

**Teaching About the United Nations  
in  
United States Educational Institutions**

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## I. How Are the Schools and Colleges of the United States Teaching About the United Nations?

To obtain information for the following report, inquiries were addressed to chief State school officers in all the States and Territories asking their cooperation in gathering information on the subject from the schools at all levels of instruction. Similar letters were sent to private institutions. At the request of departments of instruction, approximately 1,000 additional inquiries were issued from Washington, while some State, county, and district superintendents distributed duplicates of their original inquiries to schools under their authority. Contact was made by letter or by personal interview with the U. S. National Commission for UNESCO, and with officers of national organizations such as the Foreign Policy Association, the 56 local Councils on World Affairs, American Association for the United Nations, Department of Classroom Teachers of the National Education Association, and the United States Committee for the United Nations.

The following report, based on a selection of information received from States and Territories and many of the organizations named above, gives a profile of what is being taught about the United Nations in the United States just 10 years after the organization came into existence.

### What Is Being Taught and How

That awareness of the United Nations and its many activities is unquestionably growing among the children and youth of our Nation is indicated in reports received from schools, colleges, and church, social and community groups of almost every description. Accounts of how young people are being taught about man's latest effort to establish and maintain an international organization dedicated to the preservation of peace and to the amelioration of the living conditions of mankind in all parts of the world have come from virtually every corner of the United States and the Territories. These reports vary in scope and detail, but they point to an increasing effort to awaken in our boys and girls, as well as young men and women, an appreciation of the worldwide implications of many problems confronting our Nation and other nations.



A paragraph from a report, *World Affairs Education in the Primary and Secondary Schools*, received from the University of Wisconsin so well describes the situation in many States with regard to teaching about the United Nations that it may serve as a fitting preface to the description of selected methods and techniques used in public schools throughout our country.

Under the Wisconsin system of public education, local districts possess a great deal of autonomy. There is, e. g., no uniform textbook adoption for the State as a whole. Various community circumstances determine the choice of curriculum materials and, of course, the unique personality of each teacher inevitably influences the manner in which subjects are presented to the students. This decentralized nature of education in Wisconsin makes it extremely difficult to make any general statements . . .

### At the Elementary Level

In the elementary schools, teaching about the United Nations is frequently tied up with the observance of United Nations Day and United Nations Week, although it is by no means confined to this time of year. Many devices are used to bring home to even the youngest children an idea of the diverse nature of the world and its people, and for this purpose stories, posters, pictures, charts, maps, and globes are employed in a variety of ways. For example:

#### *Alabama*

Fourth-grade pupils in an Alabama school in 1955 "made a large United Nations bulletin board during the week of October 17. We placed a large world map above the bulletin board, then placed on it one or more things such as beads, purses, money, etc., that came from the countries that are members of the United Nations. We ran a ribbon from each country to the board. We made a brief study of the different countries, then gave reports." In the fifth and sixth grades of the same school each child chose a country and made its flag, then reported to the class on interesting facts about the country selected.

#### *Alaska*

Definite units in American History and Civics are devoted to the United Nations in the elementary grades of Alaskan schools.

#### *Arizona*

The public elementary schools in Bisbee, Ariz., teach about the United Nations, its organization, how it operates, what its goals are, the major problems it has faced, and some of the problems currently being considered.



### Canal Zone

Children in the fourth, fifth and sixth grades in the Canal Zone frequently have lessons in social studies, language, and music that are built around a United Nations theme. Art is used effectively to familiarize pupils with United Nations objectives, and posters are designed by the children to illustrate them.

### Colorado

As part of a program in the Colorado schools to promote international and intercultural understanding, elementary school children this past year learned Christmas carols in Swedish, Latin, and Slovenian. Sixth-graders in the public schools of Colorado make a study of UNESCO in the fall of each year.

### Connecticut

Even the first-grade children in one Connecticut school began to learn about other lands, about the songs the children sing there and how they dance and play. Folk tales, folk songs and folk dances, as well as poems and stories by authors of other nationalities, become part of a program helping the boys and girls to imagine their counterparts across the sea. Third-graders were made more specifically aware of the United Nations. They staged exhibits of dolls, foreign coins, and souvenirs purchased at the United Nations headquarters, and made a scale model of the United Nations Plaza with the General Assembly Building, the Conference building, and the Secretariat. At an assembly program, which climaxed their study, they wore and discussed the costumes of people of other lands, and told what they had discovered about the world organization.

Children in the sixth grade of one school made silhouette drawings to show the makeup of the various councils and bodies of the United Nations. They drew diagrams of the organization and discussed its work. Phrases, expressions, and terms such as "UNICEF," and "root out the cause of war," associated with the United Nations or found in material written about it, were discussed and defined by the class. In original skits the children portrayed United Nations personalities and described their jobs in the organization.

A 4-year elementary school reports that a public address system makes it possible to reach all the grades for any special observance or announcement such as U. N. Day. Several classes prepared programs for broadcast over the public address system.

A school in New Haven writes that the "study of the United Nations is an all-year program in the sixth grade."



A few sets of pictures on the work of UNICEF and the illustrated stories about U. N. technical assistance programs in "Sharing Skills" started these youngsters on a unit called "Children the World Over." The pupils "became interested in the causes of poverty, the world food situation, how much land there was available for cultivation, how many acres of new land could be brought into use, how this land was distributed. They made charts on average incomes in various countries, and related their findings to health conditions and mortality rates. They also dramatized the Declaration of Human Rights. Two original plays, *Facts and Fiction about the U. N.* and *The United Nations*, were a spontaneous outgrowth of research and discussions." The boys and girls in this class also made a trip to the United Nations headquarters in New York.

### Georgia

Sixth-grade pupils in a Georgia school this past year learned about the part the U. N. plays in promoting peace. As a result of this study, the boys and girls developed a more sympathetic and appreciative attitude toward their classmates, recognizing the existence of differences and accepting them as natural. Just as international problems are discussed in the bodies of the U. N., "the children were able to sense how their problems . . . may be discussed in class meetings, student councils, and various other groups where decisions should be made in a democratic manner."

¶ Sometimes the study of the United Nations comes about in an unexpected way. During a discussion of safety in transporting commodities a seventh-grade boy asked whether a country can be safe when war is going on. This led to a discussion of the U. N. as an agency designed to promote security. The unit which developed helped bring about "a marked improvement in reading, oral and written English, planning, right thinking, and social behavior."

That "the United Nations is the coming together of nations into a freely accepted partnership . . . a partnership of living people with their governments who have sworn to work for peace . . ." is what the children of still another Georgia school learned from their study of the organization and its functions. This part of their social studies course resulted in more cooperation among the pupils themselves and a new sense of security through the sharing of responsibility.

Citizenship activities were stimulated by comparing the American type of government, worship, and customs with that of some other U. N. member nations. Pupils discussed the "four freedoms" and how much better off the world would be if these freedoms were practiced more widely. In the field of health, the climate and weather conditions of various countries and the physical condition of their



people were considered. Festivals were planned showing the importance to us in this country of foods grown outside the U. S. A. Games and sports popular in other lands were played, and the pupils learned folk dances of some of the U. N. countries.

Learning the names of the U. N. member nations and how to spell them provided both a geography lesson and a contribution to language arts. Terms peculiar to the U. N. were collected, defined, and made into a dictionary useful in the further study of the organization. The preparation of oral and written reports and dramatizations contributed to increased skill in expression.

In arithmetic, pupils gained practice in reading numbers, comparing the size of countries and methods of measuring when information on areas, populations, and distances relating to other parts of the world were discussed. The types of money and the comparison of values from country to country also provided an opportunity to practice skills learned in arithmetic class.

### Hawaii

Hawaiian schoolchildren made scrapbooks and organization charts. In the fifth grade, it was pointed out that there was a "miniature U. N." within the group itself. The possibility that the attitudes of the individual class members toward one another might eventually have an influence of "wider scope; neighbors—community—nations—was discussed." The children of the sixth grade chose a class court of justice similar to the International Court to settle problems of the group, and Security Council members to act as troubleshooters. Their study of the U. N. culminated in a booklet made up of the information gathered and facts learned about the United Nations and the countries comprising it. Another group of sixth-class pupils collected pamphlets and clippings showing the development of special U. N. activities, saw movies, listened to recordings of music and learned songs from some of the U. N. nations. They also studied the contributions of artists of various nationalities to the art of today. A seventh-grade class reports that it tries to keep abreast of happenings in the U. N. through watching the newspapers and listening to the radio.

### Massachusetts

The idea of holding model U. N. meetings usually is associated with high schools and colleges, but a Massachusetts teacher made such an assembly a very effective project in her sixth grade. "For one term, each child was responsible for information concerning the country of his choice. Through this device, some of the children gained a



mature interest in current affairs, and, in turn, involved the interest of their parents in the project."

