "inter-  
national civil servants" to translate the aims of the UN  
into action.

Tomorrow Begins Today

Graphically shows the United Nations at work on the legacy  
of problems--despite political disagreement among the big  
powers.

UN At Work

Devoted dramatically, with unusual techniques, the drama  
and workings of the International Children's Emergency  
Fund.

Yonkers America Film, Inc., 13 East 42nd Street, New York 17,  
New York.

How to Build an Igloo

A demonstration of igloo-building in the Far North, showing  
how the site is selected and how the blocks of snow are  
fitted together by the Eskimos to make a snug shelter  
against the Arctic cold.



## Our Shrinking World

Briefly surveys the highlights in the history of transportation and communication, and tells how these achievements have brought people together in our shrinking world.

FILMSTRIPS (annotations are those of producer)

Anti-Defamation League of B'nai B'rith, 220 Empire Building, Denver, Colorado.

## About People

Based on popular juvenile book, "All About Us," by Eva Knox Evans. Tells the story of people--why they are different, and in which ways they are alike.

## American Religious Holidays

The important holidays of America's various religious groups.

## Free To Be Different

How Americans differ in national and cultural origins--and how we all benefit.

## Man--One Family

Portrays man as one family made up of many groups, nations, cultures and faiths--all equal, none superior.

## None So Blind

Discusses origin of prejudice and what the individual can do to overcome harmful dislikes. Traces history of prejudice from childhood to adulthood.

## United Nations Film Strips

A Garden We Planted Together

A Visit to the United Nations

Atomic Energy and the United Nations

There Shall Be Peace

International Cooperation at Work

Society For Visual Education, Inc., Chicago, Illinois.

## Children in Many Lands

Children in Germany, Italy, Norway, Ireland, China, India



Our Changing World

Briefly surveys the highlights in the history of transportation and communication, and tells how these advances have brought people together in our shrinking world.

TRAVELERS (Annotations are those of producer)

Anti-Discrimination League of B'nai B'rith, 220 Empire Building, Denver, Colorado.

About People

Based on popular juvenile book, "All About Us" by Eva Knox Evans. Tells the story of people--why they are different, and in what ways they are alike.

American Religious Holidays

The important holidays of America's various religious groups.

Free To Be Different

How Americans differ in national and cultural origins--and how we all benefit.

Man--One Family

Portrays man as one family made up of many groups, nations, cultures and faiths--all equal, none superior.

None So Blind

Discusses origin of prejudice and what the individual can do to overcome racial dislikes. Traces history of prejudice from childhood to adulthood.

United Nations Film Series

A Garden We Planted Together  
A Visit to the United Nations  
Atomic Energy and the United Nations  
There Shall Be Peace  
International Cooperation at Work

Society for Visual Education, Inc., Chicago, Illinois.

Children in Many Lands

Children in Germany, Italy, Norway, Ireland, China, India



Japan, Peru, Hawaii, Alaska, Yugoslavia, and U.S. with special emphasis on their way of dress.

#### People in Many Lands

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

#### Children of Mexico

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

#### Scandinavian Children

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

#### German Children at Play

Play activities of children living in postwar Germany.

#### German Children at Their Daily Tasks

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

#### Children in Belgium and the Netherlands

Shows children in everyday clothes and festive garb enjoying life.

#### Swiss Children

Portrays activities of children at home and school.

#### Czechoslovakian Children

Responsibilities of children who are being rehabilitated, and their moments of fun.

#### Europe's Displaced Children

Glimpses of child life in the D.P. camps.

#### A Lapp Settlement in Summer

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



Japan, Peru, Hawaii, Alaska, Yugoslavia, and U.S. with special emphasis on their way of dress.

People in Many Lands

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

Children of Mexico

Shows Indian and Mexican children at work and play, in colorful festive costumes and everyday clothing.

Scandinavian Children

Pictures of children which typify the inherent character-istics and activities of Scandinavians.

German Children at Play

Play activities of children living in postwar Germany.

