

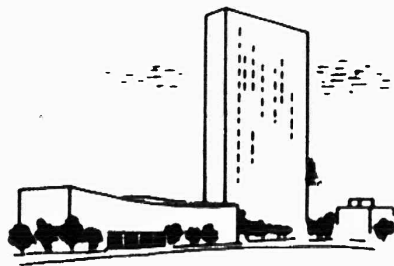
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Teaching About

the **UNITED
NATIONS**

in the United States

1956-1959 REPORT



U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Arthur S. Flemming, *Secretary*
Office of Education . . . Lawrence G. Derthick, *Commissioner*

This Report
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Office of Education Committee

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Foreword

EVERY FOUR YEARS the Economic and Social Council of the United Nations requests a report from each Member State telling how the United Nations and its work are being made known to the citizenry. The following pages constitute the report of the United States substantially as it was submitted at the close of 1959. Because the Secretary General had expressed particular interest in four aspects of teaching about the United Nations, the Office of Education Committee which drew up the report devoted a section to each one and enlisted the cooperation of teachers and specialists in all parts of the country to supply pertinent information. The main divisions of the report deal with teacher training, programs and syllabi, the treatment of the United Nations in textbooks and teaching materials, and out-of-school educational activities relating to the U.N. system.

In presenting this report to the American public, certain data have been included which did not appear in the document prepared for the United Nations because it is believed they will be useful to American educators. For example, the names of the textbooks analyzed in Chapter III are listed in the bibliography although they were not in the official report. In some cases, more extensive treatment has been given a question considered to have significance for persons in the United States but not especially important for an international audience.

It is hoped that the information given here may serve to encourage teachers and others to continue and expand their efforts to develop in children, youth and adults an increasingly realistic understanding of the United Nations and its work, and of the relation of the United States to the organization and to other nations of the world.

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Contents

	Page
FOREWORD	III
CHAPTER I.—INTRODUCTION	1
CHAPTER II.—TEACHER EDUCATION AND THE UNITED NATIONS	
Diversification in Education	6
Types of Teacher-Training Programs	7
Variety of Learning Opportunities	8
Courses Offered and Required	8
Library Facilities	11
Extracurricular Activities	14
Organizations and Clubs	14
Extent of Membership	15
All-College Activities	15
Institutional Programs	17
Graduate Facilities in Teacher Education	20
General Observations and Recommendations	22
CHAPTER III.—PROGRAMS AND PATTERNS IN TEACHING ABOUT THE UNITED NATIONS	24
Elementary Schools	24
Some Examples of Practice	25
Class and School Activities	28
Materials	29
Secondary Schools	29
Higher Education	34
Sample Outlines from Colleges and Universities	34
Materials	38
Adult Education	38
CHAPTER IV.—TEACHING MATERIALS FOR ELEMENTARY AND SECONDARY SCHOOLS	41
Elementary School Textbooks	43
Fourth Grade	44
Fifth Grade	44
Sixth Grade	46
Secondary School Textbooks	47
Peace Emphasized	48
Early History	49
Present Organization	50
Activities of Specialized Agencies	50
Accomplishments and Difficulties	51
Use of Visual Aids	52
Learning Activities	53
Coverage in Geography, Health, and Economics	55

VI **TEACHING ABOUT THE UNITED NATIONS**

	Page
Supplementary Materials	58
Books for Young Readers	58
Fact and Fiction for Teenagers	59
A General Conclusion on Elementary and Secondary Materials	62
Role of NEA	62
Selection and Use of U.N. Materials in Public School Libraries	64
Selected Reference Materials	66
Elementary School	66
Secondary School	68
Supplementary Materials	71
Weekly News Magazines	72
CHAPTER V.—OUT-OF-SCHOOL EDUCATIONAL ACTIVITIES RELATED TO THE U.N.	73
Government Sponsored Organizations	73
Nongovernmental Organizations at National Level	75
Nongovernmental Organizations at Local and Regional Levels	79
The Public Library—A Community Resource on U.N.	88
APPENDIX I	93
APPENDIX II	95

CHAPTER I

Introduction

AS EDUCATION in the United States is the responsibility of State and local authorities, there is no central control of education. Therefore, while the Federal Government carries on an increasing number of activities related to "teaching about the United Nations," and provides considerable leadership in the field, it does not direct such activities. The great bulk of the work in "teaching about the United Nations" in this country is carried on by regional, State, and local entities, public and private. There are so many of these entities that a truly comprehensive report would be impossible. Still, we have attempted to give an overview of a variety of activities on the subject of the United Nations undertaken in many parts of the United States. To do this it has been essential in numerous instances to go outside the range of school programs, and indeed, to deal extensively with groups which are distant from such programs both in age and in activities.

That many organizations involved in teaching about the United Nations are not mentioned here is no reflection upon the scope and quality of their work; it is rather an indication that the multiplicity of efforts in the area makes it impossible to record them all within the limits of this report.

A unique factor contributing to U.S. public interest in the United Nations is the accessibility of its headquarters. The U.N. building in New York City is pictured in news shots and on post cards; tourists from all parts of the United States visit U.N. meetings, and school children come long distances to hear and to see the U.N. in action. This experience lends color and reality to the long and often complex efforts of governments to find solutions to problems, and it provides a basis for first-hand reports throughout the country.

The increasing interest of the people of the United States in foreign affairs is reflected throughout the work of the Federal Government, including the many activities of the U.S. Department of State, the International Cooperation Administration (ICA), as well as the departments of Labor, Agriculture, and Commerce, and the programs of the Department of Health, Edu-

cation and Welfare. The Office of Education in the Department of Health, Education and Welfare is constantly expanding its programs in the realm of educational exchange, comparative education, and its general educational cooperation with other lands. There is a steadily increasing demand for information about other nations, and about the United Nations.

In describing the educational activities of American schools and non-governmental organizations this report utilizes information obtained from both nonofficial and official sources: the coverage of the United Nations at the source by the news services, radio and television networks; and official documentation of the U.S. Government made available to these media, to nongovernmental organizations and the general public. In line with its strong policy of support for the United Nations, the U.S. Government encourages study and discussion of the United Nations by all citizens. A good example of official interest is promotion of U.N. Day and Week celebrations.

In the President's annual proclamation of U.N. Day, he specifically urges all citizens to observe the occasion "by means of community programs which will demonstrate their faith in the United Nations and contribute to a better understanding of its aims, problems, and achievements." The President also appoints the Chairman of the United States Committee for the United Nations, which carries out nationwide educational activities for the event. The Department of State and other Government agencies cooperate fully in local programs: During October 1959, some 30 speeches on the United Nations were made by Department of State officials in response to local requests; also in 1959, an annual joint U.N. Day observation between Nuevo Laredo, Mexico, and Laredo, Texas, was inaugurated through the combined efforts of the U.S. Committee for the United Nations, the Department of State and the American Consulate at Nuevo Laredo, with the school children of both communities playing a prominent role.

On the various anniversaries of the United Nations and of the specialized agencies, such as World Health Day and Human Rights Day, expanded informational activities are encouraged, special materials and posters are published for public use, and nongovernmental groups interested in the particular celebrations are assisted in undertaking community programs.

As the agency of the Government charged with the conduct of foreign relations, the Department of State has a major responsibility for keeping the American public informed of develop-

ments in the United Nations and of U.S. policies and positions on questions before the United Nations. Conferences and briefings are held regularly for members of the press and representatives of radio and TV networks both in Washington and at the U.S. Mission to the United Nations in New York City. Press releases are issued regularly on all important aspects of U.S. policy toward the United Nations. Periodic conferences and briefings are also arranged for representatives of nongovernmental organizations on the United Nations and its work, together with consultations for organization officials on specific questions. Inquiries by letter or telephone about the United Nations receive thorough attention.

The Department of State also makes information available to schools, organizations and the general public through publications dealing with international organization affairs. Examples of its popular pamphlets are *You and the UN*, a series of questions on the role of the United States in the United Nations, with answers by Ambassador Henry Cabot Lodge Jr., and *UN—Meeting Place of Nations*, a publication dealing primarily with the work of the specialized agencies. The annual Report of the President to the Congress on U.S. Participation in the United Nations and Participation of the United States in International Conferences are basic documents in any serious study of U.N. affairs, as well as the report, *United States Contributions to International Organizations*, submitted to the House of Representatives by the Secretary of State and released as a House document. The Department's two subscription publications, the weekly *Department of State Bulletin*, and *Foreign Policy Briefs*, also contain major official U.S. statements on current developments at the U.N. The publications are available in many school and public libraries and in official depository Libraries, as well as by individual subscription. Federal Government publications for which there is a charge may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

Among other programs, the U.S. National Commission for UNESCO, through its Secretariat, the UNESCO Relations Staff in the Department of State, sponsors "Citizen Consultations." This program 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 United Nations, its discussions are, as the Commission states, directed "particularly to 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, about 40 colleges and universities convened citizens' conferences in 1959 to study the five 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," "Our Moral and Spiritual Resources for International Cooperation," and "American-Asian Understanding and Cooperation." Background papers and documents for these topics are prepared and provided 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 U.S. Government.

Information about the United Nations and the specialized agencies is promoted also through the Associated Schools Projects in Education for International Understanding. Through this program selected schools in different countries cooperate with UNESCO by experimenting with learning techniques, including the use of various disciplines such as social science, music, home economics, and industrial arts, and by reporting their evaluations. While the number of cooperating schools is not large, the selection in the United States includes schools of all types—city and rural, academic and vocational, public and private—in different areas of the country. The National Education Association provides the necessary services for this project in the United States under contract from the Department of State.

The Office of Education in the U.S. Department of Health, Education and Welfare not only holds major responsibility for Federal guidance and support to programs of teaching about the United Nations: Increasingly, in its stipulated task of providing supportive information to American education, it prepares studies and documents on education in other lands, on the United Nations and the specialized agencies, and on many aspects of the international situation. As previously mentioned, this is a reflection of the trend on the part of the people of the United States toward increased interest in international matters and increased awareness of international responsibilities. To support this trend, the Office of Education, through its periodicals *School Life*, *Higher Education* and *Newsnotes on Education Around the World*, as well as through its bulletins, circulars, and other documents, frequently calls attention to U.N. events and activities, and to many other educational facets of international relations.

The Office of Education also prepares bibliographies, teaching

aids, and other materials directly related to teaching about the United Nations, and answers many requests for information in this area. Finally, it falls to the Office of Education to develop the official report, "Teaching About the United Nations," every four years.

We have sought to reemphasize, by placing information on these government activities in the Introduction rather than in the main body of our study, the fact that while the Federal Government of the United States encourages and facilitates citizen learning about the United Nations, the decision to teach or not to teach about the United Nations, as well as responsibility for implementing that decision, rests outside the Federal Government. It rests, as the following pages will show, with State and local governments, public and private associations, local groups and national organizations, making up the fabric of American life. Without understanding this fact, the material, herewith presented cannot be properly interpreted.

CHAPTER II

Teacher Education and The United Nations¹

Diversification in Education

ANY DISCUSSION of teacher education in the United States must begin by acknowledging two characteristics of the American educational structure. These are its diversity in organization, objectives, and methods, and its autonomy in control and requirements. There are about 2,000 institutions of higher education in the United States, about two-thirds of which are privately controlled with differing operational modes, methods and goals for education. Even among the publicly supported institutions there is great variety, since they are in nearly all cases responsible to State and local governments rather than the Federal Government.

In the absence of national syllabi for teacher training or national standards for accreditation of teacher-training programs, responsibility for such programs rests primarily with the individual institution. A high degree of uniformity in requirements, however, is attained through the influence of voluntary regional accrediting associations such as the North Central Association of Colleges and Secondary Schools, and national organizations concerned with teaching, such as the National Education Association and the American Association of Colleges for Teacher Education. The influence of these organizations in promoting teaching about the United Nations, its specialized agencies, and their aims and activities is exerted through distribution of published material, national and regional conferences, and other forms of leadership and stimulation. Support for this effort comes from many voluntary organizations such as the American Association for the United Nations and the National Association of Foreign Student Advisors.

In general, the regional, State, and local requirements for teach-

¹ This chapter was prepared by Chester Neudling, Higher Education Division.

er-training curriculums do not specify a particular course of study concerning the United Nations; the material on this subject in the curriculum of each institution is determined by the staff of the institution and reflects institutional objectives along with faculty interests in world affairs.

Types of Teacher-Training Programs

In order to examine the place of information about the United Nations in teacher-training programs, it seems useful to divide such programs into two general types. The first of these—and the larger in terms of numbers—is concerned with the training of teachers for elementary and secondary schools. At this level, the program consists of four or five years of college study, with a substantial amount of course work in teaching methods and principles, and with broad requirements in general courses of value for elementary and secondary students. The second type of program, directed to preparation of college teachers, emphasizes specialization in subject matter at the postgraduate level and usually has few or no requirements specifically related to teaching skills or to subject fields of general interest, such as government and social institutions.

Taking the first of these programs—that directed toward training elementary and secondary school teachers—as the broad base of teacher training in the United States, it is possible to see several trends now developing which have significance for teaching about the United Nations. One of these is the extension of teacher-training programs from four to five years. The addition of this further year of study has permitted not only increased depth of subject matter knowledge, but also extension of general courses in government, history, and other social studies to include accounts of the United Nations, its history, and its activities. Another trend has been toward consolidation of schools into larger units which provide more teachers with greater variety of experience in intercultural fields, and make possible library collections including greater numbers of books on international subjects. A further trend has been the extension of courses at the elementary and secondary level into the international dimension. For example, according to a recent publication of the U.S. Office of Education,² two-thirds of the new high school syllabi in English Language Arts developed since 1950 have included material on the literature of other nations. This area was formerly re-

² *English Language Arts in American High Schools* by Arno Jewett. (Office of Education Bulletin 1958, No. 18.)

stricted almost entirely to the study of the English language and of English and American literature.

Variety of Learning Opportunities

Recent studies of typical teacher-training programs in American colleges and universities permit some general observations on the type, number, and level of courses dealing with the United Nations. They also furnish examples of student activities and organizations concerned with the United Nations, and provide information on student teachers' knowledge of and attitudes toward the United Nations along with the sources of their information. While the institutions covered in these studies do not represent all of those concerned with teacher education, they constitute a significant sample in terms of numbers, geographical distribution, and type, so as to make possible an adequate picture of the extent and kind of information on the United Nations in teacher training programs, and its effect on the development of student teachers.³

In teacher-training programs for the elementary and secondary schools, information about the United Nations can be grouped under three headings. The first of these is in course offerings available to the student teacher. The second is in library facilities, including books and periodicals about the United Nations or about international affairs in which the United Nations is concerned, and documents published by the United Nations itself. The third area is in extracurricular activities, such as student clubs, study tours, and social events with a United Nations theme.

Courses Offered and Required

A study of colleges accredited for teacher education reveals that a large number of course offerings contain material with varying degrees of reference to the United Nations, and that the courses are distributed among several departments. In a group of 54 such colleges covered by one of the recent studies, a total of 192 courses was recorded in which the United Nations was treated to some degree—an average of between three and four courses

³ Two of the most recent studies in this field are *The Resources for Learning About the United Nations and the Knowledge and Opinions Held by Student Teachers in Selected Colleges*, by Grace E. Gardner, Doctoral Dissertation, University of Missouri, 1959, and *Survey of United Nations Programs and Courses in Selected American Colleges and Universities*, an unpublished study by Sidney M. Barnett, Chairman, Social Studies, High School of Music and Art, New York, N.Y. The Committee is indebted to the authors of these studies for a considerable part of the material herein presented.

in each college. One of these colleges offered 10 courses, each of 14 other colleges offered between four and nine courses, 10 colleges offered three courses each, 11 colleges two courses each, and 13 colleges a single course containing material on the United Nations. Of the 54 colleges reporting, only four recorded no courses treating the United Nations. Regional distribution of colleges offering courses concerning the United Nations was as follows: 26 colleges in the North Central region and nine Eastern colleges offered a median number of three courses; 13 southern colleges offered a median of two courses; and six western colleges, a median of one course each.

Of the 192 courses covered in the study group, the United Nations organization, agencies, aims, and activities made up the entire content of 29 courses; the larger part of another 38 courses, a considerable part of 88 courses, and a small part of the content in 37 courses. These courses were distributed among seven different departments or fields of study: political science or government, history, social studies, economics, sociology, geography, and education. The largest number of the courses appeared in departments of political science or government. Departments of history offered the second largest number of courses, departments of economics had the third largest, and departments of social studies (usually interdisciplinary course sequences covering several social science fields) ranked fourth, but made perhaps the largest impact on prospective elementary and secondary school teachers. Courses in these departments were generally directed toward preparation of such teachers, and more than half of the courses offered were required for students preparing to teach at these levels.

In departments of political science or government, 26 of a total of 100 courses with some content on the United Nations dealt exclusively with this subject; 24 were chiefly concerned with it; 47 contained considerable related material; and three courses referred to it in small part. Of 29 courses in departments of history, none were entirely concerned with the United Nations; five were largely concerned, 14 gave considerable attention, and 10 courses devoted a small part of their work to the United Nations. Departments of economics offered 18 courses, of which 7 gave considerable time, and 11 gave a small part of their time to the United Nations. Eight courses were offered by departments of social studies, the United Nations figured largely in one, considerably in five, and to a small degree in two courses. Courses in education touching the U.N. totaled six, three of which dealt entirely with the subject and the remaining three in major part.

Departments of geography and sociology offered one course each giving some attention to the United Nations.

Another group of colleges and universities accredited for teacher-training was surveyed independently of the institutions whose courses are mentioned above. In this group of 41 colleges and universities, 33 listed at least one course in which material about the United Nations was included, and 11 institutions listed at least one course dealing entirely with the subject. Of those institutions reporting courses entirely on the United Nations, the range in number was from one to 10 in each institution. The largest number of courses partly concerned with the United Nations in a single institution was 11, and the smallest number a single course. Where courses entirely on the United Nations were given, the institution usually offered one or two.

Replies to inquiries addressed to colleges in the second group studied were almost unanimously favorable to course offerings and other activities related to teaching about the United Nations. Even where courses on the subject were not actually offered, there were in nearly every case activities, student clubs, or other forms of organized learning about the United Nations. One institution replied with regret that it did not conduct any courses or other activity of this kind because it was a specialized school for training in business administration. It is typical of the great diversity in outlook prevailing among American colleges that one of the 41 institutions in this group replied that it did not conduct any activity related to the United Nations because it "is opposed to" the organization.

Course requirements for student teachers show that the courses most frequently required of teachers for elementary and secondary schools deal only partially with the United Nations. Such courses are generally of the social studies type concerned with comparative government, history, social institutions, and cultural patterns. Among the departmental courses there is also a general tendency for broader courses, rather than those dealing specifically with the United Nations to be required of student teachers. In the earlier group of 54 teacher-training colleges first considered, 100 courses in political science departments dealt to some extent with the United Nations. None of those entirely concerned with this subject was required.

One which dealt largely with the subject was recommended for secondary school teachers. Of the courses in which the United Nations was a smaller part of the content, two were required of student teachers for both elementary and secondary schools; one

for teachers in secondary schools only; and four were recommended for secondary school teachers. Of 29 courses given in history departments, three were required of student teachers for both elementary and secondary schools, three for secondary school teachers, and one was recommended for the latter. Six of these courses were partially concerned with the United Nations; one was largely on the United Nations. In the general departments of social studies, four courses, all dealing partially with the United Nations, were required for elementary and secondary school teachers. One course required for elementary school teachers was largely concerned with the United Nations. In the departments of economics, education, geography, and sociology none of the courses given was required for elementary or secondary school teachers.

The requirements listed above constitute only part of the total which students may have to fulfill. In addition to courses required for elementary and secondary school teachers, many departments, such as political science and history, require or recommend courses in the international field, including the United Nations, as part of the departmental "major" or concentration in a particular subject. These additional requirements apply especially to students who expect to become college or junior college teachers, and to students who have not yet decided whether they will teach. The total effect is that in actual practice many more of the courses dealing with the United Nations are actually taken by teachers than the specific teacher-training requirements above would indicate.

Library Facilities

Inquiry was made of a group of representative teacher-training institutions concerning their library holdings related to the United Nations. These institutions are the same as those from which information on courses and requirements was obtained. The following books were considered basic information in this field: David C. Coyle's *The United Nations and How it Works; Everyman's United Nations*; and *United Nation's Document Index*. Magazines considered basic were: *International Conciliation*, *The UNESCO Courier*, *United Nation's Review*, and *International Organization*.⁴

⁴ These books and periodicals were selected, in consultation with officials of the Department of Public Information of the United Nations, from listings prepared by the U.S. Committee for the United Nations and the National Education Association: *A UN Bookshelf for Libraries and Schools* (Washington: United States Committee for the United Nations). National Education Association, Committee on International Relations, *A Selected and Annotated Bibliography of Resource Materials for Teaching About the United Nations* (Washington: National Education Association, 1958). p. 22-25.

Each of the teacher-training institutions included in the study was asked: (1) Whether its library had the basic books and magazines about the United Nations; and (2) how many publications of all types dealing with the United Nations were in the library. To explore the quantity of United Nations material in each library, the institutions were asked: (1) How many magazines in the international field they received besides the four basic publications, (2) how many books and pamphlets on the United Nations and its specialized agencies were in the library; (3) how many UNESCO publications; and (4) what UNESCO publications they received annually.

Replies from the group of 54 institutions reporting indicated that nearly every institution, about 90 percent, received at least one basic magazine, and that two-thirds of the institutions received all four considered basic to understanding of the United Nations.

Most frequently in library collections was *Everyman's United Nations*, held by 48 of the 54 institutions reporting. Next in frequency was the *United Nations Document Index*, which was present in 28 libraries, just over one-half of the institutions. Coyle's *The United Nations and How It Works* was found least often of the basic books, in the libraries of 13 institutions.

Of the basic magazines listed, the United Nations Review was received regularly in 53 of the 54 institutions. International Conciliation was received in 49 libraries, The UNESCO Courier in 40, and International Organization in 38. From these figures it appears that the basic magazines on the United Nations are more frequently found in institutional libraries than are the basic books, and that libraries of teacher-training institutions are more likely to have all of the basic magazines than they are to have all of the basic books.

