World Understanding Begins with Children

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A MAJOR challenge to those concerned with the guidance and training of children today is to prepare them to take their places in a world in which they will be brought into increasingly closer relationship with the peoples of other lands.

To aid coming generations to develop an interest in and some understanding of these peoples will help to lay the foundation for lasting peace. As President Truman said in speaking to a group of exchange teachers from Great Britain: "Where we understand the other fellow's point of view—understand what he is trying to do—nine times out of ten he is trying to do right."

It is in this spirit that *World Understanding Begins with Children* is issued to provide practical suggestions that will enable teachers to interest students in other peoples and cultures.

Oscar R. Ewing

Federal Security Administrator.

Foreword

WE LIVE in a world made small by modern means of transportation and communication. Not many hours of air travel separate us from the farthest point on the globe. More and more we are stressing the need for developing better understanding of the people to whom we are so closely drawn in time. And more and more we are coming to realize that the foundation for this understanding must be laid in childhood.

Children, too, are extending their horizons to world limits. It is essential, then, that we give them experiences which will help them to become good citizens of that world. Properly developed, a study of people of other lands and other cultures should enrich children's lives and make them more appreciative of their own community as well as of the rest of the world. It should aim to help them think clearly and judge fairly.

The attitudes which children develop in school depend upon the knowledge, the skill, and the enthusiasm of the teacher. Yet, however willing the teacher, she must have suitable materials for developing her program. This bulletin suggests many sources of material suitable for elementary schools and ways to use the materials. It is intended to encourage the teacher who is developing a program for world understanding for the first time, and to point out ways in which the experienced teacher may supplement and extend her program. Above all, it is hoped that World Understanding Begins With Children will be useful to all teachers who have said, "I want to do something about international understanding."

KENDRIC N. MARSHALL,
Director, Division of International Educational Relations.

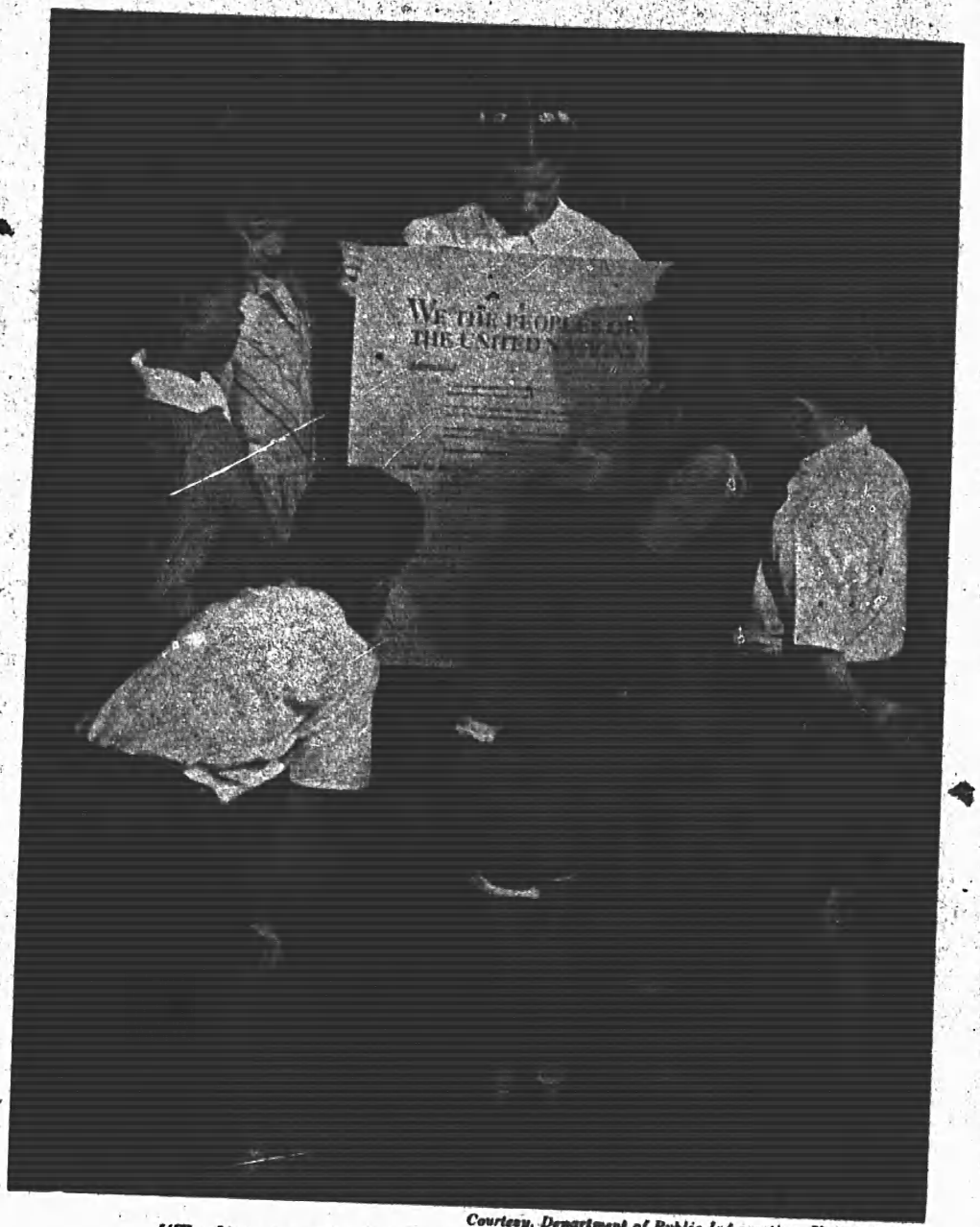
Introduction

DEAR SIR:

I face an emergency! This fall I expect to teach international understanding for the first time. Consequently I need all the aid available. Do you have any suggestions for introducing a unit of work on other peoples? Can you send me free or inexpensive materials? If not, can you tell me where I can get them?

IT WAS a young teacher who wrote that letter, but thousands of similar pleas come from experienced teachers who are worried at the thought of "doing something about international understanding."

This bulletin is a substitute for the individual letter we cannot send in answer to the flood of requests for information and materials received each year in the Division of International Educational Relations. It is intended to help the teacher who feels that she lacks a background for developing international understanding, or that her program is already too full. It gives sources of information and materials and suggests ways to select and evaluate them. It mentions some points to keep in mind in using the material. It does not give any ready-made units of work or describe specific methods to follow. What is taught depends upon the children's needs, the total school program, and the community. The teachers know these needs and are best equipped to say what they are and how they should be met.



Courtesy, Department of Public Information, United Nations

"To live together in peace with one another . . ."

International Understanding in the Elementary Grades

INTERNATIONAL understanding! "My children don't even know their own country," says one teacher.

