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Teaching About the United Nations in the United States

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
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[All illustrations are courtesy of the United Nations except that of the school mural, which is courtesy of the Kansas City (Missouri) public schools.]

Foreword

IN HIS FIRST ADDRESS to the United Nations as President of the United States, Lyndon B. Johnson affirmed his "unswerving commitment to the keeping and to the strengthening of the peace." He noted further: "Peace is a journey of a thousand miles and it must be taken one step at a time."

At 4-year intervals since 1950, the U.N. has requested its Member States to review and report what schools, colleges, and adult organizations have been doing to make known the work of international organizations. The present U.S. report for 1960-63 is a chronicle of the many steps toward peace taken by individuals, organizations, school systems, and other components of our Nation.

A retrospective report on a dynamic and constantly growing enterprise such as education in the United States is invariably incomplete and outdated almost as soon as published. This problem is aggravated by the changing emphases and nature of the work of international organizations. On this point, Secretary of State Rusk, in his Dag Hammarskjöld Memorial Lecture, January 10, 1964, said the following:

Few people seem to realize how far this movement has gone. The United States is now a member of 53 international organizations. We contribute to 22 international operating programs, mostly sponsored by these same organizations; and last year we attended 547 international intergovernmental conferences, mostly on technical subjects. We do these things because they are always helpful and often downright essential to the conduct of our national and international affairs.

... while nations may cling to national values and ideas and ambitions and prerogatives, science has created a functional international society, whether we like it or not. And that society, like any other, must be organized.

The present report demonstrates that, in a variety of ways and in many places, U.S. education is responding to the challenge of international organization in imaginative and increasingly effective ways.

The ideas and activities reported here hopefully will serve to stimulate teachers and other leaders to improve and intensify their work in the international sphere.

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President Kennedy addressing the 18th session of the United Nations General Assembly,
September 20, 1963

1. Introduction

THE UNITED NATIONS as an institution and the wide range of international problems and prospects in which it is an important factor are given more attention at all levels of education in the United States today than ever before. More pupils, teachers, students, professors, and scholars (as well as persons outside the world of formal education) are concerned about world problems and interested in the United Nations than at any previous time in our history. More and better information sources of all kinds are available than before, and these sources are widely used.

These signs of progress in teaching about the United Nations are encouraging, though many important tasks remain. The question, "What does it mean to be intelligent in a democratic society?" must ever be asked and answered anew, in light of new situations, new information, and new methods of analysis.

Speaking to the 18th General Assembly of the United Nations, on September 20, 1963, President John F. Kennedy stated: ". . . the value of this body's work is not dependent on the existence of emergencies . . . nor can the winning of peace consist only of dramatic victories. Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures."

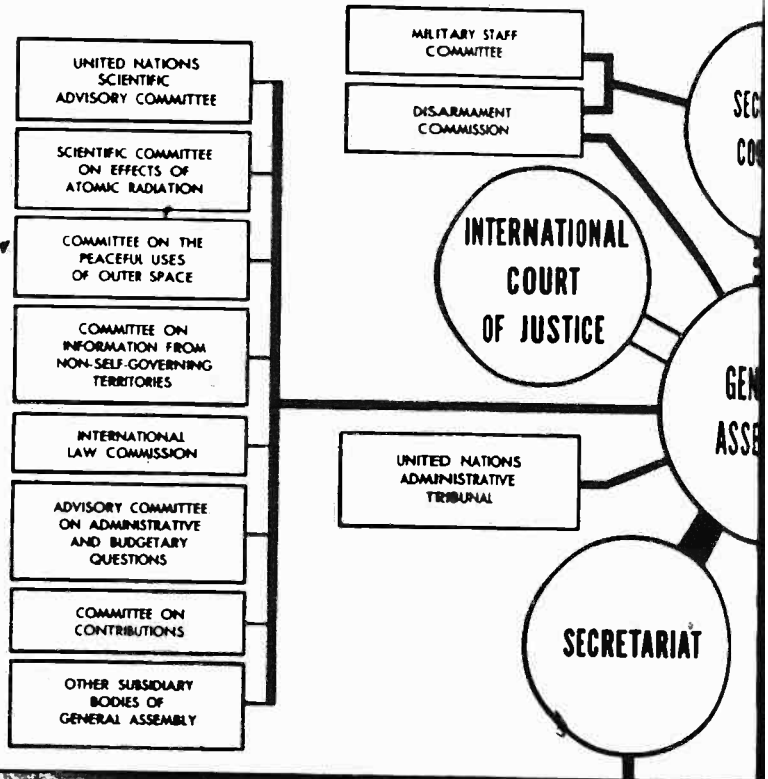
This epitome of the work of the United Nations could be applied as well to the task of teaching about it. The development of new structures of thought, erosion of misconception and prejudices, and elaboration of new tools for analyses leading to intelligent action is the major function of all education.

In a world beset with problems, tensions, and urgently pressing requirements, the United Nations itself is an educational institution of the first order of importance. To the extent that it is successful in this role, it directs attention away from itself, toward the problems with which it, and all mankind, must deal.

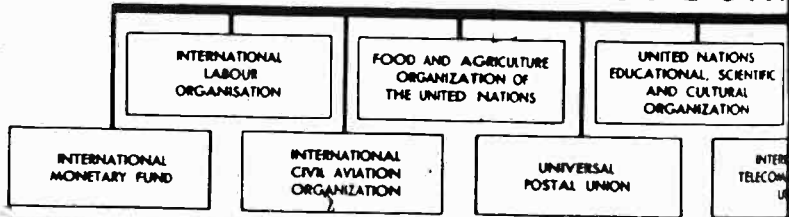
During the 4 years (1960-63) covered by the present report much of the teaching about the United Nations in the United States has shifted from a focus on the U.N. as a structure to a study of important world problems and the part the U.N. plays in dealing with them. This approach is both appropriate to and worthy of a pluralistic

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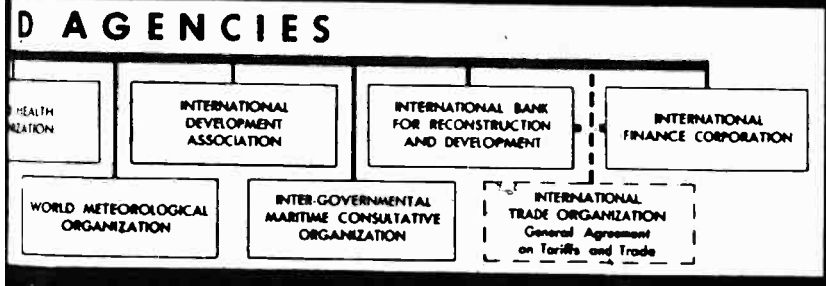
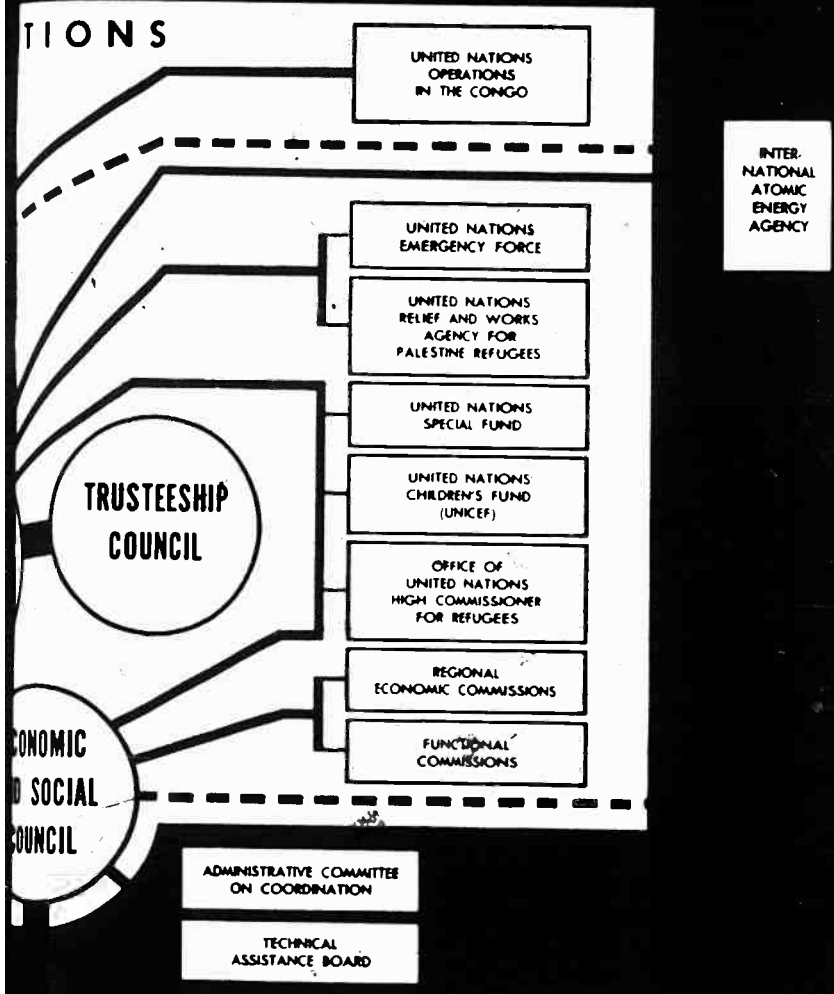
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democratic society. The very foundation of Government in the United States is premised on the imperfections of men and the institutions they create. Men are equal under the law. Institutions are means, not ends. Functional, piecemeal solutions are sought for specific problems. No one fears plans for the future, but no one elaborates such plans into objects of worship. This attitude of limited, attainable objectives sought for through carefully selected means is in the very fabric of life and thought in the United States. The United Nations is taking its place in that pattern. It is seen as a tool with which men of good will in all countries must fashion a better future.

Teaching about the United Nations represents an attempt to provide citizens with an understanding of the nature and uses of this instrument. As befits a pluralistic society, the vast majority of efforts for such teaching are made outside the sphere of the Federal Government. The bulk of this report deals with such efforts. Perhaps a key to understanding the United States situation in teaching about the United Nations can be found in the fact that many organizations and institutions await the annual Presidential Proclamation of United Nations Day and Week, and Human Rights Day and Week, with eagerness. Many of these groups have plans and preparations ready far in advance of the official pronouncement.

Practically all agencies of the executive branch of the U.S. Government are in some way involved in the work of the United Nations and its specialized agencies. Most of their involvement is with functional activities corresponding to those for which the agency is responsible. A steady flow of reports, hearings, and testimony is made available to the public, by the executive and legislative branches of the U.S. government. Congressional consideration and debate on such problems as the U.N. bond issue also helps focus public attention on the organization's work. The present reports says very little about the Federal Government, very much about other aspects and institutions of American life which are more directly and continuously involved in the education of the people.

For every institution, program, organization, or publication specifically mentioned in this report, there are many counterparts, equally worthy, which must go unreported. A full list of the communities in the United States where significant United Nations related activities are undertaken would resemble a gazetteer of the country; a complete record of the organizations which have given attention to the United Nations in some aspect of their programs would include most of the entries in the *Encyclopedia of National Associations*, and many regional and local groups not listed there. The experts who have written these chapters have attempted to convey a representative picture, to transmit to readers throughout the world as much of the

diversity and spontaneity of the U.S. scene as possible, to demonstrate the excellence of local solutions developed voluntarily and without central direction, national campaigns and the like.

For this report, experts on education in the United States have examined teaching about the United Nations in the areas and at the levels they know best. The different approaches taken, as well as the complexities of the subject, are reflected in the report. Since the first U.S. report on teaching about the United Nations was submitted to the U.N. Economic and Social Council (UNESCO), considerable progress has been made in interpreting the work of the U.N. to the people of this country. It seems reasonable to expect that the record of each 4-year period following that of the present report will reflect advances in bringing a fuller understanding of the world organization and of its individual member nations to an ever wider circle of Americans.

2. Teaching About the United Nations in Colleges and Universities¹

AMERICAN COLLEGES AND UNIVERSITIES are devoting an increasing amount of attention to the policies, aims, and work of the United Nations. A systematic review of college catalogs reveals that approximately one-third of all higher education institutions in the country now mention the world organization either in a course title or in the description of an established course. Large institutions are more inclined to organize separate courses on the United Nations, whereas junior colleges and small liberal arts colleges customarily include such instruction as a part of general courses. Most frequently such units of material are made a part of the instructional programs in departments of political science, government, or history.

Course titles vary widely from institution to institution. The most common undergraduate title appears to be "International Organizations," a course normally offered to upperclassmen. Institutions use such phrases as the following to describe such courses:

<i>Course description</i>	<i>Institution</i>
International cooperative agreements within the national state systems, beginnings of international organizations, the League of Nations, the United Nations, etc.	Drake University, Political Science Department.
Historical backgrounds, structures, functions, and limitations of modern international organizations, such as the United Nations.	East Texas State College, Social Sciences Department.
A study of the origins and evolution of organized international collaboration and the forces favoring and impeding its development. Types of world organization in action, especially the League of Nations and the United Nations are examined.	Princeton University, Department of Politics.
Relationship of the U.N. and regional organizations to peace and welfare.	University of California, Political Science Department.
A study of the development, organization, and operation of various types of international institutions, including the League of Nations and the United Nations.	Western Washington State College, Government Department.

¹ Prepared by Harold A. Haswell, Director, Higher Education Programs Branch.

From the catalog descriptions of other undergraduate courses, it is apparent that many contain curricular materials on the United Nations. Common titles for such courses are: "Contemporary World Politics," and "Foreign Relations." Nearly all such courses carry three hours of credit and extend over one semester or term varying from 12 to 18 weeks. The typical college offers two or three such undergraduate courses per term.

Many of the large institutions now offer separate courses devoted wholly to a study of the United Nations. An example of such a course is one given by Columbia University's Department of Government and Public Law, under the title "The United Nations." This particular course reviews the 19th-century heritage of international organizations, moves on to the experiences of the League of Nations, and then explores in depth the origins, principles, and structures of the U.N. It concludes with an examination of the broader context of international relations and the future of international organizations. A visit to the U.N. is a required portion of the course.

A similar course carrying the same title is offered by Wittenberg University in the Political Science Department. The catalog description reads—"a detailed study of the United Nations, its specialized agencies and affiliated organizations." The University of Hawaii also devotes a complete course to the "problems involved in the development and structure of international organizations, with special emphasis on the U.N." This course also carries the title "The United Nations."

The examples cited above make it obvious that phrases such as "United Nations" and "international organizations" are standard curricular terminology in U.S. higher educational institutions. There is clear evidence to substantiate a growing trend toward more frequent reference to the work of the U.N. in the instructional programs of an ever-expanding number of higher educational institutions of all types, including many junior colleges.

Undergraduate Instruction

It is apparent that most of the collegiate instructional programs are intended for undergraduate students, and more specifically for the third and fourth years. One department chairman states that material relating to the United Nations is included, as appropriate and relevant, in undergraduate courses on international law, international relations, and courses on the foreign policies of major countries or regions. In addition, some courses are devoted almost entirely to the United Nations and its associated agencies. It is not uncommon to find subject matter differentiated at the undergraduate level into two or more specific courses treating independently such broad topics

as major regional organizations, with a separate course set apart for universal international organizations.

The following excerpts from course outlines for "International Organizations" at a large public university on the west coast indicates some approaches to such instruction and perhaps give some idea of the elements of unity and diversity which exist in offerings on the United Nations.

I. World Society or World Community?

- A. The nature of international organization within a fabric of international relations.

II. Types and Issues in International Organization

- A. Why and how are international organizations created?
 B. Some case studies of the origins of international organizations: Universal Postal Union, League of Nations, United Nations, North Atlantic Treaty Organization.
 C. True and false issues in the choice of alternative forms of organization: realism vs. idealism, democracy vs. oligarchy, universalism vs. regionalism, and the role of international organizations as a road toward world political community.

III. Community Development in Organizations Restricted to Specific Tasks

- A. World Community through Functional Integration. Political vs. technical tasks; the role assigned to welfare needs and informal international contacts. Welfare and peace.
 B. Variety of Functional Tasks: The Issues for World Community. International obligations and actions in the field of welfare, and the delegation of specific powers to international organizations in the fields of emergency relief, international trade and payments, social welfare.
 C. International Community through Standardization of Conduct: The treatment of human rights in the U.N.
 D. International Community through Standardization of Conduct. The treatment of international full employment, economic stability and development and international investment policies in the U.N.
 E. The Success of Functional Activities and the Attainment of World Community: An examination and appraisal of the techniques used to achieve cooperation and standardization.
 1. General.
 2. Protection of the individual.
 3. Emergency relief.
 4. Trade and payments.
 5. Investments.
 6. Social and technical assistance.
 7. Transport and communications.

IV. Collective Security and Community Development

- A. The Triad of Collective Security Formula: The world forum, pacific settlement of disputes and collective enforcement. Experience of the League of Nations with these techniques. The U.N., pacific settlement, enforcement, truce supervision and long-range solution of disputes. Types of disputes and concepts for judging the success of U.N. action.
 1. General.
 2. Bloc politics in U.N. bodies and collective security.
 3. Case studies.

V. Community Development and Peaceful Change Through Global Organization

- A. The dilemma of collective security as protecting status quo, and of peaceful change required to alleviate conditions giving rise to security disputes. Types of ideological and territorial situations calling for peaceful change. International justice, peaceful change and the procedures available for effective change.

Case studies of attempts at peaceful change: (1) The League of Nations and the peace treaties of 1919; (2) The U.N. and the solution of colonial issues through trusteeship; (3) Disarmament, 1920-61.

1. Peaceful change in general.
2. Judicial settlements.
3. Trusteeship.
4. Disarmament.

VI. Autonomy and Personality in Universal International Organizations

- A. Community development as a function of the independence and separate personality of the organization, as distinguished from its member states.

- B. Manifestations of separate personality in the U.N. with respect to the status and work of the Secretariats.

1. Role of Secretariate.
2. U.N. Armed Force.
3. International administration.

VII. Universal Organization: An Appraisal

- A. The limitations of universal intergovernmental organizations as stepping stones to world political community, in terms of:

1. The limitations of collective security,
2. The marginality of international tasks in the total governmental system,
3. The dominance of national policies and attitudes as compared to the role of private experts and non-governmental organizations.

VIII. Regional Organization and Community Development

- A. Analysis of the record and nature of intergovernmental cooperation in regional organizations devoted to various kinds of tasks.

- B. Are the limitations of regional organizations the same as persist in universal organizations? Answers in terms of:

1. Collective Security Organizations: Organization of American States and Arab League.
2. Collective Self-Defense and Alliances: NATO, SEATO, Bagdad Pact, Warsaw Pact, Alliance of the U.N.
3. Regional Welfare Organizations: Organization of Central American States, Caribbean Commission, South Pacific Commission.
4. Regionalism and economic integration in Europe: Customs Unions, Organizations for European Economic Cooperation, European Coal and Steel Community, Euratom and the European Economic Community.
5. Functionalism and regional integration

- C. Community Development.

1. Western Hemisphere.
2. Atlantic area.
3. Western Europe.

VIII. Regional Organization and Community Development—Continued**C. Community Development—Continued**

4. The Commonwealth.
5. Middle East.
6. South and Southeast Asia.
7. Soviet Bloc.
8. Africa.

IX. International Organization and World Order

- A. With the exception of Western Europe, international organization nowhere approaches the criteria of political community.
- B. Regional and world federalism as alternative approaches to international organization.
- C. Assumptions and limitations of federalism: The interregional and interfunctional equilibrium as a factor for peace and peaceful change in contemporary setting of global and regional organizations.

The outline presented above is representative of an upper-division undergraduate course which not only explores the historical evolution of the U.N., but also presents a well-articulated study of the global implications of the world organization and its related agencies.

One of the well-known private eastern universities used the following outline for instructing undergraduate students in a course entitled "The International Organization":

- I. Origins, Nature and Development of International Organization
- II. The League of Nations: Fruitful Failure
- III. The United Nations: Concepts and Evolution
- IV. Peaceful Settlement of Disputes and Collective Security
 - A. Voting and Veto
 - B. Collective Security
 - C. U.N. Presence
- V. Regulation and Reduction of Armaments
- VI. Economic and Social Well-being and Development
 - A. Economic Cooperation
 - B. Social Questions
 - C. Specialized Agencies
- VII. Dependent Peoples
- VIII. International Secretariats
- IX. Regional Organizations and World Government

A Land-Grant university in the South reported that its teaching of and about the U.N. is in relation to other subject matter, and, as content, fits into courses on international developments since World War II and on current international and regional organizations. A Mid-western university gave a similar report. A metropolitan university in the Great Lakes area indicated that it offered undergraduates a separate course under the title "U.N. in Action," and at the same time included specific lectures about the world organization in other courses, such as International Relations or Pan American Relations. A church-related liberal arts college in the South also integrates instruc-

tion about the U.N. into other courses, but also offers a specific course entitled "International Organizations."

Graduate Instruction

Most of the Nation's leading universities now offer one or more courses about the U.N. and related activities. Much of the instruction takes the form of small seminars for students who are majoring in political science or international relations. In most instances, such study and research is based upon background courses offered in the institutions' undergraduate colleges. A few universities, however, reserve all instruction about international organizations for graduate students. Such seminars study international organizations as a part of the main stream of international politics, tending to concentrate on the processes which lead to the formation of international organizations and make possible their operations, and also on the policy and administrative alternatives available to them. Extensive reading and individualized research are invariably a part of the student's assignment in such seminars. Two examples of such courses will suffice to give the reader some understanding of the thoroughness of such study.

The following outline is used by graduate students in one of the private eastern universities:

First Part: The Past and the Character of International Organization

- I. The Nature of International Organizations
- II. The Evolution of International Organizations
 - A. Speculation and Projects
 - B. International Practice
 - C. Public International Unions
- III. The League of Nations: Idea, Operation, Breakdown
 - A. The Birth of the League
 - B. The League at Work
- IV. The United Nations: Idea and Formulation
 - A. The Wartime Steps and the San Francisco Conference
 - B. The Legal Basis of the U.N. and the Interpretation of the Charter
 1. Voting and Other Procedures
 2. Representation and Membership
 3. The Problem of "Domestic Jurisdiction"

Second Part: The Political Functions

- V. Peaceful Settlement of Disputes
 - VI. Collective Security and Enforcement Measures
 - VII. Regulation and Reduction of Armaments
- Third Part: The Emergence of New Political Units and Peaceful Change**
- VIII. New Members and Their Rules
 - ~~IX.~~ IX. Peaceful Change

Fourth Part: The Technical Functions

- X. Economic Cooperation
- XI. Social Cooperation

XII. International Secretariats

Fifth Part: Less Than a Whole World

XIII. Regional International Organization

XIV. Alliances as International Organizations

The graduate student enrolled in the seminar described above is referred to a selected topical bibliography containing 285 books, articles, and documents on international organizations. He is reminded that such specialized intergovernmental agencies usually produce extensive, complete, and carefully documented records, and that these records are the main source of information concerning their work.

Research and the philosophical approach form the underlying concepts of a graduate seminar offered by another university, one of the Nation's largest. It is taken for granted that all students who enroll in the course have completed general work in international relations and have a basic knowledge concerning various international organizations. The seminar therefore makes no effort to duplicate the factually and institutionally oriented courses offered at the undergraduate level.

The seminar raises one central question and endeavors to relate all discussions to it, namely: "How, if at all, does the work of international organizations affect the basic pattern of international relations?" The seminar proceeds on the assumption that the world is made up of sovereign states, each with the sovereign right make independent and autonomous decisions. Students are challenged to determine whether the network of international organizations operate to change this pattern. They examine the attitudes, expectations, institutions, practices, habits, and rules which may contribute to such a change. Implicit in the seminar's basic inquiry is a search for propositions tending to explain the evolution of sovereign states toward a larger community through a process of "integration." The seminar proceeds toward its stated goal by three major stages. A 3-stage approach is projected for the analysis of the evolution of international organizations:

- Step 1. Discussion and definition of basic concepts relevant to research in International Organizations.*
- Step 2. Discussion in the seminar of specific topics selected by each student for preparation as his major term paper in terms of applicability, of the concepts explored.*
- Step 3. How to develop a theory of international organization: the choice and use of concepts in the search for empirical material; the use of empirical material in the modification and subordination of concepts.*

I. Concepts in the Study of International Organization

- A. Six sessions of the seminar are devoted to an examination of the utility of existing concepts and theories in the study of international organization.
- B. One seminar period deals with theory, conceptual approaches, mood, and methodology as separate levels of analysis. The principle of "strategic concepts" is introduced and the concept of organizational task expansion as such a concept.

I. Concepts in the Study of International Organization—Continued

- C. One class period is devoted to theory in the Machiavellian and Wilsonian mode as past approaches, also the quantitative-behavioral-operational "mood" as conditioning current approaches.
- D. In the next seminar discussion attention is directed to the intrinsic validity and applicability of organizational task expansion through the following methodological approaches:
1. Game theory (probability).
 2. National images study.
 3. National profiles.
 4. Content analysis.
 5. Diplomatic gaming.
 6. National psychometric distance studies.
- E. Another seminar session examines the concrete conceptual approaches, that is, concepts relating to the data to be studied and imposed by the observer on those data:
1. Territorial sovereignty and security.
 2. Interest, national and other.
 3. Power, and models of distributing power.
 4. Political systems, stratification, motivation.
 5. National character and nationalism.
- F. The concluding discussion in the first step of the course centers around the problem of theory in the study of international organization. Such questions are examined as: What kind of theory exists? What *should* it do for the field? What *does* it do for the field?

II. Organization Task Expansion: Suggested Term Paper Topics

At three sessions of the seminar members are expected to present for group discussion the term-paper topics they have selected and previously discussed with the instructor. Each student covers the following points in his presentation:

1. State the project in terms of the empirical material, organization, task, or region to be investigated.
2. Make explicit the nature of his theoretical concern: Is the study to be a normative, descriptive or analytical contribution? What propositions are advanced?
3. State the nature of his abstract conceptual commitment, how he views the nature of international relations in terms of limiting approaches. What hypotheses with respect to task expansion follow from this commitment?
4. State and justify his choice of concrete conceptual approaches to be imposed on the data. How do they relate to the propositions implicit in his theory and to the hypotheses implicit in his abstract conceptual commitment?
5. State and justify the methods to be employed in carrying out the investigation. What can they be expected to perform in validating the hypotheses?

