DOCUMENT RESUME

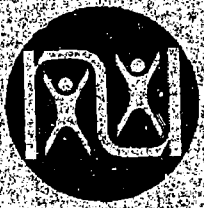
ED 092 468 SO 007 586

TITLE	Children and International Education.
INSTITUTION	Association for Childhood Education International, Washington, D.C.
PUB DATE	72
NOTE	41p.
AVAILABLE FROM	Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($1.75 each, orders under $5.00 must be prepaid)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Cross Cultural Studies; Elementary Education; *Foreign Relations; *Human Relations; *International Education; International Programs; Learning Activities; Peace; Resource Guides; Resource Materials; Secondary Education; Teaching Techniques; Travel; *World Affairs
IDENTIFIERS	*Worldmindedness

ABSTRACT

Developed as a plan of action in international education for teachers and students, this portfolio emphasizes the importance of developing a knowledge and appreciation of others, the acquaintance of resources for planning experiences of international understanding, and the participation in international programs to encourage an understanding of people. Part of the ten leaflets are practical in focus and offer an overview of the wealth of materials available in the field of international education, hints on how to help children relate to children of other countries and cultures, and concrete suggestions for making the most of travel. Many activities are included that can be used in the classroom, professional and social groups, the church-school, the library, the Scout troop, and recreation department programs with children and adults. (Author/KSM)

recommended reading for the
ACEI Project



neighbors unlimited

ASSOCIATION FOR
CHILDHOOD EDUCATION
INTERNATIONAL
3615 Wisconsin Avenue, N.W.
Washington, D. C.

cover design by Clyde Van Cleve, Portland, Oregon

How To Use This Portfolio

By REBECCA A. MAUZY
Associate Secretary
Association for Childhood Education International

This portfolio has been developed by a committee of the Association for Childhood Education International as a guide for ACE Branches and State and Province Associations, Association members and others, to use in developing a plan of action in international education for themselves and the children with whom they work. We hope those who read the portfolio will receive the stimulation and direction to—

- emphasize the importance of developing in children a knowledge and appreciation of others
- become acquainted with some of the array of resources available to them in planning experiences of international understanding for themselves and children
- partake in international programs, both as individuals and as members of groups, to enrich their own understanding of people.

Because groups and individuals should determine or review their own philosophy of education for children before they can develop a program to promote international understanding, the authors of several leaflets discuss the basic philosophy of child growth and development as it relates to international understanding. Inherent is the concept that experiences for children must build upon experiences they have already had. Therefore, any programs developed to understand the rights and needs of children of the world will begin with children's immediate situations. These same general guidelines would be appropriate to initiate planning for adult programs.

Some leaflets are very practical in focus and include an overview of the wealth of materials available in the field of international education, some how-to-do-it's (or how-not-to-do-it's) to help children relate to children of other countries and cultures, and concrete suggestions for making the most of travel. Many activities are included that can be used in the classroom, professional and social groups, the church-school, the library, the Scout troop, and the recreation department programs with children and adults.

Other materials are available from ACEI to reinforce and implement your planning once you have set your goal. These include the current ACEI *Plan of Action for Children*, the reprint bulletin of articles from CHILDHOOD EDUCATION entitled *Learning To Live as Neighbors*, and the announcement brochure for Project: *Neighbors Unlimited*. Frequent articles in CHILDHOOD EDUCATION, ACEI's official journal, highlight the Association's international thrust.

The adage, "Where there's a will, there's a way," comes to mind. This portfolio has provided the way. You must provide the will. Specific questions may help to determine your readiness to think in international terms:

- Should I develop a reading program for myself?
- Should I arrange to meet people from other parts of the world?
- Should I arrange for some travel and/or study abroad?
- Should I join some organization with special interest in international understanding?
- Should I examine my current and future plans to include international dimensions in my work with children?

If you answer "Yes" to these questions, you have the will, the commitment to action. It is up to you, your co-workers and the children with whom you work, to choose the ways in which you want to get to know others, to understand each other's rights and needs, and to build a sense of mutual respect and responsibility for one another.

Child Development and International Understanding

By LUCILE LINDBERG
Professor of Education
Queens College, The City University of New York
Flushing

As a child grows older, day by day, week by week, month by month, he develops bases for international understanding or he develops the prejudices and misconceptions that make it difficult for him to understand behaviors of others. The world in which he develops—his own world and his experiences in it—determines what his understandings of those close about him will be. This in turn helps determine what his understandings of those farther removed will be. His relationships in groups close at hand will help determine what his attitude as a member of a still larger society will be.

A child who feels the respect and understanding of a parent, a teacher or a friend learns what understanding is. As he becomes aware of how it feels to be understood he reaches out to include others. A child who feels that he is well thought of by those around him finds it safe to think well of others. As he learns who he is he can reach out to know who his friend is. Having found himself to be a person worthy of being understood, he need not compete to be *the* best, he need not spend time proving that those around him are less good than he is, he need not create scapegoats upon whom to unload his own feelings of inadequacy.

A child who reaches out for objects about him and makes requests learns what it means to receive. He gains the feeling that both the persons and the things he needs or wants are available to him—not always, but much of the time. Since he knows this, he can afford to give to others and enjoy the pleasure giving brings. As he himself knows what it means to possess he can make it possible for others to possess. A child who first learns to receive can learn to give with a sense of joy and excitement.

If a child feels uncertain of his place in a home, a classroom or a play group, he often feels he must prove that others are unworthy too in order to justify to himself and to others his own continuing existence. A child who feels deprived of love or of possessions can be taught to give his things up to others, but the giving is likely to become a mechanical behavior. "I do this because I am expected to do it. It is the way a nice person should behave." Thus, it is likely to become a legislated, polite kind of sharing, not the sharing that becomes a genuine part of a way of life.

A child plays. Sometimes he looks to an adult for support, sometimes he is oblivious to those around him. As he plays in a nursery or kindergarten he becomes aware of the child next to him. He may begin to build

with his blocks in a way similar to his neighbor or even repeat the same verbal exclamations as he watches what is happening.

Then comes the time when he joins his block structure to that of the child next to him and they pool their resources as they play. Eventually, the child engages in a genuinely cooperative venture with two, three, or four children planning the building together while working as a team to complete it.

Then comes the "plan in advance" group, in which together with his working companions the child visualizes what the structure will be and projects the procedures for completing it. At this time, too, he is able to recapitulate what he has done, to assess results, to evaluate ways of working, to analyze relationships. He does it in his own way—a child's way—but he is developing an awareness of what he is doing, how others contribute, what he can do to make things operate more smoothly. These experiences help develop an ever-increasing awareness of how he is feeling, how others are feeling and what interrelationships exist. Thus a child develops techniques for working with others, understandings of how others work and how they feel and finds it possible to move easily from one group to another.

It is important that a child be given the opportunity to develop fully every step of the way. He develops a positive self-concept and sees others in a positive way. He feels the joy of receiving, not feeling guilty or selfish when he takes for himself, and grants the same privilege to others. He accepts shortcomings in himself and so accepts them in others. He does not expect perfection in either himself or others.

A child learns to live with himself and with his ever-widening group in such a way that he does not need prejudices. He feels competent to engage as a group member in decision-making processes. He is aware of differences among persons and groups as well as similarities, and he values both. Given opportunities for such growth and development, a child need not learn international understanding *per se*, for he becomes an understanding person and behaves as an understanding person, ever ready to improve his ways of working with others.

Note: For background information about the development of understanding and prejudices, read the following articles in the January 1969 issue of CHILDHOOD EDUCATION (Washington, D. C.: Association for Childhood Education International):

"The Temper of the Times"—William Van Til, page 243

"The Development of Children's Views of Foreign Peoples"
—Wallace E. Lambert and Otto Klineberg, page 247

"The Nature and Nurture of Prejudice"—Fritz Redl, page 254.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W., Washington, D. C. 20016

Human Understanding Begins at Home

By H. HARRY GILES
Professor of Social Studies
New York University
New York City

A gentleman of the Old South used to say that it was remarkable to him that the good ladies in the missionary society of his church spent endless time and money for the poor heathen in distant lands when there were so many poor sharecroppers next door. He had a point. But we now know we will have to be concerned about both—"those others" who are near us and those who are in far-off countries.

Everyone is aware that we live in an age when businessmen commute from New York to Paris and from San Francisco to Tokyo. We know that with the speed of light Telstar can bring us sounds and pictures of events that can affect our present existence and our future: the rise of a dictator, the explosion of an atom bomb, the close-up of what has until now been the hidden side of the moon. We know that the world has, as we say, shrunk, that occurrences in distant places—economic collapse, discovery of a new weapon, the finding of the origin and cure of a disease, the crushing of freedom—do affect the lives of us all. Yet we wonder how with such knowledge there still exists human behavior such as that of our citizens who have won for us the description, "the Ugly American." Or why the Black Muslims and the Black Panthers despair that "Charlie" will ever be other than one who talks and acts in ignorance, even in contempt, of those who differ from himself in certain superficial respects.