### *New Mexico*

In even the lower grades of the elementary school, beginnings are made in building an understanding of other countries and peoples in the schools of New Mexico. The use of colored posters, wall maps, and map tacks to show countries belonging to the U. N., and the location of its many projects is widespread. The "younger children delight in making colorful flags of the United Nations which they use for flag drills on United Nations Day." These pupils make miniature cardboard replicas of the United Nations to get an idea of the organization.

### *New York*

In New York State, "while interdependence of peoples and nations is stressed in each year of the elementary school program, special attention to the U. N., as an organization working for world peace," is accorded it in the programs of the fifth and sixth grades. A number of techniques are employed to make the study effective: (1) Panel discussions are held in class on "The United Nations: Success or Failure." (2) Pupils make reports on such subjects as the control of nuclear weapons. (3) Schematic charts are made. (4) Pupils write "Who's Who" accounts of personalities in the United Nations. (5) Charts are drawn showing the similarities and differences of the League of Nations and the U. N. (6) Films telling of the work of the United Nations in resolving disputes are shown to help drive home points in the study. (7) The class considers conflicting statements made about the U. N. and the role of the organization.

### *North Dakota*

In the public schools of North Dakota special emphasis is given the Charter and its significance, as well as the place and purpose of the General Assembly and the Security Council. History, civics, citizenship, and government courses all contain material on the United Nations.

### *Ohio*

One sixth grade in Lakewood, Ohio, schools in 1945 made a composite notebook. The children concluded this study with an "open house" to which parents and friends were invited. The program included a series of questions which the pupils had prepared and to



which they gave answers concerning the origin, structure, functions, and history of the U. N.

### Oregon

In the elementary schools of Klamath Falls and Eugene, Oreg., the U. N. is discussed as it appears in current events publications. The fifth- and sixth-grade classes, in making news reports and posting newspaper clippings on the bulletin board, frequently draw attention to U. N. activities. There is an optional unit on the U. N. in the Social Living outline for the Eugene schools which is taught by many sixth-grade teachers every spring.

### Pennsylvania

The Department of Public Instruction in Pennsylvania has drawn attention to the need for cultivating international understanding by publishing a booklet entitled *Pennsylvania Teaches for Better World Relations and Intercultural Understanding: A Resource Bulletin for Teachers*. It contains information on where materials can be obtained about other countries and the U. N., listing governmental, nongovernmental, commercial, and foreign sources. A bibliography for teachers and another for pupils are included in which a number of titles bearing on the U. N. are listed.

### Puerto Rico

Children attending elementary schools in Puerto Rico have work units relating to the role of the U. N. in preserving peace and map study of countries represented in the U. N. as a regular part of the program. Sometimes the children make up acrostics using letters, words, and phrases about the U. N. Teachers and principals are given the opportunity to hear lectures on the U. N. by qualified persons and thus keep abreast of its accomplishments.

### Tennessee

A seventh-grade teacher in a Nashville school realized that youngsters of that age enjoy using their hands. Knowing that her group was quite fascinated by puppet programs seen on television, she decided to have each child choose a different country and make a puppet which would be a true-to-life representative of that country in features and in dress. This was the start of a project which the pupils themselves chose to peaking until every member of the U. N. was represented. The puppets, with a flag for each of them, were placed on display in the Children's Museum in Nashville where they



attracted tremendous interest. In the process of producing the puppets, the pupils gathered a fund of information on the various countries. In an effort to make the dolls and costumes authentic, contacts were made with representatives of the countries concerned whenever possible or with persons who had traveled through these countries. Knowing persons from the lands they were studying also had a stimulating effect upon the class.

### Utah

Most of the foregoing illustrations have shown that teaching about the United Nations is largely centered in the social studies. A report from Utah puts it this way: " \* \* \* teaching about the United Nations has been most effective when introduced into regular units of work associated with our social studies program." Taught as an integral part of this subject, it becomes a focus for lively interest in international affairs. Because of the many aspects of the U. N., it is possible to approach a study of it from many different directions. Teachers at the elementary level seek avenues of interest for the children which will lead them into a fuller comprehension of the U. N.

### In Junior and Senior High Schools

At the high-school level, teaching about the U. N. becomes a much more definable part of the academic program than it can be in the elementary grades. History, U. S. Government, American Problems, Problems of Democracy, Civics, Social Living, Modern History, World History, World Affairs, World Culture, World Geography, and International Relations are the courses mentioned most frequently as containing units of study on the U. N. The means, both formal and informal, by which learning about the U. N. takes place, are varied, and the boys and girls attending junior or senior high school find many sources of information to draw upon. As we follow the teenager through his years of schooling, it becomes more and more difficult to determine in what way he discovers what he knows about the U. N. Thus, although this report is primarily concerned with how schools and colleges teach our young people about the U. N., it is essential to bear in mind that there are a host of channels outside the school through which information reaches them and which stimulate and sponsor increased awareness of the U. N. Frequently what the school does and what outside factors do to make the U. N. a living reality are so intimately connected that it is virtually impossible to draw a line of separation between them. Since such a distinction is of considerably less significance to this study than the fact that learning about the U. N. does take place, the primary focus



here will be on the means rather than the agencies through which the result is attained.

One of the most heartening convictions gained by reviewing reports on teaching about the United Nations in the country's high schools is that the U. N. is not only widely honored on its birthday in October but in many cases receives considerable attention throughout the school year. There can be little doubt that secondary school teachers generally and social studies teachers in particular are more and more impressed with the need and the value of keeping boys and girls alert to developments in the U. N. These students are able to watch history unfolding day by day.

The idea that the U. N. is an important element in the life of every young citizen is evidenced in reports from States ranging from the North to the South, from the East to the West, as well as from the Commonwealth of Puerto Rico, the Canal Zone, and the Territories of Alaska and Hawaii. The time devoted to formal study of the subject ranges from a few days to as long as 4 weeks, depending upon the type of course and the level at which it is offered.

## Approaches to the Study of the U. N.

### *Through Panel and Roundtable Discussions*

One of the most widely used devices in teaching about the U. N. is the panel or roundtable discussion. Sometimes this method is used within the social studies class itself, sometimes before an audience of other students who are allowed to pose questions in town-meeting style, and occasionally at a schoolwide assembly or as part of a special program to which visitors are invited. Schools in almost every State and Territory use this method of instruction.

### *Through Notebooks and Reports*

Especially in the junior and senior years of high school, individual research is encouraged in the social studies, and the students often make illustrated notebooks or reports on some phase of the U. N. which entices their imagination. Samples of such individual projects from various parts of the country show that their authors usually have grasped the basic purpose of the U. N. and have gained from their study a realistic appreciation of its problems and accomplishments. The material included varies widely in both form and content. There are brief essays on the role of the U. N. in settling world disputes, accounts—either personal or imaginary—of trips to the U. N. Headquarters, detailed descriptions of U. N. technical activities, and examples of work of the specialized agencies.



### *Through Teaching About the Specialized Agencies*

Although some schools apparently emphasize learning the organizational structure of the U. N., far more take a different approach. The human problems involved in education, communication, food production and distribution, health and economic well-being dealt with by the specialized agencies have all awakened keen interest in the U. N. among high school boys and girls. Basic aims and details of organization are often more readily absorbed and better understood when seen in relation to the work of operative bodies.

### *Through a Review of Historic Precedents*

Frequently an effort to evaluate the effectiveness of the U. N. or a desire to see how it came to be established leads to a consideration of previous efforts in the field of international cooperation, and to documents related to the rights of man. Consideration is given to such documents as Magna Carta, l'Esprit des Lois, the United States Constitution and Bill of Rights, and the Atlantic Charter, as well as to organizations such as the League of Nations, the Permanent Court of International Justice (now the International Court of Justice), and international organizations which since have evolved into such present-day agencies as ILO, UPU, WMO. A study of this kind provides a background for understanding the U. N.; and discussions and debates are held on the comparative merits and weaknesses of past and present organizations and achievements.

### *Through Devising and Carrying Out an Experience Unit*

The historic approach served as the basis of a study unit in one Georgia high school. Believing that the U. N. "represents man's most determined and promising efforts to promote conditions of peace and well-being for all nations," they formed a planning committee. The social-studies classes selected two members each to work with the teacher-advisers in setting up a study program. A teacher who had observed the U. N. in session acted as a resource person.

As the study progressed, the U. N. became so real to the students that they not only staged sessions of the various bodies but arranged for some members of the classes to act as guides and explain the organization to other members who played the part of visitors. Current international problems were discussed at the sessions of "delegates." To bring the work of the world organization even closer to the experience of the social-studies classes, each group was divided in half, one telling about the U. N. organization and how it works, and the other comparing its structure and functions with those of the school.