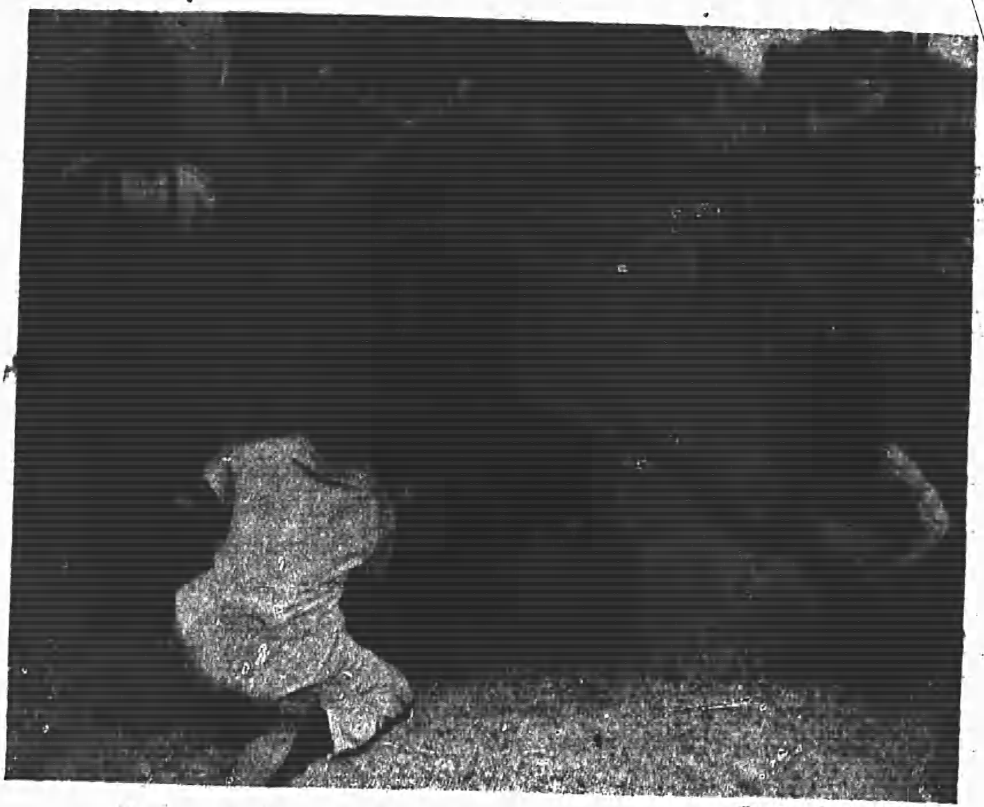
"I want my program to grow out of the interests and experiences of the children," says another. "They're not interested in the rest of the world."

"Mine are slow readers," says a third. "There's not time enough to teach all the 'tools' and add anything more."

"International understanding!" gasps still another. "I never even had a course in college!"

You have heard these statements before. In the school corridors after faculty meeting. At the lunch table the day the man from the United Nations spoke in assembly. In the hotel lobby when the State Teachers Association met. Let's examine these statements and see if there isn't a place for international understanding in the elementary grades.

It is true that children through the first three grades know little of their



Courtesy, Louise M. Groves.

Laying the foundation for international understanding.

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country as a whole. Moreover, many sixth graders still have much to learn about it. It is also true that in learning about their community and their country, children may at the same time develop international understanding. for international understanding is not necessarily the study of another country. Neither must it be an extra subject on the program. Little children in the classroom lay the foundations of international understanding by learning to respect the individual and cooperate with each other.

In the second and third grades, children will learn to know their community and the different peoples and cultures which compose it. They will see how these people make their living and also how they work together for the good of the community. Children see the interdependence of people and nations when they learn that the community sends products to another part of the nation or the world and at the same time depends on the work of other peoples for its everyday needs.

In the upper elementary grades, children trace the development of the Nation. They will learn what other lands and peoples have contributed to make our Nation strong, as well as the ways in which we have aided other countries. After children have learned how their community and their Nation are governed, it is but another step for them to become familiar with the organization and work of the United Nations.

Certainly the teacher who wants her programs to grow out of the needs and experiences of her children is right. But meeting these needs does not rule out international understanding. World events have widened children's horizons. There is Johnny Jones in her class, for instance. His father was in Panama during the war. He wrote to Johnny describing the festivals, the way coconuts grow, told how well the children swam, and sent pictures of a school he had visited in which there were children Johnny's age. He shared these with the boys and girls in his class, and they were as interested as he was in knowing more about Panama and its people. Finding answers to these questions fitted that country naturally into the program. Even the most isolated communities have people whose travel or experiences have stimulated in children an interest in another part of the world.

Children have had other experiences which have brought another part of the world into their classroom. Many have collected school supplies and sent them through UNESCO to a school in a war-devastated area. Some have put on a program and with the funds sent a CARE package. Perhaps their town adopted a town in Europe. Through the Junior Red Cross, children have prepared boxes for overseas or sent portfolios of their work.

Letters have come back acknowledging these gifts. And children have crowded around the globe, got out their geographies, or looked through the bookshelves for something on Australia or France or Norway, and all the other countries from which letters came. Sometimes there were snapshots in the letters. The children studied them, noticed how much a sixth grade

in Finland resembled their own class, or were surprised to see fields in England that looked much like those beyond their own schoolyard. They were developing international understanding growing out of their experiences.

Yet, despite the eagerness with which most of the boys and girls study the maps or search for more information, there probably are some who, as the teacher said, "aren't interested in the rest of the world." There's Sam in the sixth grade who doesn't read very well and probably never will. Finding out about another country in books is a struggle that kills his enthusiasm after the second or third page. But he has an intense interest in airplanes, knows the different types of planes, what they can do, and where they fly. Through his interest in aviation he has picked up a good idea of the topography of practically every country of the world. When his class studied another region he gave them considerable useful and interesting information about it and was able to bring maps which were not included in the geography. Sam, with his maps and his special knowledge is developing international understanding.

Then there's the boy in your class who definitely doesn't care how people in other countries live, but is fascinated with wild animals. For years he has been visiting the zoo regularly, studying the placards on the cages to find out where the animals come from, and has found books in the library to learn more. In reading how they live in their native habitat, he has painlessly acquired considerable information about the country which he is glad to pass on to the class when it studies that area. The trip the class takes to the zoo with him as its guide is mutually beneficial.

Pepita in the fourth grade hasn't had much standing in the class. Her parents follow the crops, and they live over in Trailer Town. But when the class read the story about Mexico she knew how to pronounce the Spanish words, explained what a *piñata* was, and at Christmas time brought one which her mother had made. There is an appreciation of Pepita in the class now. That's international understanding, too—not the kind that begins and ends with the Mexicans on the other side of the border, but the kind that applies to the Pepitas and Panchos in the group.

