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## A Survey of the Teaching About the United Nations in the Public High Schools of Kalamazoo County with Curriculum, Materials, and Teaching Recommendations

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A SURVEY OF THE TEACHING ABOUT THE UNITED NATIONS IN  
THE PUBLIC HIGH SCHOOLS OF KALAMAZOO COUNTY  
WITH CURRICULUM, MATERIALS, AND  
TEACHING RECOMMENDATIONS

by

Wilda F. Large

A Project Report  
Submitted to the  
Faculty of the School of Graduate  
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of the  
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Wilda F. Large

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## CHAPTER I

### THE BACKGROUND OF THE STUDY

All human beings exist within a political, social, and economic framework, directly affected by the encumbrance of time. Thus, present-day citizens of the United States live in a society whose political structure is a republic within a framework of democracy (political and social) under a capitalistic system (economic). The differential factor is the time, the present year, 1968.

This republic is almost 200 years old. The experiences of nearly two centuries of growth and change have had a decided effect upon the values and attitudes of this nation towards other nations and other societies of men. We are no longer a young, pioneering country dependent on an agrarian economy and upon the protection from unfriendly nations afforded by the Atlantic and Pacific oceans. The 1960's find us a thriving industrial giant, producing 40% of the world's goods and services. We are recognized as one of the two super-powers of the world, with tremendous economic and military capabilities. The wise use of these capabilities for the welfare of our own society and that of others is of inestimable importance to the world at large. The changes resulting from our tremendous growth have demanded that the American people become active participants in the affairs of the world. Our responsibility, as a world leader, requires the citizens of this nation to possess a greater degree of international understanding than ever before. Thus, international understanding is as important a



concept to deal with in the classroom as the structure of the atom or the mercantile theory. It may, indeed, be much more important.

We could look at our nation, its society, and the individuals who comprise it, as a microcosm of the world of nations. The maintenance of peace among various segments of our society is imperative if we hope to make living conditions here acceptable to all. Riots in cities, like small-scale wars between nations, may not destroy us, but they seriously disrupt improvement plans and permit feelings of hatred and antagonism to develop, instead of feelings of friendliness and cooperation. All individuals in our society today have to cope with this problem. We can only hope to find solutions through better and more accurate information to help improve our understanding and aid us in reaching acceptable solutions through the application of social and technical skills. Likewise, as individuals and as a society we have to know, understand, and interact with the larger world of societies around us.

Under these conditions what implications for the teaching of such understandings are imposed on the social studies curriculum of our public schools? Is the reality of our position as a super-power among nations and an industrialized democracy at home being adequately and effectively explored in the high school classrooms? What knowledge, understandings and skills must our students acquire through their secondary school experiences to equip them to deal with their nation's position in the world in the 1960's and in the changing decades ahead?

It is a fact that the current secondary school students were born between 1950 and 1952, during the Korean conflict. Accepted during those years was the idea that nations working together under the collective organizational leadership of the United Nations could maintain world peace. In July, 1953, a cease-fire agreement ended the Korean armed conflict. The United Nations, as an international organization, dedicated to maintaining world peace, had survived its baptism of fire. Today, fifteen years later, are we as a nation still as supportive of this idea? Do we help our young people explore this concept of world peace, based on international cooperation and conciliation? Have we reverted back to a stronger emphasis on nationalism under the guise of patriotism? Do we advocate isolationism for ourselves, rather than expanded involvement in the peaceful solution of the really significant problems of the world of nations? What methods and materials are being used in the classrooms to teach the concept of world understanding, as it relates to our nation, our society, and ourselves as individuals?

To ascertain some answers to the latter question, this survey in the eleven high schools of Kalamazoo County was undertaken from February to April, 1968.

## CHAPTER II

### PURPOSE OF THE SURVEY AND ITS METHODOLOGY

Within the framework of teaching for world understanding, the topic of the international organization for maintaining peace is a crucial one. This study centers on the United Nations, as the international organization through which sovereign nations can interact and cooperate to maintain peace in the world.

#### Purpose of the Survey

The purpose of this survey is three dimensional. It seeks to determine: where, to what degree, and with what materials topics on the United Nations are being developed in the public high schools in Kalamazoo County.

#### Procedures of analysis

1. Where? -- In what specific courses or by what specific means are these topics being treated within the curriculum?
2. To What Degree? -- How much time is devoted to coverage of these topics and how often do they appear in the course content?
3. What Materials? -- What library and audio-visual materials are currently available to the students in each school library?

From the results of this survey some partial answers to the larger question and some suggestions for changes will emerge.

#### Methodology Used

The methods used in collecting data in this survey consisted first of a visit to the Intermediate School District Office in the City of

Kalamazoo at 508 E. Dutton Street, which provided the name and address of each school and the name of the principal for each of the 11 schools to be surveyed. Phone calls to appropriate persons at each school building enabled me to establish a schedule for visitations.

Each high school was visited one or more times during the months of February, March, and April, 1968. At each school the principal and one or more social studies teachers, a coordinator, or some combination of these individuals, was interviewed and the information for the survey on topics was obtained. In each school the librarian aided me in locating the various reference materials and audio-visual aids for classification. Members of the office staffs assisted by providing specific information on textbooks used for the required courses in the social studies curriculum at the secondary level. The list of these textbooks is found in Appendix A of this study.

In each school valuable assistance was graciously given and much interest in the outcome of the survey was evidenced.

#### Project Description

The systems surveyed are the nine separate systems in Kalamazoo County with 11 designated high schools of which 7 are third class systems and 4 are fourth class systems. In the following table the schools are divided into third and fourth class systems with a letter assigned to each specific school. In future references made to individual schools, this letter, rather than the specific name of the school, is used. The table also indicates the total enrollment and the address of each high school.

TABLE 1.--The name, enrollment, and address of the 11 high schools in Kalamazoo County in third and fourth class systems.

<u>3rd Class Systems</u>		
Name of School	Enrollment	Address of School
A. Comstock High School	861	2701 N. 26th Street Comstock
B. Central High School	2172	714 S. Westnedge Kalamazoo
C. Loy Norrix High School	1426	606 E. Kilgore Road Kalamazoo
D. Parchment High School	628	1916 East "G" Avenue Parchment
E. Portage Central High School	925	8135 S. Westnedge Portage
F. Portage Northern High School	1097	1000 Idaho Portage
G. Vicksburg High School	780	501 E. Highway Vicksburg
<u>4th Class Systems</u>		
H. Climax High School	220	South Main Climax
I. Galesburg High School	418	315 W. Battle Creek Galesburg
J. Gull Lake High School	764	N. 40th Hickory Corners
K. Schoolcraft High School	207	East Clay Street Schoolcraft

This totals 11 public high schools serving 9,498 students in 9 localities within Kalamazoo County.