### *Through Problems*

In a number of States—notably Connecticut, Delaware, New Mexico, New York, North Carolina, Ohio, Oregon, and Wisconsin—high school teachers have found one of the most profitable approaches to studying the U. N. to be an examination of the problems presented to the organization together with an analysis of the possible reasons for success or failure in solving them. The completion of the first decade of the U. N.'s existence made 1955 an especially good year in which to take a look back over the road traveled, and quite a number of schools undertook an evaluation of what has been done. Preparation for such an appraisal necessitated considerable research on what the organization was established to do and on the nature of the problems brought before it. It also required study of countries and an examination of the attitudes and actions of the nations with respect to all of these. To recognize that there have been failures on the part of the U. N., and to try to understand why, is considered essential if students are to understand the organization.

### *Through Current Events*

Since international problems have a way of recurring in various forms and in different parts of the world, and since some of these problems have, up to now, defied solution, the problem approach to a study of the U. N. is closely linked with a study of current events. Many social-studies classes students have access to a news magazine prepared for schools as well as to the adult news weeklies. These furnish material for class discussion and often serve as a point of departure for research into current problems facing the U. N. Students themselves draw parallels between what has happened in the past and what is happening, and the U. N. takes on a dynamic character for them.

In a Wisconsin class in World Citizenship, pupils "used a class period to predict the news \* \* \* and listed possible happenings. It was surprising how often these things did actually occur later."

### *Through Correlation With Other Subjects*

The variety of approaches to teaching about the U. N. and its agencies provides a natural link to many other fields. Practice in oral and written composition in social-studies classes results in greater skill in the use of language, and techniques of writing and public speaking learned in English courses make for improved performance on discussion panels and in debates on the subject of the U. N. A Sacramento, Calif., high school reports, "Students in Spanish classes who are also in the Pan American History Class frequently translate Spanish materials on the United Nations. . . ."



This same report goes on to say, "Students use United Nations facts gained in social studies classes to portray the ideals of the United Nations in murals and posters." This practice is, of course, widespread, and frequently around U. N. Day halls and classrooms blossom with pictures, posters, and puppets created in the art room.

An example of how various departments in a school can be drawn into cooperative effort with relation to teaching about the U. N. is found in an attractive brochure put out through the combined efforts of students and teachers in the American Problems Classes and the Departments of Art, Journalism, and Printing of a technical high school in Des Moines, Iowa. Several pages of interesting facts and lively illustrations relating to the U. N. are brought together following a brief declaration of how youth feels about the U. N.

### *Through the Use of Community Resources*

High schools in the city of Chicago in teaching about the U. N.—

make every effort to channel into the instructional program those rich community resources which are found in the Chicago area \* \* \* we make intensive use of the library of International Relations and the Chicago Council on Foreign Relations. Not only do we utilize the materials of these organizations, but we encourage students to attend their meetings, carrying back reports \* \* \* to their fellow students \* \* \*.

Official outlines of junior and senior high school courses in social studies for New York City and its vicinity take full cognizance of the presence of the U. N. headquarters in midtown Manhattan. At the students' very doorstep is a remarkable living laboratory of world culture, a center where world history is constantly in the making, a world forum of unprecedented scope. The presence of the U. N. and the riches of its source material, coupled with the treasures in the public libraries and other great collections in the city, provide the curious, alert youngster of the metropolitan area with a most unusual opportunity to become familiar with the workings and significance of the U. N.

### *Through the Cooperation of Voluntary Organizations*

Many high schools mention in their reports the stimulation, interest, and financial support given to special projects in teaching about the U. N. by voluntary and community organizations.

When an organization in a community sponsors a model assembly or other model U. N. meeting, or when an agency awards trips to the United Nations in New York, this assembly or trip is often the climax of the high school study of the U. N. The possibility of being afforded such an experience can spur an entire class, or even an entire school to unusual effort.



## In Courses in Institutions of Higher Learning

The undergraduate college student learns about the U. N. from courses dealing with a wide variety of subject matter. Approaches to an understanding of the U. N. may be historical, social, political, economic, religious, philosophical, educational, scientific, technical, artistic. Every phase of the U. N. is relevant to some great field of study. The following descriptions of offerings at our colleges and universities must be taken as only a very modest sample of what is being done.

1. Both the lecture-discussion method and the seminar approach "have proven successful in dealing with international organization and particularly with the United Nations and the specialized agencies," reports Whittier College in California. "A marked difference is obvious, in terms of appreciation and interest," when either instructors or students or both "have had actual experiences in or visits to various United Nations headquarters, particularly New York and Geneva."

2. There is a broad program at New Haven State Teachers College, Connecticut, related to "Man living in an interrelated, interdependent world." The U. N. is considered as a major factor in world security. In line with this conviction, every freshman is required to take a unit on the U. N. and its work, and in the spring the entire freshman class makes a trip to U. N. headquarters.

At least one semester of study dealing with world relations is demanded of all students in the field of Social Studies. Junior and senior students teach units on the U. N. and its specialized agencies as part of their practice teaching.

3. International Education, given periodically at Teachers College of Connecticut at New Britain, examines the background, functions, and achievements of the U. N., and in particular of UNESCO.

In the Social Science Department three courses devote a large part of their time to the U. N. or UNESCO or to both: Approaches to Understanding of World Affairs, Recent American Foreign Policy, and Contemporary Social Problems. More than 25 other courses give some consideration to the U. N.

4. At the University of Connecticut at Storrs, the U. N. is included in courses in International Organization, American History, and Contemporary World Problems; the last two are part of the program for everyone preparing to teach social studies. In connection with another course, Problems in Teaching Social Studies, both graduates and undergraduates have worked out resource units related to the U. N.

5. In its instructional program, the Catholic University of America, Washington, D. C., "offers through its Department of Politics basic



courses in international law and relations \* \* \*. In addition there are related courses in other departments, such as Economics of Underdeveloped Areas, and International Economic Relations, in the Department of Economics."

6. Howard University, also in Washington, has a course in its program of African Studies which deals with the administration of both Trust and Non-Self-Governing Territories. The personal experience of the professor, who served as an official observer for a nongovernmental organization at the Sixth General Assembly in Paris and who has attended meetings of the Trusteeship Council, makes it possible for him to present the material in a dramatic way. In teaching about UNESCO, he draws upon his experience as a participant in the Harpers Ferry and Hood College Conferences and as a member of the U. S. National Commission for UNESCO.

7. In addition to offerings in Modern European History, Far Eastern Politics, International Politics, and United States Foreign Relations, all of which include material on the U. N., Rollins College at Winter Park, Fla., gives a course in International Law and Organization in which the U. N. is the principal focus of study.

8. Teaching about the U. N. at Bethany College, Lindsborg, Kans., "is a byproduct of general history courses. Also, student reports on this subject are a part of the Great Issues Course."

9. At Brunswick, Maine, Bowdoin College offers one course on International Organization, in which the U. N. is the central consideration.

It is conducted essentially as a seminar. The instructor outlines general problems such as the handling of political problems by the United Nations or the function of specialized agencies \* \* \* then each student is given an actual incident to study and report on to the whole group. After the report, he is questioned by the other members of the seminar. The group is held to about 10 persons \* \* \*. It has proved, in our opinion, very effective.

10. New York University's graduate course in the School of Education, World Problems before the United Nations, "is designed to provide direct learning experiences whenever possible. During the first semester these experiences center upon the problems" currently before the General Assembly and Security Council, "while during the second semester, the work of the Economic and Social Council and the Specialized Agencies is emphasized. The agenda of the Assembly is studied during the first two meetings of the class." The "State of the World" speeches delivered at the opening of the Assembly each year, in which delegation spokesmen set forth what in their opinion are the major problems for which a solution must be found if world peace is to be preserved, "afford excellent material with which to



assess the relationship between national interests and national position in reference to existing world problems."

Students follow the U. N. debates by reading metropolitan daily papers, viewing television programs, by listening to U. N. news summaries by radio, and by attending sessions of the Assembly itself.

An agenda for each semester's study is worked out by the class, and reports are made periodically by individuals who have taken responsibility for the exploration of certain problems. Presentations are occasionally made to the class by spokesmen from United Nations delegations, consultants, or Government personnel.

In the second semester, devoted to ECOSOC and the specialized agencies, emphasis is given to technical assistance.

The Universal Declaration of Human Rights is studied with care since it affords teachers at world level a common frame of reference with which to further United Nations purposes.

11. Six courses offered at Miami University at Oxford, Ohio, bear on the U. N. It is the opinion of the faculty at Miami University that a student cannot "really understand the United Nations and evaluate both its past performance and the potentialities of the organization" until he has—

a grasp of some of the major factors in international politics. Specifically, students should be aware of the major characteristics of the sovereign state system, know something of the history of this system, understand the major factors which influence the policies of states, and be aware of the major problems which beset the world today.

A general interdepartmental course in international relations, Current World Problems, "gives special attention to the nature of international relations, the major characteristics of international politics today, and to special problems which confront the world. The lecturers for this course are drawn from the entire University \* \* \* a number of faculty members have found this course worthwhile" and regularly attend.