The following research topics are suggested as meriting serious scholarly attention. None of them has been treated directly in published form. All make suitable topics for all or part of theses and dissertations:

1. The impact on NATO of changes in weapons technology, especially nuclear weapons. Has this resulted, or could it result, in expansion of the NATO task?

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2. The intensification and proliferation of unofficial movements for Atlantic unity, some endorsed by legislative resolutions in response to changes in weapon technology and expected trade dislocations.
 3. Pan-Africanism in the prism of various African national political systems: the Organization of African and Malagasy States and its work.
 4. Pan-Africanism and the logic of revolutionary-modernizing regimes: regional agreements and joint tasks among the Casablanca powers.
 5. Search among Asian states for an organizational focus stressing non-military and neutral economic integration: The Association of Southeast Asia and the U.N. Economic Commission for Asia and the Far East.
 6. U.N. regional commissions and the evolution of regionally specific tasks possibly inconsistent with the U.N.'s global task: Economic Commission for Latin America; Economic Commission for Africa. What is the tension between a universal and a regional task?
 7. Expanding tasks in response to a global redefinition of "need": World Food Year and the Food and Agriculture Organization.
 8. Expanding tasks in response to a global redefinition of "need": World Health Year and the World Health Organization.
 9. Expanding tasks in response to a global redefinition of "need": the evolution of the Office of the U.N. High Commissioner for Refugees.
 10. Expanding tasks in response to a global redefinition of "need": space exploration in the World Meteorological Organization and the International Telecommunications Union.
 11. Inspection for disarmament and the nuclear supervision program of the International Atomic Energy Agency.
 12. Collective security and the creation of U.N. armed forces for purposes of maintaining *internal* peace (Congo, Lebanon, New Guinea).
 13. The evolution of a growing sense of U.N. task in relation to abolishing all aspects of colonialism.
 14. Planning for economic development through international financial programs involving "intervention" by international organizations: Special Funds, International Bank, International Development Agency.
 15. Influence of national policies on central constitutional judgments of the International Court of Justice affecting organizational tasks: the Southwest Africa Cases, the Bernadotte Case, and the case on Extraordinary Financial Contributions. (Use General Assembly debate proceeding judgments as key to national positions, and later statements as evidence of impact decisions.)
 16. The role of the Organization of American States in advancing the Alliance for Progress and/or Latin American economic regionalism.
 17. The role of the Organization of American States in protecting human rights in the Western Hemisphere.
 18. The nature and task of the European system of protecting human rights under the Council of Europe conventions.
- III. How To Develop a Theory of International Organizations (One Seminar Session to Each of the Topics)**
- A. Theory and International Organization: pluralistic interest politics vs. other theoretical emphases**

- B. Abstract Conceptual Approaches in International Organization
- C. Functionalism vs. Other Conceptual Emphases
- D. Concrete Conceptual Approaches in International Organizations
- E. Task Expansion and Organizational Theory
- F. Methods in International Organization Research.

It is obvious that an impressive amount of research on the U.N. and its activities is being undertaken by highly motivated, competent, advanced graduate students under the guidance of some of the Nation's most knowledgeable scholars of international politics. Such seminars as the ones described above are concerned primarily with the application of social science theory to the study of phenomena associated with international organizations of all kinds. They are the settings in which most of the M.A. theses and Ph. D. dissertations dealing with United Nations matters are prepared.

Over the past 20 years the U.N. and its activities has been a popular field for doctoral dissertations in American universities. Sidney N. Barnett, Lecturer in Political Science at City College, New York, has compiled a bibliography of 180 doctoral dissertations (many of them published) written during the period 1943 through 1961.² A large percentage of the nonpublished titles are covered in *Dissertation Abstracts*. The bibliography groups the dissertations as follows, with the number under each area being shown in parentheses;

- I. Making of the United Nations (5)
- II. Purposes and Principles (8)
- III. Organizational Character (6)
- IV. Membership (5)
- V. Principal Organs:
 - General Assembly (12)
 - Security Council (6)
 - Economic and Social Council (1)
 - Trusteeship Council (13)
 - International Court of Justice (8)
 - Secretariat (5)
- VI. Specialized Agencies:
 - General (4)
 - Food and Agriculture Organization (4)
 - International Bank for Reconstruction and Development (4)
 - International Civil Aviation Organization (1)
 - International Labor Organization (5)
 - International Monetary Fund (5)
 - International Trade Organization (1)
 - United Nations Educational, Scientific and Cultural Organization (9)
 - Universal Postal Organization (1)
- VII. Political Activities (48)
- VIII. Nonpolitical Activities (27)
- IX. Evaluation (2)

² *International Organization*, XVI: 3: 668-75. Boston: World Peace Foundation, 1962.

Almost a fourth (42) of the Nation's higher education institutions offering the doctorate degree were represented in the list above. These institutions, together with the number of U.N. dissertations written at each, are identified below:

The American University (6)	Washington University (1)
Brookings Law School (1)	Yale University (2)
The Catholic University of America (1)	Universities of:
Columbia University (23)	Alabama (1)
Cornell University (4)	California—
Duke University (2)	Berkeley Campus (3)
Georgetown University (4)	Los Angeles Campus (1)
Harvard University (18)	Denver (1)
Indiana University (3)	Florida (2)
Loyola University (1)	Illinois (6)
New School for Social Research (2)	Kansas (2)
New York University (15)	Maryland (1)
Northwestern University (4)	Michigan (4)
The Pennsylvania State University (2)	Minnesota (4)
Princeton University (3)	Nebraska (1)
Saint Louis University (1)	North Carolina (3)
Syracuse University (2)	Pittsburgh (3)
Stanford University (4)	Southern California (6)
Tufts University (6)	Texas (3)
	Washington (3)
	Wisconsin (4)

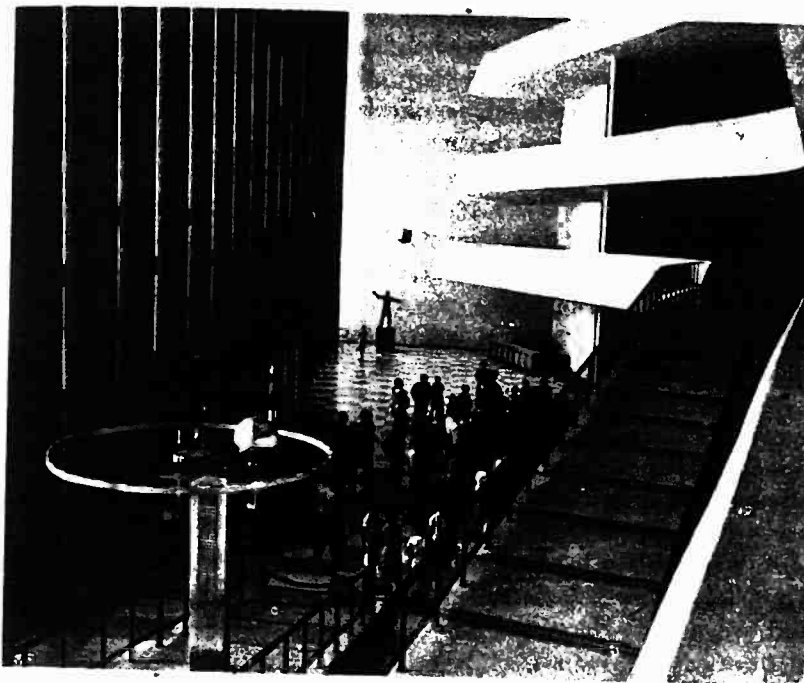
The following thesis and dissertation titles, received from one institution and quoted in full, are representative of the U.N. topics selected by researchers during the past 5 or 6 years:³

- ☆ The U.N. Special Fund as a Case Study in Autonomous Organizational Development
- ☆ The Impact of the U.N. Special Fund on the National Planning of Economic Development
- ☆ Administrative Coordination between the U.N. and Specialized Agencies
- ☆ United Nations Personnel Policy
- ☆ The Expansion of U.N. Powers and Programs in the Fields of Economic Assistance (a case study of IBRD, IDA and IFC policies and doctrines)
- ☆ The U.N. and Decolonization: a Study of the Effectiveness of the Trusteeship System

Extracurricular Activities

The most typical extracurricular activities relating to the United Nations undertaken by colleges and universities are associated with model U.N. sessions, field trips to U.N. headquarters, and U.N. activities sponsored by the student governments on the various campuses.

³ During the same period, however, the number of thesis and dissertation topics devoted to various regional organizations was considerably greater than the number devoted to U.N. topics.



Visitors in public lobby, General Assembly building

One institution reported that its students participated annually in the West Coast session of the Model United Nations. Many of the students enrolled in the undergraduate course on the United Nations were members of the institution's delegation to the Model U.N. The chairman of the political science department previously acted as advisor to this effort. In recent years, however, the institution has treated such activities as extracurricular student efforts and therefore has given it no formal encouragement or recognition in teaching.

At this same institution hardly a month passes without special lectures or programs under university auspices, featuring prominent speakers associated with the United Nations, who address audiences on United Nations topics. Some of these speakers in recent years were Jonathan Bingham, Ralph Bunche, Sir Andrew Cohen, Andrew Cordier, Charles Malik, Gunnar Myrdal, and Adlai Stevenson.

This same institution is constantly being visited by individual delegates to the U.N., who meet privately with faculty members. Most of the faculty members who offer work in international relations at this institution are active in various prominent citizens' committees dealing with U.N. matters at the national level, and several of them have served as consultants to the U.S. Department of State.

Another university on the East Coast reported that its students in the undergraduate course spend 2 days each semester in the United Nations headquarters, where they observe meetings and interview leading persons. Other extracurricular activities at this institution are organized from time to time under the auspices of the Student International Relations Club.

Mock U.N. sessions were reported by institutions in almost every geographic region of the United States. In almost every instance, they were treated as extracurricular activities. In general, proximity to New York City naturally increased the likelihood of field trips to U.N. headquarters. Several institutions in the Northeast made such a field trip a required assignment for credit in specific U.N. courses.

Not all institutions, however, offered their students such a varied program of extracurricular activities. One large Land-Grant institution in the South returned our inquiry "without syllabi, examinations, plans, script, text books, lecture notes, or other paraphernalia." It summed up its efforts by saying that "Our teaching of and about the U.N. is in relation to other subject matter and in proper perspective." The institution's report did reveal, though, that a student delegation had been sent to the regional Model U.N. for the previous 2 years.

Instructional Materials

There seems to be no dearth of instructional materials. In the process of preparing this report, some rather extensive bibliographies have been collected. A few of the generally available documents noted in these bibliographies are listed below :

Standard Textbooks

- Claude, Inis L. : *Swords Into Plowshares.*
 Deutch, Karl : *Political Community at the International Level.*
 Goodrich, Leland M. : *The United Nations.*
 Goodspeed, S. : *Nature and Function of International Organizations.*
 Nicholas, H. G. : *The United Nations as a Political Institution.*
 Roenau, James N. : *International Politics and Foreign Policy.*

General Reference Works

(United Nations Publications)

- Bibliography of the Charter of the United Nations, 1955
 Everyman's United Nations
 International Organization (a quarterly)
 Repertoire of the Practice of the Security Council, Supplement 1952-55
 Repertoire of the Security Council, 1946-51
 United Nations Documents Index
 The United Nations Review
 The United Nations Yearbook

In conclusion it can be said that although U.S. institutions of higher education are now offering a wide variety of study programs about the U.N., and its related agencies, there is considerable likelihood that such programs will continue to be expanded and improved in the future.

It is generally believed that our national need for people knowledgeable in the fields related to international affairs is not currently being met. With the advent of rapidly rising college enrollments of the mid-sixties and the continued growth of interest in the study of U.N. activities, the Nation's pool of trained personnel in the field of international relations undoubtedly will expand substantially.

Most institutions have expanded their courses and offerings to encompass more than the United Nations as such. It is virtually impossible at the collegiate level to separate instruction about the U.N. from the more comprehensive treatment of world politics, international affairs, East-West alliances, regional and hemispheric compacts, and other international agreements. Peoples around the world are learning more about their neighbors, near and far. It is the duty of higher education to contribute impartially to improved world understanding. As one university professor has said: "I should make clear that we do not attempt to subordinate the teaching of these materials to an explicit or implicit desire to propagate good or ill will toward aims and work of the United Nations. In fact, we do not treat the 'aims and works' as such at all. We analyze structure, activity, process, and evolution as an important theme in a general understanding of the international system."

3. Relating Teacher Education to the United Nations

EDUCATION for teachers in training and teachers in service about the United Nations and its related agencies is in general included in courses on international relations. As a natural response to the present state of the world, teacher-education programs—whether provided by colleges and universities or sponsored independently by school systems, professional associations, or other agencies—are, however, giving more and more attention to problems of international understanding.

The purpose of the present chapter is to outline some of the types and offerings concerning the United Nations that are available in the United States through institutions of teacher education to teachers in training and teachers in service.

I. EDUCATION OF TEACHERS¹

Training Institutions

Teacher education at higher education institutions in the United States is now a function of multipurpose colleges and universities. Of the approximately 2,100 higher education institutions, about 1,100 prepare elementary and secondary school teachers. The usual basic entrance requirement for higher education is 12 years of elementary and secondary schooling. Graduation requirements in terms of full-time years of study are generally 4 years for a bachelor's degree, 5 for a master's, and 7 for a doctor's.

During the past 30 years, the evolution of teacher-training institutions has gone on apace—from normal school to teachers college to general college, and in many cases, to university. Teacher education is still an important function of these expanded institutions. It is expected that within a decade there will no longer be independent single-purpose institutions in the United States called normal schools or teachers colleges. Today approximately 90 percent of all American teachers are prepared in multipurpose colleges and universities.

¹ Prepared by John B. Whitelaw, Teacher Education, Division of Higher Education, Office of Education.

Approximately 225 institutions of higher education grant the Ph. D. or equivalent degree, the usual objective of those who wish to make a career of college and university teaching.

Virtually all teacher-training institutions which prepare elementary and secondary school teachers provide programs for teachers in service. Inservice training programs for teachers are also provided independently by school systems, professional associations, and local or national organizations promoting a special interest.

The total professional group of men and women who teach, supervise, or administer education at the elementary, secondary, and college or university level numbers over two million—approximately 1,700,000 at the first two levels combined and 300,000 at the higher education level. The content and extent of their exposure to information about the United Nations during the course of their professional preparation is of concern to the present study.

Education About the United Nations

During 1960-63, world events brought home to many citizens of the United States the fact that our country is critically involved in maintaining peace throughout the world and in building world order based upon increased understanding of the problems of international relations. Thus it is that as they followed world events, citizens became more and more aware of the importance of the United Nations and its related agencies in helping to solve some of these problems.

Colleges and universities that train teachers have reflected the general quickened interest in international affairs; but one cannot say that either their preservice training for teachers in training or their inservice programs for teachers in service have shown any significant increase in teaching about the United Nations as such during the past 4 years.

To secure information for the present chapter, the author wrote to individual teacher-training institutions. Excerpts from or summaries of the replies of officials in these institutions will be given here, without identification, under three classifications of instructional programs in which teachers in training or teachers in service are likely to enroll: general courses, special workshops and seminars, and a comprehensive institution-wide approach to international understanding.

On the basis of the officials' replies, it is estimated that most elementary and secondary school teachers who teach about the United Nations acquire their competence to do so in large measure by studying independently and collecting information from magazines, newspapers, and special publications. The teachers' dependence upon formal course work seems to be minimal.

A reply from a political science professor at a State college in the East, author of a widely used college textbook on international relations, appears to be an accurate reflection of the prevailing situation concerning courses about the United Nations in teacher-training programs:

I would estimate that there are very few college and university programs designed specifically for teaching teachers about the United Nations as such. The usual patterns are: (1) *For content*—programs on international relations, world affairs, and foreign policy, given in political science and related departments. (2) *For methods*—usually included in curriculum courses in the professional education sequence. Nearly all colleges and universities concerned with teacher training would have these programs in varying scope and degrees of effectiveness.

The excerpts and summaries mentioned above follow:

General Courses

Regional Branch of a State University in the East

I have surveyed our university to determine what it is doing about preparing teachers to teach about the United Nations. The following are the results of this survey:

In the School of Education there is no direct attempt to teach about this topic. In our undergraduate program at the third year level in a course entitled Education Unit 321-22, textbook has a brief section about the United Nations. Students are supposed to read the text and it is assumed that from this they learn something about the worth of the United Nations. No formal effort is made by the instructor to get students to learn about this topic.

At the fourth year level there is no formal effort to teach about the United Nations, and again only chance discussions may bring attention to the work of the United Nations. The instructor of this course admitted that practically nothing was done.

At the graduate level in one course, Comparative Education, there was some opportunity for students to investigate the work of the United Nations but no directed efforts toward this topic. The instructor admitted that only seldom did students learn about the work of the United Nations and its agencies.

In the College of Arts and Sciences at the undergraduate level several departments indicated that they call attention to the United Nations and its work. The Department of History has several units in which this topic is discussed. All students preparing to be teachers would take the courses in which this topic was presented. Generally throughout the Liberal Arts College it was acknowledged that this subject received only casual attention.

I think it is significant that our professors all acknowledged that by not presenting information about the United Nations there was a weakness in our curriculum.

State College in the East¹

We offer no courses on the United Nations. We do have at least one unit in each of two social studies courses: (a) Twentieth Century World, which is required of all freshmen, and (b) United States Since 1914, an optional course for social studies majors. In many courses in English, social studies,

¹ Until recently, a State teachers college.

psychology, education, etc., the subject of the United Nations enters into the discussion. We have many out-of-class activities relating to the work of the United Nations in relationship to our Student Exchange Program, our Interinstitutional Affiliation with the Hochschule fur Erziehung of the University of Frankfurt, and our International Relations Club.

Large Midwestern University

Open to all students of the university and its teachers, four courses, typical of university courses in international organizations, touch upon the United Nations:

INTERNATIONAL ORGANIZATIONS

Political and Security Aspects

The objective of international organization for maintaining international peace and security. Three aspects are considered: peaceful settlement of disputes, regulation of armaments, and enforcement measures.

INTERNATIONAL ORGANIZATIONS

Social and Economic Aspects

Scope and function of international organization in the social, economic, and cultural fields and their relations to nations and to each other in policy determination and administration. Included are the U.N. and UNESCO, World Health Organization, Food and Agriculture Organization, International Labor Organization, Civil Aviation Organization, International Monetary Fund, and principal regional organizations.

INTERPRETATIONS OF INTERNATIONAL POLITICS

Consideration of international politics from other than legal and organizational standpoints. Close analysis of such concepts as security, political power, balance of power, and diplomacy. Evaluation of legal and moral norms as means of resolving conflicts. History of American foreign relations and contemporary events are cited for illustrative purposes.

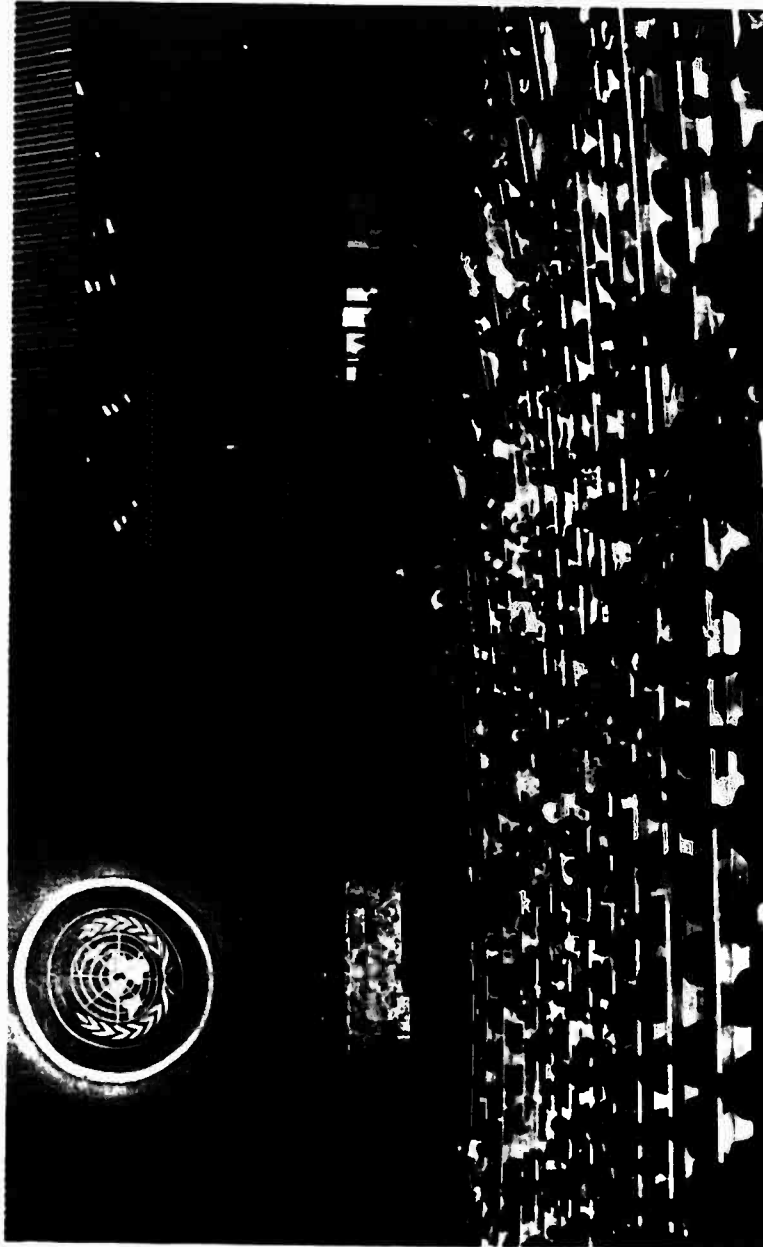
INTERNATIONAL WORKSHOP

American Foreign Relations for Teachers and Community Leaders, an introduction to contemporary critical problems of international relations. The basis of analyses will be fundamental concepts of international relations, including sovereignty, nationalism, imperialism, collective security, race, culture, international trade, population, and war. The workshop is offered only in the summer session.

Midwestern State College

I find that several of the courses in political science have as much as a full unit on the U.N. The basic course, Political Science 100, touches it and gives about a week to it as part of Introduction to Government. *Political Science 301, World Politics*, gives considerable time to the U.N. in U.S.S.R.-U.S. relations. *Political Science 423, International Organization*, spends considerable time on the U.N.; and *Political Science 420, International Law* gives one unit to the U.N.

Besides these courses and their treatment from the academic level, the Social Studies Club, which is one of the largest and strongest clubs of our campus, has for the past two years taken part in a Model U.N. Assembly at the State University each spring. We have had for the past several years some outside speaker come to the campus for a U.N. Day and we hold a special convocation for this purpose. Mrs. Roosevelt and York



THE GENERAL ASSEMBLY



THE SECURITY COUNCIL

Langton are two among those who participated. The Social Studies Club this last fall also volunteered to help raise cash for UNICEF and did quite well administering a community program through the schools of the city.

Large State University in the South

We do not have any specific program or courses organized to teach about the United Nations. Obviously, the subject of the United Nations is covered in courses in history and government. The United Nations is specifically treated in methods courses concerned with the teaching of the social studies.

College of Education in Large Southern State University

I know of no descriptive materials regarding programs relating to Teaching about the United Nations. I am quite sure that anything done on this topic is done in connection with social studies courses.

State University in the Southwest

At the academic level, we offer two courses dealing specifically with the United Nations. One is a two-hour undergraduate course entitled The United Nations which is offered both semesters and which has an enrollment of about 60 students each semester. The course deals with the U.N. and its specialized agencies. Our upper division course in International Organization covers the field more broadly (i.e. The League of Nations, Regional Organizations, etc.) but deals heavily with the U.N. at an advanced level. The enrollment is about 20. Some aspects of U.N. activities are also covered in other courses, for example, legal problems and the World Court in International Law, and economic problems in European Unity.

The university also this year sponsored its first annual Model United Nations General Assembly for high school students. This event was restricted to ten high schools in the city in which this university is located and was limited to 55 nations. Next year we plan to invite all high schools in the state to participate to represent all members of the U.N. This year more than 200 persons participated as delegates, alternates, technical advisers, and sponsors.

Another State University in the Southwest

In the preparation of secondary school teachers, the social studies methods course gives considerable time to the areas which involve the functions of the United Nations in maintaining and developing intercultural understandings and relations. There is no specific unit devoted to the United Nations but there are frequent discussions and papers which bring in the United Nations and its role in world affairs.

In the preparation of elementary school teachers, the methods teacher tells me that her only contact with the United Nations is through current events, both newspaper and magazine varieties. Some time is spent in developing specific grade level units where students have choice in the subject matter area and in a number of instances these choices involve the United Nations.

Still Another Southwestern State University

Prospective teachers learn about the U.N. in required courses in government and in other courses. Also, a mock U.N. Assembly meeting held on the campus provides some understanding of the operations of that body.

Through content courses students should get knowledge about the United Nations. Methods and student teaching courses should provide opportunity for developing and using instructional materials.

I do not see that teaching about the U.N. merits special consideration beyond many other topics, except that in parts of this state, teachers must realize that instruction about the U.N. does not meet with much public favor and social studies teachers, particularly, need to be apprised of prevailing community opinion.

Large State College in California

We are now one of the 25 largest educational institutions in the United States. We have more than 15,000 students enrolled in 4, 5, and 6 year programs for B.A., B.S., M.A., M.S. degrees and elementary, secondary and junior college credentials. Although we have moved away from our previously almost exclusive emphasis on teacher education, about one-third of our students are planning to teach at some level.

We offer several services in the United Nations field to teachers in training and to teachers in service. First, we have a required course, International and Intercultural Relations, which all four-year students must take as part of their general education program. Although the section specifically on the U.N. is not a major part of the course, this requirement is excellent background in the subject for teachers.

As electives we have a large number of relevant courses on the upper division level, including three specifically on the United Nations: The United Nations; The Model United Nations, in which the students are required to make a study in depth of the U.N. policies of the country they represent; and Seminar on the International System. The College has a Department of International Relations which is separate from the Political Science Department and has 5 full time instructors.

In addition to regular course work the College offers a one-week "inter-session" program for in-service teachers each June. This program always deals in some respect with the United Nations and is attended by more than 175 teachers.