German Children at Their Daily Tasks

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

Children in Belgium and the Netherlands

Shows children in everyday clothes and festive garb enjoying life.

Swiss Children

Portrays activities of children at home and school.

Czechoslovakian Children

Responsibilities of children who are being rehabilitated, and their moments of fun.

Europe's Displaced Children

Glimpses of child life in the D.P. camps.

A Leap Settlement in Summer

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



## Christmas Customs in Many Lands

An imaginary visit to other lands shows their Christmas customs.

## A Day at the Bullfights

Highlights the classic phases of a bullfight in Mexico City.

## Mexicans at Work

Shows a variety of occupations: brick-making, mining, fishing, farming, etc., with emphasis on primitive methods.

## Mexico: Customs of the People

Typical dress and handwork of the people.

## Argentina

## The Republic of Chile

## Ecuador

## Uruguay

## France--The Land and Its People

## Italy--The Land and Its People

## Ireland--The Land and Its People

## Spain--The Land and Its People

## Switzerland--The Land and Its People

## Korea--The Land and Its People

## Japan--The Land and Its People

## Housing in West Africa

## Australia, Scenic, Recreational, Wild Life

## Dutch East Indies, Life and Work of the People

## Philippine Islands, Life and Work of the People

## South Africa and Its Problem (Life)

Through magnificent photographs by Margaret Bourke-White a distant land and the people who live there become vividly real.

## Korea (Life)

Brief historical outline followed by a documentary chapter showing the people and their way of life. Sequence relating events from the end of World War II to the entrance of Chinese Communists into the Korean War.

## The New Indonesia (Life)

Superb photographs by Henri Cartier-Bresson picture the islands (mainly Java, Bali, and Sumatra), the people--their life, art, and religion.



Christmas Eve in New York

An imaginary visit to other lands shows their Christmas customs.

A Day at the Brights

Highlights the classic beauty of a beautiful in Mexico City.

Mexicans at Work

Shows a variety of occupations: brick-making, mining, fishing, farming, etc., with emphasis on primitive methods.

Mexico: Customs of the People

Typical dress and handicrafts of the people.

Argentina

The Republic of Chile

Ecuador

Guatemala

France--The land and its people

Italy--The land and its people

Ireland--The land and its people

Spain--The land and its people

Switzerland--The land and its people

Korea--The land and its people

Japan--The land and its people

Housing in West Africa

Australia, Oceania, Neotropical, Wild Life

Dutch East Indies, Life and Work of the People

Philippine Islands, Life and Work of the People

South Africa and the Problem (Africa)

Through magnificent photographs by Margaret Bourke-White a

different land and the people who live there become vividly

real.

Korea (Life)

After historical outline followed by a documentary showing

showing the people and their way of life. Background relating

events from end of World War II to the entrance of

Chinese Communists into the Korean War.

The New Indonesia (Life)

Superb photography by Harry Gertzel-Brown shows the

islands (mainly Java, Bali, and Sumatra) the people--

their life, art, and religion.



### Israel (Life)

Photographs by Robert Capa and others show both the Arab world and the new Israel. The story attempts to explain some of the problems facing the Israeli government today.

### Yugoslavia (Life)

Historical background of the country followed by a pictorial chapter showing the land and people before the last war. Sequence describing the rise of Tito and the development of the new nation.

### Iran

Historical documentary picture of the country up to World War II.



Israel (11/10)

Photographs by Robert Goss and others show both the Arab world and the new Israel. The story attempts to explain some of the problems facing the Jewish people today.

Yugoslavia (11/10)

Historical background of the country followed by a historical chapter showing the land and people before the war. Science describing the rise of Tito and the development of the new nation.

Iran

Historical documentary picture of the country up to World War II.

END

EX



## APPENDIX C

### SUGGESTIONS OF THE PODEBRADY SEMINAR FOR TEACHING HISTORY AND GEOGRAPHY

Since it is through the avenues of history and geography that much of a child's knowledge about the world is developed, it is to the point to note at some length the recommendations of the Podebrady Seminar.