An analysis of holdings in the libraries reporting shows, in fact, that nine colleges had all three basic books; 20 colleges had two, 22 colleges had one; and that three colleges had none of the basic books.

On the other hand, 29 colleges had all four of the basic magazines; 17 had three, five had two, and three colleges had one of the magazines. There was no college in the group reporting which did not have any of the basic magazines.

There was great variation in subscriptions to magazines in the international field other than the four basic publications listed. One institution reported subscriptions to 120 magazines of this type, four other colleges reported receiving 50 or more,

and another group of eight colleges regularly received between 20 and 50 magazines of this type. Fourteen institutions received between 11 and 20 international magazines. Nineteen libraries received between 1 and 10 magazines other than the basic four, the median number of such magazines being 16 for each library.

One library reported an estimated 104,000 books and pamphlets on the United Nations and its specialized agencies. This institution is a depository which receives all United Nations and UNESCO publications, and its collection is complete except for restricted items. Another library, also a depository of United Nations material, reported 14,000 volumes of this kind.⁵ A third library had 6,773 volumes, and a fourth library, 6,000 volumes. Five other colleges had over 1,000 volumes in each of their libraries, 21 colleges, between 100 and 1,000 books and pamphlets, and 13 colleges reported less than 100 volumes in their libraries on the United Nations and its agencies. The median number of books and pamphlets for each institution was 217.

Three institutions reported that they had all UNESCO publications to date. One library reported 18,500 volumes of UNESCO publications. Three libraries had collections of at least 1,000 volumes; 11 libraries had between 100 and 1,000 volumes and 25 reported fewer than 100 volumes.

Numbers of UNESCO publications regularly received annually ranged from 1,600 to none. Six colleges received all annual UNESCO publications, one library received 1,600, another 250, 13, between 10 and 100 publications, 19, between one and nine publications; and two colleges received no UNESCO publications annually. The median number of UNESCO publications received annually by each library was between nine and 10.

International magazines other than the basic four listed were received regularly by nearly all colleges in the group. Most frequently found were The Department of State Bulletin, to which 20 colleges subscribed; Foreign Affairs, with subscriptions in 19 colleges; and Foreign Policy Bulletin, received by 16 colleges of the group. Other magazines to which three or more colleges subscribed include the American Journal of International Law, International Affairs, World Politics, Current History, United Nations News, Americas, American Political Science Review, and AAUN News. In addition, there were 48 other international

⁵ There are altogether 36 Depository Libraries in the United States designated by the United Nations and the specialized agencies. These include 33 depositories for U.N. materials, 6 for International Court of Justice, 15 for Food and Agricultural Organization, 5 for International Civil Aviation Organization, 12 for United Nations Educational, Scientific and Cultural Organization and 1 for World Health Organization. (See appendix for full listing.)

magazines to which subscriptions were held by at least one college of the group included in the study.

Extracurricular Activities

In order to explore the extent and nature of activities outside regular class programs, studies were made of the two groups of institutions accredited for teacher-training, and of other institutions having representative activities of this type. In the group of 54 colleges in which detailed study was made of courses offered, requirements, and library facilities, information was also gathered on extra-curricular activities in organized clubs and student groups as well as in projects of the college as a whole. Colleges were asked to report the names and activities of clubs and student groups in the international field. These activities included: (1) study of the United Nations; (2) observance of United Nations Day or Week; (3) holding a model U.N. meeting; and (4) other activities related to work of the United Nations. Inquiry was made into the status and influence of clubs and groups in the community and in the college, their total number of members, and the number of members who were preparing to teach.

Activities of the college as a whole (outside regular class programs, but not within student clubs or groups) included assemblies about the United Nations, observance of United Nations Day or Week, model United Nations meetings, and exhibits about the United Nations. Colleges were asked to report the frequency of such activities.

Organizations and Clubs

About 90 percent of the colleges surveyed had at least one club in the international field. Of the 54 colleges in this group, 27 had one international club or group, 13 colleges had two, four had three, one had four, another, five, while one college reported six such groups. Five colleges, or about 10 percent of the total, reported that they had no clubs in the international field.

In the above group of colleges the most frequent student organization was the International Relations club, 21 of the 54 institutions reporting such clubs. In seven other colleges, the organization was called the International Club, in four, the Cosmopolitan Club, and in four other colleges such activities were sponsored by the YMCA-YWCA groups. Other names for international organizations were Arab Club, Collegiate Council for

the United Nations, Debate Society, History Club, and International Study Club.

Thirty of these clubs reported study about the United Nations, including observance of United Nations Day or Week. Fifteen clubs hold annual model U.N. meetings, and nine occasional meetings. Twenty-eight clubs reported taking part in other U.N. activities. Among these were workshops or conferences on the United Nations, debates, attendance at State or regional "model" U.N. meetings, visits to U.N. headquarters, and cooperation with regional councils for UNESCO.

Extent of Membership

The number of members in these clubs in the international field varied from less than 10 to 400, the median number being 45. One club reported 400 members, one had 200, and six had between 100 and 200. Six clubs had 50 to 75 members, 17, 25 to 49 members, and six clubs, between 10 and 24 members. Only one club reported less than 10 members.

Numbers of club members who were preparing to teach varied from 3.75 percent to 100 percent of the total club membership. Six clubs reported that 100 percent of their membership were student teachers. The largest club, numbering 400 members, reported that 3.75 percent of its membership were preparing to teach. In general, the largest clubs—those claiming more than 100 members—had the lowest percentage of student teachers. Of the smaller clubs, including 30 members or less, two reported 100 percent of their membership as student teachers. The median of student teacher membership for all of these smaller clubs was 50 percent. This percentage of student teachers for the smaller clubs is substantially higher than the percentage for the larger clubs.

All-College Activities

In addition to activities of student clubs or groups, the colleges themselves carry on many kinds of extracurricular activities concerning the United Nations. The above group of colleges, studied in connection with course requirements and student clubs, also reported the following kinds of activities outside regular class programs: (1) observance of United Nations Day or Week; (2) model United Nations meetings; (3) exhibits about the United Nations; (4) assemblies about the United Nations; and (5) participation in other United Nations activities.

Among the five types of activities carried on by the colleges themselves, the most frequent was observance of United Nations

Day or Week. Eleven of the 54 colleges surveyed held annual observances; 14 colleges had held observances five times since 1945; eight colleges, twice, and one college had a single observance since that date.

Next most common of college-sponsored activities were exhibits about the United Nations. Six colleges held these annually; 12 had held them five times since 1945; seven, twice since 1945, and two had done so once in that period. Model United Nations meetings were also frequent. Eleven colleges had held such meetings annually; four had held them five times since 1945; nine had held them twice, and one college once, in that period. Twenty-four colleges had held assemblies about the United Nations. Five assemblies occurred annually, seven had occurred five times since 1945, eight, twice since 1945, and four had been held once. Activities concerning the United Nations other than those above were held in 16 colleges, 10 of these annually. Such other activities included distribution of U.N. kits to the community; attendance at regional model U.N. meetings; trips to U.N. headquarters; a summer workshop on world understanding; and conferences on the United Nations and international affairs.

The figures given above indicate that over half of the 54 colleges reported had observed United Nations Day or Week, had held model U.N. meetings, and had arranged exhibits about the United Nations. A substantial number of colleges sponsored these activities annually.

In another group of colleges surveyed for extra-curricular activities, 32 of the 41 institutions reporting stated that they carried on activities dealing with the United Nations, outside regular class programs. Ten of these colleges sponsored such activities regularly or annually, 13 colleges did so occasionally. The others did not indicate the frequency of these activities.

Twenty-one colleges, or just over half of this group, reported at least one student club in the international field. Three colleges reported two such clubs, and two colleges, three clubs each. As in the other group of colleges studied above, the international relations club was the most frequently named student group. Other student organizations concerned with the United Nations included world affairs, international students, foreign students, a philosophy club, and Phi Alpha Theta, the national honorary history club. YMCA and YWCA organizations were also cited as sponsoring activities on the United Nations.

Similar types of activities were carried on by the institutions in both groups surveyed. "Model" U.N. meetings were reported

in seven colleges; observance of United Nations Day or Week in two; assemblies on the United Nations in one; and other U.N. activities in 16 colleges. The type of activity termed "other" was the most frequent of all those listed. It included visits to the U.N. Headquarters, participation in regional model U.N. meetings, surveys of public opinion concerning the United Nations, and conferences or symposia on this subject. None of the colleges in this group reported sponsoring exhibits on U.N. themes.

Several of the programs reported by institutions had to do with inservice training of teachers. For example, one institution reported a Workshop on Program Building which included material on Teaching About the United Nations and World Affairs in Elementary Schools. Another leading private college holds a 3-day study conference regularly as part of its inservice training program for teachers, in which outstanding speakers from the United Nations or other international organizations take part. Other inservice training activities include distribution of U.N. materials at curriculum laboratories directed to teachers in service.

Institutional Programs

Individual colleges and universities which prepare teachers have a variety of programs touching on the United Nations and world affairs. These include the general headings already noted under courses, library facilities, student clubs, and college activities. The following examples illustrate representative programs at single institutions of many types and sizes. They are intended to show how, at a single institution, the curriculum and other activities are used to promote knowledge and understanding of the United Nations.

At a large eastern university, 21 courses touching on the United Nations and international affairs are offered, 16 of which are in the Graduate School under the Department of Government. These courses are taken by candidates for the master's and doctor's degrees, who usually become teachers at the secondary school and college level. Seven of the 16 courses offered in the Department of Government are concerned entirely or primarily with the United Nations. In the School of Education of this institution, two courses are given which deal with teaching about the United Nations in elementary schools, one directly related to inservice training for teachers. In the colleges of arts and science

of this institution, three other courses are given in departments of political science or government, one of these dealing entirely with the United Nations. This institution also has extra-curricular activities on the United Nations during the academic year (i.e., while most students are in residence), including visits to the United Nations headquarters, which is not distant from the university.

At a southern State college with an enrollment of 1,200 students, United Nations studies form part of the material in four general courses regularly taken by students. These are: Introduction to the Study of Social Sciences; History of World Religions; History of Civilization; and World Geography. In addition, this college sponsored extra-curricular activities which focus upon the United Nations, and has a collegiate United Nations chapter as an affiliate of the Social Science Society. The institution was originally a teachers college, and remains primarily devoted to the training of teachers.

An eastern State university of 4,300 students provides four courses dealing with the United Nations. One of these, International Organization, primarily concerned with this subject, is an upper-level and graduate course normally taken by students preparing to teach. Other courses include International Law, International Relations, and Introduction to American Government, in which one to four lectures are devoted to the United Nations. This university has occasional outside activities on the United Nations. It reports three clubs in this field: the Foreign Students' Club, the Political and International Relations Club, and the YMCA. In addition, a model general assembly of the United Nations is held in alternate years as a YMCA Youth and Government project. The staff of the assembly is made up of students and faculty of the university.

A small private liberal arts college on the West coast gives one course each year in the Political Science Department, under the title, International Organization, which is taken by third- and fourth-year students. Activities focusing on the United Nations are held regularly, including the forming of a model United Nations delegation.

A small college for teachers in the Midwest, enrolling 700 students, has no courses entirely devoted to the United Nations, but gives special emphasis to it in two courses, Current Affairs and Backgrounds for World Understanding. The latter course is on the graduate level, designed for advanced student teachers. The college sponsors outside activities occasionally in two student

clubs, the International Club and the YWCA. Social Science students participate in the annual Inside United Nations program of the entire community.

A private liberal arts and teacher-preparatory college in the North Central region enrolls about 1,000 students. It offers a course titled International Organization which is almost entirely concerned with the United Nations. This course is intended for third and fourth year students, and is regularly taken by many of the student teachers in the college. Two other courses include material on the United Nations as a unit in their organization. One of these is World Politics, with one week devoted entirely to the United Nations; the other is International Law, with two weeks spent on this subject. The college sponsors extra-curricular activities, including annual conferences of the Regional Collegiate Council for the United Nations. There is an International Relations Club which meets from time to time to discuss U.N. themes. A student delegation also attends the regional model U.N. conference every year.

A western State university of 4,000 students offers a course in the Political Science Department on International Organizations which devotes about 75 percent of its time to the United Nations. In three other courses taken by many students one unit of each course, comprising 6 to 8 percent of the total time, is given to the United Nations. These courses are: International Relations (Political Science); Recent Times (History); and American Government (Political Science). The University sponsors a public program every year, during United Nations Week, which includes an address by a leading speaker and a forum discussion. The program is planned by a combined student-faculty committee, both students and faculty taking part, as well as students and faculty from other countries, and those who have resided or worked abroad. During this week, special public recognition is given to foreign students enrolled in the university. In addition to this activity, a student delegation takes part regularly in the Western Model United Nations.

A northwestern college enrolling 1,800 students and concerned primarily with teacher education gives two courses on the United Nations directly related to teacher preparation. One is called The United Nations, the other, The United Nations in the School Program, and both courses are for third-year students. This college has participated annually for the past 8 years in the Pacific Coast Model United Nations, and last year sponsored its first model United Nations for high school students in its region.

A State university of 5,500 students in the Midwest offers a course in the history department dealing with the entrance of the United States into the United Nations, problems faced by the Security Council and the General Assembly, and the American attitude toward them. Standard United States history courses at this institution also cover the United Nations, devoting about two class meetings each to this subject. Three student organizations, the International Relations Club, Phi Alpha Theta (national honorary history club), and the United Christian Fellowship, devote time to the United Nations. The University also has a course in Current Events for fourth-year students, using the *New York Times* as a text. When the United Nations is in session, its current work is covered in this course at considerable length. Other courses in the History Department which give complete coverage of United Nations objectives are American Diplomacy and United States History.

A private Eastern liberal arts college with 1,200 students has two courses which deal specifically with the United Nations. One of these, International Law and Organizations, gives special treatment to the subject for two weeks and general treatment throughout much of the course. In International Relations similar treatment is given, but the emphasis is on political-economic aspects rather than law. At this college the International Relations Club, sponsored by the Political Science Department, participates annually in a model United Nations General Assembly or Security Council at a nearby college which has also served as host to the regional model United Nations General Assembly. Activities here also include an annual trip to U.N. headquarters, sponsored by the International Relations Club, and programs of the club centering on the United Nations. The Political Science Department has also sponsored a 2-day symposium on the United Nations including participation by some U.N. representatives and officials.

Graduate Facilities in Teacher Education

Another aspect of teaching about the United Nations is reflected in the existence, in several graduate faculties of education, of unified efforts to provide teachers with a concentrated and well-balanced study of the various aspects of world affairs, including strong emphasis upon the United Nations.

An example of this type of program is found in a large grad-

uate faculty of education in an eastern city. To fully understand the effectiveness of the teaching program in international aspects of education at this college, one must be aware of its overall environment. Not only is the institution located in a cosmopolitan city within easy traveling distance of the United Nations: It also has the advantage of proximity to an International House, of having many students from all over the world on its campus, and a well-traveled faculty, many of whom have participated in the ICA, UNESCO, or other projects for international development and understanding; and of having frequent visits by professors from other lands, who not only lecture and conduct seminars, but get to know the student body and help to develop the respect and interest vital to any real progress in international understanding.

Classes, club meetings, study sessions, seminars, social events, and other aspects of daily life have, or can be given, an international flavor. If all students do not take advantage of the opportunity to "travel round the world through friendly contacts at home," it is not from lack of opportunity. There is scarcely a nation, and no major area, that is not represented.

Given the above conditions, the following formal offerings take on increased significance:

1. A course which is devoted solely to the study of the United Nations is given during the summer sessions as well as during the regular academic year, it includes several trips to the U.N., with lectures and discussions conducted by U.N. personnel, delegates as well as secretariat people, attendance at official sessions, close study of issues, mechanisms, and other factors which affect the operation of the U.N. In addition to this, and without lowering the substantive value of the offering, many helpful procedures and sources are indicated, specifically calculated to enhance teacher presentations.
2. Several courses are offered in Comparative Education, which not only deal with the formal structures of various educational systems, but provide thorough analyses of the factors which shape educational policy in various lands. The student enrolled in such courses carries away a good measure of comparative government, comparative sociology, and even comparative ideology as well as sound knowledge of several major, and different, systems of education.
3. Several courses are provided in various aspects of what is generally referred to as International Education. This work has included a course in "World Community" which stresses similarities and differences which serve to enhance or hamper the cooperative efforts of mankind.

A course centered upon the work of UNESCO has been included, as has a course on Social and Economic Improvement of Underdeveloped Areas. In some respects these courses prove even more effective than study of the U.N. proper. In the process of following

specific programs and developments, a great deal of knowledge and understanding of the general subject is also gained.

4. A past success, scheduled to be continued, is the Advanced Cross Cultural Seminar, which brings together approximately 30 doctoral candidates, half of whom are from other lands, and half of whom are Americans who have traveled, worked or studied abroad. The major work of the seminar is psychological and anthropological investigation of problems of culture contact as it is occurring in the contemporary world. The honest and open discussion between men and women from many nations brings a tremendous increment in understanding of other lands and the ideas which motivate or inhibit their citizens. This seminar also has featured rather full and frank presentations by U.N. personnel, often dealing with such aspects of the U.N. situation as the role of the international civil servant, the question of the roots or rootlessness of the children of such men, and many other facets of the problem. For persons fortunate enough to be included in this seminar, it remains a lifetime impression, an experience which cannot cease to have effect. As many of the members of the seminar become professors or administrators in teacher training facilities in the United States and other nations, the training thus gained is eventually spread to a wide audience, and should finally become evident in the classrooms of many nations.

These and similar offerings can be seen as representative of advanced institutions. Each tends to approach the problems of teaching about the United Nations in different ways, and most do not have the advantage of proximity to many international agencies and influences; still, excellent work in the international field is done throughout the nation. As it becomes increasingly typical, and even requisite, for American teachers to obtain advanced degrees, this part of the work of the graduate programs is encouraging, and will undoubtedly be pronounced in its effects.

General Observations and Recommendations

The information given in the preceding sections permits some general observations on the status of teaching about the United Nations in the preparation of teachers:

1. A trend to increase the international content of elementary and secondary school syllabi is confirmed by the report, cited earlier in this chapter, that two-thirds of the basic language arts syllabi developed since 1950 contain substantial international content. This leads directly to greater emphasis on international affairs and the United Nations in the preparation of teachers required for such curricula.
2. Of the many courses touching on the United Nations offered in colleges and universities, relatively few are required of all elementary or secondary school student teachers. In the relatively permissive American curricula for teacher preparation, however, this means

that most of the courses dealing with the United Nations are taken by student teachers either as part of their major subject requirements or as electives. In either case, it appears that many more student teachers take such courses than would be indicated by the basic requirements. It is especially true for secondary school and college teachers in history, government, and other social sciences that work toward an advanced degree—i.e., the master's or doctor's degree—will in almost every case include some course work dealing with the United Nations. In addition, as seen from the programs of the representative institutions studied, many colleges include units on the United Nations in their general history or government courses, which are required of all students.

3. Inservice training programs for teachers frequently devote part of their time to the United Nations with conferences and visiting speakers on this subject. Studies of the knowledge of teachers already in service indicate that their knowledge of the United Nations is more frequently derived from independent study of United Nations publications or other books and magazines than from formal courses of instruction. This would tend to indicate that still more emphasis could be placed upon the United Nations in existing inservice training programs, and that improved distribution of United Nations material to teachers in service would result in considerable gains of knowledge on this subject.
4. The degree of attention paid to the United Nations in particular colleges or universities concerned with teacher-training varies with the regional location. In this respect the eastern region of the United States, in the studies reported in this chapter, shows the highest rate of activity both in the curricular and extracurricular programs. This difference is possibly due to its location closer to U.N. headquarters so that trips to the United Nations are more easily made, U.N. activities are more fully reported, and international speakers can be more easily secured. Great interest has been shown, however, by some of the western institutions, and more attention to providing speakers, publications, and other assistance to regions distant from U.N. headquarters, or from large urban centers, would likely result in great stimulation of activity at many such institutions not previously involved.

A final observation and suggestion stems from the fact that many faculty members from the institutions studied offered constructive opinions as to means for increasing the student's knowledge and understanding of the United Nations. These opinions outlined in detail proposals for organizing student groups, such as the Collegiate Council for the United Nations, and increasing community or regional participation in activities bearing on the United Nations. It would probably be worth the attention of interested agencies to communicate with many college teachers, particularly in history and government, to stimulate suggestions for improving understanding of the United Nations among student teachers and other student groups.

CHAPTER III

Programs and Patterns in Teaching About The United Nations

Elementary Schools¹

THROUGH A SPOT CHECK of what elementary schools of this Nation are doing to help children understand the United Nations, it has been ascertained that considerable attention is directed toward this goal. While there is some variation as to how and at what levels children learn about the United Nations, there is widespread inclusion of this significant contemporary subject in the schools. The basic goal—understanding of the United Nations—is fairly uniform but the ways of reaching that goal often differ. Still there are enough similarities in the study of the United Nations in elementary schools that general practices can be described and specific illustrations given.

The United Nations and its specialized agencies are introduced to elementary school children in connection with current events, special days, and holidays. Throughout the elementary social studies program, increasing attention is being given to learning about the peoples of the world, and to encouraging friendly feelings toward them. The development of world understanding is coming about earlier in the grades, due to the impact of radio and television, increased travel, and other achievements of our time. Whenever the elementary social studies curriculum offers opportunity, children begin to learn about the United Nations.

In primary grades, most concern for learning about the United Nations and its specialized agencies comes about in relation to special days and holidays. These occasions include United Nations Day observances, Halloween (UNICEF projects), Human

¹ This section was prepared by Wilhelmina Hill, Elementary Schools Section.

Rights Day, and Christmas (UNICEF projects, Christmas UNICEF projects, Christmas in the countries of U.N.).

Current affairs provide opportunities for incidental learning about the U.N. and U.N. personalities. These events and people are encountered by young children on television and radio and through pictures, headlines and feature stories of children's news weeklies and newspapers.

Some Examples of Practice

Because of the considerable Latin American population in the Tampa (Florida) area, third graders of one school undertook a study of world brotherhood and democracy which resulted in a unit about "The United Nations."² A filmstrip on the United Nations was used to introduce the unit. Several visitors from other countries and the PTA president, who had recently traveled abroad, spoke to the children. Learning activities of several subject areas were integrated with the social studies in carrying out this unit about the United Nations, which, in its concern with people and countries of the United Nations, could be said to "circle the globe."