## CHAPTER III

### RESULTS OF SURVEY ON TOPICS TAUGHT AND MATERIALS AVAILABLE IN THE ELEVEN SCHOOLS

#### United Nations Topics Studied in the Social Studies Classes

There is great similarity in the academic courses offered in the social studies curriculum at the high school level in the 11 schools surveyed and in the textbooks required for each course.<sup>1</sup>

Basically, the structure of the United Nations is studied during the United States History course at the 11th grade. As the course is taught in chronological order, this topic is not reached until after the World War II period. The end of the school year and this period in the course practically coincide, leaving no time for a thorough unit of study. Thus, it is the structure of the United Nations which receives the major emphasis. Again, at the 12th grade level in the one semester United States Government course, the topic is approached towards the end of the course when supra-national or super-national structure is studied. Time limits again impose limitations on depth study.

In several schools the work of the United Nations is discussed in World History class, which is an elective course only. Even in this course, several schools do not include the United Nations topic.

It was found that the United Nations topics studied, the length of time spent, and depth of coverage are actually dependent on the

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<sup>1</sup>Textbook list for 11 schools in Appendix A, p. 46.

individual teacher's interest and commitment to the aims of the United Nations, as it applies to United States' involvement. It is here where teacher attitudes greatly affect the amount of United Nations study in the individual classroom. There appears to be a certain amount of resistance to including much beyond the formation and the structure of the United Nations. Little is done about the work of the Specialized Agencies, peacekeeping activities, or refugee work.

The topics for studying about the United Nations then are mainly:

1. Formation and Structure of the United Nations Organization.
2. Work of the Specialized Agencies (in general, not in depth).
3. A current event topic of United Nations activity as it appears in the student's weekly news magazine.

One bright light is the participation by 9 of the 11 schools in the Mock United Nations Assembly (MUNA) program at Hillsdale College, held in March this year. The present limitation of but three students from each school diminishes the impact on the student body as a whole, but it is a memorable experience for the few students who do attend and who participate fully. Unfortunately, little is done with the experience to interest or inform other students in the individual schools. One school is unique in its handling of this matter. The three students who attended MUNA work up an assembly program for the entire student body. This is done by involving some 20 to 30 social studies students in presenting the information and highlights of MUNA. This seems to be an excellent vehicle for interesting others, not only in MUNA, but in the reality of the work of the United Nations throughout

the world.

Changes in course offerings are appearing in at least 5 of the 11 schools surveyed. The change from United States History at both the 8th and 11th grade to the back-to-back structure in grades 8 and 9 raises the strong possibility that a unit about the United Nations at the 9th grade level would be possible. Adding of one semester courses in American Problems and in United States and Foreign Affairs to the senior high offerings in one system will enable a more thorough study of the working of the Specialized Agencies to take place. A newly proposed course in geography for one of the smaller high schools would open up yet another area for including topics on the United Nations.

#### United Nations Materials Available

##### Analysis of book collections

A complete analysis of the book collections held by each public school library of the 11 schools revealed a grand total of 71 separate book titles held. Broken down into their respective categories, they numbered 66 in non-fiction, 3 in fiction, and 2 in references.

The following table gives the authors, titles, and publishing dates of the books most frequently held in the school libraries, together with the number of schools holding each title.



TABLE 2.--Books about United Nations held in each school.

Author and Title of Book with Publishing Date	Number of Schools Holding Each
Eichelberger, Clark. <u>United Nations, the First 15 Years</u> (1960)	8
Theobald, Robert (ed.). <u>United Nations and Its Future</u> (1963)	7
Galt, Thomas. <u>How the United Nations Works</u> (1947)	7
Shippen, Katherine B. <u>The Pool of Knowledge</u> (1954)	6
Roosevelt, Eleanor and DeWitt, William. <u>United Nations Today and Tomorrow</u> (1953)	6
Comay, Joan. <u>The United Nations in Action</u> (1965)	5
Bekel, Graham. Workshops for the World: <u>UN Family of Agencies</u> (1962)	5
Sterling, Dorothy. <u>United Nations</u> (1961 revised)	4
Levine, I. <u>Champion of World Peace - Dag Hammarskjold</u> (1962)	4
Cousins, Norman. <u>In Place of Folly</u> (1961)	4
Arner, Sigrid. <u>United Nations Primer</u> (1948)	3
Coyle, David. <u>The UN and How It Works</u> (1955 or 1966)	3
Eichelberger, Clark. <u>United Nations, the First 10 Years</u> (1955)	3
Epstein, Edna. <u>The First Book of the UN</u> (1963)	3
Fisher, Lois. <u>You and the United Nations</u> (1963)	3
Lash, J. P. <u>Dag Hammarskjold</u> (1961)	3
Munro, Sir Leslie. <u>UN Hope for a Divided World</u> (1960)	3
Wadsworth, James J. <u>The Glass House</u> (1966)	3

Of the 12 books which at least two or more schools held, eight have publication dates in the 1950's and four in the 1960's. Thirty-three

books remain which are held singly in a given school. Of these, fourteen had publishing dates in the 1950's and twenty-one in the 1960's.

In the field of fiction there was a total of 3 books, listed in the table below by author, title, publication date, and the number of school libraries holding each.

TABLE 3.--The author, title, and publishing date of each fiction book, plus the number of schools holding each title.

Author and Title of Book with Publishing Date	Number of Schools Holding Each
Whitney, Phyllis. The Highest Dream (1956)	4
Courlander, Harold. <u>Ride with the Sun</u> (1955)	2
Israel, C. E. <u>The Hostages</u> (1966)	1

Specific reference material for United Nations topics was found in two specific references. One was Everyman's United Nations, with publication dates of 1948, 1955, 1959, and 1964, with 7 schools holding one of these. The second sourcebook was Worldmark Encyclopedia of the Nations, with publication dates of 1960 and 1963. Four schools held a copy of this reference.

Of the five most widely held book titles on United Nations topics, the most frequently held book, published in 1960, deals with the United Nations during its first 15 years and is now more than seven years old. Though good for historical review, it does not have up-to-date material on membership or issues. The third most frequently found (6 of the 11 schools) title is dated 1947 and explains how the United Nations works.

The book bearing the most recent publishing date of the frequently held titles is Theobald's book of readings, United Nations and Its Future, carrying a 1963 date.

Though the majority of books held were published in the 1960's, only 6 of the 41 titles are held in four or more schools. Thus, the 11 schools, taken separately, have a small sampling of current publications. Six schools have no fiction books and one school has no specific reference work, other than the usual set of encyclopedias. The publishing dates for materials by decades and the number of books held in each reveal 2 in the 1940's, 28 in the 1950's, and 41 in the 1960's, for a total of 71 books.

A more comprehensive picture of the holdings in each school library for use by students studying United Nations topics is revealed in the following table, according to category of reference to be used. The conclusion reached by this analysis of the book collections is that libraries have insufficient resources for use in teaching about the United Nations effectively and in depth.