The social scientists are trying to point out the why's of such contradiction. They now cite research that shows how children have learned their prejudices,[1] how they are taught to fear that which is strange and different. We learn to be prejudiced against those whom our family rejects, those whom our gang rejects, those whom our economic class rejects or envies or both. Prejudice, the tendency to prejudge, to label and stereotype without real evidence, is deep in us all. It seems to be part of our desire to belong, for the sense of belonging in most groups is heightened by the sense of "those others who are different (and inferior?)."

Fawns, little birds and human babies are all taught to beware of the strange and the different. It is their parents' way of helping them to achieve survival—to learn caution before eating the new and possibly poisonous food, before trusting the new, possibly murderous creature.

Survival and the need to belong! Surely it seems hopeless to overcome prejudice and fear of the different if these are bound up in such

[1] See "Learning About Present Day Children in Other Cultures" in this portfolio.

basic human needs. The answer is, of course, that survival in the long run, and in our interdependent world, will be found by men and nations able to discriminate between the evil and the good, between the deadly and the friendly stranger. And this can be done only in the same way as prejudices and fears are developed in the first place—by teaching and learning. And, as with all learning, the research shows that the most important period for rapid, broad and deep developmental experience is in the early years. The child's teacher is the person of primary importance in the learning of attitudes.

What is meant by "teacher" or "educator," whether parent, school teacher, friend or other, is so different today from what was generally meant in the past that it needs defining. The teacher as we now see it is one who aids the developmental process—the self-teaching that alone can result in true learning. If, then, we are convinced of the importance of reaching out to know and understand an ever-widening circle of human beings that embraces all races, religions, colors, all customs and places, we who teach will try to provide many forms of firsthand experience, and we will facilitate discussion and wide-reaching questions—all directed to the achievement of human understanding.

In this effort we begin with ourselves and our present relations to others. Every classroom can be the first laboratory for our research, since every classroom is filled with human differences. We humans, big and small, differ in age, color, religion, interests, hopes and expectations, in the background from which we and our forebears came and the kind of meaning of our life experience to date. So we can have the fun of finding out the ways in which we are alike and those in which we are different; this can be the beginning of extensive exploration into the most fascinating of all the possible subject matter we can study—ourselves and other human beings.

In such study, whether we start with the different individuals in our own classroom or with other groups of people, there are a few major objectives and priniciples that have been well tested, which seem to provide good results. One of these has already been mentioned: begin close to home. Another is to avoid cut and dried, preplanned approaches. No long-faced didacticism! Plan with the children as much as possible.

Plan To Achieve Certain Purposes

What do we know about why people look different from each other in size, shape, hair, eye color? Why do people have different languages, customs and foods in different parts of the world? What are the things that all human beings have in common? What is the history of the different kinds of clothes worn by boys and girls, rich and poor, Africans and Americans, nuns and priests, rabbis, Indians? With such questions maybe we can find out

how each person and each special group is unique

how many different groups we come from—nations, religions, colors, traditions

how many groups other than our own we know about and what we know about them

what kind of people we like best, least and why

how many miles each of us has travelled from his first home; if we could travel to any part of the world, where we would like to go

why the United States has so many different groups of people in it

whether the fact of so many differences makes us richer or poorer and how.

Plan How To Do It

There are many ways to try to find answers to the above and to all the other questions that will come to mind. Shall we make a class census to learn answers to some of the questions raised above, the favorite foods of each member of the class, favorite clothes and colors, sayings, games, ancestors? Can we have a conversation about favorite things or memories with children at another school or neighborhood? Can we get our parents to help us write down favorite recipes, family sayings and the countries from which our families came before they lived here?

Would it be possible to arrange a *parranda* and go from house to house to eat one favorite food of each family? Could we make a survey of our school neighborhood and find out how many ethnic groups live in it? One elementary school in a small city found that there were thirty-two different nationalities and eight religions represented in its neighborhood. Could we make maps to show all the different things about these people and where they live in each neighborhood in the city?

Could we talk to people who have themselves come here from distant lands to find out why they came and how life is different here from there?

Could we find films and recordings of folk music that tell about some of the nationalities represented in our class, our neighborhood and our country? Could we collect artifacts from other lands—pottery, weaving, wood carvings, tools, kitchen utensils, games and toys, for example—so that we can see and handle the arts and crafts of other people? Is there a museum that would lend us similar artifacts, pictures and sculpture and maybe even send someone to talk about them? And magazines and newspapers from abroad can be great!

Do It

Having decided together some of the questions we want answered and some of the ways open for us to find the answers, we set to work to learn about people different from ourselves. Other ideas will occur to us as we go along, and some of them will enrich our study greatly.

Finally, Show the Results and Evaluate

For a grand finale, we put together a record of what we have learned. How should this be done? In writing? With pictures? With puppets? In songs? We decide how to present the results of our study, first to ourselves, then to others—in our school, to our parents, to our friends. When we come to sum it all up, we can hope to see what our

voyage to discover human likeness and difference has brought to us. Our first general questions will have led to many more, some quite specific, as who invented hats, shoes, ovens, mathematics, dances, writing and printing? etc., etc. And the etceteras are as endless as the ingenuity of the class and the teacher. Nearly infinite.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W., Washington, D. C. 20016

Learning About Present-Day Children In Other Cultures

By ANNE PELLOWSKI
Director-Librarian
Information Center on Children's Cultures
U.S. Committee for UNICEF
New York City

Surely there are few teachers now at work who have not at some time attempted to introduce a class to another culture or people. In the nursery school and elementary grades, teachers have been somewhat more limited in their efforts to do this, because available materials are usually written or produced for older children. Also, little has been written about intercultural teaching in the early grades. Too much emphasis has been placed on learning economic or geographical facts about other countries, without relating these facts to the people and how they are affected by them. Differences have been regarded as strange and diverting and rarely considered from the point of view of the culture to which they belong.

All of this is changing. Our shrinking world is forcing us into more direct contact with other cultures, making us realize how narrow our views have been. Just as many peoples are having to relinquish some of their traditional characteristics in order to achieve the material progress they see in the technically advanced nations, so do we have to give up many of our romantic notions about these cultural groups.

Where do children get their ideas about other peoples? A recent study, *Children's Views of Foreign Peoples*,[1] concludes that in the early years up to six and seven, children are influenced mostly by what their parents think and say about foreigners. In the middle years, it is television and other mass media, as well as books, movies, school texts and magazines, that children cite as their sources of information about other national and cultural groups.

It is significant that this study found that children in the United States rated much higher than the ten other national groups tested in friendliness of attitude toward foreign peoples. I believe it is correct to assume that this is the result of the immigrant heritage of large numbers of our population, of exposure to television, books and films that have backgrounds in other cultures, of an increase in social studies in the curriculum and of wider travel and exchange opportunities.

How can this open-minded friendliness in our children be encouraged to develop further into a genuine understanding and appreciation of other cultural values? By making sure that we ourselves, as teachers and librarians, know what we are talking about when we discuss another culture. By evaluating more carefully the mass media, audiovisual

[1] Wallace Lambert and Otto Klineburg, *Children's Views of Foreign Peoples*. New York: Appleton-Century-Crofts, 1967.

aids, books and texts that deal with other cultures. By using these materials imaginatively and, whenever possible, in conjunction with materials that come from the culture itself.

Let us begin with ourselves. Most of us have been exposed only vaguely, if at all, to the literature, history, art and music of non-Western cultures. Yet, as Harold Isaacs points out in *Scratches on Our Minds: American Images of China and India*,[2] we tend to have very decided opinions about the peoples who make up the world outside of the United States and Europe. If we do know anything about other nations, it is usually political rather than cultural.

Let us suppose you are expected to teach about such diverse areas as India, Japan, the U.S.S.R. and West Africa (Ghana and Nigeria). Would you pass muster on cultural background tests such as follow:

Do you own or know of one basic reading list on each area, such as those put out by the Asia Society, the Japan Society or the African-American Institute,[3] in which the materials have been chosen for accuracy and point of view?

Have you read anything historical or current written by a person from the area, e.g., the autobiographies of Gandhi and Maxim Gorki, the novels of R. K. Narayan, Yasunari Kawabata, Yukio Mishima, Boris Pasternak, Alexander Solzhenitsyn, Chinua Achebe and a host of others?

Are you familiar with the films of Satyajit Ray and other current film-makers of these countries, or is your film image of them entirely gleaned from Western "adventures" filmed there?

Are you aware of what place *ragas*, the high life, and an old Russian ballad have in the popular music of our young people today?

Do you have even a passing acquaintance with the great art which comes to us in many forms from these cultures?