Third-graders of Santa Clara County, Calif.,³ carry out a social studies unit on "Friends—The World Around." The children develop feelings of understanding and friendship for the children of other lands, and find out how the United Nations is helping them and trying to provide a way for the people of the world to live, work, and play in peace.

Other units have been developed for U.N. Week to help first and second graders begin to attain at least a small background of understanding people who live beyond their everyday environment.

A checklist⁴ on teaching and learning about the United Nations was filled out by the elementary school teachers of Glens Falls, N.Y., during May 1959. For the *primary* levels, both incidental and planned activities or instruction about the United Nations were reported. In the kindergarten and first grade, most of the reports show casual mention of the subject, while second and third grades show an increase in planned activities or instruction. In almost all of these classes references to the location of U.N. headquarters in New York City and U.N. Day observances were included. In some, observance of Human Rights Day, World

² Gutierrez, Virginia. "The United Nations," *The Grade Teacher* 77:48-49+, September 1959; and Taylor, Toni. "American Classroom," *The Grade Teacher*, 77:45-47, September 1959.

³ *Teaching World Understanding and the United Nations in the Elementary School*. Units of Work for Grades One, Two, and Three. San Jose, Calif., Santa Clara County Schools, 1958. 20 pp.

⁴ Long, Harold M. "U.N. Check List for Elementary Teachers." May 1959. Unpublished.

Health Day, the display of U.N. flags, collecting of U.N. postage stamps, and activities of the U.N. General Assembly were part of the study program.

In *intermediate* grades, increased attention is given to learning about the United Nations and its Member States. *Fourth* graders continue to learn about U.N. happenings and personalities through current affairs and special days. Children of Alaska learn about U.N. people as they study about "great names in our country's story." Glens Falls, N.Y. fourth-graders learn a good deal about UNESCO, UNICEF, and World Health Organization (WHO), as well as the United Nations generally. In many States, children at this grade level are gaining considerable knowledge of global geography which includes study of lands and peoples of various regions. This provides background for learning about the United Nations and its members, both at fourth grade and later levels.

In general, most *fifth* graders learn of the United Nations in their regular social studies curriculum, either as part of their study of New York City when studying the Northeastern States as a region, or in connection with the historical development of the United States. Examples of schools which introduce the United Nations in connection with the study of New York City are found in Kansas City, Kans., Minneapolis, Seattle, San Francisco and in Alaska. Among those reporting the inclusion of the United Nations as a subject in connection with the historic development of our country are Alaska and Santa Ana City, California. Glens Falls reports considerable attention to the United Nations General Assembly and the Security Council matters on the part of fifth graders.

At the *sixth* grade level, considerable interest in world affairs is evidenced by pupils and teachers. With regard to the United Nations the trend is away from an emphasis on structure and organization, and toward an emphasis on understanding the work and services of agencies that help promote world understanding. This involves geographic learning and map study skills as the work of the United Nations is viewed in its far-flung responsibilities.

A number of school systems report U.N. units at the sixth grade level. Two systems begin the year with such units: In Kansas City, Kans., a U.N. unit is introduced as the children begin their year's study of Old World Backgrounds. In Minneapolis, many sixth grades have an opening unit on the United Nations as the introduction to the year's work. Some Minneapolis schools have a U.N. unit just preceding U.N. Day. Seattle chil-

dren study the United Nations before studying the United Nations member nations (in North, Central and South America). And in Richmond, Calif., the sixth grades have a U.N. unit after a year's study of Canada, Central America, and South America. Some Minneapolis schools have a U.N. unit just preceding U.N. Day.

Reports from 32 California city and 15 county school systems show the United Nations being taught broadly throughout elementary grades, leading to major units at the eighth-grade level. Sixth-grade units on world topics in San Francisco include the U.N. wherever appropriate.

The Pasadena Guide on World Understanding⁵ states that:

The older boys and girls extend their understanding of an ever-widening world with its interrelationships and interdependence. As they learn about their state and nation, it is but a step further for them to become familiar with the organization and work of the United Nations. The social studies program offers many opportunities throughout the year to develop concepts of citizenship and democracy which are basic to building world peace through international cooperation.

Children are extending their horizons to world limits as a result of our modern means of communication and transportation. It is essential that we give them experiences that will help them become good citizens. Good American citizenship demands competence in world affairs.

At the University Elementary School of the University of California at Los Angeles, the United Nations is studied for a full semester in the A-6 class. The children participate in a great deal of problem-solving in connection with U.N. structure and with current world situations involving the U.N. Many research activities are carried out to ascertain how the U.N. functions and to learn about its history and possibilities for the future.

The children participate in their own "Security Council" meetings where world problems are considered with procedural and official U.N. rules followed. Some of the children write their own version of the Universal Declaration of Human Rights and compare it with the original document. There are opportunities for art, rhythms, and creative writing. Throughout the semester these children participate in their own "United Nations," not one 3,000 miles distant, but one that exists for them, in their own classroom.

Children of the District of Columbia schools study the United Nations at the season of U.N. Day and U.N. Week. This is not a full-fledged separate unit. A similar kind of study and observance is widely carried out in the schools of Long Beach, Calif., Glens

⁵ *A Guide to Our Approach to Developing World Understanding.* Pasadena, City Schools, October 1958. 8 pp. mimeographed.

Falls, N.Y., in Hawaii, and in many other parts of the Nation. Short units⁶ on the United Nations are developed at each grade level of the Santa Clara County, Calif., schools during United Nations Week.

Class and School Activities

Elementary school children learn about the United Nations and gain understanding of its relationship to themselves through participation in a variety of activities, including observances of special days, such as United Nations Day and Human Rights Day, in which large numbers of children have a part.

Field trips to visit the United Nations in New York City are taken by intermediate grade children of many schools not too distant from its headquarters. Fifth- and sixth-graders, who write about their trips, seem mainly interested in the buildings, the various rooms, and furnishings. Followup activities involve further reading and discussion of the United Nations work.

In summary, the most frequent activities of elementary schools in teaching about the United Nations are:

1. Observing special days through assembly programs with songs, folk dances, and explanations of the nature and work of United Nations.
2. Preparing bulletin board displays for U.N. Day.
3. Giving U.N. programs for PTA's.
4. Writing to children in other countries which belong to the United Nations.
5. Reading books about the United Nations.
6. Watching television programs about the United Nations or its personalities.
7. Discussing current events relating to the United Nations.
8. Viewing films, filmstrips, and slides about the United Nations.
9. Exhibiting dolls representing U.N. Member Nations.
10. Making a painting or model of the U.N. headquarters.
11. Discussing U.N. problems and accomplishments in class.
12. Participating in pupil "Security Council" or "General Assembly" meetings to gain some idea of procedures and debate techniques used in the real United Nations.
13. Writing own versions of a human rights charter and comparing it with U.N.'s Universal Declaration of Human Rights.
14. Making a mural for a class or school "Security Council."
15. Writing creatively of peace and peoples, freedom, and children's own ideas about the world.
16. Listening to music of other lands.

⁶ *Teaching World Understanding and the United Nations in the Elementary School. Units of Work for Grades Four, Five, and Six. San Jose, Calif., Santa Clara County Schools, 1958. 20 pp.*

17. Meeting visitors from other United Nations countries.
18. Locating U.N. member countries on globe and wall maps.
19. Visiting U.N. headquarters by classes or with parents, and sharing these visits with others through talks, pictures, and exhibits. (Even Hawaii reports that many teachers and pupils have visited the U.N. buildings.)
20. Using songs, poems, games, informal dramatizations or conversations in the languages of one or more other member countries.

Materials

Many school systems have made special efforts to provide teachers and pupils with materials about the United Nations. Often these materials are intended primarily to aid the teacher in helping children learn about the United Nations. The Oregon State Department of Education sends reminders to schools about United Nations Day, on its calendars for the school year. The District of Columbia and the Santa Clara County, Calif., public schools have prepared U.N. materials for teachers. The Long Beach Public Schools have prepared a teacher's handbook on *The United Nations*.¹

Secondary Schools²

Programs of social studies in the secondary school grades cover the following broad areas usually in this sequence:

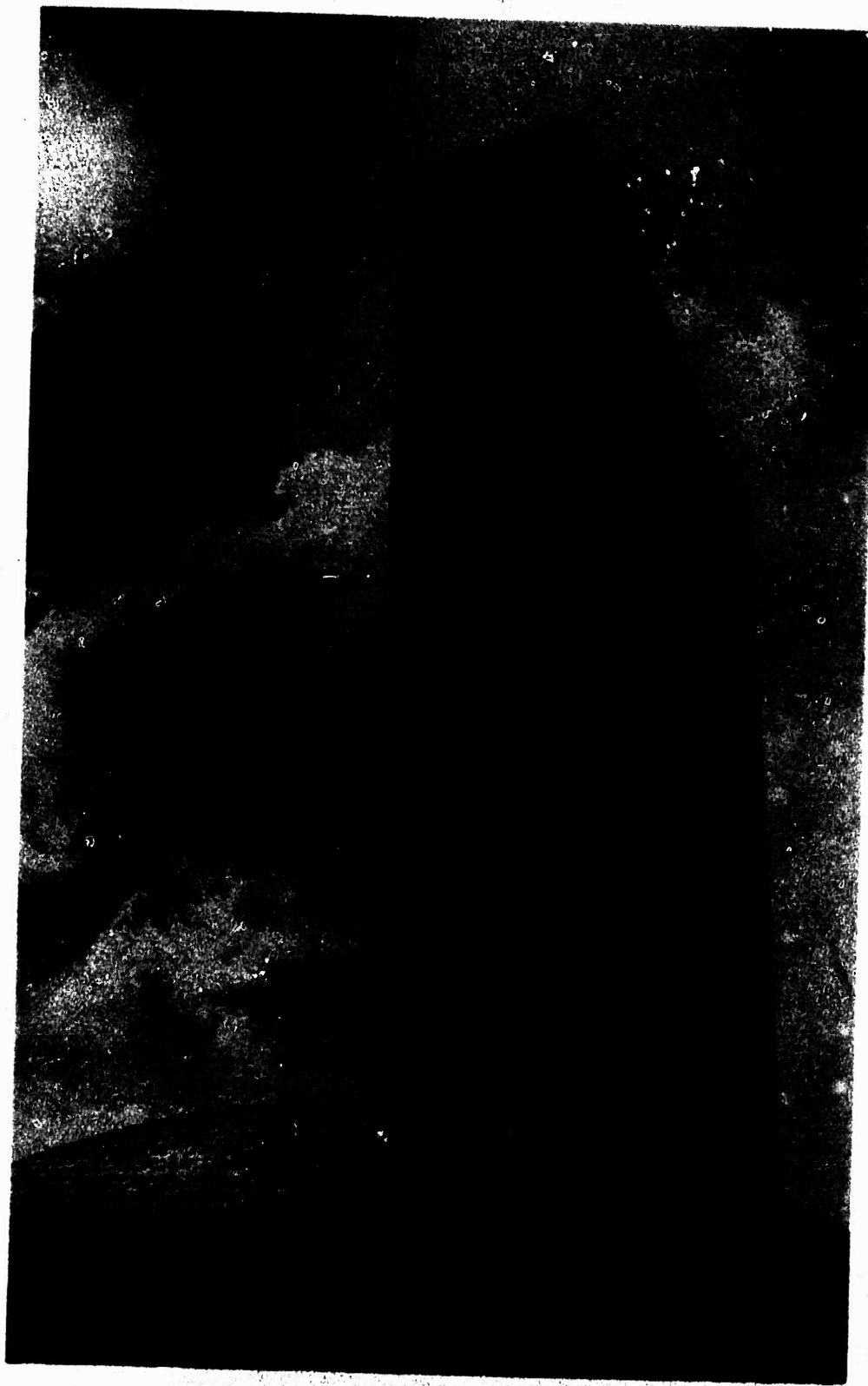
- Grade 7—Geography of the Western Hemisphere
- Grade 8—History of the United States
- Grade 9—Community civics or World Geography
- Grade 10—World History
- Grade 11—History of the United States
- Grade 12—Problems of American Democracy

This program presents a number of opportunities for including a study of the United Nations and its various agencies. In courses in World History and the History of the United States, the story of the formation of the United Nations is included. The Charter and structure of the United Nations, the functions of the General Assembly, the Security Council and the Secretariat are described as a part of the story.

In geography courses the countries which are U.N. members are noted. Since U.N. membership is so nearly universal, the scope of the organization is learned in this way.

¹ *The United Nations. A Teacher's Handbook.* Long Beach, Calif., Long Beach Unified School District, 1967. 68 pp.

² This section was prepared by Howard Cummings, Secondary Schools Section.



Permanent Home of the United Nations

THE 39-story marble and glass Secretariat building of the U.N. Headquarters in New York City. In the foreground is the dome topping the General Assembly Hall.

One of the areas which receives careful study in courses in American history and government is the Bill of Rights. The Universal Declaration of Human Rights is studied at the same time and the similarities and differences of the two documents are noted. The guarantees of freedom in the Bill of Rights and the statement of inalienable rights to "life, liberty, and the pursuit of happiness" in the Declaration of Independence have long been regarded by Americans as universal in their applications. Therefore, it seems but natural to accept the universality of the Declaration in any areas where the same freedoms are discussed.

A second topic which appears in many courses is a study of UNESCO. Since this agency is directly concerned with education it appeals to the imagination of teachers who bring to the attention of their pupils the past achievements, current programs and future potentialities of UNESCO.

UNICEF with its program for the children of the world is another agency which interests pupils. The possibility of personal participation through contributions enables boys and girls to express their interest in the work of this body in a tangible way.

The instruction in the specialized agencies is not restricted to the social studies program. Many health classes study WHO and the work which it is carrying forward to eliminate disease. While the major objective of health education is to encourage the pupil to be responsible for his own health, a second aim is to teach him to be interested in the health of others. A study of WHO brings this area of concern to global dimensions.

The activities of the Food and Agriculture Organization (FAO) have a similar appeal for pupils. The need for an increased food supply, like better health, is a concrete fact which pupils can readily understand.

Other agencies of the United Nations receive less attention in the study. Another difference appears in the way that the teaching is organized. Lessons on the International Court of Justice and the International Bank tend to emphasize organization, structure, and jurisdiction. Teaching units on WHO and FAO tend to stress purpose and function.

Teachers generally stress three points in teaching about the goals for the United Nations. The first is that the main purpose of the United Nations is to prevent wars. Teachers stress the role of the United Nations as a forum where discussion serves to clarify issues and mobilize world public opinion for peace. The concrete achievements of the General Assembly and the Se-

curity Council are presented. The need for vigilance in maintaining peace is stressed.

The second point stressed by the teachers is that the United Nations serves is to take the lead in promoting a universal view of justice in world affairs.

The third point is the United Nations role in efforts to raise the standards of living of people in all countries. In this connection the agencies of the United Nations are presented as workshops where experts from many nations come together to work on the specialized and technical programs which are required to implement the universal aspirations for peace, justice, and human welfare.

Teaching specifically about the United Nations is supplemented by the fact that the social studies curriculum is changing to put greater emphasis on problems of international understanding and less on purely domestic and local problems. The following trends in curriculum making will illustrate this change:

1. Until more recently the world history course for the most part was a chronological history of Western European civilization from its beginnings in the Eastern Mediterranean down to the present. The recent trend has been to include in the study a great deal more of the history of Asian, African and Latin American nations to help pupils build a world view. The earlier objective was to help American pupils to a better understanding of their own culture which the colonists from Europe had brought with them to America. The change of goal requires changes in teacher education and in the preparation of basic texts. The new objective, to help pupils build a world view through the study of history, will supplement any teaching undertaken specifically to teach about the United Nations as an international organization.
2. A second innovation which tends to stimulate teacher- and pupil-thinking to move in the same direction is a course in world geography in the ninth grade. Until recently geography has been taught in the elementary grades, usually grades 5 and 6. Secondary school courses in geography were for the most part in physical economic or commercial geography. The new geography texts are books on social and human geography, emphasizing peoples, cultures and societies in all countries. The persistent human problems are studied as they appear in different countries. The objective again is to help pupils build a world view, and to understand how much alike people are in different countries, how they face similar problems, and that many of these problems can be solved only through international cooperation.
3. The course in Problems of American Democracy taught in grade 12 also has changed to include world problems. International trade, communications on a world scale, the changes in transportation, particularly air, point to the need for international cooperation in using new developments in technology. Teaching science and technology is the responsibility of the science teacher, but teaching the

economic, social and political implications of new developments in science and technology is the responsibility of the social studies teacher. When the focus of a problem is shifted from a national to an international view, the United Nations and its role in this problem area inevitably enter into the lesson.

4. In discussing the social studies program in secondary schools it is necessary to add the subject of current events. In general, one class period each week is given over to a study of current events, or approximately 20 percent of the total social studies time. A weekly newspaper, written and published for pupil use, is placed in the hands of each pupil. The circulation of these newspapers in the secondary schools, exceeded 2,500,000 copies weekly. The meetings of the United Nations and its work are reported each week. In addition, a number of articles on other nations supply a background for discussing current world problems. The continuous study of the work of the United Nations over a period of years through current events reinforces any specific teaching on the topic.

Activities which include an entire student body, and in some instances, pupils from several schools, are undertaken in many communities. A mock meeting of the General Assembly may be staged, with several schools participating. The pupils from each school will represent one of the nations represented in the Assembly. A day is spent discussing a topic announced in advance and each delegation makes a preliminary study of the probable stand the delegates, of the nation it represents would take on this issue. General seminars are held to discuss issues currently before the Assembly or the security Council. In classes, roundtable discussions and panels, which require careful advance preparation by pupils, are used. Outside speakers who have made a special study of the United Nations and its activities are invited to speak and discuss with pupils the U.N. work.

Increasingly, classes of secondary school students visit the U.N. headquarters in New York City, after a special study in preparation for the visit, and hold discussions for amplification and clarification after they return to their classrooms.

The study of problems of world scope including those of international organization, is necessarily more difficult for pupils than the study of local or national problems. Many teachers are using concepts long a part of the American tradition and helping pupils apply them in the wider study of world problems. The following are examples of such concepts which, when carefully taught, can be given a wider application :

1. The dignity and worth of the individual with the implications for freedom and equality which acceptance of the idea implies.
2. Self-determination which is a recognition of the universal right of all people to aspire to and acquire a measure of freedom and equality.

3. Each citizen should stand ready to make some contribution to the general welfare. Until now the concept of the general welfare has been limited to the people of the United States. It is possible, however, to expand it to understand the philosophy back of many of the activities of the United Nations.
4. The principle of State-Federal relations with the fundamental idea of shared power makes the task of understanding U.N. membership in a confederation of nations somewhat easier to teach.

In studying the United Nations and its work one problem which faces the teacher in the secondary school is the impatience of the pupils with what he regards as the slowness of progress and the feeling of defeat which he experiences in reading of delays and compromise. Organizations can never work as fast as the people who place great hope in the importance of their work expect. The teacher must help the pupil develop an appreciation of the difficulty of working on a world scale with human problems which have a long standing. This sense of perspective is one of the most difficult qualities to develop. Without it there is the danger of a feeling of frustration and disillusion.

Higher Education

The situation of local and State autonomy in educational matters which prevails in the United States at the elementary and secondary levels is even more marked in the sphere of higher education. A majority of American colleges and universities are private, and most of those which are connected legally or financially with State or local government maintain a great degree of control over all questions pertaining to course offerings, instructors and other academic matters. Thus, it is impossible to give a syllabus or work plan which is representative of teaching about the United Nations in even a major fraction of American institutions of higher education.

Sample Outlines from Colleges and Universities

The following excerpts from course outlines indicate some approaches to such instruction, and perhaps give an inkling of the elements of unity and of diversity which exist in offerings on the United Nations in colleges and universities of the United States.

* This section was prepared by Daniel P. Huden, from unpublished material made available by Sidney N. Barnett, Chairman, Social Studies Department, High School of Music and Art, New York, N.Y.

From the course outlined for International Organization in a small Liberal Arts College:

Description

This course is concerned with the United Nations and its background, including the League of Nations, and with specialized and regional international organizations. A premium will be placed on class participation. Final marks will be based $\frac{1}{6}$ on class participation, including position papers (explained below), $\frac{1}{6}$ on each of the 2-hour examinations, $\frac{1}{6}$ on the term paper, and $\frac{1}{6}$ on the final examination.

Discussion meetings

Discussion meetings will be based on reading . . . (in the text) . . . members will be asked to summarize and criticize specific sections of this material for the class. . ."

Model Meetings

To acquaint members of the seminar with the procedures of the United Nations, from four to eight meetings will be held as models of U.N. organs. The procedure of these meetings will be governed by the official rules of the United Nations, which students should consult on the reserve shelves at the library. Draft proposals to be considered at these meetings will be prepared by the students . . . and circulated one week in advance. Amendments may be introduced by any member of the class: short ones (a few words) orally, longer ones in writing. Each member of the seminar will represent a government and must prepare his position for debate in writing. A "position paper" should include: (1) a short analysis of the issue and the general position of the government on it; (2) the government's position on the draft proposals submitted; (3) possible alternative positions of the government; and (4) footnote citations, from which the position was learned.

Course Schedule

Introductory lecture and tour of the documents collection
 Lecture—History of International Organization, Ancient
 Lecture—History of International Organization, 19th century
 Lecture—History of International Organization, Early 20th century
 Discussion
 Lecture—History of International Organization, Early 20th century
 Model Disarmament Commission
 Lecture—History of International Organization, Postwar
 Lecture—History of International Organization, Postwar
 Discussion
 Lecture—Politics of International Organization
 Model Trusteeship Council
 Lecture—International Pressure Groups and Public Opinion
 Lecture—Ideology and International Organization
 Lecture—Status of International Organizations
 Lecture—Constitutions of International Organizations
 Discussion
 Lecture—Purposes of International Organizations
 Lecture—Powers of International Organizations
 Model Economic and Social Council
 Lecture—Instruments of International Organizations
 Lecture—Size of International Organizations
 Discussion

- Lecture—Structure and Procedure of International Organizations
- Lecture—Secretariats of International Organizations
- Lecture—Relationships between International Organizations
- Lecture—Representation in International Organizations
- Model General Assembly, Third Committee
- Lecture—Policies of International Organizations
- Lecture—Programs of International Organizations
- Discussion
- Lecture—Programs of International Organizations
- Lecture—Programs of International Organizations
- Discussion
- Lecture—International Organization Tomorrow

The foregoing may be taken as an example of a well-articulated, semester-long course concentrating upon the historical evolution and present significance of the United Nations.