What about the slow ones who need all their time just to learn reading and arithmetic and the other essentials? Some excellent programs in intergroup and international understanding have resulted through supplying these slow readers with a variety of material to stimulate their interest. In acknowledging the receipt of material, a teacher wrote: "It has encouraged several groups of children to do some special work. Perhaps, even in a small mountain town such as this, the seed of friendship and understanding may have been planted because of an inspiration from new and challenging materials." It's surprising how much their reading improves when they read to find out something in which they are interested, or when they find a story they like.

And among the books on other countries are many which are old favorites

with children. Books like A Day On Skates, Little Pear, The Village That Learned to Read, and many others have stimulated in children an interest in Holland and China and Mexico and a desire to know more about life there. There are informational books with a foreign setting and stories of travel and adventure in other countries.

And children who find reading on any subject hard going may gain an understanding of other countries and other cultures through movies, slides, music, and dances.

Finally, there's the teacher who never had a course in international relations in college. She may never miss it. For international understanding in the elementary grades is not a high-powered course in political science or international diplomacy designed to develop specialists in international relations. Neither is it a lot of sentimental sentences about the quaint customs and picturesque costumes of the Burmese or the Brazilians or any other people.

What is international understanding, then? First of all, it is learning to appreciate and respect the individual wherever he is. It is learning to know peoples of other countries or other cultures—whether in their classrooms or in another continent—as human beings. It is finding out the kind of homes they live in, what they eat, what they wear, how they work and play. It is learning something about the songs they sing, the pictures they paint, and the books they write. It is becoming familiar with the names and something of the lives and deeds of the men and women they honor. It is helping children see the similarities and the differences in peoples' lives and customs, and the reason for them. It is helping children realize how the lives of these people are all interwoven with our own.

Finally, and most important of all, international understanding is helping children gain some idea of the imponderables—the way people of other countries feel about their problems, what they think about certain questions, and why they think and feel as they do. If you have done these things you will have succeeded in "doing something about international understanding." Furthermore, you will have helped stimulate in your pupils an intelligent, fair-minded interest in other people and their problems which, with at least some, will continue through life.

A Point of View

INTERNATIONAL understanding is most effectively developed wherever it fits naturally into the regular school program, yet it should not be mere incidental teaching. The content and materials can provide ways and means through which some of the basic aims of elementary education may be realized. One of the important things children learn is *to develop a habit of deferring judgment until they have sufficient information.* It is as important to keep this in mind in social studies as it is in science, for many of our misconceptions of other races and cultures are a result of jumping to conclusions. Help children to realize that to judge a nation and its people by one section of the country or a few of its people is like judging their class by one of the children.

Pointing out to children some of the misconceptions others have about us helps them realize how inaccurate opinions may be when they are formed

Courtesy, Cleveland Public Library.

Getting sufficient information on which to base conclusions.

without sufficient information. In looking at a snapshot of a Pan American day festival in a Cuban school, children in this country were amused to see that the child representing the United States was dressed in an Indian costume complete with warrior's headdress!

Yet in developing a study of another land and its people, teachers have caused children to form similar misconceptions through the introduction of a miscellaneous lot of materials, particularly of the "colorful and picturesque" type before the class had sufficient background information on the country. Impressions are easily made on children, and if they know nothing about a country, they will be led to believe that all the people wear the colorful costume.

Children often bring in costumes, handicrafts, pictures, and other materials of the region they are studying. These can be used to good advantage by suggesting that they find out if these costumes are worn by all the people; if they are worn for special occasions as, for instance, our Colonial costumes are used for pageants or fancy dress balls; or if they are worn only by the people of a certain part of the country. Do the same thing with the crafts and pictures. In what part of the country was the carved figure made and by whom? What do the people in the carnival scene do the rest of the year? Where do they live?

Have children get a general idea of the country they study, introduce them to different regions, to people with different occupations, to those who live in cities as well as to those who live in the country. Have them see the houses of the rich as well as the huts of the poor, have them see the farmer in his field and the craftsman at his loom, as well as the businessman in his office and the scholar with his books.

As children see the contrasts within the country, have them realize how difficult it is to make general statements that are true of the entire country and all the people, that what is true of one region or one group may not be true of another. Lead them to see how many of our misconceptions of foreign lands and peoples have been formed in this way, by judging all people by a few. All Mexicans, for instance, do not wear *sombreros* and *serapes* and play guitars any more than all men in our country wear blue jeans and straw hats or sit in the shade and whittle. The Argentine *gaucho* in his long baggy trousers constitutes as small a portion of that nation's population as the cowboy does of our own.

A study of another people and their problems *should help children learn to observe and to interpret what they see.* Their best approach to the world is through an understanding of their own community. As children learn about it, they will see that their State, their Nation, and the world are made up of communities, some similar to, others quite different from the one in which they live. Help children develop the habit of comparing a community in another country with the one in which they live, or with others they may

Courtesy, Visual Education Section, Los Angeles City School District.

What is true of one region may not be true of another.

have studied. If the environment is similar to the one in which they live, find out if the people make their living in the same way. Have them look for other similarities in the home life, the school, and in the things people do to enjoy life.

Help children to realize that the places and the people whose way of life and customs seem to differ most still have many things in common. The Chinese farmer, for instance, on his tiny farm of an acre or less does his work very differently from the farmer in this country. The two men differ in their features and dress and speak different languages. Yet they have many of the same problems. Both are concerned with soil and seed and enemies of their crops and increasing the harvest. Although the two farmers speak different languages, each could understand what a crop failure would mean to the other and to his family.

The mothers who prepare hot lunches for the children of the little school which stands on the shores of Lake Titicaca differ greatly from a committee of our local PTA. The mothers sit on the dirt floor fanning the flames of a stove made of clay, and a baby sleeps in the shawl which is wrapped round their shoulders and fastened securely at the waist. Day after day they serve the same food—fish from the waters of the Lake and *chuno*, a dish made

of tiny frozen potatoes, which is the staff of life of the Indians in the Peruvian highlands. Yet the mothers of both groups would have much in common were they to meet. They are concerned that their children have an education, a warm meal, and keep well, or that they know how to care for them when they are ill, yet the ways in which the mothers realize these aims differ.

Stories of family life in other countries have a familiar sound to children. In them they see that the relationship between parents and children in another land is not unlike that in their own home. Helping children to observe similarities between their own and other people's lives will develop in them an interest and understanding of other peoples and cultures.

Although it is important to have children realize that people "are more alike than different," it is equally important that they understand and develop a right attitude toward the differences. To overemphasize similarities, to have children believe that there are no differences between peoples is to neglect an important point in developing international understanding and one which results finally in misunderstanding. For one of the stumbling blocks to smooth relations between peoples is ignorance of customs and traditions which differ from their own.

An old Chinese proverb says, "Inquire about the customs when you enter a country; inquire about what is forbidden by law when you come into a new land." Failure to respect customs often gives rise to friction between peoples which results in a general disparagement of each other's cultures. Now that swifter means of transportation are bringing peoples of different countries in closer touch, it is particularly important to understand that customs vary.

