

bread were baked per week. This plainly shows the main constituent of the farmer's diet. The hard cider is three to four percent alcohol. On some farms you might say it is used by the people as a substitute for water and milk, because it is about the only beverage they drink. On one farm 30,000 gallons of apple and pear juice were stored in the wine cellar in the fall for the following year's consumption.

In all probability the future of no other country in Europe depends as much on Marshall Plan aid as does Austria's. Today over 90 percent of her aid money goes into rebuilding and increasing her over-all productive capacity. From my own observation it seems

that Austria's modern history of political struggle has shown the majority of her people that accepting this help from the western world is the best possible way for her to survive as a free country.

As an American I was treated well all summer. It was very hard for me to find any differences between the rural people of Austria and ours here in America. Of course their homes were different, also their customs and dress. I think our entire group of exchange students returning last fall decided that basically the world over the rural people are striving for the same goals in better homes, schools, churches and most of all a peaceful world to live in.

World-Mindedness in the Youngest

BEAUVOIR SCHOOL STAFF¹

How can a school foster world-mindedness in younger children? This article describes a program through which the staff of Beauvoir School, Washington, D. C., guided by Elizabeth Taylor, principal, initiated and encouraged a world outlook among boys and girls in the early grades.

WE DO NOT KNOW whether life exists on any other planet but we do know it is becoming increasingly difficult to maintain life on our own planet. If world fellowship does not prevail, presumably the atom bomb will. The desperate need in the world today is not for criticism alone but for more constructive, creative action. This need concerns every individual more than it ever has before in history. The task of the teacher is therefore seen in a new perspective: individuals more

than ever must be educated toward fuller relationship to one another. With today's child the relation to others must include not only those children at the adjoining desks at school, the parents at home, the children and grown-ups of the immediate neighborhood, city and nation, but must extend to the children and grown-ups of the whole world.

It is necessary not only to know about but eventually to develop genuine kinship with unseen millions. This is the great challenge at present to all world-conscious educators.

¹ Compiled by Ruth Watt under direction of Ruth Beebe.

Since 1948 Beauvoir School² in Washington, D.C. has become increasingly concerned in developing world-mindedness in children from the ages of three through eight. The present article attempts to record some ways in which world-mindedness may be initiated and encouraged in the youngest school age groups.³

The Nursery School Discovers Delightful Differences

By nature of its location, many Beauvoir pupils have parents and friends in diplomatic positions. Pictures from abroad and parts of foreign costumes frequently find their way to school and inevitably arouse interest. This year there was in the nursery school a child who could not at first speak English very well. The other children were interested that she spoke a different language because she came from Guatemala, and they were very much pleased as she became more able to communicate with them in English. In the spring Monica brought a piñata to school and her mother told us how the children in Guatemala celebrate their birthdays. We had a "piñata party" on the lawn, and the children had a gay time breaking the piñata and scrambling for the presents just as Latin-American children do.

One child often wore a Norwegian cap to school. The children learned that it was a gift from his grandmother.

² Beauvoir School is a private elementary school with a pupil population of approximately 218 including nursery school through third grade.

³ The first year's activities were described in the article, "Toward World-Mindedness," published in 1949 in *Childhood Education*.

This led to a discussion of Norwegian children and stories about Norway. Stimulated by these, other children brought pictures, books and flags, and costumes to dress up in. Stories about other lands came to rank among nursery school favorites, the demand for them receiving fresh stimulus throughout the year by incidental pleasant contacts with individuals from other countries.

The Kindergarten Learns Climate and Geography

By the time children reach kindergarten they can begin to acquire some concept of the world and how parts of it differ in climate, products and language. One kindergarten teacher, who is Swedish, returned after a summer at home and delighted the children with her description of the trip by plane. Their airplane-building and play soon incorporated trips to Sweden. On the annual class excursion to the airport the following remarks were heard:

"This is our very own airport—the Washington airport!"

"Is that the plane our teacher came on? Is this the *very* gate where you met her? Did she come right here from Sweden?"

The pictures, books and materials she brought were fascinating to them. The children asked to have whole pages read in Swedish, and they enjoyed learning Swedish words and phrases. They began to wonder about her home, Sweden, where it was and if it was just like their own country.