A State university in the Rocky Mountain region offers a course on International Organization, somewhat similar to that outlined above, though with fewer activities. In addition, and for a larger group of students, the course on American Government includes the following pertinent material:

Foreign Policy and the United Nations:

- A. Formulating Foreign Policy
- B. Purposes and Principles of the United Nations
- C. Organs of the U.N.
- D. The Power to Prevent War
- E. An Evaluation of the U.N.
- F. The Cold War

This material constitutes from 6 to 8 percent of the matter covered in a semester course.

A large mid-western State university offers the following course on International Organization and Administration:

- Basic Principles; nature of international organization; complicating factors; sovereignty, equality and recognition. The role of international law; treaties, etc. Membership in the world community.
- Jurisdictional problems in the world community. Channels and usages of diplomacy. Historical background of contemporary international institutions.
- Constitutional problems of international organization. Membership, finance, regionalism, voting procedures, veto power.
- Approaches to peace through international organizations. Peaceful settlement of disputes, collective security, disarmament, United Nations as a world Forum.
- Changing nature of the United Nations
 - Evolution of the Charter
 - Changing Role of the General Assembly
 - Domestic Jurisdiction and the United Nations
- Problems of the International Secretariat
 - Political role of the Secretary
 - Administration of International Unions

Permanent Court of Justice

Trusteeship: Theory and practice, The United Nations and the League case study. German Southwest Africa and the Union of South Africa.

U.N. System of Economic and Social Collaboration

Technical Assistance

Specialized Agencies, Economic, Social and Cultural

Evaluation and the Future of World Order

A private metropolitan college in the northeastern United States offers the following course on International Organization and Policy:

Development of International Organization before the League of Nations

The Establishment of the League of Nations

The Origins of the United Nations Systems

The Problems of Regionalism in International Organization

The Problems of Voting and the Veto in the United Nations

Problems of Constitutional Interpretation and Development.

Peaceful Settlement of Disputes

Collective Security as an Approach to Peace

Disarmament as an Approach to Peace

The Grand Debate Approach to Peace

Trusteeship as an Approach to Peace

The Future of World Order

The Functional Approach to Peace

A small religious affiliated college in New York devotes two weeks of a course on International Politics to the following topics:

International Organization:

Collective Security

United Nations

NATO

Various European Unions

Each of the above programs represents a type of approach to the problem of teaching college and university students about the United Nations. While these samples indicate the range, it must be mentioned that some institutions have less material on the United Nations than the briefest of the outlines above, and some have more than the most detailed. One university on record has no material concerning the United Nations in its program, while another lists some 21 courses which deal entirely or largely with the United Nations and related matters.

Two points are worth specific mention. The development of teaching about the United Nations on the higher education level depends heavily on the efforts of individual professors and departments. The success is indicated in the trend toward more and more effort in this direction. Another influence is that of textbooks. Several standard texts exist, and they perhaps have

as much influence as individual professors in shaping the course and the course content in regard to the United Nations.

Materials

The materials situation in the sphere of higher education is quite different from that in any other level of American education. The study of international problems, long a part of university work, has been expanding at a rather rapid rate since the twenties, and particularly since World War II. The output of books and materials to facilitate such study has kept pace with its popularity. It is probably safe to say that there is no serious lack of material on any area of international organization at the college and university level. In addition, it is important to note that the available material is expanded each year by new research, revised presentation of old research, and a wide variety of interpretive material.

In the United States the publishing of textbooks and research studies is almost entirely a private venture. To serve the wants and needs of scholars, professors, and students—in other words, to meet the demands of their clientele—publishers must present material of a sort that fits in with current interests. Because several companies may be publishing material in the same area, the competition may be keen and the quality of the books usually high. These same background factors, while making it necessary for book publishers to strive to meet demands, have also brought to a high level of accuracy their ability to forecast trends in the academic world, and to prepare to meet new or increased demands as or before they develop. With this in mind, it may be taken as an encouraging sign that both quantitatively and qualitatively the material on the United Nations and various international problems has been on the rise in recent years. This has implications for material prepared for other levels as well, for the publishers of textbooks are usually quick to improve their secondary and elementary texts by incorporating new materials developed by and for scholarship at more advanced levels. Thus, while it is impossible for a centralized authority to place a book currently deemed “best” in all schools, in the long run the overall quality of material at all levels tends to rise above any temporally fixed standard.

Adult Education ¹⁰

Adult education programs sponsored by the public schools in

¹⁰ This section was prepared by Roy B. Minnis, Adult Education Section.

the United States are staffed usually by part-time teachers. Some teach at one of the levels of public education full-time during the regular school day, but a number come from positions of citizen responsibility outside of professional education. Participants in public school programs of adult education are almost always part-time students taking part voluntarily in an educational experience. Program offerings are determined most commonly on the basis of requests, surveys of interest, and past experiences of the administrators of the programs.

Indicative of the provisions for studying about the United Nations in programs sponsored by the adult education departments of public schools are the following reports from a few selected State directors of adult education:

Florida—State Department of Education

1. No individual courses for adults are offered in the State which deal exclusively with the United Nations.
2. Individual courses in history, economics, sociology, government, American problems, etc., have units or topical treatment of the United Nations, its organization, purposes and accomplishments.

Michigan—State Department of Public Instruction

1. No public school courses exclusively dealing with information about the United Nations are being taught in the adult education programs sponsored by the public schools.
2. A large majority of the adult education administrators from the public school districts are active in the Michigan Council of UNESCO.

California—State Department of Education

1. One course for the in-service training of teachers in San Francisco by its Adult Education Division on the relationships of the United Nations to world affairs. The course included such topics as: role and functions of the United Nations and its subsidiary groups, World Health Organization, and Food and Agricultural Organization.
2. A lecture series in San Francisco for group workers through co-sponsorship with the Citizens' Committee on the World Health Organization. This series was also used on sponsored TV programs.
3. Units or topical teaching about the United Nations is found in courses in world affairs, international relations, political science, U.S. and world history, naturalization groups, American institutions, discussion groups on world problems, history of western civilization and American Government, in Los Angeles Adult Education Program, South Bay Adult School located at Redondo Beach, Pasadena Extended Day and Adult Education Program, Long Beach General Adult Division, San Bernadino Valley Extended Day Program, Santa Barbara City Schools Adult Education Division, and San Francisco Adult Education Division.
4. The Long Beach General Adult Division has provided, in ten sections of their world and national affairs discussion groups, the following United Nations films:
 - (a) "A Permanent Policy Force"
 - (b) "World Law"
 - (c) "You and the U.N."

5. A Long Beach General Adult Division has provided for their teachers a Teacher's Handbook on the United Nations covering 14 major topics. This handbook is updated each year with a supplement covering the latest developments.

New Jersey—State Department of Education

1. No adult education course dealing exclusively with United Nations understandings.
2. Co-sponsorship with other organizations in holding bazaars depicting life in member countries of the United Nations.
3. Co-sponsorship of "Decisions" discussion groups using materials prepared by the Foreign Policy Association.
4. Tours by adult groups sponsored by the public school adult education divisions of U.N. sessions in the U.N. Building.

The materials available for adult education programs for teaching about the United Nations are extremely varied. The following titles and series are only a sample of the more frequently used materials:

1. Rogers, William C., *Community Education in World Affairs*. Minneapolis: University of Minnesota, 1956. 86 pp.
2. "Guide to the Study of World Affairs," 12th Annual Program of World Affairs. In the *Minneapolis Star*. Minneapolis Star and Tribune Co., 1957-58. 48 pp.
3. American Foundation for Political Education, *Readings in World Politics*. The American Foundation for Political Education, Chicago, Ill. 4 vols.
4. Odegard, Peter H. and Rosenblum, Victor G., *The Power to Govern*. White Plains, New York: The Fund for Adult Education, 1957. 303 pp.
5. Pfeiffer, Nathaniel., *Transition and Tension in Southeast Asia*. White Plains, New York: The Fund for Adult Education, 1957. 287 pp.
6. *Decisions 1960*, Foreign Policy Association, New York City, New York.
7. *Headline Series*, Foreign Policy Association, New York City, New York.
8. *World Affairs are Your Affairs*. Fund for Adult Education, White Plains, New York.
9. U.S. National Commission for UNESCO, Department of State, "Citizen Consultation Programs:
 - a. "The American Citizen's Stake in the Progress of Less Developed Areas of the World."
 - b. "The National Interest and Foreign Languages."
 - c. "The American as International Traveler and Host."
 - d. "Our Moral and Spiritual Resources for International Cooperation."
 - e. "American-Asian Understanding and Cooperation."

CHAPTER IV

Teaching Materials for Elementary and Secondary Schools¹

CHILDREN AND YOUTH attending elementary and secondary schools in the United States today have available an abundance of highly usable and attractive printed materials. Textbooks of all kinds, supplementary books on a wide variety of topics, all types of fiction and non-fiction, encyclopedias of many kinds and levels of difficulty, pamphlets and magazines dealing with physical and social science topics, weekly newspapers written especially for boys and girls—all these are tools of learning with which young people are well acquainted.

Because these materials are widely available and extensively used in the schools, an examination of them provides an excellent idea of what children in American public schools are learning. This applies to the arithmetic skills they are mastering, the words they are learning to spell, the reading vocabulary they are expected to have at a particular grade level, or the nature of the problems with which they are concerned in the natural or social sciences.

Of all these printed materials, the regular textbook is the most commonly used in the great majority of schools. When a given topic is treated in some detail in a number of texts, one may be fairly certain that it is a subject for consideration by students in the public schools throughout the country. For that reason, a careful examination of textbooks currently in use reveals what is being taught about the United Nations in the schools of the United States today. From a knowledge of the amount and nature of the information given in texts for elementary, junior, or senior high schools; of the particular aspects of the United Nations and the specialized agencies emphasized in different

¹ This chapter was prepared by Gertrude Fitzwater, Consultant, International Educational Relations Branch.

types of texts; and of the kinds of group and individual learning activities suggested in these texts, there evolves a picture of what American young people are learning about the United Nations.

Most of the textbooks and supplementary materials examined were printed in the United States for use by pupils at the elementary and secondary school levels. The great majority of these materials have been published since 1955, though a few published in 1955 are included, especially if they illustrate well a particular aspect of the study. Moreover, it must be remembered that most materials would not be extensively used in the schools for at least a year following their publication.

In a brief study such as this, it is not possible to include all of the many types of available supplementary materials in various ways related to international understanding. For example:

Many of the books dealing with life in other countries are constantly being published for elementary school children. Some of these are fiction and tell of children of other lands. Others include much factual material about everyday living in countries around the world. Certainly books such as these give children an understanding of problems faced by people around the world and thus a better understanding of the importance of many of the efforts of the United Nations and the specialized agencies. Children's encyclopedias include a wealth of up-to-date information about peoples throughout the world as well as about the United Nations itself. Older boys and girls use pamphlets published by the United Nations or one of the specialized agencies.

Only those books and pamphlets which deal specifically with the United Nations and the specialized agencies are included in the short list of supplementary materials in the chapter bibliography. In a few cases adult books are listed because these can be used by senior high school students, and as additional references in textbook bibliographies.

Special weekly newspapers are available to pupils from the first grade through the twelfth. These newspapers, containing news stories written especially for boys and girls at a particular grade level, are widely used in the schools. For purposes of this study, an examination of selected issues of several of these news bulletins was made.

It has seemed advisable to consider as elementary school texts those which are used in the first six grades. In one or two instances a text is listed for use in either sixth or seventh grade. In these cases the book is treated as an elementary school text.

All other books indicated as among those suitable for seventh, eighth, or ninth grades, or for junior high school, are classified as secondary school texts.

It is not always possible to distinguish specifically between junior and senior high school texts. For example, some of the United States history texts are intended for junior and others for senior high school. In some instances, the level is clearly indicated, while in others it is difficult to determine for which students the text is intended. On the other hand, most of the unified texts appear to be written for junior high school classes. The majority of civics texts and the three economics books listed in the bibliography are intended for use by students in senior high schools.

Elementary School Textbooks

Material on the United Nations included in elementary school texts is, in most cases, brief, and confined to social studies texts. It is noted that none of the elementary school readers examined has any material on the United Nations or the specialized agencies. This is true in spite of the fact that many of the readers contain stories or articles related to the science and social studies programs in the elementary grades.

Social studies books in the elementary schools include history texts, geography texts, and texts with a combined approach. The latter type usually treats a topic from both a historical and geographic standpoint, and in the lower grades many usually center on matters of local and current concern. Books with this type of approach are usually called unified texts.

In analyzing the treatment of the United Nations in elementary school texts, materials are organized by grade and type of text within the grade. It should be noted here that certain types of texts are generally published for certain grades. For example, unified texts on home and village life and work around the world are ordinarily intended for fourth grade; books on history of ancient civilizations are written for sixth graders; and publishers usually expect books on American history for the elementary school to be used in the fifth grade. Geography books for sixth-graders deal with Europe, Latin America, and/or Asia and Africa. While the fifth grade usually studies geography of the United States, some geographies or unified texts for this grade include material on Canada and Latin America. In fact, some publishers offer two geography books for each grade in order to meet the needs

of different curricula. In this study, the grade levels intended by the publishers are adhered to.

All schools, however, do not follow the grade allocation intended by the publisher. Therefore, one cannot guarantee that what is included in a book intended for a particular grade will necessarily be taught at that grade in all school systems. In one large metropolitan county school system, for example, fifth-graders study the development of modern ways of living in comparison with the history and development of ancient civilizations; and sixth-graders, the history and geography of the United States. In other systems the social studies program at the fourth-, fifth-, and sixth-grade levels follows no particular texts. It includes, rather, the consideration of problems that require the use of several different texts. In such a program, for example, fifth-graders might study the United Nations in detail using all available texts, no matter what the grade-level, for research purposes.

Fourth Grade

Only two of the fourth-grade texts examined have any material on the United Nations and the specialized agencies. Both have a unified approach, with but little U.N. material; one text having three paragraphs and a picture of U.N. headquarters. Keeping the peace is emphasized and examples are given of nations helping each other through sending food, medicines, and technicians. (1)*

In the second book, San Francisco is mentioned as the meeting place where the United Nations came into being: "People from 50 nations met here and formed a union to try to stop war and keep world peace in the future."

This text also identified Geneva as the meeting place of the League of Nations and New York City as the home of the United Nations. (2) It should be noted that, as previously pointed out, children at the fourth-grade level are acquiring "a good deal of background understanding for learning about the U.N. . . ."

Fifth Grade

Fifth-grade books examined include history, geography, and unified texts. Usually the history books contain the most material on the United Nations, although a few texts in the other two categories give detailed treatment.

All but one of the history texts deal with the development of the United States, the remaining book with the history of New York City. Of the seven texts examined, two can be used by

* Numbers in parentheses refer to items in the bibliography at the end of this chapter.

able readers in the third grade. One of these identified New York City as the home of the United Nations. (9) The other had a two-page section of "Our Country and The Rest of the World" which treats the United Nations briefly and generally, (8) and also proposes several learning activities for children.

Material in the other five history books ranges from brief mention of the Korean conflict to several pages of text which include sections titled "The United Nations Organize," "People to People," and "Meeting a Challenge," as well as some discussion of an international atomic energy body. (6) The text also suggests several special learning activities. Three of the texts include a brief history of the organization and development of the United Nations and mention of the Korean conflict. One has a description of the United Nations flag and emphasizes a number of the services the United Nations and the specialized agencies perform. It also includes a six-paragraph section telling the story of "Ralph Bunche, Peacemaker." (7) Another includes learning activities for children. (5)

All of the three histories which include learning activities suggest listening to special radio and television programs. One proposes a possible visit to headquarters; two give ideas for dramatizing a General Assembly meeting. Research on the problems of children around the world is a suggested activity that will lead to a greater understanding of the need for the services of the specialized agencies. Children are also urged to write to the United Nations for additional information about the organization. Listing the countries that belong to the United Nations today and those that joined in 1945, drawing flags of all the member nations and placing them in a mural or on a model of headquarters, are other proposals found in the texts, children's accompanying workbooks, or teachers' manuals. (5) (6)

In all five fifth grade texts with a unified approach the U.N. material is brief. One book has one sentence concerning U.S. membership, another mentions the membership of the 21 American republics and Canada. The most extensive treatment is in a text which mentions the San Francisco meeting and the main purpose of the United Nations as keeping peace among all nations and working for the good of all the people. (16)

With the exception of one geography text, the material in these books is also limited, usually being confined to a sentence or two on the United Nations and one or two photographs of the headquarters building. In one of these books U.N. trusteeships in the

Pacific under U.S. administration are identified and the term "trustee" defined. (15)

The one text that has a more detailed treatment deals with both Canada and Latin America and may be considered for use in either the fifth or sixth grade. In the first unit, "Latin America in the World Community," the student takes an imaginary trip from Brazil to Quebec, for a UNESCO meeting on geography, and from there to U.N. headquarters in New York, where he learns how experts from Latin America are at work in the United Nations. The Economic Commission for Latin America is a committee of the Economic and Social Council which is helping to meet the needs of Latin America. Latin Americans are, in turn, helping Asian countries with their problems. In addition, scattered through the book are items telling of UNESCO at work in Haiti, and how the United Nations is helping Brazil find better ways to use the Amazon basin. (11)

Sixth Grade

It is in the unified texts at the sixth-grade level that one finds the most detailed U.N. approach. The one history text examined contains two pages of a general nature, including a discussion of the development of the United Nations and the services it performs. Two of the geographies refer to the New York headquarters and one mentions the Korean crisis. A third geography has an eight-paragraph section, "Interdependence and the United Nations," which includes information on the work of several of the specialized agencies. (20)

The material in the seven sixth-grade unified texts varies from book to book. One includes only a short discussion concerning the life and work of Gabriela Mistral of Chile and her services to the United Nations as consultant on problems of education and women's rights. (23) Three other texts have brief and general discussions similar to those found in the geography books heretofore mentioned.

In one of these seven texts the references to the United Nations are scattered and political in nature. They include such items as the following: membership of Syria, Lebanon, and Iraq in the United Nations; the problem of Palestine referred to the United Nations; the United Nations Commission and its work for free elections in Korea in 1948; the action of the Security Council concerning Korea in 1950; Indonesia as the 60th member of the United Nations; decision of the U.N. General Assembly that Libya be independent; identification of some United Nations Trust Territories. (26)

The second unified text has a more detailed approach to similar U.N. references of a political nature, with most of the material found in a section on "Problems of Our Time," dealing with the history, organization, and structure of the United Nations. This text also has a chart of the organizational structure similar to charts commonly found in high school texts. It gives a two-page treatment of the Universal Declaration of Human Rights, and a "simplified, unofficial version of what the Declaration of Human Rights says to every person on earth." This latter text is the only one of the sixth-grade books that suggests special learning activities—further research and reports on the United Nations and a dramatized session of the General Assembly. (27)

Secondary School Textbooks

As students move into the secondary school, more material dealing with the United Nations and the specialized agencies is available to them. A greater number as well as a greater variety of texts are at the disposal of older students. In addition, a more extensive treatment of the United Nations is found in junior and senior high school texts. This fact undoubtedly reflects the belief that the mature student is ready for a thorough and detailed consideration of current world problems.

Of the eight types of secondary school texts examined, seven can be classified as social studies texts. These types and the number of texts in each classification examined are listed below:

<i>Type of text</i>	<i>Number examined</i>
United States History.....	14
Civics	13
World History	8
Sociology and/or Social Problems.....	8
Geography	7
Unified	6
Economics	3

In addition, accounts of the activities of the World Health Organization are found in five recent junior and senior high school health texts. In contrast, none of the recent science texts available for examination contained any material on the United Nations or the specialized agencies.

The treatment in the unified textbooks and those dealing with United States history, civics, world history, sociology and for Social Problems, is so similar that they will be discussed as a group in the analysis. Forty-nine texts in these five fields were

examined in detail. Although all of these texts have a copyright date of 1956 or later, more than three-fifths are revised editions of texts published previously. No attempt was made to ascertain whether treatment in recent editions differed significantly from that in earlier editions.

The actual amount of space given to the treatment of the United Nations varies from text to text. This is true within the above five classifications as well as in the entire list of 49 books. In a few instances, only brief and scattered paragraphs are devoted to the topic, but in most cases, the treatment is much more detailed.

In a considerable number of texts a whole chapter—or a part of a chapter—deals with the United Nations. The nature of the emphasis given is illustrated by some of the chapter titles from all five types of texts:

- "The Search for Peace"
- "The United Nations Meets With Success and Failures."
- "The United Nations at Work."
- "Responsibilities of World Leadership."
- "The World Looks for a Way to Live at Peace."
- "Man Continues on the Great Adventure."
- "The United Nations Plan the Peace in Time of War."
- "Seeking World Cooperation in the Atomic Age."
- "Relations With Other Nations Affect all Citizens."
- "How World Leadership Has Been Thrust Upon Us."
- "The United States and the United Nations."
- "How Our Foreign Policy is Made and Carried Out."
- "The Control of War: A Challenge to International Organization."
- "Yearning for World Security."
- "The Road Ahead—The Struggle for Peace, Security, and Freedom."
- "Cooperating for a Peaceful World."

Peace Emphasized

Common to all these types of texts is an account of the history of the United Nations, its organization at San Francisco in 1945, and its purposes. The emphasis on the world-wide desire for peace that prompted the early efforts toward international organization is also noted in all texts.

This emphasis on keeping the peace is further illustrated by the recognition of the current problem of some form of international atomic control. In some texts the discussion is limited to a few sentences or a brief paragraph or two. On the other hand, in one book the international problem is considered in reference to the total picture of the development of nuclear power, "The World Faces the Atomic Age." A good many books treat the development of nuclear power, President Eisenhower's speech to the

General Assembly in December 1953, and the Atoms for Peace plan, the Atomic Energy Commission of the United Nations, the imperative need for international control of nuclear weapons and the difficulty in reaching an agreement between the U.S.S.R. and the Western nations on means of inspection and control.