#### Analysis of vertical file materials

The second major division of printed materials was vertical file items, consisting of pamphlets, flyers, and clippings from magazines and newspapers. Maintained in school libraries in metal vertical files, these materials are always available to students.

There was a total of 224 separate items of vertical file materials. Of these, the following breakdown discloses something of the

TABLE 4.--The number of books held by each school according to three categories of General Works, Fiction, and Reference Works.

School	General Works	Fiction	Reference Works	Total
A	10	0	1	11
B	29	1	1	31
C	23	1	1	25
D	12	0	1	13
E	17	3	2	22
F	15	0	1	16
G	13	1	1	15
H	4	0	0	4
I	4	0	1	5
J	8	1	1	10
K	9	0	1	10

quantity of items held.

Single copies in one school . . . . .	189 items
Same items found in 2 schools . . . . .	34 items
Same items found in 3 schools . . . . .	9 items
Same items found in 4 schools . . . . .	2 items

The two items found in 4 school libraries were the 1962 publication of the pamphlet, The International Court of Justice, and the 1964 publication of the document, universal Declaration of Human Rights.

In the area of magazine clippings, 12 in one school library came from copies of US News and World Report, Life, Saturday Evening Post,

and Look magazines. A few newspaper clippings were found in 4 schools only and came from issues of the Christian Science Monitor, New York Times, and the Kalamazoo Gazette.

Basically, few articles from either magazines or newspapers were clipped for the vertical file. The bulk of the items were pamphlets, flyers, and fact sheets. Statistics on publication dates reveal there were 22 published in the 1940's with 53 in the 1950's and 134 in the 1960's with 15 having no date given. This makes a total of 224 items. Percentage figures for this reveal almost 10% dated in the 1940's, 24% in the 1950's, leaving slightly over 60% in the 1960's publication period.

The unfortunate point is that in any one school many of the items were published prior to 1960. For purposes of investigation and research, particularly in the work of the Specialized Agencies of the United Nations, these materials from the 1940's and 1950's are almost completely irrelevant. Table 5 presents graphically the data upon which these conclusions are based.

Magazines directly relating United Nations information and available on annual subscription rates are the UNESCO Courier and the U.N. Monthly Chronicle. The Courier is now available in 4 of the 11 schools with two of them recently subscribing and the other two holding copies from three to five years back. Eight schools subscribe to the U.N. Monthly Chronicle with three having recently added it and five holding copies back to 1964. Three schools do not have either periodical, while four have both. One school

TABLE 5.--The vertical file items including pamphlets, clippings, and flyers held in school libraries according to publication dates.

School	No Date	1940's	1950's	1960's	Total
A	0	0	1	0	1*
B	3	12	35	20	70
C	1	0	11	27	39
D	0	0	7	7	14
E	1	0	8	22	31
F	0	0	9	20	29
G	2	3	5	0	10
H	4	0	6	3	13
I	2	1	4	2	9
J	0	0	9	10	19
K	2	0	6	10	18

\*School A has just opened in its new building with a new librarian who has not had sufficient time to organize the vertical file materials to date.

subscribes to Facts on File, a current affairs review in booklet form containing United Nations items as they occur in the news.

#### Analysis of audio-visual materials

The survey of the audio-visual materials held by each school included maps/charts/posters, records filmstrips, films, slides, and transparencies. Since there were not a great many items in each

category mentioned, a brief description of the holdings in general follows:

Maps/Charts/Posters--The most frequently held map is UN Student Map of the World. Five schools have one with publication dates of 1958 and 1962. One school has a number of World News of the Week maps on different United Nations topics, all dated 1964. One school holds a membership map, dated 1960, and another has Nations in a Divided World map, dated 1961.

Charts were found in one school covering the United Nations Charter, the Preamble to UNESCO constitution, and United Nations Charter-Trustee system, but with no publication date.

A few posters, all dating from the 1950's were found, but only 4 of the 11 schools had any posters.

Records--Four records were available. Two schools in one system have three titles, while two other schools hold one title each.

Filmstrips--A total of 27 filmstrips was available. One system held 18 and two schools hold none. The publication dates revealed 6 published in the 1940's, 11 in the 1950's, with 5 in the 1960's, and 5 had no publishing dates. The most widely held filmstrips, with 4 schools each holding them, were UN and the Struggle for Peace, from the Kalamazoo Gazette and which is in black and white and has 45 frames, and Children of the Developing Countries, a 36 frame filmstrip in black and white.

Slides--One system has a United Nations kit of 16 slides, 1 recording, 6 colored pictures, and 1 illustrated book. No other schools have any slides whatsoever.

Films--Five films are held in one school system, serving 2 of the 11 schools. All are in black and white and run from 10 to 20 minutes in length. They deal with general background information only.

Transparencies--Two transparencies were available. Each was in one system serving two schools. The one produced by Keuffel & Esser in 1964 was entitled The United Nations. The other, also entitled The United Nations, was produced in 1963 by the Technifax Corporation. No other transparencies were found in the remaining 7 schools.

### General Comments on Library and AV Material Collections

After reviewing the analysis of the printed and visual materials held in the 11 school libraries, the following comments, by specific categories of reference collections, are made in the interest of improving both the quantity and quality of said materials.

In the category of books there is a need for more biography and more fiction. General works and reference books show a need for up-dating.

Pamphlets are likewise in need of up-dating. Another significant improvement would be providing multiple copies of pamphlets which deal with current information on both major organs of the United Nations and its Specialized Agencies.

To continuously provide current information on the work of the United Nations subscriptions to the two basic periodicals is desirable. Lacking one or more of these, the national news magazines are valuable, but dependence upon them is doubtful, because of the nature of their weekly focus, which may or may not be concerned with the United Nations.

In the field of audio and visual teaching materials the present selection of posters and charts are considerably out-of-date. If current publications of this type of material was available it would provide excellent materials for display purposes.

Although a definite lack of school-owned films exists, this can be alleviated by rentals from the various agencies in the business. Additions to the collection in the newly formed Tri-County Enrichment Center will be of aid to the small schools, who



belong to this center and who cannot afford to invest in an adequate film collection of their own.

It is obvious that the collection of filmstrips needs to be up-to-date. The addition of a selected number of filmstrips from current production would greatly improve this rather weak area in the audio-visual picture.

As use of the overhead projector gains more wide-spread acceptance by classroom teachers, there is a growing need for transparencies. Individual transparencies, dealing with the topic being studied and made by the teacher, a graphics artist, or a student, would go far to stimulate student interest. Certainly a basic set on United Nations topics would be valuable to each school library.

At present few tapes and records are being used. However, more utilization of tape recordings of speeches, readings, discussions, etc., would add interest to United Nations study and could be produced by either the student or the teacher for classroom use.

## CHAPTER IV

### INTERPRETATION OF DATA FROM SURVEY

#### Some Weaknesses in Area of Teaching About the United Nations

There appear to be six weaknesses evidenced from this survey of the topics taught and the library and audio-visual materials available in the 11 schools.