Another Large State College in California

We have been giving a course in International Relations and another in International Organizations for 17 years. Originally we had one class with 30 to 35 students. Now we have four to five sections of 45 to 60 students in each. We require these two upper division courses of three units each of all of our secondary teachers who plan to teach social studies. Then too, the Journalism Department, and several other departments either require or strongly recommend these courses of their majoring students.

Besides the courses, we are active participants in the Model United Nations which holds sessions every spring. Next week we are the host school—Secretariat—to the Model United Nations Representatives, from more than 100 colleges from the entire Pacific area, who will be here for the 3-day student simulation of actual U.N. activities—from the Security-Council activities to the Trusteeship Council and Specialized Agencies. Representatives from the U.N. in New York are featured speakers at our plenary sessions.

In connection with the Model U.N. we have an independent study plan for all of the delegates from our school to the Model U.N. Each delegate makes a thorough study of the organizations and functions of the various agencies of the U.N. All prepare a specific phase of the position of our assigned country—it might be Egypt, the U.S.S.R. or Indonesia—on the various issues before the U.N. Resolutions are prepared for presentation and debate. Besides this each representative, selected carefully by a student faculty committee, must prepare a paper to be submitted to the faculty for evaluation.

TEACHING ABOUT THE UNITED NATIONS

For all these things the student is given two semester units of upper division credit.

Besides the Model U.N. and the classes we have an active International Relations Club composed of students interested in international affairs. Courses on international relations, more than any other courses, are successful only to the extent that those who teach them have enthusiasm for the subject. We are fortunate in that we have four enthusiastic men teaching these courses.

Besides the classroom work and the Model U.N., we assist elementary and secondary school teachers in organizing courses in international relations and international relations clubs for high school students. We have also conducted workshops on Teaching International Understanding for elementary teachers.

State College in the Pacific Northwest

We offer courses in the United Nations and International Organizations, for both majors and minors in Government in the Teacher Education and Arts and Science Programs. In much of this work, we cooperate with the local Chapter of the United Nations Association and have also structured, from time to time, a high school workshop on the U.N. on the campus. There is also a Model United Nations student group, which has just recently returned from the annual Model U.N. for this region.

School of Education of State University in the Northwest

I am pleased to know that you are preparing a report on Teaching About the United Nations, 1960-1963. I have checked with Professor A who headed our overseas program; with Professor B; with Professor C who supervises our thesis work; and Professor D, who teaches the Social Studies. Unfortunately there is nothing that we can furnish you.

Privately Controlled University in the Rocky Mountain Region

We do not have in our Department of International Relations a special program for teachers-in-training or teachers-in-service. However, we do offer, as a required course for students majoring in international relations, a course on the United Nations. We also offer a graduate seminar in international law and organization but most of our graduate students are working towards a Ph. D. and aiming for a college career.

A New York City Municipal College

For the past 10 years this college has offered a course in its Education Department on Education and the World Community. This is a graduate course at the master's degree level. There are usually five sections of the course each semester and two sections in the summer school. Altogether about 350 students take this course each year.

The course content differs from section to section, but most instructors have one unit on the United Nations and its Specialized Agencies. Within this unit one session is spent on the United Nations as a whole, one on the work of UNESCO, and one on teaching about the United Nations and its agencies in schools.

Two films have been very popular over the years. They are "World Without End", which compares and contrasts fundamental education in Mexico and Thailand as carried on by UNESCO and other parts of the United Nations, and "Overture", a powerful 10-minute film on the general work of the U.N. in pictures, with accompanying musical soundtrack, but without captions or narration. Materials are often distributed to participants which

will encourage them to teach about the U.N. family in their schools, with particular reference to UNESCO and UNICEF. In at least one section there is always an exhibit of materials from several countries on "Teaching About the U.N. System."

A few students select some topic related to the U.N. or to teaching about it in the schools for their term paper in this course.

☆ ☆ ☆

(The director of the course: I expect we have more young teachers exposed to the U.N. and its agencies in this way than any other college in the country. It is not much, but it has some impact.)

State College in New England³

Our UNESCO Council sponsors on occasion a teachers' institute in the fall on the U.N. or world affairs; it has regularly bi-monthly programs in which life in a particular nation of the world is discussed; it still sponsors the annual high school conference for UNESCO, which is attended by some 600 students from all over the state; it collects funds to promote foreign student scholarships for either one of our own students to study abroad or for a foreign student to come here.

In addition, more recently there has been the interest of our Student Council in sponsoring foreign scholarships. It set up two years ago a permanent African scholarship which will enable at least one African student to study at this college each year in the decade to come. Our Committee on Cultural Affairs has sponsored a lecture series on the subject, "The Role of the Humanities in Ordering a Peaceful World." This series will be published within the next 6 weeks.

Our Social Science Department offers a number of courses dealing with African and Asian affairs. Our English Department offers courses dealing with world literature, and it is expected that this will shortly include Eastern masterpieces as well. This college has also been one of those chosen by the American Association of Colleges for Teacher Education and the State Department to cooperate in a program of international affiliations. Our own particular affiliate is Grantham Training College in Hong Kong.

Special Workshops and Seminars⁴

New England State College

Lasting either 3 or 6 weeks during the summer session, the Workshop in Education for International Living has the following aims:

- a. To determine the responsibility of the school and of the individual teacher in a world of interdependent nations.
- b. To study curriculum areas and activities with a view to gearing them toward a recognition of the needs of U.S. leadership in this interdependent world.
- c. To provide knowledge and understanding of other peoples' ways and lives, to incorporate this knowledge into realistic teaching units and to familiarize the teacher with instructional materials now available.

There will be lectures by scholars prominent in the field of international education, by authorities on various phases of United Nations work and especially by authorities native to selected regions of the world. Presentations and panels by local resource persons will supplement these lectures.

³ Until recently, a State teachers college.

⁴ These constitute the greatest percentage of programs offered specifically for teachers; they usually are given during a summer session or one evening per week during a semester.

Visits to the U.N., the World Affairs Center, and other agencies will supply further direct contact with international problems. In addition, workshop participation will be guided toward the completion of functional teaching units on the participant's level of teaching.

Prospective teachers and teachers in service, as well as administrators on both the elementary and secondary levels, may enroll.

*Private University in New England**

Social Science: Curriculum and Methods.—The Legal and Political Problems of World Order. Substantively, this course deals with two major topics: (1) It explores and evaluates the use of several conceptual systems by which one might look at the problem of maintaining world order, e.g., the "independent state" system, regional associations of states, United Nations law, world law, etc. (2) It explores the political feasibility of developing more adequate institutions for handling international conflict.

In dealing with these topics the course also considers what materials and methods of instruction might be developed to teach high school students to deal more effectively with legal and political problems of world order.

School of Education of Large Private University, New York City

World Problems Before the United Nations: Implications for Education.—With the cooperation of staff members of the United Nations and UNESCO, major political, social, and educational problems now before the United Nations are studied. Arrangements are made to observe the United Nations in action. Meetings are held with staff members of the United States Mission to the United Nations.⁶

School of Education in a New York City Municipal College

A United Nations course for teachers, given for more than 10 years, follows this outline:

- Historical Foundations for World Organization
- Progress Toward World Organization During the 19th Century and to the First World War
- The League of Nations
- From the League of Nations to the United Nations
- Charter of the United Nations
- Structure of the United Nations
- The United Nations at Work
- Evaluation of the United Nations
- Alternatives to the United Nations
- Review and/or Revision of the United Nations Charter

Along with the topics above is a week-by-week consideration of pedagogical aspects: pamphlets on the U.N., periodicals, sources of information, documents, films, filmstrips, charts, pictures, posters, recordings, radio and TV programs, plays and scripts, and how to teach about the U.N.

Large Midwestern University

I was director of a 3-week international relations workshop for high school teachers in the summer of 1960. This was not a new program but a continuation of the 1958 and 1959 programs. These workshops were not directed towards the U.N., however, but toward international relations in

* One of New England's oldest. The course described was offered at the 1963 summer session to social studies teachers in secondary schools and education and social science faculty in colleges and universities.

⁶ A well-known one-semester course designed primarily for teachers.

general. Our particular concern was to bridge the gap between university research and high school teaching by bringing high school teachers into direct contact with distinguished contributors to international relations knowledge in our universities.

We are very pleased with the results of our efforts to bridge the gap between contributors to knowledge and high school teachers in the international relations area. Our participants came from all parts of the United States. However, we were unable to get financial support for the program and for qualified teachers to keep the workshop going. Should support become available, we would be willing to take once again responsibility for such an effort.

A Large Regional Foreign Relations Project in the Midwest

We have sponsored many conferences, seminars, and workshops for secondary teachers and administrators, but none of these has emphasized the United Nations.¹ We recently had a conference involving a group of 60 college seniors who will teach secondary social studies beginning next fall. They were a select group, nonetheless, most of them freely admitted they knew little about international relations or the problems of American foreign policy.

The preservice training of teachers seems to epitomize the gap between the knowledge and understanding required of our citizens and the actual content of the curricula.¹

United States Mission to the United Nations

A new "professors-in-service" program has been launched by the United States Mission to the United Nations. Under this program, the Mission holds a 2-day conference and briefing session for college teachers in the New York area whose courses in some way or another concern the United Nations.

Comprehensive, Institution-Wide Approach

At school and college levels of education there seems to be a trend towards expanding the teaching of world understanding throughout the entire curriculum. Rather than concentrating attention on the problems of international relations in a few social science courses, a conscientious effort is being made to treat the various aspects of international understanding in connection with appropriate courses: language, literature, history, science, geography, music, etc., as well as to offer additional courses, particularly about non-Western cultures. Emphasis is also given to international understanding in student extracurricular activities and, at the college level, in special summer-session seminars or workshops organized for teachers.

A New York State college has been developing this type of program; it includes a great many teachers in training. Recently, Kansas colleges and universities which are concerned with the preparation of teachers have been exploring plans to expand the teaching of world understanding throughout the curriculums and student life of the State's higher education institutions.

This comprehensive attempt to permeate a school system or institution of higher education with opportunities for students to study international problems and to participate in international activities—student exchanges, study abroad, institutional affiliations, UNICEF fund drives and U.N. model assemblies—appears to be a sound educational approach to the general problem of international understanding and involves a reasonable amount of

¹ The project's director is a leading authority in education for international understanding.

attention to the U.N. and its related agencies. This functional approach should be particularly helpful for teachers in training, since they thus become familiar with specific examples of activities that develop international understanding.

The difficulty in this approach is the problem of supervision. If the comprehensive approach is to be effective, there must be clear delegation of responsibility to someone to coordinate these disparate activities, and good working relations must be achieved among the participating departments and individuals. Unless clear responsibility for supervision is fixed, the effort will become simply a gesture of good intentions and everybody's business, which will become nobody's business. When such a project is well done, the potentialities for preservice and inservice teacher education are outstanding.

Collegiate Council of the United Nations

An organization which undoubtedly plays an important part in acquainting many teachers in training with the United Nations is the Collegiate Council of the United Nations, which has affiliated chapters or clubs on the campuses of more than 350 colleges and universities.

The purposes of the Council are to—

- ☆ make the charter and work of the United Nations known to college students throughout the United States
- ☆ encourage students to reach conclusions about United States policies that both promote our national interest and make our leadership in the United Nations most effective
- ☆ develop a student public which acts upon its convictions.

To promote these purposes the Council's program includes—

- ☆ model U.N. assemblies
- ☆ student conferences on U.N. issues
- ☆ national competition for campus programs on the U.N. and world affairs
- ☆ briefings for college students at the U.N.
- ☆ speakers, films, publications
- ☆ UNESCO/World University Service/CCUN fund drive for educational institutions in emerging nations
- ☆ textbook drive for Asian students
- ☆ UNICEF greeting card sales.

American Association of Colleges for Teacher Education

Having a membership of 634 colleges and universities, the American Association of Colleges for Teacher Education regularly distributes information about the U.N. and UNESCO to its membership.

The Association's Committee on International Relations has developed a number of projects to promote international understanding through teacher education. During the past 6 years it has sponsored

or cosponsored conferences for teacher educators on the following topics:

Educational Investment in the Pacific Community
The Educational Needs of Latin America
The Educational Needs of Sub-Saharan Africa
Improving International Understanding.

Conclusion

The foregoing varied items of information constitute a reasonably valid mosaic of the attitudes which institutions of teacher education in the United States hold toward teaching about the United Nations and the courses which these institutions teach concerning the subject.

It appears that "international competence" is becoming an increasingly important objective of higher education, including teacher education. A recognized aim of teacher education in the field of international affairs is to prepare teachers who in turn can educate their students in this international competence. The breadth of this goal has been well defined by Richard I. Miller, Associate Director of the Center for the Study of Instruction, National Education Association, in saying: "International competence requires a reasonable knowledge and understanding of the United States, the world, the world power conflict, world problems and forces, cultural empathy, and international diplomacy."

In general, it appears that information about the United Nations and its related agencies is included in courses dealing with international understanding, international organization, and problems of international relations. Understanding about the United Nations results also from student activities, international relations clubs, student and teacher exchanges, study abroad, and a general awareness of the problems of human survival in the atomic age.

Elementary and secondary school teachers will be affected primarily by programs offered for the bachelor's and master's degrees. College and university instructors will be concerned more with courses in their graduate fields of study.

Probably the most important single factor in the development of programs of international understanding at an institution of teacher education is the enthusiasm of one or two members of the staff in developing courses and in organizing student activities for international understanding. Where there is such enthusiasm, comprehensive programs flourish. Without it, only the most routine attention is given to the subject.

Likewise, the teaching of international understanding in elementary and secondary schools will depend upon the enthusiasm and initiative

of teachers who will largely direct their own independent preparation for this type of activity. Skills required to teach about the United Nations are similar to those required to do an effective job in teaching current events.

In teacher education—both preservice and inservice—no strong convictions appear to exist regarding teaching about the United Nations, per se, and no clear prescription of just what knowledge about this organization and its related agencies would be of greatest worth to teachers.

Inservice education seems to be the most appropriate place to give teachers specific training about the United Nations. One-semester seminars and workshops for international understanding, organized either by institutions of higher education or by school systems, will undoubtedly become increasingly popular for this purpose.

As never before in history, mankind today collectively faces the problem of survival or extinction. This problem is central to all endeavors to develop international understanding and "international competence" at each level of schooling.

It is encouraging to note an increasing number of educational programs designed to provide teachers in training with the foundations upon which they can make international understanding a vital element in the classroom and to note also an increasing number of educational programs designed to provide teachers in service with continuing resources for the same purpose. In both programs, teaching teachers about the United Nations plays an important role.

II. EDUCATION OF SCHOOL LIBRARIANS¹

Since school librarians in the United States are educated and certified as teachers as well as librarians, this section of the present report tells how library training courses in colleges and universities present information on the United Nations.

To obtain information, the Office of Education requested reports from library schools or departments of library education at six institutions²—specifically from faculty members of the library science departments most closely concerned with the professional preparation of school librarians. The reports covered courses appropriate for students studying to become librarians as well as those studying to become elementary and secondary school teachers.

¹ Prepared by Mary Helen Mahar, Coordinator of School Library Services, Library Services Branch, Office of Education.

² Kent State University (Ohio), Louisiana State University, San Jose State College (California), University of Denver (Colorado), University of North Carolina, and Western Michigan University.

Four questions on library education curriculums and United Nations materials were sent to these faculty members :

1. Are materials about the United Nations and the specialized agencies included specifically in library education courses on materials for children and young people, or would these materials be covered only incidentally?
2. Are documents of the United Nations and the specialized agencies and their sources included specifically in courses for school librarians?
3. To what extent are library education courses which cover United Nations documents, and/or materials about the United Nations and the specialized agencies open to, and taken by, students preparing to be elementary and secondary school teachers?
4. Do any library education courses include UNESCO publications on the subject of libraries?

The reports submitted by the faculty members of the six library education programs indicate that some courses for school librarians give extensive treatment of the United Nations and make a large selection of United Nations documents available.

In four of the library education departments the courses on library materials for children and young people specifically mention materials about the United Nations; but in two others the courses mention such materials only incidentally. One of these two departments reported as follows :

The U.N. materials are covered incidentally, but are *always* mentioned as materials which school libraries should have.

Among the courses dealing specifically with materials about the United Nations are the following: Book Selection for Children and Young Adults, Curriculum Enrichment (Secondary), and Elementary School Library Materials.

Documents of the United Nations and the specialized agencies, and their sources, are included specifically in courses taken by school librarians in four library education departments, and "touched on" in the courses of a fifth. Course titles indicate a wide variety of these courses which may include U.N. documents: *Book Selection, Government Documents, Reference and Bibliography, and Social Sciences Literature*. One of the responses to a question relating to the treatment of U.N. documents in library education courses is typical of their presentation :

Information about U.N. documents, such as *Demographic Yearbook, UN Yearbook, and UNESCO Art Print Catalogues*, is included in the basic reference course. The indexes to U.N. publications are also covered in the basic reference course and further utilized in the advanced reference courses. U.N. documents are also studied as a unit in our course in Government publications. Various U.N. documents are incidentally mentioned in the school library administration course when discussing the development of a school library pamphlet file. The *UNESCO Art Print Catalogues* are also suggested as aids in the purchase and cataloging of art prints in a school library.

Although library education department courses in library materials for children and young people are not usually required of students preparing to be elementary and secondary school teachers, these courses are open to such students in the schools of education queried for the present report. The extent to which these students elect the courses varies from university to university. Three examples follow:

Louisiana State University Library School

Elementary education majors are required to take our course, *Children's Books*, which includes experience in identifying books about the U.N.

San Jose State College, Department of Librarianship

All librarianship courses are open to graduate students working for teacher-education degrees or teaching credentials. The Department of Librarianship courses in Government publications, basic reference, and book selection for children and young adults are often included as elective courses on master's degree contracts of education students.

University of North Carolina

All of the students preparing to be elementary school teachers take a course in the School of Library Science, *Survey and Evaluation of Books and Related Materials for Children*, in which materials about the United Nations and the specialized agencies are covered incidentally. Quite a few of the students preparing to be secondary school teachers take *Selection of Books and Related Materials for Young People*, in which again these materials are covered incidentally.

III. THE ROLE OF THE NEA¹⁰

Teachers' professional organizations play a leading role in improving and expanding curriculums. Many teachers belong to one or more of these organizations and the majority are members of the largest, the NEA (National Education Association of the United States), which exercises an important influence at all educational levels throughout the country. The dimensions of NEA work in international education are discussed in the paragraphs that follow.

The NEA has in many ways promoted teacher education, in both formal class work and inservice training. This nine-hundred thousand member organization, with its 35 diversified departments, 14 divisions, and 26 commissions and committees, is only part of the vast nongovernmental complex of teachers' organizations in the United States. All 50 States, the District of Columbia, and American Samoa, the Canal Zone, Guam, Puerto Rico, and the Virgin Islands have education associations directly or indirectly affiliated with the parent NEA. A number of the State, and many of the local associations and institutions, have committees on international relations.

¹⁰ Prepared by Richard Barrett Lowe, NEA Committee on International Relations.

The NEA's central Committee on International Relations is supplemented by 18 committees within the departments. These committees promote college courses and inservice training throughout the country, while giving encouragement to teaching about the United Nations in elementary and secondary schools. Practically all education association conventions give some time to discussions on international understanding.

Education for international understanding is interlocked through at least three teaching approaches: about the United Nations, about human rights, and about other countries and other peoples. Practically every school in the United States teaches international relations one way or another—as part and parcel of current events or social studies; as a phase of art, drama, mathematics, science, etc., or as a topic in school club programs.

The basic philosophy of NEA's Committee on International Relations is actively to promote international understanding while preserving the American heritage. This Committee has set up direct liaison between the various NEA subdivisions and the U.N. and its related agencies or affiliates. The Committee also maintains liaison with the group known as Non-Governmental Organization Observers (NGO's), the members of which have been accredited by the U.N. and the U.S. Mission to the U.N. as observers from particular organizations outside the Government. Finally, the Committee on International Relations provides liaison services with the U.N. for schools and teachers who seek information about the U.N.'s activities.

During the past 4 years over 300 articles or announcements covering more than 1,500 pages were published about international relations in the overall press of the NEA and its affiliates, and sent to over a million teachers. This material supplies not only direct information but also sources of additional information, and is supplemented by radio, television, and visual-aid productions.

Although a number of NEA departments have been active to a greater or less degree in international education, the Association for Supervision and Curriculum Development has had a continuing interest in this field since 1940. One of NEA's first national commissions, the ASCD Commission on International Understanding, has recently launched a plan for cross-cultural studies. The Association attempts to engender interest among its members as a whole to foster counterparts of its national commission within State and regional organizations.

By giving international problems coverage in its journal, *Educational Leadership*, and by bringing such problems to the attention of educational leaders at its meetings and conferences, the ASCD plays a large role in keeping teachers and others responsible for education

abreast of the most current approaches to teaching international understanding.

During 1960-63 more than 2,500 American teachers visited foreign countries on group educational tours organized by the NEA and more than 1,000 visited the U.N. under NEA auspices. To promote this type of activity the NEA published 198 separate brochures. Not necessarily under NEA's auspices but undoubtedly reflecting its encouragement, teachers conducted several hundred thousand school children on visits to the U.N. The NEA Teach Corps, initiated in 1963, supplied 26 teachers that year for summer school courses in 4 underdeveloped countries.

The NEA is interlocked with the World Confederation of Organizations of the Teaching Profession (WCOTP), which produced a number of publications and reports on the United Nations. The WCOTP has an international membership of 139 national organizations, 39 associated organizations, and 4 million teachers in 85 countries.

Generalizations from a report as short as the present one are not as a rule desirable. Nevertheless, it seems obvious that the total impact of the NEA's activities in the field of teacher training for international understanding is profound.

4. Emphasis on the United Nations in Adult Education Programs¹

THE PRESENT STUDY reveals that during 1960-63 many public evening high schools and certain university extension divisions, adult education councils, and various other organizations gave considerable attention to programs designed to help adults and out-of-school youth understand the United Nations. For use in this chapter, representative programs were selected for individual description or summary under each group.

Public Evening High Schools

For adults, many public school districts offer evening courses such as the following: American Government, Community Civics, History of the United States, Problems of American Democracy, World Geography, and World History. Each course presents a number of opportunities for study of the United Nations and its agencies. Study units include review and discussion of the story of the U.N.'s formation, charter, and structure, and the General Assembly's functions; and the Security Council and the Secretariat are described as part of the story. Subjects receiving careful study in American Government and American History courses are the Bill of Rights and the Universal Declaration of Human Rights. Both the similarities and the differences between these two documents are emphasized.

Adult education teachers stress three major points about the goals of the United Nations:

1. The United Nations' main purpose is to prevent wars, with major stress on the U.N.'s role as a forum where discussion serves to clarify issues and mobilize world public opinion for peace.
2. The U.N. serves to take the lead in promoting a universal view of justice in world affairs.
3. Adult students can benefit from a study of U.N. efforts to raise the living standards of people in all countries of the world.

¹ Prepared by Roy B. Minna, Specialist, General Adult Education, and Betty J. Ward, Research Assistant, Adult Education Branch.

The efforts of several city evening schools in teaching about the United Nations are described below:

California (Selected Cities)

Seminars and discussion groups emphasize the concept of international understanding. In *San Francisco*, a lecture series for group workers is offered through cosponsorship with the Citizen's Committee on the World Health Organization. This series has also appeared on sponsored T.V. programs. In *San Jose*, *Los Angeles*, South Bay Adult School at *Redondo Beach*, *Pasadena* Extended Day and Adult Education Programs, *Long Beach* General Adult Division, *San Bernardino Valley* Extended Day Program, and *Santa Barbara* City Schools Adult Education Division, special observances, field trips, study visits, films and lectures are added to course work activity in learning about the U.N.

It is difficult to estimate the number, but according to reports approximately "80,000 to 150,000 adults and out-of-school youth are reached by these programs and activities." Unit or topical teaching about the United Nations is found in courses in American Government, Current Affairs, Economics, History (American, Asian, African, European, Far Eastern, United States, World), International Relations, Problems of American Democracy, United States Government, World Affairs, and World Politics.

The *Long Beach* General Adult Division provides a *Teacher's Handbook* on the U.N. covering 14 major topics updated yearly with a supplement.

Cincinnati, Ohio

American History

The specific problems of the U.N. are handled in a unit called "The United States and World Affairs." Topics are (1) Reasons for U.S. Attitude Toward Cooperation in the U.N., (2) Creation of the U.N. Charter and Principles, (3) The U.N. Organization, (4) Purpose of the U.N., (5) Achievements and Failures, (6) Alternatives.

World Geography

This program handles the question of international understanding by using three basic approaches: (1) Interdependence of the world's people, (2) worth of the individual in all cultures, (3) perpetuating and improving society through solving national and international problems.

World History

This program emphasizes the theme of the continuing efforts to achieve world peace and international cooperation as well as the increasing economic interdependence of nations. Emphasis is placed upon past efforts to preserve peace and promote better understanding among nations and present efforts to promote understanding and peace: (1) Steps to establishment of the U.N. (2), Organization of the United Nations. (3) Assumption of responsibility for maintenance of world security by the great powers. (4) Organization and duties of the General Assembly and the Security Council. (5) Other organs of the U.N. (6) Achievements and failures of the U.N. (7) Areas of continuing concern.

Socioeconomic Problems

The problem of promoting better international understanding and knowledge of the United Nations is handled in this course as a unit entitled "The Problems of World Tensions."

Unit Objectives: (1) Appreciate the vital and continuing need for world peace. (2) Understand the individuals responsibility for keeping the peace. (3) Understand the point of view of other nations. (4) Understand the operation and function of the United Nations.

Background on the U.N.: 1. Power blocs. 2. Organization. 3. Activities. 4. Achievements and failures.

Current Events

The policy of the Cincinnati Board of Education regarding current events in the Social Studies field is "to devote approximately one-fifth of the class time to the coverage of current events. This time either may be used in a block or may be integrated into the normal activities of the program."

Activities frequently selected for adults learning about the U.N. are (1) *Films*: "The United Nations at Work", "United Nations Charter", and "Peace Builders". (2) *Film strips*: "Six Divisions Formed to Carry Out the Purpose of the Charter", "Our Responsibilities in Making the Charter Work", and "Mistakes of the Old League of Nations". (3) *Records*: Comparison of the U.N. Charter and the Covenant of the League of Nations. (4) *Group Discussions*: Exchange students as group leaders; current questions before the U.N. Speaker is usually selected from foreign college students living and studying in the Cincinnati area.