Early History

Accounts of the history and development of the world organization make frequent mention of wartime conferences, such as those at Dumbarton Oaks, Breton Woods, Hot Springs, and Yalta. Often the problems dealt with at these conferences are treated in detail in order to present a background for understanding the world problems with which the United Nations and the specialized agencies deal. In several texts, some information on the League of Nations is included as a background for the development of the United Nations.

The discussion of the San Francisco meeting usually includes a statement of the purposes of the United Nations, not infrequently quoted directly from the Charter. World history and civics books usually include a fairly detailed treatment of the U.N. Charter. One world history text, for example, states specifically the obligations which member nations assume when they accept the Charter and its purposes. (90)

The San Francisco meeting is usually described in a relatively brief manner. An occasional book may deal with a problem such as that of the work of U.N. interpreters. A few mention the adoption of the veto, although in more texts this problem is discussed in a section on the workings of the Security Council. In a few books, pictures of the signing of the Charter or some similar aspect of the meeting are included. A number of books give the date, Oct. 21, 1945, on which the charter was ratified by the last of the required number of nations.

United States history books and some civics books often include details concerning the San Francisco meeting. The personnel and the political makeup of the U.S. delegation are given in a number of these texts. One book mentions President Truman's address to the delegates at the San Francisco meeting, (79) another compares the meeting with the Constitutional Convention. (85) The date on which the United States Senate ratified the U.N. Charter is also included in several books.

A few world history and civics books list all nations holding membership in the United Nations. Several civics books also emphasize the concept of the sovereign equality of all member nations.

Several texts deal with the selection of New York City as the permanent home for the United Nations. Certainly, most young Americans should recognize the headquarters building upon a visit to New York, since the great majority of texts include at least one photograph of the building. One book discusses the work of U.N. interpreters at the headquarters, (66) and another describes in detail physical aspects of the building. (32)

Present Organization

Texts in United States history, world history, civics, and social problems, as well as those that have a unified approach, usually describe the present structure of the United Nations. In most books its six sections—General Assembly, Security Council, Trusteeship Council, Economic and Social Council, International Court of Justice, and Secretariat—are described. Here again the treatment varies in detail and emphasis. Some books treat all six sections with a sentence or two; others describe each organ in detail, state its function, and illustrate them with specific tasks performed in the interest of world betterment. Still other texts mention all six organs and emphasize the work of one or two of them.

The treatment of the structure of the United Nations is not as detailed in U.S. history texts as in other types. However, in accounts of the work of the Trusteeship Council, U.S. trusteeships are identified.

World history texts, on the other hand, treat the six organs of the United Nations in considerable detail. Several of these books describe at length the work of the Security Council and its difficulties, particularly in reference to the veto. One refers to the Security Council in terms of "Big Power Responsibility for Keeping the Peace." (91) Another discusses its responsibility in the matter of nuclear control. (87) Still another points out the increasing importance of the General Assembly in view of the inability of the five permanent member nations of the Security Council to come to unanimous agreement on certain questions. (92)

Activities of Specialized Agencies

The various specialized agencies are also treated at greater length in world history texts. In most of these such agencies as the WHO, the Food and Agricultural Organization (FAO), UNESCO, World Bank, Universal Postal Union, or the International Civil Aviation Organization, receive special attention. Spe-

cific programs such as fish farming in Haiti or a fundamental education project in Mexico are described.

Projects carried on through cooperative effort of several agencies under the technical assistance program are also described in a number of world history texts. In several books photographs of United Nations technicians at work in underdeveloped countries add reality to the printed text.

Activities of the specialized agencies and of the technical assistance program are given emphases in other types of texts as well. One civics text describes the work of WHO in the chapter on health, mentions ILO and ICAO in its treatment of safety, and deals with UPO and ICAO in the section on Communication and Transportation. (32) Another civics book contains a detailed section on the World Bank and its work, (35) and a third has an informative pictorial chart on the functions of all the agencies. (38)

One book on social problems contains a detailed discussion of UNESCO, its eight main divisions, its work, and some current criticisms. (62) Several unified texts also give considerable space to the work of specialized agencies and mention such activities as weather reporting by the International Civil Aviation Organization or the use of aviation specialists in Iran. The kinds of specialists who work for the United Nations are sometimes mentioned.

The one general activity carried on under the authority of the Economic and Social Council which is either mentioned briefly or treated in detail by the majority of texts in all five categories is the work of the Commission on Human Rights. In some texts Mrs. Roosevelt was identified as chairman of the Commission during her tenure. In others, the importance of the work of this Commission for all peoples everywhere is emphasized. Rare is the text that, in listing the outstanding accomplishments of the United Nations to date, does not include, without reservation, the Declaration of Human Rights. Some books quote briefly from the Declaration. One book identifies some political rights and others that are economic and social. (79) Another quotes the entire Declaration on three pages at the end of the book. (71)

Accomplishments and Difficulties

Almost without exception, any text that deals with the United Nations in any way devotes some space to evaluating its accomplishments thus far. "Relities Regarding the United Nations," "Box Score on the United Nations," "Weighing the Record," "The United Nations Handles Post-War Problems," "Will the

United Nations Succeed?"—these are only a few of the headings for sections dealing with evaluation. As in other instances, the extent of the evaluation differs. In cases where the total treatment of the United Nations is brief, the evaluation tends to be brief also; when the United Nations is considered in detail, evaluation is likewise more extensive. In most instances, problems or difficulties, and achievements are considered.

Problems that are mentioned show little variation from book to book. They cover the matter of atomic control; the dilemma of a frustrated Security Council unable to move forward in many instances because of the veto; disputes over membership; difficulties of Charter revision; lack of sufficient military and police power; allocation of one vote to each country, no matter what its size or population; and the fact that the United Nations is not a world government with binding laws.

Both political and humanitarian achievements are discussed, the work of the United Nations in relation to disputes involving Iran, Kashmir, Palestine, Korea, the Suez, Indonesia, and the North African countries is described. Also mentioned is the establishment of a permanent home for the organization.

Some authors emphasize that the successes in humanitarian fields have made possible great advances in world betterment. Mentioned previously is the high praise for the Universal Declaration of Human Rights. Several books also highlight the action outlawing genocide. The work of the specialized agencies and the technical assistance program also come in for favorable comment.

In one civics book the accomplishments of the United Nations are listed as those dealing with crises; aiding progress in self-government; promoting individual freedom and dignity; and carrying on a fight against hunger, disease, and ignorance. (37)

Use of Visual Aids

Mention has already been made of illustrations that give reality to printed text. Almost as frequent as the photographs of the U.N. headquarters buildings are views of the General Assembly and of the Security Council in session. And there is hardly a book that does not contain a chart—pictorial or other—showing the organizational structure of the United Nations.

It is encouraging to find in many books numerous pictures of the work of such specialized agencies as WHO, UNESCO, and FAO. In addition to these are photographs of United Nations specialists at work in the technical assistance program. Some few illustrations show accomplishments in underdeveloped countries as a result of United Nations programs.

Other books contain photographs of individuals—an American delegation; Madame Pandit, the first woman president of the Assembly; and Trygvie Lie and Dag Hammarskjold, former and present secretary-generals. There is an occasional photograph of a United Nations tour group accompanied by guides.

Learning Activities

In one unified text, it is suggested that students carry on a number of activities as part of their study of the United Nations and the specialized agencies. These may include collections of stamps of United Nations countries or a display of their flags; a bulletin board with pictures and news items about the United Nations; and the organization of an assembly program featuring anthems and folk songs of the different countries. Or a class committee might review listings of radio programs and record those which come from or deal with the United Nations. It is further proposed that the class carry on a project in cooperation with UNICEF or UNESCO. The emphasis on student activities is further amplified in the text with a suggestion of four ways in which young people may participate in international affairs:

1. Keep informed on the United Nations and international developments
2. Work with specialized agencies—Treasure Chest of Books sent from Kansas school to Korea through UNESCO
3. Visit United Nations headquarters
4. Join in a United Nations Youth Chapter.

In addition, the aforementioned text has several photographs of young people studying about the United Nations or participating in an activity carried on in cooperation with a specialized agency. (7)

Not all texts suggest learning activities which involve such direct relationships with the U.N. and the specialized agencies. Nevertheless, the majority of textbooks do indicate possibilities for individual, committee, or class activities that will make a study of the United Nations more meaningful. The extent to which these learning activities are carried out depends largely on the degree to which the teacher and pupils follow a particular text. To an even greater degree it depends on the amount of time a particular class devotes to a study of the United Nations, the extensiveness and intensiveness of research, and the way in which individuals and small groups carry on independent learning activities.

A number of books suggest that students write to the United Nations for further information, for displays, for films, or for pamphlets. A few propose possible projects in cooperation with

UNESCO or UNICEF. Some indicate the possibility of obtaining speakers through the American Association of the United Nations.

Several books also propose an actual visit to United Nations headquarters, when such a visit is practicable. A valuable pamphlet for any group planning such a visit is one recently published by the Committee on International Relations of the National Education Association, *Your Visit to the United Nations*. The pamphlet includes a brief overview of what a group might expect to see at the headquarters, specific directions for planning and making arrangements for the visit, general suggestions for conduct during the tour and some headquarters regulations, ideas for further study, and a list of selected references.

A number of texts include a limited bibliography of materials suitable for more extensive research. Many of these are pamphlets available from the United Nations information service. Others are books and pamphlets written particularly for children and young people.

Most books that include learning activities list questions for students' consideration. Many of these are of an informational nature—concerning United Nations personnel action, history and organization, or functions of the specialized agencies. Other questions involve using facts, weighing information, and coming to valid conclusions. Sample questions are:

"Why is the job of the Secretary-General such a responsible one?"

"What criticisms of the United Nations are valid? Why?"

"What would the United States gain or lose if it left the United Nations?"

Comparisons of the United Nations Charter and the American Articles of Confederation; of the Bill of Rights in the Constitution of the United States and the Universal Declaration of Human Rights; of the U.S. Constitutional Convention and the San Francisco meeting are also suggested. Panel discussions, debates, editorials for school papers, or radio scripts may be prepared on such matters as the veto, U.S. membership or withdrawal from the United Nations, future prospects of the United Nations; accomplishments to date, desirable Charter revisions, comparisons between the United Nations and the League of Nations.

Reports on the various specialized agencies, the technical assistance program, or on the Declaration of Human Rights may be made by students. Another type of activity is a report on an imaginary visit to United Nations headquarters, to the San Francisco meeting, or to current meetings of the General Assembly or Security Council. One suggestion is made that reports may be in the form of radio news reports.

Listening to radio and television reports is a means of learning more about current U.N. activities than textbooks can supply. Another means of keeping up with the news is to compile a file of clippings and pictures from newspapers and magazines.

Bulletin board displays of such clippings and pictures are an excellent means of sharing news and drawing attention to particular items. Displays of United Nations flags, or illustrations of them, and of stamps from countries belonging to the United Nations or to the Universal Postal Union, are another means proposed for increasing knowledge about the various countries. A display of photographs and illustrations of the work of specialized agencies and the technical assistance program in underdeveloped countries is still an additional means of giving reality to and developing understanding of these programs.

Students who wish to make posters centering on some one aspect of U.N. activity may find it interesting to make a pictorial chart on achievements of the United Nations, or on the U.N. organization and structure. They may also draw their own maps or use outline maps to show countries which belong to the United Nations or areas on the world map where the United Nations has eased tension.

A few texts also propose holding a mock "General Assembly" or a meeting of the "Security Council" in which a current or imaginary problem is considered. However, this activity appears infrequently in lists of "Things To Do."

From the above account it is apparent that secondary school texts contain a wealth of proposed activities concerning the U.N. from which students and their teachers may choose. This study does not attempt to measure to what extent these suggestions are used in school situations. Reports from students and teachers would be necessary to draw any conclusions as to the real value and practicality of the various suggestions.

Coverage in Geography, Health and Economics

High school geography books do not usually treat the United Nations in so extensive a manner as do the types of texts previously mentioned. Of the seven geography texts examined, three are for the senior high school and four for junior high school classes. The two texts with fairly detailed treatment are for the seventh and eighth grades. However, even in these books, the treatment given to the history, organization, and structure of the United Nations and to the work of the specialized agencies is limited.

Attention is given to the relationship of various territories or

islands to the United Nations. Certain islands are identified as United Nations trusteeships. Preparation for self-government or for independence is mentioned in reference to some of the territories. In the case of others, the date when a country became a United Nations member is stated.

Illustrative of this type of treatment is that included in one senior high school text. The foreword to the book contains a statement concerning the importance of the establishment of the United Nations. Chapter one, "The Progress of Mankind," includes a discussion of atomic power and its effect on war and/or peace. A report of the Atomic Energy Commission of the United Nations to the Security Council is summarized. The other items include mention of New York as the home of the United Nations and The Hague as the home of the International Court of Justice; reference to certain Pacific islands as trusteeships, identification of Saudi Arabia as a U.N. member, and recognition of the independence of Libya under U.N. sponsorship. (50)

The two junior high school texts referred to above each have chapters on international cooperation which include sections on the United Nations. The discussion in one book is introduced by centering attention on United Nations Day, continuing with a 2-page section devoted to examination of the achievements of the United Nations and the specialized agencies. Unique to this text is a section devoted to the question, "How can the United Nations help the United States?" Listed as benefits to the United States are the keeping of peace, new markets for U.S. exports, a chance to present democracy to the world, and promoting the use of atomic energy for peaceful purposes. (47)

The second text points up the functions of the FAO, the Fund, and World Bank in promoting world trade in a section on "Making Better Use of World Resources." A chapter on "The Search for Peace" treats the structure of the organization with a paragraph or two on each of the six organs; considers in some detail how the organization is succeeding on the political as well as the social and economic front; and poses the problem of international control of atomic energy. (49)

Both books suggest activities similar to those mentioned earlier. Pictures are not as numerous as in other types of social studies texts, but similar in subject matter. One book has a picture of Parkway Village, New York, an international community where many members of the U.N. headquarters staff live. (52)

Five recent health textbooks for junior and senior high school students contain material on the WHO. Of these—one published in

1955, one in 1957, one in 1958, and two in 1959—three are new books and two are revised editions of books published earlier. The material on WHO in the texts differs in amount and emphasis.

In one junior high school text, the introduction includes quotations from the WHO Constitution:

"The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, and economic or social condition."

and

"The health of all peoples is fundamental to the attainment of peace and security and is dependent upon the fullest cooperation of individuals and states."

Two short background paragraphs are included later in the text. (57)

The material in most of the texts includes information on the organization, purposes, location, and services of WHO. The purpose may be quoted directly from the WHO Constitution.

Services, such as the control of malaria, are discussed briefly. One text lists the location of all WHO regional offices as well as that of world headquarters. (56) Another draws attention to the five priorities established at the first meeting of the organization in Geneva in 1948. (54)

One senior high school text includes approximately three pages on WHO in a chapter entitled "The People Plan for Better Living." On these three pages are discussed: the history of the organization, the U.S. share of the budget, the personnel of a WHO team and the way it works, the way local citizens are trained to work on a health project, the problems of both American physicians at work in other countries and of students from around the world studying in the United States.

Malaria as a problem is discussed and mention is made of the use of BCG vaccine in underprivileged countries in order to protect children from tuberculosis. Problems of illiteracy and low standards of living are emphasized. The listing of the six responsibilities of the organization emphasizes the importance of research, establishment of standards for drugs and vaccines, responsibility for international sanitary regulations, service as a clearing house and as a public health authority, and furnishing technical assistance in the fight against disease around the world. (55)

As in the case of the secondary school health texts, the three economics books for senior high schools consider the United Nations in relation to certain problems peculiar to this particular area. Whether the material is scattered throughout the book or

concentrated in one place, it consists of a few short paragraphs at the most. There is emphasis on the relationship of economics to peace and the exchange of technical skills through the Economic and Social Council.

In two of the books the matter of food production is stressed. The treatment in one presents the problem of food production in relation to population growth and poses a three-fold problem involving food shortages, food surpluses, and the use of production experts.

The fact that the United States Congress had not given approval to the International Trade Organization is mentioned in this same text. It also reports on studies made by the Scientific Conference on the Conservation and Utilization of Resources. (43)

Another text lists the purposes and functions of a number of the specialized agencies. It further illustrates their work by describing the manner in which the drug "amidone" was put under international control. (44)

This text also cites help to business and commerce throughout the world. A third economics text deals briefly with the General Agreement on Tariffs and Trade passed in 1947 under the sponsorship of the United Nations. (45)

Supplementary Materials

The late 1940's and the early 1950's saw the appearance of a number of books about the United Nations written specifically for children and youth. Although these books are not covered in the present report, they are still used by school children throughout the country. Several of them appear in lists of suggested reading materials in school texts.

The quantity of books published more recently is not so great as in the early years of the United Nations. In fact, several of the supplementary books mentioned in this section have copyright dates previous to 1956. They are included here for two reasons: some of them are listed frequently in textbook bibliographies; in addition, like the textbooks, they probably were not used in the schools before 1956.

Books for Young Readers

Of five books intended primarily for use by elementary school children, three have copyright dates of 1955, one of 1957, and one of 1958. Three of the five books are new; two are revised editions of books previously published.

One book, (99) for boys and girls ages 6 to 10, deals, in simple text and line drawings with how the United Nations "is working day and night" toward its goals of "no war, fair treatment for all human beings, better living for everybody by sharing what we know."

The latest edition of an earlier book for children of 10 years and over is illustrated by the author with 18 new pictures and charts. The book begins with the idea of people's minds keeping up with the pace at which distances on this earth have been shrinking. It contains line drawings on work of the specialized agencies and also deals especially with the Declaration of Human Rights. (98)

One volume, published in 1955, deserves mention here as one of the more comprehensive of the recent books on the United Nations written specifically for young readers—ages 10 and up. The book is mentioned frequently in secondary school texts. Its 17 chapters are divided into four parts—"How the United Nations Began," "Finding Your Way Around in the UN," "What the United Nations Does When Danger Threatens," and "Facts and Documents." (100)

Two other books, published in 1955, can give to elementary school children increased understanding of children around the world. The annotation of one of these describes it accurately—"Brief Stories about the Boys and Girls of the Countries in the United Nations Tell How Their Children Live, with the Emphasis on How They Play." (101) The subtitle of the second book indicates its particular character, "An Anthology of Folk Tales and Stories From the United Nations." (96)

Fact and Fiction for Teenagers

A fictional account of life as it goes on at United Nations headquarters and which appeals particularly to teen-age girls, tells of a tour-guide at the headquarters, of her work, of fellow guides from around the world, and of her romance. As the story unfolds, it gives a "behind the scenes view of the United Nations as that vast organization is seen by those who are a working part of it." (106)

Another volume, first published in 1954 and revised in 1957, is an account of the work of specialized agencies of the United Nations. It is a book for high school and adult readers. Sample chapter titles are revealing—"The Background and Foreground of Technical Assistance," "Land of Potential Plenty—Ethiopia," "Diary of a Fieldworker," "We Fly or They Die—Peru and Columbia," "The Children Before Birth and After—Pakistan," "New

Tools Cut Clean—Afghanistan," "The Hungry Happy Haitians." (103)

Some pamphlets, although written for adults, are readable by mature high school students. Illustrative of these are *The United Nations Story*, one of the Oxford Social Studies pamphlets, and *You and the United Nations*, a Department of State publication prepared by Ambassador Henry Cabot Lodge, Jr., United States Representative to the United Nations. The latter pamphlet poses and answers twenty questions, several of them having to do with the relationship of the United States to the United Nations.

Two books mentioned frequently in bibliographies in high school texts are Clark Eichelberger's *UN: The First Ten Years*, written on the eve of the United Nations' tenth birthday, and Graham Beckel's *Workshops for the World*. The former book is useful to high school and college students and the general public. Beckel's book, although of a 1955 copyright date, is mentioned here because it is written by a high school teacher and based on his teaching of the specialized agencies to high school classes in *Modern World History*. In narrative form it presents case studies of the various specialized agencies at work. The final chapter of the book is titled, "The United States in the Specialized Agencies."

In addition to these books, there are available to students pamphlets and books published by the United Nations and the specialized agencies. However, since these are not material specifically intended for boys and girls in schools in the United States, they are not included in this study. The extent to which they can be and are used by elementary and secondary school children can best be ascertained from information supplied directly by the schools.

Bibliographies of materials about the United Nations are of particular value to teachers. However, they can be valuable also in the hands of high school students, particularly when individual students or committees are looking for additional information in a particular field. Three such bibliographies, all published recently, are included in the attached list of materials.

Among publications familiar to the majority of elementary and high school pupils in the United States are the weekly news magazines and newspapers to which many students subscribe through their school classes, from the first through the twelfth grade. From the fourth grade on, children are served by least two or more such news sheets. Several magazines are published for senior high school students.

A sampling of issues of these magazines for the period from January 1956 through the spring of 1959 reveals that children who read them will have frequent opportunities to learn of the United Nations. News items inform them concerning crisis spots in the world, the new chief of UNESCO, new members of the United Nations and of the Security Council, or outstanding U.N. personalities. More detailed articles describe how the United Nations functions in times of trouble and crisis, how work is carried on at headquarters, the progress the United Nations has made, and the services of the specialized agencies.

Pupils find pictures of the headquarters building on many pages; pictorial charts of the U.N. organizational structure, and lists of member nations.

In mid- or late October, preceding U.N. Day, most newspapers feature a comprehensive article on the United Nations. It may pose a number of questions and supply answers on the organization, progress, and service of the United Nations. Often, the papers publish special U.N. issues which include extensive articles. Throughout the school year regular issues contain timely articles on the United Nations which may concern crises and trouble spots around the world, urgent problems confronting the United Nations, or the admission of new members.

In addition, articles describe interesting details concerning the organization or services performed by specialized agencies or special commissions, with line drawings illustrating their work, especially in under developed countries:

In 1956 one third-grade paper featured an article about UNICEF with pictures of Danny Kaye and children around the world. A high school magazine in October, 1958, described how contributions could be made to UNICEF at Halloween and told how teen-agers were playing a part in these activities in many parts of the country. In December of the same year a paper for fifth and sixth graders carried a news item on UNICEF Christmas cards.

Fourth- or fifth-graders reading one news magazine in October, 1958, found illustrations in color of the flags of all 81 United Nations members, and a brief article on the school at the United Nations maintained for families of United Nations personnel.

