The American School of the Air

Radio Escuela de las Americas

TEACHER'S MANUAL

1940-41

An aid to classroom instruction, designed for use in all the nations of the Americas

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Produced by

DEPARTMENT OF EDUCATION

The COLUMBIA BROADCASTING SYSTEM

DIRECTOR: STERLING FISHER

ASST. DIRECTOR: LEON LEVINE

MANUAL EDITOR: STUART AYERS

ASST., SCHOOL OF THE AIR: MARY ELLEN TODD

Students participating in the School of the Air

Earle McGill, CBS Casting Director, producing a program from the series "This Living World," in the auditorium of James Madison High School, New York City. Facing the microphone on the right is Niles Welch, announcer on the programs.

Columbia's American School of the Air

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Answers to Your Questions

What Is It?

The American School of the Air, which enters its twelfth year in February, 1941, is the oldest continuous daily series of nation-wide broadcasts for classroom use in the United States. Started in 1930 over 45 stations of the Columbia network, it goes out to the nation's classrooms today through approximately 110 stations.

Surveys made by State and local boards of education throughout the United States in 1939 and 1940 indicate that in the past two years classroom use of the programs has shown a massive rise in all 48 States of the Union, and in Hawaii. An estimated 200,000 teachers now use the programs weekly, in classes totalling some 8,000,000 pupils.

Far from supplanting teachers, the broadcasts are designed to supplement and vitalize their work, by bringing into their classrooms the living world in the form of important national and world events and of fine dramatic and musical talent. They are planned to broaden students' horizons and inspire them to increased reading and greater interest in their work.

How Is It Being Expanded?

Its development into what has been termed "geographically the world's most extensive educational enterprise" is described in the following statement, issued by CBS at the National Education Convention in St. Louis:

> We believe that greater understanding and appreciation on the part of all the American nations of each other's culture, history and ideals is of the utmost importance to the further development of harmonious relations in the Western Hemisphere.
>
> For this reason, the Columbia Broadcasting System announces the launching of an international educational institution to contribute toward the achievement of these objectives. This institution, which will begin to func-

tion fully in the Autumn of this year, is a "School of the Air of the Americas", to be known in Latin American nations as the RADIO ESCUELA DE LAS AMERICAS.

It is being formed by the extension of the national institution, Columbia's American School of the Air, in all its essential operations to Canada and to all of the twenty Latin American republics that accept the invitation to participate.

We plan, beginning with the next school year, to draw data and materials for these programs from all the nations of the Americas. We are inviting the Ministry of Education of each country to designate a small group of educational authorities to obtain and transmit, each year, to the Columbia Broadcasting System various materials relating to their country which will be suitable for inclusion in broadcasts in the various subject-matter fields.

These materials will be used by our staff script writers as the basis for writing the dramatic presentations. A total of 135 scripts will be prepared. These will suffice for five half-hour broadcasts through seven months.

Translators employed by CBS will translate these scripts into Spanish, and sufficient copies for production purposes will be supplied to the Spanish-speaking countries free of charge. These will be in such form that each country can broadcast them over its own public or private stations, using its own production and acting staffs.

To non-Spanish-speaking countries scripts will be sent in English, enabling them to make their own translations. Canada will take the programs direct from the CBS network.

Broadcasters in each country are, of course, free to amend the scripts so as to adapt them better to their own educational needs.

In addition to the scripts, CBS will send out, free of charge, mimeographed translations of the Teacher's Manual, enabling each country to print these in quantities, with whatever alterations it may desire to make, for distribution to its own teachers.

Commenting on this project, Secretary of State Cordell Hull said:

It would be difficult to devise a form of international cooperation which holds more promise for the deepening and broadening of understanding between the peoples of the American republics, and which may be of more general benefit to these countries.

As this manual goes to press, fourteen nations, including the Philippine Commonwealth, have already accepted the invitation to take part in the International School of the Air, and other acceptances are expected soon.

What Is Its Educational Standing?

The entire American School of the Air has been adopted as the official classroom radio project of the National Education Association, which comprises, with its affiliated groups, 983,000 members.

It has received, in 1940, the official endorsement of the National Catholic Education Association for use in parochial elementary and secondary schools, of which there are 10,504, having 2,500,000 pupils.

Only within the past year has it sought public endorsement from State boards of education; those of eleven States have now granted this recognition, and others are contemplating similar action soon. Those that have acted are: Connecticut, Florida, Illinois, Missouri, New Mexico, North Carolina, Oklahoma, Texas, Utah, Virginia and West Virginia.

Boards of education of hundreds of cities and towns in all forty-eight states have, of course, officially recognized, and taken part in, the program for many years.

Cooperating in the planning and arranging of programs are the NEA, the Pan-American Union, the Association for Arts in Childhood, the Library of Congress, the American Library Association, the American Museum of Natural History and the National Council of Teachers of English.

How Can Programs Be Used?

They can be used for auditorium listening by readjustment of school assembly periods to accord with broadcast times. Some schools, in fact, enable all pupils to listen to selected programs simultaneously in their various classrooms, at the assembly time, by distributing the broadcasts from central receiving equipment.

Where schools have individual classroom radio receivers, it is considered most satisfactory to schedule listening by classes. In this way, a controlled listening situation is more easily attained. In either situation, many teachers feel that the best results are obtained by variations on the following procedure:

1. Five minutes, or more, of preparation of the class by the teacher, based upon material and suggestions contained in the Teacher's Manual.
2. Class-listening to the broadcast. On the Tuesday series, WELLSPRINGS OF MUSIC, this will include class participation in singing of songs printed in the Manual.
3. Ten minutes or more of follow-up discussion by the class of material contained in the broadcast, of the manner of its presentation and of reading associated with it.

Detailed suggestions for reading and student activities, both in the classroom and at home, will be found in this Manual.

Can Your Students Take Part In Broadcasting?

Yes, the American School of the Air has initiated a unique scheme to permit students in every part of the nation to participate in broadcasting. In the past year, more than 20,000 have done so, while another 750,000 have witnessed this radio activity at first hand.

Here is how it is done:

The last eight to ten minutes of the Friday program, THIS LIVING WORLD, is devoted to spontaneous discussion on the air by students of the national and world problems dramatically presented in the first part of the broadcast. Each CBS station carrying the program may switch off the network student discussion, and put on, from its own studios, or a school auditorium, its own discussion by ten or twelve students from a local school. Thus, during the school year, some 300 students in each locality have the opportunity to broadcast.

Many school systems use these local broadcast forums for demonstration purposes, inviting audiences of teachers, students and parents to witness them. This Manual contains all necessary material for such discussions.

Local school systems are invited to get in touch with the educational director of the nearest CBS station to work out plans for local participation on these programs.

How Can Your Local Stations Aid You?

More than 110 stations of the Columbia network have appointed their own educational directors. In addition, the network Department of Education has designated five regional directors of education. These are:

NEW ENGLAND .....Lloyd G. Del Castillo, WEEI, Boston.
SOUTH .....William Winter, WBT, Charlotte, N. C.
MIDDLE WEST .....Mrs. L. S. Schwartz, WBBM, Chicago.
ROCKY MOUNTAIN AREA .....Earl J. Glade KSL, Salt Lake City.
PACIFIC COAST .....Mrs. Frances F. Wilder, KNX, Los Angeles.

These directors have been appointed for the purpose of cooperating with you. They will help promote wider and more effective use of these broadcasts, will correlate their station educational broadcasting with that of the network, and will seek new means of relating both network and station presentations to community needs.

How Are Programs Prepared?

The American School of the Air believes that radio education must be both good radio and good education. It seeks to achieve good radio by assigning to the programs some of its best actors, writers, musicians, announcers and producers. Its producers are: Brewster Morgan, CBS Staff Director; William L. Fineshriber, Music Producer; George Allen, Program Director of WABC; Nila Mack, winner of many children's program awards; and Earle McGill, CBS Casting Director. Niles Welch again will be announcer on all the programs.

Good education is sought through cooperation with many national educational organizations and the counsel of several hundreds of educational leaders throughout the land. These educators are formed into a series of nation-wide Boards of Consultants, under the general chairmanship of Dr. William C. Bagley, professor emeritus of Teachers' College, Columbia University, Secretary of The Society for the Advancement of Education, and editor of "School and Society."

In addition to this national organization, members of which are listed elsewhere in this Manual, there is now a new International Board of Consultants, comprising persons appointed by the Ministries of Education in the participating American countries.

The procedure in preparing the annual curriculum and the individual programs is now as follows:

1. The NEA-CBS Steering Committee meets with the network Director of Education and considers evaluations of the preceding year's work, using these reports for guidance in planning the next year's curriculum.
2. The Steering Committee's recommendations are sent out by the network to all station educatoinal directors, who take them up for consideration with their local Boards of Consultants.
3. The local boards' reactions to the preliminary plans are sent back to the network for collation, and are used by the Steering Committee as the basis for drafting the final schedule.
4. The approved curriculum is sent to the committees in the other cooperating nations, with suggestions as to the kinds of materials to be supplied by them for inclusion in the scripts.
5. When the international materials have been received, the scripts are prepared by American School of the Air staff writers and are sent to the NEA and other cooperating groups to be read for accuracy, educational content and method, and language suitability. The approved scripts are then translated and sent to the Latin American nations, and

later produced according to the established schedule in this country and Canada.

6. Nation-wide evaluations are carried on throughout the year by the Department of Classroom Teachers of the NEA. These provide day-by-day critical analyses of the program, helping to rectify errors of treatment and material right through the school year.

What Time Are The Broadcasts?

Eastern Time Zone	9:15 – 9:45 A.M.
Central Time Zone	2:30 – 2:55 P.M.
Mountain Time Zone	9:30 – 10:00 A.M.
Pacific Time Zone	2:00 – 2:30 P.M.

What About Receiving Sets?

The Committee on Scientific Aids to Learning, 41 East 42nd Street, New York City, published a report entitled: Broadcast Receivers and Phonographs for Classroom Use. This is intended to aid schools in selection of equipment. Single copies of the report will be sent to school administrators and teachers upon request.

How Can Public Libraries and Films Aid?

The American School of the Air this year embarks upon a far reaching cooperation with the American Film Center and the American Library Association.

Several thousand of the member libraries of the Library Association will keep available books and periodicals suggested in the reading lists in this Manual. Where possible, the librarian will set aside a reserve shelf of the reading material the Manual suggests for the week's five broadcasts, and will feature weekly and daily exhibits of selected books and aids to class activities.

The American Film Center, a non-profit educational corporation financed in part by the Rockefeller Foundation, has contributed to the Manual a selection of educational motion pictures for three program series, AMERICANS AT

WORK, NEW HORIZONS, and THIS LIVING WORLD. These lists will be found at the close of these sections in the Manual. The motion pictures are among the best available for school use. Most are 16 mm., some 35 mm., some silent, some with sound. They give a dramatic study of certain phases of each broadcast topic and authentic picturizations of the Americas, and can prove an invaluable aid to class instruction.

Some of the member libraries of the American Library Association will be equipped this year to help the school obtain these pictures for school use. If your local distributor of educational films cannot supply you with any of these pictures you may want, ask the librarian if your public library is the proper channel through which to place your order. If not, write direct to the AMERICAN FILM CENTER, 45 Rockefeller Plaza, New York City.

Educational Consultants

The Board of Consultants of the American School of the Air comprises a Steering Committee designated by the Columbia Broadcasting System and the National Education Association and local consultants appointed by the Educational Directors of CBS stations.

National Board of Consultants

CHAIRMAN: WILLIAM C. BAGLEY, Professor Emeritus, Teachers' College, Columbia University; Secretary, Society for the Advancement of Education; Editor, *School and Society*.

STEERING COMMITTEE

JANE MONAHAN, New York City, Chairman, Radio Committee, Department of Elementary School Principals of the NEA.

MARY D. BARNES, Elizabeth, N. J., President, Department of Classroom Teachers of the NEA.

BELMONT FARLEY, Washington, D. C., Director of Public Relations of the NEA.

CHARLES H. LAKE, Cleveland, Ohio, Superintendent of Schools.

FLORENCE HALE, Darien, Conn., Editor, *The Grade Teacher*.

FOWLER SMITH, Detroit, Mich., President, The Music Editors National Conference, a department of the NEA; Director, Music Education, Detroit public schools.

REGINA C. M. BURKE, New York City, Associate Superintendent of Schools.

ELPHE K. SMITH, Portland, Oregon, Past President, Department of Classroom Teachers of the NEA.

Local Consultants

Following are the CBS stations that plan to carry the programs. Educational Directors' names are listed first, followed by Boards of Consultants.

Akron, Ohio ..... WADC
R. B. Wilson
Carl Coffeen, Supt. of Schools, Summit Co.
Josephine French, Dir. of Radio Ed., Akron Board of Ed.
Mrs. George Hamilton, Chairman, Radio Committee, Akron P.T.A.
O. C *Hatton*, Asst. Supt. of Akron Schools
Mrs. J. H. Kobzick, Chairman, Ed. Committee, P.T.A.

Albany, N. Y. ..... WOKO
Grenfell N. Rand

Albuquerque, N. M. .... KGGM
Elmer Fondren
Mrs. Q. C. Best, N.M. P.T.A.
Donald MacKay, Pres., Eastern N.M. Normal School
John Milne, Supt. of Albuquerque Schools
S. P. Nanninga, Dean of Ed., U. of N.M.
Thomas Wiley, Bernalillo Co., Supt. of Schools

Anderson, S. C. ..... WAIM
Edith Hall
Mrs. George F. Bigby, Pres., Anderson P.T.A.
J. C. Holler, Supt. of Ed., Anderson County
Dr. E. C. McCants, Supt. of City Schools

Asheville, N. C. ..... WWNC
Robert B. Bingham
C. E. Buckner, Dean, Brevard College
Frank Foster, Dean, Asheville Teachers College
Spencer King, Prof. of History, Mars Hill College
C. A. Lloyd, Dean, Biltmore College

Atlanta, Ga. ..... WGST
John Fulton

Atlantic City, N. J. ..... WBAB
Norman Reed
Arthur S. Chenoweth, Supt. of Schools
Charles Hollenbach, Principal

Augusta, Ga. ..... WRDW
J. Marion Harman

Baltimore, Md. ..... WCAO
L. Waters Milbourne

Bangor, Me. ..... WABI
Maurice W. Dolbier
Mrs. Edward J. Holland, Bangor P.T.A.
Howard Houston, Brewer Supt. of Schools
Ernest Jackman, Assoc. Prof. of Ed., U. of Me.
Mrs. Austin W. Jones, Pres., Maine P.T.A.
Arthur Pierce, Bangor Supt. of Schools
Herbert L. Prescott, Instruct., Bangor High School

American School of the Air

Birmingham, Ala. ..... WAPI
John S. Carlile

Wyatt Childs Blasingame, Prof., U. of Ala.
John Bryan, Supt. of Jefferson County Schools
Robert Earl Tidwell, Director of Extension, U. of Ala.

Boston, Mass. ..... WEEI
Lloyd G. del Castillo

Jesse B. Davis, Dean, School of Ed., Boston U.
Walter F. Downey, Mass. Commissioner of Ed.
Henry W. Holmes, Dean, Grad. School of Ed., Harvard
Mrs. Dorothy Kraus, Radio Chmn., Mass. Fed. of Women's Clubs
Hugh Nixon, Secy., Mass. Teachers' Fed.
Mrs. Luther Putney, Pres., Mass. P.T.A.

Buffalo, N. Y. ..... WKBW
Malcolm Barney

Burlington, Vt. ..... WCAX
Herman B. Wight

Truman L. Butterfield, Prin., Middlebury H. S.
Catherine C. Cartier, Prin., Wheeler Gram. School
Eugene H. Clowse, Prin., Richmond H.S.
Fremont W. Fiske, Prin., S. W. Thayer Gram. School
Albert Lawton, Prin., Essex Junction H.S.
Mary K. McDermott, Prin., Adams Gram. School
Marion C. Parkhurst, Prin., Champlain Gram. School
H. D. Pearl, Prin., Burlington H.S.
John Selden, Prin., Bristol H.S.
George Stackpole, Prin., Winooski H.S.

Cedar Rapids, Iowa ..... WMT
L. von Linder

Charleston, S. C. ..... WCSC
John M. Rivers

Charleston, W. Va. ..... WCHS
Melva Chernoff

Mrs. Martha Battle, P.T.A.
Mrs. Theodore Goldthorpe, P.T.A.
Virgil L. Flinn, Kanawha Co. Supt. of Schools
J. Henry Francis, Co. Supt. of Music
David Kirby, State Secy., Board of Ed.
J. K. Lovenstein, Prin., Roosevelt Jr. H.S.

Charlotte, N. C. ..... WBT
William Winter

E. R. Best, Mecklenburg Co. Supt. of Schools
J. N. Goddard, Queens College
Harry Harding, Charlotte Supt. of Ed.
Dr. Walter Lingle, Pres., Davidson College
Dr. Shelton Phelps, Pres., Winthrop College
Richard Tewkesbury, Prin., Harding H.S.

Chattanooga, Tenn. .... WDOD
Dorothy Wood McCurdy

Thomas McMillan, State Comm. of Ed.
Mrs. Charles T. Booth
Marshall Clark, Supt. of Schools
George Emery

Chicago, Ill. ..... WBBM
Mrs. Lavinia Schwartz

John Bartky, Pres., Chicago Teachers' College
Ward N. Black, Asst. Supt. Public Instruction; Secy., Radio Committee, State Dept. of Public Instruction
Don Cawelti, Adviser, Audio-Visual Ed., Winnetka Public Schools
C. H. Engle, Secy., Examining Board; Chairman, Radio Committee, State Dept. of Public Instruction
David Heffernan, First Supt., Cook Co. Schools; Adviser in Radio
Louella Hoskins, Lewis Institute; Radio Committee, Nat. Council Teachers of English
Harold Kent, Dir. Radio Council, Chicago Schools
Ernest Melby, Dean, School of Ed., Northwestern U.
Mrs. Harry Mulberry, Ill. P.T.A.
Irving Pearson, Exec. Dir., Ill. Ed. Assn.
Ben Shafer, Pres., Ill. Ed. Assn.
Carleton Washburne, Supt., Winnetka Schools; Pres., P.E.A.

Cincinnati, Ohio ..... WCKY
Bev Dean

John F. Locke, Dept. of Community Relations, Board of Ed.
Dr. G. H. Reavis, Director of Curriculum, Board of Ed.
Mrs. Charlotte L. Riser, Radio Chairman, P.T.A.
Mrs. W. Frank Zwygart, Radio Committee, P.T.A.

Cleveland, Ohio ..... WGAR (WBOE)
Carl George

Colorado Springs, Colo....KVOR
Dudley Tichenor

Columbus, Ga. ..... WRBL
J. B. Gibney

Columbus, Ohio ..... WBNS
Irwin A. Johnson

Mrs. Rose Ferguson, Board of Trustees, Public Library
Mrs. Lawrence Fregeau, Bexley P.T.A.
Edith M. Keller, Music Supervisor, State Board of Ed.
George E. Rondebush, Supt. of Schools
E. S. Stauffer, Prin., South H.S.
Eugene J. Weigel, Chmn., Music Dept. Ohio State U.

Dallas, Texas ..... KRLD
Roy George

Davenport, Iowa ..... WOC
Charles R. Freburg

Leslie G. Goss, Davenport H.S.

Dayton, Ohio ..... WHIO
Richard Belt

D. A. Driscoll, Montgomery Co. Supt. of Schools
Norman Wine, Asst. Supt. of City Schools

Denver, Colo. ..... KLZ
Arthur Wuth

A. Helen Anderson, Denver Public Schools
James Finn, State College of Ed.
Charles E. Greene, Supt. of Schools
Robert B. Hudson, Dir., Rocky Mountain Radio Council
Mrs. Inez Johnson Lewis, Supt. of Public Instruction
Cecil Puckett, U. of Denver
Mrs. M. E. Richards, State Pres., P.T.A.

Des Moines, Iowa ..... KRNT
Edmund Linehan

Mrs. J. F. Lineberger, Des Moines P.T.A.
Kenneth Nicholson, Polk Co. Supt. of Schools
Agnes Samuelson, Exec. Secy., Iowa State Teachers' Assn.
J. E. Stonecipher, Supervisor, Senior H.S.

Duluth, Minn. ..... KDAL
Gilbert Fawcett

Mrs. Ann Dixon, Supervisor of Music and Radio Chmn., Public Schools
Mrs. A. E. McMillan, Radio Chmn., Duluth P.T.A.
Herbert Sorenson, State Teachers' Col.
J. B. Weiner, Asst. Supt. of Schools

Durham, N. C. ..... WDNC
R. J. Stratton

John R. Barry, Pres., Durham H.S. P.T.A.
C. S. Hooper, Dean of Boys, Central Senior H.S.
C. W. Petty, Instructor, Central Junior H.S.
W. F. Warren, Supt. of Schools

El Paso, Texas ..... KROD
Sally Rapier

Evansville, Ind. ..... WEOA
Clarence Leich

Alex Jardine

Fairbanks, Alaska ..... KFAR
Link Miller

Fairmont, W. Va. ..... WMMN
William L. Ferguson

Mrs. Waitman Conaway, City and County Librarian

Fresno, Cal. ..... KARM
Dick Wegener

Clarence Edwards, Fresno Co. Supt. of Schools
Louis P. Linn, Asst. Supt., Co. Schools
William A. Otto, Prin., Fresno Technical H.S.
Kenneth Mills Manning, Dir., Radio Dept., Evening H.S.
Robert Rees, Dir. of Radio, Fresno H.S.

Educational Consultants

Great Falls, Mont. ..... KFBB
John Alexander
Elvin L. Hedgecock, Great Falls H.S.
Mrs. Leon Singer
Irving W. Smith, Supt. of Schools
Daniel Thurber

Green Bay, Wis. ..... WTAQ
Al Michel

Greensboro, N. C. ..... WBIG
Edney Ridge
Herbert Hucks, Jr., Dir. Radio Ed., Public Schools
Dr. R. W. McDonald, Extension Service Div., U. of N.C.
Dr. J. D. Messick, Dean, Elon College
Mrs. Bess N. Rose, Home Econ. Dept., Women's College, U. of N.C.
A. P. Routh, Prin., Senior H.S.
B. L. Smith, Supt. of Schools
J. A. Tarpley, Supervisor of Negro Schools; Prin., Dudley H.S.

Harrisburg, Penn. ..... WHP
E. K. Smith

Hartford, Conn. ..... WDRC
Sterling V. Couch
Robert C. Deming, State Supervisor of Adult Ed.
Lloyd H. Bugbee, Supt. of West Hartford Schools; Pres., Conn. Assn. of Public School Supts.
Dr. M. Agnella Gunn, Conn. Teachers' College
Roy S. Haggard, Prin., East Hartford H.S.
Mrs. Clifford F. Thompson, Pres., Conn. P.T.A.

Hibbing, Minn. ..... WMFG
Ruth E. Coe

Hilo, Hawaii ..... KHBC
Henry C. Putnam

Honolulu, Hawaii ..... KGMB
Henry C. Putnam
Walton Gordon, Chmn., Ed. Committee, Principals of Hawaii

Houston, Texas ..... KTRH
Harry Grier

Indianapolis, Ind. ..... WFBM
F. O. Sharp

Ithaca, N. Y. ..... WHCU
Michael R. Hanna

Jacksonville, Fla. ..... WMBR
Glenn Marshall, Jr.
Mrs. Jerry Kodatt, P.T.A.
R. C. Marshall, Supt. of Schools
Mrs. Dorothy Maxwell, Music Teacher in Charge of Radio
Catherine Merrick, Dir. of Radio Ed.
T. C. Prince, Gen'l Supervisor of Ed.
Isabel VanVoorhis, Science Teacher in Charge of Radio

Kalamazoo, Mich. ..... WKZO
Patty Criswell

Kansas City, Mo. ..... KMBC
Kenneth Graham
J. C. Bond, Pres., Kansas City Teachers' College
Rev. John J. Higgins, Dean, Rockhurst College
R. P. Kroggel, Supervisor of Speech, Mo. Dept. of Ed.
Mrs. K. F. McClintic, Radio Chmn., Kansas City (Kansas) P.T.A.
George Melcher, Supt. of Schools, Kansas City, Mo.
Mrs. J. T. Meredith, Radio Chmn., Kansas City (Mo.) P.T.A.
Maude F. Mueller, Radio Committee, Southeast H.S. Kansas City, Mo.
F. L. Schlagle, Supt. of Schools, Kansas City, Kan.
Robert Shannon, English Dept., Wyandotte H.S., Kansas City, Kan.
George T. Trial, Coordinator, Ruhl-Hartman H. S., Jackson Co., Mo.

Knoxville, Tenn. ..... WNOX
K. E. Huddleston

LaCrosse, Wis. ..... WKBH
Lloyd Wesley Schlabach

Lincoln, Neb. ..... KFOR
Angus Nicoll
H. C. Mardis, Prin., Lincoln H.S.

Little Rock, Ark. ..... KLRA
Theda Mae Drennan

Los Angeles, Cal. ..... KNX
Mrs. Frances Farmer Wilder
William B. Brown, Dir., Secondary Curriculum, Los Angeles Schools
Miss N. Evelyn Davis, Supervisor, Audio-Visual Dept., Long Beach Schools
Dr. Lee de Forest, engineer inventor
Mrs. Elizabeth Goudy, Radio Coordinator, Los Angeles Co. Schools
Courtenay Monsen, Secy., Board of Ed., Pasadena Schools
Mrs. Rose Stelter, Radio Coordinator, Los Angeles Schools
Mrs. Pauline Winner, Los Angeles Schools

Macon, Ga. ..... WMAZ
Allie V. Williams

Mason City, Iowa ..... KGLO
John J. Price
Mrs. H. J. Bruns, Pres., Parent-Teacher Council
P. O. Brunsvold, Supt. of Kensett Schools
Earl W. Hall, Editor, Mason City Globe Gazette; Member, State Board of Ed.
R. B. Irons, Supt. of Schools
Marie Kober, Prin., McKinley School
A. G. Krager, Prin., Roosevelt Junior H.S.

Memphis, Tenn. ..... WREC
Roy Wooten

Meridian, Miss. ..... WCOC
Mrs. W. D. Gavin

Miami, Fla ..... WQAM
Norman MacKay

Milwaukee, Wis. ..... WISN
Woods Dreyfus

Minneapolis, Minn. ..... WCCO
Max Karl
Tracy F. Tyler, Assoc. Prof. of Ed., U. of Minn.

Missoula, Mont. ..... KGVO
King Harmon
Ira B. Fee, Supt. of Schools
Freeman Daugherty, Dean, School of Ed., Mont. State U.
Mrs. Margaret Hayes, Supt. of Missoula Co. Schools
Edna Mann, Head of History Dept., Missoula Co. H.S.

Montgomery, Ala. ..... WCOV
Mrs. Evelyn B. Robinson

Nashville, Tenn. ..... WLAC (W4XA)
Paul Oliphant
W. A. Bass, Supt. of Schools
S. H. Binkley, Supervisor, Davidson Co. Schools
C. L. Brockett, High School Super., Davidson Co. Schools
L. G. Derthick, Asst. Supt. in Charge of Instruction, Nashville
W. C. Dodson, Supt., Davidson Co. Schools
Mrs. Paul Dunn, Vice Pres., Tenn. P.T.A.
Mrs. Delbert Mann, Secy., Nashville Board of Ed.; Recording Secy., Tenn. P.T.A.
Dr. M. L. Shane, Consultant, Audio-Visual Ed. Program, Demonstration School, Peabody College
L. J. Willis, Gen'l Elementary Super. of Schools

New Orleans, La. ..... WWL
Alfred J. Bonomo
Mrs. Camilla Best, Dept. of Visual Aids, State Dept. of Ed.
Lucille Bostick, Principal, Walter C. Flower School
Dr. J. W. Bruillette, Asst. State Super. of Elementary Schools
Mrs. Ray I. Fitzgibbon, Pres., Cooperative Club
Mrs. Ralph Levey, Pres., New Orleans P.T.A.
Rev. Edward C. J. Prendergast, Supt. of Parochial Schools, Archdiocese of New Orleans
Rev. James F. Whelan, Head of Dept. of Ed., Loyola U.

American School of the Air

New York, N. Y. ..... WABC
Sterling Fisher

Dr. Regina C. M. Burke, Assn. Supt., N.Y.C. Public Schools
Max J. Herzberg, Chmn., National Council of Teachers of English.
James MacAndrew, Coordinator of Radio in Station WNYE, N.Y.C. Board of Ed.
Jane Monahan, Chmn., Radio Committee, Dept. of Elementary School Principals, N.E.A.
Dr. Beryl Parker, Assn. Prof., Dept. of Elementary Ed., N.Y.U.
Frederick L. Redefer, Exec. Secy., P.E.A.

Oklahoma City, Okla. ....KOMA
Catherine Cunningham

Mrs. J. D. Armor, Pres., Oklahoma City Council, P.T.A.
C. M. Howell, Secy., Okla. Ed. Assn.
Florette McNeese, Dir. of Curriculum, Oklahoma City Schools
R. R. Robinson, Pres., Central State Teachers' College

Omaha, Neb. ..... KOIL
R. Bruce Wallace

Orlando, Fla. ..... WDBO
Bill McBride

Parkersburg, W. Va.....WPAR
Melva Chernoff

John A. Davis, Jr.
Judd Dudley
Mrs. O. W. Sammons
Gobel Stanley
Betty Storck
H. L. White

Philadelphia, Pa. ..... WCAB
(Short Wave)
Harry Marble

Phoenix, Ariz. ..... KOY
Dick Johnson

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Pittsburgh, Pa. ..... WJAS
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Americans at Work

ECONOMIC GEOGRAPHY • OCCUPATIONAL GUIDANCE
SOCIAL STUDIES

MIDDLE AND UPPER ELEMENTARY GRADES AND JUNIOR HIGH SCHOOLS

Scripts Written by A. Murray Dyer, CBS Staff Writer
Presented in cooperation with the National Education Association

Raw Materials of Industry

Oct. 7 ..... Wool	Oct. 28 ..... Quinine	Nov. 25 ..... Rubber
14 ..... Lumber	Nov. 4 ..... Oil	Dec. 2 ..... Cotton
21 ..... Furs	18 ... Hemp & Sisal	9 ..... Newsprint

Foods

Dec. 16 ..... Coffee	Jan. 20 ..... Grain	Feb. 10 ..... Cocoa
Jan. 6 ..... Nuts	27 ..... Sugar	17 ..... Cattle
13 ..... Bananas	Feb. 3 ... Citrus Fruits	

Minerals

Feb. 24 ... Gold & Silver	Mar. 17. Precious Stones	Apr. 7 ..... Nitrates
Mar. 3 ..... Coal	24 ..... Tin	14 ..... Aluminum
10 ..... Iron	31 ..... Copper	

Review

Apr. 21 ..... Pan-American Resources

Introduction

Americans At Work is the story of how people make their livelihoods supplying and fabricating the principal commodities of the Western Hemisphere.

In addition to being of value in the subject fields mentioned above, the series will aid students of Spanish, Portuguese and French in gaining a picture of the people who use these languages in the New World. Students of English and Romance literature will find the programs good background for readings about the Americas.

Program Outlines

In the following pages, each program is titled by the commodity it deals with. Briefly it is stated: (1) why the commodity is important to us, (2) where in the Americas it is chiefly found, (3) what it is used for, and (4) what workers are engaged in making it available.

Activities and Preparation

It is suggested that the teacher and the class relate the programs as far as possible to their own community and their own lives. Discover why each commodity is important to you personally. In how many different forms do you use it?

Some of these commodities are produced in your very community. As a class, or in groups, visit the farm, mine, well, mill, ranch or warehouse. Some commodities may be used as raw materials for industries in your community. Visit the factory, mill or plant, or the artisan, furrier, baker, coal dealer, newspaper, and so on.

The entire class can then discuss the commodity as outlined in these pages and find out what importance it has in the economic life of the community.

Suggested Reading

Reading lists have been prepared for each program. Here will be found the story of the commodity in the United States and in the other Americas. Your public library will be glad to help you find the reading matter you want. Through the cooperation of the American Library Association, the Teacher's Manual will be found in many of the member libraries, who will endeavor to keep a reserve shelf of books suggested for the week.