Do you think of the dance as strictly a form of entertainment, or does it also represent communication, religious fervor and catharsis?

Culture is not something that can be separated easily into categories like "adult" and "children's." Anyone preparing to expose children in a meaningful way to another culture must first have some understanding of it himself. A teacher should not expect to learn sufficient background from the textbook and the other materials which the children will be using.

The next point to consider is the evaluation and selection of the books and films, records and tapes, pictures and objects that are to introduce the children to another culture. This is the most difficult part

[2] Harold Isaacs, *Scratches on our Minds: American Images of China and India*. New York: The John Day Company, Inc., 1958.

[3] Reading lists are available from: African-American Institute, 866 United Nations Plaza, New York, N. Y. 10017; The Asia Society, 112 East 64th Street, New York, N. Y. 10021; The Japan Society, Inc., 250 Park Avenue, New York, N. Y. 10017

of the entire process. Our standard selection lists do not include enough items related to each area, and those which are included tend to stress the past more than the present. Specialized lists are more helpful, but very few have been compiled with stated criteria of selection. Teachers must be prepared to use a wide variety of sources in tracking down sufficient materials, and they must be prepared to evaluate much of it on an individual basis. Here are some good questions to ask:

In regard to fictional and folkloric materials—

Was the material created by a participant in the culture or by an observer of it?

Has it been edited to remove all elements which are morally or socially not accepted in our culture or have some of these intrinsic values of the society concerned been allowed to remain intact, e.g., polygamy, matter-of-fact acceptance of body functions, early marriage or love relationships?

If it is historical, is this clearly indicated?

In regard to illustrations, photographs or films—

Is there obvious stereotyping, such as *always* depicting Chinese children with pigtails, African children without clothes, Mexican children as barefoot boys with burros, etc.?

Are the facial characteristics of any race *always* the same, without regard for the fact that there are infinite varieties within all races?

Is the comparative wealth or poverty of a nation or people illustrated with honesty or is it exaggerated?

Is there overemphasis of rural or village life with no proportionate attention to urban life?

Are the unusually different customs depicted more for their shock value than as illuminations of parts of the total structure of the culture?

In regard to musical recordings or objects—

Are they truly representative of the culture or were they produced merely to satisfy the demands of tourists with preconceived notions?

Do they have enough relevance to the culture as a whole so that they are worthy of general study or do they represent only a minute proportion of the people?

Can they be easily integrated into the structure of the study or will the children come to regard them as individual items of curiosity?

In regard to factual materials—

What is the latest copyright date? Does this limit the usability of the work? If copyright date is recent, do geographical and political facts truly reflect the latest changes?

Whose point of view is represented—the insider or the outsider or both?

What kind of sources are given?

Some of these questions demand a firsthand knowledge, which many of us do not have and which is not acquired merely through the reading of a few books and the viewing of fewer films. One can partly test validity without actually knowing all the answers. A condescending tone or an oversimplified explanation of a complex question can warn of bias, even though one might not be able to pinpoint errors.

The popular adage, "Every little bit helps," simply cannot apply when one is concerned about introducing children to other cultures. If the "little bit" is derogatory without being objective or vivid but totally inaccurate, chances are it will hinder rather than help. It would be better not to attempt an introduction to another people, if it cannot be done with sensitivity and care.

Finally, there is the question of technique or method to employ in actually bringing these good materials to the attention of children. Fortunately, this is a less difficult problem than selection. Recent support of a wide variety of projects in curriculum improvement in the area of social studies has resulted in a few basic guidelines.

In preschool years and the early grades, the child still has few definitely formed concepts of nationality. He is, however, conscious of racial, religious, social and cultural differences, especially if these differences are visible. Most research indicates that in these early years children need to see and experience the difference of things, since this helps to build up the self-image.

At this level it is best to use good picture or photographic sets showing children from many parts of the world; picture stories can be read aloud. Children at this age are very conscious of names of persons and things, so time should be spent on having them search out the origin of their own names and those of their families. Naming customs can be investigated. Teachers can especially use this effectively at the beginning of a school year or when a new child enters the class. How many Puerto Rican children named *Jesús María,* for example, have suffered ridicule because their name was not explained within the context of their culture?

Music and dance can be equally powerful as communicators between two cultures. Unfortunately, we have few recordings of non-Western music that are easy enough for young children to follow and yet not completely watered down. Simple musical instruments from many parts of the world are handmade and can easily be copied by our children. As Marshall McLuhan has pointed out, the music and dance of nonliterate peoples is extremely participatory. Therefore, when it is introduced it should be done in such a way that one feels inclined to join in.

Picture books in other languages can be shown, especially if there is a child in the class who knows another language. In this way, such a child often learns to take pride in his background rather than secretly feeling ashamed of it because it is so different from that of his peers.

Older children need materials of much more substance, materials which recognize the concepts of nationality and country, region and continent, as well as social and cultural values. Multimedia kits are ideal, but unfortunately most of them are badly planned and contain mediocre or unimaginative materials. One of the finest examples of a successful

kit is the "Japanese Family" unit[4] put together by American Science and Engineering and the Boston Children's Museum for the MATCH Box series. The kit is an excellent example of the type of material that calls for children in the class to play the roles of various members in a family, while at the same time giving them problems to solve in relation to their roles. It also demonstrates how effective objects and realia can be, but only when used within a total framework of interrelated articles, films, instruction sheets, pictures, etc.

The "activities and methods" sections given by Leonard Kenworthy at the beginning of each of his *World Affairs Guides*[5] are also helpful in suggesting specific classroom projects, and some of the programs described in the UNESCO guides are quite intriguing.

Basically, it comes down to the vitality of the materials, so it must be repeated: select with care and sensitivity. If you do, children will themselves do much of the rest.

---

[4] For information about this and other units, write to Boston Children's Museum, 20 Overland Street, Boston, Mass. 02215

[5] Leonard Kenworthy, editor. *World Affairs Guides*, 4 vols. (Africa. The Middle East, South American, The World). New York: Teachers College Press, Teachers College, Columbia University, 1965.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W., Washington, D. C. 20016

Using People as Resources To Develop International Understanding

By WANDA ROBERTSON
Professor of Education
University of Utah,
Salt Lake City

Teachers and principals have long been aware of the contribution people can make to the development of international understanding in their students. As a result, parents and other persons within the community who have lived or traveled elsewhere have frequently been invited to share their experiences with the children. The use of pictures, slides, movies and exhibit items have added materially to their understanding and appreciation of people in other lands and cultures. Since ours is a country "on the move," children who have traveled have also been invited to share their impressions of the places they have visited and the people they have known.

But perhaps the most effective resource person for this purpose is the foreign national himself. Each year more and more students, educators, government workers and others from different countries of the world have come to the United States to study, make brief visits or live for extended periods of time. Many of these people have found their way to classrooms. Some have been invited to make occasional speeches to individual groups of children, while others have even been adopted by schools for the duration of their visits. It is not uncommon for universities which host larger groups of Fulbright Scholars to arrange for visits as long as a week to school districts in more remote areas of their states. On these occasions each visitor is assigned to a home, where he participates in all aspects of the family living. As he sings his lullabies to the baby, plays games with the older children or discusses the economic and political problems of his country with the adults, he becomes a real person instead of a man from Cyprus, Malasia or India.

It is encouraging to note that schools are making greater efforts each year for their students to come into direct contact with people who have lived or visited in other cultures of the world. But at the same time it should be recognized that the mere presence of the resource person does not guarantee the development of positive attitudes and understandings of the people and countries being discussed. Under certain conditions these visits may even be damaging.

As we have become increasingly concerned about the serious implications of knowing our world neighbors today, we need to ask ourselves whether the things children are seeing and hearing during these experiences are compatible with the goals we seek and what teachers can do to provide the kinds of conditions under which the most effective learning can take place.

Guiding Questions

This is a list of questions which might guide us, not only as we utilize the services of resource people but also as we work with textbooks, trade books, films, slides, tapes, murals and other teaching aids to foster the kind of international understanding that is so sorely needed today.

1. Are children being helped to see people of other lands and cultures as real human beings instead of stereotypes?
2. Are they being helped to understand that people everywhere are basically alike in their common needs for food, shelter, clothing and human association, although the ways they seek to obtain these needs may vary from culture to culture?
3. Is the emphasis placed on the present-day problems which these people face or on the old and colorful aspects of the past? For example, do the pictures show modern buildings as well as mud huts, buses and trucks as well as jinrikishas and burros, bustling cities as well as primitive villages, industries as well as native handicrafts?
4. Are children being guided to know that while countries are alike in many ways they may be different in others, but that these differences can usually be attributed to geographical, economic, political, social and cultural causes? Are they also being helped to appreciate the fact that there can be richness in diversity?
5. Are they being helped to view people in relation to their own value systems instead of comparing them to *our* standard of living, *our* ways of doing things, assuming that *our* ways are always better?
6. Are they growing in their sensitivity to the music, art, literature, festivals and folklore of the country?
7. And finally, are they being helped to develop an open mind in learning about people unlike themselves? Can they view people objectively and at the same time show a basic compassion for mankind everywhere?