One sixth-grade newspaper in November 1956, carried an article on FAO's activities in enriching the protein diet of peoples through helping fishermen, and also by teaching people to add seafood to their diet. Youngsters reading the same newspaper found in the May 1958 issue an article, "WHO Celebrates Ten Busy Years."

The title of an article in another paper for upper elementary grades in October 1958 was "More Palms for Trust Territory"—U.S. Wants to Help Pacific Islands' People Raise a Bigger Crop.

Both elementary and high school news magazines carried pictures of

the new United States Building at the United Nations, and described the function of the building.

Both junior and senior high school news magazines contained brief news items on Dag Hammarskjold. During this time at least two magazines carried full-length feature stories.

In October 1958 both a junior and a senior high school paper carried feature articles and illustrations on the work of the specialized agencies.

A leading article in a May 1958 senior high school magazine was titled "Law of the Sea" and described the work and a meeting of the United Nations Conference on the Sea.

"United Nations Recalls U.S. Confederation" was the title of an article in a November 1957 issue of a senior high school magazine.

An April 1958 article for senior high school students on refugees around the world described the United Nations Refugee Emergency Fund.

Two senior high school magazines in the fall of 1958 featured articles on Marian Anderson, United States delegate to the United Nations.

A General Conclusion on Elementary and Secondary Materials

A study of the ninety-three textbooks examined reveals the fact that, from the third grade on, children in public schools in the United States have available to them information concerning the United Nations. Although few textbooks intended for use previous to the fifth grade have extensive coverage of the United Nations, some stories in weekly newspapers for young children highlight United Nations news.

Some social studies books for fifth- and sixth-grade boys and girls that include considerable information on the United Nations. Several books at both grade levels include less detailed information. It is worth noting here that there appears to be an obvious lack of simple pamphlet material on the United Nations written specifically for pupils in the upper elementary grades.

In both the junior and senior high school, numerous social studies texts deal with the United Nations in considerable detail. Undoubtedly at some time any boy or girl attending secondary school in the United States will have opportunity to acquire considerable information concerning the United Nations.

In addition to the variety of regular textbooks, junior and senior high school students have a choice of several weekly news magazines. There are also available to these older students some supplementary books.

However, the number of supplementary books intended specifically for teen-agers and published since 1955 is not impressive.

It is to be hoped that there will be an increase in this type of material during the next few years.

Role of NEA

Numerous pamphlets, charts, and other publications have been prepared and issued by the National Education Association (NEA). Some examples are: *The United Nations—Its Structure, Its Activities*, a doublespread with pertinent data presented; *Your Visit to the United Nations*, a pocket-size pamphlet of advice and information on trips to U.N. headquarters; *A Selected and Annotated Bibliography of Resource Materials for Teaching About the U.N.* The Association frequently includes material on the U.N. and international affairs in its regular publications, as in the case of *Local Association Activities, Leaflet Number 12, "The Local Association and Education for International Leadership."*

A recently completed study by the Committee on International Relations of NEA deals with teaching about the United Nations. The process used in making this study served to develop interest in and understanding of the problems of teaching about the U.N. Nearly 2,000 teachers contributed ideas and material for the study, and of these some 700 were closely associated with the work of gathering sample materials. A conference of over 300 teachers helped the Committee to evaluate the materials. Finally, the Committee prepared four volumes, the first, a substantive and theoretical study of international organization, the other three dealing with elementary, junior high school and senior high school practices in teaching about the United Nations. These volumes provide teachers with much valuable information and offer a variety of classroom-tested practices for each age and grade level grouping. The four volumes are: (1) *International Organization and The United Nations*; (2) *Teaching About the United Nations in The Elementary School*; (3) *Teaching About the United Nations in the Junior High School*; and (4) *Teaching About the United Nations in the Senior High School*.

Selection and Use of United Nations Materials in Public School Libraries²

A questionnaire on the selection and use of U.N. materials was sent by the Report Committee to school library supervisors in 10 school systems over the United States. The completed questionnaire was returned by nine supervisors in school systems ranging in pupil population from 5,000 to 427,000, with a total pupil population in all the nine systems of approximately 707,000.

In four of these systems there are no specific teaching units on the United Nations, although all nine indicated that teaching about the organization occurred in conjunction with units on other countries, or in relation to courses in world history or international relations.

All school libraries in the systems surveyed—both elementary and secondary—include books on the United Nations. Pamphlets and periodicals specifically on the United Nations are purchased regularly in two of the elementary systems, and eight of the secondary systems. Audio-visual materials are used on the elementary level in four of the systems and on the secondary level in five.

Periodicals published by the United Nations are in general use. The United Nations Review is subscribed to in seven systems and the UNESCO Courier in two. Names of general periodicals that have proved useful in providing information about the United Nations were requested on the questionnaire, 27 different publications were listed. Among those mentioned most frequently were: Current Events (4 times), Life (4 times), New York Times (3 times), Newsweek (8 times), Scholastic (8 times), Time (8 times), US News and World Report (6 times), and the Weekly Reader (6 times).

Selection of U.N. materials occurs at regular intervals in the school systems and with the cooperation of teachers and librarians. One supervisor reported the distribution to schools of materials provided by the local United Nations Day Committee.

The most extensive source of materials was general publishers, used by all school systems. Four indicated the sales agents for United Nations publications as a source of supply. One system obtained materials from U.N. headquarters; another mentioned newspaper clippings.

Comments about the appeal to students of available materials

² This section was prepared by Mary Helen Mahar, Library Services Branch.

indicated that, in general, there was a varied supply usable at all grade-levels. However, when asked for suggestions about subjects and types of publications that are needed, the supervisors indicated a need for more colorful, easy-to-read, up-to-date materials on elementary and junior high school levels. There were six requests for readable material about the specialized agencies; four requests for information on U.N. personalities; two for material on U.N. accomplishments; one for explanations of finance; one for more publications on the role and activities of member nations.

When asked for suggestions on types of materials needed, the respondents asked for more colorful and illustrative books written to appeal to elementary children and more reference books on the secondary level. Brief and illustrated pamphlets, especially on individual countries, and display materials such as charts, maps, and pictures were mentioned as needs. There were two requests for films: one for use on the elementary level to demonstrate the necessity of the United Nations, and its broad organizational patterns, and the other a film or kinescope of a meeting of the General Assembly, Security Council, or another organ in actual session. Finally, it was suggested that a bibliography of recreational reading to promote world understanding be constructed.

The questionnaire asked for statements of opinion about current materials, their suitability for school use, and the use made of them in the particular school system. A diversity of opinion was expressed; for example:

The study of the United Nations is incidental in our school system. The material for elementary and junior high seems adequate for the amount of time spent on the subject. Most of the material (books) is too elementary for senior high.

Most of the bulletins are difficult to use except at high school level and we do the most work with this topic at junior high level. Librarians could do more in publicizing the bulletins available.

This area shows no enthusiasm for study of the United Nations. Three of our schools have separate units, taught during the senior year; one school has a United Nations Club; most leave the subject to the general social studies courses incidentally, or do nothing at all. On the whole, materials which we received from the United Nations agents have not been such as to rouse much interest in the average high school student, rather colorless. However, I fear the general apathy is more to blame than the materials.

Our problem had been one of distribution at the time of need. Having a local exhibit and materials available locally was a great help. Schools would not remember to write in time to receive materials. Each school regularly celebrates U.N. Week, with plays or assembly programs, classroom activities, bulletin-boards, and pupil-created activities and crafts. Children enjoyed materials used this year.'

Librarians report no noticeable lack of material . . . Although there is no concentrated unit, the work is studied at intervals within other units and emphasized during U.N. Week.

There are some very fine materials available but they are not sufficiently plentiful especially at the elementary (junior high) level. Some of the elementary materials lack substance.

The trend in teaching about the United Nations is *away from* an emphasis on structure and organization and *toward* an emphasis on understanding the work and services of agencies that help promote world understanding, including agencies of the United Nations. Appropriate agencies might include WHO, UNICEF, or UNESCO.

The approach to the study of the United Nations varies from building to building and from room to room. The following are two of the more usual approaches:

1. An opening unit on the United Nations, including membership, purposes, and services, serves as an initiation to the year's work. Following initiating unit, emphasis is on learning more about some of the countries which belong to the United Nations—thereby developing world understanding through additional knowledge.
2. A unit preceding United Nations Day serves as background for more effective participation in this city-wide event.

Materials are lacking in both quantity and appropriateness is concerned. Material that might be useful for TV and radio is needed, for example, dramatic presentations on the work of specialized agencies. Use varies greatly according to the teacher, although study of the United Nations is provided for the curricular guide at each secondary grade level.

There are three important implications from this spot coverage of school systems:

1. There is a need for a wider variety of suitable materials especially on the elementary level and in the form of audio-visual materials.
2. There is a need for better means of publicizing generally the publications of the United Nations that are suitable for use in schools. At present there is no systematic evaluative information available to librarians and teachers although librarians are able with effort to locate usable publications and to utilize many sources of information.
3. There is evidence that interaction occurs when there is community interest in the United Nations and provision in the school's curriculum for study of the United Nations and its implications for world peace. Both factors are basic to an effective program of teaching about the United Nations. Where they exist, school libraries can and do contribute vitally to that effectiveness.

Selected Reference Materials

Elementary School

Fourth Grade — Unified Texts

1. CUTRIGHT, PRUDENCE, and MAE KNIGHT CLARK. *Living Together Around the World*. New York: The Macmillan Company, 1958

2. STULL, DEFOREST, and ROY W. HATCH. *Journeys Through Many Lands*. Boston: Allyn and Bacon, Inc., 1955

Fifth Grade – United States History

3. CLARK, THOMAS D., RAY COMPTON, and AMBER WILSON. *America's Frontier*. Chicago: Lyons and Carnahan, 1958
4. CORDIER, R. W., and E. B. ROBERT. *History of Our United States*. New York: Rand, McNally and Company, 1957
5. KIBLING, HAROLD H., FRED M. KING, and JAMES HARLOW. *Our Country's Story*. Summit, New Jersey: Laidlaw Brothers, 1958
6. LANSING, MARION, W. LINWOOD CHASE, and ALLAN NEVINS. *Makers of the Americas*. Boston: D. C. Heath and Company, 1959
7. MCGUIRE, EDNA. *The Story of American Freedom*. New York: The MacMillan Company, 1957
8. MITCHELL, L. SPRAGUE, DOROTHY STALL, and AGNESS SNYDER. *Our Country*. Boston: D. C. Heath and Company, 1955*
9. URELL, CATHERINE, ANNE JENNINGS, and FLORENCE R. WEINBERG. *The Big City and How It Grew*. Chicago: The Follett Publishing Company, 1958*

Fifth Grade – The Western Hemisphere – Geography and Unified

10. BARROWS, HARLAN H., EDITH PUTNAM PARKER, and CLARENCE W. SORENSON. *The American Continents*. Morristown, New Jersey: Silver Burdett Company, 1959
11. CARLS, NORMAN, FRANK E. SORENSON, and MARGERY D. HOWORTH. *Neighbors in Canada and Latin America*. Philadelphia: John C. Winston Company, 1956
12. CUTRIGHT, PRUDENCE, ALLEN Y. KING, IDA DENNIS, and FLORENCE POTTER. *Living Together in the Americas*. New York: The Macmillan Company, 1958
13. CUTRIGHT, PRUDENCE, ALLEN Y. KING, IDA DENNIS, and FLORENCE POTTER. *Living Together in the United States*. New York: The Macmillan Company, 1958
14. HAMER, O. STUART, DWIGHT W. FOLLETT, BEN F. AHLSCWADE, and HERBERT H. GROSS. *Exploring Our Country*. Chicago: The Follett Publishing Company, 1956
15. SMITH, J. RUSSELL, and FRANK E. SORENSON. *Neighbors in the United States and Canada*. Philadelphia: John C. Winston Company, 1957
16. STULL, DEFOREST, and ROY W. HATCH. *Journeys Through the Americas*. Boston: Allyn and Bacon, Inc., 1955
17. TIEGS, ERNEST W., FAY ADAMS, and GERTRUDE STEPHENS BROWN. *Your Country and Mine*. Boston: Ginn and Company, 1958
18. WHITTEMORE, KATHERYNE THOMAS. *The United States and Canada*. Boston: Ginn and Company, 1958

Sixth Grade – Old World History

19. CLARK, THOMAS D., and DANIEL J. BEEBY. *America's Old World Frontiers*. Chicago: Lyons and Carnahan, 1958

* Written for younger children but suitable for use in fifth grade.

* Suitable for younger readers, also.

**Sixth Grade – Eastern and/or Western Hemisphere –
Geography and Unified**

20. BARROWS, HARLAN H., EDITH PUTNAM PARKER, and CLARENCE W. SORENSON. *Old World Lands*. Morristown, New Jersey: Silver Burdett Company, 1959
21. CUTRIGHT, PRUDENCE, WALTER LEFFERTS, HARRY H. SHAPIRO, and ISRAEL SOIFER. *Living Together in the Old World*. New York: The Macmillan Company, 1958
22. CUTRIGHT, PRUDENCE, and LOYAL DURAND, JR. *Living Together as American Neighbors*. New York: The Macmillan Company, 1958
23. GRAY, WILLIAM H., RALPH HANCOCK, HERBERT H. GROSS, DWIGHT H. HAMILTON, and EVALYN A. MEYERS. *Exploring American Neighbors*. Chicago: The Follett Publishing Company, 1956
24. GLENDINNING, ROBERT M. *Eurasia*. Boston: Ginn and Company, 1958
25. MOORE, CLYDE B., HELEN M. CARPENTER, GERTRUDE M. LEWIS, and FRED B. PAINTER. *Building Our World*. New York: Charles Scribner's Sons, 1958
26. STULL, DEFOREST and ROY W. HATCH. *Our World Today: The Eastern Hemisphere*. Boston: Allyn and Bacon, Inc., 1955
27. TIEGS, ERNEST W., FAY ADAMS, and GRACE S. LAWSON. *Your World and Mine*. Boston: Ginn and Company, 1958
28. THURSTON, ERNEST L., and GRACE C. HANKINS. *Homelands Beyond the Seas*. Syracuse, New York: Iroquois Publishing Company, 1958
29. WHIPPLE, GERTRUDE, and PRESTON E. JAMES. *At Home On Our Earth*. New York: The Macmillan Company, 1955

Secondary School**Civics**

30. ALLEN, JACK, and CLARENCE STEGNEIR. *Civics*. New York: American Book Company, 1959
31. BLAICH, THEODORE P., and JOSEPH C. BAUMGARTNER. *The Challenge of Democracy*. New York: McGraw Hill Book Company, 1956
32. BRUNTZ, GEORGE G. *Understanding Our Government*. Boston: Ginn and Company, 1957
33. CLARK, NADINE L., JAMES B. EDMONDSON, and ARTHUR DONDINEAU. *Civics for Young Americans*. New York: The Macmillan Company, 1959
34. FLICK, STANTON, and HARRY L. SMITH. *Government in the United States*. Summit, New Jersey: Laidlaw Brothers, 1956
35. MCCLENAGHAN, WILLIAM A. *Magruder's American Government*. Boston: Allyn and Bacon, Inc., 1959
36. PAINTER, FRED B., and HAROLD H. BIXLER. *Citizenship in Action*. New York: Charles Scribner's Sons, 1958
37. PAQUIN, LAWRENCE G. and MARION D. IRISH. *The People Govern*. New York: Charles Scribner's Sons, 1958

38. POSEY, ROLLIN BENNETT. *Civics for Young Americans*. Evanston, Illinois: Row, Peterson and Company, 1956
39. PULLEN, C. H. W., *Hughes Building Citizenship*. Boston: Allyn and Bacon, Inc., 1956
40. ROTH, LAWRENCE V., and STILLMAN M. HOBBS. *Your World and You— for Better Citizenship*. Summit, New Jersey, Laidlaw Brothers, 1956
41. STARRATT, EDITH E., and MORRIS LEWENSTEIN. *Our American Government Today*. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1957
42. STEEN, RALPH W. *Government By the People*. Austin, Texas: The Steck Company, 1959

Economics

43. GOODMAN, KENNARD E., and WILLIAM L. MOORE. *Today's Economics*. Boston: Ginn and Company, 1957
44. HOLT, SOL, and H. L. MCCracken. *Economics and You*. New York: Charles Scribner's Sons, 1956
45. LINDHOLM, RICHARD W., and PAUL DRISCOLL. *Our American Economy*. Harcourt, Brace, and Company, 1959

Geography

46. BRADLEY, JOHN HODGDON. *World Geography*. Boston: Ginn and Company, 1957
47. CARLS, NORMAN, FRANK E. SORENSON, and MARGERY D. HOWORTH. *Our United States in a World of Neighbors*. New York: John C. Winston Company, 1958
48. JAMES, PRESTON E., and NELDA DAVIS. *The Wide World*. New York: The Macmillan Company, 1959
49. KOLOVZON, EDWARD R., JOHN A. NEINE. *Our World and Its People*. Boston, Allyn and Bacon, Inc., 1956
50. PACKARD, LEONARD O., BRUCE OVERTON, and BEN D. WOOD. *Geography of the World*. New York: The Macmillan Company, 1956
51. SORENSON, CLARENCE W. *A World View*. Morristown, New Jersey: Silver Burdett Company, 1959
52. STULL, DEFOREST and ROY W. HATCH. *The Western Hemisphere*. Boston: Allyn and Bacon, Inc., 1958
53. BOLTON, WILLIAM W., JAMES S. NICOLL, and JULIA C. FOSTER. *Your Health, Today and Tomorrow*. Summit, New Jersey, Laidlaw Brothers, 1958
54. JONES, EDWINA, EDNA MORGAN, and PAUL E. LANDIS. *Good Health for Better Living*. Summit, New Jersey: Laidlaw Brothers, 1957
55. LEADER, BARBARA, BLANCHE R. MILLER, MILLARD P. ROBINSON, RUTH O'KEEFE PATTRIC, and CYRUS H. MAXWELL. *Health and Safety for High School Students*. Philadelphia: John C. Winston Company, 1959
56. OTTO, JAMES H., J. JULIAN CLOYD, and J. EDWARD TETHER. *Modern Health*. New York: Henry Holt and Company, 1955
57. WILLIAMS, DOROTHEA M. *Building Health*. New York: J. B. Lippincott Company, 1959

Sociology and Social Problems

58. ARNOLD, JOSEPH IRVIN, and HARLAND A. PHILIPPI. *Challenges to American Youth*. Evanston, Illinois: Row, Peterson and Company, 1958
59. BOSSING, NELSON L., and ROBERT R. MARTIN. *Solving Our Problems in a Democracy*. Summit, New Jersey: Laidlaw Brothers, 1956
60. COLE, WILLIAM E., and CHARLES S. MONTGOMERY. *High School Sociology*. Boston: Allyn and Bacon, Inc., 1959
61. HALL, J. OLIVER, and RUSSELL E. KLINGER. *Problem Solving in Our American Democracy*. New York: American Book Company, 1957
62. KIDGER, HORACE, and WILLIAM E. DUNWIDDIE. *Problems Facing American Democracy and You*. Boston: Ginn and Company, 1956
63. LANDIS, PAUL. *Social Living*. Boston: Ginn and Company, 1958
64. QUINN, JAMES A., and ARTHUR REPKE. *Living in the Social World*. Chicago: J. B. Lippincott Company, 1956
65. RIENOW, ROBERT. *American Problems Today*. Boston: D. C. Heath and Company, 1958

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66. CUTRIGHT, PRUDENCE, LOYAL DURAND, J. HUBERT ANDERSON, and JOHN J. BROOKS. *Living Together as World Neighbors*. New York: The MacMillan Company, 1959
67. JONES, STEPHEN B., and MARION F. MURPHY. *Geography and World Affairs*. New York: Rand McNally Company, 1957
68. TIEGS, ERNEST W., FAY ADAMS, and ROBERT M. GLENDINNING. *Your Country and the World: Resources—Business—Trade*. Boston: Ginn and Company, 1958
69. TIEGS, ERNEST W., FAY ADAMS, and MARGARET G. MACKEY. *Your Country's Story: Pioneers—Builders—Leaders*. Boston: Ginn and Company, 1957
70. TIEGS, ERNEST W., FAY ADAMS, and HARRIET FULLEN SMITH. *Your Life as a Citizen: Community—Nation—World*. Boston: Ginn and Company, 1958
71. WALLBANK, T. WALTER. *World History in Its Geographic Setting*. Chicago: Scott, Foresman and Company, 1956

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72. AUGSPURGER, EVERETT, and RICHARD AUBREY MCLEMORE. *Our Nations Story*. Summit, New Jersey: Laidlaw Brothers, 1959
73. BRAGDON, HENRY W. and S. P. MCCUTCHEN. *History of a Free People*. New York: The Macmillan Company, 1958
74. CANFIELD, LEON H., and HOWARD B. WILDER. *The Making of Modern America*. Boston: Houghton Mifflin Company, 1956
75. EIBLING, HAROLD H., FRED M. KING, and JAMES HARLOW. *Our United States: A Bulwark of Freedom*. Summit, New Jersey: Laidlaw Brothers, 1959
76. GAVIN, RUTH WOOD, and WILLIAM A. HAMM. *The American Story*. Boston: D. C. Heath and Company, 1959
77. GRAFF, HENRY F., and JOHN A. KROUT. *The Adventure of the American People*. New York: Rand, McNally and Company, 1959