Listening

Preparation is highly important to intelligent listening. It will be found that students know a good deal about the commodities and their uses even with-

out special preparation. But whatever study or activity precedes the broadcast will naturally enhance the value of the radio program. The story of each commodity and its workers is so broad that it might well be the subject of a number of programs. Within its limited time the broadcast will attempt to explore and dramatize the commodity and its place in our lives. For every minute of preparation the student brings to the broadcast, the broadcast will take on added significance.

Follow-up

Preparation with facts—listening with a purpose—and then, follow-up discussion. This last step relates the particular to the general: the commodity to the industry, the community to Pan America, the life of the student to the economic life of "Americans At Work."

Questions for study are:

What does the commodity mean to you? What would you do if you couldn't get it? Could you use more of it? Is it produced in your community? If your community stopped producing it, what would happen to the industry as a whole? Is it used in industry in your community? If it were not available or if prices rose, what would be the effect upon your community, and upon the entire industry? What jobs does this commodity make possible? Do you want one of them? What preparation do you need to get one?

1. Wool

October 7

Even today in an age of synthetic fabrics Man has not been able to discover an efficient substitute for wool. In Argentina and on the Western Plains of the United States hundreds of sheep ranches raise thousands of sheep whose wool is dispatched to the great trading centers of Buenos Aires and Boston. There, dealers handling millions of dollars in terms of raw material sell the wool to textile mills employing thousands of skilled workers who furnish garment manufacturers with cloth we eventually buy in clothing stores throughout the Western Hemisphere.

2. Lumber

October 14

Many of the things we need and use are made of wood: from the shingle roof to the hardwood floor, from your dining-room table and chairs to your desk at school. There are two basic kinds of wood: hardwoods, such as mahogany; and soft woods, such as the white and yellow pines. The story of the furniture in our home begins in the forest with the lumberjack, continues with the worker in the lumber mill, the cabinet-maker in the furniture factory and the salesman in the department store.

3. Fur

October 21

Fur is important in our studies historically as well as commercially. The trappers and trading-posts in the early search for pelts played vital roles in colonizing the New World. In the Western Hemisphere, northern and northwestern Canada are today the natural home of many animals that supply the furs of fashion, such as fox, wolf, seal, beaver, mink. Brazil and the Andean countries supply their share of furs including nutria, leopard cat, and chinchilla. Workers engaged in the fur industry include the trappers, hunters and traders, the commercial buyers, stylists and furriers, and the mannequins who model beautiful fur coats.

4. Quinine

October 28

Quinine is the most important drug known to medical science in its fight against malaria. In the United States alone an estimated four million persons annually are victims of this disease. This drug is also important in the care of influenza and the common cold. Quinine comes from the bark of the cinchona tree. Although its principal source today is the island of Java, in Netherland India, quinine was discovered in northwestern South America and efforts are now being made to reestablish its production there. This small but vitally important industry includes the plantation worker, the scientist, the chemist in the laboratory, the druggist, and your family physician.

5. Oil

November 4

Oil is the most important single source of power in the world today. In the Americas, it is found chiefly in the United States, Mexico, Venezuela, and Argentina. From these wells it goes to the refineries where it is processed to serve the needs of automobiles, steamships, railroads, farm machinery, and dwellings. The industry includes such workers as the geologist, the oil engineer, the driller, the scientist, the gasoline station attendant, the truck driver, the seaman on the oil tanker.

6. Hemp and Sisal

November 18

When you tie up a bundle, fill a burlap bag or swing in a hammock, you are probably using hemp. From hemp we get twine, rope, burlap, carpet warp and many other products of daily use. In the Americas, hemp comes principally from the United States, Brazil and Chile. Sisal, a variety of hemp, is found in southern Mexico, Central America and the West Indies. In the production of hemp we find the farm workers, fibre extractors and workers in the manufacture of such products as twine, rope, bags, carpets and sails.

7. Rubber

November 25

Rubber has a thousand and one uses in our daily life, from the erasers on our pencils to tires on our cars. The world's first source of rubber was the Amazon Basin in Brazil. But this jungle empire of wild rubber lost its import-

ance and dwindled when rubber was scientifically cultivated in plantations of the British Empire. But today the rubber plantations of Brazil are regaining their importance. The sap of the rubber trees is tapped and cured on the plantation and shipped to the industrial centers of the world. Its production includes the rubber worker, the plantation owner, the processor and the industrial manufacturer.

8. Cotton

December 2

Day and night cotton is always near us in one form or another whether it be a handkerchief, a bed sheet, or the fabric in our automobile tires. The greatest American source of cotton is the Southern United States. Brazil's cotton crop is increasing each year. Cotton is also grown in Peru, Argentina, Chile, and Mexico. After cotton is picked, it is ginned (the seeds are removed) and baled for shipment to the cotton textile mills. Its production involves the plantation owner and the cotton picker, the ginner, the cotton broker, the textile manufacturer and operator, and the retailer who sells us our finished product.

9. Newsprint

December 9

One edition of our morning newspaper represents acres of forest—perhaps in Northwestern Canada from which more than 83 percent of the newsprint used in the United States comes. Vast forests in the United States have been used for wood pulp, and the waste land today requires reforestation. The production of newsprint begins at the lumber camp and carries us through the paper mill and the city newspaper. Lumberjacks, mill workers, shippers, printers and finally news boys on the street are among those taking part in its story.

10. Coffee

December 16

The cup of coffee on our breakfast table is a symbol of the economic and cultural closeness between the United States of America and the United States of Brazil. Fifty-four percent of all the coffee exported from Brazil is used in the United States. Brazilian coffee may be blended with other types, principally from Colombia, El Salvador, Guatemala and Mexico. Workers who take part in supplying us with coffee are the plantation owner and his thousands of field workers, the shippers of coffee, the international coffee brokers, the blenders, the tasters, the wholesalers, and finally the clerk in our neighborhood store.

11. Nuts

January 16

One of the most concentrated foods we know is the nut. Among the many kinds grown in the Americas are the Brazil nut, chestnut, acorn, walnut, pecan, and almond. Although the peanut is really a tuber, it is treated in this broadcast because it is handled as a nut commercially. The ordinary dietary uses of peanuts are known to all. Experiments by the Negro botanist, Dr. George Washington Carver, have revealed 285 new uses of the peanut both

as a food and as a commercial commodity. Some of the workers who help bring the peanut to us are the farmer, the packer, the candy maker and the peanut-vendor.

12. Bananas

January 13

Bananas are among the favorite fruits of the people of the United States. To the people of several of the Central American lands that supply them, bananas are a means of making a living. A large banana plantation covers mile after mile and employs thousands of manual workers, hundreds of overseers, checkers, shippers, and office workers. Thousands of other workers man the banana ships, bring the fruit to market and sell it at fruit stands and grocery stores.

13. Grain

January 20

The early European colonizers of the Americas brought from Europe wheat, rye, oats and barley, which they planted in the New World. Here they discovered grain of the Americas: maize or corn. Argentina, Canada, Chile and the United States are the great growers of wheat; Argentina and the United States, of corn. People who make a living supplying us with wheat and corn are the small homestead farmer, the great wheat or corn grower, the migratory worker, the commodities broker, the miller, the baker, and the manufacturer of prepared breakfast cereals.

14. Sugar

January 27

Sugar not only tastes mighty good but is the quickest supplier of food energy we know. There are three chief sources of sugar, sugar cane, sugar beets, and sugar maple trees, of which the first two are the more important commercially. The broad cane sugar plantations of the tropical Americas, such as Cuba, Venezuela and Puerto Rico, and the beet farms of southwestern United States supply jobs for hundreds of thousands of farmers and migratory workers, longshoremen, stevedores, shippers, brokers, sugar refinery workers and confectioners.

15. Citrus Fruit

February 3

Citrus fruit, the orange, lemon, lime, tangerine and grapefruit, is one great source of Vitamin C which prevents scurvy and is essential for strong, healthy bones and teeth. These fruits come from the warmer climates, such as the Caribbean area. In the United States citrus fruits are produced principally in Florida, Texas and California. Brazil is the largest producer in South America. Workers engaged in bringing us citrus fruit include the planter, the migratory worker, the packer, the grocery jobber, the distributor and the clerk at our local soda fountain.

16. Cocoa

February 10

Our chocolate candy and breakfast cocoa begin their story on the cacao plantations of Equatorial America. Brazil is America's largest producer of the cacao-bean. As in the broadcast on coffee, we show that the cacao workers include plantation owner and farmhand, shipper, commodity broker and

grocer, and, in addition, the confectioner.

17. Cattle
February 17

From the cowboys of the Old Chisholm Trail to today's cattle empire, from Martin Fiero, the traditional Argentine gaucho, to the cattle kingdom of the Pampas, the cattle industry writes a dramatic page in American history. The principal products of the industry are beef and hides. Dairy products are a related industry. Workers who bring us our beef include the rancher, cowboy, the workers in the slaughter and packing houses and those in refrigeration trains and butcher shops.

18. Gold and Silver
February 24

Gold and silver are two of the precious metals of the artisan, and are also bases for national currencies. The early explorers in the Americas sought these treasures, and their discoveries created rushes of immigration to the Spanish colonies, just as the later discovery of gold started gold rushes to California in '49, to the Yukon, Venezuela, Brazil. Today these metals are mined in nearly every American nation. Workers in precious metals include the prospector, geologist, miner, assayer, refiner, mint employee, and craftsman.

19. Coal
March 3

Modern industry depends upon a supply of two essential commodities, iron and coal. In the United States, the principal industrial nation of the Americas, coal is found in more than thirty states. The chief producers of bituminous coal are Pennsylvania, West Virginia, Illinois, Kentucky, Ohio and Alabama; while Pennsylvania is the chief producer of anthracite. Workers in this industry include miners, coke and gas manufacturers, railroad and barge shippers, and your neighborhood coal dealer.

20. Iron
March 10

Iron is the industrial partner of coal. From iron we make steel and the tools of industry, farming and transportation. The chief iron producing regions of the Americas are the Rocky Mountain, Appalachian, and Great Lakes areas of the United States, and Chile and Newfoundland. Those who make available these essential commodities include the various workers in the mines, in the iron and steel mills, and in the factories producing tools and implements.

21. Precious Stones
March 17

We usually think of a sparkling diamond or sapphire as a piece of jewelry. Of equal importance, however, are the commercial uses of these precious gems. Because of their durability, diamonds are used for drills and abrasives and sapphires in the bearings of watches. In the Americas, diamonds are found in Brazil, sapphires in the U. S. State of Montana. Another precious stone of the Americas, the emerald, comes from Colombia. People

engaged in bringing us diamonds and other gems include the prospector, the miner, the stone-cutter, the jewel broker, the jeweler-artisan and the industrialist.

22. Tin
March 24

While we may think that the most common uses of tin are for tin cans and tin foil, the metal is also essential in the making of bronze and other alloys needed in the automobile, the airplane and the electrical industries. Bolivia, which produces about one-fifth of the world's supply, is the only substantial tin producer in the Americas. Small deposits have been found in Alaska, Canada, Mexico and Argentina. Workers important in tin production include the geologist, miner, tinsmith, and those in the tin plate and alloy industries.

23. Copper
March 31

The light by which we do our homework, the telephone by which we call our friends, are only two of the powerful servants at our command because we have copper. United States is the world's greatest producer of copper. Second is Chile. In the Americas next come Canada, Mexico and Peru. Workers in copper industries are similar to those in the production of tin.

24. Nitrates
April 7

Vital to the production of explosives and fertilizer are the natural nitrates mined in northern Chile. Thousands of years ago these barren mountains were the bed of the ocean. Nitrates are also made artificially from the nitrogen in the air. People who make their living because of nitrates are those working in the nitrate mines, the chemist and manufacturer of artificial nitrates, the farmer, and the manufacturer of gun powder and dynamite.

25. Aluminum
April 14

The ore from which we get aluminum is bauxite. Aluminum is one of the most important known minerals because of its lightness, strength, conductivity and heat resistance. Aluminum is produced largely in the United States, though bauxite is available freely in many parts of the world. Argentina is a noted American producer of aluminum. This metal is used in thousands of products from kitchen pots and pans to streamlined airplanes. Among the workers who bring it to us are the geologist, the miner, millworker, fabricator, and clerk in the hardware store.

26. Pan-America
April 21

In these programs we have studied many of the most important commodities of the Western Hemisphere. We have seen how they are the natural riches of the Americas, how they are necessary to our daily lives, and how the production of them offers a means of livelihood to American workers. This last program of the series will emphasize the interdependence of the Americas as their needs are answered by raw materials and manufactured products.

Suggested Reading

In order that the students may gain a comprehensive idea of where the commodities native to the Americas come from and of what importance they are to American economy and culture, it is suggested that the following general bibliography be made available either in the school library or the public library.

1. A good commercial atlas, containing political maps of the Americas, and indicating trade routes and commodity production areas. 2. Books on economic geography, for both beginners and advanced students. 3. Books, pamphlets and magazine articles describing major industries. 4. Social study literature on working conditions and living standards throughout the Americas.

The following specific titles will be found helpful.

1. *World Resources and Industries:* Erich W. Zimmerman; Harper, 1933, $5.00. 2. *The International Distribution of Raw Materials:* Herman Kranold; Harper, $3.50. 3. *Men and Resources:* J. Russell Smith; Harcourt, Brace, 1939. 4. *Exploring Geography:* Casner and Peattie; Harcourt, Brace, 1937. 5. *America's Treasure:* W. Maxwell Reed; Harcourt, Brace, 1939, $3.00. 6. *Our Economic Society and Its Problems:* Hill & Tugwell; Harcourt, Brace, 1937. 7. *Commodities of Commerce Series:* Pan American Union, Washington, D. C., 5¢ each. Illustrated booklets on such subjects as: Alpacas, Asphalt, Bananas, Cattle and Pampas, Chicle, Coal and Iron, Coca (Cocaine), Cocoa, Cocoanuts, Coffee, Nitrate, Oils and Waxes, Pearls, Quebracho Forests, Rubber, Sugar, Tagua, Tanning Materials, Tin, Wool, Yerba Mate. 8. *South American Handbook, 1940:* Howell Davies, editor; H. W. Wilson Co., 1940, $1.00. Detailed information for each Latin American country, on nearly every topic of *Americans at Work.* 9. *Geography of Latin America:* Fred A. Carlson; Prentice-Hall, 1936, $5.00. 10. *Ores and Industry in South America:* Rain and Read; Harper, 1934. The minerals of each nation. 11. *Whither Latin America:* Frank Tannenbaum; Crowell, 1934. 12. *Raw Material Resources of Latin America:* Howard J. Trueblood; Foreign Policy Reports, Vol. 15, No. 10, Foreign Policy Association, New York, 1939, 25¢. 13. *Foods America Gave the World:* A. Hyatt Verrill; L. C. Page Co., 1939, $3.00. 14. *United States at Work:* Martin and Cooper; D. C. Heath, 1938, $1.96. 15. *Industrial America:* Arthur Pound; Little, Brown, 1936, $2.50. 16. *Agriculture in Modern Life:* Baker, Borsodi and Wilson; Harper, 1939, $3.50. 17. *Revolution in Land:* Charles Abrams; Harper, 1939, $3.00. 18. *Vocations for Girls:* Lingenfelter and Kitson; Harcourt, Brace, 1939, $2.50.

Additional titles are suggested under specific subjects.

2. LUMBER

Lumber—Its Manufacture and Distribution: Ralph C. Bryant; John Wiley & Sons, 1938, $5.00. *From Forest to Woodworker:* Noble and Everill; Bruce Publishing, 1938, $1.75. *Forestry and Lumbering:* Perry and Slauson; Longmans, Green, 1939, $1.50.

3. FUR

Furs and the Fur Trade: John C. Sachs; 3rd Edition, Pitman, New York, $1.00. *Beaver, Kings, and Cabins:* Constance L. Skinner; Macmillan, 1933, $2.50. *Sparks from a Thousand Campfires: Days and Nights with the Fur Traders:* Merlin M. Ames; Webster, 1937, 96¢ (juvenile).

4. QUININE

"Cinchona—Quinine to You!": Fortune, Feb. 1934. *Quinine in South America:* No. 24, Commodities of Commerce Series, Pan American Union, Washington, D. C., 5¢.

5. OIL

Petroleum: The Story of an American Industry. American Petroleum Industry, 50 W. 50th St., New York City, 1935, 15¢. *Rise of American Oil:* Leonard M. Fanning; Harper, 1936, $2.50. *Birth of the Oil Industry:* P. H. Giddens; Macmillan, 1938, $3.00. *This Fascinating Oil Business:* M. W. Ball; Bobbs-Merrill, 1940, $2.50. *"Incredible Barco; Picture Album of High Adventure in Colombian Oil": Fortune,* 21: 76-83, March 1940. *"Petroleum in Argentina": Bulletin of the Pan American Union,* 72: 20-26; January 1938. *Men and Oil:* Robert B. Weaver; Univ. of Chicago Press, 1938, 25¢.

6. HEMP

"New Billion-Dollar Crop": Popular Mechanics: 69:238-39, 144A-145A; February, 1938.

7. RUBBER

Romance and Drama of the Rubber Industry: Harvey S. Firestone, Jr.; Firestone Tire and Rubber Co., Akron, Ohio, 1932. Gratis. *Rubber Industry of the United States, 1839-1939:* U. S. Dept. of Commerce, Bureau of Foreign and Domestic Commerce, Trade Promotion Series 197. Government Printing Office, Washington, D. C., 1939, 10¢. *Rubber: Some Facts on Its History, Production, and Manufacture:* P. W. Barker; Bureau of Foreign and Domestic Commerce, U. S. Dept. of Commerce, Washington, D. C., 1938, 5¢. *Jungle:* Ferreira de Castro; a tale of Amazon rubber-tappers; trans. from Portuguese by Charles Duff; Viking Press, 1935.

8. COTTON

Cotton: Harry Bates Brown; McGraw-Hill, 1938, $5.00. *Story of King Cotton:* Harris Dickson; Funk and Wagnalls, 1937, $2.50. *Heritage of Cotton: the Fibre of Two Worlds and Many Ages:* Morris De C. Crawford; Grosset and Dunlap, 1938, $1.95. *"Cotton Industry in Peru": Bulletin of the Pan American Union,* 71:903-10; Dec. 1937. *Cotton Book:* William C. and Helen S. Pryor; Harcourt, Brace, 1936, $1.00. *Story of Cotton:* Dorothy Scarborough; Harper, 1933, $1.25.

9. NEWSPRINT

Story of News Print Paper: News Print Service Bureau, 342 Madison Ave., New York City, 1936, $1.00. *Romance of Paper:* Warren B. Bullock; Badger, 1933, $2.00. *Story of Paper:* Harry J. Shumway; Penn, 1932, $1.50.

10. COFFEE

Coffee: The Epic of a Commodity: Heinrich E. Jacob; trans. from German by Eden and Cedar Paul; Viking Press, 1935, $3.50. *Trip to Brazil:* William H. Ukers; "Little Journey Series," Tea and Coffee Trade Journal Co., 79 Wall St., New York City, 1935, 50¢. *"As Sao Paulo Grows: Half the World's Coffee Beans Flavor the Life and Speed the Growth of an Inland Brazil City": National Geographic Magazine,* 75:657-88, May 1939. *Volcanoes in the Sun:* Melicent H. Lee. Two Guatemalan Indian children on a coffee plantation. Crowell, 1937. $1.50.

11. NUTS

Foods America Gave the World: A. Hyatt Verrill; L. C. Page and Co., 1939, $3.00.

12. BANANAS

Story of the Banana: United Fruit Co., Educational Department, Boston, Mass., 1936. *Social Aspects of the Banana Industry:* Charles D. Kepner; Columbia Univ. Press, 1936. *Banana Empire: A Case Study of Economic Imperialism:* Kepner and Soothill; Vanguard, 1935, $2.00. *Jungle Gold:* R. E. Beach; Farrar and Rinehart, 1935. Founding a plantation in Honduras.

13. GRAIN

Foods America Gave the World: A. Hyatt Verrill. *Let's See South America:* Anna Witherspoon; Southern, 1939, $1.20. *Grain Through the Ages:* Hallock and Wood, School Health Service, Quaker Oats Co., 141 W. Jackson Blvd., Chicago, 1933, 10¢.

14. SUGAR

Romance of Sugar: Henry V. Knaggs; Bruce Humphries, 1931, $1.00. *"American Cane Sugar Refining Industry": Facts About Sugar,* 33:25-31, July 1938.

15. CITRUS FRUITS

Foods America Gave the World: A. Hyatt Verrill. *"Exports and Imports of Fruit in Argentina": Bulletin of the Pan American Union,* 72:371, June 1938.

16. COCOA

Cocoa: Commodities of Commercial Service 18, Pan American Union, Washington, D. C., 1937, 5¢. *Foods America Gave the World:* A. Hyatt Verrill.

17. CATTLE

Trampling Herd; the Story of the Cattle Ranger in America: P. I. Wellman; Carrick and Evans, 1939, $3.00. *Cattle, Cowboys and Rangers:* Raine and Barnes; Grosset and Dunlap, 1936, $1.00. *Let's See America:* Anna Witherspoon.

18. GOLD AND SILVER

Pay Dirt: A Panorama of American Goldrushes: G. C. Quiett; D. Appleton-Century, 1936, $4.50. *Mineral Industry in Alaska in 1937:* P. S. Smith; Bulletin 910-A, U. S. Geological Survey, Government Printing Office, Washington, D. C., 1939. *Midas of the Rockies: the Story of Stratton and Cripple Creek:* Frank Waters; Covici Friede, 1937, $3.00.

19. COAL

History of the Basic Trades; Book 1, Coal, Iron, Steel: H. Kay; Macmillan, 1935.

20. IRON

History of the Basic Trades: H. Kay. *Story of Iron and Steel:* Donald G. Wilhelm; Harper,

1935, $1.25. *"Story of Iron and Steel in Brazil": Bulletin of the Pan American Union,* 72:590-99, October 1938.

21. PRECIOUS STONES

Story of Diamonds: Austin and Mercer; Chicago Jewelers' Association, 5 S. Wabash Ave., Chicago, 1935, $1.00. *Story of the Diamond:* Marcus and Co., 671 Fifth Ave., New York City, 1937, 50¢. *Story of the Emerald:* Marcus and Co., 50¢.

23. COPPER

"South American Copper": Commercial Pan America, No, 91:1-12, Dec. 1939, Pan American Union, Washington, D.C., 10¢. *Romantic Copper: Its Lure and Lore:* Ira B. Joralemon; D. Appleton-Century, 1934, $3.00.

25. ALUMINUM

Aluminum: Its History, Metallurgy, and Uses: D. B. Hobbs; Bruce Publishing Co., 1938, $3.00.

Suggested Films

1. WOOL

Farm Animals: Includes care of sheep. 10 min.; 16 and 35mm sound. *Grassland:* Soil conservation on arid southwest grazing lands. 10 min.; 16 and 35mm sound. *Range Sheep:* Feeding, care, shearing. 15 min.; 16mm silent. *Woolen Goods:* Sources of wool, carding, spinning, dyeing, etc. 15 min.; 16mm silent. *Woolen Industry:* Development of woolen cloth. 15 min.; 16mm silent. *Woolen Yarn:* From shearing to manufacturing cloth. 1 reel; 16 and 35mm silent.

2. LUMBER

Logging Along: A lumber camp. 1 reel; 16mm sound. *Lumbering in the Pacific Northwest:* Sawing, drying, planing, sorting, shipping. 15 min.; 16mm silent. *Romance of Mahogany:* From tropical jungle to lumber and veneer. 45 min.; 16mm silent. *The River:* The Mississippi. 31 min.; 16 and 35mm sound. *Sawdust:* New process of sawdust into plaster produces new products. 15 min.; 16mm silent. *Timber:* California pines. 1 reel; 16 and 35mm silent. *Trees and Men:* Logging and reforestation, Pacific Northwest; the westward march from 1850. 44 min.; 16mm sound.

5. OIL

Evolution of the Oil Industry: 60 min.; 16 and 35mm silent. *Petroleum and Its Products:* From past geological ages to modern production. 12 min.; 16mm sound. *Producing Crude Oil:* 15 min.; 16mm silent. *Refining Crude Oil:* 15 min.; 16mm silent. *Story of Gasoline:* 30 min.; 16 and 35mm silent. *Story of Lubricating Oil:* Manufacture; importance to machinery. 30 min.; 16 and 35mm silent. *Black Gold Beyond the Rio Grande:* Mexican Oil Industry. 20 min.; 16 and 35mm silent or sound. *Pete Roleum Pete:* Animated cartoon. 35 min.; 35mm. *Black Gold:* Oil fields of Texas, and man's struggle against earth's defenses. 6 reels; 16mm sound.

6. HEMP

Two Ends of a Rope: Cutting Albaca or Manila Hemp, preparing for market. 4 min.; 16mm silent. *The Hemp Industry:* Cultivation, manufacture of by-products. 15 min.; 35mm sound.

7. RUBBER

Five Races: Five races who live and work in Malaya. 30 min.; 16mm sound. *Raffles and Rubber:* On Singapore Island. 10 min.; 16 and 35mm silent. *Romance of Rubber:* Plantation in Sumatra. 2 reels; 16mm silent. *Safeguarding the Speechways:* Manufacture of rubber covered wire for telephones. 24 min.; 16 and 35mm sound. *Wonder World of Chemistry:* duPont chemical lab.; man-made rubber. 22 min.; 16 and 35mm sound.

8. COTTON

King Cotton: History of industry; modern research. 10 min.; 16 and 35mm sound. *Land of Cotton:* From seed to fabric. 1 reel; 16 and 35mm silent. *Sam Farmer's Cotton:* Human interest and best practices. 31 min.; 16 and 35mm sound. *Within the Gates:* Picking cotton; making thread, cloth; shipping; retail sale. 30 min.; 16 and 35mm silent. *Cotton, from Seed to Cloth:* Production around the world. 30 min.; 16 and 35mm silent. *Civilization's Fabric:* Manufacture. 25 min.; 16 and 35mm silent. *Conductor:* Transformation of Rocky Mt. raw copper. Southern cotton, Brazilian rubber, Japanese silk, into lamp cord. 1 reel; 16 and 35mm silent. *Our Inland Waterways:* Transportation, and Mississippi plantations. 35 min.; 16mm sound. *The River:* Mississippi. 31 min.; 16 and 35mm sound. *Sharecroppers:* Economic conditions; crisis in cotton. 7 min.; 16mm sound. *Negro Farmer:* Federal and State Extension Service work among Southern negroes. 30 min.; 16 and 35mm sound.

10. COFFEE

Behind the Cup: From planting to cup. 30 min.; 16 and 35mm silent. *Coffee:* Growing, hulling, cleaning, shipping, etc. 15 min.; 16mm silent. *Coffee—from Brazil to You:* 20 min.; 16 and 35mm sound. *Jerry Pulls the Strings:*

Film of puppet plays on coffee. 45 min.; 16mm sound.

11. NUTS

Peanuts: Plowing, planting, harvesting, etc. 15 min.; 16mm silent. *Mr. Peanut and His Family Tree:* Cartoon, growth of plant. 2 min.; 16mm silent.

12. BANANAS

About Bananas: The industry. 15 min.; 16mm silent. *Story of Bananas:* Central America. 20 min.; 16 and 35mm sound. *High Roads of Guatemala:* Coffee and banana plantations; native life and costumes; Spanish and Mayan ruins. 75 min.; 16mm silent.

13. GRAIN

Day of Threshing Grain: In United States. 14 min.; 16mm silent. *Wheat Farmer:* Midwestern family life. 11 min.; 16 and 35mm sound. *Michigan Winter Wheat:* Showing farm implements. 15 min.; 16mm silent. *Our Daily Bread:* Evolution of industry. 1 reel; 16 and 35mm silent. *Loaf of Bread:* Harvesting, milling, baking. 15 min.; 16mm silent. *Good Foods—Bread and Cereals:* Feeding animals and men with grain. 8 min.; 16mm silent. *Our Daily Bread:* Cartoon; AAA farm program. 6½ min.; 16 and 35mm silent. *Corn, the Golden Grain:* Planting and cultivation; life cycle of plant. 15 min.; 16mm silent. *The Plow that Broke the Plains:* Saga of the U. S. Great Plains. 24 min.; 16 and 35mm sound. *And So They Live:* Typical one-crop American mountain community. 3 reels; 16 and 35mm sound.

14. SUGAR

Cane Fields of Calamba: Philippines. 15 min.; 16mm silent. *Island of Sugar:* 110,000 acres dense forest become modern plantation and world's largest sugar mill. 1 reel; 16 and 35mm silent. *Canada's Maple Industry:* 10 min.; 16 and 35mm silent. *Sugar:* Reconstruction in Virgin Islands. 21 min.; 16 and 35mm sound. *Sugar Cane:* History in U. S. 21 min.; 16 and 35mm sound. *Cane Sugar:* Planting and processing; uses. 5 min.; 16mm sound. *Vermont's Maple Industry:* 30 min.; 16mm silent.

15. CITRUS FRUIT

Golden Journey: Oranges and lemons in California. 15 min.; 16mm silent. *Orange Packing:* 11 min.; 16mm sound. *Grapefruit:* In British Honduras. 1 reel; 16mm sound.

17. CATTLE

Prize Calf: A boy cares for a prize beef calf. 5 min.; 16mm sound. *Cattle:* And cowboys. 15 min.; 16mm silent. *Animals in Modern Life:* Animal uses. 10 min.; 16 and 35mm sound. *Argentine Prairies:* Meat production. 27 min.; 35mm sound. *Cattle of the Polled Angus in Rio Grande do Sul:* Southern Brazil. 15 min.; 35mm sound.

18. GOLD AND SILVER

Gold: Hydraulic mining in Alaska; use of gold in dentistry, jewelry, coins, etc. 15 min.; 16mm silent. *Unlocking Canada's Treasure Trove:* 5 reels; 16mm sound. *Royal Mint:* Ottawa, Canada. 1 reel; 16mm sound. *The Gold and Diamond Mines of Matto Grosso:* Brazil. 10 min.; 35mm sound. *Mining in Colombia:* Muzo emerald, salt, gold mines; stamp mill. 16 and 35mm silent. *Sutter's Gold:* California under 4 flags. 8 reels; 16mm sound. *Silver:* Important uses. 15 min.; 16mm silent. *Silversmith:* Filmed in cooperation with Museum of Fine Arts, Boston. 30 min.; 16 and 35mm silent.

20. IRON

Iron and Steel: Strip mine, blast furnace, smelter. 12 min.; 16mm sound. *Iron Ore to Stoves:* 30 min.; 16mm silent. *Making a V-type Engine:* Unloading ore boats, storage, building molds, machining, etc. 30 min.; 16 and 35mm silent. *Making of Wrought Iron:* Samuel Yellin making a section of a grille. 9 min.; 16 and 35mm silent.

21. PRECIOUS STONES

Diamonds in the Rough: South Africa. 1 reel; 16mm sound. *The Gold and Diamond Mines of Matto Grosso:* see No. 18. *Mining in Colombia:* see No. 18.

22. TIN

Tin: From Federated Malay States mines to U. S. factories. 15 min.; 16mm silent.

23. COPPER

Copper Leaching and Concentration: Preparation of ore for the smelter. 15 min.; 16 and 35mm silent. *Copper Mining in Arizona:* 45 min.; 16 and 35mm silent. *Copper Refining:* 15 min.; 16 and 35mm silent. *Copper Smelting:* 15 min.; 16 and 35mm silent. *Men and Dust:* People of the Tri-State area, Kansas, Missouri, Oklahoma. 17 min.; 16mm sound.

24. NITRATES

Nitrate Industry in Chile: Mining, transportation, refining, shipping, use. 1 reel; 16mm silent.

25. ALUMINUM

Aluminum—Fabricating Processes: 30 min.; 16 and 35mm silent. *Aluminum—Mine to Metal:* 30 min.; 16 and 35mm silent.

Wellsprings of Music

MUSIC AND SOCIAL STUDIES

UPPER ELEMENTARY GRADES, JUNIOR AND SENIOR HIGH SCHOOLS

William Fineshriber, CBS Staff Producer-Director
Julius Mattfeld, Director, CBS Music Library.
Folk Music programs: Alan Lomax, Assistant in Charge of the Archive of American Folk Music of the Library of Congress, with guest folk musicians.