Beginning to think in terms of many countries, eventually of the whole world, with teacher's help, they enthusiastically constructed a globe four feet

in diameter on which they were able to locate for themselves places of which they had heard, including Sweden. As they worked, the children taught one another many basic facts about the world, judging from their comments:

"That's an enormous world, isn't it?"

"It sure takes a long time to make a world."

"Here is the North Pole up here . . . there's the South Pole way down at the bottom."

"It's cold up at the top and here at the bottom; where is it hot?"

"I know where some animals live where it's hot . . . in the jungle!"

"We can paint the globe; then we can get the place we want."

"Here's the Atlantic Ocean . . . *no* . . . I had it but it went around so fast (spinning the globe) . . . this isn't it (Pacific) . . . *no* . . . and this is the one by India . . . Now! I've found it again! The Atlantic! But look how big *that* ocean is! (Pacific)

"I can see France and Sweden and California, but I've never been there yet."

"What's this? (China) My! It's big!"

Interest in distances and in transportation as integral parts of daily life was stimulated by field trips to freight yards, wharves, airports, and, by the greatest treat of all, a tour of a visiting Swedish cruiser. When the children wrote their thank-you notes to the officers, there came out some interesting new concepts of friendship and nationality:

"We liked your sailors because they spoke Swedish *and* American . . ."

"Swedish people are nice to us . . ."

"I had a good time drinking the Swedish chocolate . . ."

"That is a beautiful ship. I am so sorry we could not go sailing . . ."

On a wide concrete terrace of the school building the children painted a map of the world. They spent many happy hours of free activity with building blocks, ships, planes and trains which they had fashioned at the workbench. During class periods each child was given an opportunity to bring things from another place on the map to Washington. Each child learned something about land, water and distances. From their discussions it became apparent that they were beginning to realize that we depend on other people all over the world for many pleasant or necessary items in our daily life, and to correlate this with the growing idea that people all over the world are basically alike in spite of differences of land, products and language:

"I know how the Spanish people say Peter—'Pedro'; and the French people say 'Pierre.'"

"My father was in Egypt . . . When he got there, it seemed very strange for they spoke a different language. My daddy listened and started to speak it."

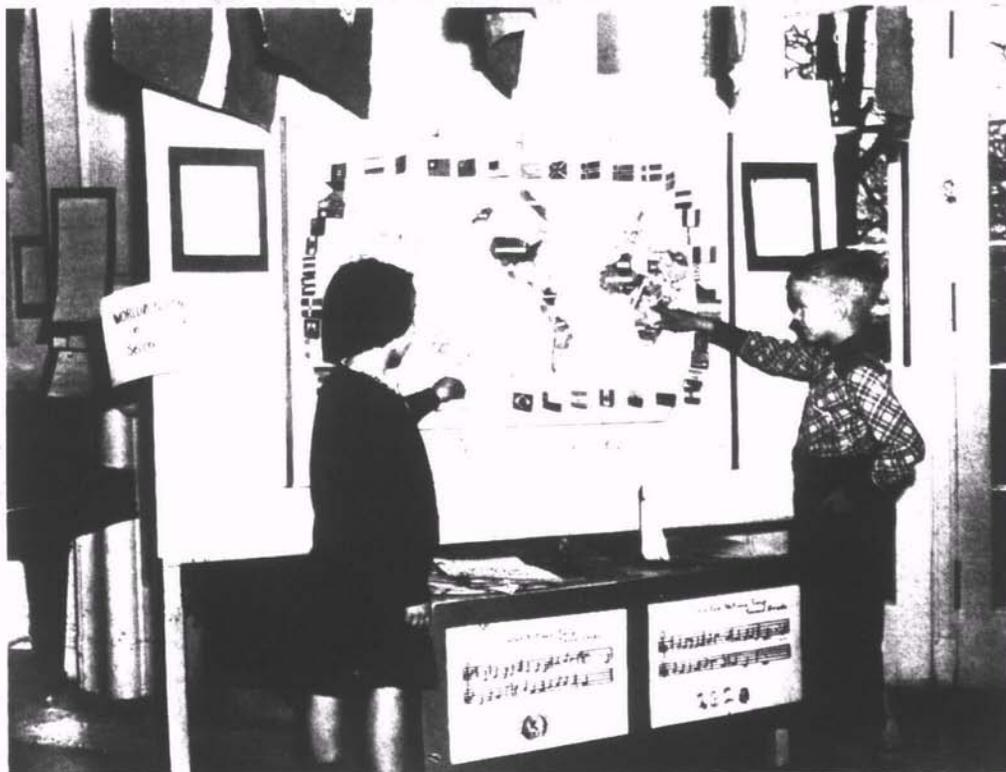
"My boat's going to take a trip to Africa and they can't find Africa . . . Here it is! Here are trees in Africa . . . We're bringing some dead trees from Africa."