The role of the U. N. and the specialized agencies is also assessed in relation to world economic problems in a course entitled, "International Economic Policies and Problems." Still another course, Problems of Contemporary Society, considers general problems of war and peace and shows what the U. N. has done and is doing with regard to them.

In addition to formal instruction about the U. N. at Miami University, lectures, library displays, radio programs, and pertinent articles in the student newspaper find an audience among the student body. Many persons thus reached are not enrolled in regular courses teaching about the U. N. or touching upon its work.



## 12. In International Politics at Oberlin College in Ohio the—

emphasis is on a comparison between the League of Nations and the United Nations, especially in the fields of peaceful settlement, coping with an international aggressor, regional security and economic organizations, dependent territories and the two "World Courts." In reading assignments preference is given to the works of participant-observers in international organization \* \* \*

13. At the University of Oklahoma the Department of Government has a course devoted entirely to the U. N.

14. At George Peabody College for Teachers in Nashville, Tenn., some of the education classes have been encouraged to develop units and projects on the U. N. and its affiliated agencies. Here more emphasis "is given to United Nations in the preparation of elementary schoolteachers than is true in the case of high-school teachers."

15. International Organization, a one-semester undergraduate course at Texas Christian University, treats the organization and work of the U. N. as well as the history of the League of Nations and various nonpolitical international organizations. In another course, World Politics,

the position of the United Nations in current international politics of the sovereign-state system is analyzed and appraised; attention is directed to current problems with which the U. N. is grappling.

The U. N. is also briefly covered in a graduate course in International Law.

16. At the University of Washington in Seattle, a year-long seminar devotes one quarter to the U. N. Charter, another to the economic aspects of the U. N. and the specialized agencies, and a third to trusteeship problems, international civil service, or atomic energy, according to the preference of the group.

Several courses in political science and history are offered by Washington University's Extension Division. These touch upon the U. N.

In addition \* \* \* during the past several years the University has sponsored several short courses and conferences in the field of international relations which have included some discussion of the United Nations.

17. The University of Wisconsin has many courses dealing with aspects of the U. N. A hasty survey of the bulletins of 46 State and private institutions of higher education throughout the State showed that "at least 27 of them offer one or more courses dealing with some aspect of international relations. The number of institutions is probably higher and unquestionably the world affairs curricula of many of them is [sic] far richer than a quick glance could reveal."

18. In one of the courses at the University of Wyoming at Laramie, "considerable time is given to the development of international arbi-



tration and adjudication from the Hague Court through the International Court of Justice."

Most of these offerings in institutions of higher learning fall in the fields of contemporary history, government, international law, and international politics. Others lie somewhat closer to the human relations field. Taken as a sampling, the description shows considerable range and depth in a subject which is still quite new.

13



## II. Informal Teaching About the United Nations

Thus far we have seen boys and girls and young men and women sitting in their homerooms, classrooms and lecture halls throughout the U. S. A. learning from books and by exercises of many kinds what the United Nations is and what it does. But that is only part of the learning. Now let us consider in what other ways the organization takes on meaning for them.

It is clear from the preceding pages that the teaching done in the schools about the United Nations takes a variety of forms, and that the methods used are many. There have been a number of references to activities which, while lying outside the regular classroom activities, make up an important part of the learning process.

### The United Nations in Extracurricular Activities in Elementary and Secondary Schools

#### *Audiovisual Media*

The use of audiovisual media such as posters, pictures, maps, exhibits, charts, recordings, films, PA, and radiobroadcasts is extensive, both in connection with specific study of the United Nations in classes and as means for attracting the general interest of student groups. Almost every report received made mention of the use of such aids to carry the message of the United Nations. Very often it is the students themselves who make the posters and pictures which tell about activities or goals of the United Nations, and almost always they constitute the committees which arrange the materials for display in classrooms, corridors, and auditorium.

A new Hampshire high school reported that a student committee had built a 6- by 6-foot display board for the front lawn of the school which bore the United Nations emblem and the dates of United Nations Week. The board was flanked by an American flag and a specially made United Nations flag, and was illuminated at night.

One teacher writes that he uses many films and filmstrips, believing that the idea of the U. N.'s purpose and the significance of what it is doing comes home to the students most vividly when they can picture it in action.

Students in a Georgia high school presented a half-hour radio program in October in commemoration of United Nations Week. The script was in the form of a town meeting.



When the head of the Social Studies Department in a Connecticut town was invited to discuss on the radio how local high school students learn about the United Nations, it was decided that a panel of the students themselves would give the information.

High school and occasionally college students in the New York area regularly make up the panels of Youth Forum on radio and TV, whose discussions frequently touch on matters concerning the United Nations. In Springfield, Ohio, a forum class at one of the high schools presents a radio program through the local Junior Town Meeting of the Air.

Playbacks of the tape recordings of speeches made at the United Nations also serve to vitalize what is learned in classes. These are sometimes used in assemblies, club meetings, and less often in the classes themselves. Frequently these speeches can be heard over the radio and the students are encouraged to listen to them on one of the regular U. N. broadcasts used by some 300 stations throughout the country. The Puerto Rico high schools mention their use as especially effective.

School newspapers are becoming more and more conscious of the interest the United Nations has for their readers. A junior high school paper in Salem, Oreg., has for 2 years devoted an entire issue to the U. N., while a Wisconsin high school makes it a regular practice to print interviews with prominent United Nations personalities.

### *Assembly and Other Programs*

Assembly programs with a United Nations theme are extremely popular. A sixth-grade class in a Georgia school invited another sixth grade, a fifth-grade class, and the principal to a program of picture slides of the U. N. A program worked up by a seventh grade in an Iowa school for presentation to an audience of mothers was so good that it was repeated as an assembly for the high school. Parts of it were later used in the local parent-teacher association program during U. N. Week.

A New Haven, Conn., high school writes, "Our assignment—United Nations Assembly for all students—our problem—a program that was not only informative, but was also personally associated with our young people. Buildings, personnel, and the structure of the United Nations had previously been featured. We desired a different approach. Several of our upperclassmen had spent the summer in foreign travel, visiting many countries \* \* \*." The travelers met and "decided to write an original skit emphasizing the human side of the U. N." The scene of the skit was the cafeteria. "Chitchat was written into script in such a way that the United Nations was covered by the personal, intimate glimpses into the lives of the peoples by each of the speakers." The work which went into the writing, staging, re-



hearing, and presentation of the skit drew upon the talents and resources of a good many students. Each of the participants emerged from the experience with a deeper conviction of the significance of the U. N. in helping to achieve world peace.

In February 1955, a pageant sponsored by the National Conference of Christians and Jews in connection with Brotherhood Week was presented in Baltimore, in the auditorium of one of the vocational-technical high schools, and enlisted the participation of students from 40 different public and private schools in the area. The pageant, *No Man Is an Island*, is "a stirring account of the U. N.'s accomplishments." The pageant dealt particularly with the specialized agencies and "was helpful in stimulating United Nations activities within the schools represented by the audience." The six Acts of Brotherhood included Sharing Food, Sharing Clothing, Sharing Shelter, Sharing Health, Sharing Technical Aid, Sharing Freedom.

### *U. N. Day Activities*

Quite a number of elementary schools told of having a "Parade of Nations" as part of the celebration of U. N. Day. "There are costumes of different nations, works of art from foreign countries, all borrowed from people in the community and arranged for display. With these are cloth maps showing the nations of the U. N. in vivid color and a display of tiny flags representing each member nation."

In Greensboro, N. C., U. N. exhibits prepared by boys and girls in the elementary and secondary schools, were placed in four downtown locations. Several TV programs, sponsored jointly by the Association for Childhood Education International and the North Carolina Education Association, were produced. One of these was a dramatization by a fifth-grade group, one a debate by junior high school students, and still another was a panel discussion by senior high students. All were built around U. N. themes.

The seventh grade of a Georgia school gave an assembly program with representatives from other classes as the audience. The program included a Prayer for the U. N., the purpose of the United Nations, concepts of the Value of the United Nations as seen through the eyes of Ambassador Henry Cabot Lodge, Jr., and Dr. Ralph J. Bunche.

"Many colorful and informative programs were held in the Wellesley, Mass., Public Schools during the 10th anniversary of the United Nations." A tree-planting ceremony was featured at each school, with the actual planting completed by 10-year-old pupils symbolizing the 10th anniversary.

A birthday party for the U. N., to which representatives from each class in the school, the school's principal, parents, and other consultants were invited, was given by a sixth-grade class in West Savan-



nah, Ga. "The children made a large birthday cake of cardboard pieces and placed miniature flags from as many of the member nations as the cake would hold." U. N. flags which the children had made were displayed on a frieze in the classroom. To emphasize the international atmosphere, the refreshments "included tea from China, served in paper cups made in the United States, nuts from Brazil, and dates from Egypt."

An assembly on United Nations Day, 1955, with children from the kindergarten through the 12th grade attending, was held at a Warren County, Iowa, school. The fourth-, fifth-, and sixth-graders and the high school chorus presented folk songs from England, the Philippines, Japan, and the United States, and a senior student gave a prayer for the U. N.; another sketched a brief history of the U. N.; and a third narrated a script on activities of the organization.