Art Music programs: Columbia Concert Orchestra, Bernard Herrmann conducting; Philip James, Director of Music Department, New York University, commentator.

Folk Music programs presented in cooperation with the Archive of American Folk Song of the Library of Congress, and the entire series with the National Education Association.

FOLK MUSIC

Oct. 8: Games and Play Parties
22: Square Dances

Nov. 12: Songs of Make-Believe
26: Animal Songs

Dec. 10: Lyric Songs

Jan. 7: British Ballads in America
21: Voyageur Songs

Feb. 4: Songs of the Vaqueros
18: Negro Spirituals

Mar. 4: Negro Work Songs
18: Sailor Songs

Apr. 1: Western Songs
15: Railroad Songs

ART MUSIC

Oct. 15: Music for Fun
29: Symphonic Dances

Nov. 19: Ballets and Fairy Tales

Dec. 3: Animal Fantasies
17: Lyric Music

Jan. 14: The Composer Looks Abroad
28: French-Canadian Music

Feb. 11: Latin-American Music
25: Religious Music

Mar. 11: Work Rhythms and Marches
25: Music of the Sea

Apr. 8: Music of the Plains
22: Music of Motion

Introduction

The purpose of this program is to mark out an exciting path along which children may be led to appreciation of music as an integral part of man's day-to-day living. The wellsprings of music, like those of the other arts, are human reactions to the world about us. They have their source in the things men do, see, think and feel, whether at work or at play.

To show the relationship between good music and the people who make it, this series combines two groups of thirteen programs each: one dealing with the folk music of the Americas; the other, on alternate weeks, with a part of the symphonic repertoire which will have a strong and immediate appeal to children.

In the folk song series, music will be shown in its vivid and intimate connection with basic human needs and ideas. This connection will be exhibited from various points of view: historical, social, geographic, functional, emotional and ideological. The children will be given an opportunity to participate in singing a number of American folk songs on each broadcast. By dramatization and informal narrative, certain fundamental socio-musical relationships will be established.

The parallel symphonic programs will deal with the same fundamental ideas as those which underlie the folk music broadcasts. The selections will be chosen according to the human activities with which they are connected: work, dancing, religion, story-telling, etc. Each pair of programs, the folk music and the art music, will belong to a single general category, and the children will be shown what art composers have done in the same field and working with the same ideas examined the previous week in the folk song broadcast. In order not to exceed the attention-span of the children, the symphonic repertory will be limited to relatively short pieces, and those which are related to the child's experience.

The concept basic to the entire series is that good music, whether the spontaneous product of the folk or the consciously elaborated work of the trained composer, is never a thing apart, but a result of man's experience and a common function of daily living.

Activities

An extensive study of last year's Folk Music of America series has shown that the educational worth of such a series as this one is largely dependent upon the preparatory and follow-up activities under the teachers' direction. It is of great educational importance that as many minutes as possible before and after each broadcast be devoted to activities relating to the program.

For the increasing number of teachers who are interested in integrating music with other subjects, abundant material for showing relationships between music and English, social studies, literature and folk dancing will be found in this series.

Teachers are encouraged to talk over the Manual with the librarian and the history or social studies teacher. Librarians will often be prepared to set up a "Folk Music Book Shelf" in the library. Stories, folk lore and historical material related to the broadcasts will do much to enhance their educational effectiveness.

It is of major importance that the program be clearly audible to every child in the classroom.

Preparatory Activities for Folk Programs

1. Mimeograph and distribute copies of the songs for the coming Folk Music programs, which appear in the Manual. Learn the songs before the broadcast. Sing them before the program begins. If it is impossible to mimeograph the song, write it on the blackboard. Each week a copy should be placed in a loose leaf note book.
2. Find an appropriate local person (a sailor, a cowboy, a Negro singer, a Mexican, etc.) to tell stories or sing songs which will put the students in a receptive mood for the broadcast they are about to hear.
3. Sing, with the pupils, other songs they know, and which are related to the subject matter of the broadcast.
4. Ask pupils to read, or to get stories from parents or grandparents, about the type of life to be dealt with. Have several reports to the class.
5. Costumes, pictures, song books, relics, photographs, and other articles of interest may be brought to the class to stimulate interest.

Follow-up Activities for Folk Programs

1. Have the students engage in free discussion of interesting points in the broadcast and write short critical summaries during a study hour. These summaries should be placed in the note book with the songs.
2. Some students will be interested in sketching their impressions of an interesting episode in the broadcast. Place these sketches in the note book.
3. Students may be interested in more extensive correlated reading. Ask

the librarian to put such material on the Folk Music shelf. Report these readings to the class.

4. Discuss the place of music in making every day more pleasant. Compare its function in former times and today.
5. Discuss reasons for the making of songs by untrained musicians. Seek out a dramatic incident in the life of a student and have the students write a ballad about it. Make verses to folk tunes on dramatic or humorous every-day incidents.
6. Conduct a community project for collecting folk songs in your locality. Interview farmers, teamsters, laborers, grandparents, "old timers". Have each person try to find a folk song which he can then teach to the class. These activities might lead to stimulating parent-teacher meetings and interesting assembly programs.
7. Write reviews of the programs for the school paper.
8. Discuss such questions as the following: What makes "good" music? Can the symphony programs and the folk music programs be equally good? Good for whom? Good for what purpose? What are the big differences between symphonic music and folk music? Will understanding one kind of music make the other more enjoyable? Why did the great masters know and use the folk music of their countries so extensively? Do both folk and symphonic music grow out of real life situations?

Preparatory Activities for Orchestral Programs

1. Find out what activities or situations titles of selections suggest. For example: What is the story of the traditional hornpipe of the British navy? Who will do a hornpipe and a Russian sailor's dance? (The gymnasium teacher will probably help.) What is the story of the Flying Dutchman? What are the steppes of Central Asia?
2. Help the students to get acquainted with the composers as people. Is there a story connected with compositions to be played? In a simple and interesting way the relationships between good music and real people may be shown, interpreting day-to-day living through their music.

Follow-up Activities for Orchestral Programs

1. Discuss the success with which the composer "said the thing he was trying to say."
2. Statements by the commentator may serve as bases for discussion of the composer and his environment.

3. Some music depicts a situation by actually imitating sounds from that situation. Other music suggests moods appropriate to the situation. In still other cases, the rhythm may be the important factor. Perhaps familiarity with a folk theme and the words that go with it is essential to "getting the idea" of the composition. Discuss the means composers used in making their music expressive.
4. If recordings are available, there may be time to hear all or a part of a composition again for more detailed discussion.
5. Some students may wish to draw or paint their impressions of a part of the program, others to write imaginary stories which seem to fit the music.

It is impossible at this time to list complete programs for the orchestral broadcasts, particularly those after January 1, 1941. Selections to be played will, however, be closely analogous to those included in the Manual; and announcement will be made in advance of all changes and additions.

1. Games and Play Parties

October 8

2. Music for Fun

October 15

The game songs of American children are derived from the dances, the games, and even the religious ceremonies of adults. Many of them have their parallels in every European country and can be traced back to age-old habits, customs and community amusements.

The role of these songs in the child's community has been in great part educational as well as recreational. Many of the games and songs gave the child the opportunity to learn the attitudes of his community and the tasks, and the techniques of the tasks, he would be expected to perform as an adult.

Nowadays, however, the function of game songs is to bring children together in a spirit of group collaboration for singing and dancing.

The parallel material for the orchestral program exhibits the same carefree spirit of good fun that underlies the game songs. Much of the music was written directly for children, in some cases the composer's own children, and to describe actual children's games. Others of the selections deal with objects and situations which play an important part in the child's world and are immediately exciting to him.

PROGRAM — OCTOBER 8

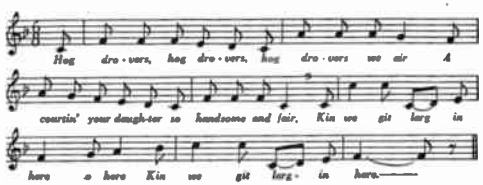
1. Billy Boy
2. Hog Drovers
3. Green Gravel
4. Weevily Wheat

PROGRAM — OCTOBER 15

1. Children's Overture ..... *Quilter*
2. Trumpet & Drum (Jeux d'Enfants) .... *Bizet*
3. Galop (Jeux d'Enfants) ..... *Bizet*
4. March of the Dwarfs ..... *Grieg*
5. Musical Snuff Box ..... *Liadoff*
6. Golliwog's Cake Walk (Children's Corner) ..... *Debussy*
7. Dance of the Clowns (Bartered Bride) ..... *Smetana*
8. The Whistler and His Dog ..... *Pryor*

HOG DROVERS

(To be sung during October 8 Program)



This is my daughter and she sets by my side,
And none of you hog drovers kin have her for a bride,
And you can't git largin' here oh, here,
And you can't git largin' here.

It's bread for your daughter and hay for yourself,
We'll go a piece further and better ourself,
And we won't take largin' here oh, here,
And we won't take largin' here.

Rich merchants, rich merchants, rich merchants we air,
A courtin' your daughter, etc. . . .

This is my daughter and she sets by my side,
And one of you rich merchants kin have her for a bride,
By bringing another one here oh, here,
By bringing another one here.

3. Square Dances
October 22

4. Symphonic Dances
October 29

There has always been a "blood" connection between music and the dance. In certain primitive cultures, an individual cannot think of dancing without singing, or of singing apart from dancing. Everywhere the two arts have gone hand in hand. The symphonic form grew out of the dance suites of the 17th and 18th centuries and these suites were but enlargements of certain popular and folk dance forms.

Folk dances took their own course in the countryside and followed the movements of the masses of people, while the symphony became the star of the concert hall. But composers have turned again and again to fundamental folk dance rhythms for new material for symphonic writing. Thus, in this pair of programs we first show the American square dance in its native setting, enjoying its own community function, and later in the symphonic program we show how a composer has found melodies and rhythms in this native art for a symphonic poem. Later, many examples of the same sort are cited from the works of European composers.

PROGRAM — OCTOBER 22

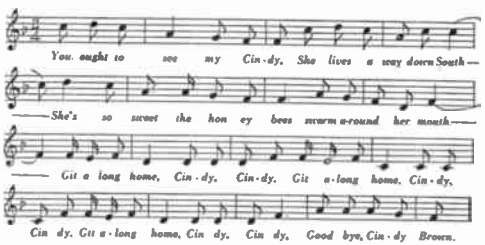
1. Cindy
2. Sourwood Mountain
3. Old Joe Clark
4. Hen Cackle

PROGRAM — OCTOBER 29

1. Barn Dance ..... *Cecil Burleigh*
2. Hungarian Dance No. 5 ..... *Brahms*
3. Slavonic Dance No. 3 ..... *Dvorak*
4. Spanish Dance—Andaluza ..... *Granados*
5. Polka (Bartered Bride) ..... *Smetana*
6. Waltz (Artist's Life) ..... *Strauss*
7. Hopak (Fair at Sorotchinski) .. *Moussorgsky*

CINDY

(To be sung during October 22 program)



Oh, Cindy hugged and kissed me,
She wrung her hands and cried,
She swore I was the sweetest thing,
That ever lived or died.
Get along home, etc. . . .

I wish I had a needle
As fine as I could sew,
I'd sew my Cindy to my side
And down the road I'd go.
Get along home, etc. . . .

I wish I was an apple
A-hangin' on a tree,
And every time little Cindy passed,
She'd take a bite of me.
Get along home, etc. . . .

5. Songs of Make-Believe
November 12

6. Ballets and Fairy Tales
November 19

The "big lie",—the "whopper",—the "tall story" has been an expression, not only of man's desire for amusement, but of his desire for security. Its roots reach back in human history into the realm of myth and fairy tale. They spring essentially from the need of man to humanize natural and social forces with which he cannot cope.

Just as European folk have comforted themselves with stories about the pranks and good deeds of fairies, so the American pioneers fortified themselves with tall tales about big men. Talking about their big men who could outfight a buzz-saw, outwork a steam-drill, outscream a catamount, and out-last all natural disasters, they have felt able to endure and enjoy their jobs in building America.

Men have cultivated this make-believe world for its own sake. European storytellers have elaborated vast literature of ballads and tales; composers have used these tales as the subjects of ballets, operas, and small symphonic pieces. Schwanda, who charmed his way through the world with the magic music of his bagpipe, is the hero of Czech legend and the central character of an opera by Weinberger. The Mother Goose legends stimulated Ravel to compose a descriptive suite. In American folk song, this bent expressed itself in the creation of nonsense songs.

PROGRAM — NOVEMBER 12

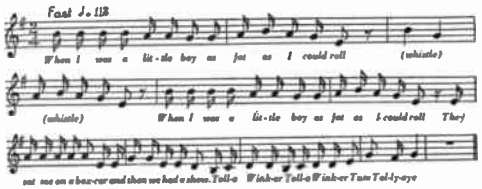
1. The Foolish Boy
2. I Was Born Ten Thousand Years Ago
3. Sally Buck
4. Fiddle-i-Fee
5. Toll-a-Winker

PROGRAM — NOVEMBER 19

1. Mother Goose Suite ..... *Ravel*
2. Nutcracker Suite ..... *Tschaikowsky*
3. Entrance of the Little Fauns (Cydalise) ..... *Pierné*
4. Dance of the Chinese Dolls (The Christmas Tree) ..... *Rebikoff*
5. Russian Dance (Petrouchka) ..... *Stravinsky*
6. Polka (Schwanda) ..... *Weinberger*

TOLL-A-WINKER*

(To be sung during November 12 Program)



Long come Johnny and he passed me by (whistle),
Long come Johnny and he passed me by,
His feet on the ground and his head in the sky.
Toll-a-winker, toll-a-winker, tum-tolly-aye.

He bantered me to wrestle and I hopped, jumped, and run (whistle),
He bantered me to wrestle and I hopped, jumped, and run,
Beat him at his game and shot him with a gun.
Toll-a-winker, toll-a-winker, tum-tolly-aye.

Grabbed him by his feet and slung his head down (whistle),
Grabbed him by his feet and slung his head down,
Gave him such a sling till I slung him over town.
Toll-a-winker, toll-a-winker, tum-tolly-aye.

Had a little dog his name was Don (whistle),
Had a little dog his name was Don,
His legs went to feet and his body went to tongue.
Toll-a-winker, toll-a-winker, tum-tolly-aye.

Had a little hen her color was fair (whistle),
Had a little hen her color was fair,
Sat her on a bomb and she hatched me a hare.
Toll-a-winker, toll-a-winker, tum-tolly-aye.

The hare turned a horse about six foot high (whistle),
The hare turned a horse about six foot high,
If a man beats this he'll have to tell a lie.
Toll-a-winker, toll-a-winker, tum-tolly-aye.

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7. Animal Songs
November 26

8. Animal Fantasies
December 3

For thousands of years man lived close to the other animals. Prized domestic animals slept in their masters' huts. A herdsman could recognize every animal in his herd. Hunters and fishermen had to know the habits of beasts they hunted so they could respond to the seasons and the tides like the beasts themselves.

A great segment of world folk-lore is devoted to man's observations and fancies about animals—giant animals that could never be caught or killed, malicious animals that tricked men and killed them, friendly animals that helped man, but most of all animals that acted like human beings. Many of the most engaging folk songs of Western Europe and America reflect these ancient beliefs about the animal world. The European composer, steeped in the traditions of animal fantasies, has used the symphony to describe animals acting like human beings. He has orchestrated their cries and calls and has continued to do on the imaginative level what the folk first did in all earnestness, and later, like the composer, continued for sheer pleasure.

PROGRAM — NOVEMBER 26

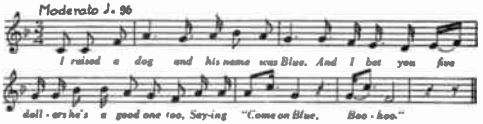
1. Ground Hog
2. Frog Went a-Courting
3. Old Blue
4. The Ram of Derby

PROGRAM — DECEMBER 3

1. Carnival of the Animals .....*Saint-Saëns*
2. Golliwog's Cakewalk .....*Debussy*
3. Ballet of the Unhatched Chicks (Pictures at an Exhibition) .....*Moussorgsky*
4. Mosquito Dance (Five Miniatures) .....*Paul White*
5. Hippo Dance (Five Miniatures) ..*Paul White*
6. Dance of the Gold and Silver Fishes (Sadko) .....*Rimsky-Korsakoff*
7. The Bee .....*François Schubert*
8. The Forest Bird (Siegfried) .....*Wagner*

OLD BLUE*

(To be sung during November 26 Program)



He put a possum up a 'simmon tree
Blue looked at the possum, possum looked at me,
Saying, "Come on, Blue, you can have some too."

He got the possum on a 'simmon limb,
Blue barked at the possum, possum growled at him,
Saying, "Come on, Blue, boo-hoo."

He grinned at me, I looked at him,
I shook him out, Blue took him in,
Saying, "Come on, Blue, you can have some too."

Bake that possum good and brown,
Lay them sweet potatoes round and round,
Saying, "Come on, Blue, you can have some too."

Blue, what makes your eyes so red?
I've run them possums till I'm almost dead,
Saying, "Come on, Blue, boo-hoo."

Old Blue died, he died so hard,
'Til he shook the ground in my back yard,
Saying, "Go on, Blue, I'm coming too."

Dug his grave with a silver spade,
Let him down with a golden chain,
Saying, "Go on, Blue, I'm coming too."

There's only one thing that bothers my mind,
Blue went to heaven, left me behind.
Saying, "Go on, Blue, I'm coming too."

When I get to heaven, first thing I'll do,
I'll grab my horn and blow for old Blue
Saying, "Go on, Blue, I'm coming too."

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9. Lyric Songs
December 10

10. Lyric Music
December 17

Lyric, as applied to folk songs, refers to songs that deal with aspirations and loves, problems and disappointments of individuals. It is the category of courting songs, satiric songs, the "Blues," sentimental songs, and lightly sketched portraits. The derivation of the material is partly British, partly native, and the songs are of all ages.

The lyric music of composers flows from the same intensely personal problems and reactions. The pieces are songs for the orchestra; they speak of love, fleeting moods, individual joys and sorrows. On the lighter side, the lyric music of composers deals with poetic fantasy and satire.

PROGRAM — DECEMBER 10

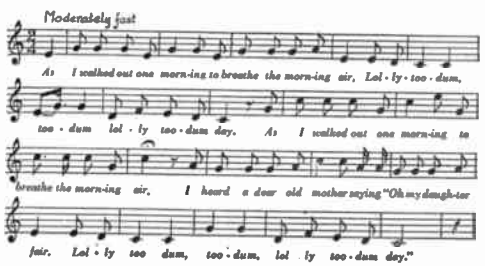
1. Come All You Fair and Tender Ladies
2. Single Girl
3. Devilish Mary
4. Lolly-too-dum
5. The Blues

PROGRAM — DECEMBER 17

1. Legend of the Birds (From 8 Russian Folk Songs) ..... *Liadow*
2. Serenade ..... *Schubert*
3. Träume ..... *Wagner*
4. Spring Song ..... *Mendelssohn*
5. Yodeling Song (Façade) ..... *Walton*
6. Noche Española (Façade) ..... *Walton*
7. Symphonic Dance No. 2 ..... *Grieg*

LOLLY-TOO-DUM*

(To be sung during December 10 Program)



"You'd better go wash them dishes and hush your flattering tongue,
You know you want to marry and that you are too young."

"O pity my condition just as you would your own,
For fourteen long years I have lived all alone."

"If you were in the notion, where would you get your man?"
"O Lordy-mercy, mammy, I'd pick that handsome Sam."

"There's doctors and lawyers and men of all degree,
And some wants to marry and some will marry me."

11. British Ballads in America
January 7

12. The Composer Looks Abroad
January 14

In the three hundred-odd years that a new American culture has been building, foreign influences from all over the world have gone into its make-up. Our folk music is a complex of influences from Africa, Spain, France, England, Ireland, Scotland.

Chief among these has been the British ballad tradition. It came over with the early settlers, and continues to flourish today. The melodies of these ballads, the feeling of the poetry, the style of singing is often a direct reflection of medieval balladry. In other instances, the English ballads have suffered American sea-change.

The orchestral program illustrates another way in which music transcends national boundaries. Composers of one country often are fascinated by music of another; in some cases they have found it so stimulating that their major works have been cast in a foreign idiom.

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The Frenchman, Chabrier, is best known for his Spanish rhapsodies; one of the most famous malagueñas is by the Pole, Moszkowski; nothing in the lighter music of Brahms is finer than his Hungarian dances. No native Spanish music has been so widely played as the opera, "Carmen," by the Frenchman, Bizet.

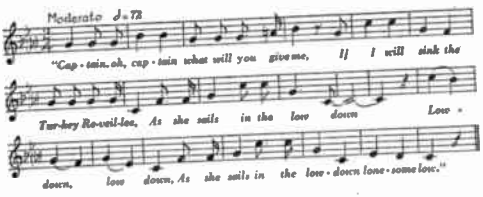
PROGRAM — JANUARY 7

1. Hangman's Tree
2. Phoebe
3. The Butcher Boy
4. The Low Down Lonesome Low

PROGRAM — JANUARY 14

1. Malagueña ..... *Moszkowski*
2. Dance Arabe (Nutcracker Suite) ..... *Tschaikowsky*
3. Danse Chinoise (Nutcracker Suite) ..... *Tschaikowsky*
4. Polish Dance (A Life for the Czar) .. *Glinka*
5. Turkish March (Ruins of Athens) ..... *Beethoven*

THE LOW DOWN LONESOME LOW
(To be sung during January 7 Program)



"Gold and silver, shining so bright
And my fairest daughter shall wed you tonight,
If you sink her in the low-down,
Low-down, low-down,
If you sink her in the low-down, lonesome low."

Then he bared his breast and he swam in the tide
And he bored ten holes in the old ship's side
And she sank in the low-down, etc.

Some with their hats and some with their caps
Were trying to stop them salt-water gaps
As she sailed in the low-down, etc.

Then he bared his breast and he swam in the tide
Until he come along by his own ship's side
As she rolled in the low-down, etc.

"Captain, oh, captain, take me on board,
For if you don't you have forfeited your word,
As you sail in the low-down, etc."

"Sailor boy, sailor boy, don't appeal to me,
For you drowned fifty souls when you sank the Reveille
As she sailed in the low-down, etc."

"If it wasn't for the love that I have for your men,
I would serve you the same as I've served them,
As you sail in the low-down, etc."

So he bared his breast and down swam he,
He swam till he came to the bottom of the sea,
And he drowned in the low-down, etc.

13. Voyageur Songs
January 21

14. French-Canadian Music
January 28

When the French writer, La Rochefoucault, visited Canada during the early years of the nineteenth century, he wrote: "We were led by Canadians who, as is their wont, never ceased singing for a moment. In all the canoe journeys undertaken by Canadians, songs follow the paddle, beginning as soon as it is picked up and ending when it is dropped. One has the pleasant illusion of being in provincial France."

Today in the province of Quebec, the *Voyageurs*, the French-Canadian canoemen and woodsmen, still sing these old songs. Some of them date back to the Middle Ages; they came over with the French immigrants who settled along the shores of the Saint Lawrence in the late seventeenth century. In the iso-

lated early settlements, these songs and dances afforded almost the only relaxation. The French-Canadians in Eastern Canada have preserved their rich folk tradition, and to it have added countless songs of their own.

In recent years, composers have turned to these French-Canadian songs for orchestral material. Our symphonic broadcast will present a representative group of these works.

PROGRAM — JANUARY 21

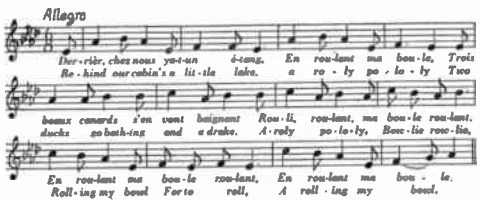
1. En roulant ma boule
2. A St. Malo
3. La belle Isabeau

PROGRAM — JANUARY 28

Representative examples of original Canadian works and orchestral settings of French-Canadian folk melodies.

EN ROULANT MA BOULE*

(To be sung during January 21 Program)



Trois beaux canards s'en vont baignant
En roulant ma boule
Le fils du roi s'en va chassant,
Rouli, roulant, ma boule roulant,
En roulant ma boule roulant,
En roulant ma boule.

Avec son grand fusil d'argent
En roulant ma boule
Visa le noir, tua le blanc.
Rouli, roulant, etc.

O, fils du roi, tu es mechant
En roulant ma boule
D'avoir tué mon canard blanc!
Rouli, roulant, etc.

Par les yeux lui sortent des diamants
En roulant ma boule
Et par le bec l'or et l'argent.
Rouli, roulant, etc.

Toutes ses plum's s'en vont au vent,
En roulant ma boule
Trois dames s'en vont les ramassant.
Rouli, roulant, etc.

Trois dames s'en vont les ramassant,
En roulant ma boule
C'est pour en faire un lit de camp.
Rouli, roulant, etc.

C'est pour en faire un lit de camp,
En roulant ma boule
Pour y coucher tous les passants,
Rouli, roulant, etc.

Translation

2 Three white-feather ducks a-bathing go,
The prince he comes with a gun and a bow.
3 The son of the king, the king his son,
He comes to hunt with a silver gun.
4 With his gun of silver, silver-bright,
Took aim at the black and killed the white.
5 His aim was black and white the duck.
"O son of the king, you have wicked luck.
6 "You are very wicked, O son of the king,
Killing my duck was a wicked thing."
7 Oh from his eyes the diamonds leak,
Gold and silver from his beak,
8 With all his feathers the wind is thick.
Three ladies gather up and pick,
9 Three ladies gather the feather yield.
"And we shall make us a bed in the field,
10 "A feather bed we'll gather and heap,
For two to snuggle, two to sleep."

* (Reprinted with permission of J. M. Dent and Sons, Ltd., and E. P. Dutton & Co., from "Canadian Folk Songs, Old and New," by J. M. Gibbon.)

15. Songs of the Vaqueros

February 4

16. Latin-American Music

February 11

It was the Mexican Vaqueros, in Northern Mexico and along the Rio Grande border, who laid the basis of the cattle industry of the West. They developed the use of the lasso, tamed the wild mustang pony and invented the peculiar costume of the cowhand. Their techniques became a standard part of living on the great Western plains; indeed, they enabled the cattle industry to spread across and conquer

the great grass "deserts" of the West. The Mexican Vaqueros created a great body of passionate love songs, songs of satire, ballads of long trail drives, legends of bandits and outlaws.

Throughout South America there has been a better exchange of ideas between folk musician and trained musician than has existed on this continent. The composers of Brazil, Mexico, Argentina, Chile and other South American countries, have founded their works largely on the folk music of their native lands. In our program of Latin American composed music, we turn from songs of the Southwestern vaquero to compositions of Latin Americans who have used folk themes in their compositions.

PROGRAM — FEBRUARY 4

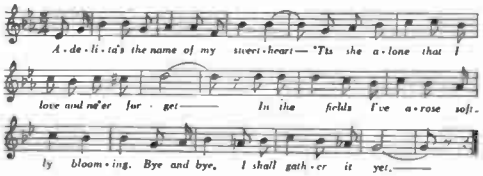
1. Alla en el rancho grande
2. La Cucaracha
3. Adelita
4. Pancho Villa

PROGRAM — FEBRUARY 11

Representative selections from the works of Carlos Chavez, Hector Villa-Lobos, Sylvestro Revueltas, and others.

ADELITA

(To be sung during February 4 Program)



Adelita's the name of my sweetheart...
'Tis she alone that I love and ne'er forget.
In the fields I've a rose softly blooming,
Bye and bye I shall gather it yet!

Should Adelita leave me for another,
Her footsteps I'd follow without rest
O'er the sea by swift liners or warships,
Or a troop train by land, were that best.

Should Adelita consent to our marriage,
If Adelita should become my wife,
Then a soft silken garment I'd buy her,
At the barracks we'd dance to a fife.

When the bugle shall loudly sound the fanfare,
As a soldier brave I'll face war's alarms...
But I'll carry with me the divine hope
Of again holding her in my arms!

17. Negro Spirituals
February 18

18. Religious Music
February 25

The Negro slave came to the shores of this country empty-handed, but he carried in his heart music, poetry, dance forms and an attitude toward life, which have deeply affected American culture. In contact with Christianity and Western European folk hymnology, this complex of ideas flowered into a new Afro-American poetry and song—the Negro sermon and spiritual.

These spirituals expressed the same deep concern with religion that had marked African culture, and the same intense longing for freedom that is common to all men.

This religious music of the Negroes was purposeful. There were slow, mournful funeral chants; tender appeals to the sinners on the mourners' bench; rousing revival hymns; solemn warnings about the nearness of death; narrative songs about Biblical characters.

From the earliest pagan times to the modern day, man's religious life has been accompanied by some kind of music. Composers have been commissioned by the Church to provide music for all important ceremonials and rituals. The Passion and other religious subjects have inspired a whole literature of cantatas, concert oratories and smaller works.

PROGRAM — FEBRUARY 18

1. This Train
2. Low Down Chariot
3. Set Down, Servant
4. Old Man Noah

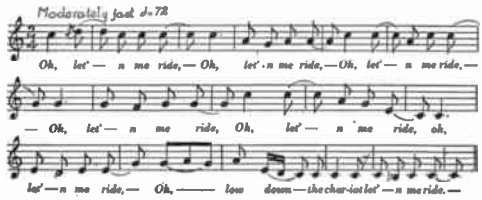
PROGRAM — FEBRUARY 25

1. Ave Maria ..... *Bach-Gounod*
2. Children's Prayer (Hansel & Gretel) ..... *Humperdinck*
3. Prelude to the Deluge ..... *Saint-Saëns*

4. Religious Chant (8 Russian Folk Songs) ..... *Liadoff*
5. Ave Verum ..... *Mozart*
6. Panis Angelicus ..... *Franck*
7. Chorale ..... *Bach*

LOW DOWN CHARIOT*

(*To be sung during February 18 Program*)

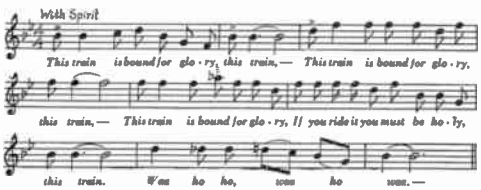


Oh, let'n me ride, oh, let'n me ride (3),
Oh, low' down the chariot, let'n me ride.

Got a right to ride, etc.
Got a ticket to ride, etc.
Prayin' to ride, etc.

THIS TRAIN**

(*To be sung during February 18 Program*)



This train don' pull no extras, this train,
Don' pull nothin' but de Midnight Special, this train.

This train don' pull no sleepers, this train,
Don' pull nothin' but the righteous people, this train.

This train don' pull no jokers, this train,
Neither don' pull no cigar smokers, this train.

This train is boun' for glory, this train,
If you ride it, you mus' be holy, this train.
Waa-ho-ho, waa-ho—waa.

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** (Reprinted with permission of The Macmillan Company from "American Ballads and Folk Songs" by John A. and Alan Lomax.)

19. Negro Work Songs

March 4

20. Work Rhythms and Marches

March 11

Music has always been an integral part of community organization. It has formed the basis for community activity of all sorts: religion, dancing, marching, playing games, courtship, etc.

The Negro Work Song is one of the best examples of the effect that music can have in coordinating and entertaining a group of workers. We all know what it is to march to the rhythm of a military band, but few of us have felt the surge of power and excitement that comes when a work gang swings picks, axes or hoes in unison with a song.