1. Some lack of awareness on the part of the course-of-study planners as to the importance of United Nations study in the development of the student's understanding of international cooperation.
2. Too little time spent on topics, permitting only superficial covering, and no time provided for depth study of a given topic.
3. Lack of comprehensive and continuous program of inclusion of United Nations topics in the curriculum so all students receive opportunities to learn about them sufficiently.
4. Teachers interviewed reflected some lack of interest or lack of background preparation in the topic area.
5. Some community attitudes ranged from apathy to hostility on the subject of the United Nations.
6. A real need for up-dating reading and visual materials for use in the study of United Nations topics in each school.

#### Recommendations for Curriculum Development and Change

Better development of international understanding through study of the United Nations is undoubtedly much needed in our public high schools. A sampling of any current newspaper reveals the tremendous lack of understanding among peoples and nations of the world today.

If any improvement is to be made in future years, our young people, soon to be active citizen-adults, must develop greater insights and understandings. The job of the high school instructional program is to permit and encourage this to take place through curriculum development and change. It is logical to assume that better understanding of world affairs will evolve from inclusion in the curriculum of specific world problems and regional problems at each instructional level of the secondary school. The selection of these specific problems and areas for study is the responsibility of the individual, group, or committee designated by the school as responsible for curriculum development.

On the basis of the weaknesses found by this study, two basic recommendations in the area of curriculum development and change seem apparent.

First, there is a great need for more curriculum study of the present course offerings in the high school to evaluate where, when, and in what amounts the concepts of world understanding, peace, and international cooperation are being taught. A careful look at courses in art, music, science, languages, and literature, as well as in social studies, would reveal many opportunities to strengthen these concepts by their inclusion in these existing courses.

Secondly, help for teachers is needed to improve their background knowledge of the United Nations and its work; to aid in suggesting possible United Nations topics for inclusion in the various courses of study, and to explore new methods and materials which would enable the teacher to use the knowledge and suggested topics and methods for more effective teaching.

### Implementation of Recommendations

The first of these two recommendations involves the process of curriculum development, as well as curriculum change, and, basically, calls for an ambitious program of study by the individuals in each school system responsible for this area in education.

The philosophy of the school system, as it relates to the instructional program, sets the tone for course development by placing major emphasis on cognitive learning, on attitudes or values, or on skill development, or some combination of these three areas. With this emphasis clarified, the Social Studies Curriculum could be analyzed as to where basic ideas are being taught, in what order, when each idea is treated, and, finally, in what depth each is being studied. In developing any list of basic ideas for inclusion in courses of study, the concept of international cooperation would certainly appear. The United Nations organization, as a tool for implementing this idea, would automatically be included. Using this method of analysis, a school would be able to see the scope and sequence pattern it has established.

There is change taking place in a number of the schools in the sequential order of the social studies courses offered with major emphasis on the scope and sequence pattern for United States History. The criticism directed at the present alignment of this course, as taught at the 8th and 11th grades, has been that it is repetitive and shallow. Often this is justifiable criticism, since, taught chronologically, the course begins with the discovery of America in the 15th century and ends with the present situation in our nation.

This is a big order for 36 weeks of school. It requires deleting of some areas and capsulizing of others in order to "cover the material." Students, in general, find this approach an impossible one for real learning. The current trend to retain the two years of United States History but to teach it consecutively in 8th and 9th grades or 9th and 10th grades should eliminate both criticisms. This rearrangement, together with utilization of the new approach to the teaching of social studies materials, should completely alter the image of a dull course to one of challenge and excitement.

Two avenues of approach to the development of courses of study are possible. If the sequential pattern is desired, then the courses must be required for all students, since the development of scope starts with the more simple understandings of basic ideas and moves by sequential order to the more complex. If this is not the desired pattern, then the scope of the elective courses of study must be dealt with in more inclusive terms, since planners have an obligation to provide the best educational program possible. This implies that each student, regardless of his degree of intelligence, must have the opportunity to learn about these basic ideas under an atmosphere most conducive to his ability to comprehend and understand them.

After the initial analysis of the social studies curriculum as to where, when, and in what depth basic ideas are included in courses of study, a realistic evaluation of how United Nations topics could be included should be made. The following are three areas to consider.

1. The scope of United Nations topics. Since the United Nations, in the achievement of its basic purposes, has found it necessary to expand its work, through the Specialized Agencies, into all areas of living, from the presentation of cultural monuments to peaceful uses of space, so, too, a school curriculum that is relevant will find it essential as well as interesting to include topics dealing with the work of the United Nations in art, health, scientific projects, and languages.

2. The sequence pattern of United Nations topics. The problem of continuity in the curriculum involves the spiral concept. Specifically, this approach would place the basic ideas of the development and structure of the United Nations organization in the earliest course at the high school level and then build consecutively through each succeeding course with increasingly complex ideas concerning operations of the United Nations and predictable changes for its growth and improvement as an international organization. While the major emphasis on both the scope and sequence of United Nations topics will be included in the social studies courses, it is by no means limited to these courses.

3. A study of experimentation and evaluation of United Nations topics. Little has been done in the area of experimentation and its evaluation, and a study would be valuable. The professional literature offers practically nothing about the evaluation of teaching in this area. A test of attitudes about the United Nations would also be useful. This is a rich field for research and study if a group of teachers or a school system was interested in it.

Consideration of the first two ideas suggest a number of approaches which could be taken at the instructional level.

One approach is to use general themes for teaching about the United Nations. Leonard Kenworthy lists seven of these.<sup>2</sup>

1. Purposes of the United Nations. Use of Preamble to the Charter, the constitutions of the various agencies, and the Universal Declaration of Human Rights.
2. Power of the United Nations. Understanding of 'limited' power by reading Charter, including veto power in the Security Council and shifts of power between the main organs in the United Nations.
3. Programs and Progress of the United Nations. Major areas of the United Nations work in:
  - (a.) Work to avert war and to settle disputes.
  - (b.) Refugee assistance.
  - (c.) Work to liquidate colonialism and help the newly independent nations.
  - (d.) Promotion of economic and social progress and better living standards.
  - (e.) Improving status of women and children.
  - (f.) Work to state hopes and aspirations of mankind.
4. People of the United Nations. Statesmen and others who helped to found the organization; three Secretary-Generals and some of their chief aids; profiles of the General Assembly presidents, working members of the Secretariat; United Nations guides and people working in the Technical Assistance projects are all topics for study.
5. Problems of the United Nations. The study of disarmament, control of atomic energy, discrimination and prejudice, education, ideological struggle and tensions between and among nations.
6. Perspective on the United Nations. Historical review of man's attempts to create an international community beginning with Pierre Dubois' (1307) Plan for the peace of Europe to end the Crusades; Dante in The Kingdom, through

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<sup>2</sup>Kenworthy, Leonard, Telling the UN Story, UNESCO, Oceana Publications, Inc., Dobbs Ferry, New York, 1963, pp. 19-46.