Cleveland, Ohio

The United Nations Organization is presented as a teaching unit or a section of a teaching unit for adult students grades 9-12 in several adult education classes. Activities and experiences most frequently selected are classroom discussions, outside speakers, films, film strips, debates, current events and bulletin board display, individual committee reports, outline maps indicating member and nonmember nations, and quiz contests on "How Well Do You Know Your United Nations?" Radio and T.V. programs concerning the U.N. are utilized, whenever possible, and are the primary sources for news coverage and special U.N. observances. Materials used are textbooks, dally and weekly papers, films, film strips, maps, globes, world atlas, pamphlets, U.N. Handbook, and United Nations Review.

Units of study within separate courses are offered at Cleveland Extension High School as follows:

Ninth Grade—Civics

Unit: "The United States and World Affairs"

1. The Preamble to the United Nations Organization
2. Why the U.S. Must Maintain Relations With Other Countries
3. How We Carry on Our Foreign Relations
4. The Story of Our International Relations
5. The Purpose and Organization of the United Nations Organization and How It Works
6. The Responsibility of the Individual Citizen and the United States to Make the United Nations Work

Tenth Grade—World History

Unit: "The United Nations Become Divided"

1. The U.N. goes to work amid mounting tension:
 - The U.N. Machinery for Peace
 - U.N. Successes
 - The "East-West" Clash
 - The Soviet Threat

TEACHING ABOUT THE UNITED NATIONS

2. The United States leads in building defense lines :
 - The Two Defense Lines
 - The Marshall Plan
 - The Council of Europe
3. The Communists make countermoves :
 - Fifth Columns and United Fronts
4. The tension turns into a major war in Korea :
 - Back of the Korean War
 - Why the Invasion was Important
 - The U.N. Takes Strong Action
 - Toward a World Wide Defense

Eleventh Grade—American History and Government

Unit: "The United Nations"

1. Objectives and Character
2. Structure:
 - Organs
 - Specialized Agencies
3. Accomplishments

Twelfth Grade—Problems of American Democracy

Unit: "Maintaining World Peace"

1. Why war constitutes a serious threat to mankind
2. Why the United Nations was established
3. The structure of the United Nations
4. The accomplishments of the United Nations
5. What we can do to help maintain world peace

A Cleveland supervisor of adult education reports that many opportunities are available in the adult classrooms which are not available in regular classrooms. For example, adults of foreign backgrounds are often enrolled, and they are usually willing to trace the world status of their former countries in connection with teaching about the U.N. It was estimated that approximately 700 adults were reached in these courses in the past several years. Some of the students have been mothers or fathers of boys and girls who also have been studying the U.N. in day courses; some have never heard of the U.N., while others have first-hand knowledge of the U.N. organization. Opportunities to stimulate interest in cultural differences lead directly into discussion of the character of the U.N. Where evening school hours make it impossible to use radio and TV weekly series programs, programs have been recorded on tape for evening school use by a local radio station.

It was estimated that perhaps about 10 percent of the adult students enrolled in Cleveland high school courses are reached with information about the U.N.

Des Moines, Iowa*Evening High School for Adults*

The American Problems course contains a unit on the United Nations and another on international relations. The American History course also contains a unit on the organization of the U.N. The instructor took an active part in the Ford Foundation Development of Pamphlets and had attended conferences for the study of United Nations and International Affairs. The World History course also provides a background for the study of the

United Nations. The U.N. is generally recognized as a basis and foundation for international cooperation and world peace.

Materials include paperback pamphlets, debate briefs, cartoons, reports, and other special materials provided for the Des Moines school system.

The instructors assign certain broadcast news coverage and documentaries and use films.

Courses for the Foreign Born

The instructors in the Americanization Program give consideration to the functions, purposes, and values of the United Nations whenever it is expedient to do so. Because of the nature of these classes, it is difficult to provide a formal unit on the United Nations.

Other Activities

The Department of Adult Education cooperates with the Des Moines Association for the U.N. in observing U.N. Day and in cosponsoring telecasts over local educational television stations. In some adult discussion groups the U.N. is a subject on the agenda.

District of Columbia

Adult evening classes of the District offer study units in Government, History of the United States, World Geography, and World History, requiring a minimum of one week's classroom time. The principal method of presentation is group discussion. Approximately 1,500 adult students, according to estimates, are exposed yearly to some information about the U.N. in the District's evening classes for adults.

Rochester, New York

The adult education department of the city school district operates the East Evening Adult High School. This institution, serving some 2,400 out-of-school adults, is the one in which any special attention to the United Nations would be carried out. These courses are offered: (1) Problems of Democracy—unit on the United Nations. (2) History of the United States—unit on World Peace. (3) Current Events—course entitled "Today's News" inevitably brings the United Nations into the classroom work. (4) World Geography—none. (5) World History—unit on world peace.

The most frequently used techniques for learning about the United Nations are group discussions and films. In 1962-63, 9 classes with a total of 270 students had the United Nations as a topic of discussion. Of these 270, 52.8 percent were seeking high school credit, 12.7 percent were reviewing materials which they had already studied, and 26.6 percent were taking supplementary courses for college entrance.

University Extension Programs

Study-discussion programs such as Great Decisions have flourished in recent years, with adult educators playing an important role in making them available to large numbers of people. In many cases, these educators have found, however, that they must extend them-

selves beyond permissible limits to reach the larger populations which always seem to loom just out of reach. The plan in operation for the Great Decisions program at the University of Colorado (Extension Division) is providing some of the answers to this problem.²

Programs at the University of California, Los Angeles Campus, and at the University of Colorado, Extension Division, are described below.

University of California—Los Angeles Campus

No adult program on international relations is limited to the United Nations. On the other hand, there is an enormous range of courses and lectures on international affairs, each of which affords discussion on United Nations questions and materials. During 1960-63, according to estimates, at least 400 courses and discussion groups for adults covered the U.N. Assuming an average of 30 students per course or group, the total enrollment would have been 12,000.

The courses are normally 45 hours each, but some of the discussion groups meet for 2 hours once a week for 10 weeks. From time to time the university sponsors TV programs on international issues, where U.N. problems are considered. A half-dozen such broadcasts were given during 1960-63.

The course and group membership tends to be fairly well schooled, with more than 70 percent having already achieved their bachelor's degree and another 10 percent having had at least 2 years of college.

University of Colorado—Extension Division

Teaching about the U.N. has been limited primarily to the Great Decisions program, sponsored by the Extension Division on a statewide basis since 1960. Participation is estimated as follows:

Year	Number of participants
1960	12,000
1961	18,000
1962	10,000
1963	6,000

Great Decisions is a self-contained instrument; no additional study materials were supplied to participants. However, a number of different promotional devices were used including brochures, posters, handbooks for organization leaders, a public librarian's kit including bibliography and press, radio and TV news stories, and spot announcements.

A number of activities during the 4 years were held in Denver to focus attention each year on the beginning of the program. These were mostly luncheon and dinner meetings at which the organization of the program was described. One lecture featured Sir Patrick Dean, Permanent Representative of the United Kingdom to the United Nations, speaking on "Has the U.N. Got a Future?"

²For details, see article by Vincent J. Amanna, "Planned Coordination for Study-Discussion." *Adult Education*: XIII:1: 19-24, Autumn 1962.

Adult Education Councils

As in past years, adult education councils continue to play a substantial role in sponsoring activities for adults interested in learning about the United Nations. The following councils reporting activities in recent years continue to expand: The Adult Education Council of Metropolitan Cincinnati, Adult Education Council of Greater Chicago, Adult Education Council of Denver, and Citizen's Consultations Committee on UNESCO in San Diego. Added to activities sponsored in years before 1960, the councils continue to sponsor special meetings of voter groups and women's clubs through discussions, talks, quizzes, and programs designed to throw light on special issues facing the U.N. General Assembly. Some sponsor radio spot announcements, home discussion groups, visits to U.N. headquarters, weekly classes, and special U.N. observances for large audiences of participants in their respective cities, speakers bureau services, and sponsorship of Citizens Consultation Discussion Groups in connection with the National Commission for UNESCO.

At least two councils were active in joint sponsorship of Great Decisions programs, normally coordinated through community organizations using materials on foreign policy provided by the Foreign Policy Association. Two of the goals of councils and affiliated groups are to expand systematic study of international problems and increase the interest of citizen groups in solving world problems. Committees are set up to mobilize community action in the preparation of activity programs concerning the U.N. in the form of lectures and discussion groups serving to cement the interest of larger numbers of organizational members in cities where adult education councils exist.

Various Other Organizations

Voluntary and private organizations, educational associations, fraternal orders, women's groups, service clubs, and independent agencies are currently using a wide range of program study techniques to teach about the United Nations. For the purpose of this 1960-63 report, nine such organizations were asked to answer questions on the following:

1. Form or kinds of programs, information, and activities most commonly utilized in reaching adults and out-of-school youth regarding the U.N. and its related agencies
2. Estimated adult participation

3. Extent to which radio and TV programs have been utilized to provide information on the U.N. and whether such coverage consisted of news announcements or feature programs
4. Materials and literature and other aids used in teaching about the U.N.

The reports of the nine organizations are summarized below:

American Association of University Women*

Background of U.N. Activity Programs

The AAUW (founded 1882) has 154,000 members in 1,514 branches in the 50 States, the District of Columbia, and Guam.

1. In its educational work about the U.N. the local branches of this Association use a wide range of program study techniques. Perhaps the most common is the discussion group followed closely by seminars and lecture series. From this type of adult education, plans develop for general membership meetings open to the general public.
2. Each year the Headquarters of the AAUW provides the local branches with a major study packet on the U.N. Each February the Association arranges a seminar for its members at the Headquarters of the U.N. in New York. The AAUW *Journal*, which goes to every member of the Association, has a regular feature, "From our U.N. Observer," written by the Association's permanent Observer at the U.N. In addition, the *Journal* carries feature articles such as *The U.N. and Our Future*, by U Thant (March 1963).

Membership Participation

Every member is touched by one or more of the U.N. educational undertakings of the Association. This would involve the total membership of 154,000 and in the Association's cooperation at the community level with other organizations, as well as in its publicity and use of other mass media. It is assumed that many thousands of additional persons are reached by the work of the local branches.

TV or Radio Programs

There are no precise figures as to the number of local branches using regularly, or intermittently, radio and TV for their educational work; many branches do use these media for individual interviews, panel discussions, special feature programs on the arts, cooking, etc., of U.N. member nations, or for spot U.N. news announcements.

Materials

The Association both publishes its own U.N. study materials and distributes printed brochures and other information obtained from outside sources.

1. *Selected Bibliography on the U.N.* by Jane Evans, 11 p.
2. *Annual U.N. Roundup 1962, 1963*, by AAUW U.N. Observer.
3. The 1963 annual mailing to all branches included the *U.N. Roundup* and various selected factual brochures about the U.N., UNESCO, UNICEF, and Human Rights; sheet on arranging visits to U.N. headquarters.
4. A current syllabus, *The American Position in a Transformed World: Problems and Opportunities* by Dorothy Robins (AAUW) has a major section, *The Changing U.N.*, and has been used widely during 1962-63.
5. Copies of the U.N. Charter are distributed for branch files.

* 2401 Virginia Avenue NW., Washington, D.C., 20037.

The American Jewish Committee¹***Background of U.N. Activity Programs***

The American Jewish Committee, founded 1906, is a nation-wide educational and community-relations organization which seeks to combat bigotry, protect the civil and religious rights of Jews here and abroad, and promote the advancement of human rights for all peoples. AJC is a member of the Conference Group of Non-Government Organizations on the U.N.

Discussion groups and community education programs are conducted on such subjects as the Universal Declaration of Human Rights, antidiscrimination activities of the U.N. Commission on Human Rights, and UNESCO programs relating to human relations and worldwide refugee problems.

AJC maintains a publications service whose purposes include informing teachers, youth workers, adult-education leaders, and the general public about the U.N., in order to foster greater understanding and support. Besides issuing its own materials, the service distributes those of organizations such as the U.S. National Commission for UNESCO, the American Association for the United Nations, and the U.S. Committee for the U.N., as well as pamphlets for popular consumption issued by the U.N. and UNESCO. Much of the educational work relating to the U.N. is conveyed to the general public through group leaders, often affiliated with cooperating organizations.

On a national scale, the Committee collaborates closely with the major nongovernmental organizations—religious, labor, youth, civic, educational—which maintain relationships with the U.N. The most recent cooperative endeavor was the preparation of a community-action guide for the 15th Anniversary of the Universal Declaration of Human Rights in behalf of 34 national cosponsors. AJC is presently cooperating with the U.S. National Commission for UNESCO in preparing a guidebook on international understanding, which will of course embrace many aspects of the U.N.

Membership Participation

It is difficult to estimate the number of persons reached. Orders for the current guidebook on the Universal Declaration of Human Rights, which is designed for community leaders, thus far (1963) total over 25,000.

TV or Radio Programs

From time to time, TV dramatizations interpreting universal human rights are produced under our sponsorship, notably on the anniversary of the Universal Declaration.

Radio stations across the country are sent a monthly feature service entitled "Speaking of People," which frequently includes human interest items interpreting the U.N.

Materials

About 100 Books, Ann G. Wolfe. *Films for Human Relations* (including U.N.). A catalog of noncommercial 16 mm. films, with an appendix of sources and distributors. *Guidelines Toward Human Rights*. Forum recommendations of the 1960 White House Conference on Children and Youth, touching on human-rights education. *The Great Question*. A community-action guidebook for human rights, sponsored by many national organizations in observance of the 15th anniversary of the Universal Declaration of Human Rights. *Human Rights and World Order*, Moses Moskowitz. *A World Without Slaves*, Peter Lyon.

¹165 East 65th Street, New York, N.Y., 10022.

Business and Professional Women's Clubs, Inc.²*Background of U.N. Activity Programs*

Under the heading of World Affairs, one of the three main divisions of the BPWC program, the United Nations is given special attention. Clubs hold discussion groups, seminars, study-visits, lectures, and distribute printed information.

The National Federation offers a yearly scholarship for study of the U.N. for which men also are eligible now.

Articles on the U.N. and its projects have appeared in *National Business Woman*, the Federation's official publication.

Local clubs and State federations have cooperated in carrying out projects sponsored by the U.N. For example: The Ramallah Girls' Teacher and Vocational Training Center sponsored by United Nations Relief and Works Agency for Palestine Refugees (UNRWA). In October 1962, UNRWA opened the Ramallah Girls' Teacher and Vocational Training Center, where over 600 girls will be training for 2 or 3 years at a cost of \$500 per year per girl. A total of 300 girls will become teachers, and the rest will be trained as secretaries and office workers, infant leaders, seamstresses, hairdressers, dressmakers, and needleworkers. Training in preparatory nursing and home and institutional management is also being offered. The Ramallah School was financed by contributions made during the World Refugee year, of which the U.S. Government contributed over half of the total cost of \$764,000. There are, however, more than 15,000 girls in need of training every year, and to meet the need for funds UNRWA has started an "adoption" plan under which any group may "adopt" a trainee by contributing \$500 for a scholarship. This covers the entire year's study.

Membership Participation

The National Federation had approximately 170,000 members. Presumably about 75 percent are exposed to programs on world affairs.

Materials

How to Plan and Conduct a Model U.N. Meeting; Oceana Publications, Inc., United Nations, New York, N.Y., 10010. "Let Us Call a Truce to Terror"; Address by President before the U.N. General Assembly, Sept. 25, 1961; Department of State Publication 7282, Superintendent of Documents, Washington, D.C., 20402. "The U.N. Commission on the Status of Women."

General Federation of Women's Clubs³*Background of U.N. Activity Programs*

The General Federation of Women's Clubs has an accredited representative at the U.N. The organization handles thousands of letters annually requesting information on the many aspects of the work of the U.N. and its related agencies; worked for the formation of U.N. since the Dumbarton Oaks Proposal and was one of the five women's organizations asked to be consultants at the 1941 U.N. Conference.

The Chairman of the U.N. Division, GFWC, reported 22 States participated in U.N. activities in 1961-62. A number of States noted increased interest in the U.N. and reported many more study programs and projects than in 1960. Clubwomen studied the purpose, history, and work of the U.N. and the Specialized Agencies, such as the Food and Agriculture Orga-

² 2012 Massachusetts Avenue NW., Washington, D.C., 20036.

³ 1784 N Street NW., Washington, D.C., 20036.

misation and the World Health Organization. They studied the individual member countries and their cultures, conducted workshops and model General Assemblies, used speakers and films, and collected for UNICEF and refugees. Some States reported speaking on the U.N. in radio programs and sponsoring announcements during U.N. week on radio and TV. Majority of States observed U.N. Day and Week in some special fashion, with Florida reporting 341 clubs participating using "Unison Prayer for the U.N." Human Rights Day was also observed in some States. In Missouri, the First Governor's Conference on Human Rights was held in that State (1961-62); in Alabama the local and school libraries were supplied with books on the U.N.; in Iowa the 60 newspapers in one district were sent an article on U.N. accomplishments, and a U.N. exhibit was prepared for the State fair. New Hampshire had a booth at the State health fair on work of WHO; eight clubs in Pennsylvania joined together and purchased several U.N. films, providing them free to other clubs—speakers accompanied the films to answer questions.

✓ *Membership Participation*

The presidents of 15,500 member clubs receive GFWC Program Guides which include guidelines for work of the U.N. Division of the clubs' program.

TV or Radio Programs

The Indiana Federation has bimonthly radio programs on the U.N. *Women on the Move*, as one of a TV series, featured interview with Dean Rusk on international affairs.

Materials

Administration Program 1960-62. Administration Program 1962-64. "The United Nations—What It Means to You, What You Mean to It." *Publications List of the U.S. Committee for the U.N.* United Nations, State Department, and Pan American Union materials pertinent to specific topics in answer to special requests. A special mailing is made to all clubs on UNICEF Christmas cards.

Kiwanis International*

Background of U.N. Activity Programs

Kiwanis International releases to all of its club presidents each year a recommendation that they observe United Nations Day or Week in October and that they write to the American Association for the U.N. for support materials. A similar recommendation is made in the 1963 program of the International Committee on International Relations.

There are no formal or informal programs related to teaching about the U.N., as the basic purpose is community service. Some of our clubs have, however, worked closely with local U.N. groups in educational programs.

*Objectives for 1963**

1. Become informed on other countries and develop acquaintances with their peoples.
2. Give our students a chance to know our world.
3. Interchange with other countries.
4. Develop understanding of the work of the diplomatic and consular corps.

* 101 East Erie Street, Chicago, Ill., 60611.

* Based on the 1963 theme, *Build Friendship on Understanding.*

5. Encourage the rule of law in the international sphere—promote public understanding of and give support to the principles of the U.N., especially through an observance during U.N. Week, October 20–26, 1963.

6. Continue our sponsorship of projects in Canada-U.S. relations and seek to establish similar relations with other countries in Kiwanis International.

League of Women Voters*

Background of U.N. Activity Programs

Discussion groups, seminars, study-visits, lecture series, distribution of printed information or materials are most commonly utilized in teaching about the U.N. through LWV activities.

Within the membership the most common form of activity is undoubtedly the discussion group; but as local Leagues move out into the community, a wider variety of techniques is used; distribution of printed information and materials, letters to the editors of newspapers, public lectures, etc.

The present U.N. program falls into two main parts: (1) Study of the U.N. by League members, with the aim of reaching consensus on what the League will support. (2) Action in support of those points on which the League has reached consensus. These today comprise support of the U.N. system, including adequate financial contributions, increased use, and improved procedures (support of U.S. contributions to U.N. budgets, the U.N. bond issue, peace-keeping programs, economic and social activities, increased use of the World Court and repeal of the Connally amendment).

Membership Participation

A total of 140,000 copies of the leaflet, *Pocket Reference on the United Nations* were sold April 1, 1962–March 29, 1963. Many of these undoubtedly went to schools, but many others reached adults.

TV or Radio Programs

Both radio and TV have been widely used to provide information on the U.N. On TV, for example, Leagues showed a film of Paul Hoffman discussing the U.N. Special Fund, which had been made for the Overseas Education Fund of the League of Women Voters by the U.N. film section. In most instances the filmed portion of the TV program was followed by local on-the-air discussion of the problems raised.

Leagues used feature programs more often than news announcements. In the summer of '62, Mrs. George Little, the League's Observer at the U.N., made tape recordings of interviews she had with Philip Klutznick, Charles Yost, and Ambassador Stevenson on the problems of U.N. financing, peace-keeping functions of the U.N., and the changing scene. These were then bought by the local Leagues and used extensively, both on radio and for meetings. Several hundred tapes were distributed. Leagues have also encouraged the use of the programs regularly made available by the U.N. to radio and TV stations throughout the country.

Materials

Foreign Policy Roundup: Present News, Views, and Materials to supplement the *Leaders Guide: The United Nations: Getting on with the World's Work*, 1962. Resource materials and reading lists on the U.N. system and methods to strengthen it. *Pocket Reference on the U.N.* 1963. General information on the purpose, cost, specialized agencies and problems of the U.N. *Facts and Issues* 1962 and 1963. Four-page leaflets on the United

* 1026 17th Street NW., Washington, D.C., 20036.

Nations covering the following basic issues are used—United Nations: The Changing Scene, Who Cares for Peace?, Dollar Doldrums of the U.N., Passport to Progress: Development Decade, The Search for Disarmament, A Tale of Two Communities.

National Education Association of the United States¹⁰

Background of U.N. Activity Programs

NEA has an official NGO¹¹ Representative to the U.N., who is accredited also to the U.S. Mission to the U.N.

NEA supplies information on Teaching About the U.N. to teachers (adults) and much of this information is used by teachers in adult education. The U.N. is involved directly or indirectly in all phases of the international relations activities of the NEA and its affiliates.

One NEA department developed the now famous Glens Falls (N.Y.) Project to improve the teaching of world affairs through a comprehensive cooperative school and community program. This pilot project has been receiving nation-wide publicity and undoubtedly will lead to an extensive expansion of community activity in the field of international understanding.

Membership Participation

In organized group educational tours, over 2,500 adults visited foreign countries and over 1,000 visited the U.N. from various parts of the country. A total of 198 separate travel brochures were published in regard to these tours, including "Group Educational Tours to the U.N." Thousands of others must have visited the U.N. and made trips abroad as a result of the NEA publicity.

NEA materials have reached about one million teachers and many other adults annually.

TV or Radio Programs

There is no easy way to estimate the volume of materials produced in the field of radio and TV and other visual aids as a result of NEA influence, but it is extensive. Eight moving picture films were produced and used on television. One film strip was also produced. In cooperation with ABC network, the NEA sponsored five television programs involving international activities on the MEET THE PROFESSOR series.

Materials

In 1960-63 over 300 articles or announcements regarding publications (covering over 1,500 pages), were published about international affairs in the educational press of the NEA and its associated units. Much of this material was reprinted or paraphrased in State and local education associations. It has annually reached about one million teachers and other adults.

Publications of the Committee on International Relations, NEA, are the following: *Other Lands, Other Peoples*, 240 pages. *Resources for Teaching About the United Nations*, Sept. '62, 112 pages; includes extensive annotated bibliography of selected resource material. *Your Visit to the U.N.*, 16 p. *American Dissertations on Foreign Education*, 340 p. "WCTOP Publications 63-64" leaflet. "Materials to help you Teach about the U.N.," leaflet '63.

¹⁰ 1201 16th Street NW., Washington, D.C., 20036.

¹¹ Non-Governmental Organization.

Quaker Program at the United Nations¹²*Background of U.N. Activity Program*

The Quaker Program at the U.N. is a joint undertaking of the American Friends Service Committee and the Friends World Committee for Consultation (an international coordinating organization of Friends with headquarters in Birmingham, England).

U.N. Seminars are sponsored by this organization. U.N. Study Programs for groups of adults are sponsored as U.N. Seminars—major program of the Quakers. Groups numbering between 25-35 each come to New York from various parts of the U.S. for a 2½-day U.N. seminar—most of these are members of the Religious Society of Friends (Quakers). During their stay they do the following:

- visit the U.N. and usually attend two U.N. meetings
- have two briefings by U.N. Secretariat and staff members
- visit the U.N. Missions of two-member nations and have briefings there
- have discussion sessions involving the entire group at the beginning of each day; and at the end, each participant receives a packet of printed material.

In 1962 the organization organized eight seminars—five of them for adult groups. These five totaled approximately 96 participants, an average total each year.

Membership Participation

Groups of 25-35 each attend U.N. seminars.

Materials

The packet of printed material for seminar participants includes the U.N. Charter and Declaration of Human Rights, and other U.N. leaflets relevant to meetings being attended. The packet also often includes pamphlets of other organizations, such as the AAUN or the U.S. Committee for the U.N., and reprints of magazine articles. The organization itself produces almost no printed material on the U.N.

Rotary International¹³*Background of U.N. Activity Program*

Rotary clubs have many lectures, study visits, and public meetings related to the U.N. The most distinctive is the "Into-Their-Shoes" Conference in which large numbers of adults take the part of countries other than their own in a discussion of major world problems. The framework for this conference is incidental. It may be presented simply as an international conference or town meeting of the world. In several instances, it is known as "Inside U.N." or "South-Suburban United Nations." Actually, the procedures are modeled on those of the General Assembly: beginning with general debate, committees working separately to produce recommendations on political, economic, legal, etc.; questions; and ending with a plenary meeting for voting on recommendations.

Even where the United Nations is not the avowed framework, questions about the aims of the U.N. are frequently among the issues chosen for "Into-Their-Shoes" Conferences.

¹² 345 East 45th Street, New York, N.Y., 10017.

¹³ 1600 Ridge Avenue, Evanston, Ill., 60201.

Membership Participation

About 20 "Into-Their-Shoes" Conferences were held in 1960-63. Typically, they involve upwards of 500 adults and extend over a period of five weekly meetings with considerable *ad hoc* activity between the meetings.

TV or Radio Programs

Radio and TV are used to promote "Into-Their-Shoes" conferences consisting of interviews with "delegates" at the U.N.

The first of Evanston's TV appearances was an interview of a delegate by Marty Faye; the second, a mock briefing of the U.S.A. delegation, consisting entirely of foreigners; and the third, a sample of debate by representatives of five nations.

Materials

"What is Your U.N. I.Q.?" is a quiz program on the U.N. Charter. "Great Issues—1963" (provides background for "Into-Their-Shoes" Conference Agenda). "Blueprint for Preparing an 'Into-Their-Shoes' Conference."