PROGRAM — MARCH 4

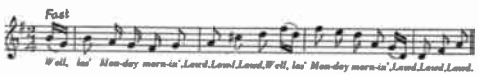
1. The Grey Goose
2. I Got to Roll
3. Stewball
4. Don't Talk About It

PROGRAM — MARCH 11

1. Factory Music (Ecce Homo) ..... *Herrmann*
2. Anvil Chorus (Il Trovatore) ..... *Verdi*
3. Volga Boat Song
4. Coronation March ..... *Meyerbeer*
5. Military March ..... *Schubert*

THE GREY GOOSE*

(*To be sung during March 4 Program*)



One Sunday morning', Lawd, Lawd, Lawd,
Preacher went a-huntin', Lawd, Lawd, Lawd,

Carried along his shot-gun, Lawd, Lawd, Lawd,
Long come a grey goose, Lawd, Lawd, Lawd,

Gun went off boo-loom, Lawd, Lawd, Lawd,
Down come the grey-goose, Lawd, Lawd, Lawd,

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He was six weeks a-fallin', Lawd, Lawd, Lawd,
They was six weeks a-haulin', Lawd, Lawd, Lawd,

My wife an' yo' wife, Lawd, Lawd, Lawd,
Give a feather-pickin', Lawd, Lawd, Lawd,

They was six weeks a-pickin', Lawd, Lawd, Lawd,
They put him on to par-boil, Lawd, Lawd, Lawd,

They put him on the table, Lawd, Lawd, Lawd,
The fork wouldn't stick him, Lawd, Lawd, Lawd,

The knife wouldn't cut him, Lawd, Lawd, Lawd,
So they throwed him in the hog-pen, Lawd, Lawd, Lawd,

Hog couldn't eat him, Lawd, Lawd, Lawd,
He broke the hog's teeth out, Lawd, Lawd, Lawd,

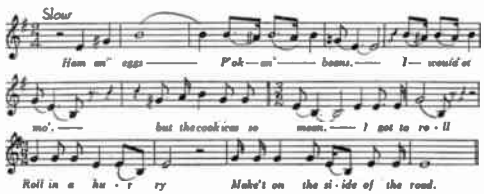
Taken him to the saw-mill, Lawd, Lawd, Lawd,
He broke the saw's teeth out, Lawd, Lawd, Lawd,

The last time I seed him, Lawd, Lawd, Lawd,
He was flyin' cross the ocean, Lawd, Lawd, Lawd,

With a long string of goslin's, Lawd, Lawd, Lawd,
They all went "quank-quank", Lawd, Lawd, Lawd.

I GOT TO ROLL*

(To be sung during March 4 Program)



If I'd-a knowed my cap'n was mean,
I never would-a lef' St. Augustine,
I got to roll, roll in a hurry,
Make it on the side of the road.

If I'd-a knowed that my cap'n was bad,
I wouldn'-a sold that special that I once had.

Cap'n, cap'n doncha think it's mighty hard,
Work me all day on 'lasses an' lard.

This time, this time another year,
I may be rollin', but it won't be here.

21. Sailor Songs
March 18

22. Music of the Sea
March 25

Sailor songs fall into two categories —shanties and fo'castle songs. The first group includes songs that help with work: the short-drag, the halliard, the capstan, and the pumping shanties; the second refers to songs sung for amusement and recreation when work was over.

Both types of singing have existed as long as we have any record of shipping, and both persisted in the American merchant marine until the latter part of the nineteenth century. As the last of the old clipper ships were wrecked or converted into coal barges, the habit of making and singing songs died out. The folk songs of sailors tell of the hardships, dangers and adventures of the sailor's life. If there is any reflection of the motion of the sea, any musical attempt to portray its changing moods, it is only by long association, by absorption—as if the songs had been soaked in brine. A composer, however, may try consciously to make his music portray the dynamic, visual and aural qualities of the sea.

PROGRAM — MARCH 18

1. Blow the Man Down
2. Shenandoah
3. The High Barbaree
4. The Wonderful Crocodile

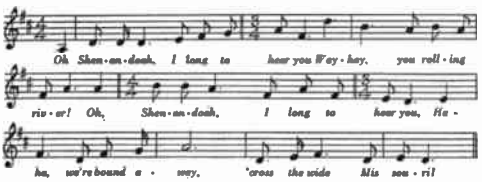
* (Reprinted with permission of The Macmillan Company from "Our Singing Country" by John A. and Alan Lomax.)

PROGRAM — MARCH 25

1. Traditional Hornpipe (of British Navy)
2. Hornpipe (Water Music) .....*Handel*
3. Overture to "The Flying Dutchman" .....*Wagner*
4. Russian Sailor's Dance (Red Poppy) ..*Gliere*

SHENANDOAH*

(*To be sung during March* 18 *Program*)



Missouri, she's a mighty river (Way, hay, etc.),
The Indians camp along its borders (Ha, ha, etc.).

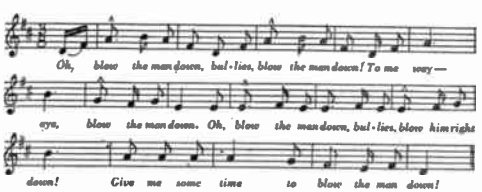
The white man loved an Indian maiden,
With notions his canoe was laden.

Oh, Shenandoah, I love your daughter,
I've crossed for her the rolling water.

She would not have me for her lover,
Because I was a lowly sailor. (Repeat first stanza.)

BLOW THE MAN DOWN*

(*To be sung during March* 18 *Program*)



As I was a-walkin' down Paradise street,
A pretty young damsel I chanced to meet.

I hailed her in English, she answered me clear,
"I'm from the Black Arrow bound to the Shakespeare,"

So I tailed her my flipper, and took her in tow,
And yardarm to yardarm away we did go.

But as we were going she said unto me,
"There's a spanking full-rigger just ready for sea."

That spanking full-rigger to New York was bound,
She was very well manned and very well found.

But as soon as that packet was out on the sea,
'Twas devilish hard treatment of every degree.

So I give you fair warning before we belay,
Don't ever take heed of what pretty girls say.

* (Reprinted with permission of W. W. Norton and Company, Inc., from "Songs of American Sailormen" by Joanna Colcord.)

23. Western Songs

April 1

24. Music of the Plains

April 8

When Americans reached the Great Plains of the West, they had to learn a new way of life from the Plains Indian and the Mexican Vaquero. They became pioneers on horseback, developing many of the habits and attitudes of herdsmen and nomadic peoples everywhere.

They brought with them into the West a songbag of British and American folk songs: the breakdown tunes, the ballads, the lyric songs, the songs of the lumberjacks. In the space of some fifty years, while the open range still existed, they developed from forms and melodies of their Eastern background a new song literature of the far West. In this Western song literature, the American Cowboy has given us a kind of folk song as distinctive as the sea-shanty.

Many American composers have drawn upon Cowboy and Indian music in their works; others have written sketches descriptive of the vastness and solitude of the Great West—music that reflects the life of the plains. In foreign countries, particularly Russia, composers have

used the music of Asiatic peoples to portray musically the spirit of the Siberian steppes.

PROGRAM — APRIL 1

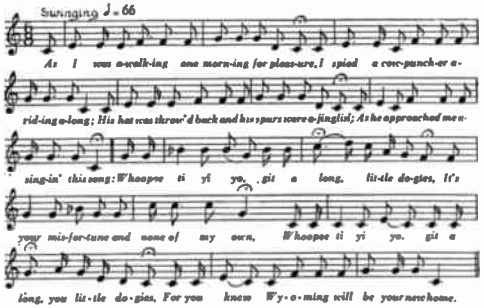
1. Whoopie-ti-yi-yo, Git Along Little Dogies
2. I'm Ridin' Ol' Paint
3. Trail to Mexico
4. Strawberry Roan

PROGRAM — APRIL 8

1. Cowboy Songs .....*arr. Filippi*
   - Whoopie-ti-yi-yo
   - The Lone Star Trail
   - The Trail to Mexico
   - Alla en el Rancho Grande
2. On the Steppes of Central Asia.....*Borodin*
3. The Lone Prairie .....*Herrmann*

WHOOPEE-TI-YI-YO, GIT ALONG, LITTLE DOGIES*

(To be sung during April 1 Program)



Early in the springtime we'll round up the dogies,
Slap on their brands, and bob off their tails;
Round up our horses, load up the chuck wagon,
Then throw those dogies upon the trail.

Some of the boys goes up the trail for pleasure;
But that's where they git it most awfully wrong;
For you haven't any idea the trouble they give us,
When we go driving them dogies along.

Your mother she was raised way down in Texas,
Where the jimson weed and sand-burrs grow;
Now we'll fill you up on prickly pear and cholla
Till you are ready for the trail to Idaho.

Oh, you'll be soup for Uncle Sam's Injuns;
"It's beef, heap beef," I hear them cry.
Git along, git along, git along, little dogies
You're going to be beef steers by and by.

* (Reprinted with permission of The Macmillan Company, from "Cowboy Songs," by John A. and Alan Lomax.)

25. Railroad Songs

April 15

26. Music of Motion

April 22

For the people, the hero of the past fifty years of American development has been the locomotive. From the time the steam drill was introduced into the Big Bend tunnel in West Virginia and the folk made the ballad of John Henry, they have been making songs and music about the railroad.

Both the Irish and the Negro railroad worker had his railroad songs. Some of the best spirituals tell the story of the heavenly express. There are ballads about wrecks, famous engineers, box-car robbers, mail-car bandits like Jesse James, and ballads galore. There are also scores of virtuoso performances, accompaniments for the above songs on guitar, banjo, fiddle, harmonica and piano—all using train rhythms.

The railroad has played no such important part in the literature of composed music. It is too recent a development to have influenced the great European composers of the nineteenth century, and American musicians have dealt with it only rarely. Yet the underlying concepts of movement, of speed, of transportation —which are the functions of the railroad—have been the basis of numerous compositions.

PROGRAM — APRIL 15

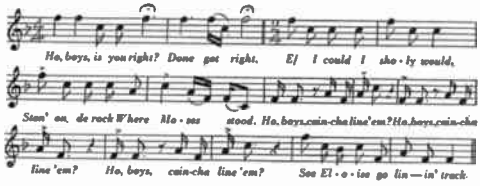
1. John Henry
2. Casey Jones
3. Ho, Boys, Caincha Line 'Em
4. O Lula

PROGRAM — APRIL 22

1. Perpetual Motion .....*Strauss*
2. Flight of the Bumble Bee..*Rimsky-Korsakoff*
3. Troika .....*Tschaikowsky*
4. Ride of the Valkyries .....*Wagner*
5. The Mill .....*Raff*
6. Don Quixote's Tilt Against the Windmills .....*Telemann*

CAINCHA LINE 'EM*

(To be sung during April 15 Program)



Leader: Little Evaline settin' in the shade,
Fig'in' on the money I done made.
GANG: Ho, boys, caincha, etc.
Leader: Jack the Rabbit, Jack the Bear,
Can't you move it just a hair.
GANG: Ho, boys, caincha, etc.
Leader: All I hate about linin' track,
These ol' bars about to break my back.
GANG: Ho, boys, caincha, etc.
Leader: You keep on a-talkin' 'bout join-'er-ahead,
Never said nothin' 'bout my hog an' bread.
GANG: Ho, boys, caincha, etc.
Leader: Jes' lemme tell you what the cap'n done,
Looked at his watch an' he looked at the sun,
GANG: Ho, boys, it ain't time,
See Eloise go linin' track.

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New Horizons

GEOGRAPHY • HISTORY • SCIENCES

ELEMENTARY GRADES AND JUNIOR HIGH SCHOOLS

Scripts Written by Hans Christian Adamson

Presented in cooperation with the American Museum of Natural History, Dr. Roy Chapman Andrews, Director, and the National Education Association

Oct. 9: America Starts
16: Ships on the Spanish Main
23: Blessings from the Deep
30: Passage to Cathay

Nov. 6: Man-Made Islands of the Aztecs
13: Incas Over the Andes
20: Land Without Lakes or Rivers
27: Gateway From the Wilderness

Dec. 4: Key to the Great Lakes
11: Moody River of Shifting Sands
18: River of Silver and Broken Hopes

Jan. 8: Monument to the Might of Water
15: Stronghold of the Buccaneers
22: River of Magnificent Mystery
29: Starving Time on the James

Feb. 5: Frozen Waters of the North
19: River of Dreams and Destiny
26: Frontier Days on the Ohio

Mar. 5: Man-Made Waterways
12: Steam Conquers Wind and Current
19: Waters for Green Pastures
26: Oil on Quiet Waters

Apr. 2: Foods for the New World
9: River of Gold
16: Boom Days in the Jungle
23: Streams of Green Gold

Introduction

New Horizons, subtitled "Waters of Life," tells the story of water in the discovery and development of the Americas.

Through the lives of the explorers and pioneers, we see unfold the dramatic history of the New World. We see pre-conquest civilizations, the treasures of gold and silver, of oil, fish and crops, the great forests and fertile plains, the jungle animals and brilliant birds.

From the day of the pioneer, soldier-farmer, and trader, we follow the growth of the first settlement into mighty cities.

This series has become one of the most used classroom radio features in the United States. Designed primarily to aid in the teaching of geography, history and natural science, the series plays an important role in the integration of all the social studies. Teachers of English literature, government, art, music, and Romance languages find it particularly valuable. In thousands of elementary and junior high school classrooms, New Horizons has become a vital part of the weekly schedule.

As in the past, Dr. Roy Chapman Andrews, distinguished explorer, scientist, author, and Director of the American Museum of Natural History, will preside over each program. With him will appear New Horizons' radio explorer, Miss Helen Lyon.

Activities

With each program outline following, certain student activities have been noted. These are merely suggestions. They show a few of the many ways in which students may prepare for the broadcast by activities related to their classroom curriculum. The teacher, knowing his or her class, its age level, interests and requirements, will create his or her own class activities for radio participation.

Books and Films

The reading lists and motion pictures suggested following the program outlines have been selected for both factual information and allied background. They will aid substantially in preparation for the programs, and bring increased appreciation of classroom work. Ask the librarian of your Public Library if he or she is preparing a weekly exhibit of the reading lists and is prepared to help you obtain the motion pictures you would like to see.

General Reading

Natural History Magazine, Museum of Natural History; *American Saga,* M. Barstow Greenbie, Whittlesey House; *Americans,* Emil Jordan, Norton; *Latin America,* F. A. Kirkpatrick, Macmillan; *Land of Tomorrow,* R. W. Thompson, Appleton-Century; *New Roads to Riches in the Other Americas,* Edward Tomlinson, Scribner's.

Wednesday

1. America Starts
October 9

In the Beginning . . . The Western World was first colonized centuries before the voyages of Columbus. The five American civilizations that the Spaniards discovered — the Pueblos, Aztecs, Mayas, Incas, and Chibchas—were descendants of Mongolian tribes who came from Asia probably in the fourth glacial period, as long ago as twenty thousand years.

Perhaps they made their way across the ice of Bering Strait, or traveled by small boats from island to island of the Aleutian Archipelago, the "Bridge of Life." They journeyed slowly southward along the narrow coast between the Pacific and the mountain backbone of America. Some family groups filtered across the mountains. Large tribal groups settled in what today are Mexico and Central America, and Peru and its Andean uplands. These Oriental wanderers brought with them the primitive cultures of the Old Stone (Paleolithic) and the New Stone (Neolithic) Ages: the bow and arrow, spear, harpoon, stone knife, fire drill; a knowledge of crafts, such as grass weaving; superstition, the belief in supernatural powers. From these primitive societies grew up the advanced civilizations found by the Old World explorers.

ACTIVITIES:

1. Make a relief map of the Pacific Coast of the Americas, showing probable routes of early migration.
2. Describe the weapons of Stone Age man. Describe different techniques in making stone implements: such as Paleolithic arrow and spear points chipped from flint, and the softer stones ground and polished to make Neolithic weapons.

SUGGESTED READING: *On the Trail of Ancient Man,* Roy Chapman Andrews, Garden City; *America's Yesterday,* F. Martin Brown, Lippincott; *Ancient Americans,* Emily C. Davis, Henry Holt & Co.; *Indians of the Americas,* Edwin R. Embree, Houghton-Mifflin; *Early Man,* George G. MacCurdy, Lippincott; *Columbus Came Late,* Gregory Mason, Century Co.; *Indians of the United States,* Clark Wissler, Doubleday-Doran.

2. Ships on the Spanish Main
October 16

The Old World discovers the New . . . In the days of King Ferdinand and Queen Isabella of Spain, the rich and growing trade with the Orient was in the hands of the merchants of Italy, the nation that controlled the Mediterranean. Spain and Portugal were forced to seek new trade routes to the East.

In their search, the west coast of Africa was explored and the Cape of Good Hope rounded. One mariner was brave enough to try out what a number of people were saying: that you could reach the east by sailing westward, right around the world. Christopher Columbus and his financial backer, Martín Alonso Pinzon, sailed westward from Palos, Spain, on August 3, 1492. They reached Watling Island in the Bahamas on October 12. Columbus' discoveries on this and three later voyages spurred the spirit of adventure in Europe and started the endless procession of ships across the Spanish Main. Columbus died probably still thinking he had found the outskirts of the Orient. For years men searched for a water passage through this new land to the Indies. Though Columbus did not find the trade route he sought, his discoveries brought Spain an empire and greater trade than she had even dreamed of.

ACTIVITIES:

1. Chart on the map (a) the four voyages of Columbus, with dates; (b) routes of today's transatlantic planes.
2. Indicate on the Caribbean map, with dates, the following discoveries: (a) Watling Island, Cuba, Española, Puerto Rico, Trinidad, Orinoco River by Columbus; (b) Venezuela by Alonso de Ojeda and Americus Vespucius, 1500; (c) Puerto Rico (1508) and Florida (1513) by Ponce de Leon; (d) Jamaica by Esquivel, 1509; (e) Cuba by Velasquez, 1511.
3. Write a paper to prove that the earth is flat.

SUGGESTED READING: *America Begins,* Alice Dalgliesh and Lois Maloy, Scribner's; *Ports of the Sun,* Eleanor Early, Houghton-Mifflin; *American Beginnings in Europe,* Wilbur Gordy, Scribner's; *Life in a Haitian Valley,* Melville J. Herskovits, Alfred A. Knopf; *Columbus Sails,* C. Walter Hodges, Coward-

McCann; *Quest of the Cavaliers,* Faith Y. Knoop, Longmans-Green; *Days of the Discoveries,* L. Lamprey, Stokes; *Christopher Columbus,* Salvador de Madariaga, Macmillan; *The Spanish Main,* Philip Ainsworth Means, Scribner's; *We Called Them Indians,* Flora Warren Seymour, D. Appleton-Century.

3. Blessings from the Deep
October 23

The Grand Banks of the north Atlantic Coast and their wealth of fish were found by John Cabot, who, sailing under the flag of the King of England, discovered North America in 1497, the year before Columbus first saw the mainland of South America.

Like many of his contemporaries, Cabot went in search of a Northwest Passage to India. His great discovery of the rich fish life on the Grand Banks was to be the cause, in years to come, of a battle for monopoly between England and France. New England harbors became centers of fishing activity long before the arrival of the Pilgrims at Plymouth Rock.

Poor and rocky soil compelled early New Englanders to turn to the sea for their livelihood. Among the blessings from the deep that brought wealth to Yankee sailors and skippers were not only the cod fiish but the fabulous riches of whales in the seven seas. The famous saga of Moby Dick will be dramatized on this broadcast.

ACTIVITIES:

1. On a map of the north Atlantic coast chart (a) Cabot's voyage; (b) the Grand Banks; (c) New England fishing villages.
2. Show the distribution of food fish on a map of the Atlantic and Pacific shores of the Western Hemisphere.
3. Classify the fish you eat at home as ocean, river or lake fish.
4. If possible, visit an aquarium.

SUGGESTED READING: *Field Book of Marine Fishes of the Atlantic Coast from Labrador to Texas,* C. M. Breder, Jr., Putnam; *Whalers and Whaling,* E. K. Chatterton, Lippincott; *Petite Suzanne,* M. DeAngelis, Doubleday-Doran; *Fish and Game—Now or Never,* H. B. Hawes, Appleton-Century; *Moby Dick,* Herman Melville. Garden City; *The Sea for Sam,* Maxwell Reed and Wilfred Bronson, Harcourt Brace.

4. Passage to Cathay
October 30

When Balboa crossed the Isthmus of Panama in 1513 and discovered the Pacific, the Spaniards took new hope in finding a water passage westward. But it was not till 1520 that Magellan found the Strait that bears his name.

Juan Díaz de Solís, Chief Pilot of Spain, sailed southward past present day Brazil till, in 1516, he found himself in a "fresh water sea," the mouth of the Rio de la Plata. Ferdinand Magellan, a Portuguese mariner, had already sailed eastward round Africa to the Indies under the Portuguese flag. In 1519, sailing for Spain, he steered his five ships along the route of Solís, spent the Winter on the shores of the Rio de la Plata, and in 1520 reached the tip of the South American mainland. One ship had deserted, another run aground. For five weeks Magellan battled storm and current in the turbulent waters between what is now Patagonia and Tierra del Fuego . . . the Strait of Magellan. In November, he sailed out upon calm waters of the western ocean, and named it The Pacific. Soon afterward, Magellan was killed battling the natives. But his men continued the voyage, and in 1522 one remaining ship of the five returned to Spain, the first ship to sail completely around the world. By 1525, Spanish adventurers had explored the entire Atlantic shoreline, from Canada to the tip of Argentina, but it was Magellan who discovered the southwest passage to the Orient.

ACTIVITIES:

1. Compare, on the map, the voyage of Magellan with that of a modern freighter using the Panama and Suez Canals. Compute the distance saved today. Chart also round-the-world air travel.
2. Write a paper on the purpose and the results of one of the following modern explorations: (a) Admiral Byrd in Antarctica; (b) Roy Chapman Andrews in the Gobi Desert; (c) Amundssen in the Arctic.

SUGGESTED READING: *Courageous Companions,* Charles Finger, Longmans-Green; *Working North from Patagonia,* H. Franck, Grosset; *Spice and the Devil's Cave,* Agnes Danforth Hewes, Knopf; *Magellan,* Arthur Sturges Hildebrand, Harcourt Brace; *Cape Horn,* Felix Riesenberg, Dodd-Mead; *Great Conquerors of*

South and Central America, A. Hyatt Verrill, Appleton-Century.

5. Man-Made Islands of the Aztecs

November 6

Cortes discovered in Mexico the great civilization of the Aztecs with its capital, Tenochtitlan, on the site of present day Mexico City, built upon the islands of a large lake. The Aztecs went from island to island by little boats along canals in which beautiful, floating, man-made gardens had been anchored.

The Aztecs were a powerful nation, who had conquered and ruled their neighbors. They tilled the soil, stored surplus food, mined silver, gold and copper, wove cloth, read the stars and had created their own calendar. Montezuma, the emperor, collected fabulous taxes from his subjects and lived in Oriental splendor in his Tenochtitlan palace. Hearing of the wealth of the Mayan empire, south of the Aztecs, Velásquez, the Spanish governor of Cuba, sent Hernan Cortes on an expedition to conquer Mexico. In February, 1519, Cortes sailed from Cuba with 500 men in 11 ships. There were 32 crossbowmen and 13 musketeers, but Cortes' success against overwhelming odds was due to his generalship and his 16 horses. To the Aztecs who had never seen a horse, man and horse combined seemed a sort of god. The Spaniards looted the Aztecs of their wealth and destroyed their empire. But even today we can see their amazing floating gardens, and the remains of their cities and massive temples.

ACTIVITIES:

1. Describe the Aztecs' culture: what they wore, ate, and made from the metals they mined; how they treated conquered tribes; their tax system; their writing, calendar, religious ceremonies.
2. Speak on the office of emperor in the Aztec political structure.
3. Construct clay replicas of Aztec temples as seen in magazine articles on recent excavations.

SUGGESTED READING: *Trailing Cortez Through Mexico,* Harry A. Frank, Stokes; *Mexico and Its Heritage,* Ernest Gruening, D. Appleton-Century; *The Spanish Conquistadores,* F. A. Kirkpatrick, Macmillan; *History of Mexico,* H. B. Parkes, Houghton-Mifflin; *Conquest of Mexico,* Wm. Hickling Prescott, Doubleday-Doran.

6. Incas Over the Andes

November 13

In southern Peru, high in the Andes, the traveller today comes upon the city of Cuzco and the remains of the great Inca civilization conquered by Pizarro in 1532.

Some time in the twelfth century the Inca empire grew up to the north of Lake Titicaca on the boundaries of present-day Peru and Bolivia. By the sixteenth century, the Incas had conquered more than eight million persons —all western South America from Ecuador to northern Chile and northwestern Argentina. The Inca rule was progressive and beneficial. They taught less civilized peoples agriculture, weaving and crafts. They built roads, irrigation canals, aqueducts for water supply. Land was not owned privately, but divided among the Inca himself, the priests, and the tribe. Work was assigned to everyone according to his ability, for the common good of all. There was copper, tin, lead, emeralds, silver and gold. Francisco Pizarro heard of this wealth when he was with Balboa in Panama. Eighteen years later, Pizarro invaded Peru. In November, 1532, he captured Atahualpa, the Inca emperor. From every corner of the empire came treasures of silver and of golden and jeweled vessels to fill Atahualpa's prison more than seven feet high, and ransom the Inca. But when this treasure, worth more than five million dollars, was secured, the Inca was treacherously put to death.

ACTIVITIES:

1. Tell how the Incas dealt with the tribes they conquered. Compare this with the Aztecs.
2. Write on the Inca social economy; the communal use of land; a person's needs exchanged for what he produced; metals used for ornament instead of for money; community projects, such as roads and irrigation.
3. Outline the Inca empire on a map of present-day South America.

SUGGESTED READING: *Indians of the Americas,* Edwin R. Embree, Houghton-Mifflin; *Old Civilizations of Inca Land,* C. W. Mead, Amer-

ican Museum; *Fall of the Inca Empire and the Spanish Rule in Peru,* Philip A. Means, Scribner's; *Peruvian Pageant,* Blair Niles, Bobbs-Merrill; *The Conquest of Peru,* Wm. H. Prescott, Dutton; *Before the Conquerors, a Modern Adventure in the Land of the Incas,* A. Hyatt Verrill, Dodd-Mead.

7. Land Without Lakes or Rivers

November 20

Some scientists believe that the Mayas were destroyed by drought. But when the Spaniards discovered them in Yucatan, the Mayan civilization was already in decline.

Long before the rise of the Aztecs, the Mayas journeyed south from their original home in Mexico, to Guatemala and Honduras. Here in the seventh century their civilization reached its peak. In their handsome cities they built massive temples of ornate sculpture to their gods and rulers. They carved precious stones, wove garments of cotton, and even without the invention of the potter's wheel were able to create beautiful pottery. They developed a calendar, and a system of mathematics. They had no alphabet, but instead wrote in symbols. Probably around the year 1,000, the Mayas emigrated to Yucatan, where the Spaniards found them and where the ruins of their temples and cities are today coming to light in the jungle. There was one great handicap to life in Yucatan. There were no rivers, no lakes. Rain assumed tremendous importance to the Mayas, for it was the only source of the waters of life.

ACTIVITIES:

1. Compare the Maya civilization with the Roman and Greek, as to architecture, mathematics, pottery, cloth, writing, religion, social structure, the city-state.
2. How would you compare the Mayas with the Aztecs and Incas?
3. On the map of Central and South America, locate the three empires and their capitals. Give important dates.

SUGGESTED READING: *The Conquest of Yucatan,* Frans Blom, Houghton-Mifflin; *The History of the Maya,* Thomas Gann, Scribner's; *Temple of the Warriors,* Earl H. Morris, Scribner's; *Rise of the Spanish American Republics,* Wm. Robertson, D. Appleton-Century; *History of the Latin American Nations,* W. S. Robertson, D. Appleton-Century; *People of the Serpent,* Edwin Thompson, Houghton-Mifflin.

8. Gateway from the Wilderness

November 27

The first journey down the Amazon was by a Spanish priest, Father Carvajal, who had lost his way in the Brazilian jungle.

After Pizarro's conquest of Peru, two of his brothers, Hernando and Gonzalo, explored present-day Bolivia and parts of Ecuador. Gonzalo crossed the Andes, explored the eastern slopes. Seeking provisions for the expedition, Father Carvajal and one of the officers, Francisco de Orellana, started down the Napo River in a small boat, reached the Amazon, found the current so swift they could not retrace their way. They were forced to sail the Amazon to its very mouth. Thus they were the first white men ever to cross the continent at the equator, even today a considerable journey.

The Amazon basin is the greatest water system in the world. Rain clouds are carried from the Atlantic by prevailing winds over 3,000 miles of jungle westward to the peaks of the Andes, where they burst and give up their rain. From the mountain slopes, millions of tiny streams form a network of growing rivers that flow into the Amazon. Tributaries flow north, east and south, to drain an area two thirds as vast as the United States . . . some two million square miles. From its source in the Peruvian Andes, to its mouth on the equator, the Amazon is 3,854 miles long. Ocean steamers of deep draft navigate the Amazon for 2,300 miles!

ACTIVITIES:

1. On an outline map, sketch the Amazon river system. Indicate the journey of Father Carvajal to Bolivia, Ecuador, and down the Amazon. Compare the Amazon with the next longest rivers in the New World; in the Old World.
2. Construct a water shed in clay or sand. Define "water shed," "drainage system," "tributaries," "erosion," etc. Explain how water from the Atlantic reaches the Andes, and how Andes soil is deposited beyond the mouth of the Amazon.

SUGGESTED READING: *The Discovery of the Am-*

azon, H. C. Heaton, Amer. Geo. Society; *Voyage of the Martin Connor,* Oswald Kendall, Houghton-Mifflin; *The Sea and the Jungle,* H. M. Tomlinson, Harper & Bros.

9. Key to the Great Lakes

December 4

Through the St. Lawrence River explorations of Cartier and Champlain, France found the key to the Great Lakes and a mighty inland empire.

While the Spaniards were opening new lands to the south, French explorers were active in North America. Verrazzano, an Italian, in 1524 carried the French flag up the coast from the Carolinas to New York, Narragansett Bay and Nova Scotia. In 1534 Cartier explored the Gulf of St. Lawrence and sailed up the river as far as Montreal. The father of New France was Samuel de Champlain, who discovered Lake Champlain, founded Quebec in 1608, continued westward to the Great Lakes and the Mississippi valley. The French became excellent colonizers, and learned how to get along with the Indians. Whereas, the Spaniards plundered and enslaved the natives, the French tried friendship and were rewarded with cooperation. The great inland waterway opened by the French, from the mouth of the St. Lawrence through the Great Lakes to the mouth of the Mississippi, was to become the inland trade route of the United States, the gateway to rich farms and mines of a later day, and, with Niagara, an important source of the nation's power.

ACTIVITIES:

1. Compare the three great waterfalls of the world: Niagara, Iguazu, and Victoria, in height, water volume, and use.
2. Compare the life and culture of the Iroquois and Hurons with the Mayas, Aztecs, and Incas. Describe the life of a French settler.
3. Outline New France on the map, and indicate settlements, with dates.

SUGGESTED READING: *The Voyage of Jacques Cartier,* Esther Averill, Domino Press; *A History of Discovery,* J. N. L. Baker, Houghton-Mifflin; *Our Pioneers and Patriots,* Philip J. Furlong, W. H. Sadlier; *The Voyages of Samuel de Champlain,* W. L. Grant, Scribner's; *The Voyageur,* Grace Lee Nute, D. Appleton-Century; *Jesuit Relations,* Reuben S. Thwaites, Boni, *The American Indian,* A. H. Verrill, D. Appleton-Century.

10. Moody River of Shifting Sands

December 11

High in the mountains of Colombia, above the Magdalena River, the Spaniards discovered the fifth great American native civilization, the Chibchas.

The Spaniards called this part of the world "New Granada." From Santa Marta and Cartagena, two small settlements on the coast, expeditions raided the hill and plateau Indians for gold. Though considerable fortunes were brought back, the settlements failed to thrive. Instead of raising food, they hoped for plunder. A last resort expedition under Gonzalo Jiménez de Quesada left Santa Marta in April, 1536. Six hundred men marched up the banks of the Magdalena, followed by a river fleet. Fever, Indian warfare and starvation took two thirds of the party. Finally they reached Indian villages, found food and treasure . . . and destroyed the Chibcha civilization. The Chibchas had attained a high state of culture, due to the influence of the Incas to their south. Today Quesada's route, the Magdalena River, is still the chief path to the land of the Chibchas, the uplands of Colombia and its capital, Bogotá, named for the last of the Chibcha monarchs.

ACTIVITIES:

1. Get a route map of the Colombian airlines from a travel agency, and against these chart Quesada's journey up the Magdalena. Compare the time from the coast to Bogatá by river and train, and by plane.
2. Describe the products of Colombia. Ask your grocer for coffee beans from Colombia, and tell the class why they are blended with Brazilian coffee beans.