There are several things a teacher can do to insure that many of these learnings occur and that the visit will have been worthwhile to everyone concerned. First of all, he must keep in mind that this is a two-way learning experience and that what happens to the resource visitor may be as important as what happens to the students. The presentation should not be regarded merely as a travelog or show but rather as an experience to deepen the attitudes and concepts held by the children and to provide answers to their hitherto unanswered questions. This implies that the resource person can be used most effectively when his visit is related to studies children are making. It also suggests that the students will be active participants in the experience.

Before the Visitor Arrives

The suggestions which follow indicate some of the specific things the teacher might do to get ready for the resource person or to prepare

children to interview resource people outside the school.

1. Know something about the resource person and what he has to offer. Just as a teacher would hesitate to use a film he has not first previewed or a book he has not read, so should he know what to expect from the visitor. Care should be taken to *make sure that the individual has more than cursory knowledge of the country he is discussing* and that he is able to communicate with the children.
2. Brief the visitor about the work of the class and plan with him regarding his presentation. Children might formulate questions to be submitted to him before his arrival.
3. Be sure that the children have sufficient understanding of the country so that more realistic learning can take place and possible embarrassments can be avoided. Visitors from Bombay or Rio de Janeiro are frequently appalled when children want to know whether they have refrigerators or automobiles in their cities.
4. Prepare the students for possible differences in appearance or language difficulties. Discuss with them how to behave in the presence of their guest to make him feel comfortable.
5. Have globes, maps and projectors available to avoid confusion and loss of time.
6. Share with the visitor some of the things the children are doing in the school, such as singing, dancing or other activities. The students might prepare a booklet of their school or community to share with the visitor's pupils in his country.
7. Make sure that the children send follow-up letters or cards of appreciation to the visitor so he also feels his visit was a success.

The teacher is the key to the effective use of resource persons in his classroom. In fact, any teacher who chooses to make a difference in shaping children's international understanding through the use of outside visitors will make one.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W., Washington, D. C. 20016

Be Sure To Mind Your P's and P's

By MARION EDMAN
Professor of Education
Wayne State University
Detroit, Michigan

Most teachers understand full well the great need for creating among their children feelings of acceptance of and good will for other peoples of the earth. They know that such feelings are vital to the continuation of our civilization. They realize that without such attitudes the dreadful scourges of violence, cold wars and hot wars will continue to threaten our very existence. Therefore, most of them are eager to do their part in making "one world of brotherhood" a fact by trying to eradicate the ignorance, prejudice and ill will which many children bring to school with them. But in order that they be intelligent workers in this endeavor (which is a difficult and complex one so long as children are constantly reinfected by the society in which they live—and most children are!), they must understand the basic causes of *prejudice* and the *pitfalls* to be avoided. Several of these are discussed briefly below. Teachers will think of others and be alert to counteract the prejudices and to avoid the pitfalls.

Try To Avoid the P's of Pitfalls

In teaching about other cultures, teachers often fall into a number of pitfalls: stereotyping people; relying on completely outdated materials; overromanticizing the total situation; failing to use opportunities near at hand to develop basic understandings; and failing to emphasize those qualities and practices of human kind that are more or less universal. All of these faults are somewhat interrelated, but each is briefly discussed below.

To avoid stereotyping, a variety of materials should be used which depict a number of facets of life in the country studied. Children's books that depict the everyday life experiences of children in foreign countries will help to dispel any ideas of a uniform pattern which can be fitted to any group of people such as results when too simplified or too general a description is given of any national group, as for example: the Irish are jolly; the Scandinavians are morbid; the Italians are pleasure-loving. An attempt should always be made to make clear that no culture is homogeneous. In every group there are subcultures, often with habits, customs and ideas that are different from the "general" cultural pattern of the country under study. What should emerge from such study of a country are living and breathing *individuals*, not a faceless mass of people, all with a common stamp.

It is difficult for teachers (as well as other citizens) always to realize the rapid rate of change in our world, particularly as it involves people. Damage other than misinformation often occurs when out-of-date materials are presented in the classroom. Even to show a picture of the Eiffel Tower in Paris, with human figures before it dressed in the styles of 1920, leads children to wonder how the French can be so

backward. That Dutch children do not ordinarily wear wooden shoes; that Eskimo children usually go to modern schools; that Japanese boys are as enthusiastic about baseball as most American boys, are all surprises to too many teachers who are trying to help their children understand life in these parts of the world. It is because children often know only about a world that *was* that they ask foreign visitors such embarrassing questions as: "Do you have cars in your country?" "Did you ever hear about TV before you came here?" "Do children go to school in your country?" Such questions do not reveal the arrogance of American children, but rather the lack of up-to-date knowledge of their teachers. Materials must be used that are *current,* unless the study is historical, and children must realize the difference.

The third pitfall is overromanticizing life in a faraway place. Life in the desert must become more realistic than romantic jaunts on camels; fisherfolk have real dangers to face in the work to be done. Again, by using the facts of geography and present-day developments to relate to the life of the people, their activities can be made to have reality for the children studying about them, even though the specific experiences may be different. Perhaps the American Indian has suffered more at the hands of teachers in this regard than any other group. He ought not be depicted only as a warrior wearing feathers in his hair, dressed in a blanket and emitting war whoops, but more importantly as a serious person of our country trying at the present time to preserve some of his own culture and hoping at the same time to find his rightful place in the mainstream of American life as an ordinary citizen.

The pitfall of failure to use examples near at hand to explain differences among people is more applicable to some teachers than to others. In most communities, however, there are to be found representatives of both "sides of the track," of different religions, of different nationalities, of different races. These differences, with the reasons for them, can be discussed quite frankly under the guidance of a sympathetic and understanding teacher. Such discussion can lead children to understand the meaning of the differences and to accept them as the richness that makes up the total society. For the teacher so unfortunate as to teach in a classroom of the most greatly underprivileged children in our society—those who live in a completely "homogeneous" community—books dealing with children in our own country can help to bring about intellectual understanding, which must substitute for actual experience until these children come face to face with reality in the wider world. Excellent bibliographies, listing books dealing with "different children" in our own country, are *We Build Together*[1] and *Reading Ladders.*[2]

A final pitfall is probably the most common of all: after giving people in faraway places reality through emphasis on their *common human experiences,* the teacher must remember to make clear that there are *basic differences* among cultures and not to reduce all human life to the common denominator of what the children have experienced in their own culture. These differences, however, need not be divisive for

[1] Published by National Council of Teachers of English, 508 South 6th Street, Champaign, Ill. 61822

[2] Published by American Council on Education, 1785 Massachusetts Avenue, W., Washington, D. C. 20036

the human family. Rather they give color to the beautiful kaleidoscope of human life.

Try To Understand the P's of Prejudice [3]

Perhaps the two greatest pitfalls of all in teaching children good will and understanding are first to assume that they come to this task with open minds and a readiness to accept what the school has to teach them; and, second, for the teacher to assume that she herself is free enough of bias and prejudice to present a fair and honest picture of other people.

All children become infected early with what they hear at home and in their communities about other peoples, and much of what they hear is misinformation and biased judgments. Because teachers suffer from the same infection, it is well for them to understand clearly the reasons for the unfortunate feelings that up to now have created suspicion, hatred, violence and wars among the various peoples of the earth.

While this topic is an exceedingly complex one, and volumes have been written about it, one can list the main causes of biased and prejudiced thinking. When a teacher understands causes, both in himself and in his children, the first step has been taken to eradicate such thinking and the way has been opened for substituting rational thinking and unbiased opinions about those peoples different from one's own.

1. Some prejudices may be an inheritance of feelings long held by grandparents and parents. It may be that some of these feelings had at one time some basis in fact, as a) immigrants are dirty and foul-smelling; b) Indians are shiftless drunkards; c) Southern Europeans are lazy and indolent. In any case, if any of these conditions once obtained, they never applied to *all* the people of a group. Even though they may have applied to some of the group, changed conditions bring changes in conduct. Therefore, changes must be made in evaluating these groups of people, particularly the *individuals* comprising the group. These shifts in thinking can be made without being disloyal to one's own heritage.

2. Many people feel constrained to hang on to the favorite prejudices of the social group to which they belong. If one's group enjoys uncomplimentary stories of the foibles of Jews or Poles or Russians, he may feel constrained to go along with them, simply not to be thought a "square" or someone who does not belong to the crowd. The more insecure one is in his social group the less courage he is apt to have in disagreeing with its pet stereotypes.