However, it is important to have children realize the reason for these differences to help them understand that people of other countries, like people in the same town, have different ways of doing things. Have them realize that because people's ways are not like ours does not mean that they are peculiar or inferior. Have them realize that to foreigners many of our ways seem peculiar, too. The people of Latin America, for instance, usually shake hands when they meet, although they may see each other often. Yet to people of the Near or Far East, who greet each other with a bow, shaking hands, seems as strange a custom as a formal bow does to us.

A study of another country or region should *help children see that peoples' characteristics and ways of living depend to a large extent upon their environment and history*—that geography and grandparents have greatly determined what they are, what they do, and the way they do it. Help children to see that our way of life would be changed if we lived under other conditions. For instance, many people who live in a hot climate or in very high altitudes usually take midday siestas. We would find it comfortable to do the same thing if we lived there. Our food habits would change, too. In China, for instance, where few if any cows are kept because every foot of space is needed

Courtesy, Timothy F. Mee.

"Books are bridges."

to grow food for its 450 million people, we would substitute bean curd for milk and cheese.

The pace at which people work and the kind of games they play would also be changed in another climate. And so would their style of dress. The businessman who moved his office from Chicago to Cairo might find the flowing robes of the Near East, which allow the air to circulate freely, a sensible costume for the climate. Although smooth-shaven at home, he might also grow a beard to protect him from the burning sun. His wife would very likely wear a large veil which she could throw across her face out of doors.

There is little value in children learning a mass of facts and figures about a country if these are not associated with the people. Children may be able to tell the names of the great rivers in a country and give their length. They may know the height of the mountains, the volume of rainfall, know what the country produces, and be able to give an accurate population figure. Yet if they do not learn to see how these conditions affect people's lives, the facts will have little value for them.

The height of the Andes is an important fact for children to know if they are to understand that the mountains are barriers to transportation and communication between the different regions of Peru, for instance, and the effect these barriers have had on the development of the nation.

The size of Mexico's Indian population means little to children as an isolated fact. But studying the problem it poses in providing education for all

the people, and what Mexico is doing to solve the problem, helps children gain a better understanding of that country. The density of population in China means little to a child. The figures have meaning for him when he sees them in terms of the number of people who would have to live in a block, or on a farm which he knows, and when he is made conscious of the difficulty in making a living in such a crowded area as China.

As children learn to observe how environment affects people's lives, they will appreciate the problems people have and respect them for the way they solve them. Children should learn, too, to take differences in environment into account in comparing countries, or regions within the same country. In studying people of isolated regions of the tropical lowlands, for instance, children should be led to realize that because of the environment these people have problems which people in the temperate zones do not have to solve.

Helping children to read pictures in such a way as to get ideas on which conclusions can be based will give them a background for interpreting what they see and read about other regions.

As children learn how the country they are studying developed, they can

"Let's sing the same songs."

be led to *know and appreciate the cultural heritage of their own country and the contributions other people have made in building our Nation.* As children study their own community, they will see the different nationalities and races which compose it, notice the imprint each group has made on it, and what they are contributing now. Then have children look beyond the community, to the regions of their country which were settled and developed by people who came from other lands. The Spaniards, the first Europeans who settled in our Southwest, developed it, and gave it a distinct personality— the architecture of their homeland, many of its crafts, its traditions and institutions.

Have children look for other regions settled by different nationalities and the contribution each has made. Have children realize, too, that in addition to the labor of developing the land and the industries each group brought along something of the customs and way of life of its homeland. Help children to understand how our culture has been enriched by these contributions and to look for evidence of them in their daily lives. Children of foreign-born parents need to be helped to appreciate the culture of their parents' homeland.

As children learn the part other peoples have played in building our Nation and what our country has contributed to the development and welfare of other lands and peoples, they will *realize the interdependence of nations.* Teachers have helped children become conscious of our dependence on other countries by listing products which other countries contribute to our daily needs. The children began with the banana and cocoa served at breakfast, added the rubbers they wear to school, mentioned the material from other countries which went into making the school bus, the telephone, the victrola record, and other materials used throughout the day. They made lists, too, of products sent from their own community or State to other parts of the world. (The Interdependence of Nations, a list of United States imports from 57 nations, is available from the American Association for the United Nations, Inc.)

Although we might use home-grown instead of imported foods at breakfast, it would be difficult to find substitutes for old favorites among the songs and stories, games, dances, and pictures which have come to us from other countries. Imagine Christmas without Silent Night, a song written by an Austrian. The story hour without fairy tales given us by a Dane and a German, or the Mother Goose rhymes which a Frenchman collected, and a playground without tag which we got from the Chinese. And the illustrations which English, Dutch, Polish, Mexican, and artists from other countries have made for favorite books.

Yet children should be helped to realize other ways in which nations depend upon each other and how each benefits through cooperation. Knowledge and special skills possesed by people in our country have added

to the convenience and comfort of people throughout the world. Engineers have helped build highways and railroads and airfields in foreign countries. Doctors and nurses and specialists in nutrition have helped people in other lands to live healthier and happier lives. Teachers have gone to other countries to teach or have helped train foreign students for service in their own country.

Help children realize, too, that nations benefit from each other in that inventions, discoveries, new ideas, and the work of artists, composers, and craftsmen are enjoyed by all the world. An American invented the electric light, an Englishman discovered penicillin, the first bicycle was made in France, an Italian constructed the first telescope, and a German discovered X-rays, but all the world benefits from their work.

Finally, in studying the work of international organizations, children can realize the advantages gained when nations work together. The programs and skills developed in organizations like UNESCO (United Nations Educational, Scientific, and Cultural Organization), WHO (World Health Organization), FAO (Foreign Agricultural Office), and ILO (International Labor Office) have aided education, health, agriculture, and raised labor standards in many countries.

Courtesy, Department of Public Information, United Nations.

Skills of many lands make this program work.

Preparing To Teach

HOW SUCCESSFUL you are in helping children develop international understanding depends, like most other undertakings, upon the preparation you make for it. That doesn't mean that you will have to know all the answers about the land and the people you are going to introduce. The following suggestions for improving your own background and assembling materials for your class may be helpful:

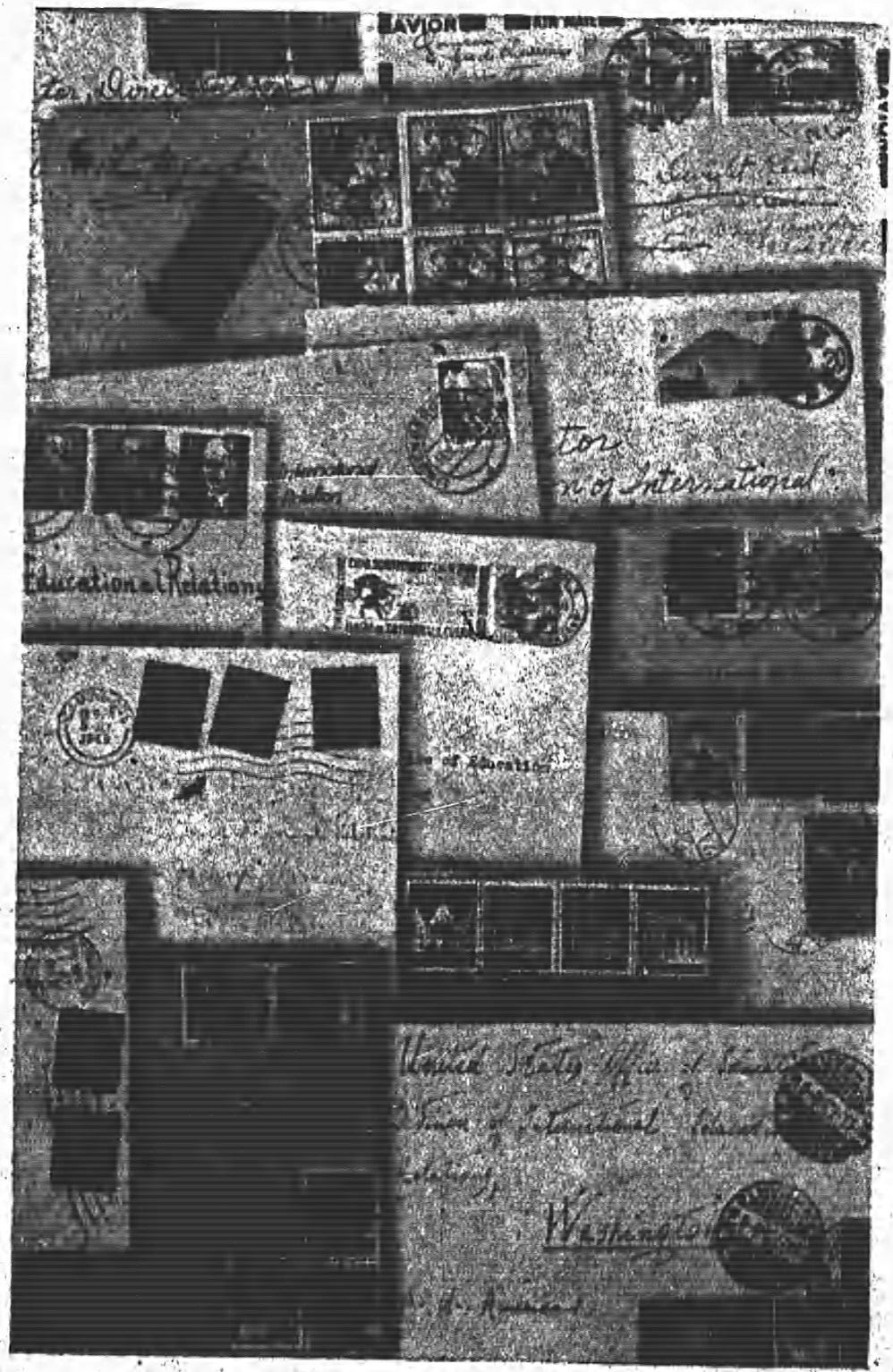
1. Read a good, general descriptive book on the country the class is going to study. It need not be a ponderous tome on college or graduate school level. For your needs, the people of a country and the way they live are more important than the politics. Get a broad, general idea of the different regions of the country and what each produces, the high lights of the history, the system of government, some idea of its relations with other countries, particularly your own, and as much information as possible about the people. Supplement this information by reading biographies of some of the country's leaders and historical novels. Folk tales and good fiction give an insight into people's way of life and an understanding of their customs, traditions, and beliefs. See the work of some of the country's artists, and hear music by their composers.

2. Talk to people, if possible, who have lived in the country, who have worked with people of the country, or who have had the opportunity to know some phase of your area of work. (See ch. 6.) It is surprising the number you will find once you begin to look for them. They can usually give you additional leads, either to other people or to publications and materials.

3. Good, clear photographs, films, or slides are among the best aids in helping you gain an idea of a country and its people or in introducing another part of the world to your class. Merely looking at films or photographs has little value, however, unless children are taught how to read pictures.

4. Go over the route of any field trip you plan to have the class take. If it is a visit to a museum, a library, or to an individual, be sure that you have been there in advance and know what the children are to see or find out. Then prepare them for the visit so that they will get the most out of it.

5. Assembling suitable materials for your class is another important part of the preparations you make. Here the children, particularly the older ones, can help, but throughout the preparation encourage all of the group to plan ways to find answers to questions. This is not only valuable experience for them but is also a source of good ideas. If you order or borrow materials, be sure to get them far enough in advance so that you will have time to examine them carefully before they are to be used.



Letters from abroad tell of other peoples.

6. Build up a file of newspaper clippings on current news of the country or topic you are going to introduce. When the study is begun, encourage children to bring clippings for the bulletin board. This practice helps them form a habit of reading a newspaper, and reading about what is happening now makes the people and the country become more real to them. Excellent results have been obtained by having committees of children follow and report on topics such as agriculture, education, foreign trade, industries, the arts, and sports of the country which they are studying.

7. Make arrangements to have children correspond with young people in other countries. This exchange of correspondence not only stimulates their interest in another part of the world, but also provides a valuable source of information which is otherwise difficult to obtain. Children in the elementary grades, however, need guidance in initiating a worth-while exchange of correspondence. Have the class discuss the things they would like to know about their foreign pen friend and make a list of these subjects of interest on the board. Children are usually interested in family life—"How many brothers and sisters do you have?" is one of the first questions they ask of a new classmate. The list might include a description of their pen friends' home, a day at school, some holiday and the way it is celebrated, a favorite hobby or sport, and many other topics.

The children to whom the class writes would probably be interested to know these same things. Lead the children to realize that their letters to a foreign correspondent who is unfamiliar with life in this country should be sufficiently detailed to give a clear picture of what they are describing. Moreover, remind children that it is particularly important that their letters to children in a foreign country should be neat and legible, with words correctly spelled.

8. The exchange of materials between your grade and a similar group in another country is an excellent means of helping children develop a better understanding of children of another region. It is often difficult for children to visualize people in a distant land as actually living and doing many of the same things we do. To receive notebooks, art work, and handicrafts made by children in another country, to have snapshots showing these children and their activities, and perhaps to see a textbook which they use, creates a personal, human interest in them and helps dispel the feeling that because they are far away they are "peculiar." The Junior Red Cross sponsors such exchanges between our schools and those in other countries.

9. Last, but by no means of least importance, is the study of modern languages, which is one of the best preparations you can make for widening your own horizon and paving the way for international understanding. Language is a means of contact with the mind, and is essential in acquiring cultural information and real understanding.