Erasmus, Sully, William Penn, Rousseau to Kant (1795), the Congress of Vienna and the League of Nations. Treat all with the accent on organization and agencies established during these periods to promote more cooperation. As the antecedents of today's agencies, they provide historical perspective helpful to understanding the growth pattern of international organizations.

7. Potentialities of the United Nations. Study the present status and possible future changes of the organization.

A second approach would be to make more use of current events and involve students in research into the background of the items about the United Nations in current news. Position papers from students on controversial issues are possibilities.

A third approach is to permeate United Nations topics throughout the subject fields taught in the secondary schools in order to better international understanding. The table below lists possible subject fields and suggestions for content study of topics related to the work of the United Nations.

TABLE 6.--Subject fields listed with suggestions for content topics related to the work of the United Nations.

Subject Field	Topic Suggestions
Art classes	UNICEF Christmas Card project; its background and development in artistic expression.  Art objects in the United Nations building in New York with accent on their creators and donors.
Home Economics classes	Food, status of women, nutrition, etc., as it relates to the rest of the world and work of the United Nations agencies.



TABLE 6.--Continued

Language classes	<p>Accounts of the United Nations written in any of the 5 languages used at the United Nations. A number of films and filmstrips are available with texts in different languages.</p> <p><u>UNESCO Courier</u> for more advanced students is published in foreign languages.</p> <p>Translating some of the United Nations documents from English to the foreign language being studied.</p> <p>Investigation into the life and problems of the translators and interpreters working at the United Nations. All these would provide interesting assignments.</p>
Music classes	<p>Study of diversity of instruments, composers, and compositions throughout the world will help to develop understanding of the contributions of all peoples.</p>
Science classes	<p>Studies of race; work of WHO, FAO, Technical Assistance programs, several commissions and committees including: IAEA, ILO, Population Commission and Scientific Commission on Effects of Atomic Radiation and the work in the field of science of UNESCO.</p>
Shop classes (Industrial Arts)	<p>Technical skills evolve from desire for a better standard of living and the study of the importance of these skills to the advancement of nations is a direct relationship of this concept.</p>

TABLE 6.--Continued

Social Studies classes  
other than History and  
Government

Economics	Basic economic concepts such as supply and demand, capital, credit, and the market will provide relevant background knowledge for use in the problem-solving approach to any given world problem or situation.
Geography	Physical and human geography topics would add much background knowledge. Skill development in map reading, census charts, occupation and trade statistical information, and the physical and human resources of nations, would equip a student to analyze and postulate on world topics.

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Curriculum development is a lengthy and involved process which often takes years of work before complete revision of a given subject matter area is possible. However, curriculum changes can be made gradually, but steadily, by permitting innovative materials and methods to be included in existing courses with appropriate evaluation to follow. It is here that the interested and creative teacher can insert pre-planned materials or a unit of study about the United Nations.

Within the last few years the number and scope of curriculum and curriculum related projects sponsored by the U.S. Office of Education holds out great promise to the curriculum planners and to the interested teacher in the public schools. A listing of social studies projects, sponsored through June of 1967, reveals 11 projects related to curriculum development and includes the idea of a curriculum center

in government. These projects are being carried out by major universities across the nation. Eight projects are devoted to production of instructional materials and graphic illustrations. Again, universities such as University of Chicago, University of Texas, Cornell University, and Amherst College attest to the nation-wide effort in this area of curriculum improvement. Syracuse University is working on a project dealing with concepts; Northwestern University with one on the inquiry method; and two other projects deal with the use of different methods in teaching. Johns Hopkins University and Harvard are concerned with simulation as an approach to learning. The Foreign Policy Association is working on "Examination of Objectives, Needs, and Priorities in International Education in the United States in Secondary and Elementary Schools."

The results of these many studies sponsored by USEO, plus numerous other projects financed by private industries and the various foundations, should be invaluable aids to school systems trying to incorporate the best ideas and practices into their social studies curriculum.

The second of the two basic recommendations made, on the basis of this study, is assistance to teachers in subject matter content, materials, and methods to use in the instructional program. This type of help for teachers involves several basic procedures.

1. Better preparation in background knowledge of the United Nations and in methods and materials for use in teaching should be given by the teacher-training institutions preparing new teachers for the field.

2. In-service training sessions can be a part of the employed teacher's professional growth schedule in a given school system. Many possibilities for workshops, seminars, etc., based on the needs of teachers in a particular system exist.

3. A school district or a county-wide workshop centered on "Teaching About the United Nations" could be sponsored and made available to all involved teachers. The cooperation of the schools, communities, and colleges within this county is a rich possibility.

4. Compilation of a Community Resources Catalog for use by individual schools and their personnel of the immediate area with access to county resources would add an exciting and valuable resource for teaching about the United Nations, as well as a multitude of additional topics of immediate interest to students.<sup>3</sup>

If both of these recommendations were implemented, more extensive and more intensive study of United Nations topics could be carried out in any curriculum pattern only if adequate materials of investigation are available to the students. This calls upon schools to investigate thoroughly the present texts being used, reference and other study materials on the topics available in their school library, and adequate audio-visual aids and the necessary equipment for their use. The next chapter of this study is devoted to available materials.

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<sup>3</sup>Grand Blanc Community Schools, Grand Blanc, Michigan, has published an extensive catalog which includes 416 resources in the community. It also gives information on unit planning and field trip planning.

## CHAPTER V

### SOURCES OF MATERIALS FOR USE IN TEACHING

#### UNITED NATIONS TOPICS

One of the most important aspects of the study of any topic about the United Nations is the availability of appropriate, interesting, and current materials. A list of various sources for materials on the United Nations follows. Addresses are listed where lists of publications can be obtained. Some specific titles are given and a list of free and inexpensive materials is provided. Also included is a list of the Specialized Agencies of the United Nations together with a description of them and the address of each.

#### Organizations and Addresses for Information and Materials on United Nations Topics

The first three organizations specialize in services of value to teachers and the fourth has tremendous amounts of printed material available.

1. United States Committee for the United Nations, 375 Park Ave., New York City, New York.

Distributor of United Nations Day materials and materials on the United Nations issued by private organizations and commercial publishers. Nearly 100 pamphlets, books, and aids can be ordered. All items available are described in their Publication List, which is free upon request.

2. United Nations Association of the United States of America, 345 East 46th Street, New York City, New York, 10017.

Known as the UNA of USA, this organization sponsors United Nations Week in October; conducts the United Nations

Essay Contest for high school students throughout the nation and publishes many materials on United Nations topics. Write for list.

3. Foreign Policy Association, 345 East 46th Street, New York, New York, 10017.

Gathers information on a wide range of materials and activities related to foreign affairs. Inexpensive bibliographies and pamphlets are produced. Intercom magazine, describing new programs and materials is published six times yearly at subscription rate of \$3 per year for teachers. The Great Decisions kit contains readings on United States foreign policy and is issued yearly.