SUGGESTED READING: *Romance and Rise of the American Tropics,* Samuel Crowthers, Doubleday-Doran; *History of Columbus,* J. M. Henao and G. Arrubia, University of North Carolina Press; *Sunlight in New Granada,* William McFee, Doubleday-Doran; *Columbia, Land of Miracles,* Blair Niles, Grosset & Dunlap.

11. River of Silver and Broken Hopes

December 18

In northern and western South America, the Spaniards settled along the coast. But when they explored the basin of the Rio de la Plata, their first permanent settlement was Asuncion, Paraguay, nearly a thousand miles from the coast and from present day Buenos Aires.

The Rio de la Plata, "river of silver," was discovered in 1516 by Juan Díaz de Solís (see broadcast, Oct. 30). Though Magellan stopped here, Sebastian Cabot, in 1526, was the first to explore the river. He sailed the Rio Paraná as far as the impassable falls at present-day Porto Mendez, Brazil, then, returning to the junction of the Paraguay River, sailed northward and up the Pilcomayo. Here he found a few Indian articles of silver, but not the great treasure he sought. However, these articles, plus the stories he told on his return to Spain, sent out many explorers to search in vain. In 1536, Pedro de Mendoza sold stock shares in an expedition, and with over 1,200 settlers attempted to found Buenos Aires. After disaster here, they moved far up river to establish the city of Asuncion. From here, other explorers, among them Cabeza de Vaca, conquered and occupied Paraguay and Argentina. But the real treasure of the Rio de la Plata was to be found only in later years, when the broad grazing lands of the pampas brought their wealth in cattle.

ACTIVITIES:

1. On an outline map, chart the Plate River basin; including the Paraná, Alta Paraná, Paraguay, and Pilcomayo. Indicate early settlements, with dates.
2. Compare the fate of the first Buenos Aires settlement with that of the unfortunate Jamestown colony.
3. Relate what products come from the basin of the Rio de la Plata.

SUGGESTED READING: *Caballeros,* R. L. Barker, Appleton-Century; *Conquest of the River Plate,* Cunninghame Graham, Doubleday-Doran; *Peopling the Argentine Pampa,* Mark Jefferson, Amer. Geo. Soc.; *History of Argentina Republic,* F. A. Kirkpatrick, Macmillan.

12. Monument to the Might of Water

January 8

One of the most remarkable textbooks on the earth's history is the Grand Canyon of the Colorado River.

The wall is a series of shelf, slope and cliff, carved through strata after strata of the earth's formation, repeated like steps from the brim of the canyon, all the way down to the river below. Water washing across soft earth or limestone formed the shelf. The slope was made where the water found the earth formation somewhat more resistant. Where the river slowly eroded hard, resisting rock, today there is a sheer cliff. The steps tell what this region was like before man counted time. Some strata contain fossils of land plants and animals. Others contain sea fossils and shells, for ancient seas once were here. A scenic wonder of the world, the Grand Canyon is two hundred miles long, in places more than twelve miles wide.

The Grand Canyon was discovered in 1540 by a branch of the Coronado expedition journeying northward from Mexico through Arizona and New Mexico, as far east as Kansas, in search of the mythical Seven Cities of Cibola. Garcia Lopez Cardenas, Coronado's lieutenant, came unexpectedly upon the Canyon, stared across its majestic expanse, actually believed that China lay on the other side.

ACTIVITIES:

1. Explain the action of water in creating the Grand Canyon. Define such ideas as: erosion, strata, fossil, igneous rock, butte, Paleozoic.
2. Compare the life of the Pueblo Indians with that of the Aztecs.
3. Explore your community for evidence of erosion.

SUGGESTED READING: *The Story of Geology,* Allan L. Benson, Farrar & Rinehart; *Down the World's Most Dangerous River,* Clyde Eddy, Stokes; *Field Book of Common Rocks and Materials,* F. B. Loomis, Putnam; *First Through the Grand Canyon,* John Wesley Powell, Macmillan; *Water—Wealth or Waste,* W. Clayton W. Pryor and Helen Sloman Pryor, Harcourt Brace; *The Earth For Sam,* Maxwell W. Reed, Harcourt Brace.

13. Stronghold of the Buccaneers

January 15

Trade with the Spanish possessions was jealously limited to the merchants of Spain. Galleons carried Old World products to fill New World needs, and brought back gold, silver and jewels. These treasure ships were guarded by mighty war fleets against attack by the buccaneers.

Many a galleon was captured by Sir Francis Drake, Hawkins, and others. Through their daring England began her rise as a great sea power. A "bootleg" trade with the Spanish colonies was developed by ships of the English, French, Dutch, and even of Portuguese and Spaniards. Then, in 1588, battered by storm and the English seadogs, the "invincible" Spanish Armada was destroyed. Buccaneers and privateers became a law unto themselves on the Spanish Main.

One of the most colorful buccaneers was Sir Francis Drake, called by the Spaniards "the master thief of the Western World." In 1577, sailing to Panama with Spanish loot, Drake turned south to escape Spain's warships, rounded South America into the Pacific, discovered San Francisco Bay, sailed on to China, then to England . . . the second explorer, and the first Englishman, to sail around the world.

ACTIVITIES:

1. Describe the importance of the Armada to Spain, and show how and why Spain tried to monopolize trade with her colonies.
2. What were the relations of each of the following with his sovereign, and was he buccaneer, privateer, or pirate: Drake, Morgan, Raleigh, Preston, Hawkins, Blackbeard.

SUGGESTED READING: *The Buccaneers of America*, John Esquemeling, E. P. Dutton; *Men of Maracaibo*, Jonathan N. Leonard, G. P. Putnam; *The Spanish Main*, Philip A. Means. Scribner's; *Drake's Quest*, Cameron Rogers, Doubleday Doran; *In the Wake of the Buccaneers*, A. H. Verrill, D. Appleton-Century; *Pirate Treasure*, Harold T. Wilkins, E. P. Dutton.

14. River of Magnificent Mystery

January 22

On his third voyage, Columbus discovered the northern coast of South America and the delta of the Orinoco River. The pearls he found sent innumerable pearl fishers exploring the Island of Margarita and the coastal waters of present day Venezuela. One of the first important voyages to the Orinoco was made by Sir Walter Raleigh.

Raleigh had explored the Atlantic coast of North America for Queen Elizabeth, had established the first English colony in the New World, the "lost" colony of Virginia, and had brought back potatoes, Indian corn and tobacco. But Elizabeth's successor, King James, imprisoned him in the Tower of London for twelve years on charges of treason. He was released on condition that he would search for gold up the Orinoco. As the king had expected, the expedition failed. Sickness claimed numbers of the crew, Raleigh's son and many others were killed by Spaniards. Broken in health and without the gold he sought, Raleigh returned to England, where he was beheaded on the old charge of treason.

Today the Orinoco flows through rich prairies and cattle land. It is navigable for large steamers over seven hundred of its sixteen hundred miles.

ACTIVITIES:

1. List Venezuela's exports in order of importance (such as petroleum, coffee, cacao, hides, rubber).
2. Describe the life of a pearl fisher. Ask your jeweler if he has pearls from Venezuela.
3. List the famous people you remember were imprisoned in the Tower of London.

SUGGESTED READING: *Raleigh and His World*, Irvin Anthony, Chas. Scribner's; *Journey to Manaos*, Earl Parker Hanson, Reynal & Hitchcock; *Food America Gave the World*, A. H. Verrill, Page.

15. Starving Time on the James

January 29

After the failure of Raleigh's Roanoke colony, the English made a second attempt at colonization, in 1607, at Jamestown on the James River in Virginia. Few of the colonists would have embarked from England had they known what lay ahead.

They were immediately attacked by Indians. Sickness and savages took large toll. Supply ships sailed from England the following year with 197 settlers, but 144 died on the way. The survivors found fever and hunger in the colony. The Winter of 1609-10 will always be remembered as "starving time on the James." But it was the settlement's turning point. Help arrived, a stable government was formed, and colonists gave up hope for quick riches in gold and turned to agriculture in earnest.

These harrowing tales were not made known to unfortunate emigrants as they left England. They were given glowing accounts of riches and easy life by the promoters who would profit by colonization. In this way the Pilgrims were led to believe that they were going to an established settlement in the Virginia region, and never dreamed they would land on the rocky, wind swept coast of New England at Plymouth Rock.

ACTIVITIES:

1. Show how the new government that followed "starving time on the James" affected the lives of the settlers.
2. Name three native Virginia products (potatoes, tobacco, corn), and list the important products of Virginia today.

SUGGESTED READING: *Making of Virginia and the Middle Colonies*, Samuel Adams Drake, Scribner's; *The First Virginians*, Allen Dwight, Nelson; *Capt. John Smith: Gentleman Adventurer*, C. H. Forbes-Lindsay, Lippincott; *Our Country Begins*, Furlong, Ganey, Downing, Sadlier; *Ethan Allen*, Stewart H. Holbrook, Macmillan; *To Have and to Hold*, Mary Johnston, Houghton-Mifflin; *The James*, Blair Niles, Farrar & Rinehart.

16. Frozen Waters of the North

February 5

"The Hudson's Bay Company of Gentlemen Adventurers," organized in 1670, sailed its ships into Hudson Bay, built two forts, and started a profitable fur trade with the Indians that challenged the life of New France and laid territorial claims for England.

With the French and Indian War, 1754-63, England won the vast New World empire of France. When the United States had achieved independence, purchased Louisiana, and pushed colonization westward, boundary disputes arose. English and American claims to the far west and northwest depended on discovery and settlement.

Captain Robert Gray, first to sail the American flag round the world, carried a shipload of furs from Oregon to China in 1788, in 1792 discovered the Columbia River. Alexander McKenzie discovered the McKenzie River for England, explored northwestward to the Polar Sea and westward across Canada to the Pacific. The Hudson's Bay Company established fur stations in Oregon. The Lewis and Clark Expedition, 1804-06, laid American claims and encouraged settlers. John Jacob Astor founded Astoria in 1811. American missionaries, trappers and farmers were followed by a great migration along the "Oregon Trail" after the hard times of 1837. The boundary became a national issue in 1844 with cries of "Fifty-four forty or fight!" It was finally settled along the 49th parallel by the Oregon treaty of 1846.

ACTIVITIES:

1. Outline on the map the Oregon territory; bound the States and Canadian provinces made from it; chart the Lewis and Clark expedition and the Oregon Trail.
2. Write a paper on the life of John Jacob Astor; on the life of a trapper at Astoria.
3. Ask your furrier what furs he has that come from what was once the Oregon territory.

SUGGESTED READING: *Kanguk, a Boy of Bering Strait*, William Albee, Little Brown; *The Eskimos*, KAJ Birket-Smith, E. P. Dutton; *The Search for the Western Sea (Vol. I and Vol. II)*, Laurence J. Burpee, Macmillan; *Fur Trade of America*, Agnes C. Laut, Macmillan; *The*

Honourable Company, Douglas Mackay, Tudor Publishing Co.; *John Jacob Astor*, K. W. Porter, Harvard University Press.

17. River of Dreams and Destiny

February 19

The story of the United States' great inland waterway begins with the dream of a Frenchman, René Robert de La Salle, who determined to claim for France an empire reaching from the mouth of the St. Lawrence to the mouth of the Mississippi.

Years after Champlain (1608: see broadcast Dec. 4), Joliet and Father Marquette crossed Lake Michigan and traveled down the Mississippi (1673). News of the mighty river reached La Salle. He set out in 1678, explored Lake Erie, Lake Michigan, was the first white man to see Niagara Falls. From the Lakes, he portaged to the Illinois River, and sailed on down the Mississippi till he reached the Gulf of Mexico, in April, 1682. Later La Salle returned to colonize at the delta, but was unable to find it. Other Frenchmen explored the river and by 1700 had built a line of forts along its banks. In 1718, La Salle's dream came true with the founding of New Orleans.

Today, we know the Mississippi as the playground of Mark Twain's Tom Sawyer and Huckleberry Finn. The mouth of the Mississippi is an example of how a river grows old. With age it has spread its bounds and built itself up higher than the bordering lands, and become vicious in floodtime. There are three phases of age in the Mississippi: the upper branches are a young river, the middle stretches are middle aged, and the lower Mississippi is a "tired" and a very old river.

ACTIVITIES:

1. Outline on the map the Mississippi River and its tributaries. Chart, with dates; the explorations of Champlain, Joliet, Marquette, La Salle; the Mississippi forts; Detroit, New Orleans.
2. Study the causes of flood, and write a paper on what is being done to prevent floods along the Mississippi.

SUGGESTED READING: *Where the Rivers Meet*, Ward Allison Dorrance, Chas. Scribner's; *Our Country Advances*, Philip J. Furlong, W. H. Sadlier; *Upper Mississippi*, Walter Havighurst, Farrar & Rinehart; *La Salle*, L. V. Jacks, Scribner's; *They Built the West*, Glenn C. Quiett, D. Appleton-Century; *A Rafting on the Mississippi*, Chas. E. Russell, D. Appleton-Century; *Father Mississippi*, Lyle Saxon, D. Appleton-Century.

18. Frontier Days on the Ohio

February 26

The thirteen American colonies were seaboard settlements that grew up and filled in the land behind them to the mountains. Many colonists were restless, or had no land. They wanted the chance for new, open land beyond the frontier, in the fertile Ohio Valley.

A royal proclamation of October 7, 1763, forbade purchase or settlements between the Appalachians and the Mississippi. Still, in 1769 a small band settled on the Watauga in Tennessee. Daniel Boone crossed the mountains several times, explored the rich Kentucky territory (1769-71), and in 1775 with his family and a band of settlers built a fort and colony at Boonesboro. Harrodsburg was the first Kentucky town. Other settlements followed. After the Revolution, migration began in earnest. Land companies were formed for colonization and speculation. New States were in the making. The Ordinance of 1787 provided for the governing of the Northwest Territory. By 1790, some 200,000 settlers lived in the vast region stretching toward the Mississippi, a thousand miles away. When the Louisiana Purchase, in 1803, doubled the size of the nation, there were already American pioneers tilling the soil in the new territory. Where the Allegheny and the Monongahela Rivers formed the Ohio, Pittshurgh became the gateway to the west. By 1820, one quarter of the United States population lived "over the mountains."

ACTIVITIES:

1. Imagine yourself a pioneer in the Ohio Valley, and write about one day in your life.
2. Explain, with dates, what nations owned Louisiana, how the United States acquired it, and what conflicting attitudes toward acquisition were held in 1803.

SUGGESTED READING: *Hardly a Man is Now Alive*, Dan Beard, Doubleday-Doran; *Daniel*

Boone and the Wilderness Road, H. Addington Bruce, Macmillan; *The Ohio Gateway,* D. E. Crouse, Chas. Scribner's; *Down the Ohio With Clark,* Chas. F. Lender, Crowell; *Daniel Boone, Pioneer,* Flora Warren Seymour, Appleton-Century; *Indian Cavalcade,* Clark Wissler, Sheridan House.

19. Man-Made Waterways

March 5

The opening of the Erie Canal in 1825 made New York City the ocean harbor for inland United States, and started an era of trade and travel by man-made waterways.

The new inland farms and cities needed seaboard communications to bring them manufactured goods and get their products to market. Corn and pork could float down the Ohio and Mississippi by flatboat to New Orleans, but tools and cotton cloth had to come by slow and expensive wagon haul across poor and dangerous roads from eastern cities. To help overland trade, the Government began the National Road across the Appalachians to Wheeling on the Ohio, in 1811. But that year the first steamboat sailed up the Mississippi. In 1817 the National Road was completed, but a steamboat sailed from New Orleans to Cincinnati. In two years, sixty stern wheelers were carrying freight from New Orleans to Louisville for less than half the wagon rates from Philadelphia to Baltimore. Eastern cities were losing their overland trade.

In 1817, Governor DeWitt Clinton of New York began work on a new east-west waterway: the Erie Canal, to connect Albany and Buffalo along the one easy pass through the Appalachians, the Mohawk River Valley. The Erie made New York City the outlet for inland products as well as New Orleans, and New York soon outstripped all other ports. The coming of railroads ended the day of the canal. Today, with a new cycle in transportation, the canal is coming back into its own.

ACTIVITIES:

1. Chart on the map of the United States the various important land and water trade routes of 1825.
2. Imagine yourself living in Buffalo in 1826, and describe your journey to New York by canalboat and river steamer.

SUGGESTED READING: *Great Canals,* Alexander W. Bridges, Thomas Nelson; *Railroads and Rivers,* William H. Clark, Page, Boston; *Our Harbors and Inland Waterways,* Francis A. Collins, D. Appleton-Century; *"Chad Hanna," "Erie Water," "Rome Haul,"* W. D. Edmonds, Little Brown; *When Horses Pulled Boats,* Alvin F. Harlow, Thomas Nelson.

20. Steam Conquers Wind and Current

March 12

The first workable steamboat was built by John Fitch, a clockmaker of Philadelphia, and sailed the Delaware in 1790. But it was Fulton's "Clermont" that started the new era of steampower over wind and current.

Robert Fulton met James Watt in England, studied Watt's steam engine, and in 1803 built his first steamboat on the Seine. Returning to the United States, backed financially by Robert Livingston, he constructed the Clermont, and launched her on the Hudson at New York in 1807. Fulton sailed the 150 miles to Albany in 32 hours, returned in 30. He wrote: "The power of boats run by steam is now fully proved. The morning I left New York there were not perhaps thirty persons in the city who believed that the boat would ever move one mile per hour or be of the least use." Soon thousands traveled the Hudson by steam. Steampower spread to the Ohio, to all the navigable waters of the Mississippi system, and for more than fifty years, till the coming of railroads, ruled the United States arteries of trade and travel.

The steamboat was just one phase in the Industrial Revolution. A few other important developments were the blast furnace for smelting pig iron, the use of coke as fuel, Thomas Newcomen's first practical steam engine (1712), Watt's steam engine, "Beelzebub" (1769), and Richard Trevithick's high-pressure steam engine and first locomotive (1802).

ACTIVITIES:

1. Tell, with dates, the place of following in the history of the Hudson River: Giovanni da Verrazzano, Hendrik Hudson, Peter Stuyvesant, DeWitt Clinton, Robert Fulton, Robert Livingson.
2. What is the significance of the following ships: Clermont, George Washington, Nat-

chez, Robert E. Lee, Monitor, Savannah (1819), Flying Cloud.

SUGGESTED READING: *The Hudson River,* Carl Carmer, Farrar & Rinehart; *Romance of American Transportation,* Franklin M. Reck, Crowell; *Sea Lanes, Man's Conquest of the Ocean,* Martin Stevers, G. P. Putnam; *Steam Conquers the Atlantic,* David Budlong Tyler, D. Appleton-Century.

21. Waters for Green Pastures

March 19

From the vast cattle region of Texas and the southwest, cowboy "bucaroos" drove their longhorns along the old Chisholm Trail to market. But homesteaders and cattle corporations fenced in the open range, cattle were deprived of water they needed for life, and a bitter battle developed.

The growth of the great cattle empire of the western United States resulted largely from the following seven conditions: (1) opening of public lands after the Civil War; (2) discovery of rich grazing lands in the Indian Territory (western Oklahoma); (3) the "long drive" of cattle up from Texas to the High Plains of Colorado, Wyoming and Montana for winter grazing and fattening; (4) extension of railroads to the high plains (such as the Kansas Pacific in 1867); (5) growing security from Indian attack; (6) invention of the refrigerator car, 1868; (7) development of huge packing centers, such as Kansas City and Chicago, with large scale industrial investment in fenced cattle ranches.

Meanwhile, another great cattle kingdom grew up in Argentina. Here the cowboy was the "gaucho," a colorful person of great endurance and courage, who roamed the pampas with his herds, and lived on maté and fresh killed, roasted beef, whose saddle was his pillow under the stars of the Southern Cross.

ACTIVITIES:

1. Compare the life of the Texas cowboy and the Argentine gaucho; describe their dress and food, and locate their cattle kingdoms on the map.
2. Ask your butcher what part of the country his beef comes from; his lamb, pork, veal, poultry.

SUGGESTED READING: *The Cowboy and His Interpreters,* E. Douglas Branch, D. Appleton-Century; *Powder River,* Struthers Burt, Farrar & Rinehart; *The West in American History,* Dan E. Clark, Crowell; *Texas Cowboys,* Dane Coolidge, Dutton; *The Story of the Cowboy,* Emerson Hough, D. Appleton-Century; *Cattle Cowboys and Rangers,* Raine & Barnes, Grosset & Dunlap; *The Last of the Gauchos,* T. Williamson, Bobbs-Merrill.

22. Oil on Quiet Waters

March 26

Eighty years ago, petroleum was cursed as a nuisance. Today it is the life stream of industry.

In the highly important salt industry, men drilled through earth and rock and forced hot water down to dissolve the salt deposits below and float salt to the surface as brine. Sometimes oil came up with the brine, and the salt well was a failure. There were springs of oil in Pennsylvania, and streams on the surface of which oil floated. For generations Indians had used this oil medicinally. George Washington wrote that he had found one of these streams on fire. After the mid-nineteenth century, the supply of whale oil diminished. George H. Bissell organized the Pennsylvania Rock Oil Company, to gather this accidentally discovered oil, refine it, and sell it as kerosene for lamps. Not enough free oil could be found. Bissell engaged "Colonel" E. L. Drake, a railroad conductor, to drill for oil just as the salt wells were drilled. On August 27, 1859, at Titusville, oil came to the surface, and the United States was launched on its destiny as the world's greatest producer of petroleum. In the Western Hemisphere, Mexico and Venezuela give the world much of its needed oil, and important oil wells are operated in Argentina, Colombia and Peru. From Alaska to the Strait of Magellan, men drill for the liquid wealth that was once despised.

ACTIVITIES:

1. List the uses of crude oil, refined oil, and name oil by-products.
2. Discover how many different companies operate gasoline service stations in your community, and where their oil comes from.

SUGGESTED READING: *This Fascinating Oil Business,* M. W. Ball, Bobbs-Merrill; *Getting Acquainted With Minerals,* George L. English,

McGraw-Hill; *The Rise of American Oil*, Leonard M. Fanning, Harper Brothers; *The Birth of the Oil Industry*, Paul H. Giddens, Macmillan.

23. Foods for the New World

April 2

Lake Superior, the Waters of Life for the breadbasket of the United States . . . While the Americas gave the Old World Indian corn, potatoes, tomatoes, and certain beans and berries, from Europe came wheat, cows, sheep, and many other foods that make up our daily diet.

The beginning of nations was the planting of seed. Early migratory man hunted, fished and found fruits, cereals, nuts and roots in his travels. One of his great discoveries was that he could plant a seed and gain a harvest. Cultivation meant a fixed home. In earlier broadcasts we saw the Mayas, Aztecs and Incas develop from primitive cultures by planting and harvesting, storing surplus foods. Because of the surpluses, they gained leisure time, developed division of labor, culture, communication and armies for conquest and rule.

One of the most important crops in the Americas is wheat, which grows from the broad central plains of Canada and the United States to the Andean slopes and fertile valleys of Chile and the vast fields of Argentina. Some of the world's greatest granaries stand today in Duluth, Minn., on the shores of Lake Superior, the center of United States wheat activity, and the nation's breadbasket.

ACTIVITIES:

1. List the foods you eat that come from your community; your State; your country; the Western Hemisphere. Which came originally from the Old World?
2. At home, try your hand in baking a loaf of bread.

SUGGESTED READING: *The Harvest of the Years*, Luther Burbank, Houghton-Mifflin; *Partner of Nature*, Luther Burbank, D. Appleton-Century; *America Begins Again*, Katherine Glover, Whittlesey House.

24. River of Gold

April 9

In 1896, gold was discovered in a small stream that flowed into Alaska's Yukon River. In the Klondike gold rush that followed, fortunes were taken from the earth . . . yet, a short time before, the purchase of Alaska from Russia was thought a waste of money.

Russia early exploited her Alaskan fur trade with trading posts south to San Francisco Bay, but limited Alaska's boundary to 54° 40′ in 1823 by treaty with the United States. In 1867, Russia offered to sell her New World possessions. The United States Senate felt an obligation to Russia for having offered her navy against possible European intervention during the Civil War and, partly for this reason, ratified the purchase. But the final price, $7,200,000 was considered so high that Alaska was called "Seward's Folly," Seward being the Secretary of State. In the gold rush alone, far more wealth was found than the purchase price.

Fishing, especially of salmon, halibut and cod, is Alaska's largest industry today. Rich gold mines are worked near Juneau and elsewhere, but copper is even more important. Alaska is a treasure house of timber, coal, tin, lead and oil, for future generations. As we read of Admiral Byrd's explorations in Little America, we wonder if that desolate region will be found another treasure store, like "Seward's Folly."

ACTIVITIES:

1. Indicate on the map of the Americas where gold has been discovered.
2. Imagine yourself an Alaskan prospector on "Bonanza Creek" and write about one day in your life.
3. List the products from present-day Alaska.

SUGGESTED READING: *History of Alaska*, Henry W. Clark, Macmillan; *Pay Dirt: A Panorama of American Gold Rushes*, Glenn C. Quiett, D. Appleton-Century; *Gold-Seeking on the Dalton Trail*, Arthur Ripley Thompson, Little Brown; *Dog Puncher on the Yukon*, Arthur Walden, Houghton-Mifflin; *Wild Geese Calling*, S. E. White, Doubleday-Doran.

25. Boom Days in the Jungle
April 16

Exploration, romance and adventure, riches and poverty, colonization, great cities and ghost towns, lie in the jungle fastnesses of Matto Grosso, Brazil.

Gold was discovered in this vast inland state of Brazil in 1730, and the little settlement of Villa Bella became a thriving metropolis. One hundred years later the mines were abandoned and Villa Bella became a ghost town. But rubber became important. The jungle seethed with activity; wild rubber trees were tapped; Brazil supplied nearly all the world's demand. But soon cultivation of rubber trees elsewhere produced a better and cheaper rubber than that from the wild trees in Brazil's jungle. Again, Matto Grosso was peopled only by Indians, jungle creatures, and a few sparse settlements. For a while, cattle revived its importance, but then the cattle market declined.

The potential wealth of Matto Grosso is beyond the wildest dreams. Today, with better communications, cattle are returning, there are large plantations of maté (the South American tea), new rubber plantations, gold mines, diamond mines. But most of Matto Grosso is still held secret by the jungle.

This program will also tell of Brazilian wild life, such as the tiger, sloth, vampire bat, and fierce piranha fish.

ACTIVITIES:

1. Describe how rubber is produced, from jungle rubber tree to cured rubber.
2. Are there ghost towns in your neighborhood? Abandoned farms? Visit them, write a paper on what they were once like and why they were abandoned.

SUGGESTED READING: *History of Brazil,* Joao P. Calogeras, University of North Carolina; *Brazilian Adventures,* Peter Fleming, Scribner's; *Rio,* Hugh Gibson, Doubleday-Doran; *Seven Grass Huts,* C. H. Matschat, Farrar & Rinehart.

26. Streams of Green Gold
April 23

Vanished forests of the United States, and reforestation. The first immigrants to what is now the United States found a two thousand mile coastline of unbroken forest. With axe and fire they cleared the land. Mile after mile, the age-old trees disappeared.

Trees supplied the settlers with logs and planks for houses, wood for fire, lumber for boats, and the forests were the home of wild life that made up much of their food. Trees protected soil from erosion, prevented floods, moderated climate, created humus soil. But the push of settlement wasted nature's gift of trees. Cleared land produced fine crops, until the rich earth was eroded and exhausted. Vast areas once forest are now abandoned farmland or tree "cemeteries" of dead stumps left by logging camps. Flood, drought and dust storms follow. Today, at last, we turn to conservation and reforestation to replace what we have squandered and to save what remains.

ACTIVITIES:

1. Name the different species of trees you find in your neighborhood. How many are food producers?
2. Describe to the class the ways in which we can each help in conservation, such as by not wasting paper or water, by putting out camp fires to prevent forest fire, by planting trees. Describe modern soil conservation.

SUGGESTED READING: *Holy Old Mackinaw,* Stewart Holbrook, Macmillan; *Romance of the National Parks,* Horlean James, Macmillan; *The Flowering Earth,* Donald Culross Peattie, Putnam; *Forestry and Lumbering,* J. Perry and C. Slauson, Longmans-Green; *The Blazed Trail,* S. E. White, Doubleday-Doran.

"Natural History Magazine," published by the American Museum of Natural History, is recommended for continuous reading by teachers and students on subjects dealing with natural history, geography, travel, exploration and biology. All articles are extensively illustrated.

For full information, write: The American Museum of Natural History, New York City.

Suggested Films

AMERICA STARTS
Alaska Peninsula and its Giant Bears: 75 min.; 16mm silent. *Iceless Arctic:* Alaska without snow. 1 reel; 16mm sound.

SHIPS ON THE SPANISH MAIN
San Domingo, Cradle of America: 30 min.; 16mm silent; color.

BLESSINGS FROM THE DEEP
Captains Courageous: (race sequence) Grand Banks fishing. 12 min.; 16mm sound. *New England Fisheries:* Cod; equipping and loading schooner. 15 min.; 16mm silent. *North Sea:* Trawlers off Scotland. 24 min.; 16 and 35mm sound.

PASSAGE TO CATHAY
Strait of Magellan and Magellanes: Travelog. 8 min.; 16mm silent.

MAN-MADE ISLANDS OF THE AZTECS
Death Day—The Fiesta of Calaveras: Mexican fete for departed loved ones. 16 min.; 16mm sound. *Mexican Murals:* Views of Mexico; ancient Aztec culture. 1 reel; 16mm sound. *People of Mexico:* Origin and history. 11 min.; 16 and 35mm sound.

INCAS OVER THE ANDES
Wings Over the Andes: Shippee-Johnson expedition to Incaland. 3 reels; 16mm sound. *Inca Cuzko:* Ruins of Peru. 20 min.; 16mm sound. *Peru, Land of Incas:* Town of Cerro de Pasco. 15 min.; 16mm silent.

LAND WITHOUT LAKES OR RIVERS
Sacred City of the Mayan Indians: Chichicastenango. 1 reel; 16mm sound; color.

GATEWAY FROM THE WILDERNESS
People Who Live at the Equator: Rain-forest and tropical jungle. 12 min.; 16 and 35mm silent. *On the Amazon:* 15 min.; 16mm silent.

KEY TO THE GREAT LAKES
Northwest Passage: (feature film, not available to schools.) *Transportation on the Great Lakes:* 15 min.; 16mm silent. *St. Lawrence Seaway:* A pictorial question: Should the Great Lakes-St. Lawrence Seaway be completed, thus turning millions of cargo tons away from the Mississippi and making great seaports of 30 northern cities? 16mm sound.

MOODY RIVER OF SHIFTING SANDS
South America—Ancient and Modern: Cruise, from New York through Panama Canal, to Colombia, Ecuador, Peru, Chile. 40 min.; 16 and 35mm silent, sound.

RIVER OF SILVER AND BROKEN HOPES
Buenos Aires, Mar Del Plata, Montevideo: 15 min.; 16mm silent.

MONUMENT TO THE MIGHT OF WATER
Grand Canyon and National Park: 11 min.; 16mm sound. *Glimpses of National Parks:* Yellowstone, Yosemite, Rocky Mountain and Grand Canyon. 2 reels; 16 and 35mm silent.

STRONGHOLD OF THE BUCCANEERS
Drake the Pirate: 85 min.; 16mm sound.

STARVING TIME ON THE JAMES
Jamestown: Colonial life. 1612. 60 min.; 16 and 35mm silent. *Colonial Virginia:* Williamsburg, reconstructed by Rockefeller. 9 min.; 16mm sound. *Colonial Children:* Self-sufficient Colonial home life. 1 reel; 16mm sound.

FROZEN WATERS OF THE NORTH
Frontiers of the North: Canadian Arctic Expedition, 1922, Quebec City to Baffin Bay. 10 min.; 16 and 35mm silent.

RIVER OF DREAMS AND DESTINY
Heaven on Earth: Feud between steamboat and shanty people. 8 reels; 16mm sound. *The River:* The Mississippi. 31 min.; 16 and 35mm sound.

FRONTIER DAYS ON THE OHIO
Boone Trail: Appalachian and Shenandoah Valleys, Natural Bridge, etc. 15 min.; 16mm silent. *Daniel Boone:* Life of westward pioneers. 3 reels; 16 and 35mm silent.

MAN-MADE WATERWAYS
Canals in U. S. History: Includes maps and charts. 16mm.