Some Important Sources of Material

Organizations play a most important role in giving help to adult and out-of-school activities related to teaching about the U.N. These organizations not only sponsor educational activities that spark the enthusiasm of countless thousands of adults who are their members, but also publish and/or distribute pamphlets, guides, charts, booklets, reading lists, etc., which have become a positive source of domestic material on the United Nations.

Well-known organizations that serve as immediate sources for U.N. data appropriate for use with adults or out-of-school youth include the following, which are listed together with brief descriptions of their U.N. materials and/or activities:

American Association for the United Nations¹⁴**Materials**

U.N. Issues 1961—Mirror of the World Today. Kit of materials on the U.N. with instructions on how to use it. Available to the American public for

the first time in 1961 is a handy study packet of authoritative papers covering nine major issues facing the General Assembly of the U.N.

American Foundation for Continuing Education¹⁵**Publications**

Although there was no program directly related to the U.N. during 1960-63 the Foundation exists to support and extend liberal education of adults through study-discussion wherever appropriate in Amer-

ican life. Program readings are published and available through the organization under the following titles: *Political Readers*, *Social Science*, and *Public Affairs*.

¹⁴ 275 Park Avenue, New York, N.Y., 10016.

¹⁵ 19 South La Salle Street, Chicago, Ill., 60603.

TEACHING ABOUT THE UNITED NATIONS

American Labor Education Service¹

Publication

Focus on the U.N.—Study Notes for Workers. Four-page news-notes publication features section on “U.N. in The Headlines,” “Jobs and Disarmament,” “Freedom From Hunger,” and “Recommended Readings.”

Carnegie Endowment for International Peace²

Pamphlet

International Conciliation Pamphlet Series, 1963. A series of pamphlets published five times a year, with maps, charts, and other illustrations. Average circulation 12,000.

Books

Field Administration in the U.N. System, by Walter R. Sharp
The General Assembly of the U.N. and The Secretariat of the U.N., by Sydney D. Bailey
Toward Economic Cooperation in Asia and the Far East, by David Wightman

CEIP publications on the Following Subjects

Dependent Territories	Issues Before the General Assembly
International Administration	Political Questions
International Economics	Regional Integration
International Law	Scientific Cooperation

Foreign Policy Association³

Publications

Bibliographies on World Affairs. Annotated.
The Fourth Annual Program Handbook (1963) included sections on teaching aids, curriculum guides, study kits, and audiovisual resources designed for classroom use.
 Headline Series: Bimonthly booklets (64 pages) on world-affairs topics, including maps, charts, bibliographies, study guides. Each one written by an expert. Recent issues are #155, *The U.N. And The Nonaligned Nations* by Francis O. Wilcox; and #146, *The U.N. In Crises* by Thomas J. Hamilton.
Intercom: Information-resources periodical on world affairs published six times per year. Each issue contains a “Monthly Roundup” section on new publications concerned with world affairs, including materials on the U.N. and its specialized agencies.

Adult Education Programs

1. Community Leader Program: One-day briefings on U.N. and related world affairs conducted weekly during U.N. General Assembly. Ten meetings during 1962 Fall session attracted a total of 650 participants representing leadership from each State. Meetings held at FPA Center and U.N.
2. U.N. Daily Briefings: Hour-long briefings (open to public without charge) on general background of the U.N., five days a week by special U.N. trained volunteer staff; 113 briefings offered 1962-63 attended by 4,080 persons.
3. Special Group Briefings: A total of 7,831 persons, representing such or-

¹ 1776 Broadway, New York, N.Y., 10019 (closed in 1962).

² U.N. Plaza at 46th Street, New York, N.Y., 10017.

³ 345 East 46th Street, New York, N.Y., 10017.

ganizations as Council on World Affairs, League of Women Voters, YMCA, and YWCA attended these briefings.

4. "Great Decisions": Study-discussion of eight major foreign-policy issues conducted for 8 weeks through-

out the Nation. Fact sheet kits prepared as basic background. In 1,000 communities 300,000 persons participated in Spring 1963 program, now in its 9th year. Fact sheet kits widely used also in school social studies classes.

Minnesota World Affairs Center²⁰

A regional center for education in world affairs. Sponsors a broad variety of activity in the field of

international organization and administration.

United States Committee for the United Nations²¹

Publications

Distributes approximately three million pieces of literature a year in answer to approximately 40,000 requests yearly. About one-third of these come from local community groups and organizations requesting bulk quantity of material for distribution at meetings, programs, fairs, study groups, etc. It is estimated by the organization that one-half of the requests come from teachers and school children.

Available: U.N. Leaders Guide 1963-64 for Individual and Community Action. Information and instructions about how to organize to observe special U.N. Day, how to display and exhibit program aids and sponsor fairs, bazaars, U.N. Tree, and City Hall Ceremonies, etc.

United States Committee for UNICEF²²

Materials

For an older audience: Lecture-slide presentation entitled "The Challenge of the Under-Developed World." Consists of a script and 30 slides. Covers in depth problems connected with economic and social under-development and describes the work of the U.N. agencies, particularly UNICEF.

U.S. Committee for UNICEF publications list (includes materials appropriate for adults).

UNICEF films list contains order form for films from Association Films, Inc., Broad at Elm, Ridgefield, N.J. Leaflet list.

UNICEF film strips from P.O. Box 1618 Church St. Station, New York, N.Y., 10006

The United States National Commission for UNESCO²³

Publications and Other Services

Distribution of printed information and materials published by UNESCO and the U.S.N.C. for UNESCO is the activity most commonly utilized for reaching adults. Publica-

tions list revised and issued periodically. Single copies given out as long as supplies last. Additional copies to be purchased from Superintendent of Documents, Govern-

²⁰ University of Minnesota, Minneapolis, Minn., 55414.

²¹ 375 Park Avenue, New York, N.Y., 10016.

²² 331 East 38th Street, New York, N.Y., 10016.

²³ Department of State, Washington, D.C., 20520.

ment Printing Office, Washington, D.C., 20402.

The Commission maintains a free loan library of films, filmstrips, and slides, which receive wide distribution to organizations and schools.

Recent publications used in Commission programs:

Building Peace in the Minds of Men Getting to Know UNESCO, by Ella Griffin

The Great Question: A Community Guide Book for Human Rights Programs (Oceana-U.N. Study Guide Series)

Questions and Answers About UNESCO (Oceana-U.N. Study Guide Series)

UNESCO and International Understanding

Programs

U.S.N.C. and UNESCO encouraged national voluntary organizations having representation on this Commission to include some phase of UNESCO in their programs. The following organizations are examples:

American Association for the U.N.

The Commission encouraged local chapters with UNESCO chapters to conduct a lecture series on UNESCO at colleges and universities, to organize conference symposia and panel discussion on U.N. and UNESCO topics, and to arrange bus trips to UNESCO's Fundamental Education Center at Patzcuaro, Mexico.

The Methodist Church. (1) A substantial number of the Women's Cir-

cles of this church devoted meetings to presenting UNESCO programs through Question-and-Answer periods, panel discussions, and speakers.

(2) Women's Division of Christian Service, Board of Missions, of this church was encouraged to include a sample UNESCO program in its 1962 program handbook.

To supplement UNESCO radio services, the Broadcasting Foundation of America performs outlet service for UNESCO scripts and recordings. Examples of programs using these scripts and recordings are those on the series, "Frontiers of the Mind," which has Ritchie Calder (winner of the Kalinga Prize for the Popularization of Science) as host.

U.S. World Affairs Center²³

Provides information concerning activities in the area of international

understanding, world affairs, and the U.N.

²³ 845 East 46th Street, New York City, N.Y., 10017.

5. Contributions of New Educational Media to Learning About the United Nations¹

IN THE BROAD CONTEXT of human rights and international understanding, the new educational media are making notable contributions to the enrichment of teaching the principles embodied in the United Nations Charter and the Universal Declaration of Human Rights. Films, and in particular the broadcast media, both of which are so much a part of everyday living programs of young people, lend themselves to natural integration with related courses of study in many subject areas. Public interest in general, and teacher-pupil interest especially, in the work of the United Nations and the Specialized Agencies was at an all-time high in 1962. According to reported figures, visitors to the United Nations headquarters that year totaled a record of 1,076,594—an increase of 43,534 over the previous year. Some of this intensified interest is reported to have begun with visits to the special United Nations Exhibit at the 1962 Seattle World's Fair.

The guided tours which are available to all visitors frequently include the showing of United Nations and Specialized Agency films, many of which are later requested by teachers for classroom use in local communities throughout the country. A steady increase in school requests for radio and television programs, films, photographs, and displays is reported by United Nations headquarters in New York City.

Radio

National Releases

Recorded radio programs, prepared by United Nations Radio and Visual Services Division and released regularly for broadcast over cooperating educational and commercial stations, include the following:

<i>Program</i>	<i>Content</i>
This Week at the U.N.	15-minute weekend review of international news highlights
United Nations Today	Highlights from each day's meeting with excerpts from delegates' statements (Originates from headquarters during each session of the General Assembly.)
U.N. News	Daily news summary direct from United Nations headquarters

¹ Prepared by Gertrude G. Biederick, Educational Media Specialist, Educational Media Branch.

Still other recorded radio programs interpret the work of such Specialized Agencies as FAO, UNESCO, and WHO. They are intended to provide sources of information about the basic concepts underlying the idea of enlarging the scope of democratic living for all peoples. As prerecorded programs, they may be broadcast locally at the convenience of the stations carrying them; and after having served their purpose, they are frequently made available by the stations, for off-the-air use, to community organizations, libraries, and schools.

Class Followup

Ideas for followup in student activities are self-contained in many of the radio presentations mentioned above. For example, they can stimulate student radio productions for home and schools audiences. A simple class project may begin with a student survey of United Nations broadcasts, news, and other programs of international interest that are carried over all local stations, to be followed by preparation of a listener's program log, from which teachers may assign student listening. Student reports can be made from the standpoint of the broadcast itself—timing, format, writing, and delivery. Or, on the basis of content, its implications can be considered for the teaching of science, mathematics, language arts, geography, history; or of basic concepts about the United Nations or one of its Specialized Agencies.

As broadcast reports are analyzed and perfected, students may be encouraged to develop their own programs, presenting them first on simulated radio equipment and later as live broadcasts. These broadcasts may take the form of panel discussions, or of mock United Nations assemblies to be presented in commemoration of special occasions such as United Nations Day, Human Rights Day, World Health Day, and others. Appropriate recorded music, or choral accompaniment by the class, affords still further student participation. Teachers soon find that student interest in the United Nations developed through the use of radio can be assimilated with required subject matter at the same time that the meaning of human rights and the development of international understanding and cooperation are under study.

Local Production

School-operated radio stations, numbering 225 throughout the country, have the added advantage of convenience and adequate broadcast facilities and of trained staff members to assist in the planning and presentation of student broadcasts. Many of these stations,

in addition to carrying the recorded programs originating from the United Nations, develop regularly scheduled series for integration into units of study of various subjects as suggested by curriculum directors and classroom teachers.

A veteran in well-organized programing for this purpose is Station WBEZ, operated by the Board of Education, Chicago. Their carefully developed Broadcast Guidebooks for Teacher Use for the past school year gave details of three such series of weekly programs, one for the middle elementary grades, and two for upper elementary grades and high school. The first, titled *One Small World*, was for middle-grades social studies and was planned for the purpose of interpreting the people and cultures of other parts of the world—Asia, Australia, Europe, and North America. Programs dealt mainly with children in the featured countries so as to create an awareness of the similarities and the differences in children everywhere. The Teacher's Guidebook contained advance information about each broadcast along with suggestions for prebroadcast preparation, and for followup activities by the class, such as drawing, writing stories, and making picture maps and scrapbooks about life in the countries featured in the broadcast.

A second series, *When Men Are Free*, was designed to underline and supplement teaching units in United States history and government. Based on the foundation idea of American freedom, the programs, according to school reports, have inspired pupils not only to analyze the basic freedoms, rights, and responsibilities of an American citizen, but to search for and to study applications of those same principles to other peoples of the world.

Nation in Focus, a world geography series for high school students, aimed to accomplish the following:

- Help develop understanding of the economic interdependence of all peoples in the world.
- Create appreciation of other environments.
- Engender sympathy for such problems as education skills and techniques, food supply, health, sanitation, and stable government.
- Prepare students to understand the shrinking world in which they live.

This series in particular has a synthesis of the basic concepts of human rights and international understanding, carefully coordinated with social and intellectual student development.

Programs from school-owned radio stations usually are broadcast at least twice throughout the school day, thus giving the individual teacher the added advantage of tuning in at a time most convenient to her and her class.

Station WNYE, another veteran education radio station, owned and operated by the Board of Education of New York City, has been broadcasting a series, *Our Neighbors 'Round the World*, for several

years as a part of the social studies curriculum for middle elementary grades. Each week the pupils hear something of the ways in which children of other countries live—what they eat and wear, what songs they sing, and what subjects they study in school. Many of the broadcasts include tape-recorded interviews with the ambassador or his delegated representative from the embassy of the featured country in Washington, D.C.

Songs of Other Lands is another popular WNYE series that includes international understanding as a secondary objective. Programs are designed to teach the songs of countries whose languages are being taught. Significant cultural references are included and are graded to parallel pupils' growth in language and thought content.

A special Curriculum Bulletin, *Toward Better International Understanding*, published in 1959 for teachers in the New York City School System, contains a wealth of information related to the subject, along with suggested activities for every grade level; and lists of suitable films, recordings, and other useful teaching aids.

Station KLON, operated by the Long Beach Unified School District (California) during the past school year, carried a weekly series, *The Changing World*, for enrichment of the grade 10 social studies curriculum. It was designed for use with several major units of study, including Cooperation Among Nations.

Some of the KLON broadcasts consisted of such recorded releases from U.N. headquarters as *The New Voices* (new African nations); *The Sun, The Wind, The Earth, and The Sea* (scientists of the world pooling their research to develop new sources of energy); *The New Challenge* (new scientific knowledge applied to agricultural improvement); *A Letter as Big as the Sky* (the World Health Organization and its activities); *A Better Life for All* (the United Nations Economic and Social Council)—to name but a few. In other broadcasts, panels of high school students participated, questioning the Ambassador from India, the Director of the Peace Corps, and other authorities.

This kind of imaginative use of these authentic radio programs, together with teacher-utilization guides, can make notable contributions to student appreciation of the meaning of international understanding. The experiences described above could provide a pattern easily adaptable to school radio stations elsewhere.

Television

National Coverage

During 1960-63, United Nations Television continued to expand its services, both to countries previously served and to those not previously served. The film and television services more and more operated inter-

changeably, and film teams in the field produced extensively for television. United Nations Television was involved with the communications satellite, Telstar. The first transmission from North America to Europe, via Telstar, originated in part from the United Nations. The visits of United States astronaut John Glenn and U.S.S.R. cosmonaut Gherman Titov to the United Nations early in 1962 were occasions for United Nations television coverage, as were scores of other public events, including the appointment by the General Assembly of U Thant to a full term as Secretary-General, and his later appearances on televised press conferences. The 17th session of the General Assembly received world-wide television coverage, and the three major networks carried daily coverage throughout the session of the General Assembly meetings. All these national programs offer teachers an opportunity to assign, for pupil viewing, excellent first-hand reliable material.

Thirteen half-hour programs titled *International Zone* were produced by United Nations Television and distributed to more than 60 subscribers in the United States. Subjects were the atom, civilian operations in the Congo, the Economic Commission for Latin America, the refugee problem, weather forecasting, and other topics of equal timeliness and interest. Television stations can arrange to subscribe to this series.²

Another series, *The United Nations Review*, has been produced for several years during the General Assembly for showing over educational television stations in the United States. In Albuquerque (New Mexico), educational station KNME-TV showed this series and afterwards turned over the prints to the local chapter of the Association for the United Nations, which then in turn made them available to the audiovisual department of the city's public schools for within-school viewing.

Early in 1962, United Nations Television produced a special series of five 15-minute programs, titled *The United Nations and Education*, for the Committee on International Relations of the National Education Association of the United States. Individual topics are FAO and Education for Freedom From Hunger, Strengthening the United Nations Through Education, UNESCO and Education, and the U.N. Special Fund and Education. The series has been cleared for television and complete details are available through the NEA.³

² For information, write to the Chief of the United Nations Television, United Nations, New York.

³ For information, write to Publication Sales Section, National Education Association, 1201 Sixteenth Street NW., Washington, D.C., 20036.

Local Production

There is little observable evidence that school programs about the United Nations are being initiated and produced for local broadcast over educational television stations in the same way that they are initiated and produced over educational radio stations. Evidence suggests, rather, that where local television stations are broadcasting one or more of the series produced by the United Nations, teachers allocate time—if curriculum schedules permit—for children to view them in class or else assign the programs as out-of-school viewing, to be followed later by in-class discussion. The supply of such programs seems adequate.

Space does not permit more than a brief reference here to the considerable number of films which likewise deal with various phases of the United Nations program and which are useful in teaching situations. These films are listed in *A Comprehensive Catalog of Films of the United Nations Family*, published by the U.N., a catalog which can be an invaluable school library reference.

Responsibility for creating a generation of citizens devoted to the principles of human rights and universal peace is a challenge which should elicit the best in teaching procedures. These procedures can be greatly enhanced through the proper use of carefully selected teaching tools. Among such tools are the various highly informative radio, television, and films aids described in this section of the present bulletin. Their use in presenting the principles of human rights and universal peace should continue to be supported by teachers and communities.

6. Libraries as Centers of Information on the United Nations

Public School Libraries¹

IN ORDER to obtain information on public school libraries as centers of information about the United Nations during the years 1960-63, letters were sent to the library supervisors of nine large public school systems² that comprised both elementary and secondary schools. These nine systems, located in the Mideast, Southeast, Middle West, and Western regions of the United States and serving a total enrollment of over 300,000 pupils, can be considered broadly representative of the country's large public elementary-secondary school systems.

Materials Provided

Very little difference in the provision of materials on the United Nations in school libraries was reported for 1960-63 as compared with 1956-59. The nine school systems selected these materials at regular intervals along with other materials, mainly from general publishers and distributors of audiovisual materials. Three school systems purchased U.N. materials from sales agents for U.N. publications. All nine systems included books about the United Nations in both elementary and secondary school libraries. Four of the nine regularly purchased audiovisual materials on the United Nations for both elementary and secondary schools.

The most notable change was that pamphlets and periodicals specifically about the United Nations were provided for elementary school libraries in four of the school systems, whereas the figure in 1959 was only two. For their secondary school libraries, eight systems regularly purchased pamphlets and periodicals about the United Nations, seven systems regularly subscribed to *United Nations Re-*

¹ Prepared by Mary Helen Mahar, Coordinator of School Library Services, Library Services Branch.

² These school systems were not the same ones that provided information for the 1956-59 report.

view, and six regularly subscribed to *UNESCO Courier*. The school library supervisors listed 41 other general or current events periodicals as useful for teaching about the United Nations.

Materials Needed

The library supervisors of the nine school systems participating in the 1960-63 survey were asked to list the *subjects* which were not covered in their current materials about the United Nations but which they would like to have covered, and also the *types* of such materials which were not available to them but which they would like to have. All told, the answers covered the following:

Subjects

- Up-to-date U.N. membership lists.
- Duties of the Secretary-General.
- Work of the specialized agencies (especially WHO).
- Simple explanations of U.N. structure and operations for elementary children.
- Descriptions of U.N. projects in other countries.
- Up-to-date information on new countries (e.g., African).
- Meaning of the Declaration of Human Rights explained at the 4th-grade level.

Types of Material

- More pamphlets on all phases of the U.N. for all grade levels (*pamphlets* because books go out of date too rapidly).
- Pamphlets on member countries.
- More current audiovisual material on the U.N. for elementary schools.
- Any material on the elementary school level.
- More up-to-date materials for the junior high school level.
- Reference books for the junior high school.
- Documentary records of U.N. speeches.
- Films.
- More books like *Fair World for All*, by Dorothy Canfield Fisher.
- Books for junior high school level of the type of "Youth Talking to Youth".

These suggestions were in some instances identical with those made for the 1959 report, and it appears that U.N. materials for elementary and junior high school libraries are still not sufficient to meet needs. In 1963 there was greater interest in materials about U.N. member countries and nations.

The school library supervisors were asked to state their opinions of U.N. materials currently in their libraries and of the suitability of these materials for the schools' needs. They were also asked to comment on the schools' use of the U.N. materials. The statements of

eight of the supervisors, identified as to region in which the school systems are located, appear below.

Midwest

The materials are appropriate, varied, and attractive. The teachers tell me they have enough to teach the organization and structure, the work of the agencies, and issues, as well as where the United Nations has been successful and where it has not been successful. We think that the publications of the United Nations itself are very useful.

The U.N. materials, particularly UNESCO materials, are very useful. The promotional materials are useful also. The maps are *good* maps. These materials are useful in conjunction with vertical file and periodical material.

Southeast

Current elementary materials that are available are good, but we have complaints that materials for junior high level are dull and old. Senior high schools find more up-to-date material in adult publications.

I feel there is not too much interest at any level. We have practically no calls in the libraries for such material. There seems to be a great deal of apathy in our system on teaching the United Nations except indirectly and perhaps some mention of it on United Nations Day. Our librarians occasionally make a display for this day, hoping to initiate some interest in the material. Most of the material I have seen is too difficult for elementary pupils, and secondary teachers make the same complaint.

Midwest

Emphasis varies from school to school. Each school library has material on the United Nations.

Use in our school system of library materials about the United Nations is increasing with World History becoming a required course.

West

Study of the U.N. has not been given emphasis in our schools and will not be in the immediate future.

We have found that there are many good U.N. materials available, but that so many of them are aimed at adults. There is lack of readily available material suitable for elementary school children. Since a unit on the U.N. is included in our elementary school curriculum the use of U.N. materials is encouraged.

College and University Libraries¹

The nature and scope of academic library collections is closely related to the curricula of the individual institution. This general principle is strongly supported by information from representative academic libraries reporting their resources on the United Nations. The materials fall into two categories: (1) those published or issued by the United Nations and (2) those published or issued *about* the United

¹ Prepared by Theodore Samore, College and University Library Specialist, Library Services Branch.



A section of the main reading room of the Dag Hammarskjöld Library building,
United Nations headquarters

Nations and its activities by individual authors, foundations, national governments, other international bodies (such as the *Pan American Union*), associations, and societies. Invariably, only the large institutions indicated more than modest collections of the first category.

On the one hand, those institutions which offered comprehensive courses in economics, international relations, and history possessed rich resources. This was especially evident in the case of several institutions which are depository libraries for documents issued by the United Nations.⁴ Only two nondepository libraries were able to report collections which matched the curricula of their institutions.

On the other hand, those institutions which offered few or no courses in economics, political science, or related fields reported minimum collections.

Nevertheless, rich or poor in U.N. material, all libraries indicated keen awareness of the need for more information about the United Nations, more funds for the acquisition of additional materials, and more education in the use of United Nations documents.

Previous studies have shown that students usually make heavy use of adequate collections and, conversely, make little or no use of inadequate collections.

⁴ Some of these same institutions have also been designated as depository libraries for the specialized agencies.

quate collections. As expected, therefore, six of the nine libraries which reported large holdings on the United Nations noted heavy use of the collection. Of the 11 libraries which reported minimum collections, only 1 indicated frequent use.

All libraries declared unmitigated satisfaction with the wide range of information supplied by the United Nations' own publications, particularly reference books such as the *Monthly Bulletin of Statistics*, *Statistical Yearbook*, *United Nations Treaty Series*, *Vocabularium Bibliothecarii*, etc.

Several librarians, however, pointed out the need for a roster or directory of all important United Nations officials, with brief biographical sketches. Many mentioned the need for a documents index for the specialized agencies.

Despite the fact that nine libraries had sizable United Nations collections, only five of the nine had a library specialist in United Nations materials. Furthermore, only two libraries reported their United Nations holdings as being shelved separately from the rest of the collection. Others reported that their United Nations materials were inter-shelved with other books according to subject. Not unexpectedly, those libraries whose staff included a United Nations specialist noted heavy use of their United Nations collection. It remains an open question whether or not the addition of such a specialist would automatically entail a significant increase in the use of United Nations materials. The process seems to work both ways. To meet the demands arising from increased acquisitions and use, libraries eventually find it necessary to hire a specialist in U.N. materials. Or, once such a specialist is hired, the faculty and students become better informed concerning the value of United Nations materials, demand for them increases, and what was once infrequent or moderate use becomes frequent and extensive.

All libraries reported a variety of bibliographical tools which they consult in the acquisition and cataloging of materials issued by the United Nations and the specialized agencies. Seven specified the *United Nations Documents Index* and four noted *United Nations Monthly Sales Bulletin*. Other titles named at least twice were, *Booklist and Subscription Books Bulletin*, *Library Journal*, and *Publishers' Weekly*. None mentioned *Public Affairs Information Service*.

Nearly half of the libraries reported that their institutions sponsor a variety of extracurricular activities on the United Nations. The most frequently mentioned (seven times) was the mock United Nations General Assembly. Other activities included field trips, international clubs, library exhibits, and special lectures. All seven libraries reporting frequent use of their United Nations collections also reported such activities. Only 3 of the 13 libraries which noted

limited or moderate use also reported extracurricular activities regarding the United Nations.

Librarians, acutely aware that a library exists to serve its users, keep student and faculty needs constantly in mind. Many librarians mention the evident complexity and diversity of United Nations documents. As a result, the untutored user is easily discouraged. At the same time, users who receive careful training and guidance in the use of these documents encounter little or no difficulty in finding what they want.

United Nation documents are not likely to become less complex. Rather, their complexity and diversity are likely to increase. These traits are inherent in any publishing enterprise of such size and scope. The principal problem still centers on the need for a current complete bibliography of the publications issued by the specialized agencies.⁵

College and university librarians, on their part, will continue to do all they can to orient students and faculty in the use of United Nations documents. These rich source materials have proved to be invaluable not only to students and faculty, but also to research workers, social scientists, and public-spirited citizens.