Selecting and Evaluating Materials and Information

OUR NATION needs citizens who can read, but it more desperately needs citizens who can think as they read, who can analyze propaganda, and who can read to gather information to help solve individual and group problems; who can make decisions without bias and on the basis of facts. . . ." [1]

How can children learn to judge information? One of the important lessons you can teach children is to question what they read and to realize that a statement is not necessarily true merely because it appears in print. Have them see, too, that statements which were true at the time the book or article was written may not be true now. Have them form the habit, in taking up printed material, of looking at the date of publication and of learning what may have happened since to change the information.

Children can be led to see how up-to-date material may differ from that published earlier, if they list changes that have taken place in their own community in the last few years. Perhaps a new hospital, several new schools, a block of new houses, and an airfield have been built. A description of the community written 10 years ago would not include these. Becoming conscious of these changes will help children realize that similar changes may have taken place in the foreign country or community about which they were reading. Help them find ways to bring the material in the book up to date. Have children look for articles on the subject in issues of periodicals which have appeared since the book was published, see if news reels have anything on it, and talk with people who have more recent information.

It is important, however, that children realize that the newest book on a subject is not always the best. Some of the best descriptive material of other peoples and places is to be found in books written nearly a century ago, when travelers moved more slowly, had time to become acquainted with the people of the country and to know their customs and their traditions. Many of these books are written in a more leisurely style than those of a later date and often include anecdotes which give a good insight into the attitudes and way of life of the people. Use these books to supplement other historical material and to add human interest.

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[1] Organizing the Elementary School for Living and Learning. Ch. IV, p. 122. 1947 Yearbook. Association for Supervision and Curriculum Development of the National Education Association, Washington, D. C.

Teach children to check on the author. Has he had special background for what he has written? Book jackets usually have biographical data about the author, mentioning special training or experience in the area on which he writes. Magazines, too, include brief background material on the author. What has he done that would give him knowledge of the subject? Does he give a fair picture? If the author is a national of the country, does he tell both sides of the story, the good and the bad, show what is ugly as well as what is beautiful? If he writes about a foreign country, has he had a chance to know the country well?

If the author has first-hand knowledge, in what capacity was he in the country which he describes? Was he a supervisor of unskilled labor in the interior and so had little contact with professional people of the country? Did he judge all the people of the country by these laborers? If he was there as a diplomat, perhaps he had just the opposite idea of the people. Owing to the nature of his duties he may have had little opportunity to meet other than the privileged class.

In most communities there are young men and women who served in other countries during the war. Many of them have a fund of interesting information about those places and the people and are glad to share it.

Trying to understand conflicting statements in what they read or hear speakers say by getting the facts can be a valuable experience for children. Through it they can see that no one person is 100 percent accurate. The information may be correct so far as he saw or was able to find out, but he may not have seen or heard all. Just as no two children in the class would describe their own community in the same way, so travelers who visit the same place usually give different versions of what they saw.

Help children understand, too, that the impression a person has of people or places is influenced by many things—the background he has for interpreting what he sees, how he felt when he was there, if he were ill or lonely, liked the food, or the climate—and that his information on the place may reflect these.

Finally, have children find out what they can about the publisher of the material. Is the firm reliable? If the material is published by a private organization, find out the purpose of the organization. Most organizations have literature describing their purpose and activities. Why does it publish the material? What information is it trying to give? Does the author or the organization have an ax to grind? Again, is the information objective—does it give both sides of the question?

Company is Coming!

YOU'VE INVITED a speaker to come and talk about the North Pole, the Netherlands, or life in an Andean village. Whether the experience is pleasant for the speaker and the time is well spent by the class depends upon the preparation made beforehand. And preparing for the visit means more than erasing the blackboard, rearranging the bookshelves, fluffing up the flowers, and reminding the class to be courteous to the guest.

Preparing the children for the visit is doubly important if the visitor is a foreigner whose appearance, dress, and speech differ from their own. His skin may be a different color, he may have an Indian caste mark, wear a fez instead of a hat, the flowing robes of some citizens of the Near East, or the kilts and plaid of a Scottish clan. Whatever it is that is unfamiliar, be sure to talk it over with the class before the visit. Remind the children that not all the people in our own country dress alike. Help them to realize that in the visitor's country our clothes would seem as strange to many of the people as the visitor's are to them.

If the visitor speaks English with an accent, prepare the children for that, too. Accents often sound very funny to children. But help them to realize that a foreign visitor pays us a courtesy when he speaks our language, and that to learn a second language is a praiseworthy achievement. Point out to children that to speak a foreign language without an accent is difficult, often impossible, unless it is learned as a child.

Whether the visitor is from abroad, from another city, or a neighbor from the next block, good manners demand that the class is attentive to what he has to say. Have children see that to ask thoughtful questions is an indication of their interest which the speaker will appreciate. If the visitor does not know English well, remind the children to speak slowly and clearly.

The letter to thank the visitor is as important educationally as it is socially. Here individual letters from the class are usually welcome. Remind children that their letter represents them and that making it attractive both in appearance and in content is a courtesy to the one to whom they are writing. Discuss the talk or interview, have children mention what impressed them—some fact which they found interesting or amusing—then let them go ahead and express themselves in their own way.

In talking to a fourth grade, a wool grower in Washington mentioned the high moral code of the industry which made written contracts unnecessary. Often deals involving millions of dollars, he said, were made with no more record of the transaction than notes jotted down on slips of paper held together with a paper clip. He was delighted with the letter from the boy who

Courtesy, Department of Public Information, United Nations.

Our clothes would seem as strange in his country.

wrote to thank him for his visit and added: "I was especially interested to know about all the money people can make with scraps of paper and a paper clip."

It is important, too, to prepare the speaker for the visit. It is particularly important to tell him the phase of the subject you would like to have him

discuss. A general discussion of China, for instance, would be a big subject to cover in one talk. Perhaps you want the speaker to discuss home life, tell something about education, or he might wish to describe the work he did there. If he had traveled, he might like to describe various regions of the country. You might also give him a list of questions which the children have asked about the area he is to discuss.

It would be helpful for the speaker to know how much background the group has on the subject—whether they are finishing their study of the country or are only beginning. You will, of course, let him know the grade to which he is to speak as well as give him a general idea of the age level of the group.

A field trip or an interview whether in connection with developing international understanding or concerned with finding out about the community water supply requires careful planning. Help the children realize that when they go to the embassy or consulate of a foreign country for stamps or materials for study, they are representatives of their country, and the impression they make is another side of life in their country which the foreigner whom they meet carries back to his homeland. He will appreciate an intelligent interest in his country, perhaps some question about the figure or event which the stamps commemorate.

Please Send Me . . .

WHEN YOU ask for information don't forget to give some, too. To say, "Send me anything you have that would help me in my school work" can mean anything from a desk to a dictionary. It would be difficult for the person who receives such a letter to guess that what the writer wants is material on, say, Canada for a sixth grade, or a map and a booklet on the Pan American Highways for the fourth-year class. But the teacher gives helpful information to the person who will answer her request if she says in her letter, "I would like material on Mexico for a fourth grade. We expect to spend a month studying that area and to give a play or pageant or have an exhibit when we finished the study. We have already written to the Pan American Union and the Mexican Embassy for material."