4. Superintendent of Documents, United States Government Printing Office, Washington, D.C., 20402.

Publishes vast amounts of information, fact sheets, pamphlets, etc. Write for list on United Nations items.

There are a number of periodicals which deal in detail with the foreign affairs of the United States and with the United Nations.

The eight titles listed below are of interest to teachers.

1. Department of State Bulletin - A weekly publication which costs \$8.50 for a year's subscription of 25 cents per single issue. It contains the official weekly record of foreign policy of the United States. Order from the number 4 address of the above list.
2. Intercom - Issued six times per year for \$3, it provides a comprehensive guide to new programs and materials in world affairs and to sources of information on international issues and critical areas of the world. Order from the United States Committee for the United Nations.
3. International Conciliation - Published bi-monthly from September to May for \$1.75 yearly subscription rate. Each issue focuses on a single topic in international affairs. The September issue is always devoted to the General Assembly and the issues under consideration. Order from Carnegie Endowment for International Peace, United Nations Plaza at 46th Street, New York City, New York.
4. UNESCO Courier - Issued monthly for \$5 yearly subscription, it is designed for teachers and high school students with interest in other peoples' ways of life. It also deals with

problems of education, science, culture, and the activities of the United Nations and its Specialized Agencies. Published in English, French, Spanish, German, and Russian, it may be ordered from UNESCO Publications Center, 801 Third Avenue, New York City, New York.

5. United Nations Review - Published monthly for \$6 yearly subscription rate or 50 cents for a single issue, it is the official United Nations periodical and provides background information for understanding current problems and activities of the United Nations organization.
6. United Nations Summary and Calendar - A bi-monthly publication and calendar which costs \$5 per year. Order from UNA of USA.
7. Vista - A bi-monthly publication for \$3.50 yearly subscription, it contains short articles of interest about the United Nations organization, its membership, and activities. Order from UNA of USA.
8. World Health - Published bi-monthly for \$2 yearly subscription or 30 cents for a single issue, it carries striking photos illustrating subject areas of international health problems and efforts being made to solve them. Some issues accent problems in geographic regions of Africa, the Americas, and Southeast Asia. Order from Columbia University Press, International Documents Service, 2960 Broadway, New York City, New York.

For students' use during the school year, there are several news magazines published for their specific reading and interest levels.

1. Our Times - Published for the senior high grades by American Education Publishers, Education Center, Columbus, Ohio, 43216.
2. American Observer - Published for the senior high grades by Civic Education Service, 1733 "K" Street, NW, Washington, D.C.
3. Senior Scholastic - Published for grades 10-12 by Scholastic Magazines, 33 West 42nd Street, New York City, New York.
4. Student Weekly - Published for secondary grades by The New York Times, Book and Educational Division, 229 West 43rd Street, New York City, New York, 10036.

There are a number of good catalogues available for films and filmstrips on the United Nations.

The following three are good sources for films:

1. Contemporary Films, 614 Davis Street, Evanston, Illinois, 60201. Request a list of current productions, available for sale or rental.
2. A comprehensive catalogue of Films of the United Nations Family is available for 25 cents from United Nations Building, New York City, New York.
3. Write for listing of films, filmstrips, slides on world-wide programs of UNESCO and Agencies with related programs from United States Commission for UNESCO, Washington, D.C., 20520.

The following source for filmstrips is excellent:

1. Stanbow Productions, Inc., Valhalla, New York. They have numerous titles on United Nations matters concerning political and security questions, legal questions, social questions, economic questions, and interest topics. Some of the titles are available in French or Spanish. A ten day approval plan is in effect. Write for their list.

Directly related to United Nations are these four resources, which include bibliographies and readings:

1. Evans, Barbara D., Selected Bibliography on the United Nations, American Association of University Women, 1962, 11 pp., 25 cents.
2. Introductory Readings on the United Nations, Foreign Policy Association, 1960, 6 pp., 15 cents.
3. Resources for Teaching International Affairs in Junior and Senior High School, Foreign Policy Association, 1961, 13 pp., 35 cents.
4. United Nations OE-14031-27. United States Office of Education, Educational Materials Laboratory Reports, Washington, D.C. Single copy free to teachers.

Another source of aids can be found in guides, units, and kits for teaching about the United Nations. Six of these follow:

1. A free catalogue of service projects for children. American Friends Service Committee, 160 North 15th Street, Philadelphia, Pennsylvania, 19102.



2. Airplane and space-age information is available in a free brochure. The National Aerospace Education Council, 1025 Connecticut Avenue, NW, Washington, D.C., 20036.
3. World Affairs Materials, Brooklyn College, Brooklyn, New York, has resource units on China, India, Japan, and Southeast Asia for 50 cents each. Background papers are available on Ceylon, Bolivia, Kenya, Nigeria, and Peru.
4. The UNA of USA. Kit for teachers on the United Nations, 25 cents.
5. Teaching About the United Nations in the United States, 1960-1963. United States Office of Education. Free.
6. United Nations, a teaching unit from World Book Encyclopedia, 1960, 12 pp. Free upon request.

Other materials in pamphlet or booklet form, which are inexpensive additions, include the following list:

1. Education for Freedom and World Understanding, United States Government Printing Office, 1962, 30 cents.
2. Your Visit to the United Nations, National Education Association, 1201 Sixteenth Street, Washington, D.C., 20036, 16 pp., 25 cents.
3. Teaching Human Rights, United Nations, New York City, New York, 79 pp., 35 cents.
4. World Affairs materials from Brooklyn College has booklets on the following United Nations personalities: Ralph Bunche, Trygve Lie, Charles Malik, and John Orr. 8 pp. each, 10 cents each, or 35 cents for the set.

#### The Specialized Agencies

Any extensive collection of materials for study of the United Nations must include information regarding the Specialized Agencies. These agencies possess their own members, budgets, and their own organs, but work with the United Nations and with each other through coordinating machinery of the United Nations Economic and Social

Council. They provide international services to meet a great variety of practical needs. The nature of their work and their address is listed for use in identifying problems and for source materials.