Public Libraries⁶

This brief report can provide only a few examples of the many programs and resources about the United Nations which the public libraries of this country made available to their communities during 1960-63. That the people of the United States are increasingly concerned about world affairs may be indicated by the findings of a nation-wide survey of trends in reading, reported by the American Library Association in January 1963, which noted an increased interest in politics and foreign relations among other subject areas. Africa, Cuba, the European Common Market, Germany, South America, the Soviet Union, and the United Nations were among the topics in which librarians reported "great interest." Although they mentioned a number of factors as contributing to this increased interest, the one they most frequently stressed was the impact of the mass communications media, especially television.⁷ Public libraries thus have been given an even greater opportunity than before to contribute to the community's total educational effort toward international understanding.

⁵ A helpful guide is B. Brimer, *A Guide to the Use of United Nations Documents*. Dobbs Ferry, N.Y.: Oceana Publications, 1962.

⁶ Prepared by Dorothy A. Kittel, Public Library Specialist, Adult Service, Library Services Branch.

⁷ *Library Journal*: 88: 8: 530-31, February 1, 1963.

In addition to providing printed and audiovisual materials on the United Nations, and helping readers locate and use these materials, public libraries during 1960-63 continued their efforts to stimulate interest in and knowledge of the U.N. throughout the community at large. A few representative examples of such efforts by public libraries follow below:

Cleveland

With local high schools, cosponsored mock assemblies and provided a reading list on current issues before the U.N. General Assembly. From time to time issued reading lists of new books on the U.N.

Cuyahoga County,¹ Indianapolis, Toledo

Individually, the public library in each of these three localities, together with its local Council of World Affairs, cosponsored discussion programs on international understanding and foreign affairs.

Denver

For many years the public library has been represented on the Colorado Committee for the United Nations and has participated each year in planning for the celebration of U.N. Week. Preceding this week and for some time following it, the library displays both popularly written and research materials on the U.N. During the week, in 1960, 1961, and 1962, the following programs (in order by year) were presented in the library auditorium: Languages and Cultures—Argosies of the Mind; United Nations, Bulwark for Peace; and The U.N. Revisits the Tropic Isles.

Los Angeles

Cooperated with the local chapter of the American Association for the United Nations, especially in distributing publications, and prepared displays of U.N. posters and publications in the library.

Milwaukee

On the library's television program, Teens Talk Books, students who had observed a 1960 session of the U.N. reported their observations and discussed William Frye's book, *A United Nations Peace Force*.

New York City (Queens Borough)

Cosponsored, with the Queens chapter of the American Association for the United Nations, a series of lectures: The Middle East in Ferment. Recognition of Communist China: Pro and Con, Threat of Nuclear War and International Controls, and U.N. and Africa.

To meet the demand for information and services librarians must constantly seek to expand and strengthen their collections of materials on the United Nations. A special bulletin for librarians, *Our Library and the United Nations*, is issued annually by the United States Committee for the United Nations and the American Library Association and mailed to 30,000 librarians in the United States. The bulletin lists new books, pamphlets, periodicals, and audiovisual materials useful with children, high school, and college students, and out-of-school adults seeking greater understanding of the United Nations; tells how it works; and identifies the problems and issues it faces. This pub-

¹In Ohio.

lication is a valuable aid, especially for small libraries, in strengthening the library as a center of information on the U.N.

The public libraries having the strongest and most extensive U.N. materials are the six* which the United Nations and/or specialized agencies have designated as depository libraries to receive these materials. These six libraries reported increased use during 1960-63 of the U.N. materials by both graduate and undergraduate students and other readers. Such users might be classified into two groups: (1) those doing work on the U.N. or the specialized agencies or on problems handled mainly by these bodies; (2) those doing research in the publications of the U.N. and the specialized agencies.

A major problem identified by several librarians was the difficulty faced by the general reader or the beginning investigator in discovering what is available. The university professor making a study of the Trusteeship Council or the graduate student wanting a list of recent materials on the Danube Commission usually is skilled in locating the materials he needs and knows how to use the U.N. Documents Index. Much greater use would be made of United Nations publications by less experienced readers such as junior and senior high school students preparing assignments and adults preparing speeches or participating in study-discussion groups, if the document indexing were simplified. The librarians of the depository libraries regard the United Nations materials as a very vital segment of their total reference collections. They continue their efforts to make the public aware of these documents and to increase their usefulness.

* These are the public libraries of Cleveland, Denver, Los Angeles, New York, Rockford (Ill.), and St. Louis (Mo.).

7. Resource Materials on the United Nations for School Programs¹

THE TEACHER in search of information about the United Nations and resources that will help in presenting it to elementary and secondary school classes has available the services of a variety of agencies and organizations. New books are appearing for readers at all levels. National organizations are providing study guides and handbooks. Teachers and students have access to films and related audiovisual publications, charts, and posters; and, at an increasing rate, bibliographers are compiling lists of teaching materials.

This report takes a descriptive approach, supports statements about the nature and availability of materials with a bibliography, and includes publications which cut across several levels of instruction. For purposes of this study, the resources of the Educational Materials Laboratory in the Office of Education were used.

The Laboratory maintains a collection of publications that document elementary and secondary school programs in the United States. The books in this collection of some 12,000 volumes indicate the many resources available to teachers and students. For the teacher or materials specialist interested in developments related to a specific curriculum area, the overall pattern of these volumes will prove significant. These areas are the following:

- ☆ textbooks and trade books issued by commercial publishers
- ☆ curriculum guides and bulletins produced by State and local school systems
- ☆ documents published by national and international organizations related to education, including professional journals and periodicals
- ☆ selected publications of the Federal Government.

This chapter is based on a survey of resource materials under these four areas which are related to the United Nations and which were received in the Educational Materials Laboratory during 1960-63. The items² are representative ones only, not purporting to be an exhaustive listing.

¹ Prepared by Lois B. Watt, Chief, Educational Materials Laboratory.

² In this discussion, items are identified in parentheses by sequential numbers 1 through 118, which also identify the same items in a listing at the end of the chapter, where bibliographical details appear.

The survey, it should be noted, does not include materials prepared by either the United Nations itself or any of its specialized agencies. It is concerned only with the nature and number of materials produced in the United States for teacher and student use by commercial publishers; Federal, State, and local agencies; and national organizations.

The materials examined for this report fall into two functional groups: teachers' aids and study materials for elementary and secondary school students.

Teachers' Aids

Teachers require materials both to enrich their own working knowledge of a subject and to help them present substantive information to their students. Such materials include guides and handbooks prepared for classroom use by national organizations, Government publications, and commercial or trade publications.

Guides and Handbooks

The following items were examined for the present report:

American Association for the United Nations

- AAUN School Manual.*—Includes a list for a basic resource library. (1).
Syllabus for a Teachers' In-Service Course.—A collaboration by the Association with the U.N. and the Board of Education of the City of New York, this revised syllabus can be used for a full inservice course, single meetings of discussion groups, or a series of meetings or workshops. (2).
Your High School UN Club.—Suggests U.N. club activities and aids to organizing such a club. (3).

Board of Education of the City of New York*

Toward Better International Understanding.—This manual is one of many curriculum guides and bulletins, produced at both local and State levels, that offer help to the teacher of world affairs. Based on the principle that every teacher of every subject, at every level from kindergarten through senior high school, has the obligation and opportunity to make a contribution toward the ideal of international understanding and world peace, the New York City manual devotes considerable space to the United Nations, giving extensive information about securing and using the facts. It identifies 10 basic concepts, charts the appropriate grade level for their focus in relation to children's comprehension, and develops these concepts in terms of curriculum objectives, sample units, and graded activities. (4).

* Other local and State school systems during 1960-63 (the period under study) also produced publications devoted to teaching about world affairs, world regions, and world culture, offering in varying degrees information about the United Nations and suggestions for a teaching program.

Brenda Brimmer, et al.

A Guide to the Use of United Nations Documents.—Includes reference to the Specialized Agencies and Special U.N. Bodies (5).

National Education Association Committee on International Relations

Resources for Teaching About the U.N.,⁴ by Elizabeth M. Thompson.—A resource booklet intended as a practical aid for teachers, this publication is divided into five parts, as follows: *Part I*: "Background Information on the U.N. System." *Part II*: An extensive bibliography.⁵ *Part III*: A check list of learning activities about the U.N., with appropriate school level indicated for each activity. The activities are grouped in curriculum areas—social studies, language arts, music and art, science and mathematics, and all-school. *Part IV*: Excerpts from the writings of United States and United Nations leaders during 1960-62. *Part V*: The appendixes, which provide a list of U.N. member nations, charts of the overall organization and the Economic and Social Council, and the texts of the United Nations Charter, the Universal Declaration of Human Rights, and the Declaration of the Rights of the Child (9).

United States Committee for the United Nations

Facts for Fallacies.—A precise program guide, this publication answers frequently asked questions, reviews the record of United Nations achievements, and provides suggestions for discussion meetings along with a brief supporting bibliography (10).

Kits for U.N. Day.—Contain posters and pamphlets for background reading (11). (These kits are also available from the American Association for the United Nations.)

Government Publications

The Department of State publishes much material useful to teachers and students. With varying approach and emphasis, the different items offer a source of information and stimulation whose usefulness will also depend upon the reader's background.

Seven representative documents of 1960-63 are listed at the end of this chapter. One reprints the President's letter of transmittal accompanying his annual report to the Congress on United States participation in the United Nations (12). Another presents President Kennedy's 1961 address to the U.N. General Assembly (13). A booklet emphasizing the function of the United Nations as a force for peace combines excerpts from a number of separate speeches by Ambassador Stevenson (14).

A leaflet of staff authorship quotes from President Kennedy's Proclamation for United Nations Day, 1961, identifies current U.N. membership, and reviews the record to date (15). Another booklet tells how the U.S. Mission to the U.N. works, and in question-and-answer

⁴ Other NEA publications about the U.N. are designed to meet special needs of teachers (3 and 4).

⁵ For a description of this bibliography, see p. 78 of the present publication.

form presents some background facts and projections for the future of the United States, the citizen, and the United Nations (16). The major accomplishments of the United Nations General Assembly, 17th Session, as described by Ambassador Stevenson in a press conference, are printed in pamphlet form (17), as is an address by Secretary of State Rusk describing the role of the United Nations as peoples struggle for freedom.

Trade Publications

Commercial publishers during 1960-63 produced a considerable number and variety of books describing the United Nations, interpreting its activities, and delineating its potential for the future. Eleven such books which have been added to the Educational Materials Laboratory's collections were examined for the purposes of this study. They are somewhat uneven in their degree of usefulness, but fill an important place.

A chronology provides a view of what was going on in the United Nations from August 14, 1941 to April 21, 1961 (19). Other volumes provide detailed descriptions of the structure of the United Nations, with study and evaluation of its activities and its problems (20-27), and discussion of its potential for peace (28-29). Detailed discussion of many of these and other books, along with evaluation of their usefulness to teachers, can be found in bibliographies annotated for the present study and cited at the end of this chapter.

Study Materials for Elementary and Secondary School Students

Textbooks

A basic study, in some detail, of 93 textbooks about the United Nations appeared in the 1956-59 report on teaching about the United Nations. The present 1960-63 report again covers as many of those 93 as have been revised and in addition covers completely new titles.

This 1960-63 group reveals no major new developments in methods for presenting facts about the United Nations. Coverage is fuller, however, and references are more frequent than in the past.

Textbooks for social studies classes remain the principal tools for instruction about international affairs and organizations. As in the past, such textbooks are fewer for elementary classes than for secondary. The present report covers a total of 83 textbooks that provide at least several pages each of information organized for an instructional program (30-63).

Since texts can often be used at more than one grade level, the present listing groups the books by school levels rather than by grades. Three books for the elementary school level (30-32) and 30 for the junior and senior high school level are listed (33-62). These books were prepared for courses in geography and history, and for courses which unify these two aspects of the social studies.

Secondary schools offer work in international relations, and a few books relate to such study (50-52). One series, the outgrowth of a project conducted with teachers and students under the auspices of the North Central Association of Colleges and Secondary Schools, offers a number of unit texts in foreign relations, with a specific booklet about the United States and the United Nations and an accompanying teachers' guide (50-51).

For secondary school classes studying civics, government, and the problems of democracy and citizenship, there are books coordinating national and international problems; 10 such books giving attention to the United Nations were examined (53-62).

Trade Publications

Hope was expressed in the 1956-59 report that there would be an increase in the next few years in the number of supplementary books available to children and young people studying about the United Nations. This hope has been realized. The 1956-59 report listed half a dozen such books, while the present one includes nearly three times that number (63-79).

One such publication emphasizes the cooperation between members of the United Nations and describes projects for better living conditions around the world brought about by such cooperation (63). Study guides and related activities are suggested for the student at the beginning of each chapter.

Among books not specifically curriculum-oriented are five general presentations of the United Nations Organization and its work. One, of which Mrs. Eleanor Roosevelt was co-author, treats the United Nations as the climax of man's long road to peace (64). Three books for the intermediate grades offer brief surveys of the work of the United Nations, with some attention to its history (65-67). A substantial book for readers from the sixth grade up, covers in one section ("The Plan for Peace") the history and purposes of the Organization, and in a second section ("The Struggle for Peace") describes U.N. operations at crisis points from Palestine to the Congo (68).

Three recent books are biographical, centering on leaders who work for peace; all three use in their titles the paradox of peace as a battle.

Two of these present the life of Dag Hammarskjold for young readers (69-70). One describes the American, Ralph Bunche (71).

A series of informational books introducing middle-grade students to regions of the world and individual countries includes five such books to aid in "getting to know" the significance of United Nations operations, which are described as crusades. Children are informed of the work of the United Nations in fighting world hunger through the Food and Agriculture Organization (72), guarding freedom through the Human Rights Commission (73), saving the lives of children through UNICEF aid (74), fighting ignorance through UNESCO programs (75), and fighting for life through the World Health Organization (76).

Elizabeth Coatsworth, American poet and writer for children, has built around the UNICEF greeting cards a framework of stories, folklore, and verse about countries where UNICEF aid is given (77).

In an interesting photographic study, the actor Yul Brynner reports on the work of the United Nations in refugee camps (78). In his capacity as a special consultant to the United Nations High Commissioner for Refugees, Mr. Brynner visited camps in Austria, Germany, and the Middle East; his book documents both the contribution of the United Nations to the lives of refugees and the need for increased action in their behalf.

A book treating democracy in theory and function and giving major attention to the United Nations and its work was revised and up-dated in 1961 (79).

Encyclopedias

A considerable amount of information about the United Nations is provided for teachers and students through the medium of encyclopedias. The eight examined for this 1960-63 study offer information in signed articles and are revised periodically (80-87). Two of the eight represent new developments, one of the two being a Braille edition for blind students (86) and the other, a set of five volumes, one of which is devoted entirely to the United Nations (87).

Pamphlets

The sampling for this study included three pamphlet series, all issued by nonprofit educational organizations. The Foreign Policy Association—World Affairs Center issues a series as part of its effort "to stimulate wider interest, greater understanding, and more effective participation by American citizens in world affairs" (88). The Pub-

lic Affairs Committee issues a series as part of its information service "to educate the American public on vital economic and social problems" (89). Both of these series include publications about the United Nations and the problems with which it is concerned.

The Carnegie Endowment for International Peace issues five times a year a publication which could be classified as a magazine (90). Its purpose is to provide "factual statements and analyses of problems in the field of international organization." Each issue is devoted to a single topic, written by a specialist in that field.

Periodicals

Government agencies and professional organizations produce journals used by teachers and on occasion by students studying international affairs and the United Nations (91-98). Some of these journals are general in nature, some have characteristics which give them particular significance for teacher or for student.

The *Department of State Bulletin*, official weekly record of the foreign policy of the United States, is an authoritative source for teachers and secondary school students (91). The United States National Commission for UNESCO provides multiple copies of a *Newsletter* for classroom use (93).

Three professional societies issue periodicals devoted in general to the study and teaching of history and geography, but also giving substantial attention to world affairs and to the United Nations. A publication of the American Geographical Society provides background facts and geographical interpretations of current world problems and problem areas (94). The National Council for Geographic Education issues a journal for teachers of elementary, secondary, and college geography (95). The National Council for the Social Studies of the National Education Association collaborates with the American Historical Association in publishing a magazine for social studies teachers (96).

A service bulletin for citizen education is issued by the Foreign Policy Association—World Affairs Center, which provides information about publications and activities related to world affairs, with frequent references to the United Nations (97).

The World Peace Foundation publishes a quarterly which devotes some space to international relations, with major attention to the activities of international organizations, including the United Nations and its agencies (98).

Commercial publishers and educational organizations issue magazines and newspapers for students in special classroom editions (99-106). These publications, especially prepared for different levels of

the elementary and secondary school, provide varying amounts of news coverage on the United Nations.

In wall poster-map format, having pictures and text and covering United Nations news, weekly summaries of international events are published by two companies (106-07).

Bibliographies

On the assumption that bibliographies are an important tool for the teacher or secondary student in his approach to a study of the efforts of the United Nations and other organizations for international understanding and world peace, this survey took a representative sampling of bibliographies. This sampling covered bibliographies issued by Federal Government agencies, local agencies, professional organizations, and educational systems.

The Sampling.—Two types of bibliographies useful for teaching about the United Nations are available from the Office of Education. One of these (108) gives information about the nature and availability of publications, and the other (109) is a selective general reference list on the United Nations and related agencies.

National and local groups have developed bibliographies to lead teachers and students to significant materials about the United Nations.

A service from the United States National Commission for UNESCO is a listing of films and related audiovisual aids about the programs of UNESCO (110).

The committee on International Relations of the National Education Association has provided an extensive bibliography as part of a booklet describing some major resources for teaching about the United Nations (1). This bibliography (part II of the booklet) is an annotated guide to selected materials. A list of more than a hundred books and pamphlets is arranged so as to indicate their coverage of the following topics: United Nations Purposes, Structure, and Operation; Political and Security Questions in the United Nations; the U.N. and Human Rights; Technical Assistance and Development; the United Nations Children's Fund; Specialized Agencies Related to the United Nations; and the United States and the United Nations. Other lists in the bibliography are devoted to periodicals related to the United Nations, to audio and visual materials, and to resources in teaching methods and activities. A total of 146 items are described in some detail.

Teachers seeking information about films suitable for junior and senior high school can consult another publication of the Committee

on International Relations of the National Education Association (111). This leaflet annotates five informational films about the United Nations and educational aspects of its program; the films themselves can be ordered through the NEA.

The American Association for the United Nations has provided a reading guide of several hundred pages annotating books about the U.N. and about the peoples among whom the latter works (112). Also distributed through the American Association for the United Nations is a list describing about 50 films related to the U.N., its specialized agencies, issues facing the U.N., and informational films about member countries. This bibliography has been compiled from the educator's point of view, and categorizes films as to their usefulness for elementary, junior, or senior high schools, or adult education programs (113).

Top of the News, journal of both the Children's Services Division and the Young Adult Services Division of the American Library Association, published a bibliography in May 1962 of particular interest to school librarians (114). Annotating 86 publications, the compiler comments on their place in school library programs, and their significance in today's social studies units. Reprints of the bibliography and accompanying article have been distributed.

A brief list for librarians is published by the United States Committee for the United Nations, offering suggestions for building up local library collections (115).

Among the publications of the Foreign Policy Association—World Affairs Center are two bibliographies of interest to teachers and students. An introductory list annotates books which are "brief-readable-inexpensive" (116), while a longer list provides information in more detailed form (117).

Local educational agencies give increasing attention to the production of bibliographies tailored to local needs. For example, such a locally tailored bibliography of U.N. materials is that issued periodically by the Washington, D.C., public library, which in one number listed 69 titles about the U.N. available on its shelves (118).

General Conclusions From the Sampling.—Textbooks and classroom editions of periodicals during 1960-63 continued to provide basic information about the structure and general operation of the United Nations for students from the intermediate grades through the secondary school. These media, illustrated with charts, diagrams, and posters, give explanations, facts, ideas for discussion, and study guides. Much of the information is organized in stimulating and provocative fashion, and is presented by writers who are themselves experienced in classroom procedures. Materials for supplementary reading are now more numerous and more varied than they were in

the past. Teachers have access to a range of resources for enriching their own backgrounds; they are provided with substantial help in translating essential ideas into classroom experiences significant for children and young people.

The materials are impressive, but the need still exists for more books that are well written and authoritative and yet will satisfy imaginative young students and their teachers. As efforts multiply to increase quantity, quality of content should not be neglected. Along with rapidly developing experience in using available information will come, hopefully, increased skill in using the reservoir of knowledge to produce materials which teachers can use as precise tools.

List of Materials*

TEACHERS' AIDS

Guides and Handbooks

1. American Association for the United Nations. *AAUN School Manual*. New York: the Association, March 1960. 15 p.
2. ———. *Syllabus for a Teachers' In-Service Course: A Workshop on the UN and Its Related Agencies and Commissions*. New York: the Association, 1963. 44 p. \$1.
3. ———. *Your High School UN Club*. New York: the Association, July 1960. 10 p.
4. Board of Education of the City of New York. *Toward Better International Understanding: A Manual for Teachers*. (Curriculum Bulletin, 1959-60 Series, No. 4.) New York: the Board, 1960. 253 p.
5. Brimmer, Brenda, et al. *A Guide to the Use of United Nations Documents*. Including Reference to the Specialized Agencies and Special U.N. Bodies. Dobbs Ferry, N.Y.: Oceana, 1962. 272 p. \$6.
6. Hill, Wilhelmina, ed. *Selected Resource Units: Elementary Studies, Kindergarten-Grade Six*. (Curriculum Series No. 11.) Washington: National Council of Social Studies, NEA, 1961. 91 p.
7. National Education Association. Committee on International Relations. *Your Visit to the United Nations*. Washington: the Association, n.d. 17 p. 25 cents.
8. ———. Research Division. *Teaching about Other Countries and People in the Elementary School*. Washington: the Association, Department of Elementary School Principals, June 1960. 37 p.
9. Thompson, Elizabeth M. *Resources for Teaching About the United Nations*. With annotated bibliography. Washington: National Education Association, 1962. 90 p. \$1.50.
10. United States Committee for the United Nations. *Facts for Fallacies*. Rev. ed. New York: the Committee, 1963. 28 p. 15 cents.
11. ———. *Kits for U.N. Day!* Free.

* Order of listing corresponds with the order in which the items are discussed on the preceding pages of this chapter.

* Also available free from American Association for the United Nations, 375 Park Avenue, New York, N.Y.

Government Publications

12. U.S. Department of State. *The U.S. in the U.N.* Publication 7060, International Organization and Conference Series 16. Washington, D.C.: U.S. Government Printing Office, September 1960. 8 p. 10 cents.
13. ———. *An Address by President Kennedy Before the U.N. General Assembly, September 25, 1961* (Publication 7282, International Organization and Conference Series 28). Washington: the Department, October 1961. 23 p.
14. ———. Bureau of Public Affairs. *United Nations: Guardian of Peace* (Publication 7225, International Organization and Conference Series 20). Washington: U.S. Government Printing Office, 1961. 45 p. 25 cents.
15. ———. *The U.N.—Action Agency for Peace and Progress* (Publication 7576, International Organization and Conference Series 44). Washington: U.S. Government Printing Office, 1963 (annual), unpaginated. 10 cents.
16. ———. *You and the United Nations* (Publication 7442, International and Organization Conference Series 35). Washington: U.S. Government Printing Office, December 1962. 55 p. 25 cents.
17. ———. *Major Accomplishments of the U.N. General Assembly 17th Session* (Statement by Adlai E. Stevenson. Publication 7405, International Organization and Conference Series 38). Washington: U.S. Government Printing Office, 1963. 15 p.
18. ———. *The United Nations in the Fight for Freedom* (Address by Dean Rusk. Department of State Series S, No. 13). Washington: U.S. Government Printing Office, 1963. 8 p.

Trade Publications

19. Chamberlain, Waldo, and Thomas Hovet, Jr. *A Chronology and Fact Book of the United Nations 1941-1961* (The Oceana Library on the United Nations). New York: Oceana, 1961. 64 p. \$1.
20. Coyle, David Cushman. *The United Nations and How It Works*. Rev. ed. New York: New American Library, 1960. 222 p. 50 cents.
21. Courlander, Harold. *Shaping Our Times: What the United Nations Is and Does*. New York: Oceana, 1960. 242 p. \$1.75.
22. Munro, Leslie. *United Nations: Hope for a Divided World*. New York: Holt, Rinehart and Winston, 1960. 185 p. \$4.
23. Hadwen, John G., and Johan Kaufman. *How United Nations Decisions are Made*. 2d rev. ed. The Oceana Library on the United Nations. New York: Oceana, 1962. 179 p. \$3.75.
24. Rosenne, Shabtai. *The World Court: What It Is and How It Works*. New York: Oceana, 1962. 230 p. \$6.
25. Holborn, Louise W. *The World's Refugees—Everyone's Concern*. Washington: Committee on International Relations, American Association of University Women, 2401 Virginia Avenue NW, Washington, D.C., 20007, March 1960. 38 p. \$1.
26. McLaughlin, Kathleen. *The World's War on Want: How United Nations Members Share Skills and Resources Through Technical Assistance*. The Oceana Library on the United Nations. New York: Oceana, 1961. 80 p. \$1.
27. Appleton, Sheldon. *The Eternal Triangle? Communist China, the United States and the United Nations*. East Lansing: Michigan State University Press, 1961. 274 p. \$5.95.

28. Fenichel, Stephen S. *The United Nations: Design for Peace*. New York: Holt, Rinehart and Winston, 1960. 144 p. Secondary school and up. \$3.25. Factual approach; freely illustrated with photographs.
29. Gross, Ernest A. *The United Nations: Structure for Peace*. New York: Harper, 1962. 132 p. \$2.95.