STEAM CONQUERS WIND AND CURRENT
Boat Trip: Down Hudson from Albany to New York. 10 min.; 16 and 35mm sound.

WATER FOR GREEN PASTURES
Argentine Argosy: City life, cattle ranches, farms. 1 reel; 16mm sound. *Argentine Prairies:* Meat production. 27 min.; 35mm sound. *Cattle:* Cowboys on the range. 15 min.; 16mm silent.

OIL ON QUIET WATERS
High, Wide and Handsome: First oil pipe-line from western Pennsylvania to seaboard. 1 hour 45 min.; 16mm sound. *Evolution of the Oil Industry:* 60 min.; 16 and 35mm silent.

BOOM DAYS IN THE JUNGLE
The Gold and Diamonds of Matto Grosso: 10 min.; 35mm sound.

STREAMS OF GREEN GOLD
Trees and Men: Logging and reforestation, Pacific northwest. 44 min.; 16mm sound. *Logging Along:* Northwestern U. S. lumber camp. 1 reel; 16mm sound.

Tales from Far and Near

LITERATURE • MODERN CHILDREN'S STORIES OF THE AMERICAS

ELEMENTARY GRADES AND JUNIOR HIGH SCHOOLS

Scripts written by A. Murray Dyer, CBS Staff Writer

Stories selected by Radio Committee, Association for Arts in Childhood

Presented in cooperation with the Association for Arts in Childhood, the Association for Childhood Education, the American Library Association, and the National Education Association

Oct. 10: All Over Town
17: Biography of a Grizzly
24: The Scarlet Fringe
31: The Smuggler's Sloop

Nov. 7: Mr. Popper's Penguins
14: All Sail Set*
28: Sad Faced Boy

Dec. 5: Winterbound*
12: Manga
19: Petite Suzanne

Jan. 9: Traplines North*
16: Meggy MacIntosh*
23: Aztec Drums
30: Rebecca of Sunnybrook Farm

Feb. 6: Drums in the Forest*
13: One String Fiddle
20: The Red Dory
27: Dark Star of Itza

Mar. 6: The Great Geppy
13: Presented in Cooperation with "Junior Programs, Inc."
20: American Traditional Folk Ballads
27: The Dauntless Liberator

Apr. 3: The Wonderful Locomotive
17: Red Horse Hill
24: To be selected

* *Stories especially suitable for junior high school*

Introduction

TALES FROM FAR AND NEAR is the "Story Program." It presents a selection of outstanding fiction for children, covering a wide range of reader interest and age level. Designed originally for the elementary grades, many of the broadcasts have been found entertaining and helpful in junior high school classes. (Those especially suitable for junior high are starred on the list.) The broadcasts also have an exceptional appeal to parents listening at home, who discuss the stories afterward with the children themselves.

The basic conception of Tales from Far and Near is to bring to children a greater use and enjoyment of books. Just as the librarian may introduce a new book or author by telling the printed story to small groups, so the radio dramatizes for its wider group of listeners the appeal of the book and the personality of the author, opens a vista of character and locale and era, and creates and stimulates the desire to read.

This year the dominant interest in the Western Hemisphere has led to a choice of books which illuminate child life and cultural backgrounds in these regions. Stories of Latin America, of the United States and of Canada provide rich literary experiences to supplement the social studies program. The stories in this series reveal basic similarities among children everywhere and foster greater understanding and sympathy among different cultural groups.

The program outlines that follow give a quotation from the book, a brief synopsis of the story, a list of the principal characters, a biographical note about the author, and suggestions for further reading either by the same authors or by others in similar fields.

Hints on Listening

There are three parts to the full use of every educational radio program: preparation, listening, and follow-up. From discussions with teachers, the following suggestions for using the broadcasts have evolved.

A wise cooperation can well be developed between the teacher, the school librarian, and the librarian in the public library. The school librarian can display all the books to be broadcast at the beginning of each term, and each week feature the book of that week, with an exhibit of additional titles suggested in the manual. At the public library, the weekly exhibit can make available additional copies of the same books, together with other titles suggested by the public librarian.

Sometimes, the books to be broadcast are divided among those teachers who are interested in the series. Thus each teacher reads only a few books and is prepared to discuss these particular titles thoroughly with all the classes. The

name of the teacher and the titles of the books he or she is preparing are noted on the bulletin board. Before each broadcast, the teacher responsible for that program might tell the background of book and author and give other related information to the students and then listen with them. This allows another teacher to take charge of those students who prefer not to listen.

Describing the characters will set the stage and help orient the students before the program begins. During the week before the broadcast, the Manual may be left on the teacher's desk, for the students to use.

It is suggested that students listen in small groups and in informal surroundings where this is possible. For younger children, some moments of relaxation or change of position may be advisable during a half hour program. It is suggested that an opportunity for this exists during the occasional musical bridge which marks transition from one scene to another.

After the broadcast, the class may discuss the characters, the setting, and the meaning of the story in history or in the world today. Why are we interested in the people and places described? How are the people and places similar to or different from those known to the students? What other books can the students obtain about the same times and places, and what else has the same author written? A host of discussion topics leads to an exploration by the students of good reading available in the school library and in the public library.

Other Programs and Films

It has frequently been found that much may be gained by integrating other broadcasts with the use of Tales from Far and Near. This year, with the portrayal of the various Americas in the literature series, more than ever programs from such other series as *Americans at Work, Wellsprings of Music,* and *New Horizons* may be selected to amplify the literature program's picture of one of the other American nations. An exceptional list of educational motion pictures is to be found at the end of the program outlines for *Americans at Work, New Horizons,* and *This Living World.*

1. All Over Town

By CAROL RYRIE BRINK

October 10

"Well, any ordinary minister can preach, but a man with a family such as Mr. Dawlish has must make up for it by being extraordinarily good in his preaching. He must be good enough to bring all the backsliders in town into the fold."

From ALL OVER TOWN *(Macmillan)*

A new minister comes to the Western town of Warsaw Junction with two impish young sons. How they and their young playmate, the doctor's daughter, succeed in bringing all the town's backsliders into church one Sunday makes an exciting story of failure that is finally turned into success.

CHIEF CHARACTERS: *Martin and Henry*—minister's sons · *Ardeth*—lonely young daughter of the doctor, who is delighted with the arrival of her new playmates · the *Slobbits*—good-natured but rather indolent family who will not attend church · *Mr. and Mrs. Dawlish*—the minister and his wife · *Dr. Howard*—Ardeth's father.

Carol Ryrie Brink has written several books about the Middle West she knows so well. Her story, *Caddie Woodlawn*, which won the Newberry Medal and was enjoyed in this series last year, tells of a pioneer family in Wisconsin. Mrs. Brink has also written two books with French backgrounds, *Anything Can Happen on the River*, Macmillan, and *Mademoiselle Misfortune*, Macmillan.

OTHER STORIES OF ADVENTUROUS CHILDREN ARE: *Children of America*, Winston. *Roller Skates*—by Ruth Sawyer, Viking. *Trigger John's Son*—by Tom Robinson, Viking. *Father's Big Improvements*—by Caroline Emerson, Stokes.

2. Biography of a Grizzly

By ERNEST THOMPSON SETON

October 17

"The Angel of the Wild Things was standing there, beckoning, in the little vale. Wahb did not understand. He had no eyes to see the tear in the Angel's eyes, nor the pitying smile that was surely on his lips, he could not even see the Angel. But he felt him beckoning, beckoning."

From THE BIOGRAPHY OF A GRIZZLY *(Appleton-Century)*

CHIEF CHARACTERS: *Wahb*—veteran grizzly who was king of the Upper Meteetsee.

Wahb, born many years ago in the wildest part of the Wild West, lives his life on the outskirts of civilization. He sees few men and most of those are his enemies.

Ernest Thompson Seton went to live in the backwoods of Canada with his parents and nine brothers when he was only five years old. There he learned the woodcraft and nature lore and the hunting, trapping and fishing that are so vividly dramatized in his many books. He is equally well known as an illustrator of animal and bird life. His first success as a writer was with *Wild Animals I Have Known*, in which he wrote the biographies of eight wild animals. Other books include *Lives of the Hunted*, *Two Little Savages*, and the manual, *The Book of Woodcraft*. Mr. Seton was active in founding The Boy Scouts of America and wrote the first Scout Manual.

OTHER CANADIAN ANIMAL STORIES ARE: *Children of the Wild*—by Sir Charles G. D. Roberts, Macmillan. *Sajo and the Beaver People*—by Grey Owl, Scribner.

3. The Scarlet Fringe

By HELEN C. FERNALD and EDWIN M. SLOCOMBE

October 24

"His people! Paullu looked at them, and then at the tops of the towering mountains where the snow was turning scarlet in the light of the setting sun.

"'See!' he said, pointing. The people turned toward the west and raised their arms, while the night hymn to Inti echoed softly from the mountain walls."

From THE SCARLET FRINGE *(Longmans Green)*

The scene is laid in a beautiful and wild mountain fastness of the Andes where a small band of several hundred Incas hopes to escape the Spaniards. Strange and mysterious things happen. The Incas' star ruby has disappeared. The omens are unfavorable. The golden vessels are stolen from the Temple of the Sun. The terraced gardens dry up. Finally in a long-abandoned silver-mine Paullu finds the clues that lead to the traitor in their midst.

CHIEF CHARACTERS: *Paullu*—an Inca boy of seventeen who saves his people · The *Villac Umu*—the High Priest of the Incas · *Quichac*—a metal worker · *Piqui*—one of the Inca boys of the village · *Inca Manco*—Head of the tribe and wearer of the Scarlet Fringe · *Pedro* and *Martinez*—Spaniards · *Anti-cusi*—Chief of the warriors.

Helen Clark Fernald and Edwin M. Slocombe have recently finished writing their second book in collaboration, *River Empire*, Longmans-Green, a story of high adventure on four great waterways—the St. Lawrence, the Allegheny, the Ohio and the Mississippi. Much of the excitement and adventure in these tales comes from Mrs. Fernald's own childhood days in a Kansas prairie town on the border of the old Indian Territory.

OTHER STORIES OF ECUADOR AND PERU ARE: *The Silver Llama*—by Alida Malkus, Winston. *The Lucky Llama*—by Alice Desmond, Macmillan. *Paco Goes to the Fair*—by Gill and Hoke, Holt.

4. The Smuggler's Sloop

By ROBB WHITE

October 31

"They stood listening and finally heard a man groan. It was a low, aching sound in the night—the sound of a man in deep, slow pain. They crept to the side of the hut and stopped again. The groan was a long time coming but they heard it more distinctly this time. Tobie came close to Tommy and whispered, 'King'".

From THE SMUGGLER'S SLOOP *(Little, Brown)*

A young American boy and girl find themselves adrift in a sailboat in the Caribbean waters off the island of Dominica. They are rescued by King, one of the island natives who brings them safely through a Caribbean settlement on the point of riot.

CHIEF CHARACTERS: *Tommy* and *Tobie*—brother and sister · *King*—the tall, strong native who rescues the American boy and girl in their adventures.

Robb White writes about the sea and the West Indies from first hand knowledge. After graduating from the Naval Academy at Annapolis, he sailed the Caribbean and lived on plantations. His latest book, *Three Against the Sea*, Harper, is a story laid in Dominica.

OTHER STORIES OF THE CARIBBEAN ARE: *Mouseknees*—by William C. White, Random. *Jamaica Johnny*—by Berta and Elmer Hader, Macmillan. *Perez and Martina*—by Pura Belpre, Warne. *Popo and Fifina, Children of Haiti*—by Bontemps and Hughes, Macmillan.

5. Mr. Popper's Penguins

By RICHARD and FLORENCE ATWATER

November 7

"No one knew what went on inside of Mr. Popper's head and no one guessed that he would one day be the most famous person in Stillwater."

From MR. POPPER'S PENGUINS *(Little, Brown)*

Mr. Popper is a painter who spends much of his time wishing to go to the South Pole. One day he gets a present of a penguin. Soon he has a whole family of penguins. Their adventures make him famous.

CHIEF CHARACTERS: *Mr.* and *Mrs. Popper* · *Bill* and *Janie Popper* · *Twelve penguins.*

Richard and Florence Atwater met at the University of Chicago where Mr. Atwater was a young Greek instructor. He left teaching and

conducted a column on the Chicago Evening Post signed "Riq", and later published a book of light verse called *Rickety Rhymes*. Then he began *Mr. Popper's Penguins*, in which Mrs. Atwater collaborated. She is now teaching in a Chicago high school.

OTHER STORIES OF UNUSUAL ANIMALS ARE: *Freddy the Detective* — by Walter Brooks, Knopf. *Oscar the Trained Seal*—by Mabel Neikirk, Grosset. *Ben and Me*—by Robert Lawson, Little.

6. All Sail Set

BY ARMSTRONG SPERRY

November 14

"Oh, a Yankee ship comes down the river
Blow, my bully boys, blow!
Her yards and mast they shine like silver
Blow, my bully boys, blow!"
From ALL SAIL SET *(Winston)*

The story of the building of the "Flying Cloud", one of the most famous clipper ships ever to sail blue water. On her maiden voyage, young Enoch Thacher sails as an apprentice. In his later years, when he is much, much older, he tells the story of his first trip to sea.

CHIEF CHARACTERS: *Enoch Thacher* · *Donald McKay*—designer and builder of the "Flying Cloud" · *Messina Clarke*—a sailor who nurses along young Enoch's love of the sea · *"Brick" Warner*—Enoch's fellow apprentice on his voyage · *Jeeter Sneed*—who tries to set the ship on fire · *Captain Peck Creery*—stern disciplinarian · *Mr. Jones* — hard-fisted, rough-tongued First Mate.

Armstrong Sperry inherited a love of ships and far places from grandfathers who were New England sea captains in the days described in this story. He has lived in many parts of the world, always painting or sketching the people and places, so that his books bring vividly to life the people of the South Seas or Alaska or our own Southwest.

OTHER STORIES BY ARMSTRONG SPERRY ARE: *Call It Courage*, Macmillan. *Little Eagle*, Winston. *One Day With Tuktu*, Winston.

7. Sad-Faced Boy

BY ARNA BONTEMPS

November 28

"Blow your whistle, Mr. Railroad Train, me and my two bubbers aims to see that place they call Harlem. Blow your whistle, sir. Take us away from here, if you please."
From SAD-FACED BOY *(Houghton)*

It is a long, long trip from the Alabama cotton fields to Harlem in New York, but to Slumber and his two brothers, it's worth it. "Harlem is wonderful" they decide, and then they hunt up Uncle Jasper Tappin, the janitor of a big apartment house, and tell him they've come on a visit. Before they go home to Alabama they see tall buildings and elevators and many other strange sights.

CHIEF CHARACTERS: *Slumber*—the happier he felt, the sadder he looked · *Willy*—who likes to beat a drum · *Rags*—the oldest brother, sometimes called "Big Shorty" · *Uncle Jasper* —who says, "Dog my cats!" when his nephews appear in Harlem · *Daisy Bee*—she tells the boys what she wants them to do, and they do it.

Arna Bontemps, prominent American Negro teacher and writer, has made a careful study of the rhythm and swing of negro speech. A writer of distinction and integrity, his books for children are especially well-conceived and charming. *Popo and Fifina* (Macmillan) is a story of two Haitian children and was written in collaboration with Langston Hughes, the negro poet. He has also written *You Can't Pet a Possum* (Morrow).

OTHER STORIES OF NEGRO CHILDREN IN THE UNITED STATES ARE: *Little Jeemes Henry*—by Ellis Credle, Nelson. *Key Corner*—by Eva Knox Evans, Putnam. *You Can't Pet a Possum*—by Arna Bontemps, Morrow.

8. Winterbound

By MARGERY BIANCO

December 5

"'Dear Z.Y.3,

"'If you really want a place in the country where you can write in peace and quiet, we have a comfortable ground-floor room, with open fireplace. We are four in the family, and my sister is an artist. This is genuine country. We have no modern conveniences except the telephone. You could have plain meals either with us or by yourself and we can undertake that you will not be disturbed in your work unless you want to be, because we are usually pretty busy ourselves. There is no radio and we are seven miles from the railroad. We like it here and I think you would.

"'Yours sincerely,

"'Margaret Ellis'"

From WINTERBOUND *(Viking Press)*

When Mr. Ellis is called away at the last moment to join an expedition, the family rents an old house out in Connecticut to save money. The four children know they may have to face plenty of hardships. But the possibility that Penny, their mother, on whom everyone depends, might also be called away, is the last thing that anyone could imagine.

CHIEF CHARACTERS: *Penny*—the mother · *Kay*—the artist with paint and brush, the oldest of the family · *Garry*—the artist with tools and plants who really steps in and takes charge · *Carolyn* and *Martin*—who are younger · *Miss Emily Humbold*—who boards with the family and writes a book.

Margery Williams Bianco read many stories about America as a child in London. When she was nine she came to live in New York, then on a farm in Pennsylvania—and began writing stories herself. Her first novel was published when she was twenty-one. She is a gifted story-teller and is at her best in such imaginative stories as *The Velveteen Rabbit,* Macmillan.

OTHER STORIES BY MARGERY BIANCO ARE: *The Street of Little Shops,* Doubleday. *The Good Friends,* Viking.

9. Manga

By RICHARD C. GILL

December 12

"'I should be glad to tell you about myself. First of all, my family or clan name is Jimmy Parker, and my tribe lives in a place called New York, a full moon of travel from Mishquilli, but all those who are really my friends call me Jimmy.'

"'Zheemi . . . Zheemi' . . . Manga's face became suddenly grave. 'Yes, Zheemi, I will call you that and I will always be your friend'".

From MANGA *(Stokes)*

Manga is an Indian boy of the jungle at the headwaters of the Amazon. The story of his friendship with a young American photographer and the adventures of the two young men in the jungle ends with a stirring description of a deadly fight between wild tribes in the territory of the head-hunters.

CHIEF CHARACTERS: *Manga*—young and resourceful Napo Indian · *Jimmy Parker*—American photographer who adventures up the Amazon for pictures · *Catafalco*—Chief of the tribe and Manga's father.

Richard C. Gill interrupted a career as a professor of English to become a ranch owner and explorer in South America. His friendship with the Indians enabled him to discover the secrets of an arrow poison which is now used as a cure for certain kinds of paralysis. His explorations in the Amazon jungle and elsewhere form the background for such stories as *Manga* and *Volcano of Gold,* Stokes.

OTHER STORIES OF BRAZIL ARE: *Red Jungle Boy*—by Elizabeth Steen, Harcourt. *The Parrot Dealer*—by Kurt Wiese, Coward (junior high). *Brazilian Fairy Book*—by Elsie Eells, Stokes. *Fairy Tales from Brazil*—by Elsie Eells, Dodd. *Little Jungle Village*—by Jo Besse Waldeck, Viking.

10. Petite Suzanne

By MARGUERITE DE ANGELI

December 19

"Suzanne came running along the beach, her hair blowing in the wind, her jacket open to the keen fresh air, and her hands full of the shells she had gathered. . . . She heard from the cove a cry for help, 'Au secours, au secours'.

"There, not very far from shore, but where the water is very deep, was André. He was clinging to the bottom of a boat, and floating all about him was the wood he had gathered from across the cove. He had filled the boat too full, and it had upset."

From PETITE SUZANNE *(Doubleday Doran)*

It is a cold September morning when André's cry for help brings Suzanne running along the beach followed by Uncle Jacques and all the other fishermen. André is little the worse for his ducking but Pepère's good axe is missing! It is time to cut the Christmas tree before it is found again.

CHIEF CHARACTERS: *Suzanne* and *André*—brother and sister · *Uncle Jacques*—a Gaspé fisherman · *Tante Eugénie,* his wife · *Ol' Batees*—a raconteur whose stories are the best ever.

Marguerite de Angeli has for many years been well known as an artist. A few years ago she began writing her own books, and illustrating them. *Skipack School* and *Henner's Lydia,* Doubleday, are stories of the Amish people of Pennsylvania, and picture the locality where Mrs. de Angeli now lives and writes. *Copper-Toed Boots,* Doubleday, is a story of her own childhood in Michigan, its delights and disappointments. To write *Petite Suzanne,* she stayed with a French-Canadian family on the Gaspé Peninsula, and lived in the atmosphere we find in her story.

OTHER STORIES OF THE GASPÉ AND THE ATLANTIC SEACOAST ARE: *Tommy Thatcher Goes to Sea*—by Berta and Elmer Hader, Macmillan. *Treasure in Gaspesy*—by Amy Hogeboom, Dutton. *French Canada*—by Hazel Boswell, Viking.

11. Trap-Lines North

By STEPHEN MEADER

January 9

"Early this spring, two small note-books in oilcloth covers came to me in the mail. They were stained and dog-eared, spotted with candle grease, smudged with wood smoke. They were filled with laborious pencil scrawls—laconic daily entries in the form of a diary that covered a period of seven months—from October 10, 1932 to May 20, 1933."

From Preface to TRAP-LINES NORTH *(Dodd Mead)*

The scene of this story is the untamed and measureless forest that lies northeast of Lake Nipigon and 150 miles north of Lake Superior.

With their father ill, Jim and Lindsay Vanderbeck assumed responsibility for their father's trap-lines. Basing his story on their own diaries, Stephen Meader writes an exciting account of hardships endured, dangers encountered and the adventurous spirit of two boys in providing for their family's needs by bringing the Winter's work to a successful conclusion.

CHIEF CHARACTERS: *"Big" Lindsay Vanderbeck*—woodsman from a New Brunswick family · *Mrs. Vanderbeck*—his wife · *Jim Vanderbeck*—eighteen years of age, "the best woods cook in my experience" · *Lindsay*—his younger brother · *Joe Leske*—the Indian trapper, whose wife is suspected of being a "wolf-witch" · *Sergeant MacLeish*—of the Royal Canadian Mounted Police.

Stephen Meader's father was in the lumber business. Occasionally he went to his father's lumber camp off in the woods and there experienced the life and atmosphere told in this story. As a boy in New Hampshire he learned to love the sports of the open—hunting, swimming, fishing, riding, and camping in the trackless woods. Among his stories of adventure are *Away to Sea, Red Horse Hill,* and

Who Rides in the Dark, all Harcourt, which was dramatized in this series last year.

OTHER STORIES OF THE CANADIAN WOODS ARE: *Ungava Bob*—by Dillon Wallace, Grosset. *Rolf in the Woods*—by Ernest Thompson Seton, Grosset. *The Magic Forest*—by Stewart Edward White, Macmillan.

12. Meggy MacIntosh

By ELIZABETH JANET GRAY

January 16

"'I'm not a child', she said earnestly. 'I am fifteen and I can pay my own passage and take care of myself. I don't want to be a burden to anyone and I won't bother anyone. I only wanted to get away from—from where I was and go to America.'"

From MEGGY MACINTOSH *(Doubleday Doran)*

Meggy MacIntosh has a gentle manner and an adventurous spirit inherited from her father, who had fought for Prince Charlie. Finding no adventure in Edinburgh, she runs away to North Carolina. Meggy reaches Wilmington in March, 1775. The colony is in an uproar with talk of war and freedom. Her adventures in a strange land and how she finds romance, give an exciting picture of America in Revolutionary times.

CHIEF CHARACTERS: *Meggy MacIntosh*—who runs away on the same boat with—*Evan MacNeill*—by pretending to be the girl he wants to marry.

Elizabeth Janet Gray was only thirteen when her first story was published. Since then she has written many stories and books, some about people like her Scotch and New Jersey Quaker ancestors, others about the early settlers of the Carolinas whom we meet in *Meggy MacIntosh*. Other titles by Elizabeth Janet Gray include *Jane Hope*, *Young Walter Scott*, and *Beppy Marlowe*.

OTHER STORIES OF PIONEER DAYS ARE: *Calico Bush*—by Rachel Field, Macmillan. *Swords of the Wilderness* — by Elizabeth Coatsworth, Macmillan. *Daniel Boone*—by James Daugherty, Viking. *The Willow Whistle*—by Cornelia Meigs, Macmillan.

13. Aztec Drums

By ALICE ALISON LIDE

January 23

"Xochitl's dress was simple. His white tunic, which reached only to his knees, and left his arms bare from the shoulder, was girdled with a striped length of cotton stuff. Buffalo-hide sandals and a dark tilmatli or mantle of cotton cloth completed his costume. A bronze band on his left arm bore the sign of the weaver's guild, for he was grandson of Nezah, master-craftsman at the loom."

From AZTEC DRUMS *(Longmans Green)*

In Tenochitlan on the Street of the Weavers, Xochitl lives with his grandfather and his young sister, Tlascala. A wondrous robe, which has taken Xochitl's grandfather half a lifetime to weave, is stolen just before the royal fair at which the great Montezuma is to judge. The unexpected happens and Xochitl flees for his life. Then, with steady courage he conquers the jungle and returns to win the praise of Montezuma.

CHIEF CHARACTERS: *Xochitl* — a brave young Aztec · *Zoma*—who steals the robe from *Nezah* — Xochitl's grandfather · *Tlascala* — Xochitl's sister · *Montezuma*—the King · The *Black Chief*—leader of underworld band.

Alice Alison Lide is particularly interested in bringing children stories that will give them a feeling of other lands and people. She has done this most successfully in her many books, such as *Yuckatu the Yak*, Viking, a story of Tibet; the Eskimo story of *Ood-le-ul the Wanderer*, Little Brown, and her recent Latin American stories, *Aztec Drums* and *Princess of Yucatan*, both Longmans-Green.

OTHER STORIES OF MEXICO ARE: *Pedro the Potter*—by Idella Purnell, Nelson. *Popo's Miracle*—by Charlie May Simon, Dutton. *Pedro*—by Marjorie Flack, Macmillan. *Marcos, Mountain Boy of Mexico*—by Melicent Lee, Albert Whitman. *The Forest Pool*—by Laura Adams Armer, Longmans-Green. *Manuela's Birthday*—by Laura Bannon, Albert Whitman. *Adventures of Chico*—by S. and H. Woodward, Stackpole Sons. *Made in Mexico*—by Purnell and Weatherwax, Macmillan.

14. Rebecca of Sunnybrook Farm

BY KATE DOUGLAS WIGGIN

January 30

"Her eyes as stars of Twilight fair;
Like Twilight, too, her dusky hair;
But all things else about her drawn
From May-time and the Cheerful Dawn;
A dancing Shape, an Image gay,
To haunt, to startle, and way-lay."
William Wordsworth, from
Frontispiece to
REBECCA OF SUNNYBROOK FARM
(Houghton Mifflin)

Things begin to happen at Sunnybrook Farm after Rebecca Randall comes there to visit her maiden aunts. "Uncle" Jerry Cobb, the village cab-driver, aids in some of her kindly schemes. Adam Ladd, to whom she tries to sell soap, becomes "Mr. Aladdin" and later falls in love with Rebecca.

CHIEF CHARACTERS: *Rebecca Randall*—who has a sunny disposition and a vivid imagination · *Jerry Cobb*—a cab-driver who becomes Rebecca's friend · *Miranda and Jane Sawyer*—Rebecca's aunts · *Adam Ladd*—a wealthy young man who sends Rebecca to school · *Emma Jane*—Rebecca's school friend.

After Kate Douglas Wiggin had sold her first story, she realized that "there were no more stories in her head" and she set out to find experiences from which to write. She founded the famous Silver Street Kindergarten in San Francisco, the first free kindergarten west of the Rockies. To raise money for it, she wrote *The Birds' Christmas Carol*. It was her first book, and immediately established her as an author. *The Story of Patsy, A Summer in a Cañon, Polly Oliver's Problem*, and *Timothy's Quest* soon followed. One day she dreamed about a "quaint, dark-haired gypsy of a girl, riding in a stagecoach," and, upon the background of her own New England childhood, she wrote the story of *Rebecca of Sunnybrook Farm*.

OTHER FARM STORIES ARE: *Timothy and the Blue Cart*—by Elinor Whitney, Stokes. *Farmer Boy*—by Laura Ingalls Wilder, Harper. *Henner's Lydia*—by Marguerite de Angeli, Doubleday. *Sarah's Idea*—by Doris Gates, Viking.

15. Drums in the Forest

BY ALLAN DWIGHT

February 6

A story of "a time in Canadian history when actually, as well as figuratively, Indian tomtoms and the drums of the French and English beat their challenge in the forests of the New World."

From DRUMS IN THE FOREST
(Macmillan)

Denis de Lornay, fourteen years old, leaves his home in Old France for a life of intrigue and danger among the coureurs de bois, Indians and fur traders of New France.

CHIEF CHARACTERS: *Denis de Lornay*—the young adventurer · *Nicolas Perrot*—gallant coureur de bois · *Marcel Loutray*—plotter and fur trader · *Denonville*—the weak intendant of New France · *Frontenac*—the hero of New France.

Allan Dwight is the "nom de plume" of two collaborators, Turney *Allan* Taylor and Lois *Dwight* Cole, who, since they were married, thought it might be confusing to use both their names so took the middle name of each. Their hobbies are American history, American folklore, and travel to the scenes and shrines of the United States in whose wars their ancestors played exciting roles.

OTHER STORIES ABOUT THESE TIMES IN CANADIAN HISTORY ARE: *The Painted Arrow*—by Frances Gaither, Macmillan. *Young Voyageur*—by Charles Clay, Oxford. *Kaga's Brother*—by Margaret I. Ross, Harper. *Tonty of the Iron Hand*—by Everett McNeil, Dutton.

16. One-String Fiddle

BY ERICK BERRY

February 13

"Take a bit of this and a bit of that, and ye kin make up yer own tune."

From ONE-STRING FIDDLE *(Winston)*

Young Irby's most severe music critic was his dog. If Billiam yawned or flapped his ears that meant he didn't like it. So Irby worked on his original tune for the Fiddling Match until Billiam opened his eyes and thumped his tail in approval.

CHIEF CHARACTERS: *Irby Jourdine*—a young Tennessee mountain boy . *Billiam*—who was 'most all hound dog . *Old Fiddler*—the best fiddler in the county.

Erick Berry and her husband, Herbert Best, also a writer, are great travelers and their many books tell what they have seen and heard. Erick Berry illustrated children's books long before she published her first book of West African folk and animal tales, *Black Folk Tales* (Harper). Another of her African stories *Girls in Africa* (Macmillan), was on *Tales from Far and Near* last year. *Homespun* (Lothrop) is a story of America one hundred years ago, when young people were following the frontier, north, west and south.

OTHER STORIES OF MOUNTAIN CHILDREN ARE: *Robin on the Mountain*—by Charlie May Simon, Dutton. *The Goat That Went to School*—by Ellis Credle, Grosset. *The Other Side of the Mountain*—by May Justus, Doubleday.

17. The Red Dory

BY HAZEL WILSON

February 20

"Captain Eben's grandfather was born on Pine Island. So were most of his descendants, though a few of them had strayed inland. Most of them had been fishermen and several ***of them had been lost at sea. Donald's father*** *was the last Jordan to be drowned."*

From THE RED DORY *(Little, Brown)*

This is the story of Captain Eben, rheumatic and over 70, of Donald, his 12-year-old grandson, and of the sturdy red dory that brought them many exciting adventures off Pine Island, on the Maine coast.

CHIEF CHARACTERS: Donald—who can handle a boat better than many a grown-up . *Captain Eben*—who teaches Donald all he knows about the sea . *Ira Daggett*—sword fisherman and bully . *Captain Gleason*—who gives Captain Eben his chance to sign up on his schooner and earn the money he needs to replace the motorboat crushed by a Winter storm.

Hazel Wilson brings to her stories of down-east Yankees the stories of her own sea-faring forebears who have sailed out of Portland, Maine, for generations. Born in Portland, she has spent most of her summers since childhood on the very island off the Maine coast that is the scene of *The Red Dory*.

OTHER STORIES OF NEW ENGLAND FISHERMEN ARE: *Here's Juggins*—by Amy W. Stone, Lothrop. *Captains Courageous*—by Rudyard Kipling, Doubleday. *Downright Decency*—by Caroline Snedeker, Doubleday.

18. Dark Star of Itza

BY ALIDA SIMS MALKUS

February 27

"'Even now they advance,' said the Toltec, leaning over her. 'Will you come, now? I shall give orders that your father be saved. For the city will be taken and destroyed, and you most certainly will be lost. The Itza will be driven forth.'"