#### The Teaching of Geography

In the schools of the United States, history, geography, and civics are grouped together under the heading of social studies, a fact which illustrates their bearing on our particular problem. These studies seem to us inseparable, at least up to the age of 13, from education in social-mindedness. We confined our enquiry at this point to the effect of geographical and historical studies on children from 3 to 13 years of age.

In our view, history and geography should be taught at this stage as universal history and geography. . . .

The study of universal geography in some of its aspects at least, can profitably begin about the age of 8. It would need to be planned on a very different basis from the present customary practice. One method much in use now is to teach geography in a series of widening circles, beginning with local geography (*i.e.*, the classroom, the school building and its surroundings, the village, the county) and proceeding to a study of the nation and the continent. Only when that routine has been accomplished is the child introduced to the rest of the world. This progress from the particular and the immediate to the general and the remote may be logical, but does it serve our purpose? One is reminded of Socrates' assertion that most errors of judgment are really errors of perspective. Does not this system of study lead pupils to the mistaken conclusion that what is nearest to them is the most important, and what is remote is relatively insignificant? The child's country is made to appear in his atlas equal in size and importance to a hemisphere, from which he







may conclude that its affairs are at least as decisive as those of the whole of Asia. In some atlases the child's country is shown on every page on the same scale as the map to which it is to be compared. This is an admirable device, but would it not be better still if the first map constantly before the eyes of the child were a map of the world? On it he could see his own country in its proper perspective; and he would get into the habit of regarding the earth as his habitat, and his country as part of it, instead of considering the rest of the world as an annex to his own country.

### The Teaching of History

. . . The need is urgent for a general revision of textbooks, both national and general, along the lines recently followed by the Scandinavian countries, who have come to an agreement about how best to present the conflicts which divided them in the past. This revision, another task worthy of Unesco, should carry much further the elimination of events which, from the world-education point of view, have no value, such as the endless catalogues of wars. It is not to these accidents which have periodically jeopardized and distracted civilization that the child's attention should be drawn, but to the constructive activities which help to advance civilization, materially and spiritually: The great discoveries; the inventions which make life more secure and happy; the methods for putting the resources of the globe at the disposal of all people. These things make the child feel that he belongs to the whole of humanity, and impel him to discharge his debt to the past by working with all his skill for a better life. History must cease to be military history and must become the history of civilization.

There is need above all for universal history. Just as the child should grow used to considering the earth as his habitat, so he must learn to consider the whole of humanity as the fatherland in whose service the particular fatherlands, his own and all others, are enrolled. . . .

The teaching of history, therefore, should proceed, as should that of geography not from the particular to the general, but from the general to the particular. Yet in many countries, as we have seen, not only is national history studied at great length without regard to the universal context which alone can give it meaning, but also even the study of general history

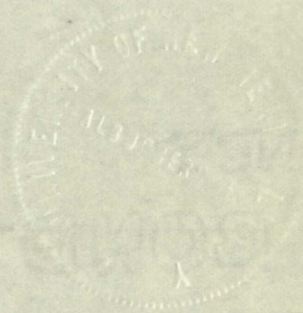






(general, not universal) is reserved for the secondary level.

Taken from the UNESCO pamphlet In The Classroom With Children Under Thirteen Years of Age. (This pamphlet is in no way an official expression of the views of UNESCO.)



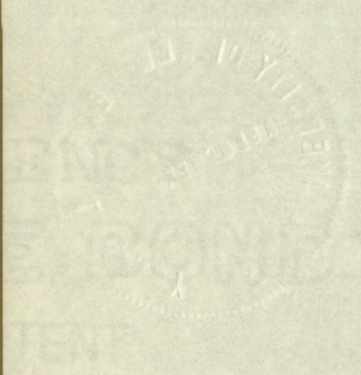


(General, not universal) is intended for the Secretary  
Level.