An interest in air routes has stimulated an interest in world geography.

Keep in mind, too, that in writing for material 1 letter sent from a class is better than 25. There is little educational value in having the children—all 40 of them—copy, from the blackboard, a letter which they have had no part in composing. Learning to write a good letter asking for material or information is good training which every child should have. But this means that the children should help compose the letter. For the lower grades this is a class exercise. Children in the upper elementary grades can compose a letter after they have discussed what it should contain.

But whether the letter is a class exercise which third graders, for instance, help compose and then copy from the board, or an individual composition, select the *one* letter which meets all the qualifications and have it sent in the name of the class. Have children check the letter before mailing it to see that it contains the name of the teacher and the name and address of the school. Hundreds of requests remain unanswered every year because this information is lacking.

Be brief, but be specific in making your request.

Sources of Materials and Information

THIS SECTION suggests sources of information which can be helpful to elementary teachers and their pupils in developing international understanding. In general, specific titles of publications and other materials available from various sources are not included since new material is being published regularly, and because older titles may be out of print by the time this bulletin is published. However, teachers may obtain free copies of the following bibliographies from the Division of International Educational Relations, Office of Education, Federal Security Agency:

A Selected Bibliography for Teaching About the United Nations. By Helen Dwight Reid.

Books To Help Build International Understanding. By Nora E. Buest.

Brief bibliographies of materials and teaching aids on various countries and regions.

Free materials on other peoples and other countries suitable for elementary grades are difficult to get. However, a limited amount of materials is available from foreign governments through the embassies or legations which 69 foreign governments now maintain in Washington, D. C. A number of the countries also have information offices which distribute official literature and materials such as maps, pictures, posters, leaflets, and travel information. An up-to-date mimeographed list of these offices and their addresses may be obtained from the Division of International Educational Relations, Office of Education, upon request by the teacher.

With the exception of the Division of Territories and Island Possessions, United States Department of the Interior, which has a limited amount of material on Alaska, Hawaii, Puerto Rico, Samoa, and Guam, the United States Government agencies publish no descriptive material on countries beyond our borders suitable for the use of children in elementary grades. However, a number of the Government departments have divisions concerned with the foreign or international activities of their work, as, for instance, the Division of International Educational Relations of the United States Office of Education and the Office of Foreign Agricultural Relations of the United States Department of Agriculture. For the most part, bulletins issued by these divisions are technical, but occasional titles have material for improving teachers' backgrounds on certain regions of the world.

A list of publications issued by the various agencies may be obtained free from the Superintendent of Documents, Government Printing Office, Wash-

ington 25, D. C. If price is stated, the publication is for sale by the Superintendent of Documents. If no price is given, the publication is furnished free by the issuing agency.

Some of the commercial firms which have international interests are a source of free materials. These include firms engaged in transportation and communications, such as airways, steamship companies, telephone and telegraph companies, railways, automobile associations, as well as firms with business interests in foreign countries, such as petroleum, mining, fruit, sugar, and rubber companies, packing concerns, and machine companies. A number of these have education divisions which publish material designed for use in schools. Material which is put out to sell products should be carefully examined, however, to be sure that it is suited to classroom needs.

The names and addresses of commercial firms together with the titles of material they distribute are included in various lists of Free and Inexpensive Learning Materials which a number of educational institutions publish, such as George Peabody College, Nashville, Tenn., and the New Jersey State Teachers College, Upper Montclair, N. J. The *NEA Journal* and a number of other educational magazines have a section on sources of free and inexpensive materials in each issue.

Ordering Government publications.—Many United States Government publications are available from the Superintendent of Documents. Remittance must be received before the material is sent. The Superintendent of Documents cannot send material c. o. d. or accept postage stamps. Checks, money orders, or postal notes should be made payable to the Superintendent of Documents. Many of the publications are sold for small amounts. To facilitate ordering them, the Government Printing Office sells coupons in sets of 20 for $1, which are good until used. However, they can only be used for the purchase of publications from the Superintendent of Documents. A deposit of $5 or more may also be made against which orders may be placed without making individual remittances or first obtaining quotations. Correspondence should be addressed: Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Inexpensive materials.—The following organizations publish descriptive matter on other countries suitable for background study for elementary teachers. Material suitable for pupils in upper elementary grades is also available from a number of the organizations whose addresses are given below. In addition to pamphlets and booklets, several of the organizations are also sources of audio-visual aids. As indicated, a few organizations have materials for loan to schools. However, the brief annotations included below give only a general idea of what each organization or agency issues. *Teachers are urged to write for a list of publications and prices,* as well as to make inquiry regarding regulations for borrowing exhibits, before placing definite orders.

AMERICAN ASSOCIATION FOR THE UNITED NATIONS, INC., 54 East Sixty-fifth Street, New York 21, N. Y.

Pamphlet material for adults and pupils.
Posters, program material.
Flags of United Nations.

AMERICAN COUNCIL ON EDUCATION, 744 Jackson Place, Washington 6, D. C.

Kodachrome slides on Latin America for sale.
"Use of Audio-Visual Materials Toward International Understanding" (1946, $1.25).
"Textbook Improvement and International Understanding" (1948, $1).
Booklets on China.

AMERICAN FEDERATION OF ARTS, 1262 New Hampshire Avenue, NW., Washington, D. C.

Publishes the "American Art Annual" which lists museums by States, summarizes their collections and activities, including educational activities, and lists key personnel.

AMERICAN JUNIOR RED CROSS, Eighteenth and D Streets, NW., Washington 13, D. C.

Sponsors correspondence with schools abroad, providing free translation and transmission of this correspondence; transmits gift boxes to schools abroad; promotes direct service projects through the National Children's Fund; loans exhibits.

AMERICAN GEOGRAPHICAL SOCIETY, Broadway at One Hundred Fifty-sixth Street, New York, N. Y.

Publishes monthly magazine, maps, special books.

AMERICAN LIBRARY ASSOCIATION, 50 East Huron Street, Chicago, Ill.

Issues reading lists for teachers and children.

BUREAU FOR INTERCULTURAL EDUCATION, 157 West Thirteenth Street, New York 11, N. Y.

For teachers—Books, pamphlets, bibliographies, and reprints of articles.
For pupils—Posters, cartoons, plays, and radio scripts.

CHINA INSTITUTE IN AMERICA, 119 West Fifty-seventh Street, New York, N. Y.

Films on China (these are not rentals, but are shown at the Institute to school children as well as adult groups); maintains a reference library; a selected bibliography; pamphlets and a map on China; a publication entitled "China and America."

CURRICULUM SERVICE BUREAU, 423 West One Hundred and Twenty-third Street, New York 27, N. Y.