From DARK STAR OF ITZA *(Harcourt Brace)*

Hunac Ceel, lord of Mayapan, whose bride had been stolen by Chac Zib Chac, king of Itza, marches against the

city of Chichen and demolishes it. He recaptures his bride, but brings ruin and desolation to the dwellers in the city.

CHIEF CHARACTERS: *Kantol*—Queen for whom two kings fought · *Chac Zib Chac*—King of Itza · *Hunac Ceel*—King of Mayapan · *Nicté*—daughter of the High Priest of Itza who offers her life to save her country · *Toltecan*—who loves Nicté · *Itzanpesh*—who also loves Nicté · *Holchan*—Nicté's uncle.

Alida Sims Malkus made her first trip west with her parents when she was seven years old, and since then her first love has been exploring new places on horseback. After riding, her favorite sport is swimming, in such different waters as rock pools in the Mexican Sierras, the Atlantic, Pacific, Caribbean, and Canadian lakes and rivers. For authentic background for her stories, Mrs. Malkus has done her own exploration and research among the forgotten cities of Yucatan. Among her books are *Raquel of the Ranch Country*, *The Dragon Fly of Zuni*, and *Stone Knife Boy*.

OTHER STORIES OF YUCATAN ARE: *The Spindle Imp*—by Alida Sims Malkus, Harcourt, Brace. *Princess of Yucatan*—by Alison Lide, Longmans-Green. *Digging in Yucatan*—by Anne Axtell Morris, Doubleday, (junior high).

19. The Great Geppy

BY WILLIAM PENE DUBOIS

March 6

"Sergeant Murphy was given a striped colt when he was on Case 2902 in India. It was a reward and token of affection and gratitude from Sultan Ab Aboo. This horse is as striped as an awning, with up and down red and white stripes . . . his brain, which is as brilliant as his appearance, is also clear instead of muddled, like the brains of most horses. He speaks English fluently."

From THE GREAT GEPPY *(Viking Press)*

Not since Case 1802, which required Siamese Twin detectives, had the detective agency of Armstrong and Trilby been asked for such a rare sleuth. At the Bott Brothers' Three-Ring Circus, an investigator was required who could walk a tight-rope, be shot from a cannon, train lions, and was also a freak. The Great Geppy, the awning-striped horse, was given the detective job with the hope that the agency's slogan, "A Suitable Sleuth For All Solvable Crimes" would remain gloriously justified.

CHIEF CHARACTERS: *The Great Geppy*—an awning-striped horse · *Mr. Paul Armstrong*—of the detective agency of Armstrong and Trilby · *Micky Bott*—manager of Bott Brothers' Three-Ring Circus.

William Pène du Bois is the youngest member of a family of four well known artists who live and work on the two top floors of an old house in New York's Greenwich Village. He has written and illustrated five books for children including *Giant Otto*, Viking. *Elizabeth the Cow Ghost*, Nelson, and *The Three Policemen*, Viking.

20. The Emperor's Treasure Chest

BY CECILE HULSE MATSCHAT

March 13

An original play produced in cooperation with Junior Programs, Inc., which is presenting this work with its own casts in schools throughout the United States.

The adventures of a Brazilian girl and boy in search of a treasure left by Brazil's last emperor, Don Pedro.

21. The American Ballads

March 20

Selections from ballads of the American scene, including *Jesse James* by William Rose Benét.

22. The Dauntless Liberator

By PHYLLIS MARSCHALL and JOHN CRANE

March 27

"In the main square of Caracas, Venezuela, stands a statue of Simon Bolivar mounted on a spirited horse. The square is now called the Plaza Bolivar. . . . Simon Bolivar was the liberator of South America."

From THE DAUNTLESS LIBERATOR (*Appleton-Century*)

In "The Dauntless Liberator" is told the story of the forty-seven years of the life of Simon Bolivar, years in which the youth achieved the fullest height and glory of a great ambition, years in which the man was victim of untold treachery and knew the utmost despair.

CHIEF CHARACTERS: *Simon Bolivar*—the Liberator · *Rodriguez*—his tutor · *Francisco de Miranda*—whose desire for South American independence flamed as high as that of *Bolivar's* · *Monteverde*—the Spanish commander · *Boves*—a blood-thirsty criminal · *O'Leary*—the Irish aide and biographer of the Liberator

Dr. John de Murinelly Cirne Crane, co-author of *The Dauntless Liberator*, was born in Rio de Janeiro, travelled and studied throughout South and Central America, and spent a number of years in Venezuela, the scene of this book, where his uncle was then the Minister from Brazil. His wife, Phyllis Marschall, was born in Hampton, Iowa, and has made several trips to Colombia and Venezuela to gather material for their writing. She is a dramatic story teller and playwright, and has written more than ten books on American history.

BACKGROUND STORIES FOR THE LIFE OF BOLIVAR: *Capitols of the World*—by Marguerite Vance, Crowell. *South America's Story*—by Elsie Eells, Dodd. *Spain in Europe and America*—by Peck and Meras, Harper. *Columbus Sails*—by Walter Hodges, Coward (all junior high).

23. The Wonderful Locomotive

By CORNELIA MEIGS

April 3

"When it was time to go home Peter got up sleepily and said, 'Won't she run yet, Nels? Isn't it nearly time to use magic?'

"Nels stopped, blew on his pipe, thought a minute and said, 'We will try a little longer to see what hard work will do. Magic is too easy'."

From THE WONDERFUL LOCOMOTIVE (*Macmillan*)

Peter knew his friend, Nels, could make the "Old 44" run again, even if he had to use magic. And the old engine does run all the way from New York to San Francisco with Peter at the throttle. On the way he rescues a stray dog named Terry who shares his many adventures.

CHIEF CHARACTERS: *Peter*—who is lucky enough to live near a roundhouse · *Nels Stromberg*—an old railroad engineer who actually owns Number 44—a locomotive with an illustrious history · *Terry*—a stray dog · *A Little Girl*—who wants her brother to see the circus · *Billy Anderson*—engineer of Number 98 which pulls a circus train.

Cornelia Meigs loved stories of the sea when she was a child, and when she became an author she sought her inspiration in stories about the sea for other children. *Trade Wind*, Little, and *Clearing Weather*, Little, are fine sea tales. Stories with American backgrounds are *Master Simon's Garden*, Macmillan, *Scarlet Oak*, Macmillan, and *Swift Rivers*, Macmillan. *The Wonderful Locomotive* was not written for publication but made up to tell to her nephews. It has become one of her best known and best loved books. Her biography of Louisa Alcott, *Invincible Louisa*, won the Newberg Medal.

OTHER STORIES OF TRAINS ARE: *Little Blacknose*—by Hildegarde Swift, Harcourt, Brace. *Clear Track Ahead*—by Henry B. Lent, Macmillan. *The Little Girl Who Waved*—by Clara Ford, Stokes. *Chessie*—by Ruth Carroll, Messner.

24. Red Horse Hill

By STEPHEN MEADER

April 17

"Cedar moves a bit stiffly at first. But as his ancient legs warm to their work there is a hint of past battles won in the vigor of his rocking stride. Old-timers turn to watch him with a mistiness in their eyes. And though their lips are silent their hearts are lifted in a toast: 'The roadhorse—may he never die!'"

Bud Martin, forgotten boy of a Boston stable, sets out for New Hampshire to find the village where his mother lived before she died. His pluck and courage as he settles down to work and succeeds in outwitting a criminal conspiracy make an exciting story of adventure.

CHIEF CHARACTERS: *Bud Martin*—the New England boy whose quick-witted thinking thwarts a criminal gang . *Mr. Mason*—who befriends Bud in his hour of need . *Aunt Sarah*—Mr. Mason's wife . *Cal Hunter*—Bud Martin's friend and playmate . *Harko Dan*—the gypsy whose activities Bud outwits

This dramatic story of a horse springs from Stephen Meader's own boyhood experiences in New Hampshire and his love of riding and of country life. Other books by Mr. Meader are noted in the outline for *Trap-Lines North*, broadcast January 9.

OTHER STORIES OF HORSES ARE: *War Paint*—by Paul Brown, Scribners. *Hobby Horse Hill*—by Lavinia Davis, Doubleday. *Black Storm*—by Thomas Hinkle, Morrow. *Star: The Story of an Indian Pony*—by Forrestine Hooker, Sundial. *Salute*—by C. W. Anderson, Macmillan.

25. (To be selected)

April 24

OTHER GOOD SOUTH AND CENTRAL AMERICAN STORIES NOT PREVIOUSLY LISTED:

Tales from Silver Lands—by Charles J. Finger (Doubleday) . *A Little Boy Lost*—by W. H. Hudson (Knopf) . *South American Jungle Tales*—by Horacio Quiroga (Dodd) . *David Goes Voyaging*—by David Putnam (Putnam) . *The Boy with the Parrot*—by Elizabeth Coatsworth (Macmillan) . *A Dog at His Heel*—by Charles J. Finger (Winston) . *Paddlewings: the Penguin of Galapagos*—by Wilfrid Bronson (Macmillan). *Red Howling Monkey*—by Helen Tee-Van (Macmillan) . *Quetzal Quest*—by Von Hagen and Hawkins (Harcourt) . *Runaway Balboa*—by Johnson and Peck (Harper) . *The Cedar Deer*—by Addison Burbank (Coward) . *Two Sailors Around the Horn*—by Warwick Tompkins (Viking) . *Quest of the Cavaliers*—by Faith Yingling Knoop (Longmans) . Junior High.

SEE ALSO *Children's Books in Latin America*, a booklist issued by the Pan-American Union, Washington, D. C.

This Living World

CURRENT EVENTS • GOVERNMENT • HISTORY

UPPER ELEMENTARY GRADES AND JUNIOR AND SENIOR HIGH SCHOOLS

Scripts written by Stuart Ayers, CBS Staff Writer

Presented in cooperation with the New York City Board of Education and the National Education Association.

Oct. 11: Pan-Americanism
18: Hemisphere Defense
25: Taxes and Services

Nov. 1: Public Relief
8: Unemployment
15: Housing America
29: Security

Dec. 6: Natural Resources and Conservation
13: Power for All
20: Agriculture and Government

Jan. 10: Agriculture and the Young Farmer
17: Self Sufficiency versus Trade Expansion
24: America Trades Abroad
31: Trade Agreements

Feb. 7: Money and Trade
14: Inter-American Communications
21: The Panama Canal
28: Schools for All

Mar. 7: Immigrants All
14: New Culture in the Americas
21: America's Health
28: Pan-American Relations

Apr. 4: The Monroe Doctrine
18: Working for Permanent Peace
25: The American Way

Introduction

The purpose of this series is to stimulate the student to explore his community and his relations to it. The programs ask him to discover the economy and culture of his home, his town, his country and his world. This living world is a dynamic world and the student must develop the power to adjust himself to its demands both as an individual and as a citizen. The programs pose and discuss some of the important present day problems that Americans must face.

The Broadcast

The scope of the series is the Western Hemisphere in terms of interests between the American nations and their relations with the rest of the world. The programs take their key from the first broadcast on "Pan-Americanism." Succeeding programs, all inter-related, describe economic and social aspects of the American nations, and relate these aspects to problems in our own communities.

Each program is broadcast from the auditorium of a great metropolitan high school before an audience of students, with students participating in the discussion that forms the last part of the program. For this reason high school students will be especially interested in following the broadcasts. Students of upper elementary grades will also find the programs useful.

Parents in the home, students in teachers' colleges, and all those who want to understand modern youth in action, will discover in these broadcasts something about the ability of young people to handle the discussion method of giving different sides of every question a fair hearing.

In the Class

To make the best educational use of the This Living World series, adequate pre-broadcast preparation, attentive and uninterrupted listening, and comprehensive follow-up activities are essential. Suggestions for preparation and follow-up are made with each program outline in the Manual.

With the demands of his curriculum and the specific interests of his pupils in mind, the teacher should examine the whole schedule of broadcasts carefully. He may decide to use all the broadcasts, or he may single out some for careful study and omit others.

Before the broadcast it will be found that most students know something about the national questions to be discussed, and may even possess strong personal opinions. The teacher's aim should be to direct an unbiased investigation of the

subject. The pupil who has strong sympathies for labor should be encouraged to read something that explains the viewpoint of industry. Young conservatives should be led to examine the literature of the liberals. Small-group discussion not under the teacher's immediate guidance will help pupils clarify their ideas and defend their opinions. A short period of general forum discussion might well precede the broadcast.

In the follow-up lesson, after pupils have heard the broadcast, another short period of forum discussion, a quiz, dialogue, panel discussion, or dramatization might be used. The teacher will vary the follow-up activity so as best to integrate the broadcast lesson with the students' curriculum.

Because of the timely subjects discussed, clubs and other organizations are urged to listen in. This Living World may well be made a part of the regular program of any club that has a meeting on Friday.

Reading and Research

Pupils will gather information about the questions from reading, listening to radio speeches at home, interviewing authorities or people who know the facts, and any other possible method of research. In many classes students make their own loose-leaf scrapbook of newspaper and magazine clippings related to the twenty-five broadcast topics.

To assist in reading and research, a bibliography is suggested in the Manual with each program outline.

Pupils should be required to evaluate what they read. Reading reports may be kept each on a separate card or loose-leaf notebook page. The report should give full bibliographical data: author's name, title of book or article, publisher (if book) or name of periodical or pamphlet series, date and page numbers. The report should give also something about the author and where he got his information, to aid in evaluating the writer as an authority. If unsigned articles are used, students should consider the probable reason for anonymity before giving too much weight to the article's opinions.

Discussion in Small Groups

Small-group discussion ranges from an informal gathering of students who like to talk things over, to a committee meeting that has serious work to do, such as preparation of a panel discussion. The small discussion group gives the student an opportunity to express his ideas and organize his opinions before voicing himself in the more formal classroom discussion.

Where small groups have serious work to do, especially when members of groups hold conflicting opinions, the discussion should be conducted along formal

lines according to rules adopted in advance by the group, and the teacher might well require a definite report of work accomplished.

Forum Discussion

In the forum discussion, a leader presides, recognizes and introduces speakers, and usually summarizes the discussion at the end of the period. The entire audience has a right to take part in the discussion. An active classroom discussion led by a teacher is really the best kind of forum discussion. If the teacher yields his place as leader to a student, he should be sure that the student is sufficiently well prepared to handle the situation in an efficient manner. The teacher should decide when student leadership or teacher leadership is best—always in terms of his own classroom situation.

Panel Discussion

In the panel discussion, a small number of speakers who have prepared their discussion in advance and are said to be "on the panel" sit around a table in the front of the room and conduct the discussion. The audience listens. Usually remarks from the floor are invited at the close of the panel discussion. The panel discussion is used during the latter half of the broadcasts of This Living World, and pupils who listen will wish later to conduct their own. Probably the panel discussion is best used as a follow-up lesson.

The Quiz

For the quiz, each member of the class might compose questions and answers. A student committee might arrange a quiz-script, written in dialogue to be acted by two members before the class.

Dialogue and Dramatization

The dialogue differs from the quiz only in that it does not have to consist of alternate questions and answers. Both speakers give information in a natural conversational manner. Where more than two speakers are involved the form easily passes over into the field of dramatization.

Pupils who wish to write brief plays and dramatizations should seek the advice of their English teachers. The writing and production of effective dramatizations take time and should be attempted only after careful consideration. Dramatic sketches heard on the radio are read by actors from scripts. Students might use them as models for their own dramatizations.

1. Pan Americanism

October 11

Pan-Americanism has to do with closer ties among the Americas. *The Broadcast Issue: Should the Americas be more interdependent economically and culturally?*

Some factors that make for Pan Americanism:

Economic: 1. Trade—interchange of products supplies each other's needs. 2. Communications—roads, airlines, ships, cable, radio, telephone. 3. Investments—the Americas have helped develop each other's resources.

Cultural: 1. Language—only four major languages, (English, French, Portuguese, Spanish) in twenty-two nations. 2. Government—representative, constitutional government the American pattern. 3. Education—free public schools. 4. Inter-American cooperation in Pan American Union and Pan American Congresses.

Some barriers to Pan Americanism:

Economic: 1. Trade—many nations are direct competitors. 2. Foreign exchange—all American currencies do not have equal buying power.

Cultural: 1. Language—to understand all the other Americas, we need three languages besides our own. 2. Art, music, literature—we have looked to Europe for these, rather than appreciated each other's.

Questions to study and discuss:

1. Can the Americas produce all they require, or must they trade with other parts of the world? Who can furnish what and to whom? 2. Should there be an inter-American army and navy for mutual defense? 3. Should the Americas be more interdependent economically and culturally? Why? What can we do about it?

Class preparation:

Let each student or group choose one of the twenty-two American nations for special study (be sure that all nations are covered). Students should prepare reports in which each nation's geography, history, trade, and relations with the students' own nation are briefly described. If written, these reports should be placed in separate folders with covers labelled for each nation. If kept on a table in the classroom these folders can be used for future reference and added to from time to time (newspaper clippings, pictures, etc.).

Suggested reading:

1. *American Nation Series,* twenty well-illustrated pamphlets on Latin-American countries (Pan American Union, Washington, D. C., 5¢ each). 2. *The Good Neighbors: The Story of the Two Americas,* by Delia Goetz and Varian Fry (Foreign Policy Association, 8 West 40th Street, New York City, 25¢). 3. *Progress in Pan American Cooperation,* by Howard J. Trueblood, Foreign Policy Reports, Vol. 15, No. 23, February 15, 1940 (Foreign Policy Association, 25c). 4. *An Introduction to Hispanic American History,* by Tom B. Jones (Harper & Brothers, $3.50).

2. Hemisphere Defense

October 18

The Pan-American Congresses show that certain ties and mutual interests do exist between the Americas. Are these ties in danger of foreign aggression? *The Broadcast Issue: Should the Americas unite for mutual defense?*

Some factors to consider:

1. The Monroe Doctrine as the attitude of the United States. 2. The neutrality zone around the American Republics agreed upon at the Pan American Congress at Panama, 1939. 3. Discussions of the Pan American Convention, 1940.

Questions to study and discuss:

1. How can a neutrality zone be maintained? Who could police it? 2. Are individual South American nations strong enough to resist modern invasion? What can each nation do about it? 3. Could the United States defend both shores of the Americas? How? 4. What role does the Panama Canal play in Hemisphere defense?

Class preparation:

Each student or group might prepare a map of one nation, naming principal harbors and population or industrial centers, and listing in the legend the size of that country's army, navy, air and reserve forces. (This information may be found in such standard reference works as

World Almanac and the *South American Handbook*, 1940). These maps could be displayed around the classroom walls for comparison. Vital defense points should be located on a large map of the Western Hemisphere and the distances between them charted.

Suggested reading:

1. Maps from a standard atlas or geography textbook such as *Southern Lands* by Barros and Parker (Silver Burdett Company, $1.52); also maps used as illustrations for magazine and newspaper articles on Hemisphere defense. 2. Look up *Monroe Doctrine* in an unabridged dictionary, encyclopedia, or American history textbook. 3. *The Americas: A Panoramic View*, 1939 (Pan American Union, free). 4. *Our Maginot Line; the Defense of the Americas*, by Livingston Hartley (Carrick and Evans, New York City, $2.75). 5. *Defending America* by Major George Fielding Eliot (Foreign Policy Association, 8 West 40th Street, New York City, 25c). 6. *Billions for Defense—of What?* by William T. Stone and Ryllis A. Goslin (Foreign Policy Association, 8 West 40th Street, New York City, 25c).

3. Taxes and Services

October 25

National defense is one of the many services of our government. Other services of government are rendered by such agencies as the Departments of State, Treasury, Justice, Post Office, Interior, Agriculture, Commerce, Labor, and other offices such as the Interstate Commerce Commission, Federal Reserve System, Tennessee Valley Authority, etc. The cost of government activity is paid by our taxes. *The Broadcast Issue:* Do *we get an adequate return for our taxes?*

Questions to study and discuss:

1. What services do we get for our taxes? 2. Are these services necessary? Why? 3. How do expenditures for harbor development help taxpayers living inland? 4. Have government expenses and taxes been rising? 5. What is a budget? How does a government make a budget? 6. What happens when the budget doesn't balance? 7. How is the limit to the government's public debt determined?

Class preparation:

List what the government spends its money for, as shown in the budget for the current year. Show what is being done to make the budget balance: in government borrowing by issuing new securities, in raising taxes, in economies, in extending the debt limit. List the direct taxes we all pay. List also the hidden (indirect) taxes. Compare with your state and community budget and taxes.

Suggested reading:

1. Get budget figures from local authorities or standard annual reference such as *World Almanac*. 2. *Our Taxes and What They Buy*, by Maxwell S. Stewart (Public Affairs Committee, Radio City, New York City, 10¢). 3. *Why Taxes? What They Buy for Us*, by Edward A. Krug (Ginn and Company, 48¢). 4. *History of Latin America*, by H. Webster, p. 230—(D. C. Heath, $1.64).

4. Public Relief

November 1

One use of our tax money is care of the unemployed. This is attempted by Federal, state, local government and private social welfare organizations. *The Broadcast Issue: Who should take care of the unemployed, and how?*

Questions to study and discuss:

1. Basic needs are food, clothing, and shelter. Is the welfare organization (government, state, local or private) also responsible to supply the following: (a) a job, (b) training for a job, (c) recreation, (d) medical care? 2. Should unemployed be supported by direct payment, or be required to work in a public work project? 3. Can young people leaving school find jobs with so many already unemployed? How can they be helped to find work? Is this a local or national problem? Does the N. Y. A. answer this problem? 4. Can work relief projects be made self-supporting? 5. Who should be responsible for the care of the unemployed: the government, the state, community, or private charity? 6. How do other American countries treat these problems?

Class preparation:

The class might be divided into groups, each group to visit and report to the class on a local work relief project, such as WPA, PWA, CCC, NYA, and community projects; other groups to report on medical clinics, employment offices, adult classes and job training, etc. Job insurance, retirement pensions and social security should be discussed.

Suggested reading:

1. Six of the *Public Affairs Pamphlets: Security or the Dole; This Question of Relief, Youth in the World of Today,* and *Pensions After Sixty,* by Maxwell S. Stewart; *Jobs After Forty,* by Beulah Amidon; *Should Married Women Work,* by Ruth Shallcross (Public Affairs Committee, Radio City, New York City, 10¢ each). 2. Articles in current magazines and newspapers for most recent discussion of these problems. 3. Latin-American conditions are discussed in the *Bulletin of the Pan American Union* and the *Monthly Labor Review.*

5. Unemployment

November 8

Why should there be unemployment? What are its causes? *The Broadcast Issue: Can we solve unemployment?*

Factors that contribute to unemployment:

1. Labor-saving machines displace workers on farm and in factory. 2. Many workers needed for seasonal activities, such as planting and harvesting, are not needed the rest of the year. 3. More and more women want jobs, thus the increasing number of workers available.

Factors that may decrease unemployment:

1. New machines and inventions create new industries, offer new jobs. (The last generation brought large scale employment through expansion of such industries as the telephone, auto, radio, movies, road building.) 2. A shorter working week might divide work among more people. 3. Defense activities absorb many unemployed.

Related topics:

1. National training for industry and defense. 2. Labor unions and collective bargaining. Job security. Vacations and sick leave with pay. Workmen's compensation. Hours and wages laws. 3. Unemployment insurance and social security. 4. Labor as a commodity, like raw materials. Can industry use all the young farm people who are displaced by machines or who seek high city wages? 5. How have other American nations solved these problems?

Class preparation:

Students are the children of workers, and will soon be in the labor market themselves. The class should discuss such topics as "Our community unemployment is less (greater) than ten years ago," "A woman should (should not) give up her job when she marries," "What I will look for in my first job."

Suggested reading:

1. Public Affairs Pamphlets: *Machines and Tomorrow's World,* by William F. Ogburn, *Why Women Work,* by Beulah Amidon, *Restless Americans,* by Clifton T. Little, *Adrift on the Land,* by Paul S. Taylor, and *Mobilizing Civilian America,* by Percy W. Bidwell (Public Affairs Committee, Radio City, 10¢ each). 2. *Labor Conditions in Latin-America,* a series of pamphlets (U. S. Department of Labor, Bureau of Labor Statistics, Washington, D. C., free). 3. Articles in current magazines and newspapers, and references suggested for last week's broadcast.

6. Housing America

November 15

The unemployed and low income people require homes. The sort of house and community we live in is important to our mental, physical and national well-being. *The Broadcast Issue: What part should government take in solving housing problems?*

Questions to study and discuss:

1. How does the place we grow up in affect our chances in later life? 2. If slums are overcrowded and do not have proper plumbing and other sanitary needs, why do people live in them? 3. If people leave slums for a new housing project, what will happen to the property value of the slums? Should the loss of rents be made up to the owners of the old

slums? 4. Should a housing project be exempt from taxes? If yes, should the community it is in be responsible for the cost of schools, police and fire departments, etc., while there is no tax income from the project? If no, can rents be kept down so that low income families can pay them and still cover taxes, repairs, and interest on investment? 5. Can private industry supply low cost houses? Must they be built wholly by federal, state or local government funds, or must private industry be subsidized? 6. What have other American nations done about housing?

Class preparation:

Visit such housing projects as: slum clearance; community planning by government, state, community, or private effort; subsistence farming. Then visit an under-privileged (slum or tenement) area, and report why it is undesirable to live there and what changes could be made.

Suggested reading:

1. *New Homes for Old*, by William V. Reed and Elizabeth Ogg (Foreign Policy Association, 8 West 40th Street, New York City, 25¢). 2. *Housing America*, by John H. Haefner (The National Council for the Social Studies, 1201 16th Street, N. W. Washington, D. C., 50¢). 3. *Can America Build Houses?* by Miles L. Colean and *The Homes the Public Builds*, by Edith Elmer Wood and Elizabeth Ogg (Public Affairs Committee, Radio City, New York City, 10¢ each). 4. Articles on Housing in Latin America in the *Bulletin of the Pan-American Union* and *Monthly Labor Review*.

7. Security

November 29

What happens to a person too old to work if he hasn't saved any money? In 1935 the United States Government passed the Social Security Act. Already thousands of people over 65 receive monthly insurance payments. Many other American nations have similar insurance plans, some much further reaching than this. *The Broadcast Issue: Can laws make us secure?*

Some elements in insecurity:

1. Unemployment (lack or loss of income). 2. Illness and accident (inability to work). 3. Lack of information. 4. Old age (which may combine 1 and 2).

Laws can give us:

1. Unemployment insurance. 2. Accident compensation, medical care and hospital insurance. 3. Compulsory education and free adult and technical classes. 4. Social security (old age retirement incomes).

Questions to ask ourselves are:

1. How far can these four types of law go toward solving the four problems? 2. What security can be made for workers now not covered by the Social Security Act (farm, domestic, government and professional workers)? 3. Is total security possible? 4. How secure do we want life made for us? 5. What can we do on our own efforts? 6. What have other American countries done to bring security to their peoples?

Class preparation:

Students should visit the Social Security and Unemployment Insurance offices in the community, secure literature, and discuss these questions with a clerk in the office, with their parents, and with their friends and classmates.

Suggested reading:

1. *Security or the Dole?* and *Pensions after Sixty*, by Maxwell S. Stewart (Public Affairs Committee, Radio City, New York City, 10¢ each). 2. *A Brief Explanation of the Social Security Act* (U. S. Social Security Board, Washington, D. C., free). 3. *Social Insurance in Latin America*, by Anice L. Whitney (U. S. Dept. of Labor, Bureau of Labor Statistics, Washington, D. C., Serial No. R-1004, free).

8. Natural Resources and Conservation

December 6

Many New World natural resources have been wasted. We are now trying to conserve and reclaim. *The Broadcast Issue: Who is responsible for conservation: landowner or government?*

Some reasons for owner responsibility:
1. The land owner can do what he wants with his own property: conserve, exploit or waste it. 2. The owner profits directly. He should pay for conservation.

Some reasons for government responsibility:
1. Natural resources are the nation's wealth, whether in private or government lands. Private waste harms the entire nation as well as the owner. 2. The government is the trustee of the nation's wealth. Government responsibility is to see that the owner conserves for public good.

Questions to study and discuss:
1. What are the nation's resources? (Its people, its land, and what it produces). 2. Do the land and its products belong to the owner, the people, or the government? 3. How do different American countries provide for conservation?

General background:
Waste of resources is shown by: destruction of forests for new farm land and by forest fire; depletion of soil by erosion and unscientific farming; loss of oil, gas, coal, minerals and waterpower by wasteful methods. Waste of resources makes a great nation poor. Conservation and development may make a poor nation rich. Government lands become national resources as parks, areas of colonization, storehouses of future wealth. Public education develops a nation's resources in its people.

Class preparation:
Students should study waste of resources in the community, soil erosion, reforestation, flood control, and be prepared to discuss steps that should be taken to overcome waste.

Suggested reading:
1. *Saving Our Soil,* by Maxwell S. Stewart (Public Affairs Committee, Radio City, New York City, 10¢). 2. *Conservation in Department of Interior* (Supt. of Documents, Washington, D. C., $1, illustrated). 3. *Soil Erosion Charts 1 to 10* (Supt. of Documents, Washington, D. C., 50¢ for set). 4. Many useful and cheap pamphlets are available on these subjects from the Supt. of Documents; ask for free Price Lists No. 20, 42, 43 and 46. 5. *Raw Material Resources of Latin America,* by Howard J. Trueblood (Foreign Policy Association, 8 West 40th Street, New York City, 25¢). 6. *South American Handbook,* edited by Howell Davies (H. W. Wilson Co., New York City, $1).

9. Power for All

December 13

One of the nation's resources is power. Electric power supplies necessities and enriches our lives through such daily services as light, heat, refrigeration, railroads, telephone, radio, and manufacturing. ***The Broadcast Issue:*** *Is power being made available to all, and what is the role of government in power?*

Some background aspects of power:
1. In early New England, a mill would be built at a river or waterfall, which furnished water power. Houses were built for mill workers, stores came, a city grew. But electric power could be carried hundreds of miles by wires. New factories and towns did not have to be located near the source of power. Some New England mills shut down, industry moved to the source of raw materials and cheaper labor. 2. Areas of dense population and factories can have cheap electricity because many consumers divide the cost of production and supply. In rural areas there are few houses to pay the cost of power lines.

Questions to study and discuss:
Should private companies be required to supply electricity at low rates? Why? Should government subsidize rural electrification by private companies? Why? Should government install its own public utilities (as the TVA)? Why? Should a local town own and operate its own power company? Why?

Class preparation:
Find out what the various types of electric rates in the community are, and discover how the raising or lowering of the rates is related to the consumption of electricity. If possible, visit a power company and see how electricity is made. Report to class on the Tennessee Valley Authority. List all uses of electricity in your home.

Suggested reading:
1. *Power,* by Charles E. Lucke (Columbia University Press, New York City, $2.50). 2. *Price Lists* 42 and 46 (Supt. of Documents, Washington, D. C., free) list many inexpensive

publications on water power resources of the United States and the Tennessee Valley Authority, including 5¢ reprints of speeches made in Congress for or against TVA. 3. For pictures, diagrams, and explanations of electrical power and apparatus see *New Elementary Physics*, by Millikan, Gale and Coyle (Ginn and Company, $1.80). 4. Sections on "Industrial Development" under various countries in the *South American Handbook*, 1940.

10. Agriculture and the Government

December 20

Lack of electricity is only one problem of the farmer. Others may be poor crops, over production, low prices, soil erosion, weather, insects, heavy mortgages. *The Broadcast Issue: To what extent should government regulate agriculture?*

Some reasons for government regulation:

1. To stabilize the farmer's income. Some methods are: buying surpluses, limiting planting, paying farmers not to plant, regulating prices. 2. To teach scientific methods for better crops and conservation. 3. To establish standards of quality. 4. To assure vital supplies. 5. To plan for the future.

Some objections to government regulation:

1. Limiting production of export products may allow other nations to capture the export market. 2. Government activities may mean government "regimentation" and control.

Related to this issue:

1. Farm problems such as weather, insect pests, animal and plant diseases. Should government help by advice or regulation? 2. Long farm hours, little cash return, often low standards of living. Should government do anything about this? 3. Farmer cooperatives, farming by large corporations, purchase and distribution by government, government farming. 4. Surplus: scientific farming (machines, fertilization, crop rotation, etc.) and farm expansion in new areas brought about large surpluses. In early farm communities, the farmer *was* the government. Today his work is regulated by government, to help farmer and consumer.