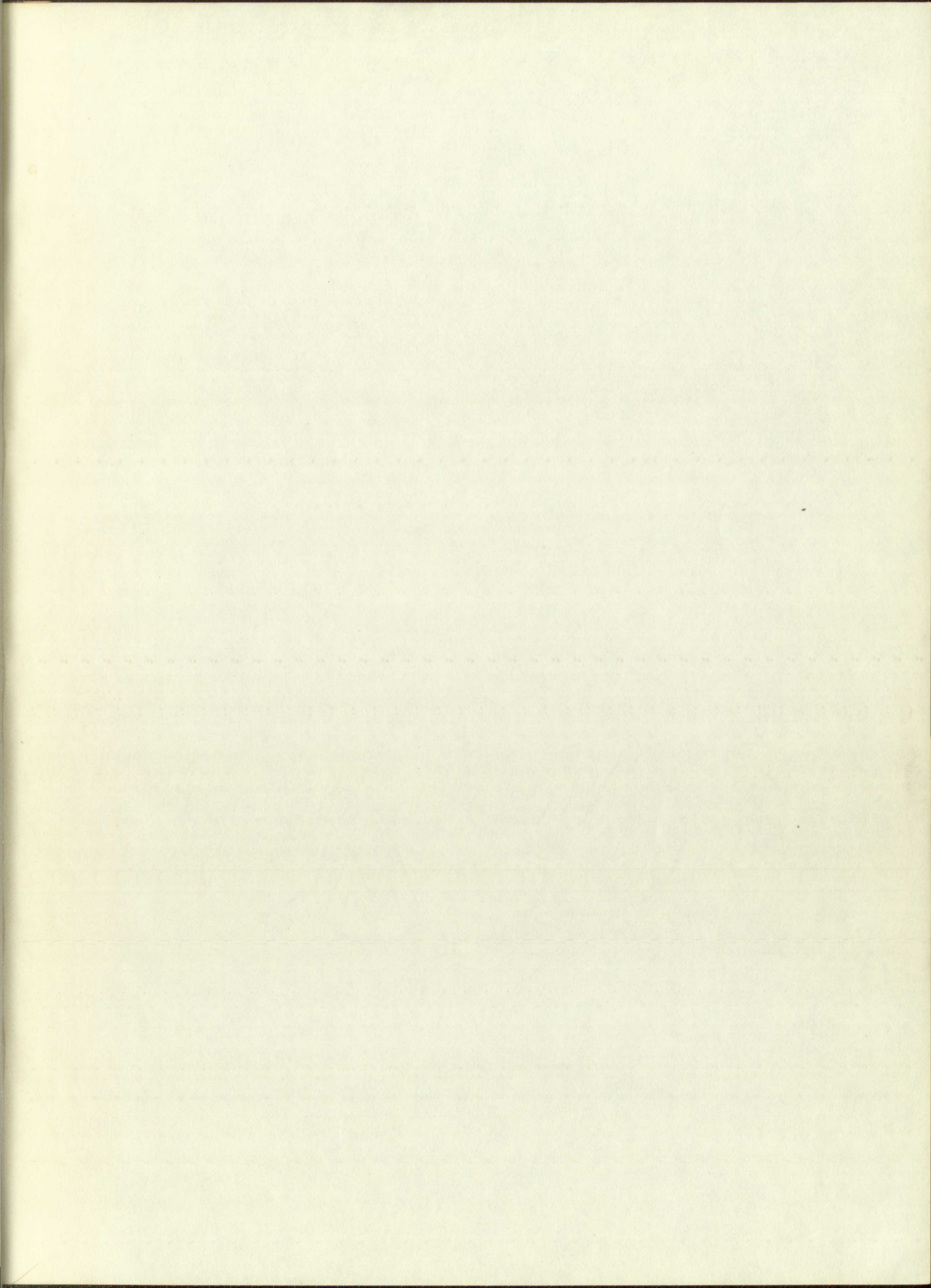
Taken from the UNHCR document in the 1980s.