"Inter-American Education in Schools," 400 pp., 150 illus. $2.
Books on Brazil and on China in preparation.
For free distribution:
Stories of Latin America for Seventh Grade.
Spanish Sketches.
Films for International Understanding.
Mexican Folk Dances.

EAST AND WEST ASSOCIATION, 62 West Forty-fifth Street, New York 19, N. Y.

Picture portfolios, pamphlets, and bibliographies for children on Africa, China, India, Japan, the Near East, Philippines, Russia, as well as miscellaneous material, including general list of 16 mm. films, and PEOPLE EAST AND WEST, 10 issues per year, with annotated lists of recommended background reading, films, program suggestions, sources for material.

Federal Security Agency, Office of Education, Division of International Educational Relations, Washington 25, D. C.

Bibliographies mentioned above.

Information on education in other countries, international teacher exchange, sources of information and materials for developing international understanding in schools of the United States, contacts for international student correspondence. *Does not have descriptive material on other countries for distribution to teachers or children.*

Foreign Policy Association, 22 East Thirty-eighth Street, New York 16, N. Y.

Headline Series (bimonthly booklets on international affairs); Foreign Policy Bulletin (weekly news summary). Study packets for program planning.

Institute of Pacific Relations, 1 East Fifty-fourth Street, New York 22, N. Y.

Pamphlets, teaching guides, and bibliographies of books on Asia for teachers; pamphlets and pamphlet textbooks on the Far East and Russia for children. Write for list of publications.

Library of Congress, Recording Laboratory, Washington 25, D. C.

In addition to albums of folk music and poetry, has for sale albums on Brazil, Mexico, Puerto Rico, and Venezuela. Send 10 cents for catalog of titles and prices. Laboratory also has a listening room open from 9 a. m. to 6:35 p. m.

National Education Association, 1201 Sixteenth Street NW., Washington 6, D. C.

Kits of published materials on international topics (free to advisory members appointed by State and local teachers' associations affiliated with the NEA); sponsorship of international relations clubs in secondary schools.

National Geographic Society, Sixteenth and M Streets NW., Washington, D. C.

National Geographic Magazine (by subscription); School Service Division publishes School Bulletins (30 weekly issues) during school year on geographic information behind current news events.

Color Sheets from the National Geographic Magazine may also be ordered.

Maps in color of various sizes on all the continents and several separate countries. Send for lists and prices of all material. Back issues of National Geographic, 10 copies $1.

Pan American Society of New England, Inc., 18 Traill Street, Cambridge 38, Mass.

Educational exhibits on Latin American countries for schools, libraries, and clubs.

Only expense is express charges both ways and insurance in transit.

Kodachrome slides on Latin America, with script, may be rented for $1 a set. Collections are loaned for 3 weeks.

Exhibit department is closed during July and August.

Pan American Union, Washington 6, D. C.

Publishes material on every phase of life in Latin America. Material of special aid and interest to schools includes a series of booklets on each of the American Republics and their capitals, on special products, and a special series for young readers. Publishes America, a monthly magazine illustrated with photographs. Material available for loan to schools includes:

Kodachrome Slides—35 sequences 2 by 2 inches.

Flags—21 small (4 by 6 inches) flags of American republics with stand.

Books—3 sets of books on Latin America: 1 set each for elementary, secondary, and adult readers.

Exhibits—Works of Latin American artists—drawings, etchings, photographs, woodcuts including 22 panels of Mexican children's art, mounted on 14 by 20 inch cardboard.

(No charge for loans except shipping costs.)

Smithsonian Institution, Washington 25, D. C.

Has a limited number of War Background Studies on the Near and Far East. The price varies depending upon the length of the pamphlets. None for free distribution. No material for children.

THE UNITED NATIONS, DEPARTMENT OF PUBLIC INFORMATION, Lake Success, N. Y.

Booklets, leaflets, posters, lists, and other materials useful to teachers and pupils. Orders for publications should be sent to International Documents Service, 2960 Broadway, New York 27, N. Y. A network of United Nations Volunteer Educational Centers has been established in institutions. Each center has a set of material for reference and another to loan. It receives regularly the latest publications of the Department of Public Information. A list of institutions which maintain such centers may be obtained from the United Nations.

UNITED STATES DEPARTMENT OF AGRICULTURE, OFFICE OF FOREIGN AGRICULTURAL RELATIONS, Washington 25, D. C.

Foreign Agriculture, published monthly, illustrated with photographs, research articles on agriculture in other countries. While of technical nature often contain interesting material on way of life of people which teacher may adapt for pupils. Available in libraries, subscription $1.50 a year.

UNITED STATES DEPARTMENT OF STATE, WASHINGTON 25, D. C.

Documents and booklets and study guides on current issues on foreign relations for teachers background. UNESCO Relations Staff material on UNESCO program, including 5 posters for free distribution to teachers.

Other things you can do to get—

Books and Information

Find out through your local library what books and other materials are available from your State Library or State Library Commission.

Consult the *Readers' Guide to Periodical Literature* in your library for recent articles published on the area or subject in which you are interested.

Exhibits

Write to the museum in your State and some of the largest museums in nearby States for information on traveling exhibitions which may be borrowed.

Some public libraries have special collections of art reproductions which are available on loan.

Films and Slides

Write to the Film Library or Film Depository at your State university or State college to see if they have films for loan.

Write to the museum nearest you for a list of slides and films which are available on loan.

Send for a copy of "A Directory of 897 16-mm Film Libraries." Superintendent of Documents, Washington 25, D. C. 15 cents. Write also to the Federal Security Agency, Office of Education, Visual Aids to Education, for information on getting Government films.

Flags

In addition to those given above, the following sources are among reliable companies through which flags may be purchased:

American Flag Co., 73–77 Mercer Street, New York 12, N. Y.

Annin & Co., Fifth Avenue at Sixteenth Street, New York 3, N. Y.

Collegeville, Flag & Manufacturing Co., Collegeville, Pa.

Recordings

Educational Radio Script and Transcription.
Exchange, Office of Education.
Federal Security Agency.

Maintains a transcription service for schools of radio recordings. These are all on 16-inch discs, and require special playback equipment having a turntable speed of 33⅓ r. p. m. Customary loan service is 2 weeks. Only expense to borrower is the cost of return postage. *Cannot be returned collect express.*

Recordings include programs presenting the story of contributions which immigrants of other countries have made to the social, economic, and political development of the United States.

Books Bring Adventure

Book adaptations dramatized and transcribed. Series I includes 13 15-minute programs which seek to show to children new sources of information about the One World of which they are a part. 33⅓ r. p. m. In addition a number of programs are available for use on ordinary phonographs. Write for printed folder to Gloria Chandler Recordings, Inc., 422½ West 46th Street, New York 19, N. Y.

Lullabies of Many Lands.
Victor Division.
Radio Corporation of America.

Recorded by Lela Mae Flynn.

Speakers

Find out if there are foreign exchange teachers or foreign students in your vicinity who might arrange to talk to your pupils or to the school assembly.