- IAEA International Atomic Energy Agency, 11 Karntnerring, Vienna, Austria. Though not officially recognized as a special agency, it reports annually to the General Assembly and works closely with the United Nations. Established in 1957.
- FAO Food and Agriculture Organization, FAO Liaison Office, Room 2258, United Nations Headquarters, 42nd Street and 1st Avenue, New York City, New York, 10017. The organization helps to increase production of farmlands, forests, and fisheries, and to raise nutritional levels. Established in 1945.
- ILO International Labor Organization, 917 15th Street, NW, Washington, D.C. A tripartite structure within which workers, employers, and governments meet and share in making the organization's policies. Stress development of international standards for good working conditions. Gives technical assistance to less developed countries. Established in 1919 under the League of Nations.
- WHO World Health Organization, Public Information Officer, 1501 N. Hampshire Avenue, NW, Washington, D.C. Works to prevent spread of disease from nation to nation; sets standards for international travel and maintains epidemic warning system. World-wide drive to wipe out malaria; assists in control of TB and other mass diseases, and helps set up public health services and trains medical and nursing personnel. Formulates international standards for strength and purity for medicines, vaccines, and drugs. Established in 1948.
- UNESCO United Nations Educational, Scientific, and Cultural Organization, UNESCO Publication Center, 317 East 34th Street, New York City, New York, 10016. Assists members in improving and extending educational facilities; fosters scientific research, encourages international understanding, and strives to eliminate illiteracy throughout the world. Established in 1946.
- IBRD International Bank for Reconstruction and Development, Publication Office, 1818 "H" Street, NW, Washington, D.C. Loaning to government-sponsored development projects and helping investment capital flow from one country to another. Established in 1945.

- IFC International Finance Corporation, 1818 "H" Street, NW, Washington, D.C. Affiliate of World Bank, this corporation promotes investments in private enterprise in underdeveloped countries without requiring the government to guarantee repayment. Established in 1956.
- IDA International Development Association, 1818 "H" Street, NW, Washington, D.C. Affiliate of World Bank, this association promotes economic development with loans provided on flexible terms, such as long period to repay, low interest rates, or no interest at all. Established in 1960.
- IMF International Monetary Fund, 1818 "H" Street, NW, Washington, D.C. All members are also members of World Bank. Fund promotes international cooperation on convertibility of currencies, adjusts exchange rate, and deals with the problems of monetary stabilization. Established in 1945.
- ICAO International Civil Aviation Organization, 1080 University Street, Montreal, 3, Province of Quebec, Canada. To make air travel safer and easier, it examines facilities for airports, navigational aids, communication systems, weather information, air traffic control, and search and rescue procedures for travel internationally. Determines what added facilities are necessary and sends experts to help with improvements. Established as a permanent agency in 1947.
- UPU Universal Postal Union, Caisse Postale, Berne, 15, Switzerland. Work for reciprocal exchange of correspondence (mail) among nations. The international agreements for this are carried out through this agency. Established in 1875.
- ITU International Telecommunication Union, Palais Wilson, Geneva, Switzerland. Works with nations on assignment of radio frequencies; makes studies and recommendations for improvement of services of telegraph, telephone and radio, and provides underdeveloped countries with direct technical assistance in these matters. Presently working with space services and techniques for space communication service. Established in 1865.
- WMO World Meteorological Organization, 14 Avenue Guiseppe Motta, Geneva, Switzerland. Rapid exchange of weather reports and ensuring comparable observations from all parts of the world. Provides technical help in improving services in underdeveloped countries. Presently plans for use of weather information from rockets and satellites. Began in 1951, replacing older organization from 1878.

IMCO      Intergovernmental Maritime Consultative Organization, Chancery House, Chancery Lane, London W.C. 2, United Kingdom. Cooperation on regulations and practices in ocean shipping; encouraging high standards of safety at sea; increasing facilities of shipping for trade without discrimination and consideration of unfair restrictive practices by shipping companies. Established in 1959.

Recommended Minimum Book and  
Printed Materials Collection

In assembling a United Nations bookshelf in each high school library, it is recommended that priority be given to those materials which have direct relationship to the United Nations organization with its Specialized Agencies. The United Nations Association has assembled the following minimum list for a high school reference shelf.

<u>The Nations Speak</u> (7985)	\$ .75
<u>Charter of the UN</u> (0325)	.10
<u>China Report #1</u> (0350)	Both: 1.50
<u>China Report #2</u> (7915)	
<u>The Good War</u> (5150)	.75
<u>The UN and Human Rights</u> (7860)	.75
<u>UN: First Twenty Years</u> (5700)	1.50
<u>Everyman's United Nations</u> (0741)	5.00
<u>Looking Outward</u> (2200)	5.00
<u>Defenses of Freedom</u> (7580)	6.95
<u>Markings</u> (7670)	4.95
<u>Decade of Development</u> (7575)	2.60
<u>How to Plan and Conduct a Model UN</u> (1351)	1.50

<u>The UN in the Age of Change</u> (7780)	.60
<u>The UN in the Age of Change</u> (5350) 30 copies or	
<u>United Nations Plays and Programs</u> (5880)	4.50
<u>The General Assembly of the UN</u> (7930)	2.95
<u>Stopping the Spread of Nuclear Weapons</u> (7965)	1.00

The UN in the Age of Change is the official high school contest study text, so the choice can be made between receiving 30 copies of this text or each of the last three books listed for the same cost. Total cost of this bookshelf amounts to \$42.60, but a special bookshelf price for the complete collection is \$32.00.

In addition to this book list, it seems advisable to recommend investing in some pamphlets, flyers, and periodicals. The following represent current, relevant materials with cost figures indicated.

Headline Series (bi-monthly)	
Foreign Policy Association	\$ 4.00
<u>International Conciliation</u>	
5 times a year	
Carnegie Endowment for International Peace	2.25
Public Affairs Pamphlets	
30 issues a year	
22 E. 38th Street	
New York City, New York	5.00
<u>UNESCO Courier</u>	
UNESCO Publications Center	
317 East 34th Street	
New York City, New York 10016	5.00

UN Monthly Chronicle  
 UN Office of Public Information  
 Publishing Service  
 United Nations  
 New York City, New York

6.00  


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 \$22.25

For a total expenditure of \$54.25, a minimum book, pamphlet, and periodical collection can be made available in any public high school library.

#### Recommendations for a Basic Collection of Materials

Once a minimum collection of printed materials is assembled, the additions to the collection could be consistently made from new publications in the field of United Nations topics in general works, biography, and fiction titles. A check of the following catalogues and aids should assist the school librarian and/or the social studies teachers involved in the instructional program in obtaining pertinent additional titles.

1. Basic Book Collection for High Schools, 7th edition, American Library Association, Chicago, 1963.
2. Reading Ladders for Human Relations, American Council on Education, George Banta Company, Inc., Kenosha, Wisconsin, 1963.
3. Shor, Rachel and Fidell, Estelle (ed.), Junior High School Library Catalog, 1st edition, H. W. Wilson Company, New York, 1965.
4. Logasa, Hannah (compiler), Historical Non-fiction, McKinley Bibliographies, Volume II, Eighth revised and enlarged edition, McKinley Publishing Company, Brooklawn, New Jersey, 1964.

5. Logasa, Hannah, World Culture, McKinley Bibliographies, Volume III, McKinley Publishing Company, Philadelphia, Pennsylvania, 1964.
6. Shor, Rachel and Fidell, Estelle (eds.), Senior High School Library Catalog, Ninth edition, 1967, H. W. Wilson Company, New York, New York, 1967.

For an expanded collection of printed materials on the United Nations, several recent publications are recommended by the Library Committee of the National Association of Independent Schools, 1968.