Class preparation:

Study farming and government regulation and farmer aids in your own or a selected community. Study government regulation of agriculture and exports in other American nations.

Suggested reading:

1. For brief accounts of Agricultural Adjustment Administration, Farm Security Administration, Farm Credit Administration, Electric Home and Farm Authority, and for statistics about farms, crops, etc., see *World Almanac*, 1940. 2. Publications of the Dept. of Agriculture, Washington, D. C. (Price Lists 68, 44 and 38 from the Supt. of Documents, Washington, D. C., free). 3. Articles in *South American Handbook*, 1940 and *Bulletin of the Pan-American Union* (In April, 1940 issue, Henry A. Wallace writes on *Inter-American Agricultural Cooperation*). 4. *The South's Place in the Nation*, by Rupert B. Vance and *Adrift on the Land*, by Paul S. Taylor (Public Affairs Committee, Radio City, New York City, 10¢ each).

11. Agriculture and the Young Farmer

January 10

For generations young people have forsaken the farm for the city. But today few city jobs are waiting for them. *The Broadcast Issue: Has youth a future on the farm?*

Many farm boys and girls viewed the problem as follows:

1. The farm meant hard work, long hours, low pay, frequently a low standard of living, few opportunities for education and cultural progress, the threat of unemployment because of labor saving machinery, even loss of the family home through failure to pay mortgages in years of poor crops. 2. The city meant easier work, short hours, higher pay, a chance to save, a higher standard of living, educational and cultural opportunities and the chance to meet new people and marry, a chance to rise in the factory or business and gain success.

Some views on the problem today:

1. Widespread unemployment limits the op-

portunities of yesterday in industry and business. 2. Labor saving devices make work easier, hours shorter. 3. The farm standard of living has risen, and government agencies make long term loans for home improvement. 4. Farm environment is widened by improved educational and entertainment facilities. 5. Government agencies, such as the N.Y.A., Department of Agriculture, A.A.A., teach better methods and try to help the farmer make a financial success.

Class preparation:

Student groups should visit various farms in the community, such as: home of successful farmer; tenant farmer or sharecropper; a corporation farm, such as dairy or canning farm; subsistence farm projects; farms suggested by the county agent. Report to class on activities and standards of living found. Report on "A farm could (could not) give me what I want from life."

Suggested reading:

Read more of the references suggested for last week's reading, and go through recent agricultural magazines for discussion of problem. Gather your own facts first-hand.

12. Self Sufficiency Versus Trade Expansion

January 17

Some farms try to produce all they need, others sell what they grow to buy what they cannot grow. Some nations believe in free trade, others protect home industries by high duties on competing imports, others try to be self-sufficient. *The Broadcast Issue: Should an American nation try to be self-sufficient, or expand foreign trade?*

Some reasons for self-sufficiency:

1. In case of war, imports might be cut off. 2. Developing new industries might solve unemployment. 3. The nation's money would develop its own resources instead of being spent abroad.

Some reasons for foreign trade:

1. No American nation produces all raw materials needed for self-sufficiency. (The United States still must buy chromite, manganese, nickel, rubber, tin, etc.). 2. Most of the Americas produce more of certain things than they can use (coffee, bananas, copper, steel, tin, etc.). It is good business to sell this surplus to other countries. 3. You cannot sell to other countries unless you buy from them.

Some points of view to consider:

1. A free-trade nation may have low cost imports, but home industries may suffer through cheap import competition. 2. High tariffs may allow home industries to develop, but they raise prices and limit sales. 3. To become self-sufficient, certain accustomed needs and luxuries may have to be sacrificed while new home industries are developed. (Germany makes substitutes for oil, rubber, flour, sugar, but cannot grow bananas.)

Class preparation:

Arrange to have students or groups prepare written lists of exports and imports for every American country for the year 1939. File these lists in the folders for future reference. On a large Western Hemisphere wall map indicate the chief origins of commodities by colored thumb tacks or drawn symbols pasted to the map. Each student might also prepare a list of imported articles used in his home.

Suggested reading:

1. *Our World Trade in* 1939 (Foreign Commerce Department of the Chamber of Commerce of the United States, Washington, D. C., free) for figures on the foreign trade of the United States. Other publications of the Chamber of Commerce of the U. S. are also useful. 2. *South American Handbook*, 1940, for figures on other American countries. 3. *Basic Economic Trends in Latin America in* 1939, by C. Kreech Ludewig (in *Commercial Pan-America*, January, 1940, Pan-American Union. Washington, D. C.). 4. *War and the United States-Latin America Trade*, by Howard J. Trueblood (Foreign Policy Association, 8 West 40th Street, New York City, 25¢).

13. America Trades Abroad

January 24

Last week we found that economic life in the Americas depends on trade.

The Broadcast Issue: Is trade with the Old World necessary, or can the Americas supply their own needs?

Some reasons for Old World trade:

1. The Americas do not use all their agricultural and industrial production. 2. Sufficient quantities of some commodities are not found in the New World (eg., chromite). 3. The Old World invested huge sums in New World development (mines, oil wells, railroads, ranches, etc.), and is entitled to continued trade.

Some reasons why the Americas can supply their own needs:

1. Certain imports could be further developed here (e.g., Brazilian rubber, Bolivian tin). 2. Science produces substitutes for many metals, foods, fabrics, etc. 3. By hemisphere planning, production could be scheduled to the needs and normal reserves of the twenty-two Americas.

Questions to study and discuss:

1. Why should we create new industries and substitutes when needs can be supplied by Old World trade? 2. Can foreign economic wars injure the American standards of living? How? 3. What necessities does the New World lack?

Class preparation:

The class should examine lists of New World exports and imports made last week, to discover what items are not produced in the Western Hemisphere, what items are not produced in sufficient quantities for present needs, what substitutes could be offered.

Suggested reading:

1. Read some of the items suggested for last week that were not read then. 2. *Foreign Commerce Yearbook*, 1939 (Supt. of Documents, Washington, D. C., $1.00). 3. *Fifty Years of Inter-American Trade*, by George Wythe (Bulletin of Pan-American Union, April, 1940). 4. *A Half Century of Economic Progress*, 1890-1940, by Julian G. Zier, pp. 6-12. (Pan-American Union, Washington, D. C.).

14. Why Trade Agreements

January 31

We have discussed self-sufficiency, tariffs, free trade, and the possibility of the Americas supplying their own needs. *The Broadcast Issue: Can there be a planned economy of trade and production for the Americas?*

Some points of view to consider:

Arrangements between nations to exchange each other's goods are called Trade Agreements. There are basically three kinds: (1) bilateral (the barter system); (2) multilateral (Secretary Hull's "most favored nation" reciprocal type); and (3) "cartel" or the super-governmental corporation control.

Questions to study and discuss:

1. Have American nations benefited from barter agreements with Germany? How? 2. Have reciprocal trade agreements meant greater trade between the United States and those Americas with whom it has had contracts? (Cuba, Haiti, Brazil, Canada, Honduras. Colombia, Guatemala, Nicaragua, El Salvador. Costa Rica, Ecuador.) To what extent? 3. Do trade agreements regulate prices? Would that help or hinder? 4. With trade agreements, can a nation plan new industries, or is expansion limited? How? 5. Would a broad trade agreement for all the Americas be able to plan future prosperity? In what ways?

Class preparation:

Based on the export and import lists prepared the last two weeks, the class should discover: (a) what each nation needs; (b) what it could plan to procure; and then (c) form its own class program of planned economy of trade and production for the Americas.

Suggested reading:

The Hull Trade Program and the American System, by Raymond Leslie Buell (Foreign Policy Association, 8 West 40th Street, New York City, 25¢).

15. Money and Trade

February 7

World trade is based on money standards, the most familiar to us being the gold standard and the silver standard. *The Broadcast Issue: Can we maintain the gold standard?*

Questions to study and discuss:

1. What is meant by the "gold standard", the "silver standard"? 2. How have shells, stones, arrowheads, etc., formed a money standard for aborigines? 3. What does paper money represent? 4. Was the United States still on the gold standard after 1933 when paper money could no longer be exchanged at will for gold coins? 5. What is the money standard for the other American nations? 6. What is meant by "pegging currency to the dollar or the pound"? 7. A dollar bill is a symbol of credit. It means that the owner can exchange the bill for a certain amount of goods or labor. What decides the amount the bill can buy? 8. What is meant by "devaluing the dollar"? 9. How does a check drawn on a bank represent credit? 10. A New York exporter receives an order from an Argentine importer. Without bank credit, the shipment would not be paid for until it reached Buenos Aires. But the importer establishes commercial credit at his Buenos Aires bank for the exporter, who can take his bills of lading to his New York bank and get his money. How is the price in Argentine pesos computed in United States dollars? 11. The U. S. government, through its Export-Import Bank, facilitates credits to foreign importers. How does this help international trade? 12. If many nations are not on the gold standard, is the value of the U. S. gold stocks affected? 13. Can a barter system make gold and silver standards difficult to maintain? Why?

Class preparation:

Students should discuss the above with parents and business friends, and report on such ideas as "bills of lading," "bank discount," "foreign exchange," "C.O.D.," "F.O.B.," "overdrafts," "commercial credit." Students should study the money systems of other American nations and how they differ from that of their own country.

Suggested reading:

1. *How Money Works*, by Arthur D. Gayer and W. W. Rostow (Public Affairs Committee, Radio City, New York City, 10¢), and books listed for further reading on last page of that pamphlet. 2. *Convention for the Establishment of an Inter-American Bank* (Pan-American Union, Washington, D. C., mimeographed, 1940). 3. *Foreign Exchange Control in Latin America*, by Herbert M. Bratter (Foreign Policy Association, 8 West 40th Street, New York City, 25¢). 4. Look up the word *coin* in a Webster's *Unabridged Dictionary* and find names, equivalents and pictures of coins of other American nations..

16. Inter-American Communications

February 14

Trade depends on communications. Amazing and complex means of communication unite the Americas, economically and socially. *The Broadcast Issue: What do communications mean in relations between the Americas?*

Some means of communication:

Steamships, airlines, railroads, highways, telephone, cable, radio, motion pictures, mails, newspapers and magazines.

Some topics for discussion are:

1. How motion pictures bring news from other lands and understanding of how people live there. 2. How a news agency operates to report instant news to papers throughout the world. 3. The Pan-American Highway. 4. A telephone call from my home to Santiago, Chile. 5. The routes of Pan-American Airlines and Panagra. 6. Steamship lanes and lines in the Americas. 7. The great newspapers of the Americas. 8. How the auto has helped us understand each other. 9. The Panama Canal.

Class preparation:

Groups of students each should choose one of the above means and agencies of communications for special study, and report to the class concerning the details of operating each particular system of communication between the Americas.

Suggested reading:

1. *South American Handbook* for details concerning air services, roads, railroads and steamship services. 2. *The Pan-American Highway* (Pan-American Union, Washington, D. C., 10¢). 3. *Highways and Automobiles in South America* (Pan-American Highway Confederation, Washington, D. C., 10¢, mimeographed 1940). 4. *Inter-American Communications*, by Thomas Burke (in Bulletin of Pan-American Union, April, 1940) for aviation and telecom-

munications. 5. *America Builds Ships* (U. S. Maritime Commission, Washington, D. C.). 6. *The Royal Road to Mexico*, by William C. S. Pellowe (Watergate Publishing Company, Detroit, Michigan, $1).

17. The Panama Canal

February 21

In broadcast No. 16 on Inter-American Communications, we spoke of the Panama Canal. The Canal is the lifeline of inter-American trade. *The Broadcast Issue: Do the Americas require a second canal?*

Some questions to ask ourselves:

1. Does the Panama Canal have more traffic than it can handle? If not, do rising traffic figures indicate such a situation will occur? 2. Does the income from the present canal indicate a second canal would pay its running expenses? 3. Would a new set of locks serve the same purpose as a new canal? 4. Would a canal through Nicaragua save enough time in inter-coastal shipping to warrant its expense? 5. Is a second canal necessary for naval defense of (a) the United States, (b) the Americas? 6. Should all the Americas unite to defend the canal? (See Broadcast No. 2). 7. How is the canal defended? Supported?

Class preparation:

Students should study the world's major shipping lanes that use the Panama Canal, discover the saving in distance and time, and compare nations' tonnage through the Canal.

Suggested reading:

1. Annual traffic in tons through Panama Canal, and distances from Panama Canal to various world ports can be found in the *World Almanac*. 2. Large maps of the world showing sea lanes with the number of miles between ports can be found in geography textbooks or in a large atlas. 3. *Panama, Past and Present*, by Farnham Bishop (D. Appleton-Century Company, New York City, $2.50). 4. *Panama Canal Record* is the official monthly publication which gives news and reports traffic through the Canal (50¢ a year payable to "Disbursing Clerk, The Panama Canal" and mailed to Chief of Office, The Panama Canal, Washington, D. C.). 5. *Nicaragua Canal Route Convention*, State Dept. Treaty Series 624, (Supt. of Documents, Washington, D. C., 5¢).

18. Schools for All

February 28

Using communications for better American mutual understanding calls for education. Free public school education of today was achieved through the pioneering struggle of Horace Mann, Domingo Sarmiento and other noble American educators. *The Broadcast Issue: Are educational opportunities open to all?*

Questions to study and discuss:

1. Why do we go to school? 2. Will what we learn help us later? 3. What useful studies do you want? 4. Do you believe everyone should be taught a trade before leaving High School? What do you mean by "a trade"? 5. Should there be military training in High Schools? 6. Should a girl study to get a job or to run a home? 7. Do all schools teach the same studies? Have the same requirements and standards? The same length of school year? How do schools differ in these matters? 8. Is there class distinction in public schools? 9. Are some children unable to attend school? If so, why? 10. How does the National Youth Administration help people continue in school? 11. How is your state school system organized? 12. Does everyone have the opportunity to go to a college? 13. If you were asked to arrange a curriculum for yourself, what would you change?

Class preparation:

Prepare to discuss the thirteen questions above. Ask your teacher to contribute to your discussion by telling about her professional education. Obtain literature from your State Department of Education, explaining the organization of schools in your state. Learn about the organization of schools in other states. Study the history of free education in your own and other American countries. Find out how you could work your way through college.

Suggested reading:

1. *America Yesterday and Today,* by Nichols, Bagley and Beard, chapters on "The Beginnings of Free Education," "Finer Culture and Better Education" and "Culture and Education in the Twentieth Century" (Macmillan Company, New York City, $1.80). 2. *Education in Latin America,* by Henry L. Smith and Harold Littel (American Book Company, New York City, $3). 3. *Founding of the American Public School System,* by Paul Monroe (Macmillan, $3). 4. *So You're Going to College,* by Clarence E. Lovejoy (Simon & Shuster, New York City, $2.50). 5. *Scholarships and Fellowships Available at Institutions of Higher Education* (Supt. of Documents, Washington, D. C., 15¢). 6. Publications of the National Youth Administration.

19. Immigration

March 7

The war has set adrift millions of people; hundreds of thousands of refugees and other emigrants wish to enter the Americas. But each nation has a quota for immigration. *The Broadcast Issue: What should be the basis of immigration quotas?*

Points of view to consider:

1. From the time of their discovery, the Americas were peopled by immigrants. We are all the descendants of immigrants. 2. Some people say that with so many citizens unemployed, new immigrants could not find jobs and would add to the citizens' tax burden of unemployment. Others say that immigrants are consumers, and so would make jobs for others who would supply their needs. 3. The immigrant's native country has had the tax burden of education, health care and other services in bringing him to the age of production. The country he goes to profits by this investment. The immigrant arrives in America capable of producing and paying taxes. 4. Some feel that too many immigrants of one nationality would disturb the balance of blood strains already established. Others feel that lack of variety in immigration makes the blood strains stagnant, that immigration brings a new interpretation of the old culture. and the addition of new culture to blend a broader civilization. 5. The question of refugee children.

Class preparation:

Study the percentages of all nationalities in the country's population and in the community. Find out what quotas are, and how they are determined. Look up immigration quotas for your own and other American countries. Find out what part refugee immigrants have taken in American history.

Suggested reading:

1. *America and the Refugees,* by Louis Adamic (Public Affairs Committee, Radio City, New York City, 10¢). 2. *Immigration Laws, Rules and Regulations* (Supt. of Documents, Washington, D. C., 20¢). 3. *South American Handbook,* 1940 for quotas of Latin American countries. 4. *Americans: A New History of the Peoples Who Settled the Americas,* by Emil L. Jordan (W. W. Norton and Co., New York City). 5. *Human Dynamite,* by Henry C. Wolfe (Foreign Policy Association, 8 West 40th Street, New York City 25¢).

20. New Culture in the Americas

March 14

With the arrival of refugees in the Americas, we ask what effect this immigration will have upon American culture. Will they become wholly Americanized? Will their ideas change ours? *The Broadcast Issue: Are we undergoing a cultural revolution?*

Points of view and questions to be considered:

1. What is American culture? Is it something you can put your finger on? Something peculiar to our soil, our geography and climate? Does it come from the Indian? From the early settlers? From both? Has it been developed by the cultural background and new ideas of generations of immigrants? 2. Immigrants bring with them both political and creative aspects of culture. The political is illustrated by refugees from government policies in their own lands; the creative, by the writers, artists, scientists, doctors, professors,

inventors, business leaders, etc., all of whom may express their ideas and activities in their new homes. Both types add something to what we have. Can we use what they bring? Do we want it? Will it help us? Is it changing our government policies, our art, our thinking? Do we want to be changed?

Class preparation:

List the names of important refugees in your country today who are writers, artists, scientists, etc. Classify the political attitudes of present day European immigrants. Decide what they contribute to American culture.

Suggested reading:

1. *Thank You, Hitler,* by Bruce Bliven (in *New Republic* for November 10, 1937. 2. *Cultural Cooperation with Latin America,* by Herbert E. Bolton (in *Journal of the National Education Association* for January, 1940). 3. *Culture Migrates to the U. S. A.,* by Albert Jay Nock (in *American Mercury* for April, 1939). 4. *Recent Strangers Within Our Gates; Psychology of Cultural Conflict,* by Gerhart Saenger (in *American Scholar* for Spring 1940).

21. America's Health

March 21

The Panama Canal Zone is an example of how one of the most unhealthy places in the world can be made one of the safest, through organized health activities. Today we hear much of other organized health activities, such as hospitalization plans and cooperative medicine. *The Broadcast Issue: How can the public health be best protected?*

Some points of view to be studied:

1. Health regulations to control disease and contagion, such as vaccination, quarantine, compulsory medical examination in schools, health regulations in factories, pasteurization of milk and sterilization of containers, purification of water supply. 2. Health care of the poor by free clinics, or charity groups, or socialized medicine. 3. The impersonal clinic and the personal interest of the family doctor. 4. Paying in advance to be kept well: the hospitalization plan. 5. The declining birth rate in the United States and the drop in infant and child mortality bringing a longer expectation of life at birth. 6. Pioneering research and disease control by the Rockfeller Foundation in Brazil. 7. The health story of the Panama Canal.

Class preparation:

Divide the class into seven groups, and let each group prepare a report on one of the above topics.

Suggested reading:

1. *Doctors, Dollars and Disease,* by William Trufant Foster, *Who Can Afford Health?* by Beulah Amidon, and *Toward a Healthy America,* by Paul de Kruif (Public Affairs Committee, Radio City, New York City 10¢ each); and books listed for further reading on the last page of each of these pamphlets. 2. *Medical and Public Health Aspects of Social Security in Latin America* (in *Bulletin of the Pan-American Union* for January, 1939). 3. *"Revue of the Work of the Rockefeller Foundation,"* by Raymond B. Fosdick, The Rockefeller Foundation, 49 W. 49th St., New York City, free. 4. *Panama Past and Present,* by Farnham Bishop, and biographical accounts of the work of Walter Reed, Dr. Jesse W. Lazear and General William C. Gorgas.

22. Pan American Relations

March 28

We have studied twenty-one aspects of the economic and cultural ties between the Americas. Some programs have shown how vastly different we are; others, how alike. All have shown that time is bringing us closer together. *The Broadcast Issue: Can the Americas act as a body?*

Questions to ask ourselves:

1. What is the Monroe Doctrine? Do all the Americas interpret it alike? 2. In what ways does the Pan-American Union have authority to act for all the Americas? Does it have political power? What powers does it have? 3. In cases of foreign aggression, would all the Americas act in agreement with what the majority decided in the Pan-American Congress? 4. What cases have there been of disputes or

wars between American nations that were arbitrated by other American nations? (Argentina, Brazil and Chile arbitrated the United States intervention in Mexico, 1916; the United States arbitrated boundary disputes between Argentina and Brazil; etc.). 5. What political ties between the Americas have developed or strengthened in the past year?

Class preparation:

Study the organization and activity of the Pan-American Union and the Pan-American Congresses and Conferences.

Suggested reading:

1. *The Pan-American Union and the Pan-American Conferences,* by L. S. Rowe (Pan-American Union, Washington, D. C., free). 2. *In the Service of the Americas* (Pan-American Union, Washington, D. C., free). 3. *Commentary on Pan-American Problems,* by Ricardo J. Alfaro (Harvard University Press, Cambridge, Mass., 50¢). 4. *Progress of Pan-American Cooperation,* by Howard J. Trueblood (Foreign Policy Association, 8 West 40th Street, New York City, 25¢).

23. The Monroe Doctrine

April 4

Since the time of President Monroe's 1823 message to Congress, the Monroe Doctrine has influenced the foreign policy of the United States. *The Broadcast Issue: What does the Monroe Doctrine mean today?*

Questions to study and discuss:

1. How does the United States interpret the Monroe Doctrine today? 2. How is it interpreted by the rest of America, and by the rest of the world? 3. What significant events have developed in the last year due to the Monroe Doctrine? Have they brought about a new interpretation? 4. What is neutrality? What is non-belligerent partisanship? 5. Is it possible to maintain a neutrality zone? 6. How can the Americas act as a body to defend neutrality?

Class preparation:

Study the history of Pan-American neutrality, aid to belligerents, and threat of foreign aggression, from the Pan-American Conference of Foreign Ministers, 1939, to date.

Suggested reading:

1. Review the reading for broadcasts No. 1, 2, and 22. 2. Articles in recent magazines and newspapers. 3. *Can We Be Neutral?* by Allen W. Dulles and Hamilton Fish Armstrong (Harper Brothers, New York City, $1.50). 4. *Neutrality and the United States,* by Edwin Borchard and William Potter Lage (Yale University Press, New Haven, Conn.). 5. *Report to the Delegates of the United States of America to the Meeting of the Foreign Ministers of the American Republics Held At Panama, September 23-October 3,* 1939. (Supt. of Documents, Washington, D. C., 15¢).

24. Working for Permanent Peace

April 18

Can the Americas achieve permanent peace? We have already seen how the Americas get together through the Pan-American Congress and Union. How does a nation express itself to other nations through the Department of State or Ministry of Foreign Affairs? *The Broadcast Issue: Should there be a federation of the Americas?*

This program will describe the workings of diplomatic relations. Then it will return to the first program of the year, "Should the Americas be more inter-dependent economically and culturally," and review the year's programs and the current trends in the Americas, and attempt to discover current thought in Pan-Americanism.

Class preparation:

Find out how the Department of State of the United States functions and review the subjects and issues discussed in this year's broadcasts.

Suggested reading:

1. *The Department of State of the United States* (Dept. of State Publication 878 from the Supt. of Documents, Washington, D. C., 15¢). 2. *Inside the Department of State,* by

Bertram Dyer Hulen (McGraw-Hill Book Co., New York City). 3. *Inter-American Highlights,* 1890-1940, by William Manger (Pan-American Union, Washington, D. C., 10¢). 4. *The Pros and Cons in Regard to an Inter-American League of Nations,* by Raul d'Eca (in World Affairs for September, 1938).

25. The American Way

April 25

American republics were "conceived in liberty" and dedicated to the political ideal of "government of the people, by the people, for the people." Is this still true today? ***The Broadcast Issue:*** *Can the Americas preserve their heritage of freedom?*

Questions to study and discuss:

1. What is a monarchy? A republic? A corporate state? 2. Why did the Americas choose the republic as their form of government? 3. What is civil liberty? How does the "Bill of Rights" protect our civil liberties? 4. What is Communism? Fascism? National Socialism? In what ways do these political theories conflict with the American tradition of freedom? 5. What does freedom mean to you? Is it worth saving? What can you do about it? 6. What can other American nations do to preserve liberty for the Americas?

Class preparation:

Read thoughtfully some of the documents that express the ideals upon which American government is founded in the words of men who lived through the trying days of the revolutions that gave the Americas their freedom. Be prepared to discuss modern problems of government in your country.

Suggested reading:

1. *Common Sense,* by Thomas Paine. 2. *The American Canon,* by Daniel L. Marsh (The Abingdon Press, New York City, $1), for copies of *Mayflower Compact, Declaration of Independence, Constitution of the United States,* Washington's *Farewell Address,* Lincoln's *Second Inaugural Address* and Woodrow Wilson's *Road Away from Revolution.* 3. *The Federalist,* Alexander Hamilton, John Jay and James Madison (E. P. Dutton & Co., New York City, 90¢, Everyman Library). 4. *Which Way America? Communism-Fascism-Democracy,* by Lyman Bryson (Macmillan, 60¢). 5. *Safeguarding Our Civil Liberties,* by Robert E. Cushman (Public Affairs Committee, Radio City, New York City, 10¢). 6. *All-America Front,* by Duncan Aikman (Doubleday, Doran and Company, New York City, $3). 7. Articles in recent magazines and newspapers.

Suggested Films

1. PAN-AMERICANISM

Uncle Sam—The Good Neighbor: Inner workings of U. S. Foreign Service; Good Neighbor policy. 16mm sound. *Good Neighbors:* Foreign policy and problems. 22 min.; 16mm sound.

2. HEMISPHERE DEFENSE

Soldiers of the Sea: The Marine Corps; aviation activities; aboard ship; landing operations. 2 reels; 16 and 35mm sound. *Cadet Cruise:* Coast Guard Academy on summer cruise to Latin America. 1 reel; 16mm sound. *U. S. Coast Guard:* Men and their training. 16mm sound.

3. TAXES AND SERVICES

Labor of the Nation: Department of Labor services. 1 reel; 16 and 35mm sound. *Three Million Dollars a Day:* Comptroller of the currency, New York City. 16mm sound. *Politics and Civil Service:* The spoils system in a U. S. city; efforts of National Civil Service Reform League at reform. 16mm sound.

4. PUBLIC RELIEF

Problems of Relief: The meaning of relief: to politicians; to relief recipients. 16mm sound. *Social Security for the Nation:* 1 reel; 16mm sound. *The Workers Alliance:* Various attacks on unemployment by members of the Workers Alliance and federal legislators. 16mm sound. *Sharecroppers:* Economic conditions in the cotton South. 16mm sound.

5. UNEMPLOYMENT

Valley Town: Relation of technological change to employment; the unemployment problem created by new machinery. 16mm sound. *Problems of Relief:* (see 4.) *Behind the Scenes in the Machine Age:* Modern invention replacing hand labor. 35 min.; 16 and 35mm silent.

6. HOUSING

Housing in Our Time: USHA program; current housing activities filmed in cooperation

with local housing authorities. 2 reels; 16 and 35mm sound. *The City:* City planning; the city of the past, present and future. 3 reels; 16mm sound. *Today We Build:* Private enterprise in large scale housing in Europe and U.S. 6 reels; 35mm sound. 1 reel, 16mm sound. *Housing Problems:* Interviews at an English slum and a new housing unit. 2 reels; 16 and 35mm sound.

7. SECURITY

Social Security for the Nation: (see 4.) *Workers Old-Age and Survivors Insurance Account:* The Social Security Board keeps records. 1 reel; 16mm. *Social Security Benefits—Paying the Worker's Claims for Old Age and Survivors Insurance:* 1 reel; 16mm sound.

8. NATURAL RESOURCES AND CONSERVATION

The River: The Mississippi. 31 min.; 16 and 35mm sound. *Plow That Broke the Plains:* U. S. Great Plains. 25 min.; 16mm sound. *National Conservation:* Work of Department of Interior. 2 reels; 35mm sound. *Soil Erosion:* Recent dust storms. 16mm sound.

9. POWER FOR ALL

Tennessee Valley Authority: The region and the issues. 16mm sound. *Norris Dam Construction:* Semi-technical; building the dam on the Clinch River. 3 reels; 16 and 35mm silent. *Electricity on the Farm:* 2 reels; 16 and 35mm silent. *Grand Coulee:* Construction on Columbia River. 2 reels; 16 and 35mm silent. *Rural Electrification Administration:* film in preparation.

10. AGRICULTURE AND THE GOVERNMENT

AAA film: in preparation. *Sharecroppers:* (see 4.) *Negro Farmer:* Federal and State Extension Service work among Southern negroes. 30 min.; 16 and 35mm sound.

11. AGRICULTURE AND THE YOUNG FARMER

NYA on the Farm: Vocational resident center at Weiser, Idaho; learning cooperative farming and homemaking. 1 reel; silent; color. *4-H Club Work—What It Is and Does:* 3 reels; 16 and 35mm sound.

12. SELF SUFFICIENCY VERSUS TRADE EXPANSION

Commerce Around the Coffee Cup: An average family with Lowell Thomas as guest discusses international trade and exchange beginning with imports of Brazilian coffee. 11 min.; 16 and 35mm sound. *Good Neighbors:* (see 1.) *We Live in Two Worlds:* Our national and international lives; J. B. Priestley, narrator. 1 reel; 16mm sound.

13. AMERICA TRADES ABROAD

Commerce Around the Coffee Cup: (see 12.) *Good Neighbors:* (see 1.) *We Live in Two Worlds:* (see 12.)

14. TRADE AGREEMENTS

(See 13.)

15. MONEY AND TRADE

(See 13.)

16. INTER-AMERICAN COMMUNICATIONS

Good Neighbors: (see 1.) *Gateway to the Americas:* Pan American Airways International Terminal, Miami, Florida. 25 min.; 16mm sound. *Mexican Tour:* Down the new highway from Loredo to Mexico City. 12 min.; 16mm sound.

17. THE PANAMA CANAL

Gateway to the Pacific: Building the Canal. 1 reel; 16 and 35mm sound. *Panama Canal:* Interesting engineering details. 1 reel; 16 and 35mm silent.

18. SCHOOLS FOR ALL

Free Schools—Hope of Democracy: Functions and development of the public school. 2 reels. 16mm silent. *Progressive Education:* Familiar arguments for and against. 16mm sound. *And So They Live:* A U. S. mountain community; failure of school curriculum to teach children how to overcome problems of daily living. 3 reels; 16 and 35mm sound. *Life's Summer Camps:* Progresive educational theories. 16mm sound. *Mexican Children:* Cultural patterns of modern Mexico. 11 min.; 16 and 35 mm sound. *School:* Diary of a day at the Hessian Hills School. 20 min.; 16 mm sound.

19. IMMIGRANTS ALL

Eaton's Film: (in preparation.) *Refugee Today and Tomorrow:* The millions left homeless by the War. 16mm sound. *Immigration to the U. S.:* Historic waves of immigration and their causes. 1 reel; 16mm silent.

20. NEW CULTURE IN THE AMERICAS

(See 19.)

21. AMERICA'S HEALTH
Men of Medicine: Their problems in bringing care to all. 16mm sound. *Enough to Eat:* Graphs and charts to show correct diet and how few get it. 21 min.; 16mm sound.

22. PAN AMERICAN RELATIONS
(See 1.)

23. THE MONROE DOCTRINE
(See 1, 2, 12, 16, 17, 19.)

24. WORKING FOR PERMANENT PEACE
(See 1.) *The League of Nations:* Its history, showing declining prestige during last six years, and Anthony Eden's efforts to defend it. 16mm sound.

25. THE AMERICAN WAY
(See 1.) *Land of Liberty:* Every important period of national development is represented in this film, based on material taken from motion pictures produced in American studios and shown in American theatres. 14 reels; 35mm sound. *Declaration of Independence:* If American independence had failed, the signers of the Declaration of Independence would have signed their own death warrants. 2 reels; 16mm sound; Technicolor.

1941-42

The American School of the Air closes its 1940-41 series of broadcasts on Friday, April 25. The programs begin again on October 8, 1941. Copies of next year's *Teacher's Manual* may be secured by writing the educational director of your CBS station, whose name you will find on page eleven.

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