78. HARLOW, RALPH VOLNEY, and RUTH ELIZABETH MILLER. *Story of America*. New York: Henry Holt and Company, 1957
79. HARTMAN, GERTRUDE. *American Land of Freedom*. Boston: D. C. Heath and Company, 1959
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81. MUZZEY, DAVID SAVILLE. *Our Country's History*. Boston: Ginn and Company, 1957
82. QUILLEN, I. JAMES, and EDWARD KRUG. *Living in Our America*. Chicago: Scott Foresman and Company, 1956
83. STEINBERG, SAMUEL. *The United States—Story of a Free People*. Boston: Allyn and Bacon, Inc., 1958
84. WILDER, HOWARD B., ROBERT L. LUDLUM, and HARRIET McCUNE BROWN. *This is America's Story*. Boston: Houghton Mifflin Company, 1956
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86. BOAK, ARTHUR E. R., PRESTON W. SLOSSON, HOWARD R. ANDERSON, and HALL BARTLETT. *The History of Our World*. Boston: Houghton Mifflin Company, 1959
87. HABBERTON, WILLIAM, and LAWRENCE ROTH. *Man's Achievements Through the Ages*. Summit, New Jersey: Laidlaw Brothers, 1959
88. LANE, FREDERIC C., ERIC F. GOLDMAN, and ERLINE M. HUNT. *The World's History*. New York: Harcourt, Brace and Company, 1959
89. MAGENIS, ALICE, and JOHN CONRAD APPEL. *A History of the World*. New York: American Book Company, 1959
90. MAZOUR, ANATOLE G., and JOHN M. PEOPLES. *Men and Nations, A World History*. Yonkers-on-Hudson, New York: World Book Company, 1959
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92. ROEHM, A. WESLEY, MORRIS R. BUSKE, HUTTON WEBSTER, and EDGAR B. WESLEY. *The Record of Mankind*. Boston: D. C. Heath and Company, 1956
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95. BECKEL, GRAHAM. *Workshops for the World: The Specialized Agencies of the United Nations*. New York: Abelard Schuman, 1955
96. COURLANDER, HAROLD, editor. *Ride With the Sun*. An Anthology of Folk Tales and Stories from the United Nations. New York: McGraw-Hill Book Company, Inc., 1955

TEACHING ABOUT THE UNITED NATIONS

97. EICHELBERGER, CLARK M. *UN: The First Ten Years*. New York: Harper and Brothers, Publishers, 1955
98. FISHER, LOIS. *You and the United Nations*. Chicago: Children's Press, Inc., 1958
99. LEAF, MUNRO. *Three Promises To You*. Philadelphia: J. B. Lippincott Company, 1957
100. GALT, TOM. *How the United Nations Works*. New York: Thomas Y. Crowell Company, 1955
101. KEENE, FRANCIS W. *Fun Around the World*. Pelham, New York: The Seahorse Press, 1955
102. LODGE, HENRY CABOT. *You and the United Nations*. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1957
103. McLAUGHLIN, KATHLEEN. *New Life in Old Lands*. New York: Dodd, Mead and Company, 1957
104. NATIONAL EDUCATION ASSOCIATION, COMMITTEE ON INTERNATIONAL RELATIONS. *Your Visit to the United Nations*. Washington, D.C.: The Association, 1958
105. STEINBERG, SAMUEL. *The United Nations Story*. New York: Oxford Book Company, 1957
106. WHITNEY, PHYLLIS A. *The Highest Dream*. New York: David McKay Company, Inc., 1956
107. AMERICAN ASSOCIATION FOR THE UNITED NATIONS. *Resource Handbook*. New York: The Association, 1957
108. BUEST, NORA E., and GERTRUDE G. BRODERICK. *Books to Help Build International Understanding*. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1956
109. NATIONAL EDUCATION ASSOCIATION, COMMITTEE ON INTERNATIONAL RELATIONS. *A Selected and Annotated Bibliography of Resource Materials for Teaching About the United Nations*. Washington, D.C., the Association, 1958

Weekly News Magazines**

110. AMERICAN EDUCATION PUBLICATIONS, Education Center, Columbus, 16 Ohio: *My Weekly Reader*, Editions Three through Six (Grades 3-6); *Read*, (Junior High School); *Current Events*, (Junior and Senior High School); *Every Week*, (World History, Civics, and Geography Classes); *Our Times*, (Senior High School).
111. CIVIC EDUCATION SERVICE, INC., 1100 K. Street, N.W., Washington 6, D.C.: *Young Citizen* (Grades 5-6); *Junior Review* (Junior High School); *Weekly News Review* (Grades 9, 10, 11); *American Observer* (Senior High School).
112. SCHOLASTIC MAGAZINES, INC., 33 West 42nd Street, New York 36, New York: *Explorer* (Grade 4); *Newstime* (Grade 5); *Junior Scholastic* (Grade 6 and Junior High School); *Senior Scholastic* (Senior High School); *World Week* (Senior High School).

** Includes selected sample copies for period, January, 1956—Spring, 1959

CHAPTER V

Out-of-School Educational Activities Related To The U. N.¹

IN THE UNITED STATES, organization membership is widespread, and many individuals participate in several different organizations. Social problems, political action, religious connection and sociability are a few of the many motives for membership. This being the case it is not surprising that the great bulk of nonschool effort in teaching about the United Nations is made by organizations. A few of these are sponsored by the United States Government. A few more have State support, but the great majority are voluntary, nongovernmental organizations, formed and forwarded by public spirited citizens who wish to see the United Nations a permanent and powerful part of the thinking and planning of all citizens. Some examples of the activities of these organizations, by no means an exhaustive account of either programs or organizations active in this field, will illustrate their work in support of the United Nations.

Government Sponsored Organizations²

Three national youth organizations, sponsored by U.S. Government agencies, carry on fairly extensive activities relating to the United Nations. These are the Future Homemakers of America, the Future Farmers of America, and the 4-H Clubs. Some U.N.-related activities of these organizations are summarized below.

One of the stated objectives of the Future Homemakers of America (FHA) is "understanding our neighbors at home and abroad."

¹ This chapter was prepared by Daniel P. Huden, International Education Relations Branch.

² The material on government-sponsored organizations was prepared by Johnnie Christian, Vocational Education Section.

Through the publication *Teen Times* the national organization encourages State and local FHA groups to work toward all the national goals, including international understanding, and disseminates information concerning programs of various groups. Among these programs are some that relate to the United Nations, for example:

1. Working out displays in the schools of the United Nations flag and the flags of member nations.
2. Planning and carrying out school assembly programs based on the organization and work of the United Nations, panel discussions about various U.N. programs, history and location of the U.N. headquarters, as well as location of the various specialized agencies.
3. Preparing and serving international meals, often using recipes found in the cook book, *Recipes from the United Nations*.

Over a period of years the national organization of Future Homemakers of America has included UNESCO projects as part of its program. From 1956 to 1959 the organization donated over \$22,000, collected by its members, to UNESCO programs. The donations provided equipment ranging from sewing machines for a fundamental education project to radios for a cooperative society. The work gives members of the FHA a sense of direct participation in and partial responsibility for one facet of the UNESCO program.

The national officers of the Future Farmers of America make a goodwill tour of the United States each year. Included is a field trip to the United Nations Headquarters in New York City, where they hear an educational talk about the work of the United Nations and tour the buildings. The boys return to their individual clubs and report on what they have learned. The FFA also carries on various projects that deal with world understanding and helping other countries to improve their agricultural programs. Through the efforts of the organization high quality farm animals and improved seeds have been sent to other countries.

The national organization of 4-H clubs sponsors an annual conference in Washington, D.C., including among the educational tours a trip to New York City where the group visits the United Nations headquarters. Here they are guided through the U.N. building and receive information about the activities being carried on. Many individual 4-H clubs also include this educational experience as part of their program.

State leaders of 4-H clubs are urged to promote the celebration of United Nations Day each year, and appropriate observances are planned by many State and local groups. A display of the United Nations flag and discussions of such topics as the history

of the United Nations and the work of the various specialized agencies figure in these programs.

In addition to these federally sponsored activities for youth, the various State governments, usually through their State Departments of Education, carry on adult education projects. These are dealt with elsewhere in the report.

Nongovernmental Organizations at National Level²

Many nongovernmental organizations at the national level are active in disseminating information about the United Nations, and in encouraging teaching and discussion of its functions and roles. Of these, one of the largest and most active is the American Association for the United Nations (AAUN).

Among many other activities, the AAUN has sponsored annual high school contests on the United Nations. The pattern for these contests has been the administration of an objective and essay type examination. It involves preparation and distribution of an information booklet, of which some 28,000 were given out in 1958-59; and the distribution and administration of the examination. In the 1958-59 school year, about 40,000 students in nearly 3,000 schools competed for local, State and national prizes. One major cause of the widespread participation was probably the nature of the prizes offered on the national level—\$500 or a trip to Europe for first place, \$200 or a trip to Mexico for second.

The AAUN has a college affiliate, the Collegiate Council for the United Nations. The CCUN was formed in 1946, when a group of college students who attended a special institute on the United Nations, sponsored by the AAUN, realized the need for an organization which could help them secure information on the U.N., and a variety of materials and aids for campus projects. It was also hoped that such an organization might help students develop the special abilities necessary for pursuing a career in the international field. The AAUN agreed to finance and sponsor the new organization. In 13 years the Council has grown from a nucleus of 50 groups to 300 dues-paying affiliated clubs. U.N. clubs, international relations clubs, national student association committees, campus Y's, debating societies and departmental clubs are among those affiliated with CCUN. Through their affiliation

² For much of the material in the following pages we thank INTERCOM, a monthly digest of news about citizen education and activity in world affairs, published by the World Affairs Center, First Avenue and 47th Street, New York 17, N.Y.

they have assumed the responsibility for acquainting fellow students with the organizations, structure, accomplishments, and aims of the United Nations.

The CCUN is recognized at U.N. headquarters as an official NGO, and thus has a representative at the United Nations and at the U.S. Mission NGO briefings. It is the United States affiliate of the International Student Movement for the United Nations.

The United States Committee for the United Nations (USCUN) does much work in directly informing the public about the United Nations, and perhaps still more important, in providing other organizations with information and materials. USCUN is a non-partisan committee of 125 national organizations whose objectives are to "disseminate facts about the United Nations and promote the observance of U.N. Day in the United States." In addition to its organizations, it has the cooperation also of the National Advertising Council, industry, and mass media channels, including radio and television. The chairman of the committee is appointed annually by the President of the United States. The committee implements the President's annual proclamation of U.N. Day, requesting State Governors and mayors of the larger cities to arrange for community observances, and providing program assistance and a variety of material for use in these observances. Major anniversary projects suggested by the committee for recent anniversary programs include the "U.N. Day Family Meal," for which a cookbook of international recipes is available; and the U.N. Book Shelf project. Among the more important and popular of the Committee's materials are the Leaders' Guide, the United Nations is Your Business and a Materials and Publications List. Background materials, program aids, speakers' kits, radio kits, publicity guides, prayers, flags, posters, stickers and other items are available.

Another organization which emphasizes the United Nations in its work is The World Affairs Center for the United States located in New York City. It provides briefing sessions for community leaders, business leaders, teachers and others, serves as an information clearing house for interested persons and performs various services to other organizations. From October 1958 to August 1959, for example, the Center provided 112 programs for various groups, 43 of which dealt entirely or in part with the United Nations and the specialized agencies. Among those served were two groups of teachers with a total of 93 individuals, 16 student groups with a total of 586, 9 community leaders' groups with a total of 554, and 16 other adult groups with a total of 903

individuals. In all more than 2,100 persons, most of them leaders in some phase of community life, learned about the United Nations through this service in the period covered.

Eleven other programs of the World Affairs Center, involving 404 persons, were presented for teachers or program planners. They included either displays or discussions of resources for teaching or programing about the United Nations.

The annual flow of mail inquiries to the Center about the United Nations and the specialized agencies was as follows:

Subject of inquiry	Number of inquiries by year		
	1957	1958	1959 (Jan.—August only)
United Nations.....	325	346	160
Specialized Agencies.....	42	38	15
Total.....	367	384	175

Persons in the Northeastern and Great Lakes sections of the United States made the highest number of inquiries.

Of the Specialized Agencies, most inquiries were brought to the Center about UNESCO and WHO, with a fairly even distribution among the other agencies. The 1959 figure reflects only the first eight months, and thus does not cover the period of heaviest mail activity, the weeks immediately preceding and following U.N. Day and Human Rights Day.

Among other organizations furnishing program assistance on the United Nations is the Speakers Services for the United Nations, sponsored jointly by the AAUN and the Institute for International Order. Through its headquarters in New York City and regional offices in Kansas City, Missouri, and Raleigh, N.C., it attempts to provide well-qualified speakers on the United Nations on a request basis. The American Foundation for Continuing Education prepares reading materials and guides for adult discussion groups and distributes material on world affairs.

In the case of some of the Specialized Agencies and United Nations programs, citizen committees have been formed to further knowledge and support of their specific activities. These include such groups as the National Citizens Committee for the World Health Organization, the United States Committee for UNICEF, the United States Committee for the FAO, and the U.S. Committee for Refugees. Their programs in general operate to stimulate and coordinate educational activities among private

groups, business leaders and the like, supply information and materials, or raise funds to aid the agency.

Another agency which carries on educational work about the United Nations is the American Labor Education Services, Inc. This organization publishes Focus on the U.N., Study Notes for Workers, a newsletter designed to keep workers informed of U.N. activities of general and particular interest and importance.

The U.S. Broadcasters Committee on World Affairs, formerly the U.S. Broadcasters Committee for the United Nations, produced a series of 26 programs, called "Date Line: U.N." These programs were originally carried by 52 commercial channels during the fall and winter of 1958-1959. They reached an estimated 537,000 persons weekly. Following the last program, in April 1959, the committee was at work selecting the best 13 programs, to be distributed as a "package deal" to an expected 100 additional stations. Thus, it was confidently predicted, many more persons would be contacted by these programs during the summer months.

Fraternal organizations, service, and other clubs carry out programs designed to inform their own members and other persons of the United Nations and its program. As examples of this type of activity, the Youth Committee of the Sovereign Grand Lodge and the International Association of Rebekah Assemblies, Independent Order of Odd Fellows, sponsors an annual "United Nations Pilgrimage for Youth." This is a week-long tour to New York and the U.N. Headquarters designed to give selected young people a thorough briefing about the United Nations and its various branches. Selection for this program is normally effected through open competition among sophomores and juniors in public high schools.

Another organization which has interest and activity in the area of international understanding and teaching about the United Nations is the Rotary Club. The Rotary International is sponsoring and promoting a new adaptation on the Model U.N. General Assembly theme. Called "Into Their Shoes" the technique has been tried out in small and large communities, with results pleasing to sponsors in both. The difference between this technique and that used in other model assembly projects lies in the length of time allotted—up to 6 weeks. Full plenary sessions are held at the beginning and end of the period, and in the interim the delegates, organized into national delegations and work committees, hold evening meetings. The period allows for full preparation and brings deeper understanding of the problems confronted and of the points of view of the various nations.

Local Rotary clubs are frequently sponsors of model U.N. General Assembly meetings. One, for example, annually sponsors a model assembly for high school students representing one of the more populous midwestern States.

There are other national organizations whose activities in informing the public about the United Nations are extensive. The American Association of University Women has included among its topics for special attention in 1959-1960, "The United Nations in Regard to Peaceful Settlement of Disputes and the Refugee Question."

The League of Women Voters of the United States in its yearly programming stresses the United Nations and the specialized agencies in the coming year. The Women's division of the Board of Missions of the Methodist Church is undertaking a year-long study project, "Contemporary Man and the United Nations." The National Council of Churches of Christ in the U.S.A. has launched a "Nationwide Program of Education and Action for Peace." The National Council of Jewish Women is stressing foreign aid, the United Nations and human rights in their world affairs activities for 1960. The National Federation of Business and Professional Women's Clubs recommends, among other projects, fund raising campaigns for women's groups around the world, for CARE, UNICEF, people to people programs, as well as community observances of special days and weeks. The United Church Women sponsor World Community Day.

The Association of International Relations Clubs coordinates programming for 600 college and university discussion groups. The 1959-60 program concentrates on United States foreign policy and Africa.

The Foreign Policy Association regularly includes discussion of aspects of the United Nations in its "Great Discussions" program and in its Headline Series of public information booklets on world affairs.

Nongovernmental Organizations at Local and Regional Levels

Some national organizations have branches operating locally throughout the country. In addition, there are many organizations of purely local origin. Between them they comprise a vital grass roots link with the United Nations, and a bridge of communication between national headquarters and local activities.

One type of local or regional organization is the world affairs center or world affairs council. A large portion of the activity carried on by such organizations and institutions contributes directly to teaching about the United Nations, and practically all of the activities they pursue serve at least as background material essential to an understanding of the United Nations and its activities. There are World Affairs Councils in many cities, and local Foreign Policy Associations in several. Various other community organizations in world affairs are active. The list of activities carried on by such groups includes reference, library, and pamphlet service, newsletters and bulletins, study and discussion groups, teacher's workshops and courses, great decisions' programs, community projects, program advisory services, youth activities, special and sustaining TV and radio programs, lending service for films, tapes, flags, etc., speakers bureaus, briefing sessions, promoting international understanding through activities involving foreign visitors and letter exchange campaigns. While no single organization would have all of these activities, the diversity of programs in many of them is amazing.

The world affairs councils and centers extend their influence over entire cities or even states. Similarly, local branches of the AAUN often serve to invigorate public interest in the United Nations, and then feed the appetites they have managed to stimulate.

The work of a World Affairs Council in a large eastern seaboard city during U.N. week, 1958, will illustrate one aspect of the influence and educational effect of these organizations. Long before U.N. Week arrived, the Council had called meetings and brought leaders together to prepare for it. Business and professional leaders were recruited to bring their colleagues into cooperation with the celebration. Representatives of civic, religious, labor, education and travel organizations had been enrolled as voluntary workers. Such diverse groups as the Boy Scouts, the combined local clergy, schools, a telephone company, a chain of foodstores, a transit company, and department stores joined to make contributions to planning, advertising and participation. As a result of early coordination and much effort the following major events marked the celebration of U.N. Week:

1. An interscholastic Senior High School Forum. Topic—North Africa and the United Nations. Over three hundred students debated the issues.
2. A staff meeting of 500 administrators of the public schools. Topic, The United Nations and TV.
3. Ceremonies at the airport when school children brought letters to be delivered on an airline's round-the-world flight to cities in 11 nations.

4. Ceremonies to inaugurate the weeklong events, including a "U.N. Fashion Show" featuring students from several nations.
5. A luncheon of the Junior Chamber of Commerce featuring a speaker from the U.N. Sub-Commission on Discrimination.
6. A luncheon presenting delegates from the United Nations.
7. A reception for International Students (about 1,000 students attended).
8. Ceremonies in tribute to the United Nations at halftime of football games of colleges in the area.
9. Special religious services.
10. Many special United Nations exhibits.
11. Speakers for 43 different organizations were provided.
12. Distribution of library materials.

This Council concluded that thanks to better planning, promotion and publicity "the 1958 observance reached more citizens with more effective programs of real substance than ever before."

Another local organization is typified by a World Affairs Center located at a land-grant university in a rural northeastern State. This Center is intended to service the entire State through coordination rather than through actual execution of activities. The Center provides leadership, and information to interested persons, schools and other institutions throughout the State. The city organization concentrates on U.N. Day and U.N. Week, so does this State center. Speakers, film strips, tape recordings, literature and U.N. flags are arranged for by a center and made available to various localities upon request.

A "One World Contest" for grade school students is another program the Center carries out. This contest was originally established by the late Dorothy Canfield Fisher and consists of having school children write reviews of a selected juvenile book about the United Nations in one of its aspects. The council also administers the AAUN's United Nations High School Contest, and another unique contest, the Trans-Atlantic Audio-Visual Contest, the prize for which is a telephone call to a school class in England.

A summer institute in world understanding, named for former U.N. Ambassador Warren Austin, has been a major joint project of the Center and of the University sponsoring it. This has involved speaking engagements for four or more noted personalities in the field of international relations. After a lecture on a Monday evening, the visitor remains on campus for a seminar with appropriate classes from the University summer school. For 1959 the topic was "Ideas of Justice Among Peoples of the World." Speakers from the Anglo-American, Moslem, Far Eastern and Soviet system of justice were present.

In cooperation with the World Affairs Center the University

also conducts an Institute on World Affairs, to prepare social science teachers for adequate teaching of world affairs to young people. Finally, the Center maintains a bibliographical service, both lending materials outright and publishing lists of new material with information as to where and how it may be obtained.

Among other organizations featuring special programs, the Boston World Affairs Council and U.N. Information Center produces a series of 15 television programs on Key Issues in U.S. Foreign Policy, for use by over 120 high schools. The Cincinnati Council on World Affairs holds its sixth annual conference in 1960, with the topic: "On the Threshold of the Sixties." The Dayton Council on World Affairs has, among its other activities, a regular Sunday television program, "It's Your World." The Greater Hartford People to People Council coordinates the international activities of a number of local organizations. The Indianapolis Council of World Affairs conducts language classes, student tours, and sponsors and manages an International Building at the State Fair. Alaska and Hawaii have active programs run by a World Affairs Council and a Pacific and Asian Affairs Council, respectively. The Durham, N.H., Council on World Affairs presents a lecture series and a TV program, and culminates its yearly program with an "Operation Town Meeting," involving homestay and visit to Town Meeting by many prominent foreign leaders. The Philadelphia World Affairs Council produces a radio and TV guide to network and local coverage of international events, and also maintains liaison with the social science teachers of the city on the teaching of foreign affairs in the schools.

The Pittsburgh Foreign Policy Association emphasizes TV, produces a weekly program "Focus on World Affairs." The San Francisco Council on World Affairs runs a sale service for paperback books on world events and has been selling about 200 of these each month. It also provides a pamphlet review service.

The AAUN, through its local chapters, stimulates and carries out a variety of activities at the local level. The chapter in a large western city may be taken as a good example. During 1957-58 it carried on the following activities:

1. A series of five illustrated discussions on the work of WHO.
2. A West Coast routing of the U.S. Government's "Pathway to Peace" disarmament exhibit.
3. A teachers workshop (cosponsored by a State teachers association) providing current information, teaching aids and classroom demonstrations.
4. Provision of speakers, films and materials to groups throughout its area of the State, and assistance in arrangements, displays, and

- volunteer services prior to and during the sessions of a national conference of the U.S. National Commission for UNESCO.
5. Received visitors from the World Federation of United Nations Associations, and many U.N. officials as visitors.
 6. Joined with other organizations to sponsor meetings and conferences.
 7. Filled 73 United Nations speaking engagements and placed 43 radio and television programs.
 8. Sold about 1,300 boxes of UNICEF greeting cards.

While all the above activities may not be carried out by other cities, they would no doubt offer additional features. The main thing to bear in mind is that such organizations are widespread in the United States, carrying on a variety of activities aimed at teaching the adult and youth populations about the United Nations.