3. Prejudice is a handy cover-up for feelings of guilt, shame or fear. A teacher may lump all "ADC mothers" as an immoral or irresponsible lot, simply because he does not wish to face realistically the social situations that cause many women to become mothers who receive aid for dependent children. So long as these women are basically no good in one's thinking, one does not feel constrained to work for better conditions in the society that would ameliorate their lot. This kind of prejudiced thinking works particularly well in time of war. "We as a nation should not mourn innocent women and children murdered, be-

[3] The writer is indebted to Fritz Redl of Wayne State University for many of the ideas presented in this discussion.

cause after all these belong to an inferior group of people who must be eradicated in our own national interest." Perhaps it is "too bad, but after all. . . ." The more moral and conscientious people are, the more they must depend on this kind of thinking when things are happening which in their innerselves they condemn as wrong.

4. One of the subtlest forms of prejudice is the "holier than thou" type. One is prejudiced against those "poor benighted souls who don't know any better than to be prejudiced." This kind of snobbery can make one intolerable.

5. An individual may be prejudiced because he is painfully aware of his own shortcomings and failures. A favorite device for teachers is to blame parents, the principal, the supervisor or anyone conveniently at hand when they are not working up to what they know is expected of them. Bearing one's own mistakes is so much easier when one is convinced that someone else is to blame for them.

6. One blames people for what they are doing because he would *really* like to be doing the same thing himself, but for various reasons thinks such conduct would not be readily accepted in *him*. Teachers who live in communities that impose strict limitations on their conduct are particularly apt to fall into this trap of envying people who can do the things they are forbidden and then turning that envy into prejudiced thinking. Perhaps the group in our society that suffers most from this kind of prejudice are "the young." So long as one thinks they are basically bad, there is little reason to be worried about their special needs and concerns.

The kinds of stereotypes and prejudices described above are created really to help groups or individuals find an illusion of happiness by concealing from themselves the true needs and the realities of a society or of an individual. Groups or persons who live in borderline security may desperately need to hold on to some of these ways of thinking in order to continue functioning. But the honorable course for the mature and secure person (and such, it is to be hoped, are most teachers) is to take stock of his own feelings about groups of people different from his own and to analyze the source and the need for such feelings. Often such facing up to oneself is enough to dispel much of the false thinking one has been doing, perhaps more or less unconsciously.

Preaching to children (or to anyone) that prejudice is bad and should be abandoned won't help change the situation any more than telling them a headache is bad when they have one. The job of teachers is to make children so secure and so well satisfied with themselves that they will not find it necessary to degrade someone else so that by contrast they will look bigger and better to themselves than they know they really are. What they need to learn is that they themselves *are* worthy and that their real task is to develop all qualities of worth within themselves so that they may reach their highest potential. This is all the world or they should expect of themselves.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W., Washington, D. C. 20016

Travel and Learn

By MARGARET E. HARRIS
Former Assistant Director
Little Red School House
New York City

During a discussion of personal values in a high school classroom, one of the boys stated emphatically that the teachers just could not understand why people like himself couldn't do or have certain things. His interpretation of her more lucrative financial status was based on his knowledge of her recent return from a trip to Europe. Her answer surprised the group. "You use your family car, don't you? What make and model is it? How often do you trade it in? You have seen my car (kindly jeers from the class). There is the price of my trip to Europe."

This leaflet is not written for those who travel for the main purpose of having a pleasant time in modern-type hotels with close friends. It is for those who wish a few suggestions of how to travel to gain new understanding of an area and its people, their values and how these values have served them. Thruways, chartered buses, organized tours may get you to your destination quickly, insure reservations and entrance to certain places and events, but they virtually wipe out local color and the uniqueness of a region.[1]

In the United States it becomes increasingly difficult to travel on local roads and still find places to stay where you have opportunity to meet the people and discover for yourself the joys and problems of an area. But it can be done with planning. In preparing for a trip, write to local chambers of commerce as well as state agencies for information. Be sure to state your special interests and ask definite questions. Do this well ahead of time. Watch the travel section of large newspapers, such as the *New York Times,* read regional magazines and investigate the information that gasoline distributors and your car insurance company may have for you. While on your trip, read the local newspapers and listen to local radio stations. By so doing you may be able to enjoy a crafts fair, church supper, local auction, school festival, and really meet the people of the area.

Similar opportunities to enjoy local customs and festivities are available in many parts of Europe, Asia, Australia, Mexico. This is especially true if you travel with only one or two companions and with a flexible

[1] For understanding of regions the following magazines will help:
Americas. Pan American Union, Washington, D. C. 20006
UNESCO Courier. UNESCO House, UNESCO Publications Center, 117 East 34th Street, New York, New York 10016
Vista. United Nations Association of the United States of America, 833 United Nations Plaza, New York, New York 10017
American Heritage and *Horizon.* 551 Fifth Avenue, New York, New York 10017

schedule and adaptable attitude. Language is only a minor barrier since English is widely spoken, especially in Asia, much to the surprise of many, so do not hesitate to ask questions and talk with people around you. Merely sitting on a park bench with a sketch pad or a camera can open the door to a friendly exchange of information and ideas. (You will, of course, want to exercise care and consideration for others in your picture taking.) And standing on a street in a strange city trying to find your location on a map often brings aid and sometimes suggestions that lead you to points of local interest. Eating alone in a tearoom in a large department store or in a cafe frequented by local people, is an approach to impromptu conversation that can lead to a more realistic understanding of an area, its people and its customs.

For a person especially interested in a subject such as the arts, the theatre, archaeology, music or elementary education, there are many fine travel study groups organized for special purposes. Colleges and universities have well planned programs to other countries, which often carry college credit for those wishing it. Information about specific programs can be found in professional journals and sometimes in magazines like the *Saturday Review*, which gives advance notices or advertisements of many kinds of tours. Local and state branches of national and international service organizations, churches and museums sponsor interest-centered trips, which give one the opportunity to meet with persons with similar interests in the communities or foreign countries visited. There are also many kinds of teaching opportunities abroad.[2]

Economies can be affected by a knowledge of types of living accommodations. The use of some lesser known ones has rewarding experiences. Youth hostels are used abroad and are becoming popular in the United States. "Bed and board," an accommodation similar to the American Plan, is popular in England and elsewhere. Many countries in Europe and Asia have "meet the people" plans that afford an evening with a local person of like interests, usually in his home. Information about the different kinds of accommodations can usually be obtained from the embassy of a particular country or from the offices of its airlines. Members of the American Association of University Women can find moderate prices at Crosby Hall while in London. The YWCA and YMCA provide accommodations in many localities and countries. A listing of these accommodations is available from their respective headquarters.

Just before or after the most popular tourist season, transportation and hotel rates are usually lower. Travel during part of a sabbatical leave would permit you to be in a country at a peak time of cultural activities. If you have little knowledge of the hotels of a country or lack time to make reservations, travel agencies will do this for a reasonable fee as

---

[2] For information regarding study and teaching abroad, write to:
Institute of International Education, 809 United Nations Plaza, New York, New York 10017
Division of International Exchange and Training Institute of International Studies, U. S. Office of Education, Washington, D. C. 20202

well as arrange your transportation. They will even see that you get to and from hotels and airports if you need that service. The agencies will want to know your hotel expectancies, cost limits and time.

A rewarding travel companion is a paperback copy of some book relating to the area. Something like Pearl Buck's *The Living Reed* can make Korean history and geography come alive, or *The Ramayana* gives insight into both the past and present of India.

Wherever you go, go with an adventurous spirit and come back with that warm feeling of having made speaking friendships with many people in many places. Those with whom you work will note the difference, and you will soon be dreaming of the next adventure.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W., Washington, D. C. 20016

Activities of Teachers To Develop International Understanding

By MAYCIE K. SOUTHALL
Professor of Education Emeritus
George Peabody College for Teachers
Nashville, Tennessee

"Throw your pennies' worth into the struggle for peace."
—Margaret Mead

As the UNESCO Preamble so effectively states, "Since wars are made in the minds of men, it is in the minds of men that the defenses of peace must be built." Who, then, more than teachers has the opportunity and responsibility for building the defenses of peace in the minds of children, and what greater service can they render? To successfully play their important roles as ambassadors of peace, however, they must continue to grow in understanding—of themselves, of the children they guide and of the one world in which we live.

The activities listed in this leaflet are some of those through which teachers may further their own and children's understanding of other peoples, their customs and way of life.

Daily Opportunities

The proximity of all people today makes it necessary to extend understanding of the cultures of major countries of the world, giving special attention to current world events and adapting them to children at different developmental and experimental levels. Some possible approaches are:

1. Alert fellow teachers and curriculum workers to the importance of developing empathy and a genuine concern among children for other people by portraying the common humanity of man amidst cultural diversities and avoiding stereotyped notions.

2. Capitalize upon children's daily activities and plan programs designed to synthesize the needs, values and goals of our world neighbors, including those in our own back yards.