"Watch out! Watch! . . . You're running into the land there!"

"I'm going through the Panama Canal again—that's the short way . . . I'm not, *I'm* going around down here—the long way!"

The First Grade Specializes

The six-year-olds enjoyed following out through class activities their inci-



Courtesy, Reni Photos

Flag-covered miniature books bordered the map and made a colorful exhibit.

dental personal connections with definite countries. In the course of this particular year the first grade groups focused attention on Siam, Canada, Sweden, Japan, China, Scotland, South America and Panama.

Sometimes it was a child's question which was pertinent enough for group interest for the teacher to take it as a lead. Sometimes it was the accidental appearance of appropriate material or personal contacts which helped the teacher to develop project plans. With these first grade groups, as with other groups throughout the school, teachers had to be flexible enough in their planning and be sensitive, ready and happy to respond to the over-all needs, talents

and daily contacts of the particular group. They did this while continuing to seek simultaneous integration with the regular academic program and with the general school orientation towards world-mindedness.

Siam held much interest for the First Grade because Kip's parents had lived several years in that country. His mother, author of *Anna and the King of Siam*, shared her collection of clothes, books, miniature cooking utensils, money, figures for shadow plays, as well as her experiences.

Canada was chosen because one of the teachers was a former resident of Saskatchewan, headquarters of the Royal Canadian Mounted Police.

Sweden became the next country of interest after Tatty's aunt and grandmother sent a Christmas card, and later letters and pictures, to her from Sweden. Tatty responded readily to this project because of her preceding year's experience with her kindergarten teacher from Sweden, who was invited to visit the class and to read from her first grade Swedish reader.

One of the children remarked one day, "The Japanese people aren't very nice, are they?" That started discussion of Japanese cherry trees in Washington. The children knew that the United States had fought against Japan in the war, but did not understand exactly why. Class discussions brought out among many other considerations that in every country there are good people and bad. Children brought objects of art, rice paper books, picture collections, and whatever they could. A talk by the Reverend Peter Yamamoto, a student at the College of Preachers, was a culminating experience. This visitor brought them greetings and wrote the message in Japanese characters on the blackboard.

A story about China delighted the children and they concentrated upon a funny-sounding name. They drew sampans and discussed eating with chopsticks. Collections of dolls, pictures, songs and stories were brought in by interested children.

The children excitedly located all these countries on a large map which they helped to make and to border with their stories and drawings. "Neighbors Near and Far" were many by the end of the year when one child suggested: "Let's make a train and have the cars carry our friendship and love to the

countries we have studied." The train was constructed with such enthusiasm that there had to be a car for every member of the large first grade.

World-Mindedness Goes Academic in Second Grade

A basket of books from the library started one second grade reading group on a trip "Around the World with Stories." Finding the countries on a map, coloring and labeling, made atlas and geographies necessary tools. The children made miniature books representing the ones read in class. The title of the book was written inside and the flag of that nation made the cover. These flag-covered miniature books bordered the map and made a colorful exhibit. Finding new books to read incidentally assisted the development of silent reading as well as that of discovering new countries.

While studying combinations in arithmetic, Anthony remarked: "I can count in Spanish." Harriet replied: "I know numbers in French"; and later Alice, who had just come from Denmark, brought her Danish arithmetic and read it in her own language. With this stimulus the arithmetic class decided to go "Around the World with Numbers." They found how to write such combinations as 8 and 7 are 15 in twenty different languages, including Siamese, Irish, Swedish, Turkish and Arabic. These went into illustrated booklets, and the children emerged with a realization that 2 and 2 are 4 in any country.