Clark, Grenville, and Sohn, Louis B., World Peace Through World Law, 3rd Ed., Rev., Harvard University Press, 1966.

Theobald, Robert, ed., UN and Its Future, Wilson, 1963.

Additional titles for book collections should be chosen from recent publications, especially in the field of biography or general works having to do with individual or group contributions to the work of the United Nations. A number of suggested titles follow.

Hersey, Burnet, Soldier of Peace - Dag Hammarskjold, Britannica Books, 1961.

Lash, Joseph P., Dag Hammarskjold, Custodian of the Brush-Fire Peace, Doubleday, 1961.

Levine, I. E., Champion of World Peace - Dag Hammarskjold, Messner, 1962.

Meigs, Cornelia, The Great Design, Men and Events in the UN from 1945-1963, Little, Brown & Company, 1964.

Miller, Richard I., Dag Hammarskjold and Crisis Diplomacy, Oceana Publications, 1961.

Among the titles in the general works category, the following suggested titles would add scope and variety to the minimum holdings.

Beckel, Graham, Workshops for the World, The United Nations Family of Agencies, Abelard-Schuman, Revised edition, 1962.

Chamberlin, Waldo, A Chronology and Fact Book of the UN 1941-1964, Oceana, 1964.

Cohen, Benjamin V., The UN, Constitutional Development and Possibilities, Harvard University Press, 1961.

Comay, Joan, The UN in Action, Macmillan, 1965.

Cousins, Norman, In Place of Folly, Harper, 1961.

Cranston, Maurice W., What Are Human Rights?, Basic Books, 1963.

Dean, Vera M., The United Nations Today, Holt, Rinehart and Winston, 1965.

Donovan, Frank R., Mr. Roosevelt's Four Freedoms, The Story Behind the UN Charter, Dodd, 1966.

Epstein, Edna, The First Book of the UN, Franklin Watts, Inc., New York, 2nd revised ed., 1963.

Fisher, Lois, You and the United Nations, Childrens Press, Inc., 1963.

Gardner, Richard, In Pursuit of World Order, Frederick A. Praeger, 1964.

Gordon, King, UN in the Congo, Carnegie Endowment for International Peace, 1962.

Gross, Ernest A., The UN Structure for Peace, Harper & Brothers, 1962.

Lie, Trygve, In the Cause of Peace, Seven Years with the UN, Macmillan, 1954.

Shuster, George N., UNESCO, Assessment and Promise, Harper & Row, 1963. (Paperback)

Speiser, Joan, UNICEF and the World, Day, 1965.

Stevenson, Adlai E., Looking Outward, Harper & Row, 1963.

UNESCO Interrelations of Cultures, Their Contribution to International Understanding, UNESCO, 1953.

UN Department of Economic and Social Affairs, Capital Punishment, 1962.

Vandenbosch, Amry and Hogan, Willard, Toward World Order, McGraw Hill, 1963.



Wadsworth, James J., The Glass House, the UN in Action, Praeger, 1966.

Additional titles could be extended into cultural areas, political, economic, and social studies of individual nations of the world, and critical issues facing the world of nations with a view to providing study materials in depth for independent or group work on specific issues or areas.

Additional reference works would likewise add depth to library holdings. Listed below are two types of these aids which would be useful.

The Worldmark Encyclopedia of the Nations, Worldmark Press, Inc., Harper & Brothers, New York, 1960.

This encyclopedia offers a practical guide to geographical, historical, political, economic, and social status of all nations and their international relationships.

Britannica World Language Dictionary, International edition of Funk & Wagnalls Standard Dictionary in 2 volumes, Encyclopedia Britannica, Inc., Chicago and Funk & Wagnalls Company, New York, 1960.

This dictionary provides excellent aid in the language areas.

As more money is available, multiple copies of pamphlets previously suggested would be useful, particularly for libraries in the larger schools. Addition to the pamphlets could be the UNESCO Publication Series.

In the area of periodicals and newspapers, the addition of several of the following would enhance the current resources: The Department of State Bulletin, International Conciliation, United Nations Review, Vista, World Health, and FAO Newsletter. If not

already available in the library, a subscription to one or more national newspapers, such as the Christian Science Monitor or the New York Times, would provide an excellent source of accurate background articles as United Nations topics appeared in the current news.

Suggesting a minimum list of audio-visual aids may not be too useful, since the utilization of these materials depends upon the teaching techniques of the individual classroom teachers, but, undoubtedly, a current map showing the 122 members of the United Nations would be essential. Certainly the added emphasis given a topic under study by use of films, filmstrips, slides, records, tapes, and transparencies is beyond dispute. Sufficient information has been given in Chapter 5, page 33 of this study, to aid in securing these particular materials as they relate directly to the topic under consideration in the classroom.

## CHAPTER VI

### SUMMARY AND CONCLUSION

From this survey it is clear that unless and until considerable curriculum change takes place and social studies teachers are more enthusiastic about teaching the concept of international understanding in greater depth and with more emphasis on the realities of the world in the 1960's, present-day secondary school students will have little knowledge or understanding of the purpose and current role of the United Nations and the United States' association with it today, or their responsibility to both.

Curriculum changes could bring about a better alignment of social studies courses at the secondary level. This could provide excellent opportunities for scope and sequence analyses to be made of the basic ideas being taught. Time could then be provided for sufficient study in depth of a number of these basic concepts and follow-up in subsequent courses, which would provide more complexity of the ideas to be explored. Such additions could be added to the courses of study.

The materials available to the students in the 11 schools varied tremendously, both in quantity and quality. For example, the range of books available on the United Nations in general works, fiction, and reference books varied from 4 in one school to 31 in another. Obviously there are implications for learning due to this limitation.

Vertical file materials and audio-visual aids showed a similar kind of quantity range. Lacking quantity in up-to-date materials in all areas affects the quality of research work a student could produce working with the present references available.

Improvement both in quantity and quality of material collections in the school libraries, based on requests from teachers who deal with United Nations topics in their classrooms, would inevitably aid students' achievements.

Given the interested and responsible educators in our schools, concerned with providing the best possible educational opportunities for the present 9,498 secondary students and the present national ferment for improvement in social studies teaching, I am hopeful that each school system will devote some attention to this vital area. From a reappraisal of the entire structure of the social studies curriculum can come improvement and significant progress toward a more relevant and meaningful educational program for today's high school students whose most mature years will be spent in the 21st century.

## APPENDIX A

### Textbooks Used in Required Social Studies Classes

## TEXTBOOKS USED IN SOCIAL STUDIES COURSES

### Schools E and F use the same texts

#### U.S. History

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Bragdon, Henry W. and McCutchen, Samuel P. History of  
a Free People. Macmillan Co., 1960. (This text used  
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#### U.S. Government

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### Schools B and C use the same texts

#### U.S. History

Todd, Paul T. and Curti, Merle. Rise of the American  
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#### U.S. Government

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### School D

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School G

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