BOOKS FOR ELEMENTARY AND SECONDARY SCHOOL PUPILS

Textbooks

30. Carls, Norman, and Frank E. Sorenson. *Neighbors Across the Seas*. Rev. ed. Philadelphia: John O. Winston, 1959. 423 p. Grades 6-7.
31. Fraser, Dorothy M., and Harry E. Hoy. *Our Hemisphere*. ABC Social Studies Series. New York: American Book, 1961. 490 p. Grade 5.
32. Cutright, Prudence, and Loyal Durand, Jr. *Living as American Neighbors*. Rev. ed. Macmillan Social-Studies Series—a basal series in history and geography. New York: Macmillan, 1962. 472 p. Grade 6.
33. Kolevzon, Edward R., and John A. Helne. *Our World and its Peoples*. Boston: Allyn and Bacon, 1960. 512 p. Jr. high up.
34. Becker, Carl, Sidney Painter, and Yu-Shan Han. *The Past that Lives Today*. Morristown, N.J.: Silver Burdett, 1961. 856 p.
35. Black, C. E. *Our World History* (based on *World History* by Smith, Muzzey, and Lloyd). Boston: Ginn, 1962. 710 p.
36. Boak, Arthur E. R., et al. *The History of Our World*. Boston: Houghton Mifflin, 1963. 850 p.
37. Ewing, Ethel E. *Our Widening World: A History of the World's Peoples*. (Rand McNally Social Studies Series). New York: Rand McNally, 1960. 740 p. Grade 10.
38. Habberton, William, Lawrence V. Roth, and William R. Spears. *World History: The Story of Man's Achievements*. River Forest, Ill.: Laidlaw, 1962. 712 p.
39. Leinwand, Gerald. *The Pageant of World History*. Boston: Allyn and Bacon, 1962. 612 p.
40. Mazour, Anatole G., and Peoples, John M. *Men and Nations: A World History*. New York: Harcourt, Brace & World, 1961. 802 p.
41. Rogers, Lester B., Fay Adams, and Walker Brown. *Story of Nations*. New York: Holt, Rinehart and Winston, 1962. 802 p.
42. Alden, John, and Alice Magenis. *A History of the United States*. New York: American Book, 1960. 620 p.
43. Bragdon, Henry W., and Samuel P. McCutchen. *History of a Free People*. New York: Macmillan, 1960. 751 p.
44. Clark, Thomas B., Ray Compton, and Gladys Hendrickson. *Freedom's Frontier: A History of Our Country*. Chicago: Lyon and Carnahan, 1960. 816 p. Jr. high.
45. Gavian, Ruth Wood, and William A. Hamm. *United States History*. Boston: Heath, 1960. Grades 11-12. 880 p.
46. Graff, Henry F., and John A. Krout. *The Adventure of the American People: A History of the United States*. (Rand McNally Social Studies Series). New York: Rand McNally, 1960. 738 p.
47. Mussey, David Saville. *Our Country's History*. New ed. Boston: Ginn, 1961. 741 p.
48. Planer, Mabel Gertrude, and William Lee Neff. *Freedom Under Law: A History of the United States*. Milwaukee: Bruce, 1962. 832 p.

49. Schwartz, Melvin, and John O'Connor. *Exploring American History*. New York: Globe Book, 1963. 567 p. Teacher's edition.
50. Nolde, Ellen-Jarden. *The United States in the United Nations*. (North Central Association—Foreign Relations Series). River Forest, Ill.: Laidlaw, 1961. 67 p.
51. Teaching Foreign Relations. *A Guide to The United States in the United Nations*. Developed by the North Central Association's Foreign Relations Project. Martha J. Porter, ed. River Forest, Ill.: Laidlaw, 1962. 18 p.
52. *The United Nations: A Handbook of the UN*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1962. 33 p. 21 cents.
53. Dunwiddle, William E., and Horace Kidger. *Problems of Democracy*. Boston: Ginn, 1962. 730 p. Grade 12.
54. McCrocklin, James H., reviser. *Hughes' and Pullen's Building Citizenship*. Boston: Allyn and Bacon, 1961. 600 p.
55. McCutchen, Samuel P., George L. Fersah, and Nadine I. Clark. *Goals of Democracy: A Problems Approach*. New York: Macmillan, 1962. 664 p.
56. Patterson, S. Howard, and A. W. Selwyn Little. *Problems in American Democracy*. 4th rev. ed. New York: Macmillan, 1961. 658 p.
57. Pullen, C.H.W., and James R. Reed, revisers. *Hughes' Today's Problems: Social, Political, Economic Issues Facing America*. Boston: Allyn and Bacon, 1962. 634 p.
58. Bruntz, George G. *Understanding Our Government*. Boston: Ginn, 1961. 574 p.
59. Clark, Nadine I., James B. Edmonson, and Arthur Dondineau. *Clitics for Americans*. New York: Macmillan, 1961. 570 p.
60. Haefner, John H., Harold R. Bruce, and Robert K. Carr. *Our Living Government: National, State, Local*. Chicago: Scott, Foresman 1960. 679 p.
61. McClenaghan, William A., reviser. *Magruder's American Government*. Boston: Allyn and Bacon, 1962. 760 p.
62. Smith, Harriet Fullen, and George G. Bruntz. *Your Life As A Citizen*. (Tiegs-Adams Social Studies Series). Rev. ed. Boston: Ginn, 1961. 632 p. Grade 9.

Trade Books

63. Berken, Ruth R. *Partners in a World Team*. Darien, Conn.: Educational Publishing Corporation, 1959. 86 p.
64. Tor, Regina, and Eleanor Roosevelt. *Growing Toward Peace*. Illustrated with photographs. New York: Random House, 1960. 84 p. Grade 6 up.
65. Epstein, Edna. *The First Book of the United Nations*. Rev. ed. New York: Watts, 1961. 94 p. Grade 4 up. \$1.95.
66. Schlining, Paula. *The United Nations and What it Does*. Illustrated by John Alan Maxwell. New York: Lothrop, Lee and Shephard, 1962. 61 p. Grade 4 up.
67. Sterling, Dorothy. *United Nations, N. Y.* Rev. ed. Photographs by Myron Ehrenberg. Garden City, N.Y.: Doubleday, 1961. 80 p. Grades 3-6.
68. Savage, Katharine. *The Story of the United Nations*. Illustrated with photographs. Maps by Richard Natkiel. New York: Walck, 1962. 224 p. Grade 6 up.
69. Hershey, Burnet. *Soldier of Peace: Dag Hammarskjold*. (Britannica Bookshelf—Great Lives for Young Americans). Chicago: Britannica Books, 1961. 191 p. \$2.95.
70. Levine, I. E. *Champion of World Peace: Dag Hammarskjold*. New York: Messner, 1962. 190 p. Grade 6 up.

TEACHING ABOUT THE UNITED NATIONS

71. Kugelmass, J. Alvin. *Ralph J. Bunche: Fighter for Peace*. New York: Messner, 1962. 178 p. Grade 6 up.
72. Breetveld, Jim. *Getting to Know the FAO: How U.N. Crusaders Fight World Hunger*. Illustrated by Victor Dowd. New York: Coward-McCann, 1962. 64 p. Grades 3-6.
73. ———. *Getting to Know the Human Rights Commission: How U.N. Crusaders Keep Us Free*. Illustrated by Paul Frame. New York: Coward-McCann, 1961. 68 p. Grades 5-8.
74. ———. *Getting to Know United Nations Crusaders: How UNICEF Saves Children*. Illustrated by Meg Wohlberg. New York: Coward-McCann, 1961. 64 p. Grades 3-7.
75. Griffin, Ella. *Getting to Know UNESCO: How United Nations Crusaders Fight Ignorance*. Illustrated by Meg Wohlberg. New York: Coward-McCann, 1962. 67 p. Grades 4-6.
76. Smith, Ralph Lee. *Getting to Know The World Health Organization: How U.N. Crusaders Fight for Life*. Illustrated by Lewis Zacks. New York: Coward-McCann, 1963. 65 p. \$2.50.
77. Coatsworth, Elizabeth. *The Children Come Running*. New York: Golden Press, 1960. 93 p. Grade 3 up.
78. Brynner, Yul. *Bring Forth the Children: A Journey to the Forgotten People of Europe and the Middle East*. Photographs by Inge Morath and Yul Brynner. New York: McGraw-Hill, 1960. 152 p.
79. Wagner, Ruth H. *Put Democracy to Work*. Rev. ed. New York: Abelard-Schuman, 1961. 160 p. Grade 5 up.

Encyclopedias

80. *The Encyclopedia Americana*. New York: Americana Corporation, 1960. 30 vols.
81. *Encyclopaedia Britannica*. Chicago: Encyclopaedia Britannica, Inc., 1963. 23 vols. Index and Atlas.
82. *Britannica Junior*. Chicago: Encyclopaedia Britannica, Inc., 1963. 15 vols. Ready Reference Index and Study Guides.
83. *Collier's Encyclopedia*. Riverside, N.J.: Crowell-Collier Press. 24 vols. Bibliography and Index.
84. *Compton's Pictured Encyclopedia and Fact-Index*. Chicago: F. E. Compton, 1963. 15 vols.
85. *The World Book Encyclopedia*. Chicago: Field Enterprises Educational Corporation, 1963. 20 vols. Reading and Study Guide.
86. *The Braille World Book Encyclopedia*. Chicago: Field Enterprises Educational Corporation, 1961. 145 vols.
87. *Worldmark Encyclopedia of the Nations*. Editor and Publisher, Moshe Y. Sachs. New York: Worldmark Press, Inc., Harper & Row, 1963. 5 vols.

Pamphlets

88. *Headline Series*. Published bimonthly by the Foreign Policy Association, World Affairs Center, New York. Six issues, \$3; single copy, 50 cents. Hamilton, Thomas J. *The United Nations in Crisis* (Headline Series, No. 146). New York: Foreign Policy Association—World Affairs Center, March-April, 1961. 62 p.
Wilcox, Francis O. *U.N. and the Nonaligned Nations* (Headline Series, No. 155). New York: Foreign Policy Association, Inc., Sept.-Oct., 1962. 65 p.
89. *Public Affairs Pamphlets*. Published at intervals by the Public Affairs Committee, New York.

— *The United Nations—What It Does* (Public Affairs Pamphlet No. 3198). New York: Public Affairs Committee, Inc., 1961. 28 p. Prepared in cooperation with the American Association for the United Nations, Inc.

— *The United Nations—What It Is* (Public Affairs Pamphlet No. 319). New York: Public Affairs Committee, Inc., 1961. 28 p. 25 cents.

90. *International Conciliation*. Published five times a year by the Carnegie Endowment for International Peace, 345 East 48th St., New York, N.Y., 10017. \$2.25 a year; regular issues, 50 cents each; General Assembly, \$1.

Periodicals

91. *AAUN News*. Published 10 times a year by the American Association for the United Nations, Inc., 345 East 48th St., New York, N.Y., 10017. Free on request.
92. *The Department of State Bulletin*. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. \$8.50 a year; 25 cents a copy.
93. *U.S. National Commission for UNESCO Newsletter*. Published 11 times a year by the Commission, U.S. Department of State, Washington, D.C., 20520.
94. *Focus*. Published monthly September through June by the American Geographical Society, Broadway at 156th St., New York, N.Y., 10032. \$1.25 for 10 issues.
95. *Journal of Geography*. Published monthly except June, July, and August by the National Council for Geographic Education. Available from A. J. Nystrom and Co., 3333 Elston Ave., Chicago, Ill., 60618. Free to members of the Council. Nonmembers, \$5 a year; 60 cents a copy.
96. *Social Education*. Published monthly except June, July, August, and September by the National Council for the Social Studies, National Education Association, 1201 16th St. NW., Washington, D.C., 20006, in collaboration with the American Historical Association. Free to members of the Council. To others, \$5 a year; 75 cents a copy.
97. *Intercom*. Published seven times a year by the Foreign Policy Association, World Affairs Center, 345 E. 48th St., New York, N.Y., 10017. \$5 a year; teacher's rate, \$3 a year; single copies, 75 cents.
98. *International Organization*. Published quarterly by the World Peace Foundation, 40 Mt. Vernon St., Boston, 02108. \$5 a year; \$1.50 a copy.
99. *American Junior Red Cross News*. Published monthly, October through May, by the American National Red Cross, Washington, D.C., 20006. Class membership in the Junior Red Cross at \$1 makes available one copy of each of the eight issues. Extra copies 15 cents each.
100. *American Red Cross Journal*. Published monthly, October through May, by the American National Red Cross, Washington, D.C., 20006. Class membership fee of \$1 makes one copy of each of the eight issues available for each group of 30 secondary students. Extra copies 15 cents each.
101. *The Bookniks*. Published four times a year by Alice L. Wood, Bookniks, P.O. Box 1004, Brooklyn 1, N.Y. \$2.50 a year; 2-month trial, \$1. "A clearing-house for information about world affairs programs."
102. Civic Education Service, Inc., 1733 K St. NW., Washington, D.C., 20006.
The Young Citizens. 30 cents a semester. Text for teaching reading and social studies in the elementary grades.
Junior Review. 45 cents a semester. Text for study of current history; junior high level.

Weekly News Review. 55 cents a semester. Text for secondary students of current history.

American Observer. 65 cents a semester. News and Issues—with pros and cons; secondary school. *Civic Leader*. Teacher's edition of the *American Observer*.

The publications listed in this series are issued weekly during the school year except at Thanksgiving, Christmas, mid-term, and Easter. Teachers' supplements are available for each publication of the Civic Education Service. Prices quoted are for five or more copies.

103. *My Weekly Reader*. American Education Publications, 1250 Fairwood Avenue, Columbus, Ohio, 43216. Subscription price 25 cents per semester, per pupil, in quantities of 10 or more sent to one address. Single subscription \$1 a year. Issued in separate editions for grades one through six. Published also in Braille by the American Printing House for the Blind, Louisville, Ky.
104. *Reader's Digest*. Monthly. Educational Edition: the regular newsstand edition plus the 24-page student guide. A 16-page *Teaching Guide* is added to the teacher's free desk copy. Available from Reader's Digest Services, Inc., Educational Division, Pleasantville, N.Y., 10570. In class sets of 10 or more copies, 20 cents each. Used in grades 7-12 in English, social studies, science, journalism, and speech classes, and in reading clinics.
105. Scholastic Magazines, Inc., 50 West 44th St., New York, N.Y., 10036.
News Pilot. 30 cents a semester; 50 cents a school year. For grade 1.
News Ranger. 30 cents a semester; 50 cents a school year. For grade 2.
News Trails. 30 cents a semester; 50 cents a school year. For grade 3.
News Explorer. 30 cents a semester; 50 cents a school year. For grade 4.
Newsline. 50 cents a semester; 80 cents a school year. For grades 5 and 6.
Junior Scholastic. 70 cents a semester; \$1.25 a school year. For grades 6-8.
Senior Scholastic. 85 cents a semester; \$1.50 a school year. For grades 10-12.
World Week. 85 cents a semester; \$1.50 a school year. For grades 8-10.
Scholastic Teacher. The teacher editions for the publications listed above. \$4.50 each, school year. Free with classroom order of 10 or more.
106. *World Events*. Silver Burdett Co., 4700 Chase Avenue, Chicago, Ill., 60646. An educational service in association with *Time* and *Life*. 40 issues during school year, \$24.95. Weekly wall poster of news and map, with Teacher's Guide supplementary leaflet.
107. *World News of the Week*. News Map of the Week, Inc., 1515 Sedgwick St., Chicago, Ill., 60610. 40 issues during school year, \$19.95; single copy, \$1.25. Weekly wall poster of news and map, with "memo" for the teachers.

BIBLIOGRAPHIES

108. U.S. Department of Health, Education, and Welfare, Office of Education. Educational Materials Laboratory. *Keep Tab on the Lab: Teaching About the United Nations*: Vol. II, No. 7, December 31, 1960. 9 p. OE-14081-7; *Educational Materials Laboratory Report: the United Nations*: vol. IV, No. 6, October 24, 1962. 11 p. OE-14081-19; vol. V, No. 5, Sept. 1963. 11 p. OE-14081-27 (in process).

109. U.S. Department of Health, Education, and Welfare, Office of Education. International Organizations Staff. *The United Nations and Related Organizations: A Bibliography*. OE-14051. Washington: U.S. Government Printing Office, 1960. 17 p.
110. U.S. National Commission for UNESCO. *Films, Filmstrips, Slides on the World-Wide Programs of UNESCO and Agencies with Related Programs*. Washington: the Commission, 1961. 16 p.
111. National Education Association. Committee on International Relations. *The UN and Education*. Washington: the Association, 1962. 1 leaf.
112. American Association for the United Nations. *Read Your Way to World Understanding*. New York: Scarecrow Press, 1963. 320 p. \$6.50.
113. Baer, Nellie L., comp. *Catalog of Films about the United Nations*. New York: American Association for the United Nations, 1962. 29 p.
114. Tozier, Virginia. "Our 45,000,000 Boys and Girls—And the United Nations." *Top of the News*. XVIII: 4: 7-18, May 1962.
115. *Your Library and The United Nations*. New York: United States Committee for the United Nations, 1963.
116. Foreign Policy Association—World Affairs Center. *Introductory Readings on the United Nations*. New York: the Center, July 1960. unpag.
117. ———. *Selected Readings on the United Nations*. New York: the Center, July 1960. 19 p.
118. District of Columbia Public Library. *United Nations*. Washington: the Library. Revised periodically.

8. Teaching About the United Nations in Public Elementary and Secondary Schools

Elementary Schools¹

Study about the United Nations during 1960-63 in public elementary schools was increasingly interwoven with gaining an understanding of the people and cultures of U.N. member countries. Thus, the children developed broadened concepts about the United Nations itself, respect for the rights and freedom of all people, and appreciation for the cultures of people all over the world.

There is less emphasis on the United Nations structure in the elementary schools than on what the U.N. does and the nature and location of its headquarters. The details of organization and structure of the U.N. are usually given greater attention at secondary school levels. Elementary pupils are introduced to some of the ideals on which the United Nations was founded and are given opportunity to discover some of its successes or failures in the achievement of these ideals. They learn where the United Nations headquarters are and who some of its staff members are. They frequently develop the habit of keeping informed of United Nations happenings through television, radio, and news publications.

Along with study of the United Nations, there is a tendency toward becoming acquainted with the nature and work of other international organizations dedicated to peace, friendship, and understanding. The Organization of American States, Junior Red Cross, Boy Scouts, and Girl Scouts are among such organizations.

Interest and enthusiasm for learning about the United Nations seem to flourish best in those school situations where the community has great interest in the U.N. In such communities as Allentown (Pennsylvania), Denver, Kansas City (Missouri), New York City, Philadelphia, San Francisco, and Washington, where there is much citizen and community-wide interest in the U.N., the schools have active and enthusiastic programs.

¹ Prepared by Wilhelmina Hill, Specialist for Social Science, Elementary Schools Section.

Information and illustrations of forward-looking practices for teaching about the United Nations have been assembled for this report through correspondence, a study of curriculum guides, and direct contact with public school systems. Reports on teaching about the United Nations were received from 27 city systems. Reports from State Departments of Education were summary in nature and mainly indicated what the local school systems were doing.

1. CURRICULUM PROVISIONS

Specific provision is made for children to learn about the United Nations in various parts of the curriculum and at various times in the school day.

Observances

Much study of the U.N. is carried out in connection with the observance of U.N. Day and U.N. Week in many school systems. Considerable reading and study activity is required to prepare U.N. programs, exhibits, and other observances. For example, during U.N. Week as well as at other times during the year, the U.N. occupies the "center of the stage" in all grades of the Philadelphia public schools. Much study accompanies the various observances and other activities.

Units

The social studies curriculums of numerous schools in many parts of the country include United Nations units. Most of these units are taught in the sixth grade, where they often provide a unifying factor and culmination for the study of the various countries of the world. Among school systems where U.N. units are taught in the sixth grade are Albuquerque, District of Columbia, East Baton Rouge Parish, Kansas City (Missouri), Philadelphia, Vancouver (Washington). The laboratory school of Miami University at Coral Gables (Florida) is another example.

In the sixth-grade social studies curriculum of New York City, a major topic is How We Have Worked for a Better World. A recommended unit of this topic deals with How the United Nations Works for World Peace, with emphasis on the following aspects:

- ☆ The United Nations Charter—San Francisco, 1945
- ☆ Role of the General Assembly and the Security Council in settling international disputes

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- ☆ Specialized agencies: UNESCO, WHO, FAO
- ☆ The admission of new members
- ☆ Important leaders, past and present
- ☆ Current problems: achievements and failures

Suggested unit activities for learning about the United Nations as a force for international peace are provided in the sixth-grade social studies section of *Grade Guide: 5-6*, City of New York, as follows:

- ☆ Find out what the United Nations is and how it functions.
- ☆ Select one or two specialized agencies for study and report on them.
- ☆ Invite a representative from the United Nations to visit the class or school. (Make careful plans for this visit, and tell the visitor what you want to know.)
- ☆ Choose some way in which you or your class will support an activity of the United Nations.
- ☆ Select a hobby that is related to international understanding: stamp collecting, folksongs, travel bulletins, maps.
- ☆ Read stories about the people of other lands.
- ☆ Give a report on a television program dealing with another country or with a United Nations problem.
- ☆ Keep a file of news events about the United States and other nations.
- ☆ Find out more about famous visitors to New York City from other nations.
- ☆ Make a list of articles in the home or school which came from another country.
- ☆ Mark off on an outline map the member nations of the United Nations.
- ☆ Show the routes one would take to go there from New York City.

Units about or closely related to the United Nations are occasionally found at other elementary grade levels. In the Evansville-Vanderburgh (Indiana) schools the third graders have a social studies unit about Growing Into World Understanding, which provides for discussion of the United Nations, its organization, and its objectives. Children's books about the organization are suggested.

A third-grade teacher of Grand Rapids (Michigan), who has lived in Korea, teaches a unit on Korea and includes the U.N.'s part in saving that Nation. She reports:

From this unit on Korea grew the general principles of inter-country friendships, cultural achievements of other countries and the grass-roots idea of the necessity of understanding and cooperation between countries, states, cities and members of our own school. It, therefore, served to teach the basic concepts of peaceful living in today's world.

Occasionally United Nations units are taught in the fifth grade as related to American History or in connection with the study of New York City. Such units are often taught in the fifth grades of Kansas City (Missouri) and the District of Columbia. In Miami (Florida) U.N. units are found suitable for the intermediate grades.

A new Social Studies Framework for the Public Schools of California adopted in 1962 recommended that a study of the United

Nations be placed at the eighth-grade level. Since the majority of elementary schools have grades K-6, this has removed the major emphasis and responsibility for teaching about the U.N. from the elementary level. The subject is introduced, though, to elementary pupils informally in connection with the news and with U.N. Day and U.N. Week observances.

World Understanding

The topic of world understanding, including the study of the United Nations, is frequently found in almost every subject of the elementary curriculum. For example, in the Glens Falls (New York) schools a world point of view is involved in every subject of the elementary and higher levels. In New York City schools, teaching about the U.N. is an integral part of the curriculum for International Understanding.

People and Cultures

Much teaching about the United Nations in elementary schools is tied in with learning about the peoples, lands, and cultures of the member nations. This is true of social studies programs at the Laboratory School of Ohio State University, Columbus, and Surfside School at Satellite Beach (Florida). Grand Rapids (Michigan) pupils have studied the member nations and have written letters for information from embassies or other information services of the various countries.

Specialized Agencies

The majority of United Nations units and curriculum outlines suggest study about the specialized agencies. FAO, UNESCO, and WHO are among those most often included for study at elementary levels. The Minneapolis social studies guide points out the importance of "understanding the work of agencies that help promote world understanding" and of "participating in their activities when feasible." Since the guide names some of the U.N. agencies as well as such organizations as the Junior Red Cross, participation in their activities is facilitated. Participation makes a great deal of difference in the extent of children's interest and the lasting quality of their learning about the U.N. or other international agencies.

Current Affairs

Throughout elementary grades children have continuing opportunity to keep informed about the United Nations through their current news weeklies, regular newspapers, radio, and television. The U.N. in the news then becomes a springboard for study, reports, and discussions of the organization and its work.

In the District of Columbia, classes often have special U.N. news committees responsible for keeping their members informed of U.N. developments. Schools in Kansas City (Missouri) make considerable use of school newspapers and regular papers in elementary schools for keeping up to date on the United Nations.

Human Rights

Several of the school systems in the 1960-63 survey mentioned the Universal Declaration of Human Rights, the observance of Human Rights Day, and the U.N.'s work toward attaining respect for the rights and freedom of all people. A number also reported plans for observing the 15th anniversary of the adoption of the Universal Declaration of Human Rights by the United Nations.

Changes

In general, some curriculum changes were made in teaching about the United Nations during 1960-63. Some of these have to do with increased teaching about U.N. as *one* of the international organizations working toward peace, and with teaching about the U.N. in connection with the study of its member nations. Another type of curriculum change has been reported; namely, changes in teaching about the U.N. to include current problems confronting the United Nations and the kinds of programs which it is developing.

These changes indicate the schools' willingness and flexibility to adjust their instruction about the United Nations to that organization's current problems and developments. They indicate a real awareness of the U.N.'s role in the world and a desire to keep our children informed of its nature and accomplishments.

SCHOOL AND CLASS ACTIVITIES

Learning activities related to the United Nations are carried out on a schoolwide basis or are developed by individual classes. When com-

munity organizations actively create interest and understanding of the United Nations, schools are usually stimulated and assisted in increased efforts in this curriculum area.

The Albuquerque schools cooperate with the American Association for the United Nations, in Philadelphia with the World Affairs Council, in Kansas City with the People-to-People headquarters, and in Denver with the People-to-People Committee and the *Denver Post*. New York City children consider the United Nations a part of their own community because of the location of the U.N. headquarters in their city, and engage in so many U.N.-related activities that only a sampling can be mentioned in this report.

School and class activities about the United Nations show much creativity and originality. Some of those undertaken during 1960-63 are described briefly in the following pages to give an idea of the freshness of approach and the enthusiasm displayed by pupils and teachers.

U.N. Day and Week

On United Nations Day each year children of Allentown (Pennsylvania) schools decorated their cafeteria tables with United Nations and U.S.A. flags. While the children were eating their specially planned lunches, music of the various countries was played. The 1960-62 international menus were the following:

1960	1961	1962
African Jollo rice (beef and vegetable stew served at side of rice).	Rumanian sarmale (meat balls).	Spanish rice.
Tossed salad with Russian dressing.	Bolivian umlntas (baked corn souffle).	Canadian bacon.
French bread and butter.	Indonesian gado-gado (mixed salad).	Vienna bread.
Milk.	French bread and butter.	Milk.
Danish apple pecan pudding.	Danish abelkage (apple cake).	Ice cream (U.S.A.).
	Milk.	

The Allentown children, like those in the other cities of the present chapter, engaged in several other learning experiences besides the ones mentioned here.

Annually, Denver elementary pupils are invited to attend or participate in the United Nations Week observances in the community. In 1961, these included a Dance of Nations, a Military Parade and Flag Raising at United Nations Square, an International Skating Carnival, and a concert by the Civic Symphony Orchestra and the Air Academy Band and Choir.

School bulletin boards displayed the flags of the United Nations countries. Individual classroom activities were planned especially to

help pupils become aware of the significance of the United Nations and the specialized agencies.