In northern California the day was celebrated quite differently in one high school. For a banquet of the local chapter of the Classroom Teachers' Association, the art classes were asked to design place mats with a U. N. Day theme. With this as a start, the children not only designed the mats but place cards and greeting cards as well. The latter, depicting Peace and bearing the greeting "Wishing You a Happy U. N. Day, October 24," were mailed to friends and family in various parts of the country. To the surprise and delight of the youngsters, one of the cards addressed to the President and Mrs. Eisenhower, with a special wish to him for a quick recovery elicited a "thank you" note from the First Family of the Nation.

The Proclamation issued by the President of the United States, setting aside October 24, 1955, as United Nations Day greatly impressed the boys and girls of a ninth-grade class in a Honolulu school. They wanted very much to be a part of the celebration and to show their faith in and support of the world organization. Their U. N. pageant included Miss U. N., Madame Secretary General, representatives, and visitors from many lands.

As the processional was played, the delegates and visitors in the cast marched in from each side to the front of the hall. The curtains parted to show Miss United Nations on the stage with 30 national flags on each side and the U. N. flag behind her. She expressed her anticipation of the offerings they had come to present—glimpses into the culture of the countries from which they came. After the dances and songs were over, the pageant closed with these words: "We hope you have enjoyed our little U. N. pageant and have thought of the great message of world brotherhood among all races and nations which will bring that lasting peace, which is the goal of the U. N. Let us all, everyone of us, try to help in this great effort in every way we can."



In Savannah, Ga., a high school chose U. N. Day as an occasion to celebrate the election of school officers by having them present a program of "interesting and worthwhile facts" to the entire student body. The topics discussed were The Need for the U. N. in our Present-Day World and The Establishment of the U. N. and the Specialized Agencies of the U. N. Another Georgia high school used the high school dance band as the centralizing element in the program. All the songs played \* \* \* reflected foreign origins, either in music, rhythm, or words, and the program included a variety of dances imported from other countries, such as mambos, tangos, polkas and the Mexican hat dance. During the refreshment period the microphone was placed to catch the animated conversation of three students who were voicing their opinions on a number of issues concerning the U. N.

In connection with the celebration of the 10th anniversary of the United Nations, the United Nations Youth Association of Maryland, working with the public and private school systems in the metropolitan area of Baltimore, arranged 10 different meetings to be held at as many public libraries in the city. In all, over 635 students participated, with the average school delegation numbering around 20. The program included in each case a 40-minute talk by an adult authority on "The United Nations, Its Achievements, Problems, and Hopes," group discussions for which the participants prepared in advance, and a summation of the meeting. The fact that guide sheets were distributed far enough ahead of time so that students in all the schools could acquaint themselves with the importance of the occasion was a strong feature of the program.

Since 1949, in Sacramento, Calif., a seventh-grade United States History class of gifted students "has been responsible for presenting a U. N. Day program, of 1 hour for each period of that day. A student committee decides upon the emphasis and the manner of presentation for each of the six 1-hour programs. All senior students in the department are guests \* \* \*. This year, 1955, approximately 1,070 students took part in this program.

One class "based its approach on the television program 'You Are There,' interviewing delegates at the U. N. organization meeting in 1945 concerning the purposes, difficulties, and possible problems of this new organization. The same interviewer questioned these delegates 10 years later (1955). Every effort is made to encourage the students to present their own programs and at their own levels."

A fifth grade in Georgia climaxed the activities of U. N. Week "with a paper doll puppet play entitled, *Children in the United Nations* (written by the class). The background of the painted box-theater was the United Nations Headquarters overlooking the East River.



"Dolls representing India, Greece, Korea, Mexico, Egypt, Palestine, and Philippine Islands, Thailand, and Italy each told something that the U. N. had done for them, under the shadow of the building where people work day and night to bring peace into the world."

In a Montgomery, Ala., school, the thirty-two 10-year-olds from grades 4, 5, and 6 presented "a program honoring the U. N."

It included a rolcall of the nations, with the Charter Members first. "As each nation's name was called, the 10-year-old who held the small flag of that nation stepped forward \* \* \*." The audience stood in salute to the United Nations and all other 10-year-olds around the world today. "To this the 10-year-olds replied with a pledge to grow in wisdom and to be of more service."

### Clubs

Particularly at the high school level, there are a variety of clubs and junior organizations which do a great deal to foster interest in and activities connected with the U. N. There are International Relations Clubs, Junior Foreign Policy Clubs, United Nations Clubs, Junior Councils on World Affairs, Current History Clubs, all of which spend a good deal of time considering the U. N. and the specialized agencies. They frequently spark interest in the organization among other students, and are usually ready to lend a hand to class, school, and community projects which further the cause of the U. N. If they are affiliated with a parent organization, such as the Foreign Policy Association or the American Association for the United Nations, they have access to many materials and the opportunity to participate in many activities which enrich them and eventually enrich the school of which they are a part.

For over 18 consecutive years one International Club has been granted several scholarships to the Northwest Institute on International Relations held in June at Reed College. By helping to check tickets and keep records and by doing other chores, the students earn their way.

"Each year our International Club, along with more than 40 other Oregon high schools, sends delegates to the State conference of the International Relations League at the University of Oregon in Eugene."

Students from a Connecticut high school who attended a UNESCO Conference at Teachers College of Connecticut at New Britain were so impressed by what they had heard and seen that they formed a United Nations Club upon their return home. The members have since participated in radio and TV programs relating to the U. N. and in model U. N. assemblies, and have stimulated interest in the



U. N. by their own enthusiastic activity during U. N. Week, and on other occasions.

### *UNICEF Drive*

It may be that UNICEF, of all the agencies of the United Nations, has captured the imagination of school children most completely. This is probably because it is devoted to the welfare of children. One evidence of this interest is found in the way elementary and high school boys and girls have promoted the sales of UNICEF Christmas cards. Another has been their enthusiastic efforts to collect clothing and to send food parcels. Still another (and this has been very widespread) has been their part in the Hallowe'en "Trick or Treat for the World's Children." In one Connecticut community, this movement enlisted the support of church groups, fraternal organizations, the fire departments, parent-teacher associations, and all the schools in town. Members of a school club interested in international matters volunteered to brief all the organizations on what UNICEF is.

On Hallowe'en each child was given a small carton, marked with the name "UNICEF," in which to put the pennies collected in a house-to-house canvass. Most of them became so interested that when the time came for them to ring the doorbells and call for "Trick or Treat" they forgot all about collecting for themselves, and excitedly watched as coins to help the world's children dropped into their proffered boxes. After the collections were finished, the children attended neighborhood parties, 21 of which had been arranged for them. The project was a great success and the U. N. received a check for \$1,500 to present to UNICEF.

### *UNESCO Gift Coupon Plan*

Another activity which has created tremendous interest in the schools has been the UNESCO gift coupon plan. The materials furnished in connection with it have stimulated activity among many teachers and students who are eager to help make books as a means of education more readily available to people everywhere.

### *Essay Contest*

Each spring, under the sponsorship of the American Association for the United Nations, a nationwide contest is held among high school students on the subject of the U. N. Entrance in the contest is voluntary. Students from 3,280 schools not only in the continental United States but in the Territories as well participated in March 1956.

Students who have won contests, and especially those who have earned a coveted trip to the U. N., furnish other students with a realistic view of the true United Nations.



Several high schools write that they have participated in the annual contest since the time of the old League of Nations. A report from Oregon says, "In this contest we have been fortunate in almost always winning State or local prizes; and once, in 1945, the first place in the Nation." In 1955, Oregon had 70 schools represented in the contest. The Odd Fellows in the State also sponsor a U. N. competition. The award, which is conferred largely for speaking ability, is a trip to the New York headquarters of the U. N. "Fourteen high school students from Oregon \* \* \* make this exciting journey by bus across Canada and the United States."

In most cases teachers write enthusiastically of the contest indicating that it provides a definite spur to boys and girls. One teacher from northern California writes, "These students study on their own time, send for materials not found in the school library or in department files."

### *Trips to U. N. Headquarters*

Particularly in States and communities in the vicinity of New York City, it is customary to send some high school students to the U. N. headquarters each year to visit the buildings, receive briefings on the work of the organization, and attend some of the meeting in order to understand how it works. Sometimes these trips are made by entire classes after a period of study on the U. N., and sometimes students are selected through a city or statewide competition sponsored by a voluntary organization. For the past 6 years in Indianapolis, a delegate has been sent to visit "the U. N. headquarters in New York for about 4 days during United Nations Week in October. Upon their return, these young people fill many speaking engagements among civic and church groups, as well as in their own and neighboring schools. Over 600 engagements in 1 year's time have been met by these high school young people." A trip to the U. N. during the spring vacation is sponsored for selected high school students by the Cleveland Council on World Affairs. A great many high schools in Connecticut and New Jersey also study the U. N. intensively in preparation for a visit to the New York headquarters.