3. Help children to see people of other cultures as human beings like themselves, with similar needs and problems but with different ways of meeting them, due in large part to certain geographical, economic, political and cultural causes. For authentic information on national customs, write to the Information Office in Washington, D. C. of the embassy of the country in which you are interested.

4. Encourage children to watch out-of-school TV programs that feature people with different backgrounds, both in this country and abroad. Work with parents and other groups such as ACE Branches to

stimulate interest in more TV programs designed to develop understanding of other people.

5. Use scientific sources to uproot myths that are related to the mentality and aptitude of a race or to people belonging to certain nationalities, such as "the Scotchman is stingy," "the Mexican is lazy," etc. For information on films related to prejudice, write to Brandon Films, Inc., 1600 Broadway, New York, New York 10019.

6. Encourage "children to speak to children" by exchanging scrapbooks, photographs, favorite books, songs, records, video tapes, tape recordings and artifacts with children of the same age in another country. For the names and addresses of children in eighty different countries, compiled by teachers, write to The International Friendship League, Inc., 40 Mount Vernon Street, Boston, Massachusetts, and for the names and addresses of interested schools abroad write to World Friendship Among Children, c/o Church World Service, 24 East 21st Street, New York, New York 10010.

7. Get to know and use magazines not now being used that will help you to know more about the world, such as the *U. N. Newsletter*,[1] *Asia*,[2] and *Americas*.[3]

Use Multisensory Aids

Teachers should make critical use of all available audiovisual aids—books, magazines, slides, filmstrips, and both commercial and educational broadcasts to extend their own horizons and that of others. Some ways to begin are:

1. Make a candid study of television programs other than newscasts to determine whether they present an acceptable image of other nationalities and subcultural groups. Let your local TV station know your reactions to these programs and ask for more of the kind you wish children to see.

2. Encourage children at home to observe the Children's Television Workshop daily program, beginning November 1, 1969, which will include children of minority groups and those with different cultural backgrounds.

3. Compile a list of materials available from service organizations that publish authentic aids for children's listening, viewing and reading.[4]

---

[1] Published by The United Nations, Room 1007, 1600 Broadway, New York, New York 10019

[2] Published by The Asia Society, 112 East 64th Street, New York, New York 10021

[3] Published by the Pan American Union, Washington, D. C. 20006

[4] American Friends Service Committee, 160 North Fifteenth Street, Philadelphia, Pennsylvania 19102

The Asian Society, 112 East 64th Street, New York, New York 10021

The Educational Materials Project, 1790 Broadway, New York, New York 10019

United Nations Association of the United States of America, 833 United Nations Plaza, New York, New York 10017

A list of free and inexpensive materials is published by Rotary International, 35 East Wacker Drive, Chicago, Illinois 60601, price $1.00.

4. Cooperate with the librarians of your school library and the public library in creating interest in good up-to-date informational and recreational books about present-day life in other countries. Local libraries often compile lists of resources of other countries. Packets of foreign children's books in different languages may be obtained from Package Library of Foreign Children's Books, 119 Fifth Avenue, New York, New York 10003.

5. Arrange with teachers in other countries working with your age level for an exchange of lists of the best children's books of their countries.

6. Interest local bookstores and libraries in handling more good trade books for children about children in other countries and encourage children to read them.

7. Encourage creation of a resource center in your school that contains a wide variety of multisensory aids, including up-to-date, authentically illustrated children's books dealing with life in other countries and periodicals carrying current news about different countries.

8. Take advantage of special traveling exhibits sponsored by cultural groups in other countries and by museums in nearby cities.

Readers are encouraged to share with ACE Branches and the Association for Childhood Education International information on sources of help for teachers and children in the field of international education. Urge that more articles by educators from other countries be included in CHILDHOOD EDUCATION, ACEI's official journal, and that the section "Concerns for Children Are World Wide" be expanded.

Celebrate Special Days and Weeks

National and international holidays and special days present opportunities to focus attention on the interdependence of all peoples and on those cultures we are indebted to for many of the necessities and luxuries of American life in the Twentieth Century. A few of these opportunities are:

1. Use United Nations Day and United Nations Week to develop an understanding and appreciation of the importance of cooperation among nations and peoples. Plan a program and an exhibit of materials from other countries. Write the United Nations Association of the United States of America, 833 United Nations Plaza, New York, New York 10017, for a list of materials.

2. Celebrate "Christmas International" or "Christmas in Other Lands" at your school by inviting different rooms to decorate a tree in the tradition of another country and to share the customs of that country with the school and their families.

3. Help your school library and the public library celebrate "Inter-

national Children's Book Day" (April 2) and make sure that children's books from other countries and up-to-date books and materials about other countries are included in Children's Book Week (November) exhibits.

4. Induce your school to take an active part in community celebrations of such occasions as United Nations Day (October 24), Human Rights Day (December 10), World Fellowship Week (November), UNICEF "Trick or Treat" (October 31) and in other international festivals and celebrations to bring children in contact with world-minded citizens and organizations.

Secure Services of Resource People

Many of the fathers and mothers of children today have lived or visited in other countries, and most of them would gladly serve as resource people to the local school, especially to the grade or grades in which their children are enrolled. Some means of securing their services are:

1. Contact those persons who have lived, studied or visited abroad to ascertain their willingness to share experiences with your class or with your local ACE Branch. Prepare a card file for the school resource center of their special talents, interests or aptitudes, along with any restrictions on time and topics. You may want to begin with Exchange Teachers and foreign educators attending colleges or universities or living in your community for a short time.

2. Use a cross-national person-to-person plan in organizing community discussion groups. This is an opportunity to use parents who have lived abroad, Peace Corps returnees, newly arrived immigrants and teachers and students who have participated in exchange or scholarship programs.

Cooperate with Organizations and Agencies

There are many organizations and agencies that offer services in various phases of international education. To get acquainted with their materials and the contributions they can make toward broadening your own and children's understanding of our one world:

1. Explore projects in international understanding sponsored by groups such as state or local governments and boards of education, nearby colleges and universities, service clubs and church groups and the children's division of your public library. Offer your services and involve your school, class, ACE Branch.

2. Cooperate with the U. S. National Committee of the World Organization for Early Childhood Education (OMEP) and other international organizations interested in the development of children.

3. Work with your local children's museum to bring speakers, films,

collections, traveling exhibits and displays to the community that will extend children's life-space.

4. Encourage teachers to respond to recruitment requests for educational service abroad and to apply for scholarships and other services offered under government auspices, such as the Smith-Mundt Act, the Fulbright-Hayes Act and the recent International Education Act.

Carry Out Branch Projects

The International Affairs Committee, organized in most State and Province Associations and, hopefully, in each ACE Branch, offers an opportunity for the development of many projects, some of which are local and others international in scope. A few suggestions to consider in program planning are:

1. Devote one Branch program to the teacher's role in "extending hands around the world" through professional activities and through activities they plan with children and parents.

2. Give ACEI memberships and recent publications to educators and institutions in other countries engaged in teacher education.

3. Send easy-to-read children's books, toys, needed school instructional materials and equipment, and exhibits of children's work to ACEI members and former Exchange Teachers in other countries with whom your Branch has worked.

4. Explore the possibility of a School Partnership Program through the Peace Corps, Washington, D. C. 20025.

5. Develop a library of paperback books for teachers and children in the area of international understanding.

6. Arrange for foreign educators and Exchange Teachers to participate in ACE activities while in your community, including State and Province ACE Meetings, the Annual ACEI Study Conference and the ACEI Summer Study Program.

7. Participate in overseas research sponsored by professional organizations.

Travel and Study Abroad

What better way for a teacher to spend his vacation than through travel. Today, there are many professional organizations and institutions of higher education that offer well planned, relatively inexpensive travel and study opportunities abroad. Most institutions give credit for the trips they plan and supervise, and all school systems give some in-service credit for planned travel. (The Internal Revenue Service recognizes this type travel for tax exemption purposes.) A few helpful suggestions about travel abroad are:

1. Check into travel tours planned at minimum cost by accredited organizations or institutions.

2. Plan your trip to allow time to explore the communities you visit and to know the people.

3. Consider the opportunity to travel and learn while earning and serving, which is afforded under such government programs as Teacher Exchange, Dependent Schools, Peace Corps and VISTA.

4. Capitalize on opportunities for volunteer service while abroad that will give you face-to-face contact with people.

5. Stay in the local pensions or the smaller hotels where the natives stay rather than in the "Statler-Hiltons." Travel agencies will also help you stay in homes and hostels.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W., Washington, D. C. 20016

Some Resources To Implement Ideas Presented in This Portfolio

By LEONARD S. KENWORTHY
Professor of Education
Brooklyn College of the City
University of New York

Scores of ideas are suggested in the leaflets in this portfolio on *Children and International Education*. Some of them are for the enrichment of teachers and other educators; others are for increasing and/or improving the international dimension of education in schools and in other educational institutions. The purpose of this leaflet is to suggest some resources for implementing the ideas presented in the other leaflets in this portfolio.