The Denver *Post* sponsored its annual United Nations letterwriting contest for sixth-grade pupils within the Rocky Mountain region, sending kits containing full details of the contest to each school building. Participation on the part of the children is voluntary.

This project focuses attention on the world peace organization, stimulates interest in other countries, and gives youngsters a chance to help build goodwill abroad while putting their English instruction to practical use.

Each sixth-grade contestant writes a letter to a boy or girl his own age in one of the other U.N. countries. Through special arrangements with U.N. officials these thousands of letters eventually reach children abroad, resulting in the start of many "pen-pal" friendships. The boy and girl whose letters are judged best, and their teachers, receive free, expense-paid trips to U.N. Headquarters in New York.

In Philadelphia, the superintendent sends a letter every year to the schools directing their attention to the observance of United Nations Week. During the week and at other times during the year, the United Nations receives much attention in the elementary schools. The following are some of the activities in connection with the U.N. study and observances:

Assembly programs.

Speakers from the World Affairs Council and member-nation consulates.

Model United Nations.

UNICEF collections.

Exhibits of flags, etc., from member nations.

Correspondence with children of other nations.

Viewing of film about the United Nations.

Current events discussions.

Luncheons featuring foods of member nations.

U.N. Day articles in school news weeklies, newspapers, and magazines were often the motivating factor which led children in many school systems to gain an interest in learning more about the U.N. and its work. For example, after reading the news articles, a third grade in Indianapolis made a study of the U.N. and invited the Area Representative of the American Association for the United Nations to speak to them.

A parents' language class at one of the District of Columbia elementary schools had the theme "Around the World in Eighty Minutes" for its United Nations Week observance. Quick "visits" around the world were made with slides and descriptions. The wife of an Ambassador from a U.N. member country talked to the parents, and costumes and objects of interest from many United Nations countries were shown.

Assembly Programs

Assembly programs about the United Nations are arranged in connection with U.N. Day and Week observances, Human Rights Day, as a concluding activity for a U.N. unit, and on other occasions. Many of the U.N. projects and curriculum activities mentioned in this report include school-wide assembly programs where one or more classes share what they have done.

The District of Columbia assembly programs are illustrative. Foreign parents having children in several of the schools supplied films about their home countries. Inviting parents, one school gave a play interpreting the U.N., its origin, organization, charter, and purpose. Another school showed a movie on the World Health Organization and still another gave an assembly on the theme of UNESCO, as a means of promoting world peace. Folk music and dance programs, representing countries of the schools' student bodies, were the basis for U.N. assemblies at other schools.

U.N. Teas and Parties

U.N. teas and parties were enjoyed by the children of some of the Kansas City (Missouri) schools. Sixth-graders of the Holmes School held a United Nations tea as the culmination of their study about the U.N. They arranged a U.N. exhibit and invited guests from the school staff. Refreshments were served; and a program of pledge, songs, and talks was presented.

A tea featuring "Cookies Around the World" was given by the sixth grade of the Hale Cook School in Kansas City as a culminating activity for their study of the United Nations. One of the pupils described the tea in the following words:

Challenge

Our world situation has given us, living in the free world, a challenge to win peacefully over Communism. The United Nations has given us and the world an organization where problems can be discussed among the member nations. At the United Nations Tea for our mothers on May 25, 1962, we baked cookies from recipes around the world, we decorated with United Nations colors (blue and white—even the flowers!), and with a large United Nations flag set off by small flags of member nations. One pupil was the moderator of a representation of the United Nations Security Council with members from troubled countries presenting current problems. Another pupil led a group in the singing of an original song which paid tribute to the influence of mothers on the lives of great men in the United Nations.

After their study about the United Nations, pupils in a 4th-5th grade room of Kansas City's Bancroft School held a "Tasting Party,"

at which they wore costumes, and from booths arranged around the room served typical foods of different countries to their guests—other pupils in the school; they gave out lists of library books which they had prepared about various areas of the world.

New York City children had a United Nations Birthday Party at one school on October 24 and compared their own ages with that of the U.N. Children of another school purchased foods of different countries and cooked them in class. They compiled a pamphlet of recipes from the U.N. member nations.

Exhibits

Many schools arrange United Nations exhibits in connection with observances or study units. Some of the District of Columbia exhibits included books, handicrafts, and pictures from the foreign countries represented in the school population. Other exhibits featured "Dolls of Other Lands," "Artifacts from Many Countries," flags of the United Nations, and drawings showing the organization.

To reach other children of the school, fifth-graders of the Milton More School in Kansas City prepared a corridor display entitled "World Friendship Ring," consisting of a world globe with the flags of the United Nations encircling the globe and the U.N. emblem displayed in front.

The upper-grade group of hard-of-hearing children in the same school made a hall display about the U.N. and invited others to see it. The materials were prepared from a UNESCO kit on the United Nations.

One New York City school maintains a permanent bulletin board entitled "United Nations in the News," kept up to date by a pupil committee under teacher guidance.

In the fall of 1962, the Minneapolis Institute of Art sponsored a special "United Nations Commemorative Exhibit," composed of the works of member nations from the institute's various collections. Classes visited this exhibit as a field trip experience.

Television and Radio

Children learn a great deal about the United Nations through the media of television and radio. They also plan and present television programs about the United Nations.

Some Grand Rapids (Michigan) pupils listened to the proceedings of the U.N. on radio and concurrently studied the structure, divisions, and purposes of the organization and its role during a period of

crisis. Children of a District of Columbia school watched a General Assembly meeting on television at school as part of their study.

One group of District of Columbia pupils participated with Japanese visitors in the production of a film which was to be shown on television in Japan. Other children of the D.C. schools participated in the production of broadcast tapes to be sent to other countries by the Voice of America.

After much research and study, a sixth-grade class of Nelson School in Kansas City (Missouri) presented a television program, "Special Observance of United Nations Day," on the local school district's educational television station. Excerpts from the children's written reports of this project follow:

On the first day of our research we discussed and then outlined some of the basic things we wanted to learn about the United Nations. It was rather surprising to some of us that we didn't know too much about the U.N. We had a lot to learn and were excited about the project and eager to get started. The next day everyone came with material from the newspaper, magazines, leaflets and books on the U.N.



We worked in groups for about two weeks gathering all the information on our subject that we could. I wrote to Adlai Stevenson and I received a note from him along with some U.N. material. After two weeks the class discussed our progress. Then we voted on one person from each group to be on television representing his group and discussing the subject of his group.



After the television presentation our room chose a group of children to discuss our actions in planning the United Nations program. We selected 2 people who had appeared on the program and 10 who had not. They presented the panel discussion at Epperson House, Kansas City University. They discussed how we worked in groups to gather information for the program. They also discussed room problems and how by class discussion and group work we solve them.

Research Activities

All of the United Nations units require considerable research-type activity for which information must be gathered from various sources and media. Likewise U.N. observances and projects require similar bases of knowledge which must be searched out and assimilated wherever it can be found.

Examples of such research activities below are from the District of Columbia schools. Classes have study and discussion on such questions as the following:

- What is the U.N.?
- How was it organized?

Who belongs to it?
 What does it do?
 Where is its headquarters?
 How are we involved?

Some classes learn about the work of the U.N. in Latin America, Africa, and Asia in connection with their social-studies units about the countries of these continents. One class used the slogan, "Peace and Friendship," as a basis for study. Children of foreign origin wrote and displayed the slogan in their native language and told about their countries.

Map and Globe Study

The reports on teaching about the U.N.² showed evidence of considerable map and globe study. The children located United Nations headquarters, places involved in U.N. news, and the member nations as studied or discussed. They considered length of time needed for travel and best routes between some of the member nations and the U.N. headquarters. Areas, populations, climate, food, customs, and culture, as well as location, are among the geographic aspects included in the study of the member nations.

Pupils of the Bryant School in Kansas City (Missouri) used many types of maps in organizing facts about U.N. member countries according to the date of joining the United Nations, area, population, government, trade, or language. The children divided into committee groups for these map projects. The committee identifying countries according to U.N. membership had to decide what years of entry would appear on each map.

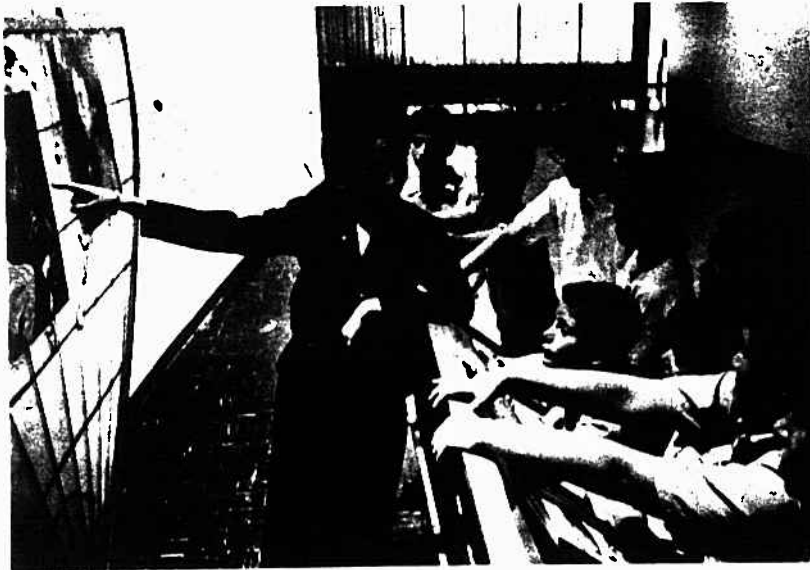
Field Trips

Children from many schools that are near enough to visit United Nations Headquarters by train or bus in one day take a field trip there at about the sixth-grade level. Excerpts from two sixth-graders' letters (Lafayette School, District of Columbia) follow:

The ride was wonderful! The scenery was just gorgeous! The trees must have been every color in the rainbow. We went through many tunnels and over many bridges. Finally, we arrived at the United Nations!

Our guide said to think of the U.N. as your hand. Your palm is the General Assembly. The General Assembly is the main part. Your fingers are the other organs of the U.N. These organs have a certain job to do for the welfare of the world. The organs are called the Security Council, Trusteeship Council, International Court, Economic and Social Council, and Secretariat. We saw a model of the U.N. and our tour started.

☆☆☆



A U.N. guide explaining a United Nations Children's Fund exhibit

We visited four of the five branches of the U.N. that are in New York. The judicial branch, the International Court of Justice, is at The Hague, so we did not see it. The only branch in New York we didn't visit was the Secretariat, the administrative body of the U.N.

Allentown (Pennsylvania) pupils of the Jefferson School wrote:

For the tour we were divided into three separate groups with a guide for each group. One guide was a native of India, one a native of the Union of South Africa, one a native of the United States. Some of the points of interest were:

1. The General Assembly Chamber, where a pledging session was in progress
2. The Security Council Chamber, where we used the earphones
3. The outside fountain donated by the United States
4. The peace bell directly below the pagoda
5. The persian rug with an intentional error to prove mankind is not perfect
6. The mural in the Security Council showing the past, present, and future
7. The giant Secretariat building with its many windows
8. The perpetual motion pendulum donated by the Netherlands
9. The architecture of the interior
10. The Russian sputnik in the lobby.

These and many other experiences at the United Nations made our day one to be long remembered.

In Kansas City (Missouri) pupils enjoy making trips to the Truman Library to see the table on which the United Nations Charter was signed. Children of Minneapolis and other cities make trips to art galleries to see exhibits of art from U.N. member nations.

Parents of pupils who have visited the U.N. talked to classes about their visit. One such parent in Grand Rapids talked to her child's class about the founding of the organization, the choosing of the building site, and the work of the U.N.; and showed her pictures of the U.N. building.

Many New York City classes take trips to the U.N. to visit the various meeting rooms and other points of interest.

Personal Contacts

Some of the reports indicate firsthand contacts with foreign children and adults. In the District of Columbia, the pupils assist in the orientation of foreign children, serve as interpreters, and act as hosts and hostesses to foreign adult visitors. Every September, children of Prince Georges County (Maryland) schools act as guides for the many foreign educators who come for their first glimpse of an American school in preparation for visiting other schools throughout the country. When Kansas City (Missouri) children are studying about U.N. member countries, they often invite foreign students to speak.

New York City children have many contacts with people of U.N. countries and with members of the U.N. Secretariat staff. Public School 75 reported as follows:

In one class each child adopted a country. We made flags and attached them to our desks. We had visitors from several of the U.N. countries in class. Two young women taught us some of the Thai language symbols. A member of the Japanese Ministry of Education discussed Japanese schools with us. A representative from Israel spoke with us about his country.

UNICEF Halloween Activities

Several of the reporting school systems indicate that their pupils participate in UNICEF Halloween activities. Here the possibility of actually doing something to help the U.N. do something for children in many parts of the world creates a real interest and concern on the part of the pupils.

Human Rights Day Observance

A number of the school systems indicated some type of observance of Human Rights Day, December 10, as part of their U.N. study. This date in 1963 marked the 15th anniversary of the adoption of the Universal Declaration of Human Rights by the United Nations.

People-to-People Exchange

Certain types of people-to-people exchanges are carried out by some school systems in relation to U.N. Week or United Nations units. There is much interest in this type of activity in Kansas City (Missouri), where the Letter Writing Committee of the People-to-People organization has its headquarters. One school reported exchanges that included specially prepared tape recordings for classes in Guatemala. The pupil-to-pupil letter writing project of the Denver *Post* culminates in U.N. Week. The school-to-school program of the Junior Red Cross provides opportunities for exchanges with other countries. The Shepherd School in the District of Columbia reported exchanging letters and sending notebooks to Chad, Ghana, Indonesia, and Sierra Leone.

U.N. Scrapbooks

Large U.N. classbooks or scrapbooks are often developed in connection with United Nations units or projects. Illustrative is a large pupil-made book entitled "A Comprehensive Study of the United Nations" prepared by sixth-graders of the Jefferson Elementary School in Allentown (Pennsylvania).

Varied Activities

The children at Bryant School in Kansas City (Missouri) made a large mural showing some of the languages spoken in U.N. countries: Arabic, Chinese, Egyptian, Greek, Hebrew, Japanese, Spanish, and Thai. Inviting visitors from these countries to leave quotations in their native languages, the children combined the quotations with illustrations to form an artistic design.

A Christmas tree entitled "Peace in Any Language" was decorated by a Pinkerton School group in the same school system. After looking up the word for peace in the language of several U.N. nations, the children made tree decorations with the illustrated words on one side and the national flags on the other.

Pupils of some New York City schools made a large poster showing how "Merry Christmas" is said in various countries. Adopting French as its language, one class studied this language, read La Fontaine's Fables in French, and learned about other aspects of French culture. They visited U.N. headquarters and then wrote about their impressions of the paintings, tapestries, and other decorations they had seen there.

For their "make-believe" radio station, sixth-graders of the laboratory school at Southern Connecticut State College wrote a script about the United Nations and UNESCO entitled "The Three Lights," which contained some interesting creative writing and a good deal of information for both pupils and student teachers.



Multi-language mural created by elementary school children

2. MATERIALS FOR TEACHERS

Brief mention will be made here of some of the sources of materials mentioned in reports from school systems. A more comprehensive discussion of sources and materials is given in chapter VI.

Some schools found a "Study Kit" from the United Nations "to be one of the best sources of information and display material." Philadelphia schools reported that the World Affairs Council provides many materials for their schools and other school systems.

Denver schools find local sources helpful: the UNESCO office at International House, the Professional Library for Teachers, and the Department of Special Services, which supplies films and filmstrips on the U.N. and related topics. Indianapolis schools use U.N. films and filmstrips available from their audiovisual department.

Several school systems provide lists of sources of materials about the United Nations. Among these are Grand Rapids (Michigan), the District of Columbia, Kansas City (Missouri), Minneapolis, and New York City.

Some school systems prepare resource units on the United Nations as part of their social studies curriculum bulletins or separate bulletins to help teachers. New York City public schools have published a comprehensive manual for teachers entitled "Toward Better International Understanding," which has many sections dealing with the United Nations and its specialized agencies.

3. INSERVICE PROGRAMS FOR TEACHERS

A number of the school systems reported various kinds of inservice programs to help teachers become prepared and keep up-to-date for teaching about the United Nations. Most of these programs are made possible through the cooperation of community and educational agencies. A few will be described here.

In conjunction with the World Affairs Council, the Philadelphia school district offers inservice courses designed to enhance the teachers' background on foreign relations matters, including the U.N. Outside speakers representing foreign nations are used extensively in these courses.

Through the Glens Falls inservice program of workshops and foreign visitors, the teachers attain "new dimensions of their day-by-day work which they relate to the larger world around them."

The local chapter of the Association for Childhood Education at Evansville-Vanderburgh (Indiana) has a UNESCO chairman and sponsors some inservice projects for teachers—UNESCO program, kits, and exhibits.

Minneapolis holds inservice meetings of teachers and pupils in preparation for United Nations Week study and observances.

Inservice courses related to the United Nations, the specialized agencies, and other aspects of international understanding are provided for all New York City teachers who wish to attend. These courses cover the field of human relations, arts, crafts, history, and culture of peoples of the world, music and dance of many nations, and discussion and presentation of current events. Cooperating in a number of courses are the city museums, which offer lectures on the art, life, customs, and cultures of many areas of the world.

Secondary Schools¹

General Aims of U.N. Study

The United Nations is generally considered to be the greatest single instrument available for building international understanding. The main purpose of the United Nations as presented in secondary school courses of study is to prevent war. When students study the Charter of the United Nations and the powers and functions of the Secretariat, the Security Council, and the General Assembly as outlined in the Charter, the question which they try to answer is: How does this international machinery operate to preserve world peace?

In answering this question the author of a school syllabus recognizes that a knowledge of the structure and functions of the major bodies of the United Nations is not enough. Conflict arises from various causes and underlying these causes are such persistent factors as ignorance and hunger. Two specialized agencies of the United Nations are organized to alleviate these conditions, namely, the United Nations Educational, Scientific, Cultural Organization (UNESCO) and the Food and Agricultural Organization (FAO). The focus of the secondary-school study of these organizations is on man's desire to live and his desire to learn.

Other specialized agencies concern themselves with the common world problems of people living in self-governing nation states. Among these are use of the world's airways and foreign trade. All people, regardless of nationality, want good health and they value the World Health Organization as an agency which can spread the knowledge of the best medical practices to all people. This picture of men from many communities working together to find solutions for problems that affect all of them is the one which teachers try to develop first in general outline and later in as much detail as time allows.

¹ Prepared by Howard H. Cummings, Specialist for Social Sciences and Geography.

The preceding statements summarize the general aims and objectives which secondary school teachers hope to teach when they teach about the United Nations. Few courses are organized entirely around the United Nations and its activities. For the most part, U.N. teaching is carried on within established school subjects in the school curriculum.

Traditional Subjects With U.N. Content

Alloting the largest amount of time for a study of the United Nations is world history, an elective, 1-year 10th-grade survey course with a very large enrollment of students approximately 16 years old. The course covers the history of the United Nations from its inception in 1945, as well as its organization and that of the specialized agencies.

United States history, required of all 11th-grade pupils also includes the United Nations. In large part the account is a repetition for pupils who have studied world history. The role of the United States is emphasized in this subject. In summary, it may be stated that all high school graduates have studied the history, the purpose, and the organization of the United Nations at least once during the last 4 years of school. Class time allocated however, is relatively short, seldom exceeding 10 hours.

Teaching about the United Nations and the broader topic of international understanding is not confined to social studies classes. Glens Falls (New York) carries on a program which helps teachers to introduce the study of other nations at each grade level and into all subjects. In 1960 New York City issued a 250-page manual for teachers, *Toward Better International Understanding*, for use in all classes and all subjects. This manual includes most of the methods used in other schools of the United States, and directions for studying the United Nations and its related agencies. Model assemblies to discuss problems currently facing the United Nations, bulletin boards, reading the *United Nations Review*, *UNESCO Courier*, *FAO Newsletter*, and *World Health* are among the recommended activities.

A strong movement is discernible in the secondary schools to teach more than previously about other countries and other peoples. Traditional school subjects are sometimes revised to include new materials—for example, expanding world history courses from the traditional Western European emphasis to include the histories of African and Asian peoples. The new grade-9 world geography, emphasizing social and economic, rather than physical factors, is another evidence of school interest in helping students achieve a world view. Still another trend is the addition of world-wide problems to the grade 12 course, *Problems in Democracy*.

Other Subjects With U.N. Content

The mere revision of existing subjects has not satisfied all the educators who are working to provide a wider world view. Many of them feel that, in addition to history and geography, other subjects (particularly economics, sociology, anthropology, comparative government, comparative literature, art, and modern languages) have important contributions to make in increasing world understanding. The scholarly works of the language and area study institutes of the large universities have pioneered the interdisciplinary study of other nations and regions. Adapting some of these publications for secondary school use would offer one source for materials and points of view in integrated courses. Such courses would utilize the culture concept of the anthropologists, the stages of economic growth developed by the economists, the studies in comparative government of the political scientists, and other viewpoints as central themes in new courses which would continue to draw upon history and geography for materials, but would go beyond the traditional boundaries of these subjects to describe the contemporary world.

Pennsylvania has mandated that a course in world cultures shall be taught in the secondary school. In writing course outlines for this new subject the State department of education, the institutions of higher learning, and the local schools have worked to provide a course which will give students a true and total picture of other people in other countries, their way of life, and their pattern of living. Courses of this type will provide the background for the world organizations like the United Nations and the many problems which are of major international concern.

Resources for U.N. Study

The task of enlisting experts to provide materials for a course in world cultures, adapting these materials for secondary school use, disseminating the materials, and helping teachers learn to use them is formidable. New York and Pennsylvania are sponsoring summer workshops in which teachers study areas of the world in considerable detail. Teachers who attend these workshops are expected to revise their courses during the following year to include much of what they learned during the summer.

Foreign students studying at colleges and universities provide a potential resource for world culture study. Although limited to the areas around higher education centers, this practice brings high school pupils into a personal relationship with men and women who live in

the countries which they describe and are a part of the cultures of those countries.

The focus in secondary school teaching of international understanding is the ideal of a world society wherein all people in all countries will share the benefits of modern science and technology. The resources of the world coupled with existing knowledge seem to make this an achievable goal rather than a utopian dream. But material welfare alone does not add up to an acceptable American ideal. The student is taught to want to work for a world characterized by justice, freedom of choice, and mutual respect. Scientific agriculture, industrial technology, and modern medicine will do much to improve human welfare, but the task of improving human relations may still be unsolved. For this reason the Universal Declaration of Human Rights is included in the study of the changing picture of international relations. Americans have long regarded the inalienable rights to "life, liberty, and the pursuit of happiness" stated in the Declaration of Independence as universal in their applications. The guarantees of freedom in the Bill of Rights provide a familiar framework which serves well for a study of the Universal Declaration of Human Rights.

The general feeling among American educators about the present programs is that they are a beginning, but are not a final solution to teaching about the international scene. More and better school materials need to be prepared, teachers need inservice courses, and methods of teaching need improvement. The use of educational television can bring scenes from other countries, near and far, into the classroom. Guided toward viewing the increased number of commercial television programs that feature international happenings and toward newspapers and magazines that are giving more and more space to foreign news and international problems, high school pupils should be prepared to enter the main stream of public life where international affairs are of increasing importance.

9. Summary

- ☆ The United Nations as a forum for international issues is receiving greater attention at all levels of education in the United States. More and more educators, scholars, and others see the United Nations as one avenue—an important one—in the complex, vital, and constantly changing set of problems confronting man in his search for the means to live in conditions of peace, justice, freedom, and well-being.
- ☆ Colleges and universities throughout the country offer a broad range of undergraduate courses concerned with international relations. At the graduate level, advanced seminars and doctoral research explore new areas of knowledge and theory related to international organizations.
- ☆ The great majority of teachers, educated in liberal arts colleges and universities, have available to them the programs and resources of those institutions. In addition, teacher education institutions also offer a variety of special courses in the international field. Teachers may avail themselves of opportunities to learn about U.N. materials in special courses offered by schools of library science.
- ☆ For adults, public evening schools, university extension programs, adult education councils, and a wide range of nongovernmental organizations offer different types of programs for study about the United Nations.
- ☆ School, college, university, and community libraries all play a vital part in keeping the U.S. public informed on international matters and in furthering the research that is essential if new knowledge and understanding are to be developed.
- ☆ The flow of books, magazines, newspapers, radio and television programs, and other materials continues to increase. Here a phase of relative adequacy had been reached in 1959, but the 4 years following sharpened demand and increased discernment so that materials are now receiving more critical comment than ever before. Relative to earlier years, there is a wealth of publications, but relative to what is needed, only a beginning has been made.
- ☆ At the elementary school level, children are introduced to international materials and concepts at ever earlier ages. Many ingenious methods have been developed to engage children's interest and stimulate their imaginations in regard to international problems,



the United Nations, and related matters. At the secondary school level, the most important new developments are in the various approaches to integrated social studies courses, with new emphasis on introducing the concepts and methods of social scientists. There is some promise that, within a relatively short time, these approaches will be sufficiently refined and implemented to work profound changes in the secondary school curriculum.

- ☆ Schools, colleges, universities, libraries, publishers, television and radio producers, scholars, writers, illustrators, and many other institutions and individuals are putting forth more and more meaningful effort than previously to bring the level of information and understanding of international affairs in the United States to the level required by the world we live in and the political system we live by. The United Nations is one important aspect of this effort, and it receives an enormous amount of attention. More and more often a functional approach is taken in teaching about the United Nations. Less and less often is the U.N. treated as a discrete topic. All signs indicate that the U.N. is accepted

♥ as an important institution for world peace by U.S. citizens, an institution which they wish to understand, and for which the needed tools of understanding are readily available.

- ☆ Finally, and perhaps most importantly, teaching about the United Nations is concerned with commitment to a better world. President Kennedy expressed the convictions of most Americans when he told the 18th General Assembly of the United Nations, on September 20, 1963:

But Peace does not rest in the charters and covenants alone. It lies in the hearts and minds of all people. . . . no act, no pact, no treaty, no organization can hope to preserve it without the support and the wholehearted commitment of all people. So let us not rest all our hopes on parchment and on paper; let us strive to build peace, a desire for peace, a willingness to work for peace, in the hearts and minds of all of our people. I believe that we can. I believe that the problems of human destiny are not beyond the reach of human beings.