### *Model U. N. Meetings*

The widespread use of model U. N. assemblies testifies to their popularity with young boys and girls in all parts of the country. Sometimes, these sessions are only schoolwide, sometimes they are projects of special student groups with an interest in international affairs, sometimes they are arranged on a State or regional basis. But whatever the manner of their establishment, they are a vivid manifestation



of the keen interest which the school-age population is developing in the affairs of the nations all around the world.

The model assemblies which have had the widest participation are those arranged in connection with the regional Councils on World Affairs. A boy, who is a junior at a high school in Buffalo, N. Y., excitedly described his school's annual participation in the model assembly held in that city. Each high school in the area represents a U. N. nation, and, as each member of the United Nations does, sends five representatives. Interest in the country develops as the preparatory work progresses, and the students begin to refer to it possessively as "our school's country". So closely do the students identify themselves with the nation assigned to them for representation that news reports by press and radio have an impact they never had before. Forced to play the role of representatives of the assigned country and to advance arguments in support of its position on various questions, regardless of what their personal opinion may be, these young people begin to see reasons for the behavior of other countries which have previously escaped them. ¶

The model assembly not only teaches about the U. N. but also shows in a realistic way how intricately woven together with international events are the personal abilities of leaders. A rare combination of firmness and understanding is required to fill responsible positions either at a model meeting or at a *bona fide* one.

In Delaware there is an annual U. N. Conference. Plans are begun "in October with meetings of the chairman of the schools in the Wilmington area. The total program involves exchange panel discussions among the local schools, a trip to U. N. headquarters with special briefing sessions there, a preconference in February, and a 2-day all-State conference in March." The conference began in 1949 in Wilmington with 10 schools cooperating in the project. By the spring of 1955 the number of participating schools had grown to 33.

## The U. N. in Extracurricular Activities at Institutions of Higher Learning

### *Commemoration of United Nations Day*

Many of the colleges and universities, because of their interest in the U. N. and in line with their concept of community service, regularly participate in the general celebration of United Nations Day in October. In addition to arranging colorful programs primarily for their own students and faculty, they lend their facilities and equipment and frequently members of their staff to aid the community and the State with their observances. They respond to countless requests



for information about the United Nations; they open the doors of their libraries and their lecture and exhibition halls to share with the public their knowledge of and interest in the work of this international organization.

Texas Christian University contributed to the Fort Worth citywide observance of the 10th anniversary of the United Nations. A university chapel address by a member of the faculty saluted the occasion. A 2-hour showing of U. N. films was provided in the Student Center one evening. A display of posters, charts, and maps illustrating international economic interdependence and the role played by the United Nations and the specialized agencies was on exhibition in the lobby of the Student Center.

At the University of Louisville, one of the most colorful events was the tree-planting ceremony which took place under the auspices of the university at a high school, a country day school, the university, and in front of the city hall. At the schools and the university, selected students and officials did the planting. At the city hall there was a parade by members of the American Legion Auxiliary, the Junior Chamber of Commerce, and the International Center of the University of Louisville. They also did the planting. A color guard sent by the Marine Corps lent an added note of dignity to the occasion.

An important function of the Extension Division [of the University of Wisconsin] is to help plan and promote the annual celebration of United Nations Day throughout the State of Wisconsin. Characteristically, the director of the division serves as chairman of the Governor's Committee on United Nations Day.

### *Campus Clubs—Model U. N. Meetings—U. N. Institutes and Conferences*

As at the high school level, clubs at colleges and universities play a significant role in focusing student attention on the United Nations. Although such student organizations are very numerous, the activities of only a few of them will be described.

At Rollins College the International Relations Club features foreign speakers and films. Foreign students on campus have been invited to participate in radio and TV programs. One of the local stations prepared a tape for use by commercial broadcasters around the State "on the value of the United Nations in our foreign relations."

The U. N. Committee at the University of Idaho this year sponsored a panel discussion under the auspices of the International Relations Club and the Cosmopolitan Club in which students and faculty who have recently come from various countries abroad reported on U. N. programs in their respective countries or their personal interpretation of their national attitude toward the U. N.



Conferences, workshops, motion-picture showings, public lectures, and other programs are arranged by the College UNESCO Council of Teachers College of Connecticut at New Britain. The UNESCO conference to which high school students from all over the State are invited annually has been held since 1949, and at least 600 high schools have attended each of the sessions. Community U. N. festivals have also been sponsored by the council. A little booklet entitled *Avenues of World Understanding* printed at Teachers College of Connecticut describes many more activities of the council.

The International Relations Club at the Iowa State Teachers College at Cedar Falls held a series of model U. N. meetings, with afternoon sessions of the Security Council, UNESCO, and the Economic and Social Council. Resolutions were drawn up "which were voted on in the evening by delegates representing the various countries meeting in mock session of the General Assembly of the U. N."

4 At the University of Florida at Gainesville, an annual model security council meeting arranged by the International Student Organization uses students from other countries in the role of diplomats from abroad. They play their part in presenting the general lines "of the country's attitude and position on the problems covered."

The International Relations Club of Georgia College for Women is affiliated with the American Association for the U. N. and sends representatives to its institute each June.

A college in New Mexico "reported that for the past 4 years they have sent delegations to the model United Nations in California. Generally the students who are on such a delegation spend a period of 4 months, meeting at least twice a week, preparing themselves for their work at the model U. N." This preparation includes an intensive study of the organization, work, and procedure of the United Nations, and a thorough study of the part they are to play as members of their assigned delegation. When the delegation returns to its own campus, it shares its experience with the student body in a general meeting. In this way the entire college community is brought into closer touch with the workings of the United Nations.

Southwestern College at Winfield, Kans., reports that its outstanding event in relation to the U. N. in the 1954-55 school year was a roundtable discussion which it cosponsored with the Cowley County Little U. N. Representatives from six consulates took part in the roundtable, which was followed by a question period.

The International Relations Club of Plymouth Teachers College in New Hampshire is the managing organization for the annual Model General Assembly jointly sponsored by the college and local Rotary Clubs. The meeting lasts 3 days. The district's Rotary Clubs (62 of them) sponsor 1 or 2 delegates each, the club paying all expenses.



These delegates are chosen in various ways by the high schools in Rotary towns, through the essay contests, speaking contests, and so on. Each year there have been about 130 delegates from approximately 80 high schools in the 3 areas.

The International Relations Club sends out questionnaires to the respective delegates and schools to elicit recommendations for agenda items. The five items most frequently mentioned then become the agenda for the 3-day conference. The schools recommend committee chairmen and conference presidents and vice presidents, a new leader being in charge at every major committee meeting or plenary session. The model assembly idea has brought to the campus the flavor of U. N. activities—the color of the flags, the organization of the meetings, the debates on the agenda.

Every spring the Wisconsin Student Association of the University holds its Student United Nations Conference. The Security Council, General Assembly, Trusteeship Council, Economic and Social Council, and the Commission on Human Rights will be represented at the meetings scheduled for March 1956. Each school or extension center will be represented.

From Whittier College in California a delegation is sent annually to the model United Nations. A student delegation also attends each December the Institute of World Affairs. The institute "devotes one entire day of its 4-day program specifically to the United Nations and other international organizations."



) In the preceding pages we have taken a look at the schools and colleges across the Nation and watched them at work teaching our young people something of the significance of the great organization which came into being a little over 10 years ago and has built its home upon our shores. What does the youth of the United States think of that organization today? The following brief sentences tell what some of them think in their own words:<sup>1</sup>

Youth believes no one can win a war.

Youth wants to build factories, homes, schools, churches, and art centers, rather than to kill or destroy.

Youth wants to emphasize the importance of teaching, preaching, and practicing the spirit of brotherhood of man. World peace will not be obtained quickly, but will take time and work on the part of everyone.

Youth voices its approval of the efforts of the United Nations and believes it is the greatest forum in existence for influencing world opinion and helping to maintain peace.

<sup>1</sup> Excerpted from *Youth Views the U. N.*, prepared by the American Problems Classes of Des Moines Technical High School in cooperation with the Art, Journalism, Printing Departments, Des Moines, Iowa, 1955.



### III. What Teachers and Professors Say About Materials on the United Nations

#### Comments on Materials

Both teachers and students in the elementary and secondary schools find the current-events magazines prepared especially with them in mind (*such as My Weekly Reader, Our Times, Junior and Senior Scholastic*) virtually indispensable in learning about the U. N. In October these magazines usually devote an entire issue to the international organization. Frequently an interest kindled by them leads the boy or girl to explore news publications geared to the adult population. A good deal of use is made of such magazines in connection with special projects requiring research in materials to which the entire group may not have steady access. In the colleges and universities, the students move on to the study of scholarly journals concerned with discussions of current world issues.