Background on the World—for Teachers

Some people say that the world is growing smaller. In a sense that is true. But in another sense the world is growing larger. The alert citizen and the competent teacher must know today a great deal about the earth and its three-and-a-half billion neighbors, about the 140 or more nations on our planet, about many international problems, about regional and international organizations, and about the United Nations and its specialized agencies. If you need background on our world today, there are scores of volumes which can help you. Here are a few which should prove stimulating as well as helpful:

Boulding, Kenneth. *The Meaning of the Twentieth Century.* Harper and Row, 1964. 208 pp. A famous economist discusses "The Great Transition" and four of the "traps in which man finds himself today." Available as a paperback.

Boyd, Andrew. *An Atlas of World Affairs.* Praeger, 1970. 176 pp. A useful and unique reference book filled with maps and an explanation of each opposite the map.

Dean, Vera M. *The Nature of the Non-Western World.* Mentor, 1966. 384 pp. An authority on foreign affairs provides background on most of the regions of the world, including Latin America. Available as a paperback.

James, Preston. *One World Perspective.* Waltham, Mass.: Blaisdell, 1965. 167 pp. A prominent geographer delineates 11 cultural areas of the world and discusses each of them briefly. Hardcover and paperback editions.

Ward, Barbara. *The Lopsided World.* Norton, 1968. 126 pp. An economist and popular writer contrasts the rich and poor nations. See also her other books, such as *Spaceship Earth* and *Five Ideas That Changed the World.*

Travel, Study, or Work Abroad. Perhaps you would like to broaden your background by travel, by study abroad, or by work abroad. Three booklets which will be helpful to you in this connection are:

Opportunities Abroad for Teachers. Published annually by the Teacher Exchange Section, Division of International Exchange and Training, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

Summer Study Abroad. Issued annually by the Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017 and available for $2.

UNESCO's *Teaching Abroad.* A 60-page booklet free from UNESCO, United Nations, New York, N.Y. 10017.

You may want to participate in a tour of teachers, such as the ones sponsored by the Travel Division of the National Education Association, 1201 16th St., N.W., Washington, D.C. 20036, or the Comparative Education Society, c/o Dr. Andreas M. Kazamias, School of Education, University of Wisconsin, Madison, Wisconsin 53706.

Books on Anthropology. All of us need a frame of reference for learning about other peoples. No discipline offers more in this respect than the field of cultural anthropology. Here are a few volumes which should prove provocative and helpful:

Brown, Ina Corinne. *Understanding Other Cultures.* Englewood Cliffs, N.J.: Prentice-Hall, 1963. 170 pp. Paperback.

Goldschmidt, Walter. *Exploring the Ways of Mankind.* Holt, Rinehart and Winston, 1960. 592 pp.

Kluckhohn, Clyde. *Mirror for Man.* Premier, 1970 edition. 272 pp. A paperback which is highly recommended.

Thompson, Laura. *The Secret of Culture.* Random House, 1969. 394 pp.

Newspapers and Magazines. If you want to read a newspaper which specializes in international news, perhaps you or your school should subscribe to:

The Christian Science Monitor, One Norway Street, Boston, Mass. 02115

The New York Times, 229 West 43rd St., New York, N.Y. 10036

Perhaps you would like to learn more about the world through a magazine which specializes in world affairs, such as:

Atlas, 1180 Avenue of the Americas, New York, N.Y. 10036

Current, Plainfield, Vermont 05667

UNESCO *Courier,* UNIPUB INC., Box 433, New York, N.Y. 10016

For variety, you might subscribe to *Magazines from Around the World,* Box 1652b, Washington, D.C. 20013, receiving a different magazine each month (in English). You can also subscribe to newspapers from around the world from the same address.

The World's Literature. You may prefer to obtain background on the world by quite a different approach—learning about people through their literature. There are scores of books in this field, some of which should be available in your nearest library or through your state or province library. For example, you might like to purchase the Mentor paperbacks, *A Treasury of Modern Asian Stories* or *A Treasury of Asian Literature.* Or you might like to acquaint yourself with African poetry by reading such books as Ulli Beier's *African Poetry* (Cambridge University Press,

1966, 80 pp.), Langston Hughes' *Poems from Black Africa* (Crown, 1960, 192 pp.), or Peggy Rutherford's *African Voices* (Vanguard, 1960, 208 pp.).

It might be fun to explore some area of the world through novels. For example, you would probe deeply into Indian life by reading Kamala Markandaya's *Nectar in a Sieve* (A Signet paperback, 1954, 190 pp.) or into South African problems by reading Alan Paton's *Cry the Beloved Country* (Scribner's, 1948, 278 pp.).

Some Organizations Specializing in World Affairs. There are scores of organizations interested in world affairs. For example, there may be a Foreign Policy Association in your community or state, or a World Affairs Council, or some similar organization. They can be extremely useful to you in helping you gain background on the world. Some of these organizations are also interested in curriculum and teaching. Among the many organizations in this broad field are the following:

The African-American Institute, 866 United Nations Plaza, New York, N.Y. 10017.

The Asia Society, 112 East 64th St., New York, N.Y. 10021.

Center for War/Peace Studies, 218 East 18th St., New York, N.Y. 10003

European Community, European Community Information Service, 808 Farragut Building, Washington, D.C. 20006.

The Japan Society, Japan House, 333 East 47th St., New York, N.Y. 10017

National Aerospace Education Council, 1025 Connecticut Ave., N.W., Washington, D.C. 20006

Organization of American States (Pan American Union), 17th and Constitution Ave., N.W., Washington, D.C. 20006.

Service Center for Teachers of Asian Studies, Ohio State University, 29 West Woodruff Ave., Columbus, Ohio 43210

UNESCO, United Nations, New York 10017

UNICEF, U.S. Committee for UNICEF and the Information Center on Children's Cultures, 331 East 38th St., New York, N.Y. 10016

United Nations, Sales Section, United Nations, N.Y. 10017

United Nations Association of the U.S.A., 833 United Nations Plaza, New York, N.Y. 10017

The World Law Fund, 11 West 42nd St., New York, N.Y. 10036

The addresses of several other organizations appear in other parts of this leaflet.

Resources on Curriculum and Classroom Teaching

Books and Pamphlets on the International Dimension of Education. If you are interested in ideas for introducing boys and girls to the world through experiences in your classroom, your school, or some other educational institution, here are a few books and pamphlets which should prove extremely useful to you:

Kenworthy, Leonard S. *The International Dimension of Education.* Washington, D.C.: Association for Supervision and Curriculum De-

velopment, 1970. 120 pp. Includes material on curriculum in elementary schools.

Kenworthy, Leonard S. *Social Studies for the Seventies: In Elementary and Middle Schools.* Waltham, Mass.: Blaisdell, 1969. 530 pp. Presents a "twin spiral" curriculum dealing in alternate years with the U.S.A. and other parts of the world.

King, David C. *International Education for Spaceship Earth.* New York: Foreign Policy Association, 1971. 184 pp.

Moyer, Joan E. *Bases for World Understanding and Cooperation: Suggestions for Teaching the Young Child.* Washington, D.C.: Association for Supervision and Curriculum Development, 1970. 27 pp.

Taylor. Harold. *The World As Teacher.* Garden City, N.Y.: Doubleday, 1969. 322 pp. On teacher education in general.

Readers are reminded of the reprint bulletin of the Association for Childhood Education International, *Learning To Live as Neighbors,* to appear in 1972, as well as articles in CHILDHOOD EDUCATION, especially the issues of March 1965 on "The World and the Classroom," October 1965 on "Building on Cultural Differences," and May 1971 on "The World House: Building a Qualitative Environment for All the World's Children."

Free and Inexpensive Materials. The embassies and information services of various governments, in Washington, D.C. and in New York City, are good sources of free and inexpensive materials; their publications, films, filmstrips and other resources indicate the "image" of their nations which they want to project. Two booklets which list many other free and inexpensive resources are:

Free and Inexpensive Learning Materials. George Peabody College, Nashville, Tennessee 37203. Issued annually. Approximately 250 pages. Cost $2 at the time of this writing.

Free and Inexpensive Materials on World Affairs. Teachers College Press, New York, N.Y. 10027. 1969. 65 pp. $1.95.

People As Resources. Undoubtedly there are teachers in your school or persons in the organizations to which you belong who could be resource persons for your teaching. The local World Affairs Council, Foreign Policy Association, or similar organizations should be able to help you. The adviser of students from abroad in your nearby college is another source of help. Your Local Branch and/or State/Province ACE may have developed a list of such resource persons. Or it might develop such a list as a worthwhile project.