Children under fifteen years of age (This category is

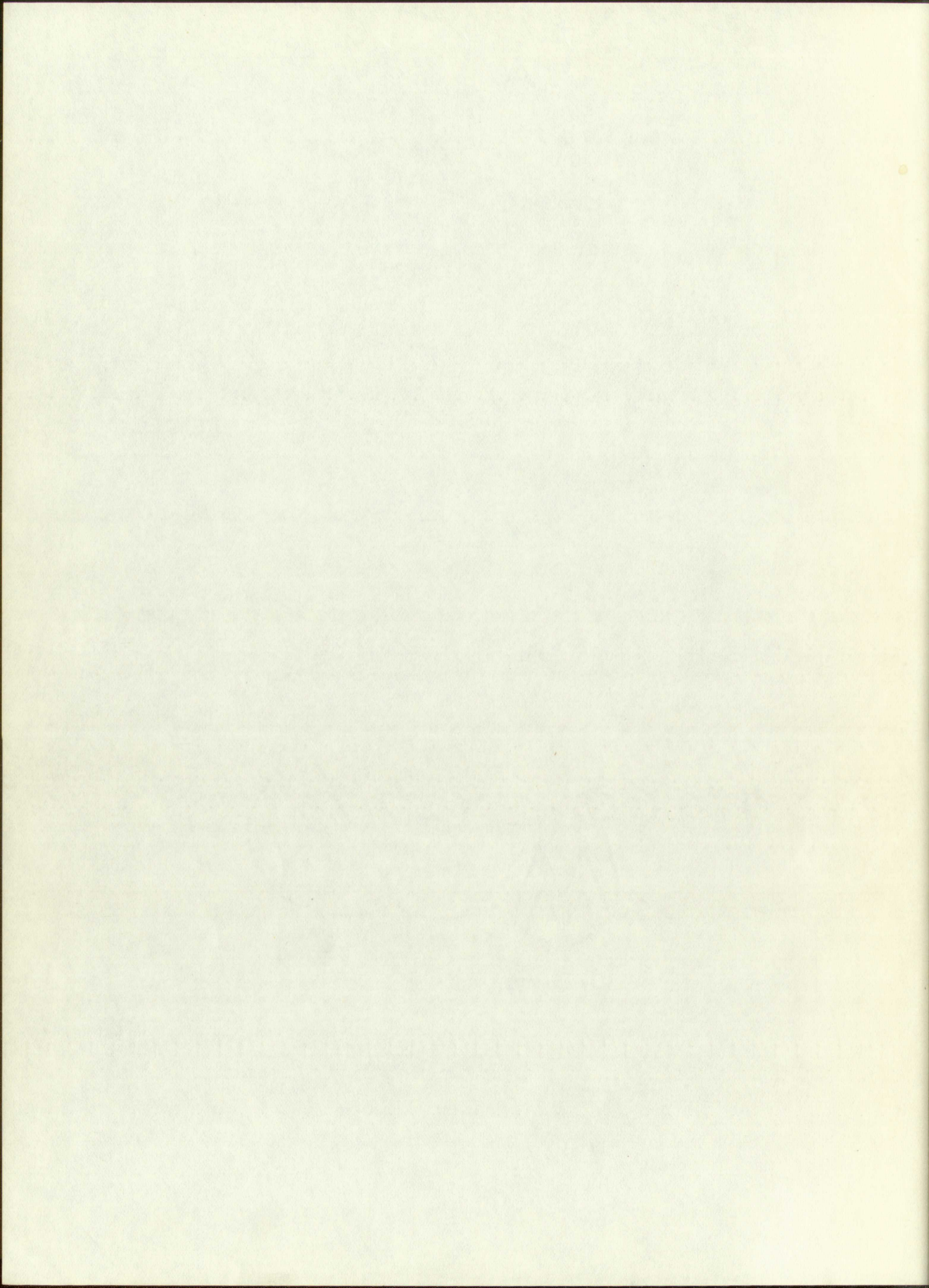
in no way an official expression of the views of UNHCR.)



