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 STAFF

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.

Educational Leadership
Since 1948 Beauvoir School 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.

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. 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

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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.

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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 transpor-
tation 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 interest-
ing 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 build-
ing blocks, ships, planes and trains
which they had fashioned at the work-
bench. 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 dis-
tances. From their discussions it be-
came apparent that they were begin-
ing 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 grow-
ing 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 run-
ing into the land there!"
"I'm going through the Panama Ca-
nal 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-
dent 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

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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:

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"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 carry-
ing all the 48 flags of the members of
the U.N. which they had made them-
selves. The kindergarten, for its part,
portrayed a traditional Swedish cele-
bration of Midsummer's Day, dancing
around the midsummer pole and bon-
fire with hoops and garlands. The sec-
ond 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 chil-
dren 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 defini-
tion: "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 pre-
sented in the belief that the earlier and
more deeply engraved these basic ideas
are on the hearts and minds of all chil-
dren, 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 Ful-
bright 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
Educational Leadership