Generally speaking, the comments on the U. N. materials have been favorable. Ambassador Lodge's booklet, *You and the United Nations* the *United Nations Review*, and the *Handbook on the U. N.* were mentioned as particularly helpful. Many UNESCO publications, above all *The Courier*, and the materials put out by WHO and UNICEF came in for strong commendation. Frequent tribute was paid to the Foreign Policy Association's "Headline Series" and the materials published by the League of Women Voters, the International Relations Staff of the National Education Association, and the American Association for the United Nations. Publications of the United States Department of State were praised particularly by college teachers.

A professor at a large university who teaches a graduate course on World Problems before the United Nations writes that he has found three publications very helpful, namely: *Issues Before the General Assembly*, *The Secretary General's Annual Report on the United Nations*, and *Everyman's United Nations*. The first publication "affords a ready overview of the problems on the agenda of the Assembly," the second enables the student to determine the context in which these problems will be considered, and the third provides a ready reference.

Another professor commented that possibly "too much material on the United Nations treats the organization as something entirely



new and different and quite isolated from regular international politics." A professor from California commented that while many U. N. publications are useful, in general they are too simple for college students.

The posters and pictorial materials of UNICEF, and those related to the UNESCO gift coupon plan, were enthusiastically praised, as were the charts and diagrams showing the U. N. structure. Films and filmstrips put out by the United Nations Department of Public Information also received favorable criticism.

### Materials Teachers Would Like to Have

There were quite a number of suggestions about the kinds of material which would be welcomed. First of all, not only teachers, but Scout leaders, Sunday School teachers, and librarians are in constant search for inexpensive and attractive pamphlets written specifically for children in the elementary grades. At the elementary and intermediate levels, there is a need for graphically illustrated, informative, simply worded books and booklets. They should be of a size convenient to handle and colorful in design. Concise, accurate, and lively presentations of the basic facts about the U. N. and the specialized agencies, written with the average teen-ager in mind, also would be a boon.

What the specialized agencies are doing in other countries would make a fascinating series for high school boys and girls in the U. S. A. Also, it was thought that more could be done with folklore of other lands, with songs, dances, and music, which would have interest for all levels. Recordings of national anthems would be of value. It is reported that such recordings are now being made. The need for a good song with music and words written specifically for the U. N. was expressed by a number of teachers. One record, "Little Songs About the U. N." was highly recommended for elementary school children. More of this type of recording would be very popular.

The fact that U. N. Day comes early in our school year makes preparation for it rather hasty. It would be helpful, therefore, to have more scripts and outlines for programs which could be adapted to various grades.

Short stories and plays, as well as general fiction dealing with the U. N. and the peoples who are a part of it, also were suggested as materials which children would enjoy. One teacher of a high school social-studies class suggested a booklet on a "geopolitical theme," couched in language that would be intelligible to high school students.

Several teachers stressed the need for anecdotal and human-interest materials; as one put it, "something that will make the child feel he



is more a part of the U. N." For the junior high school classes, it was suggested that pamphlets similar to the "Building America" series would be ideal.

The scarcity of materials on the Near and Far East and Africa is keenly felt at the elementary, high school, and college levels. A greater number of books on Latin America also could be used.

A high school teacher writes, "I wish we might have better films. There is a great need for dynamic, clear presentations of the U. N. story in 35 minutes. One film should give the U. N. organization. There might be a series of films \* \* \* on the work of the specialized agencies" in color. Each of these should be preceded by a brief introduction telling the set-up of the organization it portrays.

Only a small number of the films available seem to be "directed toward the high school student group." There is a need for good, up-to-date films on U. N. projects in Asia, Africa, and South America, and for inexpensive color slides on the achievements of the U. N. The slides might possibly make use of a before-and-after technique.

It sometimes is difficult to locate bibliographies; once they are found a selection usually must be made, sight unseen, and it is possible only after receipt to judge the value of the items in terms of objectives and the maturity of the pupils who are to use them. Another complicating factor is the duplication, or near duplication of titles.

Materials of all kinds, prepared with children of specific age levels in mind, and graded lists of these as well as of already existing materials on the U. N. and the specialized agencies, showing their suitability for use in elementary, intermediate, secondary, or university classes, would simplify selection and prevent repeated use of some items. Teaching about the U. N. would thus be made easier and learning more effective.



#### IV. How Adults Learn About the United Nations Through Institutions of Higher Learning

Not only the children in the schools and the young men and women in the colleges but the adult population, too, find a great many opportunities to learn about the U. N. Many institutions of higher learning have assumed a responsibility for providing courses and services to their communities and their State in the field of international affairs. Countless illustrations could be offered. For the sake of brevity, a brief and far from exhaustive description of some of the programs of the University of Wisconsin will serve to illustrate a few of the ways our institutions of higher learning are reaching out to inform the public on world affairs. Quite naturally, the U. N. is a central consideration in these programs.

In line with its concept that a State university should have boundaries as broad as the State, the University of Wisconsin offers a variety of services, which include but are not limited to the following:

*Bureau of Information and Program Services.*—This reference service agency for other university departments, public libraries, and citizen groups throughout the State, will compile reading lists and materials on world-affairs subjects, provide leadership training courses, and give continuing guidance in public affairs programs of a wide variety. For some time, the bureau has offered a guided reading course on the U. N. which is used by the Wisconsin Federation of Women's Clubs and other organizations. In its newly revised form, this course calls for 2,000 pages of required reading covering such broad aspects of the subject as the formal structure of the U. N., the work of its principal organs and the specialized agencies, and the nature of the many political, economic, and social problems with which these organizations are concerned around the world. The reading materials for this course are made available to each participant by mail through the State Free Library Commission's Traveling Library.

*Bureau of Audiovisual Instruction.*—This bureau offers a wide variety of educational films to the public. In view of the increasingly apparent fact that films and other audiovisual materials are among the most important aids to learning and teaching now available, the bureau is devoting much of its time and resources to providing counsel and advice on the problems of film use for schools and adult groups.

*Bureau of Lectures and Concerts.*—This bureau schedules a number of lectures throughout the State each year on world-affairs topics. It works closely with other university departments in the selection of persons from all parts of the world who are both professionally well qualified and particularly effective speakers. The bureau has an annual audience for its many programs of 900,000.



*Bureau of Government.*—This bureau has primary responsibility for informal adult education activities within the Extension Political Science Department. It offers a broad program of civic and professional educational programs for public officials and other citizens of the State. In the field of world affairs, it typically provides the following kinds of programs and services:

1. *Presentation of institutes and conferences.*—Three or four of these conferences are held each year.

2. *Teaching of noncredit courses for general or specified groups;* e. g., courses dealing with various regional or general aspects of United States foreign policy.

3. *Aid and assistance to citizens groups in world affairs,* such as the Governor's Committee on United Nations Day and the Wisconsin World Affairs Council.

4. *Research and study and the preparation of reports dealing with world-affairs topics of interest to the public.*

5. *University radio-TV network* which can reach into nearly every home with interesting world-affairs programs designed to inform all those who are willing to listen.

Films dealing specifically with United Nations topics, as well as many offered under the heading "Racial and Cultural Relations," can be obtained from the bureau.

*The School for Workers.*—Each year, as one of its services to union members in Wisconsin, this school offers a number of institutes and informal courses on world affairs. Two recent institutes have had as their central themes "One World" and "World Affairs are Your Affairs." The school has found that one useful technique for stimulating lively discussion and wide audience participation is getting those present to register their opinions about specified topics on a secret ballot. When the tabulated results of these "opinion meters" are posted, persons who previously were inclined to believe they held unpopular views often find that a substantial number of their friends and fellow workers hold similar views. Constructive discussions about the U. N. often have been stimulated by this and other techniques which the school regularly employs.

## Through Community Activities

More or less typical ways in which communities make their citizens more aware of the U. N. is a project undertaken in Hamden, Conn. Approximately 7 years ago the Hamden Townwide Committee on the United Nations was organized for the following purposes: to be a clearinghouse for information and activities related to the U. N.; to foster observance of U. N. Day; and to stimulate the interest of local groups.

In carrying out these purposes, the committee arranges trips to the U. N., organizes the annual townwide celebrations of U. N. Day, cooperates with State and national groups having similar purposes, and promotes a community ambassador program. This last project



has made it possible on two occasions to send a "community ambassador" overseas, and it is planned to both send and receive one in the current year. To finance this program citizens purchase certificates printed in facsimile of a stock share labeled "Your Share in World Understanding."

By way of illustration, a few of the organizations which are most active in educating the population about the U. N. are the American Association for the United Nations, the Foreign Policy Association, the League of Women Voters, the American Association of University Women, and the men's and women's service and fraternal organizations. The U. S. Committee for the United Nations, originally established to promote observance of U. N. Day, now has the broader function of disseminating facts about the U. N. It has 133 national organizations in its membership and 50 others known as "cooperating organizations." The member organizations cover a wide segment of the population, reaching into many strata of our society. Included are such varied groups as radio and television broadcasters, farm and garden groups, and employer organizations.