Trees and animals of other countries became the focus of much interest in another second grade section. A mural in the cathedral aroused interest in the

story of Joseph of Arimathea and the Glastonbury Thorn. Discovering that there were many trees on the cathedral close that came from other countries, this group started an intensive search and study of trees. A model of the close was constructed on which only trees from other countries were placed by the members of this section.

A trip to the zoo instigated the study of animals on the six continents of the world and the use of them by mankind. Creative work, such as large papier-mâché animals, clay modeling, and paintings, was inspired by this study. Original sketches of animals were placed in their proper places on a large mural of the continents.

Third Grade Studies the Universe

At this age of extrovert attention the children reach beyond their own experiences and acquire elementary conceptions of the solar system. Integration with the central theme of the world community is achieved by the teachers by pointing out that the great astronomical discoveries, for instance, were made in many different countries. During the year's study of the universe and the world, third-graders found repeatedly that "people are more alike than they are different." They made a chart of man's basic needs and showed that although the means of satisfying these may vary superficially, people need essentially the same things no matter where they live. Through their own daily life together, they were becoming gradually aware of what was required for the harmony of the group. By the end of the year third-graders were able to define "a good citizen" as follows:

"A good citizen
manages himself well . . .
follows the rules . . .
does not pick on smaller people . . .
does not talk back to people, especially to grown-ups . . ."

They were learning that a good citizen means very much the same thing in the world as in the classroom. When a friend of the school presented a young tree to be planted in honor of the United Nations, the Third Grade elected four of their "good citizens" to do the planting.

The staff attempts continuously to relate activities of the school as a whole to the world theme. The school annually celebrates October 24th as the birthday of the United Nations. On October 24, 1949, each lunch table had a birthday cake iced with the blue of the U.N. flag and lighted by four white candles. The grand march celebrating the occasion included inspection of the tree planted to honor the U.N. the year before. This parade culminated in an assembly where the children sang the songs they had composed on the theme of world brotherhood amid the waving of the flags they had made honoring the U.N. and its member nations.

When the time came for a recital by the piano students, the teacher asked each child to dress in the costume native to the country represented by his or her piece of music. Sharon and Betsy, in costumes completed by real wooden shoes, played the duet "Tulip Time." In the spring, the annual school play synthesized the year's activities of each grade with legends and music native to one or another of the United Nations. The program was climaxed by a

grand march around the kindergarten globe by 48 third-grade children carrying all the 48 flags of the members of the U.N. which they had made themselves. The kindergarten, for its part, portrayed a traditional Swedish celebration of Midsummer's Day, dancing around the midsummer pole and bonfire with hoops and garlands. The second grade dramatized a legend of the Canadian Indians, telling how birds originated from bright autumn leaves.

The Community Chest and Red Cross drives, several months apart, were each the subject of at least one special assembly at which attempts were made to inspire the children to extend the good will characteristic of Beauvoir to others around the world. Sharing and helping as means of achieving local harmony were related to the central

idea of the United Nations. The children constructed a tree (5' x 5') and covered the branches with gaily colored leaves. Each leaf symbolized a child's contribution to the Community Chest. The children were delighted to have their tree related to the Bible text: "The leaves of the tree shall be for the healing of the nations."

Repercussions of the program were evident in the conversation of even the youngest children as illustrated in the following typical kindergarten definition: "The United Nations is so people can live, so they'll be taken care of and won't be cold, and so we'll have peace." These activities and this article are presented in the belief that the earlier and more deeply engraved these basic ideas are on the hearts and minds of all children, the sooner will there be peace.

This World

CHRIS A. DE YOUNG

Chris A. De Young, professor of school administration, Illinois State Normal University, Normal, Illinois, recently returned from his second round-the-world trip, including a stay of eight months in India as Fulbright lecturer at the Central Institute of Education, University of Delhi, Delhi. He served as an educational administrator in India from 1920-1924, and as educational consultant in Germany in 1947, and again in 1950.

A SECOND TRIP around the globe has left four indelible impressions: (a) this world is *old*, (b) it is *new*, (c) it is *divided*, and (d) it is becoming *one* world educationally.

AN OLD WORLD

Coming from a country as young as the United States, the traveller to other

lands is impressed anew with the fact that we live in an old world. Four trips to London within the past four years have multiplied the impression that our mother country across the seas is an ancient land. After eight hundred and fifty years, the Tower of London, with its interesting displays of antiquated weapons and long-used

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