Pictures. One of the best resources for teaching is a collection of pictures of families and communities in different parts of the world, plus pictures of nations and topics such as health, schools, fun and beauty. In cooperation with the library of your school or educational institution, you might conduct a "Treasure Hunt" for magazines. Then parents and/or pupils can cut out appropriate pictures and mount them on cardboard for use over a period of years by many people. This in itself is a superior learning activity. Magazines like *Life, Travel,* and the *National Geographic* are especially useful. Some travel agencies may help. Calendars may be a source of such pictures. Many of the embassies and information offices of the various nations may be able to provide some pictures.

A series of laminated pictures on Families Around the World is sold by the Silver Burdett Company, Morristown, New Jersey 07960. Portfolios are on "Living in Japan," "Living in Kenya," "Living in France," and "Living in Brazil."

Leonard Kenworthy's book on *Three Billion Neighbors* (Ginn and Company, Lexington, Mass.) has 451 photographs in black-and-white on a variety of world topics.

There is a portfolio of pictures on "African Cities," published by the John Day Company (257 Park Avenue South, New York, N.Y. 10010).

Films and Filmstrips. Hundreds of films and filmstrips exist. Your school system may have many of them. Two other possible sources are the audiovisual division of your state university and the state library. Unfortunately there is no recent, overall listing of these resources. On specific world areas, some organizations have annotated lists, such as the Asia Society, the Japan Society, and the African-American Institute.

Pen Pals. There are several organizations which sponsor correspondence between children of the United States and children of other nations. The largest and best-known of these organizations is the International Friendship League, 40 Mt. Vernon Street, Boston, Mass. 02108. There is a small charge for each name submitted by them.

School Affiliations. One of the most promising practices in international education is that of school affiliations. It can involve parents and teachers as well as pupils and extend over a period of years. Two organizations which specialize in these programs are: the School Partnership Program of the Peace Corps, Washington, D.C. 20525, and the People-to-People Program, 2401 Grand Avenue, Kansas City, Missouri 64108. Of course, you may have contacts abroad which will be useful in developing such a program.

Bibliographies of Children's Books on the World. There are several lists of books for children which can be purchased. Two series are:

Africa: A List of Printed Materials for Children; The Near East: A List of Printed Materials for Children; and *Latin America: A List of Printed Materials for Children.* $1 each from the Information Center on Children's Cultures (U.S. Committee for UNICEF), 331 East 38th Street, New York, N.Y. 10016.

Studying Africa in Elementary and Secondary Schools, Studying the Middle East in Elementary and Secondary Schools, Studying the USSR in Elementary and Secondary Schools, and *Studying South America in Elementary and Secondary Schools.* Each $1.95 from the Teachers College Press, 1234 Amsterdam Avenue, New York, N.Y. 10027.

The 1971 edition of the ACEI *Bibliography of Books for Children* lists a good many books on the world for children. The cost of this bibliography is $2.25.

For information about the "Package Library of Foreign Children's Books" write to 119 Fifth Avenue, New York, N.Y. 10003.

Examining Curriculum Projects and Series of Textbooks. In recent years there have been several social studies projects in various parts of the

country. A few of them have included curriculum proposals for elementary schools on various parts of the world. One of the projects has been on teaching about Asia. The director is John Michaelis of the University of California at Berkeley. Another was the project headed by Dr. Edith West of the University of Minnesota. Minneapolis, Minnesota.

The author of this leaflet has developed a "twin spiral" approach to the social studies curriculum, with alternate years on the U.S. and on other parts of the world. This is described in *Social Studies for the Seventies* (Waltham, Mass.: Blaisdell). A textbook series based on this approach has been published by Ginn and Company (Lexington, Mass.).

You will undoubtedly want to examine other programs and textbooks. Many of them will be available in the curriculum office of your school system or from the Board of Education in your state capital or provincial capital.

The United Nations and Its Agencies. At various points in your work, you will want to include some study of segments of the U.N., probably starting with UNICEF and in the middle grades including some study of the World Health Organization and the Food and Agriculture Organization. You can obtain further suggestions on teaching about the U.N. from *Telling the U.N. Story: New Approaches to Teaching About the United Nations and Its Related Agencies* (Dobbs Ferry, N.Y.: Oceana Press). Lists of available materials for working with pupils may be obtained from the Sales Division of the U.N., United Nations, New York, N.Y. 10017, and from the U.N. Association of the U.S.A., 833 United Nations Plaza, New York, N.Y. 10017.

Music. One important way to view other people and their culture is through their music. One way to pursue this approach is through use of the many recordings sold by Folkway Records, 701 Seventh Avenue, New York, N.Y. 10036. Another is to obtain some of the pocket songbooks published by the Cooperative Recreation Service, Delaware, Ohio 43015. Probably the best single collection of songs is *Toward World Understanding with Song,* compiled by Vernice T. Nye, Robert E. Nye, and H. Virginia Nye (Wadsworth Publishing Company, Belmont, California 94002).

And the very best wishes in whatever suggestions from this leaflet you pursue!

Student ACE Branches and International Relations

By EUGENIA HUNTER
Professor of Education
University of North Carolina—Greensboro
and
MARGARET E. HARRIS
Former Assistant Director
Little Red School House
New York City

Student ACE Branches have built-in opportunities to promote better understanding among peoples of the world. Some campus communities are like international cities, where undergraduate and graduate students from many countries meet in classes, in the college or university cafeteria, in dormitories or "bull sessions," in the Student Union or Soda Shop. On other college campuses there are few students from outside the United States, which makes it more important to provide opportunities for these students to learn about the values inherent in a democracy as well as to share the values they bring from their countrymen.

What are some specific actions Student Branches can take to promote better intercultural understanding?

1. Invite students from other countries to attend an ACE meeting. Introduce them as friends whom you want to know and from whom you can learn. Share ACEI publications with them. Give memberships in the Student Branch to as many international students as possible. Service clubs in the community sponsoring international students may be glad to sponsor ACE membership, or there may be faculty members interested in doing this.

2. Encourage international students who are returning home to continue as ACEI members and suggest they use the services provided with membership. Help them select ACEI publications that would be useful to them and to others in their homelands.

3. Plan several meetings on national holidays to which you invite persons from other countries to share their customs with you. Discuss with them how they could make the experience most meaningful to the group—with slides, art exhibits, dance, song or games. Or, plan an international bazaar and ask students from other countries to contribute ideas for food or entertainment characteristic of the customs or culture of their countries. Try to involve the audience in singing and dancing.

4. Frequently international students are invited to speak to organizations on the campus. As a switch, let your Student Branch do the speaking through a panel with a topic such as "Why We Are as We Are," and invite international students to react with questions. Or you might have a panel with international students presenting a topic on how they see the United States and have Branch members react.

5. Your Branch could be responsible for planning holiday and weekend activities for international students. Special outings, such as ball games, county fairs, cultural events, would broaden their concept of American life. Some students want to visit homes to see how Americans live and would welcome an invitation to visit a family.

6. Devote a meeting to a discussion of one or more of the following practices as a way to further world understanding:

- reducing prejudice between children of different cultural backgrounds within the classroom, school or neighborhood
- developing understanding and appreciation of various racial backgrounds within the school community
- using the resources of new citizens or visitors from different cultures

7. Establish information files on and give publicity to:

- the programs of your own institution for foreign students, including their relationship with overseas institutions
- the international program of local service organizations abroad as well as their program for foreign visitors within the community
- organizations that give young people opportunity to study or work in another culture, both here and abroad.[1] Watch for developments on and encourage the funding by Congress of the International Education Act, Public Law 89-698 of 1966, to provide for strengthening American educational resources for international study and research.

8. Explore and work with programs that provide direct practical help to overseas institutions, such as "Books for Asian Students"[2] and World University Service,[3] a mutual help organization.

9. Start a paperback library on international understanding. Help can be had from such sources as Asia House[4] and the New American Library of World Literature, Inc.[5]

Student Branches will find guidelines for planning and carrying out some of the above suggestions by referring to other leaflets in this portfolio, especially "Activities of Teachers To Develop International Understanding."

---

[1] Experiment in International Living, Putney, Vermont 05346
Institute for International Education, 809 United Nations Plaza, New York, New York 10017

[2] The Asia Foundation, 550 Kearney Street, San Francisco, California 94108

[3] World University Service, 20 West 4th Street, New York, New York 10018

[4] "A Guide to Paperbacks on Asia." The Asia Society, 112 East 64th Street, New York, New York 10021

[5] The New American Library of World Literature, Inc., 501 Madison Avenue, New York, New York 10022

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W., Washington, D.C. 20016

CONTENTS

This portfolio was originally developed by the members of the 1967-69 International Affairs Core Committee—

Margaret E. Harris, *chairman*
A. A. Daniel
Charles H. Dent
Marion Edman
Eugenia Hunter
Nancy E. Mallett
Wanda Robertson
Maydie K. Southall