In many cities throughout the United States, Adult Education Councils have played a strong leadership role in sponsoring or publicizing adult education programs concerned with the United Nations, such as programming for Human Rights Day and events during United Nations Week. Coordination of UNESCO Citizens Consultation Discussion Groups and providing speakers on United Nations topics to clubs, organizations, and to institutions are common responsibilities.

Specific examples of the activities of adult education councils include:³

Cincinnati—The Adult Education Council of Metropolitan Cincinnati:

1. World Community Day was sponsored by the Council of Church Women to arouse interest and support for the United Nations during the first Friday in November. There were 2500 participants in the 1956-59 period.
2. A weekly class on Christian World Relations sponsored by the Council of Churches devoted four sessions to the topic "What the United Nations Has Done This Year."
3. A report and discussion meeting brought together some 150 participants who had visited the United Nations as a part of the program of the Friends World Committee in cooperation with the American Friends Committee.
4. Home discussion groups sponsored by the Adult Education Council held 15 meetings with 180 participants on various aspects of the United Nations.
5. Council of World Affairs sponsored 70 spot announcements over radio and TV, a luncheon meeting with 500 participants and filled 60 speaking engagements with a total attendance of over 3000 during United Nations Week.
6. Foreign Policy study group sponsored by the League of Women Voters used United Nations publications for 150 participants during the past 3 years and held special meetings of their membership on

³ The material on Adult Education was prepared by Roy B. Minnis, Adult Education Section.

issues facing the United Nations General Assembly, with 20 in attendance.

7. Panel discussions, talks, quizzes, and other programs were sponsored by the United World Federalists on U.N. topics for a total of 345 citizens. The United World Federalists initiated mailings to over 500 ministers and 300 lawyers which, in the latter case, stimulated the local Bar Association to form an International Law Committee.

Chicago—The Adult Education Council of Greater Chicago

1. Co-sponsored the celebration of Human Rights Day with the Illinois and Chicago chapter of the American Association for the United Nations. This included a city-wide banquet, a 1½ hour television show on the Universal Declaration of Human Rights.
2. Assisted in the development and opening, on Human Rights Day, of a new museum named Freedom Hall and dedicated to the concept of telling the story of human freedom through an exhibition of documents, books, and memorabilia. More than 1,000 persons attended the opening day program.

Denver—Adult Education Council of Denver:

1. Member agency, the Colorado Council for UNESCO, sponsored Citizens Consultation Discussion groups which involved approximately 450 persons.
2. Provided speakers bureau services for the Colorado Council for UNESCO and placed over 300 programs which had an audience of 10 to 11 thousand persons.
3. Co-sponsored with the United Nations Committee of Colorado a series of quarterly meetings on current U.N. problems which involved approximately 100 persons.
4. Assisted in staffing one program for each chapter of the Colorado Federation of Federated Women's Clubs on the United Nations.
5. Provided planning-service to the School of Missions Annual Workshop for 60 church leaders, one section of whose program was devoted to the United Nations.
6. Provided study kits and materials on the United Nations for the United Church Women's quarterly meetings which involved approximately 200 women.
7. Coordinated through community organizations the use of Decisions—1959 materials on foreign policy provided by the Foreign Policy Association. Some thirty organizations sponsored programs with innumerable discussion groups within each organization. The Social Science Foundation of the University of Denver provided additional authoritative information on the weekly topics. The Denver Post provided space weekly for editorials on the issue of the week. Several of the Denver radio and TV stations including the educational TV channel provided regular information and lecture-panel programs weekly on the current topic.

Grand Junction, Colorado:

The Adult Education Department of Mesa Junior College conducted a foreign policy experimental program using Foreign Policy Association, Decisions—1959 materials. Discussion groups were formed in each of the elementary school districts in the total county area with the

discussion being directed by the Director of Adult Education of Mesa Junior College. The newspapers, radio and TV stations cooperated in providing coverage, special programs and materials on each of the issues being explored in the discussion groups. A grant of funds for the stimulation of this experimental program was made to Mesa Junior College by The Colorado State Department of Education.

In Minnesota:

During 1959-60, The Minneapolis Star is cooperating with the Minnesota World Affairs Center and its 20 members, the Advisory Committee of prominent educators in Minnesota, in providing guide, study materials and weekly quizzes on world affairs for the elementary, secondary, collegiate and adult education students and lay citizens of the state. The school year 1959-60 represents the 14th annual program in world affairs, with the role and functions of the United Nations as integral topics in the study. Its highlights include the following:

1. Authenticated materials, written for the average upper division high school student and lay person.
2. Instructional aids for the teacher-leader of every level.
3. For the third year, special guide materials for adult education groups.
4. Packets of basic booklets for study prepared and distributed.
5. Bibliographies of additional materials drawn up.
6. Weekly supplementary statements, bringing the week's issue up to date.
7. The yearly supplement, "Guide to the Study of World Affairs," supplying analytical tools and procedures.
8. A weekly test with questions to motivate participants and to check learning about specific issues in World Affairs.

San Diego—Citizens Consultations Committee on UNESCO

This committee, jointly sponsored by the U.S. National Commission for UNESCO and San Diego State College, may be taken as a successful example of similar projects carried on in about 40 college and university communities around the country. The activities include the setting up of committees to mobilize community interest and action; the presentation of lecture and discussion programs, and the solicitation of advice and opinion from citizens. The stated goals of this Committee and its sister groups are:

1. To extend the process of systematic study of international problems and increase the interest of citizen groups in helping to solve them. This applies particularly to the kinds of problems that are of concern to the United Nations and the specialized agencies.
2. To give the National Commission the views of representative citizens who are willing to study and discuss the problems presented. These views will assist the Commission in formulating its advice to the Government and in planning its own programs.
3. To establish a better two-way flow of communication about these problems through local-state-international channels.

The activities of the citizens committee were broken down into

membership, plenary sessions of all members, and subcommittees in the following five areas: (1) America and the less developed areas of the world, (2) American-Asian understanding and cooperation, (3) Americans as international travelers, (4) foreign languages and our national interest, (5) our moral and spiritual resources for international cooperation. The goals of the subcommittees were: (a) To analyze the problems of the area under discussion with the initial aid of discussion guides prepared in the U.S. Department of State. (b) To formulate suggestions for an improved program of UNESCO activities and U.S. activities in foreign countries. (c) To use channels by which American citizens may make their views on important issues known to a body which can give them high level support and publicity. (d) To prepare formal reports of local opinion for presentation to the National Commission for UNESCO, so that the Commission can formulate its advice to the Government and better plan its own activities. (e) To assist in making the work and the responsibilities of UNESCO more widely and accurately known in the local community. (f) To plan local programs and activities or to recommend such programs to the college and the community. The nature of these programs and activities would undoubtedly serve the purpose of interpreting foreign policy, American activities abroad (governmental, foundational or private) and UNESCO activities and projects.

As a longterm project, with increasing cooperation and enthusiasm from local leaders, this form of activity is considered highly promising.

The importance of such club work is indicated in a recent report of a study by a committee of the Carnegie Endowment for International Peace.⁴ The report stated:

It is apparent that most of the community leaders do not obtain their information on world affairs from books, pamphlets, movies, or lectures. Only about one-fifth of the leaders had 'recently' read any books on world affairs or the United Nations; less than 10 percent had seen a movie on the subject. About four out of ten had heard a lecture or attended a discussion group; and approximately the same proportion had recently read a pamphlet on world affairs or the United Nations.

The same report states further:

National citizens' organizations (non-governmental organizations or NGO's in U.N. parlance) significant in all aspects of American life, constitute an important two-way channel for communication of information and opinion about the United Nations. They have their own channels of communication with their members, and many of them use these to transmit informa-

⁴ *The United States Public and the United Nations*, Carnegie Endowment for International Peace, New York, 1958.

tion about the United Nations. They also have machinery for crystallizing citizen opinion on public issues and many of them use this for enlisting support for the United Nations.

From the viewpoint of world affairs, NGOs can be divided into two categories: those whose activities are specifically focused on this subject and those whose major interests lie outside this field.

The organizations in the first category, though not reaching a large number of Americans, perform four very important functions:

1. They create centers where their members and others already interested can come together to exchange views, to meet and listen to statesmen and experts both foreign and American, to be stimulated and to gain increased knowledge and understanding.
2. They can, and do, work with other organizations in the second category in reaching the uninterested and uncommitted.
3. They can, and do, reach a large public through the mass media, through their local activities.
4. Some of them carry on publications programs. Although frequently the publications are designed for, or at least reach, only a limited audience, the importance of that audience should not be ignored, many of its members being community leaders, and occasionally their books or pamphlets will have a very wide sale indeed.

The second category of organizations constitutes the overwhelming majority both in number and in membership. Though not primarily concerned with world affairs, many of them have an acknowledged interest in such matters. A major percentage of Americans belong to at least one of these organizations, and most community leaders belong to several.

In the pattern of extracurricular and out-of-school activities relating to teaching about the United Nations the organizations play the most important role. Organizational publications, beyond doubt, form the most consistent and emphatic source of domestic material on the United Nations. Out of the mass of organizations a promising development has come, which may well prove of utmost importance in the spread and encouragement of such activities. This is the monthly magazine *Intercom*, first issued in October 1958, sponsored and published by the United States World Affairs Center in New York City. Its function is to keep interested parties informed of activities in the area of international understanding, world affairs, and the United Nations. Far from clashing with or duplicating the role of such earlier publications as *International Organization* and *International Associations*, it performs a unique and valuable coordinating and informative function. Considering the free and decentralized nature of the education systems of the United States, this publication seems destined to be one of the more significant recent developments in this country for teaching about the U.N. and world understanding.

With individual teachers working along lines indicated by the

NEA draft volumes on *Teaching About the United Nations*,⁵ with many local and regional organizations active in the field, and with publications and nation-wide organizations to provide some necessary elements of coordination, the work of creating an informed and interested public moves forward, slowly perhaps and unevenly, but forward nonetheless.

The Public Library—A Community Resource On The United Nations⁶

“The clear and growing need for international understanding at the community level has added new responsibilities to libraries across the country. Adult education in world affairs—unforeseen by librarians 25 years ago—offers exciting new horizons and possibilities for libraries today.”⁷

That public libraries are accepting and meeting this challenge is evident from an examination of library resources and activities, particularly in the area of informal education about the United Nations and world affairs. Deeply rooted in the heritage of this country, the American public library is conceived as a community clearinghouse of information. Its major responsibilities are to facilitate and actively encourage self-education, to meet the demand for reliable and comprehensive information, to support and participate in educational, civic and cultural activities of the community, and to encourage the constructive use of leisure time.

Basic to the fulfillment of these and related responsibilities is the library's collection, a collection which goes beyond books to include such other informational media as films, slides, pictures and prints, maps, recordings, documents, newspapers and magazines. Through a well-selected and organized collection, suited to the character of the community it serves, and meeting the needs of its various “publics” (children, teen-agers, and adults), the public library is in a strategic position to stimulate community interest in important issues of the day.

In order to promote the use of their resources, libraries provide a variety of services and programs. These include the preparation of booklists, provision of film, lecture and discussion pro-

⁵ NEA, Washington, D. C. *Teaching About the United Nations*. Four volumes to be published in 1960.

⁶ This section was prepared by Rose Vainstein, Library Services Branch.

⁷ John S. Gibson, Professor of Government, Babson Institute in “Libraries and World Affairs”. *LIBRARY JOURNAL*, March 1, 1958, page 362.

grams, arrangement of exhibits and displays, and the sponsorship of program planning and of leadership training sessions. The resources and services of the public libraries relating to other countries and to the United Nations reflect the growing attention throughout the United States to international affairs.

Published by the American Library Association in 1959, and available in a great many public libraries, is a handbook titled "Richer by Asia." Prepared as a practical guide to promote greater understanding of Asian peoples, the handbook contains a selected list of books for purchase; sources for free and inexpensive printed materials and exhibits; appropriate educational films; sample book talks; and outlines for possible library programs. The handbook is of particular interest to those working with women's groups, service clubs and young adults.

Based on book suggestions from this guide, one library (Free Library of Philadelphia) has already prepared an attractive booklist for teen-agers titled "Voices of Asia."

Other short booklists of interest are "Pathways to Peace" by the Newark (N.J.) Public Library, "Nations of the World" by the Flint (Mich.) Public Library, and "The United Nations Works for You" by the Enoch Pratt Free Library of Baltimore (Md.).

Of somewhat broader interest, and based on the importance of maintaining an informed citizenry, the Readers' Advisory Service of the St. Louis (Mo.) Public Library prepared a list titled "Government Is Your Business." The list is suitable for an individual reading program or for directed group study.

The September-October 1959 issue of North Country Libraries (sent to all public libraries in Vermont and New Hampshire) contains a selected annotated list titled "Books on the United Nations." Included are reading suggestions for children, teen-agers and adults. Such lists are frequently used as a buying guide by local libraries or to request, throughout interlibrary loan, those materials not available in the home community library.

Since availability of a wide range of materials is of great importance, particularly to smaller public libraries with limited resources, a recent publication of the North Carolina Library Association is of significance, "Periodicals in Selected North Carolina Libraries." This is a union list of magazines available in 16 public libraries in North Carolina and the State Library, giving location and holdings for this group of libraries. Included are such periodicals as UNESCO Courier, United Nations Review, and Foreign Affairs which can be made available on loan through the

State Library's interlibrary loan network, and at no cost to the local library or patron.

Audiovisual materials provide an important dimension to library resources. Many public libraries have extensive educational film holdings of their own or belong to a film cooperative through which documentary and other films can be made available. A pioneer in the use of films in public libraries, the Peoria (Ill.) Public Library published a catalog of its 16 mm. films, many of which are either directly on the United Nations or about the various U.N. member States. Films are selected and evaluated on the basis of the educational experience provided, the film's ability to stimulate discussion, and its current as well as lasting interest, accuracy and technical qualities.

In Georgia, the Division of Instructional Materials and Library Service of the State Department of Education publishes "Films for Use in County and Regional Libraries." The films may be borrowed by the library for its own program, or for loan to responsible community groups who are following a serious educational program and turn to the library for assistance with program materials. A considerable number of entries are to be found under the headings "UNESCO" and "United Nations," as well as under the names of countries belonging to the U.N. organizations.

Another interesting release on audiovisual materials is one by the District of Columbia Public Library on films and filmstrips and titled "Asia, Africa and the Middle East." The list is annotated, and includes information on age level—i.e. elementary, junior or senior high, and adult. A somewhat similar but longer list is one prepared by the Detroit (Mich.) Public Library on "Lands and Peoples of the Eastern Hemisphere."

Exhibits are another effective medium for publicizing library materials and stimulating community interest in topics of current importance. For U.N. Week, the Milwaukee (Wisc.) Public Library prepared a special display of U.N. stamps and posters and included an exhibit by the Children's Art Program. Made available on loan to responsible community groups was a collection of the flags of the U.N. Member States. Through its weekly calendar of events, the "Milwaukee Reader," the library highlights its own and other community activities during U.N. Week. Similarly, on the 10th anniversary of the Declaration of Human Rights, the library was able to focus attention on this important event, and suggest books which relate to it.

Other publicity frequently appears in such professional library

publications as Wilson Library Bulletin, Library Journal, The American Library Association Bulletin, and the monthly newsletter of various State library agencies. Reference is made to the availability of U.N. materials, display kits and publication lists, successful and interesting program activities in libraries, and new trade books on world affairs of interest to librarians.

In their effort to develop a more alert and informed citizenry, libraries frequently sponsor lecture, film and discussion programs. In Fort Worth (Tex.), as part of its adult education program, the public library recently arranged for the presentation of a lecture on "The United Nations and U.S. Foreign Policy" by a Foreign Service Officer of the U.S. Department of State.

In Boston, the public library presented "Invitation to Travel," a stimulating and successful program series about various countries. Slides, films, dance, and music enhanced the presentations which included talks by consular staff, foreign visitors, and university personnel. Special short reading lists were prepared and exhibits arranged for each of the countries "visited."

Oklahoma City Libraries, with the American Foundation for Political Education, cosponsored several discussion programs on World Politics and Foreign Policy. Other discussion programs sponsored by public libraries include such themes as Soviet Foreign Policy and the "Great Decisions" series.

The public library, through its many program planning resources, is in a vital position to help effect sound and challenging programs for community clubs and organizations. In Seattle, for example, the Adult Education Department of the public library prepares a listing of program resources and ideas for program chairman. Included is a section on international affairs and world understanding, with such information as how to obtain members of the diplomatic corps, university personnel, foreign students, and others for speaking engagements and how to participate in the U.S. Department of State Foreign Leader Program. The library also holds an annual Program Planners Institute.

In addition to lending films, books and other materials libraries frequently maintain lists of speakers, or organizations providing speakers on topics related to the United Nations or to international affairs.

Through a diversity of programs and resources, the public libraries of this country are contributing to and strengthening the community's total educational effort toward mutual understanding among the nations of the world.

Appendix I

For information on the United Nations and its Specialized Agencies, address the following organizations. (Some materials and services are free of charge. Publications lists are usually available on request.)

CALIFORNIA

American Association for the
United Nations
Town and Country Village
3d and Fairfax
Los Angeles 6
World Affairs Council of
Northern California
421 Powell Street
San Francisco 2

DISTRICT OF COLUMBIA

National Education Association
(Committee on International
Relations)
1201 16th Street, N.W.
Washington 6, D.C.
United Nations Information Center
1908 Que Street, N.W.
Washington 6, D.C.
United States Committee for the
United Nations
816 21st Street, N.W.
Washington 6, D.C.
U.S. National Commission for
UNESCO
U.S. Department of State
Washington 25, D.C.

ILLINOIS

American Association for the
United Nations
111 West Jackson Boulevard
Chicago 4
Chicago Council on Foreign Relations
Pamphlet Shop
116 South Michigan Avenue
Chicago 3

MASSACHUSETTS

Plays, Inc.
8 Arlington Street
Boston 16
World Affairs Council
10 Arlington St.
Boston

MINNESOTA

Minnesota United Nations
Association
University of Minnesota
15th and Washington Avenue, S.E.
Minneapolis 14

MISSOURI

St. Louis Council of World Affairs
418 Olive St.
St. Louis

NEW YORK

*American Association for the
United Nations
345 East 46th Street
New York 17
*Carnegie Endowment for
International Peace
345 East 46th Street
New York 17
*Church Peace Union
170 East 64th Street
New York 21
*Foreign Policy Association
345 East 46th Street
New York 17
International Documents Service
Columbia University Press
2960 Broadway
New York 27

* Speakers' Bureau in addition to other services.

APPENDIX

Text-Film Dept. (UN Filmstrips)
 McGraw-Hill Book Co.
 330 West 42d Street
 New York 18

UNESCO Publications Center
 801 Third Avenue
 New York 22

United Nations
 New York 17 (especially the
 following offices:)

- (1) Dept of Public Information
- (2) UNICEF
- (3) UN Film Distribution Unit,
 room 945
- (4) UN Postal Administration
 (for UN postage stamps)
- (5) Public Liaison Division
 New York Office of UNESCO
 Room 2201, UN (for UNESCO
 free materials)

World Affairs Center
 345 E. 46th Street
 New York 17

OHIO

Cincinnati Council on World Affairs
 2333 East 4th Street
 Cincinnati 2

Council on World Affairs
 922 Society for Savings Building
 Cleveland 14

Toledo Council on World Affairs
 331 Security Building
 Toledo 4

PENNSYLVANIA

World Affairs Council of Philadelphia
 The John Wanamaker Store
 13th and Market Streets
 Philadelphia 7

TEXAS

Dallas Council on World Affairs
 2419 Maple Avenue
 Dallas 4, Tex.

Appendix II'

Depository Libraries in the United States Designated by the United Nations and the Specialized Agencies

Depository library	UN	ICJ	FAO	ICAO	UNESCO	WHO
<i>California</i>						
University of California General Library, Berkeley.....	X				X	
Los Angeles Public Library, Los Angeles.....	X					
University of California at Los Angeles, Los Angeles.....	X		X		X	
Stanford University, Stanford University.....	X					
<i>Colorado</i>						
Denver Public Library, Denver.....	X					
<i>Connecticut</i>						
Yale University, New Haven.....	X		X			
<i>District of Columbia</i>						
Brookings Institution.....	X					
Pan American Union.....	X				X	
Library of Congress.....	X	X	X	X	X	X
<i>Illinois</i>						
Library of International Relations, Chicago.....	X	X	X			
University of Chicago, Chicago.....	X				X	
Northwestern University, Evanston.....	X			X		
Public Library, Rockford.....			X			
University of Illinois Urbana.....	X					
<i>Louisiana</i>						
Louisiana State University, Baton Rouge.....	X	X	X		X	
<i>Maryland</i>						
John Hopkins University, Baltimore.....	X		X			

¹ This table was taken from *U.S. Participation in the UN Report by the President To The Congress for the year 1958*. Washington, U.S. Government Printing Office 1959.

Depository library	UN	ICJ	FAO	ICAO	UNESCO	WHO
<i>Massachusetts</i>						
World Peace Foundation, Boston.....	X	X				
Harvard University, Cambridge.....	X		X	X	X	
<i>Michigan</i>						
University of Michigan, Ann Arbor.....	X		X			
<i>Minnesota</i>						
University of Minnesota, Minneapolis.....	X		X			
<i>Missouri</i>						
St. Louis Public Library, St. Louis.....	X				X	
<i>New Jersey</i>						
Princeton University, Princeton.....	X		X			
<i>New York</i>						
Cornell University, Ithaca.....	X					
Columbia University Law Library, New York.....	X					
Council on Foreign Relations, Inc., New York.....	X	X				
Institute of Aeronautical Sciences, New York.....				X		
New York Public Library, New York.....	X	X	X	X	X	
New York University, New York.....	X		X			
<i>North Carolina</i>						
University of North Carolina, Chapel Hill.....	X				X	
<i>Ohio</i>						
Cleveland Public Library, Cleveland.....	X				X	
<i>Pennsylvania</i>						
University of Pennsylvania, Philadelphia.....	X					
<i>Rhode Island</i>						
Brown University, Providence.....	X					
<i>Tennessee</i>						
Joint University Libraries, Nashville.....	X		X			
<i>Texas</i>						
University of Texas, Austin.....	X		X		X	
<i>Washington</i>						
University of Washington, Seattle.....	X					