In the discussion of what the schools are teaching about the U. N. a number of these adult organizations were mentioned as initiating, financing, and otherwise encouraging many activities in the schools and colleges to make the U. N. better known. One example of this sort of work is the essay contest under the direction of the American Association for the United Nations, in which 3,280 high school students participated in 1955 (an increase of 400 over 1954). Another example is found in the model assemblies sponsored by universities and colleges under the direction and planning of the Foreign Policy Association through related but autonomous local organizations (often called Councils on World Affairs). These assemblies are financed by local service and fraternal organizations.

### On the National Scale

The Office of Education in the U. S. Department of Health, Education, and Welfare, through its periodicals *School Life* and *Higher Education*, frequently calls attention to U. N. events and activities which are of particular interest to teachers throughout the country. Occasionally it publishes separate bulletins and articles on the U. N. and the specialized agencies, and answers many requests for information on sources of materials about them. The Office of Education also compiles selected lists of publications and materials on the U. N. and world understanding which are distributed on request to teachers and schools.

"Citizen Consultations", a program of the U. S. National Commission for UNESCO, aims to stimulate discussion of problems relating



to international understanding and to improve communication between the public and the Commission. While it does not directly engage in teaching about the U. N., the description published by the Commission states that discussions are directed "particularly to the kinds of problems that are of concern to the United Nations and the Specialized Agencies."

Under the auspices of the Commission and the Adult Education Association of the United States, some 27 colleges and universities convened citizen conferences in 1955 to study the four topics so far considered under the program. These are: "The American Citizen's Stake in the Progress of Less Developed Areas of the World," "The National Interest and Foreign Languages," "The American as International Traveler and Host," and "Our Moral and Spiritual Resources for International Cooperation." Background papers and documentation for these topics are provided for by the U. S. National Commission for UNESCO. The recommendations of the study conferences aid the Commission in its capacity as an advisory body to the United States Government.

The Fifth National Conference of the U. S. National Commission for UNESCO, which convened in Cincinnati in November 1955, drew a large number of educators and others interested in UNESCO's worldwide activities. Persons from various parts of the United States and several foreign countries attended the sessions of the Conference which were addressed by authorities in the international, cultural, educational, and scientific fields. Publications put out by the U. N. and the specialized agencies as well as pertinent materials issued by nongovernmental organizations and pictures of UNESCO and U. N. activities were on display. There were showings of films, filmstrips, and puppets, and opportunities were provided to listen to recordings. In short, a wide variety of materials suitable for use in schools and colleges in teaching about the U. N. or for use in voluntary organizations interested in the work of the U. N. were brought to the attention of those attending the meetings, and through them were destined to reach a far larger audience.

Both the Association for the United Nations and the Foreign Policy Association do a great deal nationwide as well as locally. Besides answering numerous requests for information on the U. N., the AAUN, through its *AAUN News*, keeps members informed of recent U. N. developments and the work of the U. N. itself. At some 500 colleges and universities, there are affiliates known as Collegiate Councils for the United Nations. Each June an Intercollegiate Leadership Institute is held in New York City. In 1955, 43 colleges were represented.

Recently the AAUN established a Business Advisory Committee with 69 members in various parts of the country. The committee



provides businessmen with information of concern to them about the U. N. through a monthly digest called *U. N. Business Fact-Sheet*.

The Foreign Policy Association, together with approximately 60 closely related but autonomous groups throughout the Nation, stimulates activities in relation to world affairs. In addition to their work with model assemblies, the Councils on World Affairs act as clearing-houses for information about the U. N. and as distribution points for literature published about the organization. Their pamphlet and document shops provide a source of materials in many localities.

A good many regular meetings of the councils, as well as their institutes and conferences, devote a large share of their time to discussion of U. N. matters. Their close association with the schools and colleges of the area in which they are located results in a two-way interchange of ideas and activities. Student branches of the Foreign Policy Association or Junior Councils on World Affairs are organized in the schools, thus drawing the organization into the academic institutions. The parent organization invites the junior members to attend some of the adult meetings, and this in turn draws the school, or its representatives, to the organization. The result is mutually advantageous.

Two recent institutes of the Minnesota World Affairs Center dealt with "United Nations Charter Review" and "You and World Health." A tangible result of the effectiveness of such adult education programs is that "many attendants at the Charter Review Institute testified before the Subcommittee of the Senate Foreign Relations Committee when it held hearings on Charter Review in Minneapolis."

The League of Women Voters takes every opportunity to inform its members about the U. N. and to enlist their support of it. In the New York, New Jersey, and Connecticut area, members frequently are called on to drive school children to the U. N. headquarters, to place U. N. posters in store windows, to visit the U. N. themselves, to hold workshops, and to engage in a multitude of other activities related to the organization. They furnish considerable literature to their members and make it available to schools when needed. Meetings more and more frequently are given over to discussion of issues confronting the United States delegation to the U. N.

### Through Mass Media

It is impossible here to present a detailed account of all the ways in which the adult population of the United States is learning about the U. N., but mention should be made of the role played by mass communication media. Events at the U. N. are reported by press, radio, and television all over the Nation, frequently within minutes of their occurrence. Some 300 radio stations in various parts of the



country regularly broadcast "United Nations Radio Review" or one of the other special programs prepared by the U. N. Radio Staff. These programs often feature transcriptions of voices of participants in U. N. meetings.

In addition to the coverage of U. N. news by the daily newspapers of the cities, towns, and villages, and the weekly papers of sparsely settled rural areas, countless magazines offer news items and articles about the U. N.

In addition to the educational, scientific, and cultural journals, the nonprofessional magazines provide no small number of articles, human interest stories, and news items.

One magazine, with a paid circulation of 11 million, carried a statement by the United States Representative to the U. N. on the influence of the organization. Another, which goes into some 4 million homes, made the U. N. the subject of one of its regular photo quiz features. It subsequently made 100,000 reprints available to the U. S. Committee for the United Nations for distribution. A travel magazine devoted a color spread to the U. N. Examples could be multiplied manyfold, but these few show some of the ways mass media are putting the U. N. before the public.

### Facts and Figures

A few factual illustrations of the growing awareness of the significance of the U. N. are found in the following figures which show the increase in 1955 over the figures for 1952 when the previous report was prepared:

In 1955, 49 governors appointed a State or Territorial chairman for commemoration of U. N. Day; in 1952 there were 12. In 1955, there were 1,500 local committees appointed; in 1952 there were 297. In 1955, there were U. N. Day observances of some kind in 10,000 communities; in 1952 there were 5,194.

Requests for literature addressed to the U. S. Committee for the United Nations have shown a like increase in the past 4 years. In 1955, the total had climbed to 41,000 from a total of 18,000 in 1952. The fact that 1955 was the 10th anniversary year accounts in part for the increase, but ever since U. N. Day in October 1953, the volume of requests has greatly surpassed that for previous years.

Some 4,000 educators visited the United Nations headquarters at the time of the annual convention of the National Education Association early in the summer of 1954. According to recent information received from the public reception unit of the U. N., a total of more than 750,000 visitors took a tour of the U. N. buildings during 1955. Of these, over 100,000 as members of some 2,800 student groups received special tours and briefings. That the preponderance of student



groups came from the United States is not surprising. That they came in such numbers is significant.

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Interest in world affairs and in the U. N. in particular is expanding at a rapid pace in the United States. This expansion is evident in the number and variety of formal and informal courses, seminars, workshops, and institutes on the U. N.; in the growing attention given by press, radio, and television to U. N. matters; in the increasing number of groups of all ages which participate in programs relating to the U. N. and the specialized agencies.



## V. Appendix

The preceding report has been based mainly on information given in replies to the following letter:

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

WASHINGTON 25, D. C.

In 1952 the Office of Education prepared for the United States National Commission for UNESCO a report on *Teaching About the United Nations in the Schools and Colleges of the United States*. The Secretary General of the United Nations has again requested the United States to compile such a report and your cooperation is invited to help make it as complete as possible. Information on the following general topics will be of particular interest:

1. Especially effective methods, techniques, and experiences in teaching about the United Nations (its purposes, organizations, and functions) and the Specialized Agencies.
2. Programs and special activities related to the United Nations (such as the American Association for the United Nations essay contest, the United Nations essay contest, Model United Nations assemblies, etc.).
3. The usefulness of U. N. and UNESCO materials and suggestions for their improvement.
4. Successful experiences (in courses, informal activities, extra-curricular activities) in cultivating international understanding.
5. Materials found to be particularly useful in building international understanding.
6. Descriptions of community and adult education programs.

It is, of course, not expected that all the listed items would be treated by any one person or organization. The topics are given only as a guide to the kind of information that will be most useful. It would be appreciated if the material were to reach the Office of Education by November 15, 1955.

Sincerely yours,

OLIVER J. CALDWELL,  
*Assistant Commissioner for International Education.*

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