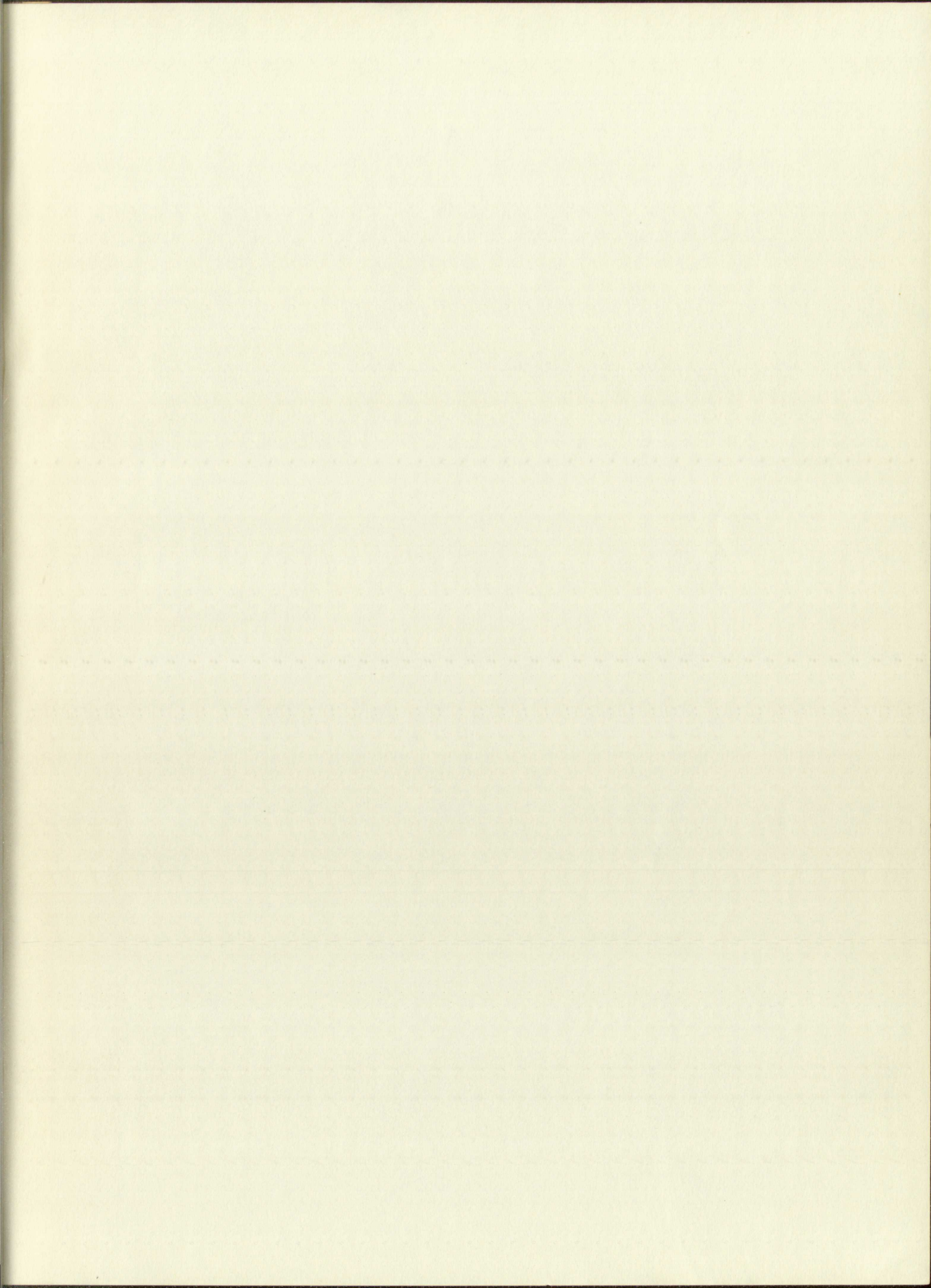




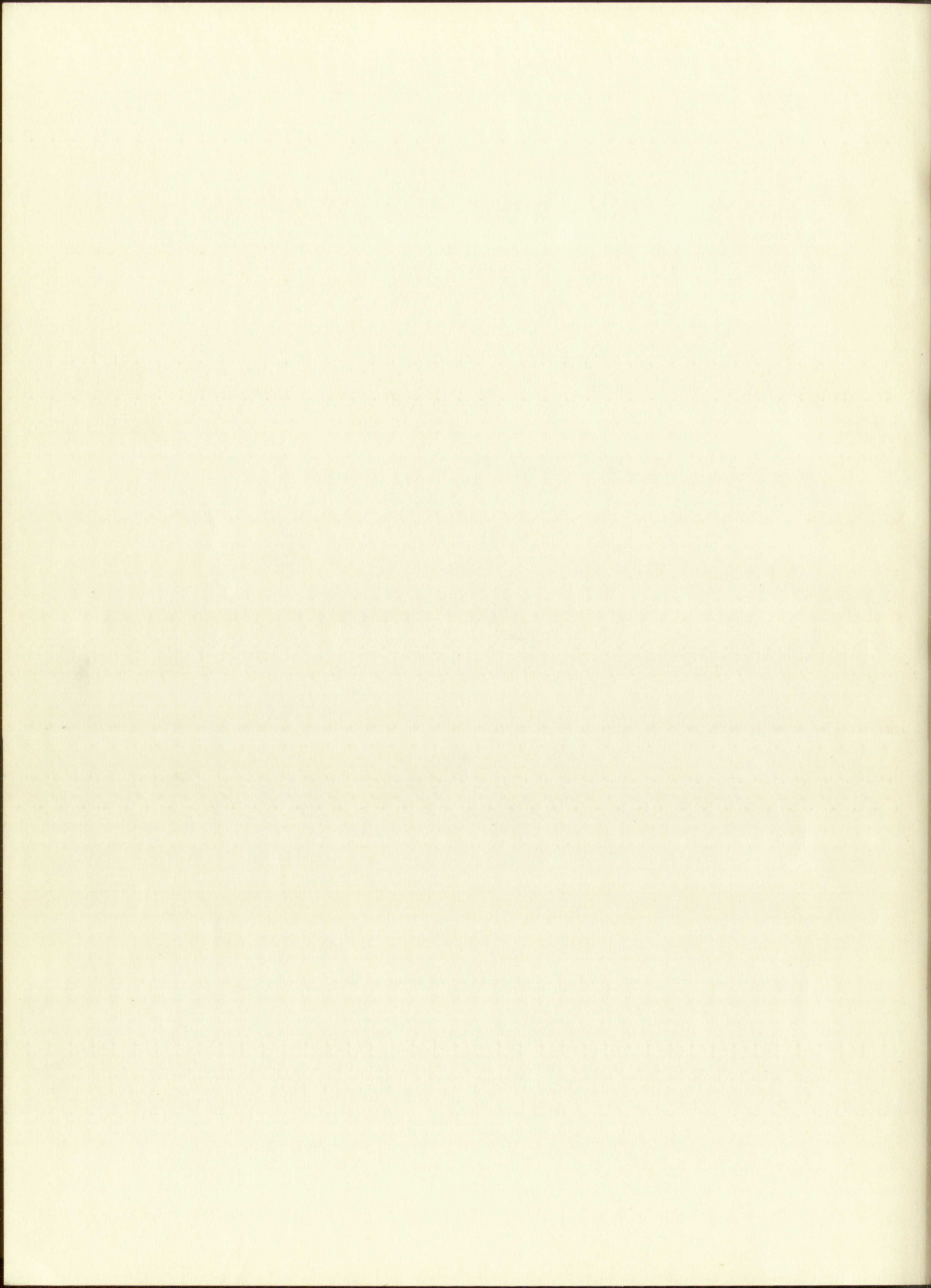


















# IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

Date Due			
APR 21	1954		
JUL 21	1954		
AUG 6	1954		
AUG 10	1955		
NOV 9	1956		
NOV 8	RECD		
JAN 8	1958		
JAN 8	RECD		
NOV 21	1958		
NOV 1	RECD		
DEC 14	RECD		
JAN 14	1958		
JAN 15	RECD		







